



John  
McGlashan  
College

DUNEDIN NEW ZEALAND

# **International Student Residential Caregivers Booklet 2024**



# Who to contact if you need help

School (Monday - Friday 8:30 am - 3:30 pm) 03 467 6620



**Kirstyn Sandall**

Director of International Students

You can contact contact Kirstyn on:

021 302 938

[kirstyn.sandall@mcglashan.school.nz](mailto:kirstyn.sandall@mcglashan.school.nz)



**Rose Sinclair**

International Student Manager

For any homestay or day to day matters please contact Rose at school or by email:

03 467 6620 ext 219

[rose.sinclair@mcglashan.school.nz](mailto:rose.sinclair@mcglashan.school.nz)

## Absences

If your student is unwell and cannot attend school the homestay parent must contact the College office before 8.30am on 03 467 6620 or on [absences@mcglashan.school.nz](mailto:absences@mcglashan.school.nz). The office personnel will contact the homestay if the absence is not confirmed.

## Emergencies

Please only ring staff outside of school hours if it is holiday time or there is a problem you are dealing with that cannot wait until morning or till after the holidays.

**In an emergency please call 021 0273 0482**

## **Arrival and Settling Period**

### **Preparation**

We suggest this booklet is discussed (where appropriate) with all members of the family so that they can all help make your new student feel at home, and help with any questions there may be.

There are adjustments to be made on both sides. Students, during the settling in period, may be quite shy, reserved, uncertain or demanding. They need your sympathetic help but they also need to consider how your household is organised. Please do not take anything for granted – your student may need to be told everything and that is best done early in their stay, although it may seem rude or unwelcoming to you. Young people from all cultures like to know where their boundaries are. If this is established early on then it is less likely that they will try to push against them.

### **Requirements**

Your student needs their own bedroom, with wardrobe, chest of drawers, desk, lamp, chair, heater, mirror and all bedding and towels.

### **Responsibility**

Your student will be told that while out of school hours he is under your control and is your responsibility. If in doubt about any given situation, please ring the International Student Manager, the Director of International or the Principal. The final responsibility lies with the school and we cannot support you if we don't know the difficulty.

### **Money**

Our students will probably be responsible for their own money. However, they may come to you with questions about our banking system. You may need to remind your student not to allow funds to get too low because it takes time to receive money from overseas. Loaning money can lead to problems. You should suggest to your student that a lot of money should not be carried or kept at home. Students wishing to open a New Zealand bank account will need a proof of address letter from the school, the International Student Manager can supply this. Although the school is available to help students, you will be on the 'front line' and may have to answer numerous questions about costs, transport, routes, entertainment - you name it.

## **Shopping**

Your student will need to either be able to ask you or to have access to shopping regularly for their school and personal needs. In particular they may not have suitable warm clothing. Occasionally you may be required to go shopping for clothes for your student, however this will be at their expense.

## **Letting off Steam**

Almost 24 hours a day your student will be encountering new customs and will be extra sensitive to what is said. Outside the home people may make unthinking remarks which may hurt them. Let your student vent to you. Sometimes students may make unfavourable comparisons between New Zealand and their home country. This needs to be handled with understanding. Try to remain objective and not become angry. Encourage them to be open and honest with you.

## **English Ability**

Students will have studied English at school but may not be confident with conversational English. They will also not be aware of New Zealand expressions and colloquialisms and be more used to American or British English. A single word or phrase may mean one thing to the student and another to you and misunderstandings can result. Writing important things down for your student can be helpful.

All members of the family should speak slowly and repeat things until they are understood, but try not to raise your voice or speak pidgin or oversimplified English, things many people find themselves doing unconsciously. Watch for signs that students are 'lost' and encourage them to stop and interrupt you. If you ask them to repeat what you have said to them, it will help you gauge whether or not they have understood you. Through conversations students learn to speak as well as understand conversational English and gain confidence in their ability. They may be shy about initiating conversation but will appreciate your help. A student might spend a lot of time in his room. It may be that speaking English is a strain or that he believes he is doing his best in not bothering his elders. Explain patiently to him the differences in social customs, i.e. it is polite to make small talk and socialise before and after mealtimes, even for half an hour only. When they have friends around, they will want to talk in their own language, encourage them to speak English in shared living areas.

## **Culture Shock**

Changes in language, study, food, home life and climate all combine to require a major level of adjustment. There is a fairly predictable cycle of adjustment, and it is important you should be aware of it. Each student is different and may not experience all of the stages in the same order but they are all normal reactions.

“Everything is wonderful” stage - on arrival everything is new, exciting and interesting.

