



**Child
Matters**



EDUCATING TO PREVENT CHILD ABUSE

Child Matters Self- Review Report

Education Code of Practice

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TEO Information

TEO Name:	Institute for Child Protection Studies Trust			MOE Number	9423
Code Contact:	Name	Jane Searle		Job Title	CEO
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Current Enrolments:	Domestic learners:	19			
	18 y/o or older:			19	
	Under 18 y/o:			0	
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Organisational structures to support a whole-of-provider approach to learner wellbeing and safety

Outcome 1 – A learner wellbeing and safety system

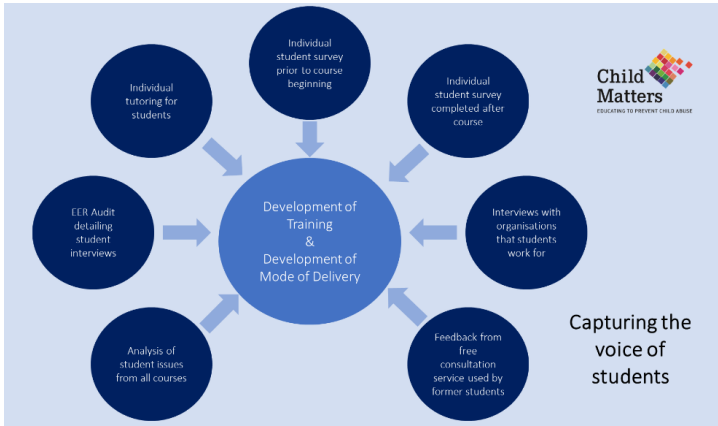
Providers must take a whole-of-provider approach to maintain a strategic and transparent learner wellbeing and safety system that responds to the diverse needs of their learners.

Stage of implementation:	Well-implemented
Summary of performance:	<p>Te Tiriti o Waitangi</p> <p>Child Matters is committed to all interactions with students and all service delivery to be subject to and guided by our obligations under the articles and principles of Te Tiriti o Waitangi. In 2019 the Board of Trustees approved a Te Tiriti o Waitangi Policy which outlined this ongoing commitment. The policy statement says:</p> <p><i>“Child Matters is committed to developing practices that reflect cultural awareness and sensitivity. It is recognised that a substantial number of students are Tangata Whenua, and that Child Matters has an obligation under the Te Tiriti o Waitangi to ensure staff have knowledge of the Treaty’s principles and to use those principles as a regular part of their work.”</i></p> <p>This commitment is an ongoing journey of learning for our people and students individually and collectively. The organisation continues to facilitate this at all levels of the organisation.</p> <p>It is also stated in the Child Matters Te Tiriti o Waitangi Policy that whilst Child Matters respects Aotearoa New Zealand as bicultural, our students and the wider communities we engage with are represented by a variety of cultures. At all times staff will be culturally respectful and responsive to student needs.</p> <p>Student wellbeing at the heart of what we do</p> <p>Wellbeing when learning about such triggering and traumatic issues as childhood abuse and neglect has been a focus of the organisation since it began. All material and information given to students prior to and</p>

	<p>during training emphasises this point. Staff are vigilant during all interactions with students, regarding students being negatively impacted or triggered during or after training. When recruited, teaching staff need to display experience and confidence dealing with this type of trauma. The frontline experience in investigating and working in child abuse means that Child Matters staff are well placed to identify and respond to any issues students have and advocate for them to access the support required.</p>
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Outcome 2 – Learner Voice

Providers understand and respond to diverse learner voices and wellbeing and safety needs in a way that upholds their mana and autonomy.

Stage of implementation:	Well-implemented
Summary of performance:	<p>Capturing the voice of students</p> <p>Child Matters maintains the voice of current and previous students to ensure all assessment and learning from students is captured and evaluated. This includes assessment of challenges faced in their professional roles, regional and national trends being identified across the sectors training is delivered in, and training content and delivery is able to adapt to meet that need, in both service delivery mode and content.</p> <p><i>Capturing the voice of students</i></p>  <p><i>“Extremely valuable...facilitator – keep engaged throughout the day, mix of activities, listening, bi-cultural, good at incorporating Māori and Pasifika and acknowledging his privilege in his position. Inclusive and knowledgeable from his experience in the sector. He married the concepts so well between science. The resources were valuable.”</i></p> <p>- Quote from course participant</p>

Wellbeing and safety practices for all tertiary providers

Outcome 3 – Safe, inclusive, supportive, and accessible physical and digital learning environments

Providers must foster learning environments that are safe and designed to support positive learning experiences of diverse learner groups.

