

# BTI Highlights 2018







## OUR ETHOS

We believe that people teach, counsel and relate out of who they are. Because of that, we are interested in the growth of men and women, not only towards a professional goal, but towards reaching their God-given potential. Relationships are central to life at BTI as we work and grow together.

## OUR HEART

We support people to grow holistically. Academically, we want to stretch students towards excellence so they are able to translate knowledge and skills into professional practice. Alongside this, we want to develop practitioners who are teachable, secure and gracious. We anticipate that patterns established at BTI such as work habits, relationships and spiritual perspectives will grow and develop in depth and richness over the years.

## OUR PURPOSE

We offer a wide range of contexts, activities, ideas and methods in our courses so that this growth may take place. We want to help form professionals who are sought after for their personal and professional standing.

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**Editor & Layout:** Helen Baker

**Contributors:** Graeme Cook, Julie Smith, Shaun Brooker, Kate Moore, Lisa Phillips, Gemma Tong, Lynden Cook, Kristy Hitchens, Marion Sanders, Alaster Gibson, Janette Blake, Helen Baker

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GREAT = Stands for our desire to be constantly pushing back boundaries, challenging ourselves and our students to be world class educators.



MINDS = BTI values academic excellence as a tangible and measurable result of learning and a key to 'whole person' education that goes hand in hand with character development.

GREAT HEARTS + MINDS

♥ HEARTS = Stands for the idea that character is a key attribute to build and develop on the journey of learning and training the 'whole person'.

+ = the plus sign acknowledges the themes of building, growing and adding layers of different skill and ability through education.





# Who we are

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BTI has a reputation for graduating students who are highly sought after by schools, ECE centres, agencies and people-helping fields. BTI is a not-for-profit organisation registered with the NZ Charities Commission.

Driven by our Christian faith, we foster a strong sense of community that is enjoyed by students and staff alike.

We teach in small groups, onsite and by distance, and students have open access to staff who are engaged in research, 8 of whom have doctorates. This means that unlike the majority of large universities and polytechnics, we really get to know our students. Our motto here is:

## **“GREAT HEARTS + MINDS.”**

This motto sums up our dedication to both personal and professional growth; our belief that we can inspire and encourage people to grow holistically as well as academically. Stretching our students toward excellence in their chosen field is a high priority and developing the “whole person” as an integral part of that process is really important to us. Our graduates stand out from the crowd, they are different, and, most importantly, make a difference in the lives of others.

Located in Tauranga in the Bay of Plenty, and accredited by NZQA with approval by Education Council NZ and the

Social Workers Registration Board, BTI is highly regarded by students, alumni, schools, ECE centres and agencies for providing high quality biblically-based qualifications.

NZQA rates us as a category 1 provider - Highly Confident for educational performance and Highly Confident in self assessment capability. This rating is the highest you can get and puts us on a level playing field with universities. We punch above our weight, we care and we get results - this is shown in the calibre of our graduates and the successes they experience when they leave BTI, both personally and professionally.

We are part of the Christian Education Trust group of companies that includes Bethlehem College, Bethlehem College Chapman and Bethlehem Early Learning Centres.

We are also a member of Quality Tertiary Institutions (QTI), which is a recognised tertiary peak sector body providing a strong collective voice for 12 High-Quality Private Training Establishments.

“I really loved their passion and willingness to support their students. It was great if you are ready to ask for any help and their humility in their expertise as well as their empathising with their students’ struggles are great elements of BTI too”.

BTI Graduate 2018

“It is a welcoming and friendly environment. The staff are incredibly supportive and approachable. I’d say that you are able to bring your faith into the classroom and into your assignments. I’d say that because of small numbers you get great 1:1 with Educators, they know your name and they are interested in you as a person (not just a number) and they are interested in your personal life and future practice”

BTI Graduate 2018

# #1

NZQA rates us  
as a Category 1  
provider



Total Alumni  
**1547**



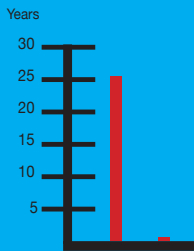
We are part of  
the Christian  
Education Trust



Our staff come from New Zealand,  
England, Ireland, Scotland, Wales,  
Germany, America & Australia



8 of our staff have  
PhDs &  
4 are currently  
working towards  
them



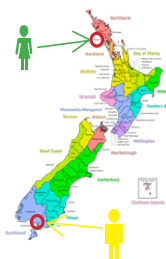
Longest serving  
staff member =  
25 years  
Shortest serving  
staff member =  
3 Months



A Biblical  
worldview is  
formational to  
all we do



114 students  
graduated in  
2018



We have students  
studying from  
Kaitia to  
Invercargill and  
everywhere  
inbetween!



25 years of  
delivering  
Christian Tertiary  
Education

# 328

Students  
enrolled in 2018



# Our Programmes

## Teacher Education

### Bachelor of Education (Teaching) ECE



This qualification prepares students to teach infants, toddlers and young children in a wide range of early childhood contexts and with Te Whariki, the New Zealand Early Childhood curriculum. Graduates are eligible to gain registration of provisional certification with the Education Council of Aotearoa New Zealand. Part-time study option available.

- Level: 7
- Credits: 360
- Delivery: Full-time or Part-time
- Duration: 3 years full-time
- Location: Study from anywhere in NZ
- NZQA Accredited

### Bachelor of Education (Teaching) Primary



This qualification prepares students to teach primary and intermediate school children in a wide range of educational settings and with the New Zealand curriculum. Graduates are eligible to gain registration of provisional certification with the Education Council of Aotearoa New Zealand. Part-time study option available.

- Level: 7
- Credits: 360
- Delivery: Full-time or Part-time
- Duration: 3 years full-time
- Location: Study from anywhere in NZ
- NZQA Accredited

### Graduate Diploma of Teaching (Secondary)



This qualification prepares graduates to teach in New Zealand's diverse secondary school sector and with the New Zealand curriculum. It may be studied from anywhere in New Zealand. Graduates are eligible to gain registration of provisional certification with the Education Council of Aotearoa New Zealand. Part-time study option available.

- Level: 7
- Credits: 135
- Delivery: Full-time or Part-time
- Duration: 1 year full-time
- Location: Study from anywhere in NZ
- NZQA Accredited

# Our Programmes

## School of Social Practice

### Bachelor of Counselling



This qualification prepares students for future work in counselling, individual and family care roles. Graduates will be equipped to take up professional counselling and therapy roles in churches, community agencies, and eventually in private practice. This qualification is highly regarded by counselling profession associations. Part time study option available.

- Level: 7
- Credits: 360
- Delivery: Full-time or Part-time
- Duration: 3 years full-time
- Location: Study from anywhere in NZ
- NZQA Accredited

### Bachelor of Social Work

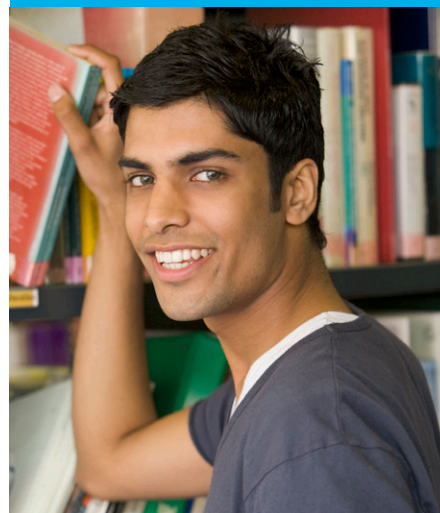


This qualification prepares students to participate in faith-informed and evidence-based practice through development in three key areas: knowledge and understanding (head), character (heart), and skills (hands). Graduates are eligible to gain registration with the Social Workers Registration Board. Part-time study option available.

