Pastoral Care Code Self-Review Report 2023

Dev Academy Aotearoa

1 November 2023

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Dev Academy TEO Details

TEO Name	Dev Academy Aotearoa Limited Trading as Dev Academy Aotearoa			MoE number	9163
IDC contact	**Name**	Jack Tolley		**Job title**	Finance and Operations Lead
	Email	hello@devacademy.co.nz		**Phone number**	-
Current enrolments	**Domestic students**	**Total #**	61	**18 y/o or older**	61
				Under 18 y/o	0
	International students	**Total #**	0		
Report author(s)	Carolyn Stott, Tumuaki Māori Jack Tolley, Finance and Operations Lead				

Dev Academy Pastoral Care Mission Statement

Dev Academy Aotearoa's core values are integrity, effort and kindness. We work hard to uphold these values in how we interact with learners on a daily basis. We aim to make our environment safe, friendly and inclusive so that students from all backgrounds can optimise their learning potential.

We also work hard to communicate with learners in a way that reflects the respect we hold for each other. We are kind, open and curious about the learner's experience while offering support and guidance where needed. We encourage a holistic mindset where learners can bring their whole selves to Dev Academy and feel a sense of belonging. We also encourage self expression and value the differences that each learner brings.

Dev Academy Aotearoa has values which are demonstrated to learners through our established routines and learner activities that prioritise learner wellbeing. We strive to ensure that every learner is offered the care and attention to thrive in an accelerated learning environment. We believe our high learner to teacher ratios; small class sizes; tailored approach to pastoral care support and high expectations of learner achievement contribute to this positive learning environment.

Outcome rating

Outcome	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
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. (Assistance for students to meet their basic needs)	Well implemented / Implemented / Developing / Early stages

Summary of performance under each outcome

Outcome	Summary of performance based on gathered information (i.e. how well 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	***Process 1: Strategic goals and plans*** Dev Academy has continued to review and improve upon the current organisation-wide, strategic plan and respond to changes in enrolments in the tertiary space. We place high priority on student wellbeing in our organisational and teaching practices and articulate these in our strategic goals and plans for 2024. Our approaches and actions continue to be holistic and we respond swiftly to learner needs and feedback. We could be more detailed in our strategic approach to maintaining high quality pastoral care into 2024. As part of this work we aim to further develop our strategic goals and processes that demonstrate a commitment to honouring Te Tiriti o Waitangi and supporting Māori-Crown relations. ***Process 2: Self review of learner wellbeing and safety practices*** *Clause 8* While we have many informal methods of engaging diverse learners in our planning and strategic thinking, we identified a gap in our learner wellbeing system in formal involvement. We need to do further work to prioritise working with diverse learners and stakeholders when reviewing and further developing our strategic goals and plans.	***Process 1: Strategic goals and plans*** We maintain annual strategic goals and priorities and in 2023 have appointed a new establishment governance board; had a change in our team, responding to lower student enrolment numbers in 2023. We are now spending time reviewing our vision, mission and organisational strategic plan, and involving staff in this process. Our strategic goals for learners' wellbeing and safety will be prioritised in further work into 2024. Dev Academy has both a strategic and practical document that states our intent to support Māori - Crown relationships and contribute to an education system that honours Te Tiriti o Waitangi. *Clause 8* We prioritise informal engagement with

	Process 4: Responsive wellbeing and safety systems	learners around our goals and priorities, and have not yet held any formal spaces for learners to engage in our plans for 2024.
	Clause 10 (1)	
	We have significantly improved both our gathering and communicating of relevant information regarding emerging concerns about learners' wellbeing, safety and behaviour in order to connect learners quickly to appropriate social, medical and mental health services. After feedback from teachers, in March we established our Bootcamp Leadership Team to respond swiftly to learner support, supported by highly experienced teaching and human skills staff.	*Clause 10 (1)*
		Our internal communication system regarding learners' wellbeing is managed through our Slack Student Escalation channels.
	Clause 10 (2)	*Clause 10 (2)*
	In 2023 we prioritised staff-wide, external training to help all our staff to better understand the welfare issues of diverse learner groups. We have plans to extend this training for staff, and offer workshops delivered by internal staff directly related to supporting ākonga Māori. We have completed mental health first aid training in 2022 and 2023 as well.	We have records of attendance and financial records of staff completing this training
		Clause 10 (3)
		Records are kept in Bootcamp Leadership team meeting notes.
	In 2022, a working group of Māori staff completed the Dev Academy's Data Sovereignty policy, and delivered some initial training for staff on understanding the policy, its intent. Further work needs to be done to provide a practical application of the policy and how staff can give effect to this policy with regards to privacy and safe handling of learners' personal information.	
	While we have robust processes in place to respond to discrimination in our programmes, we haven't offered ongoing training, resources and support for staff to identify incidents of racism, discrimination and bullying,	

	including physical and sexual violence prevention and response in 2023. *Clause 10 (3)* Dev Academy has established plans for assisting learners and responding effectively in emergency situations. Due to our size and commitment to agile practice, we have a reputation for responding efficiently in emergency situations and coordinating decision making, led by the Bootcamp Leadership team. Our risk register is reviewed by our People Operations Lead, with contributions sought from teaching staff where necessary. The risk register is ultimately the responsibility of Ngā Hau E Whā - Our Senior Leadership team.	
Outcome 2: Learner voice	***Process 1: Learner voice*** *Clause 12* Our aim is to ensure that we uphold the mana and autonomy of all learners at Dev Academy. We continue to refine our established practices for building and maintaining effective relationships with diverse learner groups, and we actively seek feedback and look for ways that we can create a safe space for learners. In particular, our Human Skills Facilitators typically take a lot of feedback from individuals. We think this is mainly due to how we've set up the Human Skills role with the aim of providing internal advocacy for learners. Utilising both informal and formal processes has been key to ensuring learners have a voice to provide feedback so we can improve our processes. In 2023, we responded to both staff and learner feedback, and undertook	***Process 1: Learner voice*** *Clause 12* We have built both informal and formal processes for seeking feedback from learners into our curriculum and daily schedules for learners. These can be found on a number of accessible platforms for learners. Student End of Bootcamp Feedback Surveys continue to run at the end of every Bootcamp and responses are monitored by the Bootcamp Leadership Team and our Practice Leads. Learner feedback from these surveys are used to inform future planning and curriculum development.

staff wide training over two days in order to learn more effective ways to meet the needs of diverse learner groups.

This year also gave us an opportunity to redesign the bias, diversity and inclusion session of our Human Skills programme which we intend to prototype with staff and learners in early 2024. Within this session there is particular emphasis on power and privilege and its impact on underrepresented groups in the tech industry, and ensuring everyone has equitable opportunities to be heard. Our overall goal here is to continue to provide regular opportunities for quality professional development and learning for our teaching staff. We are also planning an inhouse follow up workshop series for staff on improving teaching and learning for ākonga Māori, as well as trauma informed facilitation from a Te Ao Māori lens in November 2023.

We have different vectors for students to provide feedback on all aspects of our service. We provide surveys for asynchronous responses, but could extend these and offer more at different points, and work hard to efficiently respond to feedback over the programme for specific events or needs that learners have.

Process 2: Learner complaints
Clause 13
Our Bootcamp Leadership Team was newly formed in 2023 and consists of our Finance & Operations Lead, People Operations Lead and our Teaching Lead, supported by our co-Tūmuaki Māori, Head of School. This team works with learners to respond to and process complaints.

In August 2023, most staff completed a two day training in trauma informed facilitation. As part of this training, a strong focus was on catering to the needs of diverse learner groups and neurodivergent learner groups. Since then, we have followed up all staff and teaching staff involved to collect feedback on how they are using the tools they learned to better inform their practice, particularly with neurodiverse learners. We heard feedback from staff how beneficial they had found the training.

One of the ways we can ensure our practices around building relationships and fostering a sense of belonging with diverse learner groups is that we employ Dev Academy graduates as facilitators to support students.

Our policies and procedures lay out how complaints and issues should be handled, and we continue to record any complaints in our shared drive.

Our complaints process is available to all learners via our Student Handbook upon enrolment and again during orientation in each stage of the programme. This process also directs students to the NZQA website if the learner wishes to access the external complaints process.

Our Bootcamp Leadership team lead, support and are involved in tailoring responses to student concerns, and consider issues sensitively as they arise. We are guided and supported by Ngā Hau E Whā - our Senior Leadership team - who provide advice and support if requested.

In 2023 we received less than 5 learner complaints.

Clause 14
We are comfortable participating in the Dispute Resolution Scheme where needed and to date have not had complaints reach this level.

Outcome 3: A safe, inclusive, supportive and accessible physical and digital learning	***Process 1: Safe and inclusive communities*** *Clause 16 (1):* Dev Academy has maintained policies and procedures around reducing harm to learners resulting from discrimination, racism, bullying, harassment and abuse. We aim to foster an inclusive culture of belonging in our staff, and the team are involved in supporting each other to develop and maintain these standards to promote safe, inclusive, supportive and accessible environments for all staff and learners. Our expectations of	***Process 1: Safe and inclusive communities*** *Clause 16 (1):* Our Māori staff consist of our Tūmuaki Māori; our co-Tūmuaki Māori who supports the Bootcamp Leadership team; our Technical Practice Lead who works on designing and improving our technical curriculum alongside delivering technical

environment	staff helps us to actively promote an inclusive culture across the learning environment. We work hard to uphold the cultural needs and aspirations of all learners groups in our learning environment. Our People Operations Lead has a key role in regularly reviewing these policies to ensure they are responsive to current needs of both staff and learners. Our Human Skills programme includes content on inclusion and bias and we have a strong reputation for role modelling language use and educating and supporting people to improve their behaviour. ***Process 2; Supporting learner participation and engagement*** *Clause 17 (1):* Throughout our programme, in orientation and during Human Skills we offer opportunities for learners to participate and feel supported towards their aspirations. We have a teaching staff that are committed to learning and growing their understanding of Te Reo and Tikanga Māori to support Ākonga Māori connection to identity and culture. Added to this, we currently have a dedicated team of 5 Māori staff working in both leadership and as kaiako and careers support that are highly experienced in working with ākonga Māori. Some of this team are working to offer more support to the wider teaching staff in how to engage more effectively with ākonga Māori.	lectures; our Kaiārahi Māori who is also our Human Skills Facilitator in Auckland, and our new Recruiter/Careers Support Lead who delivers our Careers programme. Learner orientation days on the first day of Foundations and Bootcamp are intended to provide learners with information so that they understand Dev Academy's core values of integrity, kindness and effort and how to actively demonstrate these core values in a way that supports understanding, acceptance and connection with all learners. During this time, learners are provided with information so they understand our expectations. We have policies and practices in place that are clearly communicated to learners and staff around expectations of behaviour and how to treat others who are on campus. We continue to offer a retrospective session for the Human Skills programme which gathers learner feedback for each cohort. This is designed to elicit specific feedback about the Human Skills components of our

Clause 17 (2):
Our admissions process gives potential learners a first opportunity to make informed decisions about studying with us, and feedback from learners are that these first experiences are positive and inclusive. During our initial meetings with learners who are interested in enrolling, we continue to offer opportunities to communicate their health and wellbeing needs so we can plan to provide appropriate support.

Teacher tech ins and check ins are viewed as safe spaces to share what is going on for learners, and we place emphasis on students sharing with teachers and with each other about what is going on during studies. Students publish wellbeing blogs and participate in a range of activities emphasising sharing with teachers and with each other about what is going on for them during studies in candid and genuine ways. Our facilitators whether in-person or online, take time to meet with students to assess their participation and engagement needs, which we view as generally high across all our cohorts.

Process 3: Physical and digital spaces and facilities
Clause 18
We work hard to provide a safe and healthy learning environment, and identify access barriers to our facilities and services and feedback is good that our in-person and digital spaces are warm, welcoming and well-resourced. We know we can ask for more design input from learners, including ākonga Māori, in the design of our physical spaces and, due to the flexibility of our digital spaces, find adapting constantly adapting based

curriculum. This is an in person activity where responses are captured in groups but also can be provided privately later via a Google form. A summary of this feedback across cohorts for 2023 indicates that 100% of participants who completed the post human skills feedback felt supported by the Human Skills team.

We continue to prioritise to ensure our spaces are set up with collaboration in mind. We're focused on connecting students with each other through our student Discord channels for online and Foundations learners. On campus learners have multiple opportunities for collaboration, and in person spaces are set up to maximise these opportunities.

Process 2; Supporting learner participation and engagement
Clause 17 (1):
We have End of Bootcamp learner surveys. Of the 135 learners that completed these surveys in 2023, 94.75% of those learners gave our Web Development programme an 8, 9 or 10 out of 10 rating/recommendation

Findings from gaps analysis on key required processes

Outcome	Identified gaps in compliance with key required processes
Outcome 1: **A learner wellbeing and safety system**	1. Work proactively with learners, diverse learners and stakeholders (and document this work) when developing and reviewing our learner wellbeing and safety strategic goals and strategic plans 2. Make available revisions to strategic goals and strategic plans for supporting the wellbeing and safety of learners

Report finishes