

BTI Student Wellbeing Plan 2026-2027

BTI is dedicated to creating an environment that is **student centered** and addresses the development aspirations and social, wellbeing, safety and economic goals 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 of different ages and stages. BTI has made changes that enhance student voice and participation in student governance and management decision making. This is mainly facilitated through the Student Council, which is made up of class representatives from each programme and year level.

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 improving 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.

The Student Wellbeing Plan created in 2022 encompasses the strategic goals and plans for supporting the wellbeing of our students. The plan is reviewed annually and endeavours to help guide staff and students through an important shift in thinking about wellbeing and safety 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.

Feedback from various student surveys affirmed that BTI is a safe, inclusive and supportive learning environment. Students feel welcomed, are not judged, and are accepted for who they are.

End of Year survey Dec 2025	Percentage based on no. of respondents
BTI provides a safe learning environment	96%
BTI promotes an inclusive learning environment	94%
I have been well supported in my learning	92%
Student Wellbeing Survey August 2026	Percentage based on no. of respondents
Engaged in my community of learning at BTI	88%
I am accepted for who I am at BTI culturally	96%
Social inclusiveness - I am accepted for who I am at BTI	99%

What is wellbeing?

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

The World Health Organization's (2026) 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” (para. 3).

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 wellbeing¹.

In Aotearoa New Zealand, a Māori model of health, Te Whare Tapa Whā, aligns well with these definitions, taking a holistic view of health (all following information on this topic from Ministry of Health, 2023).



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

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).

Whenua, the foundation on which the whare stands, signifies a person's identity and the importance of being steadfast in their God-given identity and belonging. From BTI's faith perspective, this whenua is grounded upon the firm Biblical foundation, Jesus Christ, the Rock—upon whom the house of wellbeing is established.

Taha Tinana (Physical Wellbeing)

- ❖ providing an accessible and safe learning environment
- ❖ investing in development of specific resources to enhance distance/online learning models (e.g. from 2026, all students have been provided with a Microsoft 365 student email account)
- ❖ improving software and visual design to improve access to onsite and online learning
- ❖ physical/health events in the wider city



¹ <https://www.cph.co.nz/wp-content/uploads/SITertiaryHealthWellbeingSurvey.pdf>

Taha Hinengaro (Mental and Emotional Wellbeing)

- ❖ provide support in the areas of student mental health and wellbeing (staffing, cultural advisor and cultural staff, pastoral care support)
- ❖ Counselling Referral and Support for Students Policy (SG.36)
- ❖ changes to student support services (students at each year level are supported by a dedicated mentor through Ngā Maunga Āwhina and SoTE cohort mentors)
- ❖ staff to be involved in the development of individualised learning plans for students (including in online teaching and planning and assessment)
- ❖ promote preventive workshops on common issues such as anxiety, make resources available (e.g., Healthy Mind Toolkit)
- ❖ expand development of wellbeing resources (videos and social media) on BTI website / BTIonline
- ❖ career support including online talks on career and job preparation
- ❖ focus on culturally responsive teaching practices (increasing the number of te reo speakers)
- ❖ Te Rōpū Whakatere established in 2022 for the purpose of navigating matters relating to Tikanga and Kaupapa Māori practices, and to advocate and provide support for Māori students. See also Mātauranga Māori Guidelines (P.01)
- ❖ Māori student representative to represent Māori student affairs if there is interest from student body
- ❖ Accessibility Support Coordinator - support for students with disabilities
- ❖ Accessibility Support Policy (SG.42)
- ❖ ongoing review of policies/processes to support students with feedback from the Student Council
- ❖ 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
- ❖ student association social events - annual ball, wānanga get-togethers with BISA financial support, event days
- ❖ Te Pūpūangi, cohort gatherings
- ❖ shared lunch during wānanga (sausage sizzle, soup soiree etc)
- ❖ sports events during wānanga
- ❖ promotion of social events in the wider city
- ❖ creating social spaces online
- ❖ regional clusters
- ❖ invest in cultural spaces for Māori and Pasifika students, along with cultural events, celebrations of cultural diversity (noho marae, pōhiri, Matariki, language week -Te wiki o Te Reo Māori), as well as Te Rōpū Whakatere engagement to strengthen staff competence and confidence.