- Level: 7
- Credits: 480
- Delivery: Full-time or Part-time
- Duration: 4 years full-time
- Location: Study from anywhere in NZ
- NZQA Accredited

## Certificate Programmes

### NZ Certificate in Study and Career Preparation



This certificate equips students wishing to enter 'people-helping careers' such as teaching, counselling and social work, with increased knowledge, skills and confidence in their ability to succeed academically. It includes useful study skills such as: reading academic material, essay writing, time management, referencing and critical thinking.

- Level: 4
- Credits: 60
- Delivery: Full-time
- Duration: 6 months
- Location: Study from anywhere in NZ
- NZQA Accredited



# Our Programmes

## Postgraduate Programmes

### Postgraduate Diploma of Professional Practice



This qualification is specifically designed for those Christian professionals who wish to enrich and improve their practice through exploring the implications of their Christian faith at an advanced level. A creative approach to research is integrated throughout as a tool for reflective inquiry and improvement.

- Level: 8
- Credits: 120
- Delivery: Part-time
- Duration: 2 years part-time
- Location: Study from anywhere in NZ
- NZQA Accredited

### Master of Professional Practice



This qualification is for Christians who wish to embark on critical consideration of the implications of their Christian faith for their professional practice at an advanced level. Creative research projects build confidence and capability before students embark on a minor or major thesis.

- Level: 9
- Credits: 180
- Delivery: Part-time
- Duration: 3 years part-time
- Location: Study from anywhere in NZ
- NZQA Accredited

## Professional Development

### Professional Development



BTI is passionate about enabling practitioners to bring together their professional practice with their Christian worldview in life-changing ways. Our tailored workshops provide practitioners with accessible and relevant biblically-based professional development opportunities to help with the challenges they face.

*Onsite or at your school / centre / organisation.*

# Graduation 2018

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Graduation is a time to celebrate our students' well-deserved accomplishments and to reflect on future possibilities. It is a focal point on BTI's annual calendar. This year's graduation was held on the 12th May, 2018 at the Holy Trinity Church, Tauranga.

After many months of preparation, graduation day was upon us. Regalia hung, hoods and sashes ironed, programmes and certificates printed, catering arranged and staff prepared for the various duties they would undertake during the day. It was a time for excitement and celebration in the hall adjoining the auditorium where 83 graduands gathered to prepare for the procession. Normally this would take place at Red square and graduands would process up Devonport Road to the Holy Trinity Church. However, this year was the very first in BTI's history to have the procession rained off. Staff quickly switched to plan B in order to ensure that graduands felt calm, secure and well-informed.

The ceremony commenced with BTI's academic staff, Board of Directors and honoured guests processing in and taking their place on the stage. Graduands were then welcomed by a Karanga led by Jan Kawe. Awhina Nuku (graduand) responded to the calls and led the graduands' procession into the auditorium. The procession was awash with colour; graduands wearing blue, gold, green or silver hoods and sashes over their black gowns. Those with previous degrees added to the array by wearing the additional colours of their previous qualifications.

The graduates, who finished their studies in 2017, were awarded certificates, degrees and diplomas from BTI's teaching, social work, counselling, study and career preparation and postgraduate programmes. In total, BTI capped 113 new graduates as over 500 proud family members and friends cheered, clapped and celebrated as they acknowledged the achievements of each graduate.

As is tradition, the staff of BTI blessed the graduates by singing 'The Blessing Song' at the end of the ceremony. This year we were joined by the BTI Board of Directors and were accompanied by Penny Merton on the guitar. This is always a very emotional moment for both staff and graduands. This year was no exception with a number of graduates expressing how touched they were by the blessing.

*The Lord bless you and keep you  
The Lord make His face shine upon you  
And be gracious to you  
The Lord lift up His countenance on you  
And give you peace*

At the time of graduating, approximately 4-5 months after completion of their qualification, every BTI graduate is asked to indicate whether they have gained employment in a role related to their completed BTI qualification. We analyse this data each year and review it against previous years' data to identify trends and nuances. We also benchmark programme data against the institutional average.

Of specific interest from the 2018 data is:

- 81% of responding graduate groups (teacher education, counselling, social work, postgraduate) reported being in employment at the time of graduation.
- 3.6% of responding graduates told us that they were not seeking employment.
- 24.4% of responding graduates told us that they were continuing with some form of further study across a wide range of levels - certificate, diploma, degree, graduate diploma and master degree.
- 57.3% of responding graduates told us that they were involved in ongoing voluntary community or church work.
- 89.5% said that their qualifications had been very helpful in preparing them for their current role.

This year we had one student graduate under Clause 2.4 of the Graduation Policy. This allows for a student to graduate and have their degree conferred outside the normal Graduation ceremony. This brings the total number of graduates for 2018 to 114.





# Graduation 2018

## Graduate Diploma of Teaching (Secondary)



### 2018 Graduates

Stephen Keith Askin  
Angelique Bam  
Emma Louise Bennett  
Wendy Ann Bowen Graham  
Michelle Claire Bull  
Miriam Rose Burgess  
Drew Richard Butcher  
Ivan John Davie  
Donna Grace Elliott (with Distinction)  
Lucy Patricia Flatt  
Stephen Joel Garton

Sarah Jane Gauntlett (with Distinction)  
Alisha Nadene Grimmer  
Amy Yan Hou  
Pieter Johannes Jansen van Rensburg  
Wiremu Te Ohomauri Kaa  
Julia Mary Anne Kelly (with Distinction)  
Jordan Jesse Toetu Lameta  
Jennieffer Patricia Levy  
John Lloyd Meeske  
Mark Daniel Moore  
Teariki Darren Ngarepa

Ingrid Priscilla Norman  
Awhina Te Wairata Nuku  
Séan David Jerome Petersen  
Paora Paul Ranui  
Benhur Emmanuel Sathuluri  
Rebekah Anne Whittle  
Les Cooney Douglas Williams  
Sonia Rae Williams  
Laura Beth Wilson  
Joanne Maree Worsley (with Distinction)

“BTI is excellent in showing you how to develop the Christ-like characteristics required to become an effective teacher and not just how to teach. A point of difference is the emphasis on becoming a ‘relational’ teacher/person in order to make meaningful connections, enhance job satisfaction and sustain a career in the teaching profession”.

“I found that staff were approachable and showed real interest, the intensives enabled a sense of unity and the variety of learning experiences made the distance learning seem like it was all part of campus life”.

## Bachelor of Education (Teaching) Early Childhood Education



### 2018 Graduates

Yessenia Archer (with Distinction)  
Hannah Kate Blyton  
Sarah Louise Chesswas

Grace Anne Darke  
Lynne Elaine Keene  
Elizabeth Rachel Naivalulevu

Stephanie May Patrick (with Distinction)  
Anna-lise May Smart  
Ashleigh Louise Wales (with Distinction)

“Supportive staff, small class sizes, community feel, much better learning environment than a typical university. There is opportunity for discussion and great learning support. The staff are not just there to throw information at you. They genuinely care about you and provide a strong sense of belonging”.

“BTI prayerfully and thoughtfully provide an engaging and challenging, yet comfortable space to embark on the process of becoming a teacher”.

“Very supportive tutors who will go above and beyond to ensure that you succeed”.

# Graduation 2018

## Bachelor of Education (Teaching) Primary



"I would say that BTI provides quality Christian education in an incredibly supportive environment. The lecturers are genuinely caring and will go above and beyond for each individual to achieve success, whatever that may look like. BTI is not only concerned with the growth of each individual professionally, but also personally. I came away a different person academically, emotionally and spiritually, having been inspired, informed, supported and stretched".

