

# Building connections and working together - A focus on ākonga engagement.

Caryn Hayes and Rachel Byars





School of Business

# Where we were (end of 2022)

Covid 19 disruption  
– time to reset and  
refocus



Building and  
enhancing  
connection

# Our continued practice

Relationships and a sense of purpose and belonging are fundamental to student engagement and wellbeing (Bowden, 2013; Bowden et al. 2021; Field, 2009)

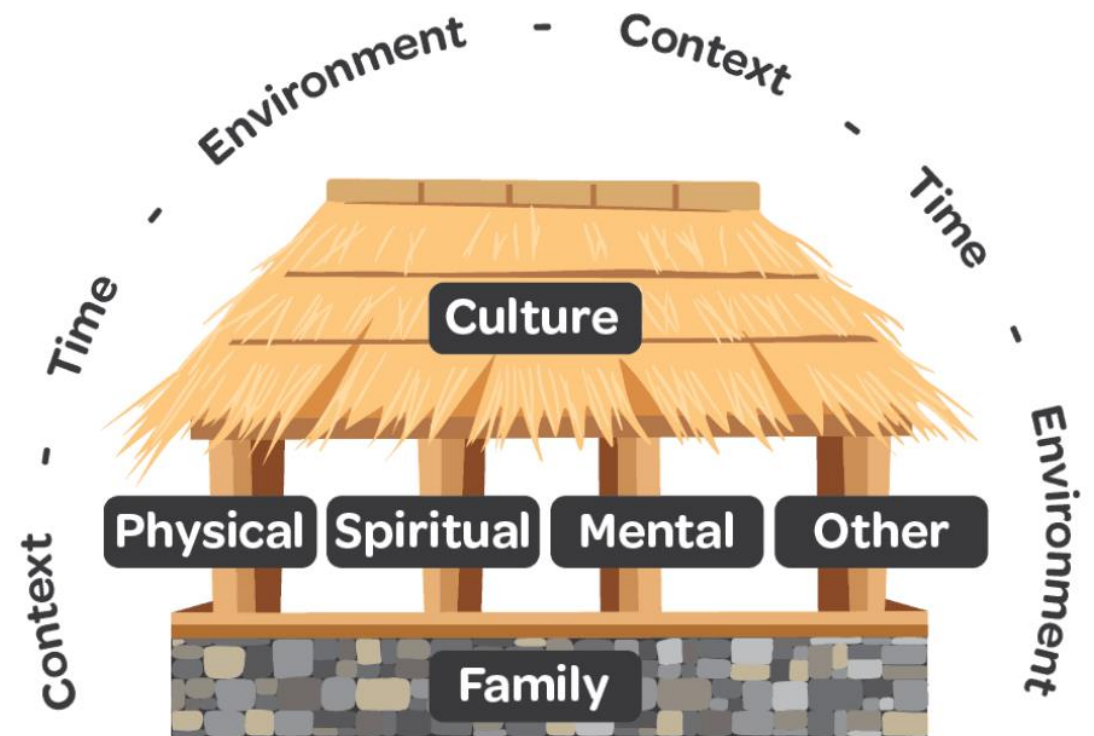
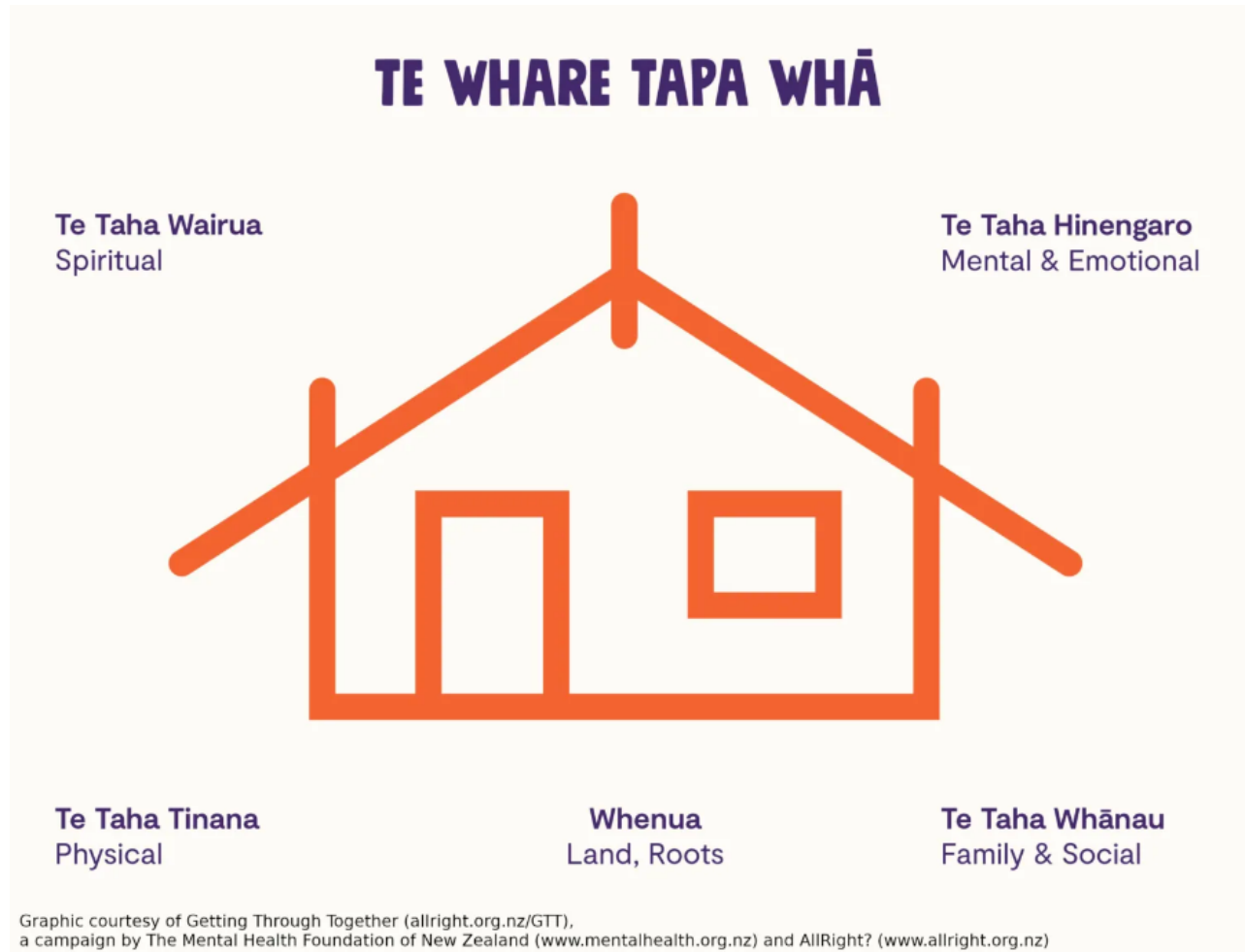
Building  
relationships with  
all our ākonga

