



The Education (Pastoral Care of Tertiary and International Learners) Code of Practice 2021 Self-Review Report

TEO information

TEO Name	Tauranga Hair Design Academy Ltd			MoE number	8379
Code contact	Name	Donna Waterson		Job title	Director of Studies
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Current enrolments	Domestic learners	Total #	22	18 y/o or older	12
					Under 18 y/o
Report author(s)	Donna Waterson				

Stage of implementation for each outcome

Organisational structures to support a whole-of-provider approach to learner wellbeing and safety

	Rating
Outcome 1: A learner wellbeing and safety system	Well implemented / Implemented / Developing / Early stages
Outcome 2: Learner voice	Well implemented / Implemented / Developing / Early stages



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Wellbeing and safety practices for all tertiary providers

	Rating
Outcome 3: Safe, inclusive, supportive, and accessible physical and digital learning environments	Well implemented / Implemented / Developing / Early stages
Outcome 4: Learners are safe and well	Well implemented / Implemented / Developing / Early stages

Findings from gap analysis of compliance with key required processes

Organisational structures to support a whole-of-provider approach to learner wellbeing and safety

	Identified gaps in compliance with key required processes
Outcome 1: A learner wellbeing and safety system	Complete the Dyslexia Friendly Qual Mark
Outcome 2: Learner voice	Continue to engage with a wider range of community groups to build stronger support networks for a diverse range of learners.



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	Identified gaps in compliance with key required processes
Outcome 3: Safe, inclusive, supportive, and accessible physical and digital learning environments	Change to Pivot Point LAB online platform January 2025
Outcome 4: Learners are safe and well	Continuing staff professional development in mental health

Summary of action plan

Organisational structures to support a whole-of-provider approach to learner wellbeing and safety

	Action/s to be taken	Owner	Due date	Plan for monitoring implementation	Measures of success
Outcome 1: A learner wellbeing and safety system	Complete the Dyslexia Friendly Qual Mark	All tutoring staff	October 2025	Term break October	Qual Mark given
	Include CoP videos to trainee tutors Induction Policy	New Trainee Tutors	When applicable	Induction Process	Staff Conferences
Outcome 2: Learner voice	Build upon current relationships and seek connection with a wider range of community groups	Directors Management Staff	2025	Document engagement	Self-reviewed when applicable Engagement with a minimum of four additional community groups by December 2025



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	Action/s to be taken	Owner	Due date	Plan for monitoring implementation	Measures of success
Outcome 3: Safe, inclusive, supportive, and accessible physical and digital learning environments	Change to Pivot Point LAB in 2025 ensure all resources are correct	HTT	January 2025	Annual Reviews	Student Evaluations Analysis
	Continue to engage with Te Puna Ora o Mataatua to support the embedding of Mātauranga Māori in programme design	All HTT Staff	February 2025	Fortnightly team meetings Student Evaluations completed each term	Summarised Annual Programme and Student Evaluation Reviews completed after the end of every intake
Outcome 4: Learners are safe and well	Enrol staff in mental health workshops for professional development	All HTT Staff	July 2025	Fortnightly team meetings Student Evaluations completed each term Staff Performance Reviews	Student Evaluations Analysis Student High Risk Analysis



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Summary of performance under each outcome

Organisational structures to support a whole-of-provider approach to learner wellbeing and safety

	Summary of performance based on gathered information (i.e., how effectively is your organisation doing what it needs to be doing?)	How do you know? (i.e., note supporting evidence with analysis to make sense of what it means)
Outcome 1: A learner wellbeing and safety system	<p>Hair to Train is a Category Two provider accredited by NZQA, offering comprehensive industry training in hairdressing and barbering in Mount Maunganui.</p> <p>Our commitment to student well-being is holistic, both inside and outside the academy. We offer a supportive framework that wraps around each learner, ensuring their safety and overall welfare.</p> <p>At Hair to Train, we are committed to providing a holistic and boutique educational experience that fosters family values, quality delivery, and industry relevance.</p> <p>Through personalised student engagement, we empower learners to achieve personal growth and develop essential life skills that will serve them in both their professional and personal lives.</p> <p>Annually, we revisit our strategic objectives, with a strong emphasis on enhancing well-being and safety. Feedback from annual programme reviews, learners, the tutoring team and stakeholders contribute to this process.</p> <p>Our daily staff meetings serve as a platform to address any emerging concerns related to learner safety and well-being. A Student High Risk Analysis spreadsheet is a living document to devise actionable plans.</p>	<p>Hair to Train graduates are sought after by the industry.</p> <p>Our students gain not only qualifications but life skills which will support them into higher study and employment. Hair to Train develops the student as a whole person by building confidence, personal esteem and caring for all others.</p> <p>Documents outlining the strategic plan and goal setting, including their corresponding review dates, incorporating objectives that align with the principles of Te Tiriti o Waitangi and the expected outcomes as outlined in the code.</p> <p>Meeting minutes are maintained, including staff meetings, management meetings, industry meetings, and student voice forums.</p> <p>The Code of Pastoral Care has been uploaded to the Hair to Train website ensuring learners and the public have access.</p> <p>Results from surveys conducted among students, employers, and other stakeholders are analysed and shared for valuable insights.</p> <p>Professional Development and Training plans and logs are comprehensively documented for each staff members'</p>