Taha Wairua (Spiritual Wellbeing)



- ❖ karakia/waiata, devotions every Tuesday and Wednesday
 - ❖ daily devotions during onsite wānanga
 - ❖ opportunities for prayer within and beyond the classroom
 - ❖ Biblical perspectives and Christian values embedded within course content and assessments
 - ❖ creating an inclusive environment that welcomes students of all faith backgrounds and those with no religious affiliation
 - ❖ online Bible study on various topics
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- ❖ inspirational speakers onsite/zoom, workshops with guest speakers
 - ❖ faith-based activities
 - ❖ church community events
 - ❖ conferences, sponsorships to conferences
 - ❖ 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 (see figure below).



Note: From "The Statement of National Education and Learning Priorities (NELP) and the Tertiary Education Strategy (TES)," by Ministry of Education, 2020, p. 3 (<https://web-assets.education.govt.nz/s3fs-public/2024-04/FULL-NELP-TES-November-2020.pdf?VersionId=DaaS3wmpsihtmJRQYSaN2bcA0bHCqsY9#:~:text=The%20Statement%20of%20National%20Education,Education%20and%20Training%20Act%202020>)

Student Support – influenced by Durie's (1994) Te Whare Tapa Whā model

BTI STUDENT HANDBOOK

Study Skills

Assignment check

Grammar

Essays

Referencing

Resubmissions

Technology

[Online resources](#)

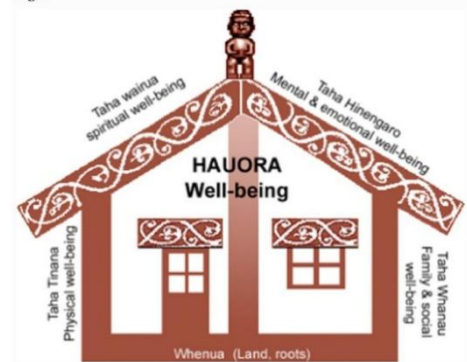
[Learning Advisors](#)

Library

[BTI library website](#)

[Librarian](#)

Fig. 1



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

Understanding content

Complete course work → do the readings → check the QA forums → consider asking a fellow student → contact educator

Concerns and Complaints

Refer to [Student Concerns & Complaints Policy](#) and [Concerns & Complaints Flowchart](#)

Accessibility Support

Check needs are related to learning / physical needs → Contact [Accessibility Support Coordinator](#)

IT issues

For IT related issues including BTIonline → Contact [Technology Support Officer](#)

Financial

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

One-off issue → [He Kete Pāwera](#)

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

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 (SoTE)

Programme of study (course changes etc.)

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

Spiritual

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

Cultural Issues

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

Current BTI Student Policies that support Student Wellbeing and Safety

[Additional Support for differing needs and abilities \(SG.42\)](#)

[After Hours Access to BTI's Facilities \(SG.01\)](#)

[Children and Babies on Campus \(Students\) \(SG.18\)](#)

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

[Dual Relationships \(SG.06\)](#)

[He Kete Pāwera \(SG.10\) formerly Student Hardship](#)

[Inclusive Language \(GL.01\)](#)

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

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

[Mātauranga Māori Guidelines \(P.01\)](#)

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

[Personal Information Management \(SA.31\)](#)

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

[Response to Self-Harm and Suicidal Ideation \(SG.43\)](#)

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

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

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

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

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

[Support for International Students \(SG.15 & SG.35\)](#)

[Tauranga Moana Iwi and Ngati Kahu Scholarship \(SG.11\)](#)

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

To view all other student policies please log into BTIonline using your student account:

[Student Policies](#)

This plan is a living document and will be updated as needed

*Students who wish to provide feedback on this plan can do so by emailing the
[Student Engagement Coordinator](#)*

References

- Barr, R. B., & Tagg, J. (1995). From teaching to learning: A new paradigm for undergraduate education. *Change: The Magazine of Higher Learning*, 27(6), 12-26
<https://doi.org/10.1080/00091383.1995.10544672>
- Durie, M. (1994). *Whaiora: Māori health development*. Oxford University Press.
- Ministry of Health/Manatū Hauora. (2023). *Te whare tapa whā model of Māori health*.
<https://www.health.govt.nz/maori-health/maori-health-models/te-whare-tapa-wha>
- World Health Organisation. (2026). *Health and wellbeing*. <https://www.who.int/data/gho/data/major-themes/health-and-well-being>