Pastoral care is a  
whole team  
approach

Engaging with  
support services



# Connection – holistic framework



# Individual Learning Plan

- Completion of Individual Learning Plan
- Meeting with Caryn or Rachel

## Your Individual Learning Plan

This individual learning plan is designed to help you set goals and achieve academic and professional success while prioritising personal wellness. It is important to review and update the plan periodically to ensure that it aligns with current goals and needs.

Name:

## Tell us about yourself!

### 1) What programme are you currently studying?

Diploma in Business ☐

Bachelor of Applied Management ☐

Certificate in Business Administration ☐

### 2) When are you expected to complete your course? .....

### 3) Where are you currently staying?

Halls of Residence (e.g., Te Pa Tauira Student Village) ☐

Flatting ☐

Living on own or with whānau ☐

Other ☐

### 4) What are your commitments outside of studying with us?

We want to hear from you!

Choose your Business  
School social activities  
for 2023!



Take a sticker and vote for  
your three top choices

Quiz Night

or other  
ideas!

Sports Day

Shared Lunches

Study Group

Board Game sessions

Lunchtime

Other ideas?

Student led activity



**SCHOOL OF BUSINESS**  
Presents:

# Fun and GAMES!

Come along and check out the selection of board games and activities available. Play against each other or take on a member of the School of Business team!

WHERE: ROOM D102  
TIME: 12.00pm to 12.50pm

**Wednesday  
22<sup>nd</sup> MARCH**





# Research Methods



Survey

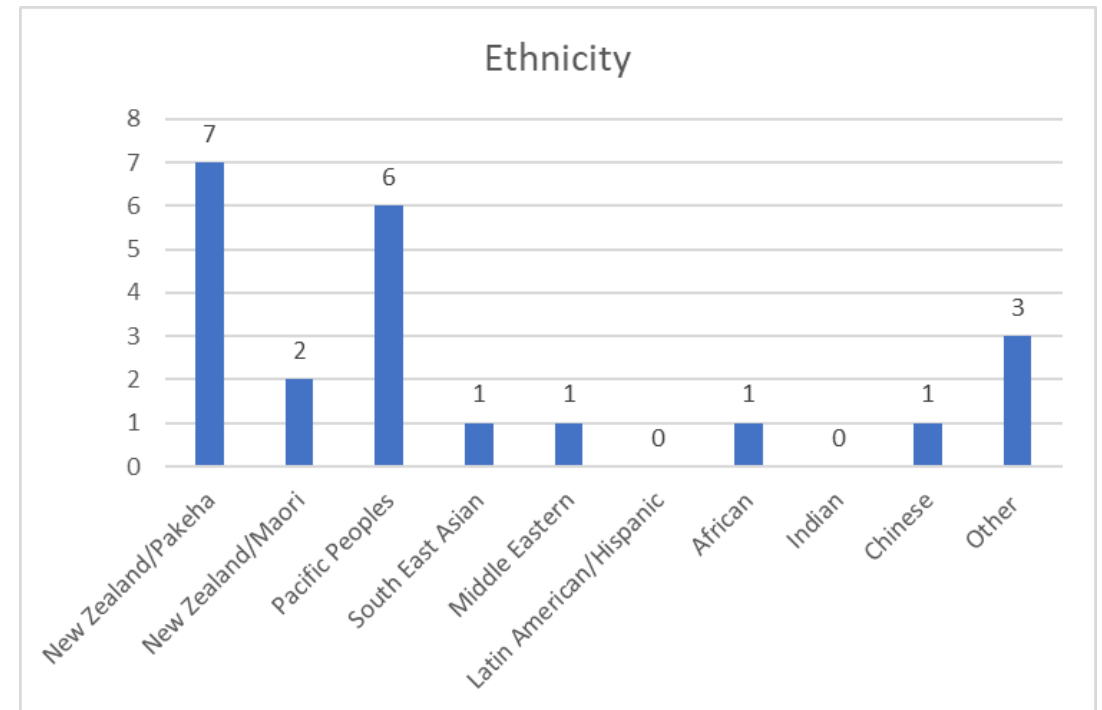
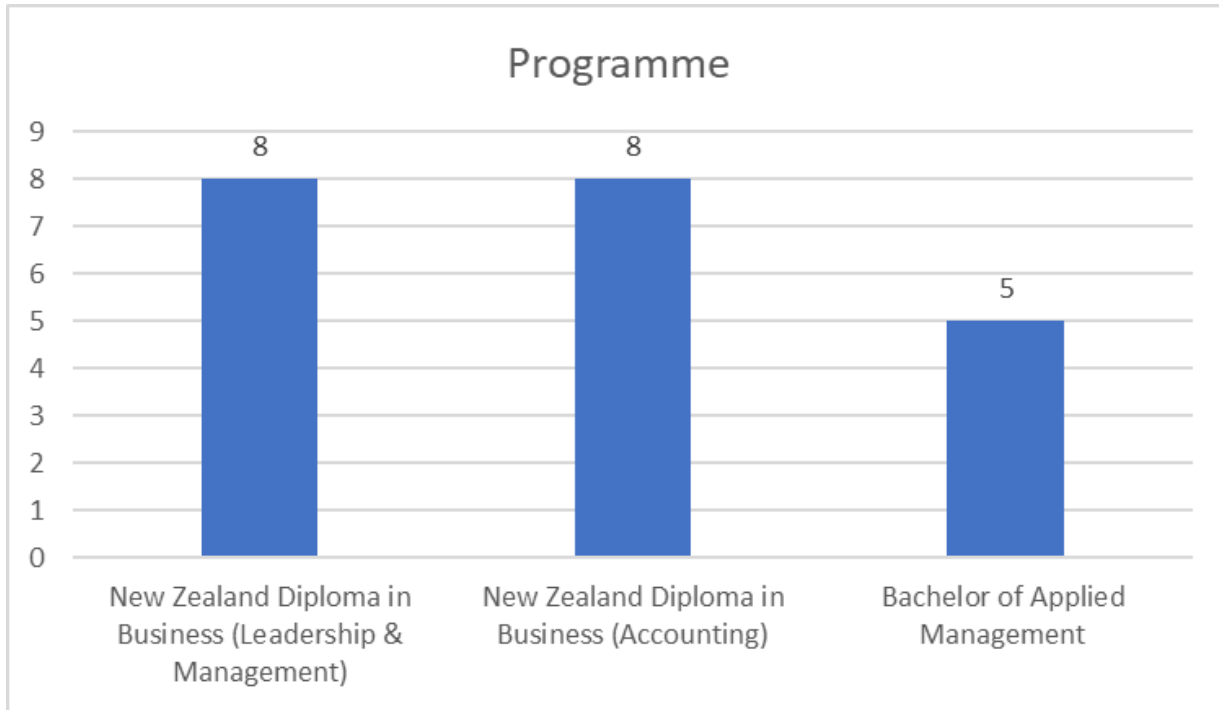
Sent out to all  
First Year Students  
(total 50 ākonga,  
21 completed)