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<p>We diligently document learner well-being in our student management system, setting up alerts for the relevant staff to take necessary follow-up actions.</p> <p>To effectively communicate with our students, we employ various methods.</p> <ul style="list-style-type: none">- The Student Handbook contains vital information and contact details for a wide range of health and well-being services.- Additionally, we use social media/Teams as a convenient channel for disseminating health and well-being information. <p>Our staff members receive continuous training and attend professional development courses, with a focus on mental health and overall well-being.</p> <p>Hair to Train has policies in place for addressing bullying, sexual and racial harassment, discrimination, health and well-being, pastoral care, and privacy, along with robust procedures for identifying at-risk students.</p> <p>Furthermore, we maintain health and safety plans and conduct regular emergency drills while keeping detailed logs."</p> <p>Hair to Train can send correspondence out via the student management system in the event of an emergency.</p>	<p>participation in both internal and external professional development activities.</p> <p>All staff completed the Ako Aotearoa Tapatoru Professional Practice Award in 2024. It is a holistic, learner centred framework that incorporates Mātauranga Māori.</p> <p>The Student High Risk Analysis is carried out monthly, with discussions held weekly among the team to address any identified concerns.</p> <p>On social media platforms such as Facebook and Instagram, Hair to Train highlights information and provide links related to Health and Well-being.</p> <p>Quality Management System (QMS) policy documents are consistently maintained.</p> <p>The Learning Management System (LMS), specifically the student resources hub, is transitioning to Pivot Point LAB in 2025.</p> <p>Health and Safety plans, along with emergency procedures, are covered during the induction process and continually throughout the programme to ensure safety awareness.</p> <p>Appropriate safe practises including industry standard ergonomics to ensures the personal safety of our learners.</p>
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		<p>Communication through the student management system and Teams includes emails sent to learners to guarantee that correspondence is timely, accurate, and consistent.</p> <p>Students are granted access to IBA Fitness, and this is integrated into the delivery timetable.</p> <p>Outside agencies available to give extra support and assistance when required, Hair to Train works with the following agencies</p> <ul style="list-style-type: none"> - Momenta Tauranga - Epilepsy Waikato - CAMHS Tauranga - Employ NZ Youth Services - Ako Aotearoa - Family Planning - Budget Services - Careers NZ - BTI counselling services - Te Puna Ora o Mataatua <p>Frameworks used at the academy</p> <ul style="list-style-type: none"> - Te Whare Tapa Whā Model - Whiria Ngā Rau - Fonofale Model - Kakala Model
<p>Outcome 2: Learner voice</p>	<p>At Hair to Train, we place learners at the heart of our mission, fostering transparent partnerships with all learners.</p>	<p>Student Handbook – Whiria Ngā Rau documented and covered in induction.</p>



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	<p>We deeply respect and honour the mana of our students within their learning environment, actively engaging with their voices in decision-making processes concerning the planning and delivery of student support services.</p> <p>To build these partnerships and encourage student input, Hair to Train follows the Whiria Ngā Rau framework. This framework offers both informal and formal channels for students to voice their perspectives.</p> <p>Our Student Voice Forum, held on the fifth week of every term, ensures diverse representation from each intake, giving a comprehensive voice across all learner groups.</p> <p>Throughout the year, we conduct surveys on various topics, utilising the feedback to enact meaningful changes to our programmes and general operations at Hair to Train.</p> <p>We maintain a robust complaints process that we communicate to our learners through various accessible means. Furthermore, we publicise and promote the Dispute Resolution scheme in multiple formats to ensure all learners are aware of their options."</p>	<p>Morning/end of day meetings – Informal discussions.</p> <p>Student ILP's reviewed monthly with weekly goal setting meetings</p> <p>Student Voice Forum is held every term – meeting minutes and feedback given.</p> <p>Surveys - Summary reports from Student Evaluations, these are done each term and exit interviews are completed when the learners finish their programmes.</p> <p>Quality Management System – Policy and Procedures</p> <p>Learning Management System - Contains resources including complaints form, to be updated in Pivot Point LAB 2025.</p> <p>Student Handbook – Complaints information, Disputes Resolution Scheme information. Contact details for other external agencies for referring complaints.</p>
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Outcome 3: Safe, inclusive, supportive, and accessible physical and digital learning environments	<p>Students experience an inclusive learning environment where they are accepted and valued, respected, free from racism and discrimination, and connected with social and cultural networks.</p> <p>Hair to Train takes great pride in offering an inclusive physical environment, complemented by a nurturing and inclusive culture that thrives thanks to our diverse staff.</p> <p>We employ the Tuakana-Teina model across all aspects of teaching and learning, fostering inclusivity among both staff and students, thereby promoting and strengthening a sense of belonging.</p> <p>Within the learner's daily life, our tutorial team creates opportunities for sharing and exploring cultural and spiritual beliefs, free from judgment.</p> <p>Throughout their study, learners receive information about support agencies available in the Bay of Plenty region through various communication channels.</p> <p>Upon enrolment, we identify individual learner needs, implementing alternative teaching methods and arrangements as necessary, and we seek additional support when needed.</p>	<p>Inclusive physical environment – Hair to Train’s learning and common spaces are interlinked which allows for learners of all programmes to support each other to achieve their common goal.</p> <p>Tutorial staff are available to all learners no matter which programme they are studying within.</p> <p>Whānau Shared lunches - Based upon celebrations or cultural events or at the request of learners this fosters unity among learners and staff.</p> <p>All students have access to a chrome book, Wi-Fi and the internet. There are strict protocols in place for online learning.</p> <p>Hair to Train uses various learning methods to support all learners with the use of VARK Learning Styles and the TEC Assessment Tool as examples of aids used in the academy.</p> <p>Hair to Train engages a Cultural Māori Advisor, students spend time on our local Marae and tikanga is embedded in everything we do at the academy.</p> <p>Graduation – An annual gathering of all staff and learners to celebrate learner achievement and success encouraging inclusiveness.</p>



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	<p>Our processes are designed to monitor learner achievement and engagement across all programmes, ensuring positive outcomes are consistently attained.</p> <p>We proactively identify and discuss potential pathways for future study and employment opportunities prior to enrolment, revisiting these discussions throughout the learner's programme. We also provide support upon the completion of their programme of study.</p> <p>Hair to Train has recently reviewed its policies to emphasise its unwavering commitment to the safety and well-being of its students</p>	<p>Hair to Train has the following action plans in place</p> <ul style="list-style-type: none"> - Disability - Equity for all Learners
<p>Outcome 4: Learners are safe and well</p>	<p>At Hair to Train, students thrive in a physically secure and mutually supportive educational environment that is attuned to the diverse needs of all learners.</p> <p>We ensure that students have ample access to guidance, information, and services that cater to their fundamental requirements.</p> <p>Our academy follows a comprehensive process and practice to ensure that both current and prospective learners can easily access information about a wide range of support services, which assist in managing their basic needs.</p> <p>In our student common space, we offer complimentary and healthy breakfast food options to all learners.</p>	<p>Prospectus – Guides prospective learners to where information is found.</p> <p>Student Handbook – Contains information and links on a range of providers and community services.</p> <p>Website – Information on support services.</p> <p>Healthy breakfast items for students</p> <p>Learning Management System – Student support, health and wellbeing information.</p> <p>Social Media – Instagram/Facebook highlights - Health and Well-being information and links including cohort WhatsApp groups</p>



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	<p>We actively encourage learners from all cultural backgrounds to share elements of their culture and language. Additionally, we regularly host cultural celebrations to honour this diversity.</p> <p>Throughout a learner's enrolment and even before it begins, we provide opportunities to identify and discuss their unique support needs at the initial interview and pre-enrolment induction day.</p> <p>The well-being of our learners is our top priority, and we actively promote sound mental and physical health practices.</p> <p>For concerns related to health, safety, or well-being, learners can confidentially raise and discuss them with management staff through an open-door policy or other confidential means.</p> <p>Our staff have a structured process to identify and offer support options for learners at risk.</p> <p>In the case of extended absences beyond a learner's control or to address health and well-being needs, we arrange alternative study arrangements.</p> <p>Hair to Train has established procedures to equip our staff with the necessary tools to address disruptive behaviour, ensuring that events are accurately documented.</p>	<p>Pre-enrolment interview – Identification of support needs.</p> <p>Individual Learning Plans - Identification of support needs and follow up.</p> <p>Management on site with open door policy, tutor contact, student kaitiaki and the leadership team – Provide opportunities for learners to report any concerns about fellow learners or for themselves.</p> <p>Workshops/Session plans – Audio books, videos, Pathways Awarua and Te Whare Tapa Whā activities etc</p> <p>Sound processes are in place for the gathering and updating of contact details of nominated contact people for all learners on enrolment (including next of kin for under 18-year-old learners) and students are informed of the circumstances in which the nominated person/persons or next of kin will be contacted.</p> <p>Health and Safety Policy including Hazard Register and Emergency Plans are firmly in place.</p> <p>All Hair to Train learners sign a Code of Conduct when they enrol on the programmes.</p>
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