"BTI is an amazing place to study. At BTI they believe that what you are pursuing is a calling and they will do anything to help you on your journey".

### 2018 Graduates

Amy Victoria Bell  
Amy Rowan Goldthorpe  
Emily Ellen Hall  
Casey Teresa Ireland (with Distinction)  
Laura-Lee Jade Jellard

Brady Joel Kerewaro  
Katie Jane Nemeth (with Distinction)  
Libby Hayley Richards  
Luana Mele Stripling

Samantha Ruth Taylor  
Kiri Susannah Turu  
Michael John Weaver  
Ataylia Ilyse White

## Bachelor of Counselling



"BTI was not just a place for me to learn my degree material, it was the site of a web of invaluable, earnest relationships that spurred me into the next revolution of how I can be in the world. I will continue to learn from the people that I met there for the rest of my life".

"For me the academic journey was a constant struggle but I wanted to learn from an institution that did not cut corners in teaching or practice. I would like to be the best that I can be so I chose to learn from the best, the most disciplined, fair and with grace".

### 2018 Graduates

Lana Marie Andrews (with Distinction)  
David Eldon Beattie  
Gillian Anne Brebner (with Distinction)  
Kirsty Lynne Brooking  
Garey Richard Clark  
Donald MacGregor Cleugh  
Ian Ngaipu Davis

Sydney Leraas Graham  
Elizabeth Griffiths  
Tineka Ann Hesketh  
Catherine Jane Hosking  
Phillipa Margaret MacCormick  
Karen Margaret Molloy (with Distinction)  
Rachel Hannah Norris

Pauline Ann Seminutin  
Rata Jane Taffard (with Distinction)  
Helen Elizabeth Thurlow  
Gerrit Ebenezer van Rooyen (with Distinction)  
Jenny Lorine Watson (with Distinction)  
Gail Joanne Witchell



# Graduation 2018

## Diploma of Counselling & Diploma of Family Support



“I would say that it is a very supportive and respectful place to study. I have learnt a lot and I very much appreciate the academic/Christian literature I have been exposed to. The staff are very authentic and good people. I have been greatly moved many times by the content of the course and the depth of heart/understanding of the lecturers”.

“Supportive environment, quality education and a beautiful Christian ethos”.

### 2018 Graduates (Diploma of Counselling)

James Nicholas Allen  
Karen Ann Barnett (with Distinction)  
Alison Margaret Beattie  
Robyn Maria Crosa  
Nina Maria D'Cruz

Elizabeth Edwards  
Christina Sonia Koutsimanis  
Allysia Kirsty Kraakman  
Kate Michelle Lambert  
Soung Yeon Lee

Alythea Blanch McBurney  
Sharmila Pathak  
Aroha Eva Rogerson  
Andrea Nicole Sergeant (with Distinction)

### 2018 Graduates (Diploma of Family Support)

Karissa Rexena Cunningham  
Judith-Anne Deeming  
Donna Lee Grant

Olivia Leslie Greenwood (with Distinction)  
Louise Fay James

Jodi Lee Norrish (with Distinction)  
Karen Schilperoord

## Bachelor of Social Work



“BTI has a beautiful campus and close-knit community. The flexibility of distance study was excellent. I really appreciated that BTI encouraged students to explore their faith and their motivations”.

“It is a welcoming and friendly environment. The staff are incredibly supportive and approachable. I'd say that you are able to bring your faith into the classroom and into your assignments. I'd say that because of small numbers you get great 1:1 with Educators, they know your name and they are interested in you as a person (not just a number) and they are interested in your personal life and future practice”.

### 2018 Graduates

Amanda Louise Anderson  
Kevin Timothy Archer  
Casey Raquel Boyce  
Amy Louise Braddock

Tania Rose Cuthbert-Longstaff  
Kendal Jane Duthie (with Distinction)  
Sandra Anne Lila Fretwell  
Debbie Marie Johnston

Bridget Clare Murphy  
Jacob Mathew Murray  
Rebekah Anabel Preston (with Distinction)  
Jessica Kate Suisted (with Distinction)

# Graduation 2018

## Master of Professional Practice & Post Graduate Diploma of Professional Practice



“The Masters of Professional Practice was an invaluable opportunity to walk with God through thought provoking studies in ways that brought significant personal learning and growth”.

“BTI is a friendly Christian tertiary where they walk their talk. It is a place where you feel the presence of God from the heart”.

BTI is an “Excellent educational institution”.

