

NMIT PASTORAL CARE POLICY

MOKAMOKA WHAKAAETANGA | APPROVAL DETAILS

Section	Learner		
Approval Date	24.02.2026	Sponsor	Director Māori and Learner Success
Next Review	01.01.2027	Approved by	SLT

NGĀ WHAKATIKATIKA | AMENDMENT HISTORY

Version	Effective Date	Created/ Reviewed by	Reason for review / comment
1	01.01.2026	Transition Lead	New

Mō wai me te whānuitanga | Audience and scope

This policy applies to:

- All employees of NMIT, including contracted staff and secondees providing services for NMIT; and those on fixed term contracts (may be collectively referred to as kaimahi in this policy); and
- All domestic and international ākonga of NMIT engaged in campus-based learning at any location; and online or remote learning via any mode; and work based learning. This includes (eg.) managed apprentices, Trades Academy and other secondary-tertiary pathway learners, and any other non-standard enrolments, and encompasses all references to learners, ākonga or students.

Te Pūtaki | Purpose

The purpose of this policy is to provide guidance for supporting the wellbeing and safety of ākonga enrolled at NMIT and ensuring compliance with the Education (Pastoral Care of Tertiary and International Learners) Code of Practice 2021 (the Code).

This policy sets out the obligations on NMIT as a tertiary provider under the Code with responsibility for the organised and formal provision of practices to support the wellbeing and safety of

- all tertiary learners generally
- tertiary learners residing in student accommodation
- international tertiary learners

Ngā Mātāpono | Principles

NMIT takes a whole of institute approach to creating and maintaining responsive systems underpinned by the principles that guide us to achieve the outcomes required by the Code.

Our Values

NMIT values are our central compass to guide our behaviour as an organisation and establish a foundation for how we all work as part of the NMIT community.

Ākonga and kaimahi alike have an individual and collective responsibility to behave in ways that uphold our values and maintain integrity and quality in everything we do.

Giving Effect to Te Tiriti o Waitangi

NMIT is committed to fulfilling our responsibilities and obligations as a Te Tiriti o Waitangi partner and to being reflective and open as we work towards excellence in our ways of working to give effect to te Tiriti.

Students at the Centre of what we do

NMIT is committed to being learner centred in our planning, decision-making and operations, ensuring that our practices uphold diversity and enable equitable access, learning experiences and outcomes for all learners.

We listen, understand, and respond to learners in ways that uphold their mana and autonomy, ensuring they feel heard, valued, respected, supported and connected.

Health, Safety and Wellbeing

Decision-making and practice will ensure the physical and mental wellbeing and safety of ākonga in their learning environment, including teaching and learning spaces (both physical and digital), ākonga communal areas, and student accommodation.

Best Practice

NMIT will implement practices that support and develop resilience, good practice and accountability in our approach to learner wellbeing and safety.

Continuous improvement

NMIT commits to regular reviews of our practice and performance against the Code to guide action-focused quality improvement.

Kaupapa Here | Policy Statements

NMIT ensures appropriate procedures, guidelines, and induction materials are current and in place so that kaimahi are guided and supported to understand what is expected of them to achieve the outcomes of the Code.

A WELLBEING AND SAFETY SYSTEM

NMIT maintains a wellbeing and safety system that honours Te Tiriti o Waitangi and responds to the diverse needs of ākonga. This includes practices to:

- a) set strategic goals and plans that reflect our commitment to understand and support the cultural needs and aspirations of all ākonga
- b) set learner voice and wellbeing and safety goals, plans, and practices that are regularly self-reviewed
- c) establish responsive wellbeing and safety systems that identify and address concerns around ākonga wellbeing, and have plans for assisting ākonga to respond effectively in emergency situations
- d) provide kaimahi with ongoing training, resources, guidelines and procedures appropriate to their roles
- e) fulfil reporting requirements.

DIVERSE LEARNER VOICES

NMIT operates practices that seek to understand and respond to diverse learner voices. This includes practices to:

- a) engage with diverse ākonga and ākonga communities to hear their voices, to support engagement, participation in decision-making, transparency and continual improvement

- b) promote and publicise complaint and dispute resolution processes available to ākonga, and provide an accessible and culturally responsive concerns and complaints process which enables ākonga complaints to be addressed in a timely and effective way.