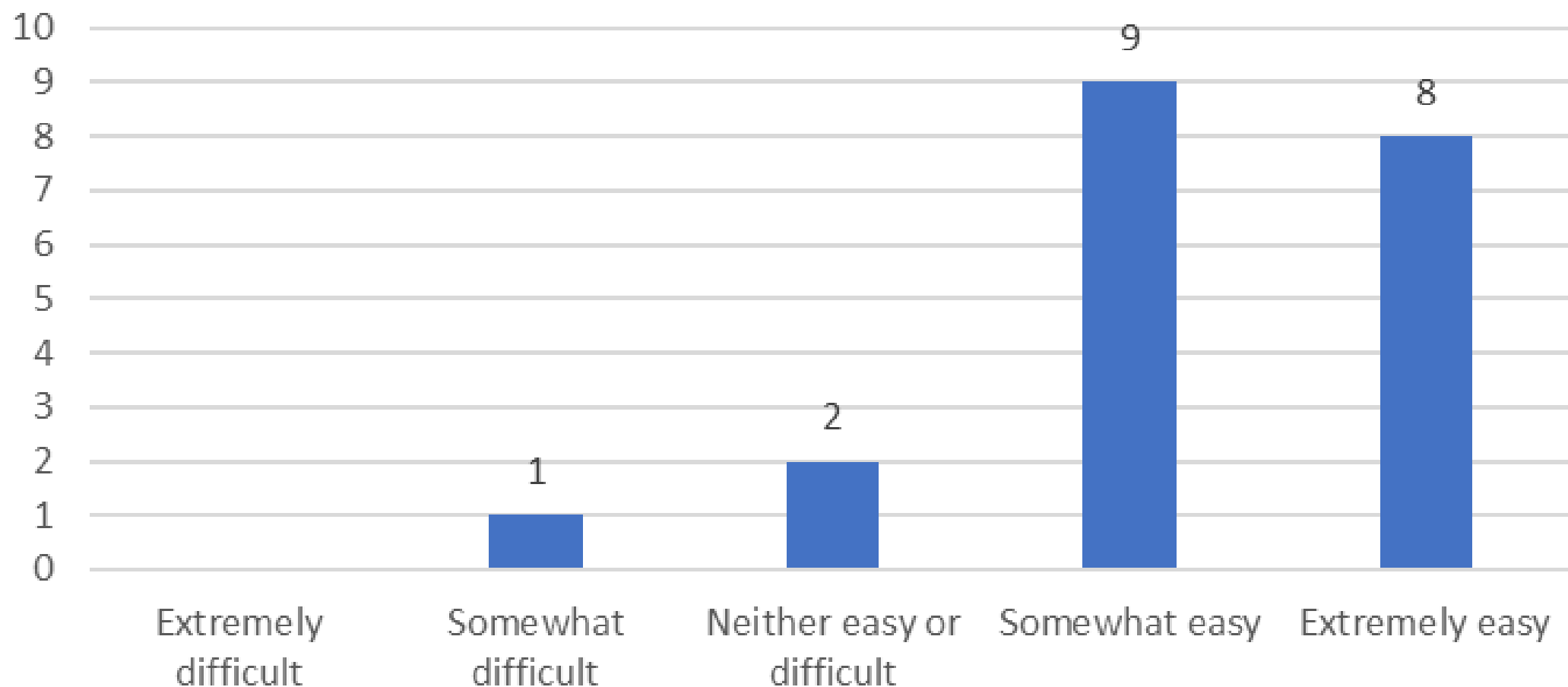
Interview

2 students

# First Year Students

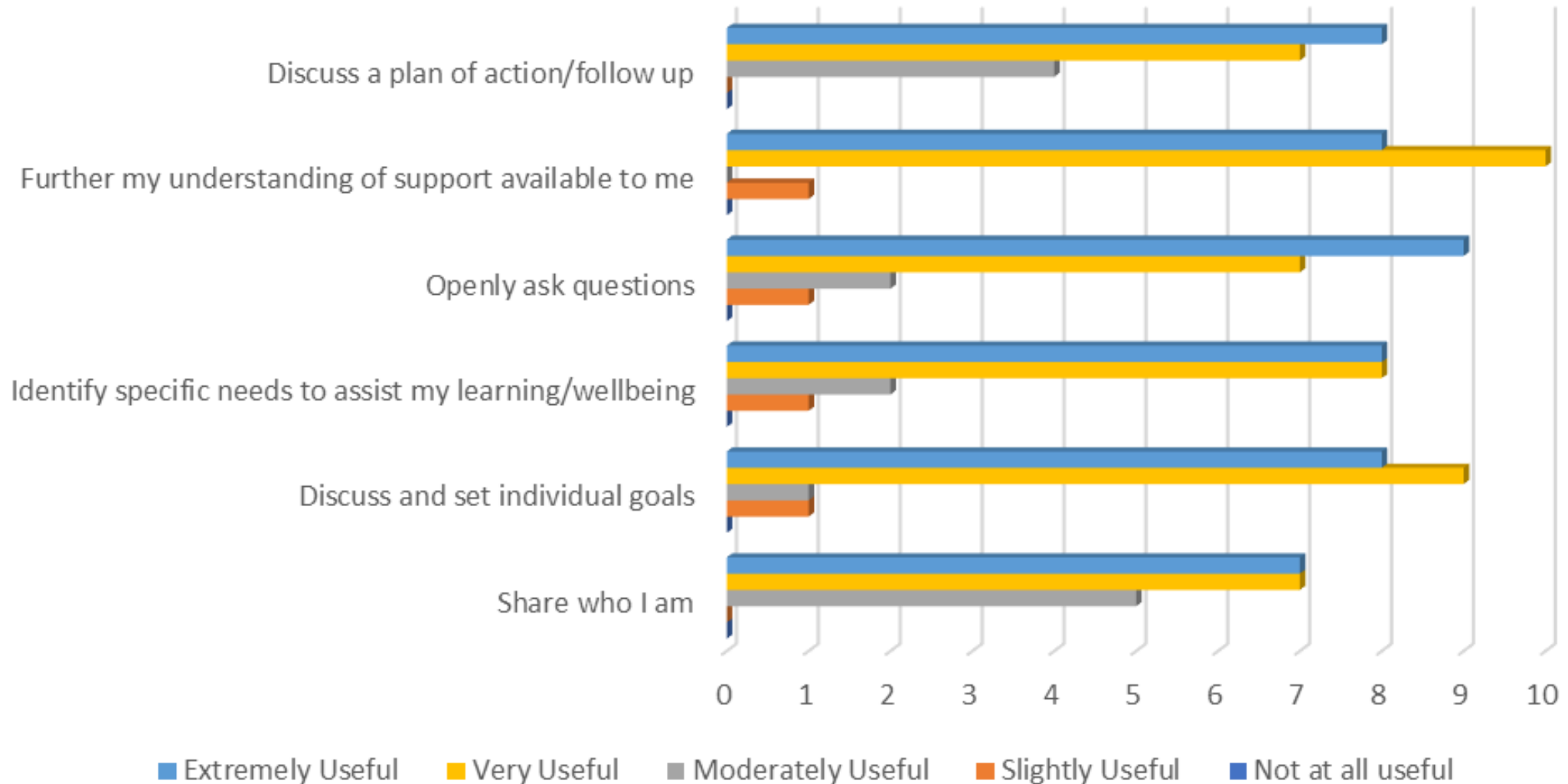


## How did you find completing the Individual Learning Plan form?

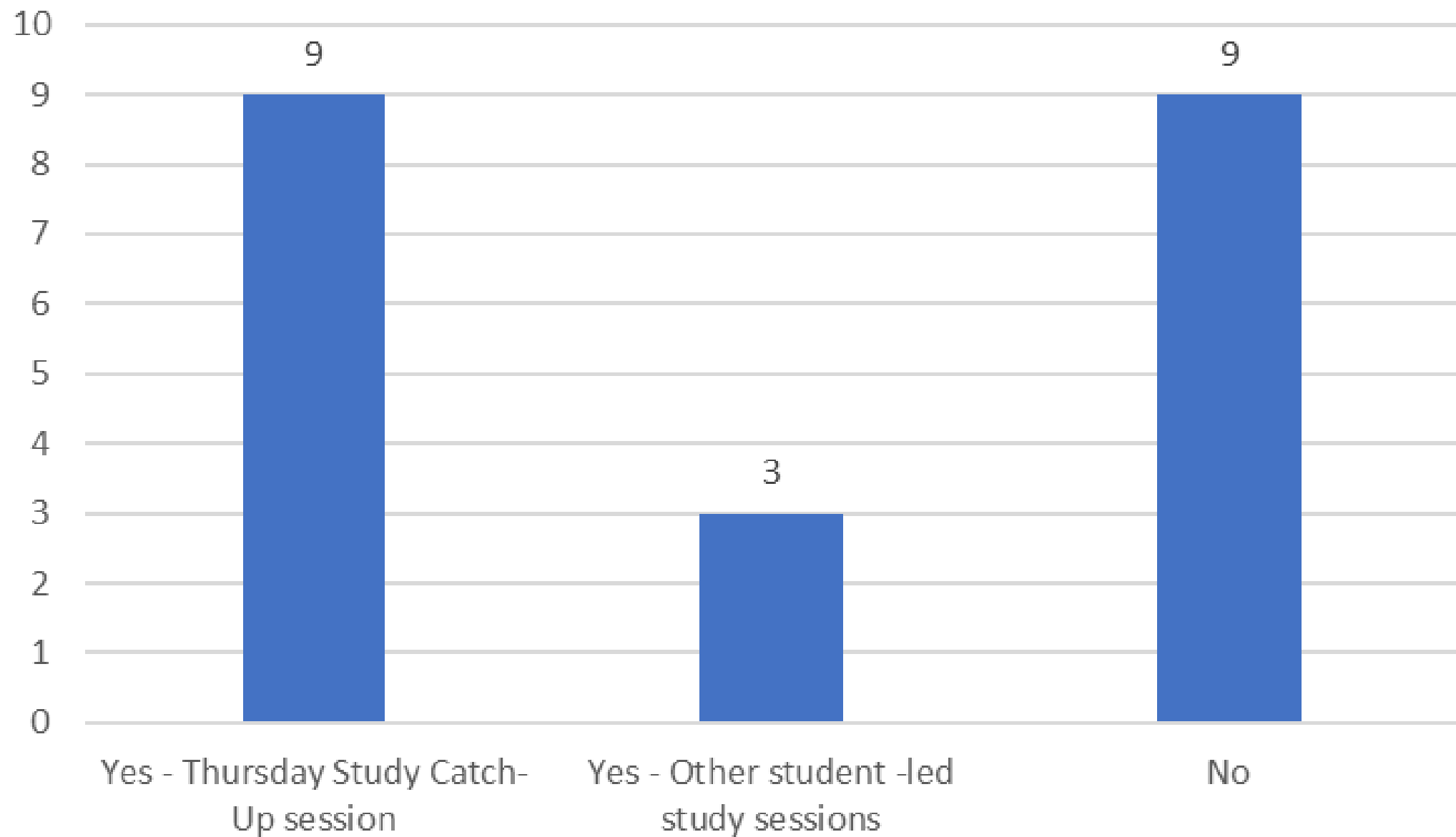




## One to One Individual Learning Plan Meeting



## Study Sessions



## Interviews

# Confidence, Relationships and Connection

- Building confidence
- Making connections with ākonga
- Building relationships with staff





## Interviews

# Self


- Building confidence
- Self-belief
- Identifying personal strengths and weaknesses
- Ownership and accountability
- Focus
- Positive effect of setting goals





**Interviews**

**Support**

- Enabling – understanding where to go for help and support
  - Actively utilising the support available
  - Peer support
  - Providing support to others