### 2018 Graduates (Master of Professional Practice)

Grant Stuart Bowater

Lewis Frederick Martin

Elizabeth Jillian Norris

### 2018 Graduates (Post Graduate Diploma of Professional Practice)

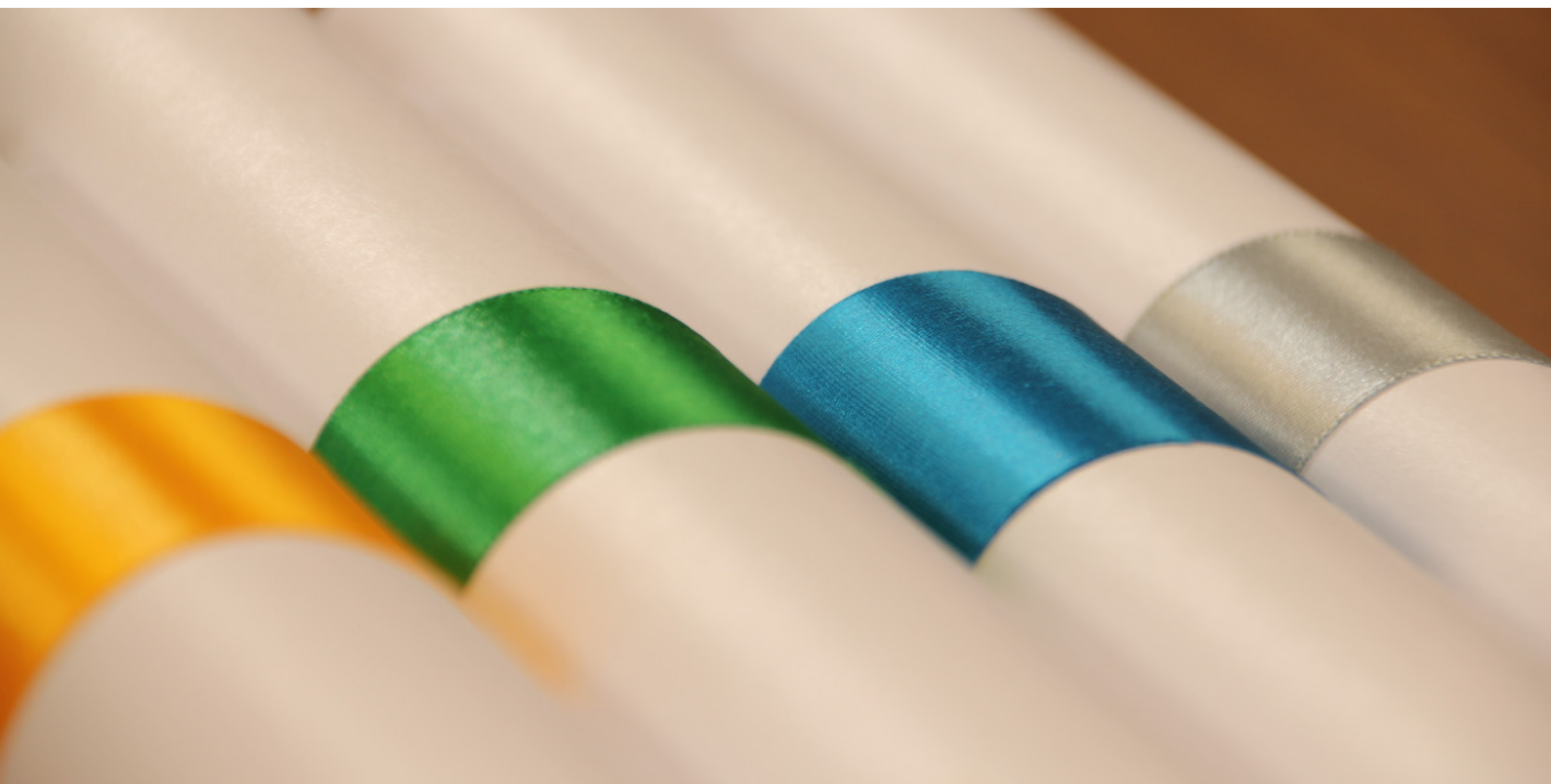
Fane Malieti Atiola

## New Zealand Certificate in Study and Career Preparation - 2018 Graduates

Shama Rose Caldwell

Grace Havler

Te Reweti Wharepapa





# BTI Celebrates 25 Years

## 2018 International Christian Education Conference



“Pursue a righteous life — a life of wonder, faith, love, steadiness, courtesy. Run hard and fast in the faith. Seize the eternal life, the life you were called to...”

Excerpt from: 1 Timothy 6: 11-12.

2018 marks 25 years of BTI offering Christian tertiary education in the Bay of Plenty, New Zealand. BTI began in 1993 as Bethlehem Teachers' College to prepare and support the development of Christian teachers for the fledgling Christian school, Bethlehem College. From its humble beginnings with 13 courageous students based in one room at Bethlehem College, BTI has grown to include certificates, diplomas and degrees in early childhood education, primary and secondary teaching, counselling and social work. We also offer a postgraduate programme that seeks to further develop the professional practice of Christians who work in people-helping professions in terms of being strategic and intentional.

There has been several opportunities this year to celebrate and reflect, the first of which occurred in early April with BTI hosting an International conference for Christian Educators. Part of this conference was a celebration dinner to mark our 25 year silver anniversary.

The theme of the 2018 International Conference for Christian Educators was 'Modelling Christ's Love and Hope with Professional Practice.'

At BTI we are passionate about growing Christian education and facilitating the growth of Kingdom learning and application. The goal for this conference was to connect practitioners involved in Christian education across disciplines such as early childhood education, primary and secondary teaching, counselling and social work, people helping professions and educational leadership in the Asia-Pacific region.

The three keynote speakers were Dr Nick Lantinga, Shirley Roels, Connie Rasilim & Rev. Dr Mele'ana M. Puloka.

Our hope was that the conference would encourage and grow inter-institutional research, scholarship, networking, collaboration and fellowship.



Dr Nick Lantinga



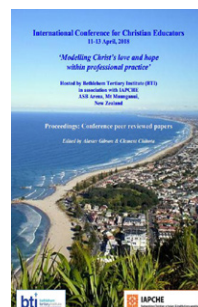
Connie Rasilim



Dr Mele'ana M. Puloka



Shirley Roels



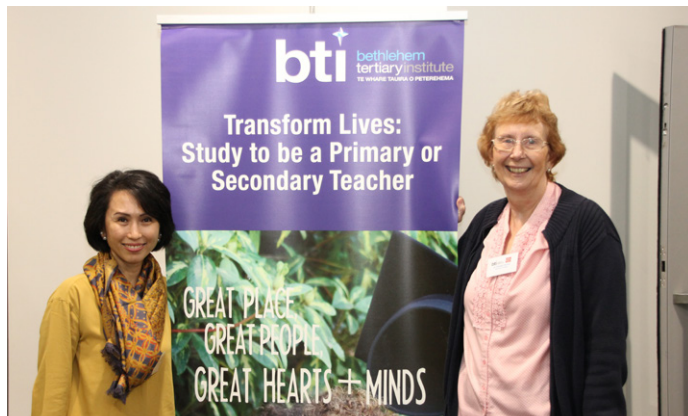
An e-book was produced by Dr Alaster Gibson and contains 12 peer reviewed papers submitted for the conference. The papers include Early Childhood, School and tertiary educational contexts. The topics covered include stories of transformation, innovative research, and biblical teaching on leadership. Some articles specifically engage with important current issues such as empathy, neurodiversity, digital technology, and the performing arts. The

e-book also includes an editorial on the conference theme of 'Modelling Christ's love and hope within professional practice.'

The e-book can be viewed and downloaded at:  
[www.bti.ac.nz/bti-publications](http://www.bti.ac.nz/bti-publications)



# BTI Celebrates 25 Years





# BTI Celebrates 25 Years

## 25 Years Celebration Dinner/Conference Dinner

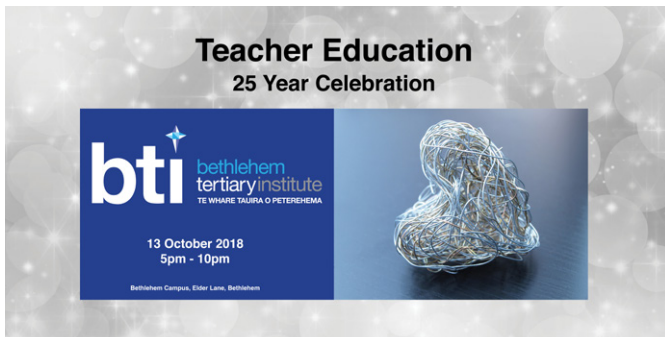
The conference dinner was a very special event celebrating both the conference and BTI's 25 year anniversary. 98 guests attended and were treated to a spectacular meal as well as entertainment by Bethlehem College's choir and kapa haka group. The highlight of the evening was the opportunity to hear an inspirational story of life, hope and justice from Bob and Freda Narev; a story that provoked, challenged and inspired us to consider the important questions as we seek to bring life, hope and justice through our participation in people-helping professions.





# BTI Celebrates 25 Years

## Celebrating 25 years of Teacher Education



Over the years BTI has grown and developed into the first class tertiary institution that it is today with offerings across many different vocations. As part of our 25 year celebration we remember where it all started. In 1993, Bethlehem Teachers' College was established and the first intake of 13 teacher trainees began their journey. 25 years later, BTI (as we are called now) has graduated over 1000 students from our Teacher Education programmes.

On the 13th October 2018, we hosted our second large-scale event to mark 25 years of providing top quality Christian Teacher Education programmes. We had a fantastic turn out with over 100 guests attending.

The evening provided the perfect opportunity to reunite alumni, staff (past and present) and honour our Associate Teachers. Guests had the opportunity to reacquire themselves with the campus and see how we have grown. Those that studied with us in the early days will remember classes taking place at Bethlehem College before the current campus was built. Many who have studied since then had not seen the more recent developments that have taken place within the last few years.

Attendees thoroughly enjoyed the photo booth area and made good use of this space (as you will see on the next page) and, like all good celebrations, there was cake - a magnificent cake! The cake was made by Heather Kalisch who is one of our graduates and also a current staff member.

The cake was cut by Graham Preston (Bethlehem Campus founder) and Marion Sanders (foundation staff member). All alumni, as well as past and present staff members, have had a personal connection with Marion so it was perfectly fitting to have her jointly cut the cake with Graham.



During the evening, Marion shared excerpts from her recently published book; "Memoirs of a Follower" which provided stories from her own professional journey and encourage us to consider the impact that God's inspiration and guidance can have on the

tasks that fill each day. The 33 books sold during the evening is a testimony to the quality of her book.

