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| **Title of Innovation in policy and practice presentation** *Living* Whare Tapa Rima-A Five Sided Home: A best practice holistic learner support model |
| **Setting/problem**  Experiences of holistic well-being and learner support at the FREEDOM Institute of Higher Education indicate the critical role ethnicity and culture plays in the way learners understand and respond to the learning process. Past experiences of family and schooling shape patterns of learning that do not necessarily ‘fit’ largely western New Zealand tertiary sector expectations and context. A key distinction between learners who understand learning as the result of one’s own individual efforts and learners who understand learning as integrated within their broader lives including relationships, beliefs and their environment is relevant for providing ethnically and culturally inclusive models of learner support.  **Intervention**  This presentation outlines a unique bicultural model of holistic well-being and learner support implemented at FREEDOM. Following Moeau’s 1997, introduction of the fifth dimension (Moeau, 1997) to Mason Durie’s original Whaiora: Whare Tapa Wha model of health service delivery (Durie, 1994) FREEDOM faculty member Graham and Going (2008) adapted the model extending its applicability to learner holistic well-being and support in education. Whare Tapa Rima -The Five-Sided Home: A best practice, holistic learner support model is an innovative learner support model which recognises the five dimensions of learner well-being and responds by providing balanced support for these.  **Outcomes**  The model guides faculty to equitably support the five learner dimensions whilst being cognisant of the integrated, relational and contextual nature of the dimensions and the learning process. This bicultural model challenges existing models of learner support in education that simplistically view learner support as either academic or pastoral in nature. This holistic well-being and learner support model recognises, supports and values learner diversity.  **Implications**  The success of the model manifests itself via improved learner well-being, academic success and reduced learner withdrawal rates. This presentation backgrounds the benefits of *living* the model and provides exemplars of best practice designed to empower institutions and faculty to implement the model, improve holistic well-being-learner support and progress aspirations for equity in tertiary educational achievement.  Keywords: equity, Whare Tapa Rima, learner support, holistic well-being, diversity  **Preferred presentation format** 4. Innovation in Policy and Practice oral present  Sub Theme: Health equity |