



AUT

EDUCATION

(PASTORAL CARE OF TERTIARY AND INTERNATIONAL LEARNERS)

CODE OF PRACTICE 2021

Under the Education and Training Act 2020, the Ministry of Education has released the Education (Pastoral Care of Tertiary and International Learners) Code of Practice 2021. The new Code, in place from 1 January 2022, combines the existing 2020 Interim Domestic Code and 2019 International Code. The new Code sets clear expectations for learner safety and wellbeing in tertiary education and has 24 outcomes. Twelve of those outcomes are relevant to universities. Outcomes 1-7

Code Of Practice For The Pastoral Care Of International

Karin Nielsen-Saines



Code Of Practice For The Pastoral Care Of International:

Code of Practice for the Pastoral Care of International Students New Zealand. Ministry of Education. International Policy and Development Unit,2002 The purpose of this Code of Practice is to provide a framework for educational providers for the pastoral care of international students The Code is established under section 238F of the Education Act 1989 The Act requires that a provider must be a signatory to the Code to enrol international students The commencement date of the Code is 31 March 2002 P 3

Code of Practice ,2010 The purpose of this Code is to provide a framework for educational providers for the pastoral care of international students The Code is established under section 238F of the Education Act 1989 The Act requires that a provider must be a signatory to the Code to enrol international students P 2 *Code of Practice* New Zealand. Ministry of Education. International Division,2010 Code of Practice for the Pastoral Care of International Students New Zealand. Ministry of Education,2002* *Code of practice fo the pastoral care of international students* New Zealand. Ministry of Education. International Policy and Development Unit. 2002 - 2021 - present, Code of Practice New Zealand. Ministry of Education. National Operations Division,2011

Review of the Code of Practice for the Pastoral Care of International Students New Zealand. Ministry of Education. International Policy and Development Unit,2003 Regulating international students' wellbeing Gaby Ramia,Simon Marginson,Erlenawati Sawir,2013 Using international and cross country comparative analysis this book explores how governments influence international student welfare and how students shape their own opportunities **Code of Practice** New Zealand. Ministry of Education. National Operations Division,2011 Review of the code of practice for the pastoral care of international students , *Guidelines to Support the Code of Practice for the Pastoral Care of International Students* New Zealand. Ministry of Education. National Operations Division,2003 *The SAGE Handbook of International Higher Education* Darla K. Deardorff,Hans de Wit,John D. Heyl,Tony Adams,2012-08-20 The SAGE Handbook of International Higher Education examines the internationalization of higher education from a marginal to a core dimension of higher education worldwide This mainstreaming of internationalization is a fascinating phenomenon new concepts programs providers and methods of delivery are emerging impressive national and regional scholarship programs have been established radical reforms have been undertaken to make higher education globally competitive and mobility of students and scholars has increased around the world This groundbreaking handbook serves as a guide to internationalization of higher education and offers new strategies for its further development and expansion in the years to come With a decidedly global approach this volume brings together leading experts from around the world to illustrate the increasing importance of internationalization The text encompasses the diversity and breadth of internationalization of higher education in all its thematic facets and regional impacts

Internationalization and Imprints of the Pandemic on Higher Education Worldwide Alexander W. Wiseman,Cheryl Matherly,Max Crumley-Effinger,2023-06-27 This volume chronicles changes and issues facing institutional and individual

academic activities and norms following the Covid 19 pandemic forecasting their impacts on the ways in which internationalization at the post secondary level has responded in practice to new realities exigencies and possibilities

Education (Pastoral Care of Tertiary and International Learners) Code of Practice 2021 New Zealand. Ministry of Education,2021 **Discussion Document** ,2007 **International Students** ,2004 *Access* ,2004 **Reports Submitted by States Parties Under Article 9 of the Convention** United Nations. General Assembly. Committee on the Elimination of Racial Discrimination,2014 *OECD Reviews of Tertiary Education Tertiary Education for the Knowledge Society* Paulo Santiago,2008-09-22 Tertiary education policy is increasingly important on national agendas The widespread recognition that tertiary education is a major driver of economic competitiveness in an increasingly knowledge driven global economy has made high quality tertiary education more important than ever The imperative for countries is to raise higher level employment skills to sustain a globally competitive research base and to improve knowledge dissemination to the benefit of society Tertiary Education for the Knowledge Society provides a thorough international investigation of tertiary education policy across its many facets governance funding quality assurance equity research and innovation academic career links to the labour market and internationalisation The report presents an analysis of the trends and developments in tertiary education a synthesis of research based evidence on the impact of tertiary education policies innovative and successful policies and practices that countries have implemented and tertiary education policy options The report draws on the results of a major OECD review of tertiary education policy the OECD Thematic Review of Tertiary Education conducted over the 2004 08 period in collaboration with 24 countries around the world FURTHER READING A companion series OECD Reviews of Tertiary Education offers an in depth analysis of tertiary education policies in each of the 14 countries which opted for a country review China Croatia Czech Republic Estonia Finland Iceland Japan Korea Mexico the Netherlands New Zealand Norway Poland and Spain www.oecd.org/edu/tertiary/review Internationalizing the University Yvonne Turner,Sue Robson,2008-05-10 Internationalizing the University discusses the development of inter cultural competences for university people supported by sustainable international management practices

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Code Of Practice For The Pastoral Care Of International Introduction

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