Alaster Gibson officially launched an e-book containing stories from our alumni over the past 25 years.

This book, which was edited by Alaster, and Janette Blake, tells some inspirational stories and is definitely worth a read. Some of these stories are captured on pages 21-26 of this book and the full publication can be found online at: [www.bti.ac.nz/bti-publications](http://www.bti.ac.nz/bti-publications)



We have had some wonderful feedback about the section of the evening entitled 'On the Couch' which was facilitated by Rachelle Hulbert (BTI alumna and current staff member). Rachelle chatted to Dianne Trentham (our longest serving Primary AT and wife of our founding Dean: Dr Martin Codyre), Marion Vukona (our longest serving ECE AT and current ECE Practicum Coordinator), Lisa Higgins (member of the first Primary cohort) and Larissa McCullough (a recent ECE graduate and first time AT in 2018).

Rachelle asked them to share their insights about why they became teachers, memorable moments during their career (highlights, difficulties etc.) and what advice they might give to someone considering a career in teaching. The diverse perspectives were insightful and provided a unique story about the history and understanding of BTI from the voices of our stakeholders, alumni and staff.

BTI hosts an annual Associate Teacher Dinner (often including free Professional Development) in appreciation of the support provided to our Early Childhood and Primary student teachers. This year, instead of hosting a separate event, our 2018 Associate Teachers were invited to attend the 25 years celebration of Teacher Education at BTI. These teachers open up their classrooms to our students and mentor them during their Professional Practice Experiences. The input they provide is vital to their development as emerging teachers.

We were delighted to award some of our Associate Teachers in attendance with gifts and certificates to mark their significant contribution towards our education programmes. Most significant were Murray Borrows who received acknowledgement for having 5+ students in his classroom and Vanessa Millar who has had 10+.

We would like to thank the following local businesses who generously contributed towards our Associate Teacher gifts and spot prizes: Bethlehem Pharmacy, Immerse Nail & Beauty Therapy, Sunrise Books, The Coffee Club Bethlehem, Unichem Metro Pharmacy Bethlehem, Sandali Home, Fernland Spa, Hands to Heal Massage Clinic, Décor Garden World, Paper Plus & Hammer Hardware.



# BTI Celebrates 25 Years

Celebrating 25 years of Teacher Education





# BTI Celebrates 25 Years

## Celebrating 25 years of Teacher Education





# BTI Celebrates 25 Years

## Alumni Stories



As part of the 25th Anniversary celebrations, Alaster Gibson and Janette Blake collected and edited a book of stories from Teacher Education Alumni. There are some truly inspirational stories, capturing the blood, sweat and tears and our alumni have followed the call of God on their lives through thick and thin!

Over the next few pages you will read some of these stories – the full book can be found at:

[www.bti.ac.nz/bti-publications](http://www.bti.ac.nz/bti-publications)



### JULIE SMITH

DipTch (Primary) (1995 – 1997)  
B.Ed (Teaching) Primary (2006)

I am thankful to the staff at BTI for their support as there was a lot going on in my personal life; but I pushed through and achieved my goals. The Bethlehem campus was, and always will be, a special part

of my life. It wasn't long before I realised I just couldn't keep out of the classroom. I fulfilled a number of part-time, 'fixed-term' positions at Bethlehem College, Primary. They ranged from relieving to SENCO, through to teaching English at the International School and teaching Music alongside Ruth Sweetman. I had a blast! Helen Armstrong was also a significant person in my life at this time. I am very thankful to these two lovely ladies for their support as I delivered the Music programme at BC. During this time Helen Armstrong talked about her journey at an International School in

Brunei as a music teacher. We would often chat about her experiences. I always felt a 'fire' in my soul as we spoke.

My parting words to all who read this e-book, is that we never know the journey ahead. I encourage you to focus on what is right in front of you; embrace it and be strong in what you are passionate about. Keep learning; converse with those who are experienced. Learn from those who are experts in their field. I am truly thankful to all who have been placed within my path of life. Thank you BTI for all that you have done for me.



### SHAUN BROOKER

DipTch (Primary)  
B.Ed (Teaching) Primary  
(1996 – 1999)

Shaun also has a Master of Educational Leadership from Morling College.

(Excerpt from his speech at BTI's 2018 Graduation): I am honoured to stand before you

today. I know that it is not because I was the student with the top grades over the past twenty-five years of BTI's history. The truth is I would be lucky to be the student with even the 'middle' grades. And I certainly am not standing here today because I epitomised the model student - I certainly got to know Martin Codyre, David Giles, Dr Bob Katterns, Lyn Lewis and Dr Marion Sanders in quite a unique way.

However, I do stand before you as someone who graduated in the last millennium, where we were taught what way to put the overhead transparencies on the overhead projectors and how to plug the RCAs (old connector cables from your T.V. into the VCR (video-cassette recorder). I guess I also stand here today as someone who believed in the importance of being faithful with the little that God has given me. I stand here as someone who absolutely believes that if we allow Him to, God can do amazingly and immeasurably more through us than we can ever dream of or imagine is possible.

**"BTI provides a point of difference that not only equips students with the skills to do the future job God calls them to, but to challenge students to see the world in a way that the Bible describes it."**

But before I get to that, I would like to congratulate Bethlehem Tertiary Institute for their 25 years of service. The actualisation of vision of Graham Preston and the late Martin Codyre, to establish a tertiary institute with a difference, was no small accomplishment. BTI provides a point of difference that not only equips students with the skills to do the future job God calls them to, but to challenge students to see the

# BTI Celebrates 25 Years

## Alumni Stories

world in a way that the Bible describes it.”

Unfortunately, many people struggle to articulate what Christian education really is. Most often, I feel people see it as secular education with the Christian bit added on the side. However, last week I had two councillors from the Hamilton City Council express it to me, in a clear and articulate way. It all happened at an art competition that our students had been very successful in over the past couple of years. During the award ceremony, the presenter would show the painting that a student had submitted and would read what that student had written that had been their inspiration for the piece of art. Three of the councillors found me and explained how impressed they were with the submissions from our school. In their eyes, not only did the students have the refined skills to create an aesthetically pleasing piece of art, but the depth of perspective that the students articulated about how the world around them had inspired them, was head and shoulders above the other contestants.

**“Christian education is not merely the teaching of skills and worldview, competing for time in the class; rather Christian education is how the teaching of skills and worldview complement each other to give each other more value.”**

Christian education is not merely the teaching of skills and worldview, competing for time in the class; rather Christian Education is how the teaching of skills and worldview complement each other to give each other more value. To love the unlovable, to forgive the unforgivable, to accept the unaccepted, to help the helpless, to hurt with the hurting, to pursue others success, selflessly, and to speak the truth in love. BTI exists to be a relational, responsive and transformative Christ-following tertiary learning community, committed to growing a faithful expression of the Kingdom of God on earth. The institutes’ vision for itself will serve you well. But be careful. It is easy to observe relational, responsive and transformative as words defined as the world sees them. But you are called to a different ‘relational’, ‘responsive’ and ‘transformative’. You and I are to love unconditionally, to respond with grace, and to continually be transformed by the renewing of our mind in a way that enables us to go into all the world and make disciples of all nations.

People are an essential aspect to your calling here on Earth. There will be days as a teacher, that the thought will cross your mind, ‘my life would be so much easier if there were no students’. But remember, everybody you interact with is more than a body and a mind...they are a soul, a spirit in need of the Redeemer. You are all walking into a world of lost and broken people. As a society we have never been more disconnected and more lonely. As a society we have become more tolerant and less loving. But there is an answer, there is a way, and there is a Redeemer. Many people just do not know Him yet.

