

# Dev Academy Pastoral Care Self-Review Report 2024

For the period 1 November 2023 to 31 October 2024

Publication date: 30 April 2025

## About Dev Academy Aotearoa

### Our Vision

A better, kinder, more diverse tech industry.

### Our Mission

To transform lives through innovative, human and inclusive tech education.

### Values

We value integrity, kindness and effort (IKE) and aroha, tika and pono. IKE plays an important role in how our organisation works day to day as well as how we interact with our students and how our students interact with each other.

<b>TEO name</b>	Dev Academy Aotearoa Limited			<b>MOE number</b>	9163
<b>Key contact</b>	Jack Tolley	Finance and Operations Lead			
<b>Email</b>	admissions@devacademy.co.nz				
<b>Current enrolments at 30 April 2025</b>	Domestic students	Total #	63	18 y/o or older	62
				Under 18 y/o	1
	International students	Total #	0	18 y/o or older	0
				Under 18 y/o	0

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## Executive Summary

Dev Academy's Pastoral Care systems are embedded in the organisation, and learners are safe and well. This review highlighted the warm and positive feedback we get from learners on the support they receive during their studies at Dev Academy. The school has good practices in identifying and appropriately escalating risk, putting the needs of learners at the centre of pastoral care responses, and adapting systems based on self-review. The review also highlighted some gaps in practice, including clarifying strategic goals, developing practices to offer ongoing resources and training for staff, and finding more ways to hear from diverse voices when considering goals and improvements to Pastoral Care.

## Dev Academy Pastoral Care Mission Statement

Dev Academy Aotearoa's core values are integrity, effort and kindness. We 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 communicate with students 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 the students can bring their whole selves to Dev Academy and feel a sense of belonging. We 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 (2024)

Outcomes can fall in one of the following groups.

1. Well implemented
2. Implemented
3. Developing
4. Early stages

Outcome	2024 (30 Apr 2025)	2023
Outcome 1: A Learner Wellbeing and Safety System	Developing	Developing
Outcome 2: Learner voice	Developing	Implemented
Outcome 3: Safe, inclusive, supportive and accessible physical and digital learning environments	Implemented	Implemented
Outcome 4: Learners are safe and well. (Assistance for students to meet their basic needs)	Implemented	Implemented

## Critical incident summary

No critical incidents occurred in the reporting period. We recorded one serious incident involving a learner during the period. This was resolved safely in a timely manner.

## Complaints summary

There were no formal complaints received in the reporting period. Every year we field and respond to numerous concerns from students and these were responded to well.

## Summary of performance under each outcome

Outcome	Summary of performance	Supporting Analysis
<b>Outcome 1: A learner wellbeing and safety system</b>	<p><b>Process 1: Strategic goals and plans</b> Dev Academy has strategic goals and plans that are broad in nature, and focused on developing new programmes and sustaining the core Dev Academy bootcamp. More focus on defining learner wellbeing goals is needed, even if it is to sustain the current way of offering wellbeing and safety in the school.</p> <p>Limited interaction with learners takes place when reviewing the strategic goals and plans, and this was begun this year by including a survey to learners. This could be improved by having a learner forum once a year as part of self-review.</p>	<p>We looked at the strategic documentation for the reporting period, and found a range of statements. Beyond a broad statement “Sustain the current wellbeing offering for the programme” we did not find more details.</p> <p>We sent out a survey to a group of recent students.</p>
	<p><b>Process 2: Self review of learner wellbeing and safety practices</b> Learner wellbeing and safety practices are reviewed annually to a suitable level internally however to implement Process 2, more input from diverse learners should take place. .</p> <p>Self-review could be made stronger by syncing the learner wellbeing self-review with the annual Tertiary Education Indicators self-review done at Dev Academy.</p>	<p>We considered whether to review practices more frequently, and considered if annually was frequently enough. We considered delivering small group engagements or surveys to recent graduates to respond to the Process requirements, and this year elected to send a survey.</p>
	<p><b>Process 3: Publication requirements</b> The report meets the publication requirements.</p>	
	<p><b>Process 4: Responsive wellbeing and safety systems</b> The Mana Enhancing learner escalation process is well established, and enables facilitators to identify concerns quickly, take action with the support of peers to</p>	<p>We looked at the policies that were in place before the review period, and those after, as well as training that had been offered during the review period, to ascertain our position on this process.</p>

	<p>engage learners who need support. With ongoing changes to staff, familiarity and training with this tool needs more time to embed.</p> <p>Limited training has taken place in the review period. This was focused around mental health first aid, neurodiversity and trauma-informed practice, and should all be renewed. A culture of transparency at Dev Academy has supported learners to remain safe and well, however more training would ensure staff are enabled to continually improve practices, including training in Te Tiriti o Waitangi.</p> <p>Procedures were developed in the review period for responding to emergencies. The critical incident policy provides a framework for responding to both limited and widespread traumatic incidents involving learners.</p>	<p>The Mana Enhancing process resulted in six minor pastoral care escalations, and one serious incident in the review period.</p> <p>Serious incident is defined as an unplanned or unforeseen traumatic event which has an impact on the learner or learners involved. This was well handled by staff and leadership and the student reported feeling cared for and supported during this process.</p>
<p><b>Outcome 2: Learner voice</b></p>	<p><b>Process 1: Learner voice</b> Dev Academy has a range of mostly informal practices in engaging learners genuinely and proactively in the organisation's community, and giving feedback. More formal groups could be useful in implementing the Code, particularly in contributing to the strategic planning, with a focus on engaging learners from different cultural backgrounds, and Māori.</p> <p>We offer training on giving and receiving feedback in the programme and have a wealth of written and verbal feedback on the delivery of the programme.</p>	<p>Based on student feedback these interactions are received positively by learners. We considered ways that formal processes for feedback could be expanded, including setting up a group of recent graduates who give feedback on the organisation.</p>
	<p><b>Process 2: Learner complaints</b> There were no complaints in the review period. We have an established complaints process that the CEO, leadership and staff are able to follow.</p>	<p>We reviewed our complaints process in the context of the Pastoral Code. We keep records of formal complaints in our central system. We did not receive any in the review period.</p>

<p><b>Outcome 3: A safe, inclusive, supportive and accessible physical and digital learning environment</b></p>	<p>The procedure is in the Student Handbook, and this specifies that complaints are acknowledged within three working days and addressed within 20 working days. There is a gap in responding to complaints in culturally responsive ways, which could be developed.</p>	
	<p><b>Process 3: Compliance with the Dispute Resolution Scheme</b> We are comfortable participating in the Dispute Resolution Scheme where needed and to date have not had complaints reach this level.</p>	
	<p><b>Process 1: Safe and inclusive communities</b> Feedback related to this Process across the board was largely positive, and training is offered to support learners to address bias and discrimination. We provide many tools to support understanding and acceptance in the school community including Human Skills, group projects, pair programming principles, and information delivered during orientation and appreciation day. Some gaps in cultural support may exist.</p>	<p>We found that feedback was overwhelmingly positive in regards to the way the programme is delivered.</p>
	<p><b>Process 2; Supporting learner participation and engagement</b> We find learners are very engaged throughout the programme duration. We find feedback cements the strong cohort bonds, peer support, and inclusive space that helped build emotional and social connections.</p>	<p>We looked at formal student feedback for evidence of this.</p>

<p><b>Outcome 4: Learners are safe and well</b></p>	<p><b>Process 3: Physical and digital spaces and facilities</b></p> <p>Feedback from students is that our spaces are comfortable, safe and supportive. We don't formally engage learners in the design of our spaces, but frequently take feedback on board in the review of digital space configuration. Students have avenues to raise concerns, including anonymously, and staff are responsive in taking action and implementing long term changes. We haven't engaged Māori learners in reviewing ways that our spaces could better serve Māori.</p>	<p>We looked at student feedback for evidence of this Process, including concerns raised by students in the reporting period.</p>
	<p><b>Process 1: Information for learners about assistance to meet their basic needs.</b></p> <p>Practical support for students is well established in our campuses, and emotional support is embedded via check ins and students often share their practical support requests in this forum, including for tertiary travel discounts and technology hardware to support studying from home.</p>	<p>We provided practical support to students many times in the review period.</p>
	<p><b>Process 2: Promoting physical and mental health awareness</b></p> <p>We offer mindfulness, a learning and wellbeing plan through foundations and, wellbeing lunch breaks that are 2 hours twice a week, on the programme as well as the Oranga Wellbeing session in Human Skills. Students appreciated the supportive environment, especially from facilitators, and the space to be emotionally vulnerable. Some students reflected that more structured wellbeing support would be helpful, extending existing practices. Data on supporting</p>	<p>We found lots of evidence in student feedback that physical and mental health awareness as embedded.</p>



	<p>learners cultural, language and identity wellbeing was limited. Overall feedback from learners was very positive.</p>	
	<p><b>Process 3: Proactive monitoring and responsive wellbeing and safety practices.</b> Practices under Process 3 are well established, and we have procedures and staff equipped to support wellbeing escalation in the event that it is necessary.</p>	<p>We looked at our escalation frameworks, and found these to be suitable to meet the requirements of the code.</p>