

The Education (Pastoral Care of Tertiary and International Learners) Code of Practice 2021

2025 Self-review Report

TEO Name	English Language Partners New Zealand Trust			MoE number	8067
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Current enrolments	Domestic learners	Total #	7913	18 y/o or older	7893
				Under 18 y/o	20
	International learners*	Total #	0	18 y/o or older	0
				Under 18 y/o	0
Report author(s)	Nita Hutchinson				

*ELP's charitable purpose is to help former refugees and migrants learn English to settle, work and succeed. ELP does not enrol learners overseas, nor work with people who are temporarily residing in New Zealand for the specific purposes of study (e.g., student visa holders). ELP has a number of enrolled learners—many of whom are on a residency pathway—that are “Required to be Treated as if They are not International Students” under the [NZ Gazette](#), and who hold the following categories of visa: Guardianship, 2022 Special Ukraine Visa, Partnership of non-New-Zealander, Visitor Visa, Work Visa and Asylum Seeker.

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
Outcome 2: Learner voice	Well implemented

Wellbeing and safety practices for all tertiary providers

	*Rating
Outcome 3: Safe, inclusive, supportive, and accessible physical and digital learning environments	Well implemented
Outcome 4: Learners are safe and well	Well implemented

*Stage of implementation rating scale: Well implemented / Implemented / Developing / Early stages

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 ELP doing what it needs to be doing?)	How do we know?
Outcome 1: A learner wellbeing and safety system	ELP's vision is a cohesive society where our learners can settle well and achieve their goals — feeling safe, having a sense of belonging, and being able to participate in and contribute to all aspects of life. Most of ELP's activity is closely aligned with improving and supporting learner wellbeing, and systems remain well developed and resourced to support this. In 2025 the launch of Strategy 2030 explicitly links learner wellbeing and safety, organisational resilience, and implementation priorities across the organisation. The Te Ara Ahurea strategy now provides a clear organisational framework for bicultural and multicultural practice, supported by guidance, implementation activity, and oversight. Referral pathways have been strengthened, although local variation in the availability of external services remains. Ongoing staff training continues to embed ELP's obligations under the Code, Te Tiriti o Waitangi, privacy and safe handling of information, incident identification and reporting, and physical and sexual violence prevention and response.	- Connection to others and the local community underpins ELP's purpose — helping learners settle well in Aotearoa New Zealand. Strategy 2030 explicitly links learner wellbeing and safety, organisational resilience, and implementation priorities. - The Teaching and Learning Strategy states that ELP supports learner wellbeing and safety through inclusive teaching practice and is prominently displayed in all centres. Te Ara Ahurea provides an organisational framework for bicultural and multicultural practice; te reo and tikanga Māori resources continue to be developed and strengthened. - Strategic goals are reviewed through ELP's annual self-review and attestation cycles; action registers from internal quality assurance and CoP reviews are regularly reviewed at operational and SLT level. - Ethnic Advisory Group (EAG) minutes evidence proactive engagement with learners and stakeholders. Note: learner hui were not held in 2025 but are planned in 2026.

		• Monthly manager reporting and centre implementation evidence indicate how strategic priorities are embedded in practice. • Ongoing, role-tailored staff training on Te Tiriti o Waitangi (supported by Kaiwaihanga Rauemi Ako I Programme Materials Developer, a dedicated resource-development and teacher-training role); the Pastoral Care (The Code) e-learning module is compulsory for all learner-facing staff; privacy training is required at onboarding. • Staff report incidents, concerning behaviours, and abusive behaviour through GOSH, with critical incidents escalated to SLT; learner wellbeing and safety information is published on MyELP via the HSW Dashboard. • Emergency procedures are briefed at the start of every course; the Business Continuity Plan provides for coordinated decision-making, alternate leadership, and learner communications; critical incidents and emergencies are reported on the monthly and quarterly HSW Dashboards. • Regular fire, evacuation, lockdown, EQ drills and tsunami hikoi with all class participants?
	Summary of performance based on gathered information (i.e., how effectively is ELP doing what it needs to be doing?)	How do we know?
Outcome 2: Learner voice	ELP teaches English language to people from refugee and migrant backgrounds, providing language education in context for everyday life and work. At the time of writing, learners represent a wide range of first languages, and some — such as those who have	• Learner voice is heard through learner hui, anonymous and end-of-course feedback, and the Ethnic Advisory Group, which advocates for and raises issues on behalf of learner communities.

	experienced interrupted learning — may have limited functional literacy in their first language. There are also differing cultural norms regarding sharing candid feedback. Despite these challenges, ELP maintains multiple and ongoing opportunities to hear learner voice directly through classroom, course and anonymous feedback, and through representative channels such as the Ethnic Advisory Group. The planned 2026 learner hui are a strengthening action. Teachers and Cultural Language Assistants work closely with learners to co-design learning syllabi, negotiate goals, develop personalised learning plans, and ensure emergent learning needs are met. ELP's complaints policy and learner-facing complaints information support learners to raise and process complaints, including with support people and translation where needed.	• EAG minutes and related action registers evidence that learner and community input contributes to the review and improvement of wellbeing and safety practices. • At a classroom level, learners negotiate their goals and the teaching syllabus with the teacher; teaching and learning materials support learners to give feedback, recognising different cultural attitudes towards sharing feedback. • ELP's complaints policy requires time-bound responses, provides translation and support services where requested, and includes support-person information and provision for joint complaints by groups of learners. • A simplified English version of the complaints process is available through the learner handbook, simplified materials, programme-specific materials, the ELP website, and is displayed in centres. Anonymous channels and learner hui provide additional ways to raise issues where barriers to formal complaints exist. • Complaints are recorded in the Complaints Register on SharePoint and reported in the CoP review report. • National office staff are familiar with the relevant Dispute Resolution Scheme rules; complaints-policy escalation requires national office to be informed about DRS matters.
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Wellbeing and safety practices for all tertiary providers

	Summary of performance based on gathered information (i.e., how effectively is ELP doing what it needs to be doing?)	How do we know?
Outcome 3: Safe, inclusive, supportive, and accessible physical and digital learning environments	ELP fosters safe face-to-face and online learning environments that support positive learning experiences for its former refugee and migrant learner community. ELP's values encourage an open and fair organisational culture, evaluated within each centre annually through the Quality Standards Review. Pastoral care, health, safety and wellbeing, and inclusive-practice training all contribute to reducing harm from discrimination, racism, bullying, harassment, and abuse. Te Ara Ahurea and the Teaching and Learning Strategy support organisation-wide expectations for culturally responsive and inclusive practice, and capability to support Māori learners' connection to identity and culture has been strengthened through the rōpū and updated teaching resources. Areas to strengthen: Risk-assessment evidence is currently held for 54 of 103 active venues, with centres being asked to confirm the remaining 49 and maintain the central register. Direct Māori involvement in specific physical or digital design decisions remains less explicit — a focus for 2026 is supporting centres to engage meaningfully with hapū and local iwi.	• Diversity and Respect are two of ELP's organisational values, underpinning the practices in the Teaching & Learning Strategy and organisation-wide inclusive culture. • Learners are provided with regular opportunities to share their views safely through classroom practice, anonymous feedback, end-of-course feedback, and learner hui. • Te reo Māori and tikanga Māori resources are available to staff and learners through ELP platforms. Te Ara Ahurea implementation and the rōpū have strengthened organisational capability. • Literacy, numeracy and learner training is embedded in relevant programmes to help learners prepare and adjust for study. Rates of learner achievement are a key measure in annual quality assurance. • All learning environments are evaluated for suitability using a checklist. Risk-assessment evidence is held for 54 of 103 active venues. Centres will confirm the remaining 49 and maintain the central register.

		- Learners are asked about support needs at enrolment. Current disability and accessibility work supports the identification and removal of access barriers, and learners are supported to adapt the environment to their needs (e.g. prayer room, classroom layout). - Te Ara Ahurea provides a framework for engaging with Māori, while direct Māori involvement in specific design decisions is a development focus for 2026 (engagement with hapū and local iwi).
	Summary of performance based on gathered information (i.e., how effectively is ELP doing what it needs to be doing?)	How do we know?
Outcome 4: Learners are safe and well	ELP supports learners to manage their physical and mental health through information and advice, with established processes to identify and respond to learners who need additional support. Where a learner has a disability or is affected by health and wellbeing difficulties, accommodations are made to facilitate their learning needs, including study off-campus and support in learners' own homes. In 2025 the learner safety plan is now actively in use to support identification of, and response to, learners at risk (including risk of harm to others) and situations where learners or staff experience harm. The Support Services for Learners page on MyELP gives staff clearer referral pathways to internal and external supports. An area to strengthen is around contact and next-of-kin details, which are gathered at enrolment and can be updated at subsequent enrolments. There is limited evidence that reconfirming next-of-kin details is implemented consistently as a routine, audited process.	- ELP provides programmes focusing on English for the Workplace, English for Jobseekers, as well as general wellbeing-focused classes. Centres also maintain strong connections with key local service providers for referring learners to? - Wellbeing and health information is available on MyELP, with teachers, coordinators, and centre managers connecting learners to relevant information and culturally responsive services as needed. Mental health awareness training is also provided. - The learner safety plan and procedures are now available to support identification of learners at risk, responses where a learner may be at risk of harming others, and protection of learners and staff who experience harm. - The Support Services for Learners MyELP page provides referral information and pathways; de-

		escalation training is provided to office staff, teachers, and volunteers. • Learners can communicate health and mental wellbeing needs and raise concerns about themselves or others in confidence through private conversations, email, and learner support channels. Concerns are escalated through pastoral care and wellbeing reporting processes. • Emergency and next-of-kin contact details are gathered at enrolment and recorded in the SMS and Emergency Readiness & Response process. ELP has a very small proportion of learners aged under 18, for whom caregiver contact details are gathered. • GOSH is ELP's incident management tool, providing a record of reported risks, incidents, and concerns, with more serious issues escalated through organisational risk management processes. • Current disability and accessibility work, alongside the learner safety plan, strengthens ELP's ability to make reasonable accommodations for disabled learners and those affected by health or wellbeing difficulties.
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Complaints

ELP received 1 complaint in 2025 from a learner. The complaint was investigated as per the ELP Complaints and Misconduct Policy by the Head of Teaching and Learning with the relevant Centre Manager.

Critical incidents

As part of providing an environment where learners can be safe, well and supported, ELP records any health and safety incidents and near misses that occur involving learners. In 2025 there were 18 reports of critical and high probability incidents.

