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Context to Plan

TII has established a student-centred learning environment to support the needs of many learner groups, including Māori, Pasifika, international, and disabled students. We understand the pressures placed on students to be successful and the impact of external factors.

We put a lot of effort into listening to our students and adjusting our programmes, teaching, and support services in response to their feedback; so that students of all ages and skill levels can become empowered. TII has made changes to engage with students and improve student involvement and provide them with a clear “voice” in key decision-making issues related to student governance and support.

Our current focus is moving student support from reactive to proactive intervention and improvement. This will involve training for both staff and students to evaluate their needs during the study journey and look at critical phases and key touch points that inform and influence decision making. (See later Student Journey visualisation)

Wellbeing Goals

Student wellbeing covers a broad suite of issues including physical health, mental health, and wider social engagement that collectively allow students to flourish as students at TII.

Wellbeing is often described by students as a sense of belonging, a feeling of safety, a sense of connectedness, trust in self and others, having good study habits, a level of control and an absence of significant fear. These aspects are a significant departure from earlier versions of the [International Code of Practice for International Students](#) (2016) and more aligned with the drivers for the [Interim Domestic Code \(2019\)](#). The NZQA Code has a range of [videos](#) that socialise student needs well.

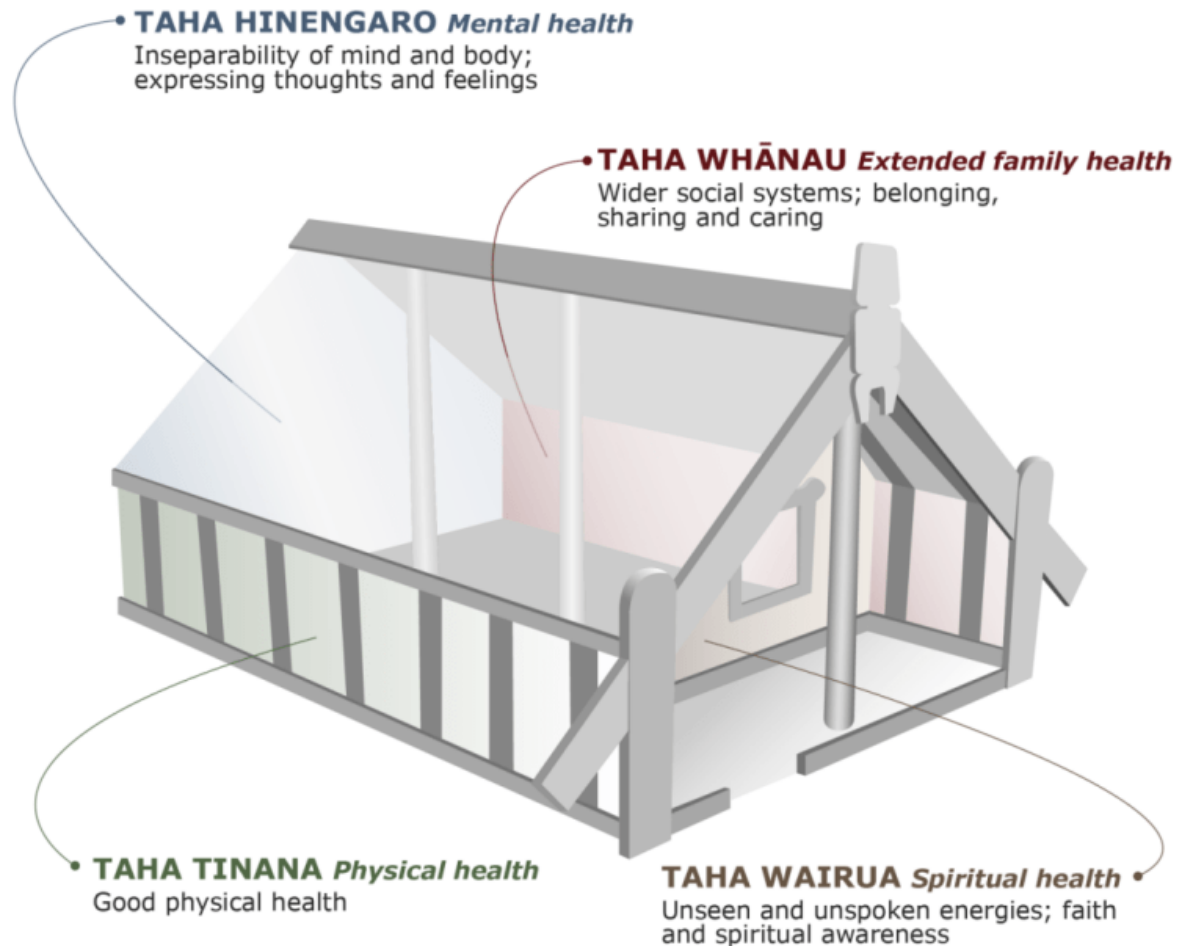
These videos, [research](#), and feedback from students, suggest a more holistic view of wellness is necessary and in New Zealand, the Māori model of health, Te Whare Tapa Whā aligns well with this need and is already being used with our Alternative Education – AE (Pumanuwa) students. In this model, the four cornerstones of health are:

