2026 Annual Self-Review Summary

Pastoral Care of Tertiary and International Students
Eastwest College of Intercultural Studies

Eastwest College of Intercultural Studies is committed to providing a safe, supportive, inclusive and culturally responsive environment in which learners can flourish academically, personally and spiritually.

Our 2026 annual self-review against the *Education (Pastoral Care of Tertiary and International Learners) Code of Practice 2021* examined systems, policies and practices across all 12 Code outcomes, with particular attention to learner wellbeing and safety, learner voice, cultural responsiveness, accommodation and international learner support.

Overall, the review assessed the Eastwest College's implementation of the Code as "Well implemented."

Key Strengths

A whole-of-College approach to pastoral care
Learner wellbeing is integrated into college life through regular staff meetings, quarterly Pastoral Care Team meetings, Care Groups, and individual mentoring. These structures help staff identify emerging concerns and provide appropriate support. Te Whare Tapa Rima provides a framework for considering the holistic wellbeing of learners.

Learner voice and participation
Students can contribute feedback through the Student Council, student forums, course evaluations, annual Pastoral Care and Leavers' Surveys, and a QR-code feedback system. Grievance procedures and information about external complaint pathways are communicated and accessible to learners.

Safe and inclusive learning environments
Health and safety procedures, safeguarding policies, emergency response processes and staff development support learner safety. Community meals, worship, social activities, and group projects encourage connection and belonging. Physical facilities and digital safety practices also contribute to a supportive learning environment.

Accommodation and international learner support
Accommodation arrangements include orientation, regular inspections, maintenance reporting, an Accommodation Agreement, and processes for addressing concerns. International learners receive information about enrolment, fees, insurance, immigration requirements, pastoral care and community life before beginning their studies. Multicultural staff, designated international student support, Care Groups, and mentoring provide ongoing assistance.

Te Tiriti o Waitangi and cultural responsiveness
The College incorporates te reo Māori, waiata, karakia, Matariki celebrations, pōwhiri and marae visits into aspects of college life. Te Whare Tapa Rima supports a holistic understanding of wellbeing. The review recognises the importance of continuing to strengthen the inclusion of Māori perspectives and cultural values in teaching and College practices.

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Quality Improvement Plan: Areas for Ongoing Development

The review identified several priorities for continued improvement which have been included in an Action Plan for the coming year:

- Maintain clear timelines for reviewing and developing learner wellbeing and safety goals and plans.
- Continue to strengthen learner voice and ensure feedback leads to appropriate action.
- Continue reviewing how Māori perspectives and cultural values are incorporated into teaching and College practices.
- Maintain regular reviews of pastoral care, accommodation, and wellbeing practices.
- Continue staff professional development relevant to pastoral care responsibilities.
- Monitor communication, documentation, and reporting processes to ensure systems remain effective and accessible.

Complaints and Critical Incidents

While learners have expressed concerns about various issues which have been appropriately considered, we have no history of formal complaints being lodged. A key part of our approach is to address concerns promptly and constructively with those directly involved, seeking resolution at an early stage before formal complaints become necessary. Our grievance procedure can be found at: Grievance Procedure. Students also receive information on the grievance procedure during orientation and throughout the year.

Conclusion

The 2026 self-review confirms that Eastwest College has well-established systems for supporting learner wellbeing and safety. Its relational approach, small residential community, mentoring and Care Group systems, student participation processes, accommodation practices, and international learner support provide multiple layers of care.

Pastoral care is integral to the College's wider kaupapa of preparing learners for intercultural ministry and service. Eastwest College remains committed to listening to learners, strengthening cultural responsiveness, and continually improving its practices so that all learners are known, heard, supported and encouraged to flourish.