

Strategi Institute Code of Conduct and Standards for Facilitators and Assessors

As facilitators/assessors, we respect our trusted position in the industry and recognise the influence we have on our students, their understanding of the industry, and its future wellbeing.

This Code sets out the high standards for ethical behaviour that are expected of all Strategi Institute facilitators/assessors, and the expectations of effective training practice. It applies to all Strategi Institute facilitators and assessors.

OUR TRAINING VALUES

- Empowering all students to reach their highest potential by providing high-quality teaching and leadership.
- Creating a welcoming, supportive and creative learning environment that treats everyone with respect and dignity.
- Showing integrity by always acting in ways that are fair, honest, ethical and just.
- Engaging in positive and collaborative relationships with our students, colleagues, and the wider financial services industry.

COMMITMENT TO THE ACADEMIC PROFESSION

I will maintain trust and confidence in Strategi Institute's education provision by:

1. Demonstrating a commitment to providing high-quality and effective training.
2. Engaging in professional, respectful and collaborative relationships with colleagues.
3. Demonstrating a high standard of professional behaviour and integrity.
4. Embracing diversity and all cultures including a commitment to tangata whenuatanga and Te Tiriti o Waitangi partnership in the learning environment.
5. Contributing to a professional culture at Strategi Institute that supports and upholds this Code.
6. Upholding the thirteen information privacy principles (IPP) stipulated in the Privacy Act 2020

COMMITMENT TO STUDENTS

I will work in the best interests of students by:

1. Engaging in ethical, respectful and professional relationships with students, respecting professional boundaries.
2. Being fair and neutral, and effectively managing my assumptions and personal beliefs when talking about the industry and market participants (including individuals, companies, associations and regulators).
3. Respecting the diversity of the heritage, language, identity and culture of all students.
4. Promoting inclusive practices to support the needs and abilities of all students.
5. Presenting a professional image to students in line with Strategi's business image.

6. Maintaining privacy in accordance with the Privacy Act 2020.

COMMITMENT TO THE FINANCIAL SERVICES INDUSTRY

I will respect the vital role students play in the financial services industry and its future by:

1. Fostering students to be ethical and compliant participants in the financial services industry.
2. Respecting the diversity of the heritage, language, identity and culture of the company and the financial services industry.
3. Not doing, saying, or omitting anything that would, or would be, likely to bring the financial services industry into disrepute.

OUR STANDARDS

The purposes of these standards are to:

- Describe the essential professional knowledge in practice and professional relationships and values required for the provision of effective training.
- Promote high-quality training and leadership for all Strategi Institute's students across all education settings.
- Strengthen industry confidence in Strategi Institute and its facilitators.

Standard	Explanation
<p>Professional learning Use inquiry, collaborative problem solving and professional learning to improve professional capability to impact on the learning and achievement of all students.</p>	<ul style="list-style-type: none"> • Inquire into and reflect on the effectiveness of my teaching practice in an ongoing way, using evidence from a range of sources. • Critically examine how my own assumptions and beliefs, including cultural beliefs, impact on practice and the achievement of students with different abilities and needs, backgrounds, genders, identities, languages and cultures. • Engage in professional learning and adaptively apply this learning in practice. • Be informed by research and innovations related to: content disciplines; pedagogy; teaching for diverse students, including students with disabilities and learning support needs; and wider education matters. • Seek and respond to feedback from students, colleagues and other education professionals and engage in collaborative problem solving and learning focused collegial discussions.
<p>Professional relationships Establish and maintain professional relationships and behaviours focused on the learning and wellbeing of each student.</p>	<ul style="list-style-type: none"> • Engage in reciprocal, collaborative learning-focused relationships with: <ul style="list-style-type: none"> - students, employers and those in the financial services industry; - colleagues, support staff and other professionals;

	<ul style="list-style-type: none"> - agencies, groups, and individuals in the industry. • Communicate effectively with others. • Actively contribute, and work collegially, in the pursuit of improving my own and organisational practice, showing leadership, particularly in areas of responsibility. • Communicate clear and accurate assessment for learning and achievement information.
<p>Learning focused culture Develop a culture that is focused on learning, and is characterised by respect, inclusion, empathy, collaboration and safety.</p>	<ul style="list-style-type: none"> • Develop learning-focused relationships with students, enabling them to be active participants in the process of learning, sharing ownership and responsibility for learning. • Foster trust, respect and cooperation with and among students so that they experience an environment in which it is safe to take risks. • Demonstrate high expectations for the learning outcomes of all students, including for those students with disabilities or learning support needs. • Manage the learning setting to ensure access to learning for all and to maximise students' physical, social, cultural and emotional safety. • Create an environment where students can be confident in their identities, languages, cultures and abilities, and where the diversity and uniqueness of all students are accepted and valued. • Meet relevant regulatory, statutory and professional requirements.
<p>Design for learning Design learning based on curriculum and pedagogical knowledge, assessment information and an understanding of each student's strengths, interests, needs, identities, languages, and cultures.</p>	<ul style="list-style-type: none"> • Select teaching approaches, resources, and learning and assessment activities based on a thorough knowledge of curriculum content, pedagogy, progressions in learning and the students. • Gather, analyse and use appropriate assessment information, identifying progress and needs of students to design clear next steps in learning and to identify additional supports or adaptations that may be required. • Design and plan culturally responsive, evidence-based approaches that reflect the local community and Te Tiriti o Waitangi partnership in New Zealand. • Harness the rich capital that students bring by providing culturally responsive and engaging contexts for students. • Design/deliver learning that is informed by best practice expectations of ethics and good conduct.

Teaching

Teach and respond to students in a knowledgeable and adaptive way to progress their learning at an appropriate depth and pace.

- Teach in ways that ensure all students are making sufficient progress, and monitor the extent and pace of learning, focusing on equity and excellence for all.
- Use a wide repertoire of teaching strategies, approaches, learning activities, technologies and assessment for learning strategies and modify these in response to the needs of individuals and groups of students.
- Provide opportunities and support for students to engage with, practice and apply learning to different contexts and make connections with prior learning.
- Teach in ways that enable students to learn from one another, to collaborate, to self-regulate and to develop control and responsibility over their learning.
- Ensure students receive ongoing feedback and assessment information and support them to use this information to guide further learning.

Signed:

Date:

Name:

Role: