BODHI

Code of Practice Review 2023

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INTRODUCTION

The Education (Pastoral Care of Tertiary and International Learners) Code of Practice 2021 makes sure that tertiary and international learners enrolled with New Zealand education providers are safe and supported.

As part of our commitment to the Code, Bodhi conducts an annual self-review of learner well-being and safety. This includes ensuring that learners have a voice within our service, and that all learners have a positive experience with Bodhi.

For information regarding the code, or if the learner is not satisfied with the support they receive please refer to
https://www2.nzqa.govt.nz/tertiary/the-code/the-code-for-learners/

He whaka Eke Noa

"We are all in this together"

BODHI'S VISION FOR LEARNERS

The structure of the Bodhi tree serves as a conceptual framework with its key components forming the key concepts which effectively align to the takepū or applied principles.

Ako – Reciprocal, Collaborative Learning (Kapeka/Branch and Rau/Leaf)

Equitable teaching and learning practices that make authentic connections with cultural identities and life circumstances and communities (socioeconomic). The teacher and student engage in a learning partnership, a responsive teaching approach enables the students prior knowledge and experience to be the foundations for new learning

Teachers ensure learning environments are conducive to fostering students mauri/life force or essence enabling it to gain strength and thrive. Students who understand and value their own cultural identity believe they have immense potential and cultural capital which they can draw upon. Deliberate, responsive, reflective, and adaptive teaching practices, together with healthy attitudes nurture the facilitation for this valuable process to occur

Whānaungatanga - Paiaka/Root

Relationship, kinship, sense of family connection – a relationship through shared experiences and working together which provides people with a sense of belonging. It also extends to others to whom one develops a close familial, friendship or reciprocal relationship. Essentially as an applied principle it is the process of establishing and maintaining links and relationships

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Whānaungatanga underpins connections with each other and with who we are and therefore vital in both our personal and professional relationships. By breaking down the word a fuller understanding as an applied principle is gained. The first part of this word is whānau, which represents family, the group you are born into to. These warm and caring interpersonal interactions within the whānau/family has the essence of collective cohesive harmony and common responsibility. Overtime the concept of whānau has evolved from the traditional sense, an example is metaphorically visible in education referring to the interconnectedness of the key stakeholders in early childhood education.

The second part of the word/applied principle is whānaunga, which relates to a blood/biological relation of sort. Through positive interactions with whānaunga, whānaungtanga develops within one another and within self. Thus, using it in an educative context places emphasis on the reciprocal authenticity, quality, and strength of relationships. This also highlights the intercedence that underpins this principle, every key stake holder has a valued role to play and opportunity to contribute.

Mōhiotanga - Planting Seed-Wkakato Kākano
Sharing information, building knowledge together

Mōhiotanga/Awareness/Comprehension/Insight/Perception/ Knowledge Codes. Mōhiotanga is also a principle of practice that promotes the construction of knowledge and recognises how mōhio influences new learning or how we understand, realise, comprehend, and recognise new knowledge.

Maramatanga - Akaaka/Vine
Authentic Learning (Purpose)

Māramatanga enlightenment/clarity/ insight/understanding/meaning/significance. In terms of an applied principle to attain enlightenment or significant clarity a well-informed knowledge base is needed, and robust unbiased learning opportunities are offered. This applied principle encompasses a teacher's ethical responsibility and obligation teaching in ways that honour cultural diversity. Māramatanga advocates that the source must positively impact the wider community of understanding and add value to the existing knowledge in a specific subject area. Connecting understanding, usability and significance or application of the source. Māramatanga contemplates the appropriateness of the information or knowledge for the purpose, audience, and context.

CODE OUTCOMES

As a Category Two Private Training Establishment we attest to the following outcomes as per the Code and at what stage we are in terms of implementation.

These are evidenced through our recent External Evaluation Review, Programme Monitoring and Moderation Reviews, Annual Performance Education Reports, Education Performance Indicators and Organisational Strategy and Annual Plan key performance indicator outcomes.

SELF REVIEW CODE OUTCOMES

Organisational structures to support a whole of provider approach to learner wellbeing and safety	
Outcome 1 - A learner wellbeing and safety system	Well implemented
Outcome 2 - Learner Voice	Well implemented

Wellbeing and Safety practices	
Outcome 3 - Safe, inclusive, supportive and accessible physical and digital learning environments	Well implemented
Outcome 4 - Learners are safe and well	Well implemented

In accordance with Outcome 1 and clause 89 of the Code, Bodhi confirm that:
• A self-review of the organisation's performance against the Code has been undertaken.
• The resulting self-review report is available in an accessible format to learners, staff, and the general public, including on the organisation's website .
• Any required policy and operational changes identified from the review have been made or will be made
• There were no complaints reported in 2023

STRATEGIC PLAN

Our current Strategic Plan 2021 – 2024 is focused on partnerships and growth within the sector.

PARTNERSHIPS

Bodhi's current strategic plan is based on creating and developing partnerships within our sector. Our goal of securing and maintaining relationships with ITE providers to ensure pathways for our graduates into Bachelors programmes has been successful. It is now our strategy to strengthen and develop these relationships into deeper working partnerships.

GROWTH

Bodhi's strategic goal of growth is now implementing strategies to grow our student numbers further. We are confident in our practices, with small cohorts, strong pastoral care and a culture of inclusion. By celebrating individuals identities, language san cultures, we now are focused on growing so we can have the biggest impact to the ECE sector that are needing nurturing, knowledgeable and and capable kaiako.

CODE OF PRACTICE

01

A LEARNER WELLBEING AND SAFETY SYSTEM

- Reciprocal and respectful relationships are built as small cohorts are created and weekly communication with a key tutor is maintained & nurtured
- Individual plans are created for learners who need additional support
- Pastoral care for all learners is provided and in an equitable manner.

02

LEARNER VOICE

- Building and maintaining strong relationships with all diverse learners
- Learners individual needs identified so we can respond holistically
- Learners encouraged to contribute to all decision making
- Conducting self review that uses and embeds learner voice to improve practices for all
- Robust complaints procedure

03

SAFE, INCLUSIVE, SUPPORTIVE AND ACCESSIBLE PHYSICAL AND DIGITAL LEARNING ENVIRONMENTS

- Evolve with technology as it develops; eg AI
- Prioritising online safety, all software is robust and protects students data
- Culture of inclusion and respect
- Applies Te Tiriti o Waitangi principles to all decision making
- Celebrates learner success
- Implements all legislative measures to ensure learner safety while engaged in Bodhi programme

04

LEARNERS ARE SAFE AND WELL

- Programmes include components that support learner safety and well-being while engaged in study
- Tutors utilise weekly communication and onsite visits to create student logs that track learner progress and growth as a personal profile
- Trusting relationships formed between tutor and learner to ensure we are made aware of when a student requires further support
- Pastoral care is offered to any student who many need, and in any form that we can implement to ensure learner success

BODHI LTD

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