- Taha Whanāu (Social Wellbeing),
- Taha Tiana (Physical Wellbeing),
- Taha Wairua (Spiritual Wellbeing), and
- Taha Hinengaro (Mental Wellbeing).

(Nguyen. Y, (2023) identified “Experiencing New” and “Being with Nature” as additional factors for inbound students.

Establishing our *Welfare Plan* around these principals provides TII with an ability to use a well established approach that aligns with both our existing Pumanuwa students but also resonates with students from Asia (50%) who see health and welfare as a more holistic model.

Visual representation of the Welfare Model - Te Whare Tapa Whā



NZHPA.org

Talent International Approach to Student Wellbeing

Talent International Institute is committed to a number of initiatives that will improve wellbeing, some of which have been in place for many years, others are revisions or improvements in service to support current and future students' welfare. These initiatives have been grouped under the four pillars of the Te Whare Tapa Whā model below.

Taha Whanāu (Social Wellbeing)

Since 2002, we have supported students from a range of countries to study and live in New Zealand. An important part of that has been to foster social wellbeing. In doing so, we have stressed the importance of:

- Relationships at TII with other students (Connectedness and reduced isolation)
- Building social connections in the city, work, sports, cultural (Social integration, friendships and cultural acclimation)
- Building support networks and engaging in cultural events in the city and with cultural societies and groups of interest. (A sense of belonging, worth, and engagement)
- Engaging in activities (Connections, shared experiences, shared journey, and belonging)

Taha Tiana (Physical Wellbeing)

We understand that a student's physical health will greatly impact their ability to study and maximise their potential for success. In particular we note that:

- Students must be provided with a safe and secure learning environment (Safety and security are high factors in student study selection)
- Resources must be made available to safeguard the wellbeing of students, heat, light, internet access, ability to access online teaching during future lockdowns. (Core needs, navigating change and uncertainty)
- For specific student's, additional support for visual, access and hearing disabilities (Understanding, empathy, inclusion, safety and support)
- Encourage students to engage in wider physical events in the city ie soccer, badminton, cricket, swimming. (Health, fitness, success, and a sense of belonging)

Taha Wairua (Spiritual Wellbeing)

A number of our students have strong faith, others not. We celebrate and support those with strong faith and encourage tolerance within our student body to faith based views across all denominations. We encourage students of faith to continue their service and to support this:

- We encourage a range of inspirational speakers to meet with students (Inspire, understand, promote inclusion, differing beliefs)
- We provide details of local churches, mosques and faith based social groups in the Student Handbook (Faith, connectedness, belonging, understanding)
- Encourage students to volunteer, undertake charity work and engage in social causes (Engagement, extending interests, purpose, commitment, social justice, investing in others)

Taha Hinengaro (Mental Wellbeing)

A focus of the revised Code of Practice 2021, was to highlight the importance of mental health and emotional wellbeing. This was driven in part by the tragic [death](#) of a student here in Christchurch and is a salutary reminder of the important aspect mental health and emotional wellbeing play in the lives of our students.

TII pay particular importance to the mental health of our students a number of whom regard “at risk”. To support students, we have:

- Increased [training](#) for staff into the drivers and factors that impact mental health and interventions that can support improved mental wellbeing.
- Student membership of the Health, Wellness and Safety Committee
- Increased discussions and documentation around at risk students
- Improved access to resources around mental health and wellness for students
- Access to staff who speak languages other than English ie Te Reo / Pasifika languages as well as Mandarin and Korean. TII is blessed to have staff who speak a number of languages.
- Increased access to career support via SFI staff
- Ongoing development of a *Disability Action Plan*
- Review of policies and practices to support students.
- Improve access to student voice, via surveys and to update students on action taken.

