

BTI Student Wellbeing Plan 2022

BTI is dedicated to creating an environment that is **student centered** and addresses the economic, social and wellbeing goals, and the development aspirations of diverse learner groups (e.g., Māori, Pasifika, international students, students with disabilities etc.). We focus on listening to our students and making changes based on their feedback to adapt our teaching, learning and support services to empower students at different ages and stages. BTI has made changes that enhance student voice and participation in student governance and management decision making.

As part of our commitment to building a student centred educational experience for our students, BTI has worked hard to strengthen existing, and develop new, connections and authentic partnerships with students, whānau and diverse learner groups.

As an organisation, our commitment to improve the educational environment and “the student experience” for all has seen us develop a number of initiatives that work to support learner success and achievement. This document endeavours to help guide staff and students through an important shift in thinking about wellbeing initiatives: moving from the remediation of problems to primary prevention and wellbeing enhancement. BTI hopes to achieve this by equipping and empowering students with the skills and knowledge to thrive in the learning environment.

What is wellbeing?

Wellbeing is a multi-factorial construct incorporating biological, psychological and social components, which enables the individual to be free from disease and disorder, but also to reach a state of health that enables them to be at their best.

The World Health Organization's definition of mental health is “a state of wellbeing in which every individual realizes his or her own potential, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to her or his community.”¹

Wellbeing is seen to encompass concepts of thriving, resilience, connectedness, sense of community, empowerment, work-life balance, morale and camaraderie. It is enhanced by thriving, resilient and connected campus communities that reflect an ethic of compassion and embed a culture of wellbeing².

In Aotearoa New Zealand, a Māori model of health, Te Whare Tapa Whā, aligns well with these definitions, taking a holistic view of health. It focuses on the four cornerstones of health, being Taha Tinana (physical wellbeing), Taha Hinengaro (mental wellbeing), Taha Whānau (social wellbeing) and Taha Wairua (spiritual wellbeing).³

Fig. 1



Whare Tapa Whā (Four sided house) health model (Durie 1994)

¹ <https://www.who.int/data/gho/data/major-themes/health-and-well-being>

² <https://www.cph.co.nz/wp-content/uploads/SITertiaryHealthWellbeingSurvey.pdf>

³ <https://www.health.govt.nz/our-work/populations/maori-health/maori-health-models/maori-health-models-te-whare-tapa-wha>

Taha Tinana (Physical Wellbeing)

- ❖ providing an accessible and safe learning environment
- ❖ Investing in development of specific resources to enhance distance/online learning models
- ❖ improve software and visual design to improve access to onsite and online learning
- ❖ physical/health events in the wider city



Taha Hinengaro (Mental and Emotional Wellbeing)

- ❖ increase support in the areas of student mental health and well-being (staffing, cultural advisors, pastoral care support)
- ❖ changes to student support services, including Ngā Maunga Āwhina (increased staffing and access to support by students)
- ❖ encourage staff to be involved in the development of individualised holistic learning plans for specific students (including in online teaching and planning and assessment)
- ❖ to promote preventive workshops on common issues such as anxiety, make available resources (e.g., Healthy Mind Toolkit).
- ❖ expand development of wellbeing resources (videos and social media) which will be made available on BTI website / BTIonline.
- ❖ career support
- ❖ focus on culturally responsive teaching practices (increasing the number of te reo speakers)
- ❖ The establishment of Te Rōpū Whakatere for the purpose of navigating matters relating to Tikanga and Kaupapa Māori practices, and to advocate and provide support for Māori students.
- ❖ an elected Māori student who represents Māori student affairs
- ❖ support for students with disabilities, develop individualised holistic learning plans
- ❖ development of a Disability Action Plan
- ❖ ongoing review of policies/practices to support students
- ❖ partnering with students to better understand their needs, regular surveys of students and staff to promote digital, social and cultural inclusion, collate data student surveys for review and implement student led change

Taha Whānau (Family and Social Wellbeing)

- ❖ relationships: proactively build connectedness, promoting respectful relationships
- ❖ peer support, social groups, focus groups
- ❖ BISA social events, intensives get-togethers, event days
- ❖ promotion of events in the wider city
- ❖ creating social spaces online
- ❖ regional clusters
- ❖ invest in cultural spaces for Māori students and Pasifika students / cultural facilities, cultural events, celebrations of cultural diversity



Taha Wairua (Spiritual Wellbeing)

- Karakia/Waiata, devotions every Tuesday and Thursday.
- inspirational speakers onsite/zoom, workshops with guest speakers
- faith based activities
- church community events
- opportunities to volunteer, charity work, fundraising for important causes



Student-Centred Learning

At BTI, we believe in the importance of student-centred learning which is both pedagogical and practical. It is a shift from the activity of teaching in the form of teachers' structuring and presentation of knowledge, to the process of learning, with a focus on learners' characteristics, experiences, and efforts to make sense of what they encounter in educational settings (Barr & Tagg 1995).