You have an understanding of a biblical worldview, you have developed a range of professional skills; now go and make a

difference in the world. But you will need courage. Our God is much bigger than you and I can ever comprehend. If you trust Him in all your ways, fully trust Him, know that He will pour out His blessings on you and will do immeasurably more than you could ever dream possible.

I know this too well, because I am a living testimony of it. Just ask Marion, Hazel and Bev.



**KATE MOORE**

B.Ed (Teaching) Primary  
(2000 – 2003)

My name is Kate Moore (née Smith). I started my first year part time as I was a single mother to a young child. I then ended up studying full time for the last two years. I still

remember being interviewed by Dr Bob Katterns and David Giles. I remember feeling incredibly intimidated and nervous by their obvious intellectual presence, but they were very welcoming and I managed to make it through. I enjoyed my time at BTI immensely and ended up being involved with student council as the vice president.

After finishing my course I actually struggled to find a job which was very discouraging. I did relieving for a few years and also worked in Early Childhood; still applying for jobs, hoping, yet having no success. In the meantime I got married and had a baby. I continued to work taking relieving jobs wherever I could, all the while feeling more and more discouraged. I was visiting a family member in hospital one day when I bumped into Dave Valentine, a fellow member of my class from BTI. He mentioned that he was working in a special needs unit at Te Puke High School and that there was a .3 position going if I was interested. I had never considered working at a High School level and most certainly never considered working with students who have special needs. But I thought, what the heck, students are students, and applied for the job. Little did I know, but that day would be a catalyst for the next ten years, working with students who have special needs.

**“But I thought, what the heck, students are students, and applied for the job. Little did I know, but that day would be a catalyst for the next ten years, working with students who have special needs.”**

Working with students with special needs has definitely changed my whole outlook on teaching and learning, as well as my outlook on life. In Special Education our accomplishments are so huge and yet so small. I remember working in Australia, and I was standing outside with a student while he ate his lunch with all the other children. I



# BTI Celebrates 25 Years

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was standing close to him and holding a "Finding Nemo" book in my hand. I remember thinking, if anyone was walking past they probably wouldn't think much of it, but what they wouldn't know was that I had just managed to get this student outside for the first time in months due to his fear of seagulls. What they also wouldn't realise was that the book I was holding was the only thing that was calming him down and keeping him out there long enough to eat his lunch.

**"One thing I learnt from BTI that has underpinned all my work as a special education teacher is the importance of building relationships. This applies to the families I work with and the staff and specialists I rely on."**

That's the way it goes in my classes. We have amazing triumphs, that nobody ever sees, that literally change the lives of students and their families. I have had the privilege of seeing many great achievements. Students that are achieving goals who have never encountered a positive experience in school before, students who are learning for the first time, students who are eating better, socialising better, making friends for the first time, who are learning how to communicate with the outside world and who are learning to understand their environment better. As special educators we are often the last step for many students. There is nowhere else for them to go, we are often dealing with parents who have had their hearts broken and who have lost faith in the education system. I work as a team with occupational therapists, psychologists and speech therapists.

One thing I learnt from BTI that has underpinned all my work as a special education teacher is the importance of building relationships. This applies to the families I work with and the staff and specialists I rely on. Above all the papers I completed and all the lectures I attended, this has been the most powerful resource that I have used in my job. This is something special to BTI and I am very grateful that I learnt it when I was there.

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## LISA PHILLIPS

B.Ed (Teaching) Primary  
(2004 - 2006)



When I first graduated with a Bachelor of Education, I had no concept of how broad the application of my studies could be. At 19 years old, I was full of the enthusiasm of a new graduate, and was convinced

that my professional future would be in schools. I had designed the layout of the rooms I would teach in, and had planned the lessons for the students I had yet to meet.

I began my teaching career in rural northern schools. I can

still clearly remember my first classroom full of students. I can still remember their names and watching them filter in nervously on their first day, assessing me as I welcomed them in to the classroom that I had been preparing for them since 6am. Was it warm enough? Had I remembered everything they needed for their first day? I quickly learned about the unfiltered honesty of rural students. These students were not shy to provide their feedback on my teaching practice, and their comments enabled me to quickly develop the teaching methods required to balance the idealistic heart of a young teacher. Soon, the practice of teaching became natural, and I gained my full registration while continuing to sharpen my teaching practice.

The values that underpin education drive my practice. I have relentless hope in the ability of people to learn and recover. I maintain the belief that people can, and do, change. I have seen the tenacity of people who have had to fight tooth and nail to change the direction of their lives, and education has been a core component in their ability to do so. I have enriching memories of families reunited, people reconnecting with their humanity, the spark returning to the eyes of men and women following a painful detox. I have a life that allows me to give back, and completing the B.Ed. contributed to this. I see the world differently because of the doors that my education has opened.

**"To any person who is considering completing a B.Ed., run towards it and don't look back. Doors will open for you, and life will lead you down paths you never expected."**

To any person who is considering completing a B.Ed., run towards it and don't look back. Doors will open for you, and life will lead you down paths you never expected. You will be challenged beyond your imagination, and with these challenges, you will build the mental and emotional determination required to find your purpose and relentlessly pursue it. You will get angry, hopeful, lost and dedicated. You will ensure that you live a life that means something. You will become dissatisfied with the way things are, and have the skill required to do something about it. Have faith in yourself, and in your ability to learn.

In the words of Bukowski, "You'll do it, despite the worst odds. And it will be better than anything else you can imagine. If you're going to try, go all the way. There is no other feeling like that. You will be alone with God, and the nights will flame with fire. You will ride life straight to perfect laughter. It's the only good fight there is."

# BTI Celebrates 25 Years

## Alumni Stories



### GEMMA TONG

B.Ed (Teaching) Primary  
(2005 - 2007)

You know, when I first began my journey at BTI back in 2005, I could only dream of a moment in the future where I could be standing in front of my very own class of children, yes, as

THE TEACHER. And as I reflect back on those days at BTI, from the here and now - a whole ten years down the track - I can but only be incredibly grateful for the impact it had on my life and on the lives of the young people who have been entrusted to my care.

**“And as I reflect back on those days at BTI, from the here and now - a whole ten years down the track - I can but only be incredibly grateful for the impact it had on my life and on the lives of the young people who have been entrusted to my care.”**

Yes, for sure, the journey has not been without its highs and lows and I have shed many-a-tear on numerous occasions. But on the whole, it has been a season in my life of growth and learning, of change and challenge and of learning to see the world through the most beautiful of perspectives - through the eyes of a child. Awe and Wonder; a little piece of heaven touching Earth.

And as I stood in my classroom, just the other week, beside two young students as they folded their hands, bowed their heads and quieted their hearts, I was witness to the most beautiful testimony that underpins the entire reason behind why I do what I do every day, and why it even was that I chose to apply for BTI all those years ago...to stand in that moment and celebrate as two young people opened their hearts to their heavenly Father. And all of heaven celebrated, as a tear of joy slid silently down my face. Because, you see, it's never been easy. But BTI never promised us 'easy'. It's often seemed 'not fair'. But BTI didn't promise us 'fair'. And it certainly hasn't been without blood, sweat and tears. I'm pretty sure that might have been mentioned on an occasion or two! However, it has been worth it, and BTI did promise that.

You see when we walked across that stage on graduation day, in reality that was just the beginning; the beginning of a daily opportunity to spread seeds of hope in the lives of young people. It was the beginning of an opportunity to be a part of a bigger change - a change not only within that immediate classroom, but within a community, a city, a country and even right across the globe. And, as each backpack has been hung on each and every hook, and taken down again; as walls have been displayed, endless pencils sharpened and unending supplies of caffeine consumed, it has never really been about the books and charts and

topics. But about each beautiful set of eyes staring back at me; eyes that reflect beauty, sometimes pain and sometimes heartache... eyes that shine with wonder and with love... eyes that soak in daily new adventures... eyes that cry when life is tough.