“Everything is awful” stage - students become accustomed to their new life and may start criticising things that only weeks ago were ‘great’.

“Everything is OK” stage - things aren’t so bad after all and the trend begins to reverse. Suddenly situations are not so depressing and students find things interesting again.

The final stage is achieved when students feel ‘at home’ in our society. This may never happen for some students but many do achieve this level. It takes time – up to 2 years.

## **Family Relationships**

Someone new coming into any home alters the dynamics of the family. Each member of your family will have to adjust to the student and for some; this may take considerable effort and thought.

If you have young children you may find they feel ‘left out’ in the early days when your student will require a lot of your attention. You may need to explain to your children how difficult it is for someone to come to a new country with new people to meet and new customs to learn. Some families find the student and the children ‘bond’ very quickly. While students love the children they sometimes find it difficult to ask the children to leave them alone for study or time out. You may need to observe carefully and have a quiet word with your children if you think this is needed.

## **Home Sickness**

Be sensitive and supportive, however, also speak positively to them and reassure them that this is a natural thing, it will gradually pass and that there are exciting things for them to look forward to.

You may notice at this time that your student is noticeably withdrawn. They will find it all a bit of a strain, 24 hours a day of English with no escape at hand. Try

to ensure they do not get over-tired and give him space and time on their own. Respect their need to have their room as a private sanctuary and make sure family members knock before entering.

Remember that most students come from culture where they are ultra-polite in order to survive in big urban countries. For instance, they are not used to 'kidding' it can mean to them 'loss of face'. To avoid making a mistake or looking stupid they may become reticent. Reassurance may be needed.

### **Sleeping**

Your student may find it cold in New Zealand and appreciate the use of an electric blanket. Do remember to tell them not to leave it on while sleeping. Demonstrate to your student how to make his bed and when to change the sheets, if that is expected.

### **Study**

Your student will need a private and comfortable environment in which to study and will also require the use of a heater, or heating in their bedroom. You may find they study hard and for long hours. This is what they are used to and as long as it doesn't interfere with other interests it is important they can do this.

### **Body Contact**

Initially your student may not be comfortable with your hugs (offered 'for comfort'). Some students will take to it naturally, some will not. If he doesn't, do not feel embarrassed or offended. Be aware that different cultures have different practises, for example in Japan the head is seen as sacred and shouldn't be touched by others.

### **Cultural Differences**

In some Asian cultures social status can be measured in unexpected ways and each one is different. Do not assume all asian students will mix with each other easily. If incidents in and around such issues were to arise, please communicate to your students that in New Zealand that social equality and being respectful to one another is of great importance to New Zealanders. Again please contact the International Student Manager or International Director if an awkward issue were to arise.

### **Politeness**

It is a virtue in asian countries to be polite. They like to show respect to seniors and will particularly avoid making any objection to their elders. This can cause misunderstanding. Please encourage your student to say what they think and feel

and to ask questions. Explain that you will not think badly of them if they criticise or question something. This will help them improve their English as well as help them with the Western way of thinking – and, of course, will help develop mutual understanding. Customs vary. Some cultures think only greedy people open a present in front of the giver for instance. Ask what their customs are and explain we might do things differently but do not mean to be rude.



## **At Home**

### **Household Duties**

We encourage students to help in the house as part of experiencing life with a New Zealand family and as an aid to learning conversation skills, within reason of course. Students may feel that it is inappropriate to help around the house as they are board paying guests, but duties within reason are supported by the school. You can expect students to keep their own room tidy, and gradually encourage them to help with duties and fit in the same as other family members. Demonstration by example will help convey the custom in your home.

### **Transport**

It is expected that within reason that you transport your students to and from school and extra-curricular activities. This is most important in the winter, when it is cold and there is less daylight. Communicating to students the location of public transport and providing timetable information is encouraged as well.

### **Food**

Our diet, which ordinarily includes so many dairy products and meat, will be very different to the student's diet at home. Sometimes students are very hungry at first. Other students may seem to have no appetite at all. This will change with time but if you have concerns please tell us.

Be prepared for your student to dislike some foods. It is often a good idea to serve a little at first. Let them know they can leave food on the plate without offending you. In the early days do not be surprised if the student cannot bear to be around when meat is cooking because of the smell. Other things, like ice cream, are instantly attractive. Your student may even like to cook for you on occasions. Your student might eat his meal without saying a word. He is not being rude, just conforming to rules he is used to.

### **Religion**

Religion is personal and it goes without saying that you should respect your student's religious beliefs and the student will respect yours. Students may make special arrangements to observe religion in everyday life and this may include dietary restrictions.

Some recognition by your family of particular religious holidays will be appreciated by your student.

## **Smoking, Drinking, Drugs**

Smoking, alcohol and use of non-prescription drugs are strictly forbidden. The law in New Zealand states that no person under 18 years of age may purchase alcohol and they may not be on licensed premises unless they are with their families. It is also against the law for an individual over the age of 18 to supply younger people with alcohol. An international student who contravenes these laws can lose their right to remain in the country.

An International Student, as a requirement of their Student Visa, must have an insurance policy while in New Zealand. Most international students at John McGlashan College have travel insurance cover with Southern Cross Travel Insurance. Their policy states:

“We will not pay for any claims under any section of this policy arising directly or indirectly from: 6a. Being under the influence or effect of alcohol, solvents or drugs...”

School policy is that no international student is allowed to consume alcohol, even if they are over the age of 18 years. If you have concerns please get in touch with the school immediately.

## **Social Life**

Please encourage your student to mix widely, enjoy outings and to feel free to invite a friend around or ask permission to go to a friend's place. However, do stress the importance of letting you know where they are, for their own safety. They should give you their mobile number and a contact number for where they are going and if you have doubts, ring it to check if the student is there and if it is a suitable place. Hosts often find that checking with other host families is useful.

## **Telephone**

Students may often receive calls late in the night due to time differences and rates overseas. However, if he is spending too much time on the telephone talking to friends locally, you might wish to tell him that unimportant calls should be made before 9.30pm as it disturbs the rest of the household when trying to sleep. Ask their parents to call them at a designated time each week/month if they are likely to speak to their parents frequently.

## **Internet**

It is expected that your student will connect to your broadband. Our International students are often from countries where unlimited internet access is common

place at home. We believe that the homestay fee received from the school should adequately contribute to an appropriate telecommunications package. If you are experiencing excessive bills from your telecommunication company you should address this with your student and make the International Student Manager aware of the situation.

### **Pets**

Many students will not be familiar with pets in our houses. Please ensure that if they are not fond of animals that they will not be unnecessarily bothered by them. On the other hand of course, they may love them.

## Health and Personal Hygiene

### Medical/Dental Care

Your student has Medical Insurance and will have filled out a medical form with all the necessary information. If your student becomes moderately or seriously ill, please contact the International Student Manager or the Director urgently so that appropriate information can be passed onto the student's family.

The student can either visit your doctor or the school doctor at Roslyn Health Centre (Brent Wishart).

Centre Location:

271 Highgate, Roslyn, DUNEDIN 9010

Phone: 03 477 6471

Fax: 03 479 2582

Email: [roslynhealth@xtra.co.nz](mailto:roslynhealth@xtra.co.nz)

If a student is absent because he is sick, or for any reason, the homestay (not the student himself) must contact the college office before 8.30am on 03 467 6620 or on [absences@mcglashan.school.nz](mailto:absences@mcglashan.school.nz).

### Bathing and Showering

Bathing and showering may also need to be explained, depending on the student's country of origin. For example, some asian countries will shower in a very different manner. Most students will know how to take a bath or shower in western style, but because of their bathing habits they often use a lot of hot water.

Because some students will wonder why there are two taps, you will have to explain the hot water system, and that the water is normally too hot to be used without cold water as well.

Communicate to your student when you would prefer them to have a bath/shower so as it fits in with the needs of the rest of the Host family.

### Laundry

Please explain to your student your family arrangements here – where and when to put laundry out etc. Your student may be shy about leaving his underwear for you to wash. If he does, explain to him that there is nothing wrong in doing so. If he still wishes to do his own, explain to him that he needs to hang this outside on the clothesline.

# The Education (Pastoral Care of Tertiary and International Learners) Code of Practice 2021

When students come to study in New Zealand, education providers have an important responsibility to ensure that those students are well informed, safe and properly cared for. To support this, the New Zealand government developed the Education (Pastoral Care of International Students) Code of Practice 2016, which replaced the 2010 Code of Practice. The Code of Practice prescribes the required outcomes education providers and their agents need to deliver for their international students.

For more information see:

<chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https://www2.nzqa.govt.nz/assets/Tertiary/The-Code/pastoral-care-code-of-practice-2021-english.pdf>

## What you need to know-

Below is a direct excerpt from the Code relating to accommodation:

### **PART 5: Additional wellbeing and safety practices in tertiary student accommodation (in relation to domestic and international tertiary learners).**

All requirements relate to domestic and international tertiary learners and are signatory requirements where they relate to international tertiary learners. Tertiary providers are responsible for ensuring requirements are met in student accommodation.

### **23. OUTCOME 5: A POSITIVE, SUPPORTIVE AND INCLUSIVE ENVIRONMENT IN STUDENT ACCOMMODATION**

Providers must ensure that student accommodation promotes and fosters a supportive and inclusive community which support the wellbeing and safety of residents.

### **24. Process 1: Information and promotional activities**

(1) Providers must ensure student accommodation has practices for –

- (a) ensuring residents receive clear, sufficient, accurate and transparent information and advice about the type and nature of student accommodation and services provided; and
- (b) using information provided by prospective residents at the time of application, to help plan their transition into student accommodation; and
- (c) working with residents to develop and provide information and tools that help residents understand their responsibilities within a communal living environment, including those relating to diversity; and
- (d) providing residents with learning and peer support, and information on
  - (i) self-care and positive wellbeing and safety; and
  - (ii) how to access wellbeing services on campus and in the community; and
  - (iii) how to provide peer support to other residents; and
- (e) providing residents with information and advice on what action to take in an emergency and the mechanisms for reporting incidents and raising health and safety concerns.

(2) The information required by this clause must be readily available, accessible, and promoted to residents.

## **25. Process 2: Accommodation staff**

Providers must ensure that

- (a) accommodation staff are provided with ongoing training and resources that are appropriate for their role as set out in clause 10 (2); and
- (b) the experience and training of accommodation staff is appropriate for the type and nature of accommodation that is being provided; and
- (c) there is managerial oversight of accommodation staff at all times (24 hours a day, 7 days a week) so that issues can be escalated when they occur; and (d) the level of live-in accommodation staffing provides appropriate oversight and support for residents based on the type and nature of accommodation (for example, a higher level of staffing for halls of residence primarily intended for first-year learners); and
- (e) there is ongoing wellbeing support for accommodation staff.

## **26. Process 3: Accommodation staff must be fit and proper persons.**

Providers must take all reasonable steps to ensure that each member of the accommodation staff –

- (a) is suitable for employment in student accommodation; and
- (b) are the subject of a Police vet where required under the Children's Act 2014 if the accommodation includes learners who are under 18.

## **27. Process 4: Proactive monitoring of residents' wellbeing and safety and responsive well-being and safety practices**

(1) Providers must ensure student accommodation has practices for

- (a) working with residents to evaluate their needs and planning how these can be reasonably and practicably met and monitored; and
- (b) having clearly defined processes within the student accommodation for
  - (i) residents, staff, or visitors to be able to report a cause for concern about a resident's behaviour; and
  - (ii) referring and responding to instances of resident behaviours that are a risk to self or others; and
- (c) having appropriate welfare safeguards, including –
  - (i) developing and implementing a welfare management plan for residents assessed as being at risk, that includes welfare checks and which could include referral to external services; and
  - (ii) systems to regularly check that residents continue to be active within their student accommodation and, if a resident is identified as being at risk, developing and implementing a welfare management plan; and
  - (iii) appropriate arrangements for residents under 18, including for effective communication with a parent or legal guardian regarding wellbeing and safety; and
  - (iv) welfare checks, which may be undertaken where reasonable in the circumstances (this information must be clearly set out in the house rules for residents); and
  - (v) routine checks providing 24 hours' notice to a resident if staff members will be entering a resident's room.

(2) Providers must have a link between student accommodation and its organisation's wider

information gathering and communication system described in clause 10(1), to report any emerging concerns about a resident's wellbeing or their behaviour, so residents can be connected quickly to the appropriate services.

(3) Providers must ensure that there is a critical incident and emergency procedures manual in student accommodation which

(a) is consistent with the provider's wider organisational manual described in clause 10(3)(e); and

(b) includes plans for residents when it becomes unsuitable or unsafe for them to remain in student accommodation in an emergency.

## **28. Process 5: A safe and inclusive residential community In addition to the requirements described in outcome 3, providers must ensure student accommodation has practices for**

(a) ensuring that house rules are clear, reasonable, and accessible to residents, and that they promote and encourage

(i) resident safety; and

(ii) a sense of community and association with fellow residents; and

(iii) learning and personal growth; and

(iv) residents and staff working together to ensure a positive and respectful community; and

(b) working with residents to –

(i) develop and improve house rules; and

(ii) develop and maintain appropriate initiatives to build a sense of community within student accommodation; and

(iii) promote responsible social behaviour and academic success.

## **29. OUTCOME 6: ACCOMMODATION ADMINISTRATIVE PRACTICES AND CONTRACTS**

Providers must ensure that student accommodation contracts and practices are transparent, reasonable, and responsive to the wellbeing and safety needs of residents.

## **30. Process 1: General principles**

Providers must ensure that student accommodation providers have practices that include –

(a) disclosing on its website

(i) the ownership structure and operator details of its student accommodation arrangements; and (ii) the details of the wellbeing and safety practices offered at each student accommodation facility; and

(b) a human resource strategy which

(i) requires the job descriptions for all accommodation staff to clearly describe a. the duties and responsibilities of the role in relation to the learner wellbeing and safety; and b. the relevant competencies and attributes that a person must demonstrate to be able to fulfil that role, and the ongoing training that will be available to develop these competencies; and

(ii) sets out the support services that are available to ensure the wellbeing and safety of accommodation staff in carrying out their duties and responsibilities.

## **31. Process 2: Student accommodation contracts**

(1) Providers must ensure that a student accommodation contract with a resident



- (a) is clear, accessible and concise; and
  - (b) sets out the responsibilities of the provider and the resident; and
  - (c) advises residents of the requirements for
    - (i) information sharing across the provider; and
    - (ii) the regular processes for checking on residents; and
  - (d) sets out the deposit, bond components, fees, refund policy and penalties; and
  - (e) sets out the complaints, conflict resolution, and disciplinary processes in relation to residents.
- (2) Providers must ensure that the student accommodation contract used with residents is reviewed and updated regularly to ensure it remains fit for purpose in relation to wellbeing and safety matters, taking into account the views of learners and their representative bodies.
- (3) Providers must ensure student accommodation refund policies
- (a) are reasonable; and (b) provide residents (or a parent or legal guardian of residents under 18 years) with sufficient information to understand their rights and obligations under those refund policies.
- (4) Providers must ensure student accommodation providers give prospective residents a copy of the house rules, and information about the complaints process and the Dispute Resolution Scheme before they sign the accommodation contract.
- (5) Providers must ensure that accommodation providers keep a log of complaints received from residents concerning a breach or breaches of this code in relation to student accommodation and make this log available to the residents.

## **32. OUTCOME 7: STUDENT ACCOMMODATION FACILITIES AND SERVICES**

Providers must ensure that student accommodation facilities and services are maintained to a standard sufficient to support residents' wellbeing and safety and educational success. 33. Process:

- (1) Providers must ensure that student accommodation facilities and services
- (a) respond effectively to the diverse needs of residents and make necessary adjustments where practicable; and
  - (b) provide accessible spaces for a range of interests, activities and needs; and
  - (c) are secure, clean, dry, warm, comfortable, accessible, and is conducive to study and a variety of learning styles; and
  - (d) provide utilities, services and other facilities that are adequate and appropriate for the character and size of the residential community; and
  - (e) have appropriate insurance cover; and
  - (f) are funded adequately to carry out strategic goals and strategic plans for student accommodation, including repairs, replacement, and improvements; and
  - (g) have adequate and appropriate controls in place to ensure accountability for financial processes including
    - (i) providing receipts for all financial transactions with the resident; and
    - (ii) providing residents with up-to-date information on what they owe to the accommodation provider.
- (2) Providers must ensure that any alterations, maintenance and repairs to student accommodation are undertaken in a timely manner that minimises interference with the quiet enjoyment of the residents.



## **Your Residential Caregiver Agreement**

In order to provide homestay care for international students at John McGlashan College, you will be required to sign a Residential Caregiver Agreement and also complete New Zealand Police Vetting (this is required for every person over the age of 18 years old living in the residence).

In signing your Residential Caregiver Agreement you are agreeing to;

- provide full board, including all meals for each student you host
- provide accommodation for at least 46 weeks in a year (or as negotiated)
- provide a warm, comfortable room, with required facilities
- provide laundry services (excl drycleaning)
- provide broadband internet connection for your student(s)
- take interest in the academic progress of your student(s)
- encourage your student(s) to participate in family activities
- set reasonable rules for your student(s)
- not provide alcohol, cigarettes or any other illegal substances to your student(s)
- help shift your student(s) in and out of your house if possible
- contact the school immediately if you have any concerns about the health and/or safety of your student(s)

Please note:

- if your student leaves prior to full term, your homestay payment will cease (with two weeks notice)
- if your student is away for a period of weeks, residential caregivers will receive full payment for the first week and 50% thereafter

As a Residential Caregiver you can expect the school to;

- provide regular contact through the International Student Manager
- visit your home at least twice per year
- provide support and quick action in the case of problems
- provide support for rules
- have a one to one talk with your student(s) at least once per term



**Thank you for hosting an international student.  
If you have any questions please get in contact with the  
International Department.**