

# STRATEGY 2024 - 2028



# Bethlehem Tertiary Institute Strategy 2024 - 2028

Ma te whakaaro nui ka hanga te whare, ma te matauranga e whakaū<sup>1</sup>  
Through vision a house is built, through education a house is stabilised  
(Proverbs 24:3)

Ki te kāhore he whakakitenga, ka ngaro te iwi  
Without foresight and vision the people will be lost

He honore, he kororia ki te atua  
He maungarongo ki te whenua  
He whakaaro pai ki ngā tangata katoa  
Ka tuku ngā reo o aumihi ki a koutou katoa.

E whai ake nei ko ngā kupu māhere, ngā tuhinga rautaki mō ngā tau 2024-2028.  
Ko te tumanako nui ia, ka aro katoa i ngā hiahia, i ngā wawata me ngā ūara o tō mātou Te Whare  
Tauira o Peterehema tae atu ki ōna tutukitanga.  
Hēoi, ko te whaingā nui, ko ngā kupu o te Atua me ōna māramatanga.  
No reira kia tau nei i ngā manaakitanga i runga rā i a tātou katoa  
Ko Ihu Karaiti tō tātou kaiwhakaora  
Āmene

## Our Foundation

BTI's first response to strategic planning is to ensure all developments emerge from and are consistent with our:

**Mission** of providing Christ-centered, Biblically-informed professional preparation, development and research for influential service

**Vision** of being a relational, responsive and transformational Christ-following teaching and learning community

**Values** of having a Biblical Christian worldview as formational, personal-professional enquiry and integration, a strength-based inclusive learning and missional community, Te Tiriti-informed practice and relationships within Aotearoa New Zealand.

## Reflecting on Context and Change

In August 2023, the BTI Executive Leadership Team and Board of Trustees met to prayerfully reflect on strategic outcomes achieved in recent years and envision key strategic directions going forward.

Whilst BTI adapted well to the implications of Covid-19 Lockdowns (2020 - 2021), pivoting almost seamlessly to provide online teaching for all students, other challenges - and thereby opportunities also - are now being experienced across the tertiary sector:

- TEC funding for tertiary providers has fallen in recent years relative to rising costs
- The TEC funding model means enrolment growth beyond TEC funding allocation for an institution is unlikely to receive additional funding unless the enrolment growth is in a programme targeted for investment by the TEC
- The impact of new digital technologies, in particular the rise and use of AI within education, means significant pedagogical adaptation and change as the parameters of what quality education is continues to evolve

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<sup>1</sup> Te Marautanga o Aotearoa

- The current experience of high employment and the impact of Covid-19 on school students' learning, has contributed to fewer school leavers choosing tertiary study after school, especially those vocational pathways that require a Bachelor degree
- In recent years, a strong national downward enrolment trend in ECE, Primary and Secondary teaching education
- Increasing demand for culturally responsive pedagogies within education
- The TEC funding model for research will no longer be through the mechanism of Performance-based Research Fund (PBRF), with the potential implication of less government funding for research
- An increasing emphasis on globalization in education with online pedagogies, meaning tertiary institutions within Aotearoa New Zealand are looking to increase offshore engagement and procurement of increased numbers of international students

## Strategic Directions

Central to any strategic planning undertaken by BTI is to first pray, seek and discern God's direction for the Institute. In doing so, five key strategic directions emerged from Executive Leadership Team and Board strategic planning in 2023:

- 1) Prioritise new programmes with new delivery options
- 2) Strengthen, consolidate and diversify delivery of current programmes
- 3) Shift to an increased international focus
- 4) Increase domestic engagement with churches and Christian communities
- 5) Enhance provision of professional learning and development (PLD) for industry and communities.

The intent behind these strategic directions is for BTI to both strengthen and extend our current delivery in order to more fully serve and faithfully represent God's love and hope for all the world. As such, our sense is that Isaiah's prophetic Word to the Israelites is also one for BTI at this time:

Enlarge the place of your tent, stretch your tent curtains wide, do not hold back; lengthen your cords, strengthen your stakes. (Isaiah 54:2)

In addition to the strategic directions which emerged from 2023 strategic planning, in 2024, consultation has been undertaken with institutional and programme leaders with further discussion by ELT and the Board, resulting in three further strategic priorities:

- 6) Review and streamline administrative efficiency and capacity
- 7) Advance our Te Tiriti informed practice
- 8) Increase commitment to our research capacity

Accordingly, BTI has established an Eight Dimension 2024-2028 Strategic Plan (see table below), with its operationalisation detailed in an Annual Development Plan.

In establishing a five-year Strategic Plan, it is worth noting that economic, social and political arrangements can and often do change. For this reason, we treat the plan as a 'living document' – reviewed annually to remain relevant. Accordingly, if one or more of the intended outcomes within the eight strategic dimensions no longer takes priority beyond routine operations, that dimension will not have a corresponding set of strategic goals for the year.

## Faith in Practice

In prioritising a Strategic Plan that focuses on 'what we plan to do', we also remember the importance of 'who' and 'how' we are because we desire as an institute to be a 'faithful expression of the Kingdom of God on earth'. Therefore, as staff we meet regularly for Waiata/Karakia and Devotions and purposively seek to reflectively outwork and model Christ-likeness as a community. Our programmes are underpinned by conceptual frameworks which are informed by the Biblical

meta-narrative and associated principles, and our hope is to have graduates who in addition to having relevant and well-developed knowledge and skills for their profession, also reflect the heart of God (Proverbs 4:23): motivated by love, inspired by hope, desiring justice and growing in faith (Micah 6:8).

As a Christian tertiary institution in Aotearoa New Zealand, we seek to grow our capacity and commitment to a Tiriti informed practice because we view Te Tiriti o Waitangi as the founding document of Aotearoa New Zealand; one that was birthed from Christian intention (via the work of the UK Clapham community, Church Missionary Society - especially Henry Williams, NZ Resident James Busby, the Colonial Office - Lieutenant Governor Hobson, Bishop Pompallier) to forge true partnership with Tangata Whenua and Tangata Tiriti, not as one people but as two peoples in a covenant relationship underpinned by values of respect, co-operation and faith.

Whether planning strategically or immersed in our daily operations, BTI is a place committed to a distinctive vision of being radically biblical, holistically formative and contagiously influential.

Ka tū tahi tātou ki te kohikohi I te mātauranga  
Hei oranga tinana, hei oranga wairua, kia tū tāngata ai tātou.  
We gather to learn, to nourish, to flourish. Here we stand together.

All we do at Bethlehem Tertiary Institute is informed by the Biblical narrative, in that we seek to act justly, love mercy and walk humbly with our God (Micah 6:8), to love God and one another (Matt 22:37-40), to make disciples of all nations (Matt 28: 18-20), to be good and faithful stewards (1 Cor 4:2, Heb 13:17), to be a faithful expression of the Kingdom of God on earth (Matt 6:10), and to increase net shalom in the world (Num 6:24-26, Phil 4:7). To this end, all eight dimensions of our Strategic Plan are a reflective of BTI's Mission and Vision to provide Christ-centred, Biblically informed professional preparation, development and research for influential service through being a relational, responsive and transformational Christ-following teaching and learning community.



**Dr James Arkwright**  
**Kaiarorangi Principal**

## Strategic Plan 2024 - 2028

Strategic Dimensions <sup>2</sup>	Strategic Rationale	Strategic Outcomes	2025 Goals (operationalised in the Annual Development Plan)
1. New Programmes	Ensures pathways for students to higher level qualifications; creates greater range of programme delivery; broadens student demographic; provides diversification of programme revenue	New programmes developed and NZQA approved; student enrolments increased; extends range of student demographic; BTI's academic standing enhanced	<ul style="list-style-type: none"> <li>▪ Approval of Grad Dip ECE for delivery in Semester 1 2026 (submission to NZQA by 30 June 2025)</li> <li>▪ Approval of Dip Education Support for delivery in Semester 1 2026 (submission to NZQA by 30 November 2025)</li> <li>▪ Development of Postgraduate Diploma and Type 2 MPP 'Working with Addictions' change, submission to NZQA by June 2026, for delivery Semester 1 2027</li> <li>▪ Submission to NZQA in June 2025 for MPP845 and MPP846 (Supervision and Mentoring) for approval to be delivered as micro-credentials in 2026</li> <li>▪ Development of 'Spiritual Formation and Journeying' courses as part of an international collaboration, including exploring possibility of two 30-credit micro-credentials</li> <li>▪ Development of marketing campaign for new programmes, utilising social media, networking and website (international and domestic), commencing Semester 2</li> </ul>
2. Current programmes	Strengthens, consolidates and diversifies delivery of our current Biblically-informed and Christ-centred programmes	Increased enrolments within TEC targeted priority areas, e.g. Teacher Education and Social Work programmes; Operational delivery of programmes reviewed to improve learner outcomes and teaching delivery; increased capacity to provide Biblically-informed and Christ-centred teaching	<ul style="list-style-type: none"> <li>▪ Completion of the five-year review of the Bachelor of Social Work and re-develop the Bachelor of Social Work from a four-year to a three-year degree</li> <li>▪ Completion of the five-year review of the Bachelor of Counselling and submission to NZAC re-accreditation of the Bachelor of Counselling</li> <li>▪ Completion of the five-year review of the Bachelor of Education (Primary) and (ECE) and Graduate Diploma of Teaching (Secondary) for re-approval</li> </ul>

<sup>2</sup> The order of the strategic dimensions is not indicative of the order of priority.

			<ul style="list-style-type: none"> <li>▪ Have a bespoke LAT pathway in the Grad Dip Secondary, submitted to NZQA June 2025, aiming for approval and delivery in Semester 1 2026, exploring potential partnerships with Kingsway College and Bethlehem College</li> <li>▪ Further development of a two to three-year strategic marketing plan, which fosters promotion of BTI's programmes both nationally and internationally</li> </ul>
3. Administration and Operations	Increases administration efficiency, capacity and integration	Enhanced use of digital systems and processes; administration roles re-evaluated to achieve better workplace wellness, capacity, fulfilment and administration efficiency; improvements in timely availability of student data to staff	<ul style="list-style-type: none"> <li>▪ Undertake, complete and action on EER report where necessary</li> <li>▪ Review the outcomes from 2024 Administration Review, nominating further revision or changes if required</li> <li>▪ Ascertain overlaps and gaps BTI-wide in student (academic) support, including students with accessibility needs</li> <li>▪ Development of a BTI AI policy</li> <li>▪ Continuation of website update, especially staff profiles and outdated material</li> <li>▪ Review and redevelopment of student evaluation summary forms</li> </ul>
4. Professional Learning and Development	Extends influence to serve and support those working in education, social services, ministry and related fields; diversifies revenue streams	Establishment of a BTI professional learning and development centre is established; a secondary education service and alternative revenue source provided	<ul style="list-style-type: none"> <li>▪ Ensure there is consistency in meetings and planning between Team leads and staff reporting, as well as some flexibility based on staff responsibilities</li> <li>▪ Prioritise Te Reo Māori, tikanga Māori for staff-wide PLD</li> <li>▪ Prioritise AI, and MSTeams for staff-wide PLD</li> <li>▪ Development of policy and system re, fee paying for BTI facilitated PLD, including staff reimbursement</li> </ul>
5. Te Ao Māori and Mātauranga Māori	Increases cultural intelligence, capacity and competency; demonstrates and models authentic and integrated Christian - Tiriti practices	Staff and students' knowledge of Te Ao Māori, Mātauranga Māori and Te Reo Māori is increased; relationship with mana whenua and tangata whenua is enhanced; commitment to Tiriti informed leadership, teaching, research and operational practices is further modelled	<ul style="list-style-type: none"> <li>▪ Ensure significant dates within the annual Māori calendar are acknowledged and celebrated i.e., Matatini, Te Wiki te Reo Māori, Matariki</li> <li>▪ Promote Iwi scholarships and management of application processes</li> </ul>

			<ul style="list-style-type: none"> <li>▪ Review and oversight of the Mātauranga Māori page on the BTI website, ensuring bi-cultural presence within the website.</li> <li>▪ Continuation of growth in Te Reo Māori capacity within staff by offering an intermediate to advanced level course, in addition to re-offering beginning level course</li> <li>▪ Organisation of a wānanga styled PLD during the week of Matariki whereby aspects of strategic priorities are delivered, such as waiata, pā site visits, workshops (poi, flax, tukutuku), Te Tiriti workshops</li> <li>▪ Te Reo naming of BTI buildings</li> <li>▪ Facilitate Iwi hui at BTI, focused on education and further engagement and reciprocity between BTI and local Iwi from Tauranga Moana</li> </ul>
6. Research capacity and outputs	Develops research culture, capacity and competency; contributes to research inspired by Christ-following faith and serves Kingdom of God priorities	Increased staff engagement in research and Biblically-informed research; the number of research active staff increased; research revenue increased; BTI becomes attractive as an employer to senior academics; adequate support to staff completing doctoral study provided	<ul style="list-style-type: none"> <li>▪ Review and adjust BTI's research strategy in alignment with new post-PBRF funding model</li> <li>▪ Development of a research repository, enabling clear access and awareness of Open Access books and journal for staff and students</li> <li>▪ Improvement of PLD processes, acknowledging and tracking staff research needs and outputs</li> <li>▪ Maintenance, collation and reporting current information on staff research development</li> <li>▪ Identify ways in which research can grow Biblically-informed teaching and course content across BTI (ongoing)</li> <li>▪ Updating of staff research profiles on BTI website, including staff research interests and special skills</li> </ul>
7. International Engagement and Development	Extends Biblically-informed teaching, research, consultation beyond Aotearoa New Zealand; international engagement with and service for Christians, Christian organisations, and other communities	BTI has international partnerships; is engaged with international organisations; has increasing numbers of international students; revenue is generated through professional development and other activities	<ul style="list-style-type: none"> <li>▪ Formation and development of International Engagement working group</li> <li>▪ Development of specific marketing materials for different regions/countries, with a focus on semester 2 enrolments</li> <li>▪ Establishment of professional network connections</li> </ul>

			<ul style="list-style-type: none"> <li>▪ Exploration of MoUs with potential international partners as they emerge</li> </ul>
8. Domestic Christian Stakeholder Engagement	Increases profile, currency and influence within churches and Christian communities in New Zealand	Greater awareness of BTI's Biblically-informed and Christ-centred programmes within churches, potentially increasing enrolments; relationship building with churches creates opportunities for student placements and research within churches, and serves the church and wider community	<ul style="list-style-type: none"> <li>▪ Further engagement initiated with churches in Aotearoa New Zealand, including offering 'Spiritual Formation and Journeying' workshops</li> <li>▪ Exploration re, possibility of establishing a BTI Learning Hub via a church in South Auckland</li> </ul>