And as each little heart has carried a beautiful rhythmic beat all of its own; together they have joined to become a masterpiece - of hearts sharing love and laughter, life and joy. And each fingerprint has reflected a unique identity, gift and call. Each handprint has carried stories of days gone by, and dreams yet to be fulfilled. And each footprint paved a way for days to come. Days filled with purpose, call and wonder; days not yet charted or planned or maybe even hinted at yet. And each heart, both big and little, has carried a sense of adventure and a love for fun. Joy has always been the anthem, and precious smiles have always been the golden win. And, with each hug or high five or handshake, the symbol of a journey shared; because learning has always been about the journey and not the destination or the end product. And the little person and his or her family, has always been the main focus of each and every day. And as Parker Palmer once quoted, “We teach who we are.” So yes, it has been important to remain grounded, with a heart full to the brim with love. And to always remain soft-hearted, despite challenges sometimes out of our control.

But you know, sometimes we discovered beauty from the ashes; and some days, gold where rust once lay; because each and every child was worth it, and each and every one of them counted for now and for eternity. And as we sought to serve and to challenge, we gained a whole new appreciation and outlook on life. And for sure, for me, the pearl of wisdom was the GEMS model learned in PIPI. To be always guided by God's Word, empowered by the Holy Spirit, motivated by love and saturated with prayer. And for sure these were the keys to unlocking hearts and minds, of shaping futures and of speaking into situations that often seemed bleak and dark. And they were the keys that unlocked a transformative adventure, touching hearts and impacting lives.

**“But BTI never promised us ‘easy’. It's often seemed ‘not fair’. But BTI didn't promise us ‘fair’. And it certainly hasn't been without blood, sweat and tears. I'm pretty sure that might have been mentioned on an occasion or two! However, it has been worth it, and BTI did promise that.”**

And for all of this I will be eternally grateful; both now and on the other side; for all I was gifted at BTI during my journey, and for all the incredible young people and their families I have had the privilege to encounter along the way. Transforming hearts leads to changing futures, and brings hope to generations yet to come. Seeds of faith and hope have been planted, and watered with an outpouring of love.



# BTI Celebrates 25 Years



## GRAEME COOK

B.Ed (Teaching) Primary  
(2009 - 2011)

My sentence began nine years ago when in 2009 I deluded myself into thinking that living on a student allowance to earn a degree in primary education would be a step towards being

called a 'grown up' and allow plenty of time to go fishing and surfing. The best place to base myself for outdoor activities was the Bay of Plenty. So at the age of 33 with my priorities completely upside down, I filled out the BTI enrolment forms with the usual stuff they want to hear and sealed my fate at the Post Shop.

What followed did not exactly go to plan. My life was not my own for the next 3 years as we all lived from one assignment to the next. Free time was what you had when you slept, and the outside world only ever happened for three glorious months over the summer where even hard manual labour was a welcome relief from study. But despite the hardships, something was happening to me that God was orchestrating through various staff members of BTI, sometimes through their words but more often through their character. I had travelled to many places, but here I found some of the most genuine people I have ever met.

Having been tricked by Andrew Smith into committing for six months, I soon realised, "What sort of person would I be if I left so many in need in such a short space of time?". I finally understood the words of Jesus when he said, "he who desires to save his life will lose it and he who gives up his own life will save it." After 10 months in the camp, Kendal Waterston came to visit. We had gone through BTI together and what started as a good friendship became whatever you call it, when you're not just friends anymore, but not in a relationship either. Before our relationship could go any further I wanted to see her reaction to the refugee camp and the students. She was a big help in my first months at the camp; helping me with lesson ideas and encouragement over the phone. She fell in love as I had with the people, and we were married on the beach at Cape Reinga, New Zealand



"But despite the hardships, something was happening to me that God was orchestrating through various staff members of BTI, sometimes through their words but more often through their character. I had travelled to many places, but here I found some of the most genuine people I have ever met."

in December 2012. We returned back to the refugee camp for our honeymoon! I could not imagine ever being here and doing the things God has called both of us to do without her support, guidance and abilities. I know of no other person who could have taken the many hardships we face in her stride, and would still willingly choose to live under such difficult conditions; to put others needs before her own. After one year in the camp we moved to a small village, called Noh Boh, right on the Thai-Burmese border, where it is less strictly controlled by the Thai authorities.

Seven years later, we still work as volunteers with support from BTI and an Australian aid agency called Effective Aid International (EAI). EAI is the original organisation that approached Andrew Smith to see if BTI could train people from Burma to be primary school teachers. The original programme has grown well beyond just training teachers to include the building, resourcing and staffing of several schools in jungle regions for villages with no education. Currently we have 23 graduate teachers serving in five primary schools, teaching around 400 children. They endeavour to teach a Christ centred education and the hope that this can bring to children's lives.

"What sets BTI apart, I believe, is the character and integrity of the people that work there and their greater understanding as to why they are there in the first place."

We are also in negotiations with various Burmese Government ministers and leaders hoping to move our teacher training college to Burma next year (2019). This is a tight-rope walk through a political minefield. If we are given the go ahead, we will be the first and only non-government teachers college in the country of 58 million (that we're aware of) and could be given an opportunity to teach newly introduced subjects to as many as 500 student teachers, as Burma looks to modernise its curriculum.

What sets BTI apart, I believe, is the character and integrity of the people that work there and their greater understanding as to why they are there in the first place. I have seen this example time and time again, as various staff members have visited and continue to do so with humility and grace, and with the ongoing commitment to what God is doing through all of us over here. I will not name people for fear of missing one out but in my three short years as a student at BTI the staff that spoke into my life set a course for change I never thought was possible. You know who you are and I continue to teach the lessons you never had to speak.

# BTI Celebrates 25 Years

## Alumni Stories



### LYNDEN COOK

B.Ed (Teaching) Primary  
(2009-2011)

After graduating from BTI, God led me on a life-changing journey as I've looked to Him to use my BTI transformed 'Heart and Mind' in the communities and work places I have been involved in. I began my career

with some short term work in Tauranga before moving to Hamilton, to take up a teaching role at Rototuna Primary School. I can't express enough how important strong mentors and leaders are. My time at this school proved a strong training ground where effective leaders coached and guided me in the development of my classroom and leadership practice. I was soon involved in leading information and communication technology, mentoring junior staff, assisting with school productions, and serving as a Team Leader (syndicate leader). These roles certainly required me to be gracious, teachable and reflective, which I was well prepared for by BTI.

**"Thanks to BTI for building within me a strong foundation for teaching, leading, and enjoying God's amazing creation as we transform, strengthen, and restore our communities together."**

This year I have just begun a new season as Head of Primary and Middle School, at Hamilton Christian School. I have teamed up with Shaun Brooker (principal) who also studied through BTI, and Mum is also a teacher here. Together we are serving the Hamilton community to equip young people with the skills and a Biblical worldview to seek God's purpose for their lives as part of His kingdom. Thanks to BTI for building within me a strong foundation for teaching, leading, and enjoying God's amazing creation as we transform, strengthen, and restore our communities together.



### KRISTY HITCHENS

B.Ed (Teaching) Primary  
(2012-2014)

Many teachers have a story that goes something along the lines of, 'I've always known I wanted to be a teacher. When I was little I used to play schools with my teddy bears...' I am the opposite. I never wanted

to be a teacher, and in fact was vehemently opposed to the idea. However, as the story often goes, God had other ideas and seven years ago, I found myself moving to Tauranga to begin studying for a Bachelor of Education at BTI. I wasn't sure what to expect, and was still unsure about the prospect

of becoming a teacher. Luckily, throughout the three years of study, I became more comfortable and confident in the direction in which I was heading. BTI was absolutely instrumental in setting me up for the future that God had prepared for me.

**"Luckily, throughout the three years of study, I became more comfortable and confident in the direction in which I was heading. BTI was absolutely instrumental in setting me up for the future that God had prepared for me."**

My time at BTI was a whirlwind of placements, assessments, and reflections. Looking back, however, it's not the assignments or the long days of lectures that I remember the most. At the beginning of our first year, one of our lecturers tied a bunch of sticks together; symbolising the need for unity. These sticks remained bound over the following three years. While I thought it was lame at the time, subtly rolling my eyes at the cheese, this image has stuck with me. Even now I find myself imagining myself and those I love as bound together, stronger and more unified; collectively much more than just individuals. This metaphor came to feel very real to our year group as we studied. The community that grew around our cohort, both students and lecturers, is the image I remember most in the forefront of my mind, when I think about my time at BTI.

Immediately after finishing my studies, I was offered a job teaching Year 7 students at Middleton Grange School, in Christchurch. I have stayed in the same job since moving there and am now in my fourth year of Year 7 teaching. Several opportunities have presented themselves and I have been fortunate enough to take part in such things as short term mission trips, camps, leadership training and school productions. I have had four fantastic classes with whom I have loved forming relationships and building stories. From the boy who made my baby rabbit a bed, to the boy who licked my shoe. From the kid who spent his lunchtime building a ramp so that a girl could get her wheelchair over a small bump in the doorway, to the girl who told me I look like a teacup pig.

I've experienced tears of laughter, tears of frustration, and tears of heartbreak. From being a support, to needing support, and making some of my closest friends in the process. From meeting kids when they were 11, to now when they are 15 and they are some of the most incredibly funny, strong, courageous people I know. The journey has been long and varied, and I have loved every second of it, except maybe a second or two of the late night essay writing! BTI was so foundational in developing my thinking and setting me on the path that I am walking now. He tangata, he tangata, he tangata. It is the people that have had the influence and made the change; the lecturers, my fellow students, the pupils I teach now. And the adventure is just beginning.



# School of Social Practice

## Launch of the School of Social Practice



**“By working collaboratively we feel there will be opportunities for new and strengthened pathways for students to come into BTI, and more and strengthened scaffolding for students through their BTI journey”**

In June 2018 the seed was planted for the prospective School of Social Practice. A proposal was developed and circulated to the Board of Directors and then to staff for feedback on this proposal. Overall, the feedback was very positive and supportive.

“We feel that the proposed School of Social Practice will provide the opportunity for a more robust shaping of BTI positioning and pedagogy for programme delivery. We are encouraged by the fact that the proposal underscores our value of collaborative practice. By working collaboratively we feel there will be opportunities for new and strengthened pathways for students to come into BTI, and more and strengthened scaffolding for students through their BTI journey”. There was also recognition that “the proposal clearly reflects a commitment by the BTI leadership to listen to and respond to current issues and future needs”.

After reviewing the submissions, it was confirmed in July that the counselling and social work programmes would be permanently merged into one School of Social Practice effective from semester 2, 2018.

## The Launch

The School of Social Practice was officially launched on Tuesday 14th August. There was a good mix of staff, students, alumni and special guests present at the launch and the feedback has been very positive.

Dr. James Arkwright and Dr. Dominic Chilvers have both taken up new roles within the School, Dr James Arkwright as Head of School and Dr Dominic Chilvers as Social Work Professional Leader. They are supported by a professional

team of knowledgeable, skilled and relational educators, whose teaching practice is informed by their previous experience in the field as counsellors or social workers. Anika Jeffries will support the team as the Programme Administrator and provide support services.

The team of educators believe in the integration of a Christian world view, biblical principles and professional standards to deliver high quality counselling and social work services to our communities. Our programmes emphasise that professional practice comes out of who you are as a person. We therefore focus on providing the opportunity for students to develop intellectually, emotionally and spiritually, and to



understand the influence of their history and socio-cultural context on professional practice. The programmes also have a strong work integrated learning component to complement the learning undertaken in the classroom or online. Several courses are shared across the counselling and social work programmes so that students also have the opportunity to participate in a diverse learning community.

The team teaches across all of our programmes so that students benefit from the range of professional perspectives. The wisdom and knowledge of both tangata whenua (people of the land) and tangata tiriti (people of the Treaty) are woven throughout the curriculum to enrich the student learning experience. A number of our educators are research active and the team is committed to the highest pedagogical and professional standards. Programmes within the School of Social Practice are professionally recognised and NZQA accredited, and graduates from the programmes are well acknowledged for their contributions within their respective communities of professional practice.



**Dr James Arkwright**  
Head of School



**Dr Dominic Chilvers**  
Professional Leader,  
Social Work



**Anika Jeffries**  
Programme Administrator

# Off-shore - Noh Boh



At BTI, we are passionate about making a positive difference in the world. Our educators, students and graduates live out this commitment in many ways in their individual careers and personal lives - but from time to time, an opportunity comes along for BTI as a whole institute, to look beyond its own borders and make a difference on a bigger scale.

In 2012, BTI began the delivery of a Teacher Education programme for the Karen teachers living in the Mae La Refugee Camp on the Thai-Burma border.

Much of the schooling and education in Thailand is delivered by a teacher standing at the front of the class talking and the pupil sitting and listening - the 'download' method. What TTC (Teacher Training College) teaches these students is that you teach out of who you are and that education can be fun, hands on and relational.

Graeme and Kendal (both BTI Alumni) have been serving faithfully and compassionately as they seek to equip their teacher trainees with the necessary skills and knowledge to teach in the village schools. Their hope is to inspire the next generation of learners and teachers, so that they will make a difference in the lives of others and educate a nation.

This year, 10 students graduated from TTC and began their first teaching assignments spread out across the 5 primary

schools that Graeme and Kendal helped to build, support and manage. There have been real, tangible changes with 2 of the schools in particular as they have now been operating with TTC teachers for 5 years. The children clearly have more confidence, are in better health and are able to manage themselves. "When we started in these remote internally displaced villages it was more like the wild west of education where children for the most part worked on subsistence farms helping families just to survive".

"When we started in these remote internally displaced villages it was more like the wild west of education where children for the most part worked on subsistence farms helping families just to survive"

Graeme and Kendal have faced opposition along the way from all angles. "When you are dealing with uneducated people who do not even have the ability to read their children's school report or notices sent home, and you couple that with cultural beliefs about school and real world contexts and needs, it makes for some very patient discussions."

Families however, have witnessed the change in their children and word has spread throughout communities close by (1 to 2 hour walk). Families from these communities are choosing to send their children to these schools and as a result, the schools are growing rapidly. They have even had students returning to their villages from Thailand so they can be closer to family and get a better education. Previously the only option was to send their children to Thai schools if they could afford it.

As the primary schools grow they are faced with infrastructure problems, staff dynamics, financial stretching of resources and opposition from other entities who suffer for the most part from tall poppy syndrome. "Here, if one organisation is doing well the others usually fear it will make them look bad and instead of trying to work with us - as we always have an open invitation, they choose to pull us down to save face".

Graeme and Kendal are currently trying to plan and manage a hopeful move to Hpa-An, the capital of Karen State, Burma. This has taken and is taking an enormous amount of work and money to try and work out the legal systems to make this happen.

"We have to travel from the border by car (8 hour round





# Off-shore - