as a model for identifying student support and engagement opportunities in online learning
TE WHARE TAPA WHĀ

TAHA WHĀNAU
Social well-being
“I have the SUPPORT to do this course”

TAHA WAIRUA
Spiritual well-being
“I can COPE with the demands of this course”

TAHA HINENGARO
Mental & emotional well-being
“I BELIEVE I can do this course”

TAHA TINANA
Physical well-being
“I have the RESOURCES to do this course”
**Taha whānau** focuses on friendships, helping and mixing with others, whānau, support networks, and a feeling of belonging. Features relating to this aspect include:

- making connections with the tutor and other learners
- creating and maintaining strong support networks
- taking responsibility
- enhancing collaborative learning so that learners can confidently state “I have the support to do this course”.

**Guiding questions for course developers:**

- How might your course design contribute to creating a learning community?
- How can I encourage collaboration?
- What forms of communication will this course use for student-tutor & student-student interaction?
- Have I included guidelines for facilitators about interaction expectations, including feedback?
- Have I included a set of prompting questions for forums and reflections?
- Are netiquette guidelines included?
- Are tutor contact details clear?
**Taha tinana** emphasises the importance of physical well-being through physical activity, health benefits, nutrition and health initiatives. Feeling safe is a key component, and is reflected in the following aspects:

- establishing good study habits
- providing effective learning resources
- helping the learner learn about healthy lifestyles, intended to ensure they can state “I have the resources to do this course”.

Guiding questions for course developers:

- How do I arrange this course to ensure easy navigation?
- How do I make this course visually clean and clutter-free?
- How do I deal with accessibility issues?
- How do I employ visual pedagogy?
- How do I provide activities away from the screen?
- How do I contextualise the learning and make activities authentic?
- How do I ensure use on multiple devices?
Taha wairua relates to spiritual well-being and focuses on an individual’s ‘purpose in life’, their values and their goals and aspirations. The activities relevant to this aspect include providing learners with the opportunity to:

• explore their cultural values
• discover their inner strengths
• articulate their life and career aspirations
• follow a pathway that enables them to confidently state “I can cope with the demands of this course”.

Guiding questions for course developers:

• How will I ensure the instructions are pitched at the right level?
• How will I utilise the learners’ previous experiences/whakapapa?
• In what ways would you include references to Māori culture, knowledge and language?
• What design strategies would support a wide range of learners and learning styles?
• What opportunities are there to embed numeracy and literacy development?
• What opportunities are there to develop core transferable skills?
Taha hinengaro focuses on having a sense of achievement, enjoyment and fun. It highlights the importance of effectively communicating thoughts and feelings, being resilient and developing problem-solving and decision-making skills. Relevant activities focus on:

- considering abilities and using positive affirmations
- understanding thoughts and feelings associated with strengths and weakness
- applying and using strengths to manage stress and change
- celebrating success and creating an environment where the learners can confidently state “I believe I can do this course”.

Guiding questions for course developers:

- Is the learner aware of what is required to succeed?
- Is it clear what external learning support is available?
- How can I scaffold learning to support learners?
- How should I provide opportunities for feedback?
- How can I monitor student activity?
- How can I acknowledge achievements?
- How can I anticipate needs for further support and provide access?
 SOURCES