- 

# What we learned

- Importance of building relationships and connection
- Helped to build confidence
- Benefits of initial goal setting
- Sense of belonging within the School of Business and connection with the wider tertiary community

***“The business school has done really well in looking at building relationships with students”.***

***Interviewee 1***



## Where to from here?

Expanding the initial ILP to include all new ākonga across the School of Business

Facilitating the re-evaluation of ILP across successive years of study.

Shared lunches with students and staff

Share findings and recommendations with colleagues

Tell us what you do!

# References

- Bowden, J. (2013). What's in a relationship?: Affective commitment, bonding and the tertiary first year experience—A student and faculty perspective. *Asia Pacific Journal of Marketing and Logistics*, 25(3), 428–451. <https://doi.org/10.1108/APJML-07-2012-0067>
- Bowden, J. L.-H., Tickle, L., & Naumann, K. (2021). The four pillars of tertiary student engagement and success: A holistic measurement approach. *Studies in Higher Education*, 46(6), 1207–1224. <https://doi.org/10.1080/03075079.2019.1672647>
- Field, J. (2009). *Well-Being and Happiness: Inquiry Into the Future of Lifelong Learning*. (Thematic Paper 4). Leicester: National Institute of Adult Continuing Education.
- Martin, F., & Bolliger, D. U. (2018). Engagement Matters: Student Perceptions on the Importance of Engagement Strategies in the Online Learning Environment. *Online Learning*, 22(1). <https://doi.org/10.24059/olj.v22i1.1092>



Thank you for  
listening

Any questions?