PHYSICAL AND MENTAL HEALTH

NMIT operates practices that support ākonga to be safe and well by understanding and responding to their physical and mental health needs. This includes practices that:

- a) enable ākonga to identify and manage their basic needs (including housing, food and clothing) by providing information on how to access relevant support services
- b) promote physical and mental health awareness by providing information, advice, and opportunities for ākonga to make positive choices in these areas
- c) provide information and advice that enables ākonga to access medical and mental health services, report any concerns, respond to an emergency, and engage with relevant government agencies
- d) identify and respond to ākonga who need additional support.

PHYSICAL AND DIGITAL LEARNING ENVIRONMENTS

NMIT ensures wellbeing and safety practices are in place for physical and digital learning environments so that they are safe, inclusive, and accessible, and support positive experiences of diverse learner groups. This includes practices that:

- a) protect ākonga from discrimination, racism (including systemic racism), bullying, harassment and abuse
- b) provide ākonga with opportunities to participate and share their views, connect and build relationships, support each other, and develop social, spiritual and cultural networks
- c) use te reo and tikanga Māori to support Māori ākonga connection to identity and culture
- d) support ākonga through their studies and, where possible, remove barriers to accessing facilities and services.

STUDENT ACCOMMODATION

NMIT provides ākonga with clear, sufficient, accurate and transparent information about the type and nature of accommodation and services available, and their rights and obligations as tenants.

NMIT instigates and maintains oversight and management of third-party accommodation agreements to ensure appropriate practices are in place to achieve Code compliance for:

- Outcome 4, which requires NMIT to ensure all learners are safe and well; and
- Outcome 12, which requires NMIT to ensure international learner safety and supervision

INTERNATIONAL LEARNERS

NMIT undertakes additional obligations to respond to the distinct needs of international learners (including prospective learners) and safeguard the status of NMIT as a signatory to the Code, including practices that ensure:

- a) prospective international learners receive clear, accessible, accurate, sufficient information to make informed choices about the study and services provided, and the obligations they take on under an enrolment contract.
- b) international learners have opportunities to participate in effective, appropriate orientation programmes and continue to receive relevant information and advice to support achievement, wellbeing and safety.
- c) international learners are safe and appropriately supervised in their accommodation, and
- d) effective communication with the parent or legal guardian of learners under 18 years.

CONTRACTED DELIVERY

NMIT works with schools, employers and any other relevant bodies to document respective roles and responsibilities in delivery agreements involving 'non-standard' ākonga, including the Managed Apprenticeship tripartite agreement between the learner, the employer and NMIT, and agreements covering secondary-tertiary pathway delivery.

Ngā Haepapa | Responsibilities

Role	Responsibilities
Director Maori and Learner Success	Accountable for initiating, coordinating, reviewing and reporting on NMIT's performance against our obligations under the Code.

Ngā Tikanga | Definitions

Term	Definition
Student accommodation	Means student accommodation which is exempt under section 5B of the Residential Tenancies Act 1986.

Ngā Hononga ki Tuhinga kē | Links to other documents

NGĀ KAUPAPA-HERE E HANGAI ANA | RELATED POLICIES

NMIT Health, Safety and Wellbeing Policy
NMIT Learner Voice Policy
NMIT Bullying, Discrimination and Harassment Policy
NMIT Concerns and Complaints Policy
NMIT ICT Security Policy
NMIT Student Charter
NMIT Information and Records Management Policy

NGĀ TUKANGA ME NGĀ HĀTEPE | RELATED PROCESSES, PROCEDURES

NMIT Pastoral Care Procedures
NMIT Health, Safety and Wellbeing Procedure
NMIT Learner Voice Procedure
NMIT Bullying, Discrimination and Harassment Procedure
NMIT Concerns and Complaints Procedure
NMIT ICT Security Procedure

TURE WHAI TAKE | RELEVANT LEGISLATION

[Education \(Pastoral Care of Tertiary and International Learners\) Code of Practice 2021](#)
[Education and Training Act 2020](#)
[Health and Safety at Work Act 2015](#)
[Human Rights Act 1993](#)
[Privacy Act 2020](#)