Stage of implementation:	Well-implemented
Summary of performance:	<p>Understanding the needs of our students</p> <p>Child Matters staff are committed to learner success and implementing any required changes in strategy to ensure we are meeting learner need.</p> <p>Most students who complete the New Zealand Diploma in Child Protection do so while in a role working with tamariki and rangatahi. Destination data is obtained through consistency evaluations and previous data shows students generally stay in the same or similar roles after graduating. Data from consistency evaluations and post-course reports clearly identify how students are implementing the learning in line with the graduate outcomes, and students provide clear practice examples of this.</p> <p>Teaching staff receive regular professional development opportunities that focus on meeting the needs of Māori, Pasifika, and those who may live with a physical or learning disability. Teaching and management staff sit on a range of different working groups and forums to ensure we are aware of current trends in the community and what issues may be impacting on communities, families, and whānau. Across our courses, Child Matters trains staff from up to 800 organisations annually and this provides a unique opportunity for our staff to be fully informed and hear the voices from the frontline. This information is then used to ensure our content is fit for purpose and current and provides anecdotal information to use when advocating for change.</p> <p>Connection, trust, and communication with our sector, central Government agencies, and our students is the key to ensuring our content, expertise, and teaching meets the current and changing needs of the sector. Innovation is required to ensure we are finding</p>

	new ways to keep training accessible and user friendly for students and their organisations.
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Outcome 4 – Learners are safe and well

Providers must support learners to manage their physical and mental health through information and advice and respond to learners who need additional support.

Stage of implementation:	Well-implemented
Summary of performance:	<p>Partnership response – Te Tiriti o Waitangi</p> <p>Child Matters ensures that all actions, behaviours, and communications to stakeholders – including staff, students, delivery partners, Government, and non-Government organisations – will recognise our obligations under and adhere to the principles and articles of Te Tiriti o Waitangi.</p> <p>Students and graduates described increased confidence in engaging with families and whānau. They have also attained an improved understanding of colonisation and intergenerational trauma, Te Tiriti o Waitangi, and knowledge of te ao Māori.</p>

Gap analysis

For an organisation to be focused on and committed to continuous improvement, ongoing assessment is essential. This is a constant journey, especially when considering both internal and external factors for students. Child Matters has proven its adaptability and proficiency for change through extreme weather events, through significant change across social sector, and in supporting students through various personal and professional challenges.

Child Matters management and Board analyse learner feedback and outcomes to develop strategies that maximise learner success. This is evident in our policies and procedures and the continual development of staff and training content to ensure delivery is student-led.

Action plan

Short-Term Learner Success Goals

- Being intentional in ensuring the delivery continues to expand and embed a focus on te ao Māori in the way we adapt our training and delivery.
- Ensuring we remain cognisant of our obligations under the principles and articles of Te Tiriti o Waitangi
- Increased focus on increasing expertise to better meet the needs of and engagement with minority groups.
- Use of technology to allow more flexibility for how students access training regarding learner accessibility due to financial challenges, literacy challenges, physical challenges, and increasing workload in the social sector.
- Adaptions of delivery to reach isolated areas and communities that have limited support from Government agencies or have limited access to education providers for face-to-face training.
- Increase accessibility of training for all regions including rural areas and areas with poor internet service.
- Adaption for delivery in a social sector of increased service delivery demand, case workloads, and societal need.
- Ensure connectiveness through all delivery methods to enable the voice of students is captured and evaluated as learning for Child Matters
- Increasing data collection and evaluation analysis to inform adaption and continued improvement of training services (for example, in relation to Māori and Pasifika students).

Child Matters will continue to assess student need, on an annual basis, to assess challenges evident in the social sector and ensure student wellbeing is a key priority of all strategy and planning.