Students need skills to continually adapt by acquiring new information and learning independent of instruction. Students are to be critical thinkers, problem-solvers and lifelong learners. In addition, they must be adept at communication, teamwork and self-assessment. BTI supports students in developing skills to succeed in any environment.



Source: "The Statement of National Education and Learning Priorities (NELP) & Tertiary Education Strategy (TES)" (<https://www.education.govt.nz/assets/Documents/NELP-TES-documents/FULL-NELP-2020.pdf>)

BTI STUDENT HANDBOOK

Study Skills

Assignment check

Grammar

Essays

Referencing

Resubmissions

Technology

[Online resources](#)

[Learning Advisors](#)

Library

[BTI library website](#)

[Librarian](#)

Understanding content

Complete course work → Do the readings → Check the QA forums → Consider asking a fellow student → Contact educator

Complaints

Refer to [Complaints Policy](#) and [Complaints Flowchart](#).

Diverse needs/students with disabilities

Check needs are specifically diverse-needs-related → Contact [Diverse Needs Coordinator](#)

Financial

Investigate other options e.g. StudyLink, Work and Income, CAP

One-off issue → [Hardship fund](#)

On-going issue → Refer to [Ngā Maunga Āwhina](#) (SoSP students) or cohort mentors (SoTE/Masters)

International/Offshore Students

Check needs are specifically international-student-related → Contact [International Student Coordinator](#)

Personal circumstances

Contact [Ngā Maunga Āwhina](#) (SoSP students) or cohort mentors

Programme of study (course changes etc.)

Contact [Ngā Maunga Āwhina](#) (SoSP students) or cohort mentors

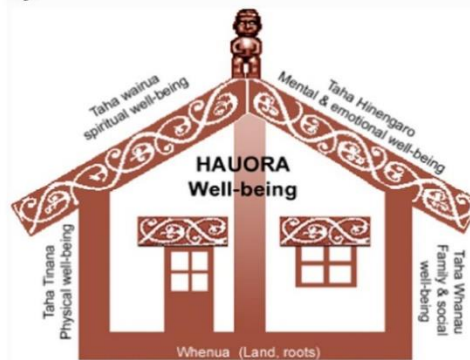
Spiritual

Ask your pastor or a student/educator that you trust → Contact [Student Engagement Coordinator](#)

Cultural Issues

Contact [Te Rōpū Whakatere](#) (Māori/Pasifika Support Staff)

Fig. 1



Whare Tapa Whā (Four sided house) health model (Durie 1994)

Current BTI Student Policies to support Student Wellbeing

[Access To BTI's Facilities for BTI Students \(SG.01\)](#)

[Accommodation for International Students \(SG.35\)](#)

[Bethlehem College Scholarships \(SG39\)](#)

[Counselling Referral Support for Students \(SG.36\)](#)

[Harassment \(SG.09\)](#)

[Information Keeping and Disclosure \(SG.17\)](#)

[IT Services Acceptable Use \(P.11\)](#)

[Library Lending \(SG.13\)](#)

[Pastoral Care of International Students \(SG.15\)](#)

[Personal Disclosures Policy \(SG.24\)](#)

[Reader Writer Support for Students \(SA.20\)](#)

[Smoke-free drug-free alcohol-free Policy \(SG.40\)](#)

[Student Concerns & Complaints \(SG.08\)](#)

[Student Concerns & Complaints Flowchart \(SG.08\)](#)

[Student Diverse Needs/Disabilities Policy \(SG.40\)](#)

[Student Hardship \(SG.10\)](#)

[Student Health & Safety \(SG.31\)](#)

[Teacher Education student grants or Financial Support for Study \(SG.41\)](#)

[The Use of Te Reo for Assessment \(SA.27\)](#)

[Tikanga Policy 2022](#)

[Usage of BTI's Computing Resources \(SG.26\)](#)