TII have reviewed our support for students and staff to align services with the wider needs of students and to ensure that a more holistic approach is taken around support.

TII will align this to our wider knowledge of the student journey and key touch points which will be discussed later.

Understanding that not all factors apply equally and at all times is an important aspect of welfare support. For example, knowing the student stress level are likely to raise when assessments are ongoing and that this may impact students mental health are important and nuanced elements in supporting students. Support staff should be dialled into the ongoing study plans of students to identify and support students, especially at critical touch points.

Student Journey Visualisation

TALENT INTERNATIONAL INSTITUTE

The student journey

Understanding our student journey is an important part of service provision, identifying key touch points in the student study experience and aligning the support tools necessary to ensure the welfare, safety and support needs of our students



ENROLMENT

Awareness of services we offer, identify study needs, identify any declared health issues, understand study goals and any risk factors. Manage excitement of study against isolation and financial aspects.



EARLY STAGES

Establishing routines, friendships, a sense of isolation, pressure to find part time work or meet family expectations. Finding social connections. New country and languages. Food and uncertainty



STUDY

Making friends, isolation, loss of connectedness, language barriers, adapting to new country, food, law. Fear and anxiety around study. Teaching and assessment approaches. Fear of failure, family isolation and expectations.



PROGRESS

Success in study, understanding rules around plagiarism, cultural conventions, grades, feedback, managing money, work and study. Handling disappointment and not passing courses



EXTERNAL

Staying connected, temptations that come with freedom, managing money, living away from family, balancing independence and expectations, legal issues, health and loneliness, relationships and visa issues

Goals 2024

2024			
Component	Outcome	Responsible	Date
Taha Whanāu (Social Wellbeing)	<ul style="list-style-type: none"> • Create Student Social club to foster improved activities and events informed by <i>student voice</i>. • Review student handbook to include specific cultural clubs aligned to student body needs. • Have “Whats On” in Christchurch posters and activities actively promoted in student social spaces. • Encourage students to make use of TII Gym, dance floor and wider events 	AASSM	July 2024
		Principal	March 2024
		AASSM	May 2024
		Teachers	February 2024
Taha Tiana (Physical Wellbeing)	<ul style="list-style-type: none"> • Improve security within building to limit access and egress • Improve heating provision in selected rooms • Ensure wifi bandwidth caters for the needs of students • Improve contingency planning around on line study in the event of lockdowns • Develop specific support plans for students with declared health needs including where necessary advice from external sources, Support Plan to be held on Wisenet and with staff and Floor wardens. • Encourage students to use Gym and promote wider sports and recreational events in student social areas. 	General Manager	July 2024
		IT Manager	June 2024
		Principal	July 2024
		Principal and AASSM	June 2024
Taha Wairua (Spiritual Wellbeing)	<ul style="list-style-type: none"> • Allow students of faith to pray and socialise their beliefs in an open and supportive way, understanding that not all students share a similar view. • Allow Waiata and prayers to be used in appropriate settings • Update the student handbook with details around local churches • Provide and support students who wish to undertake charity or volunteer work esp via SFI programmes. 	All staff	February 2024
		Principal	March 2024
		SFI / Principal	April 2024

Taha Hinengaro (Mental Wellbeing)	<ul style="list-style-type: none"> Update “At Risk” Poster in each room and have discussions on Mental health featured in Orientation. 	Principal	March 2024
	<ul style="list-style-type: none"> Place At Risk Poster in locations that may be seen and considered by students. 	AASSM	May 2024
	<ul style="list-style-type: none"> Student representative appointed as standing member onto the Health, Wellness and Safety Committee 	Code Officer	May 2024
	<ul style="list-style-type: none"> Mental Health and Welfare leaflets to be provided in student areas. Identify staff who speak multiple languages and have this information available to students in social areas 	AASSM	February 2024
All Strands	<ul style="list-style-type: none"> Increase feedback information of Student Surveys and include actions taken to show the importance of the Student Voice 	Principal	June 2024

During T3, 2024, Talent International will review the Plan, present this to the Health, Wellness and Safety Committee and seek input from students on refinements to the plans for 2025 to reflect their voice and needs.

Notes: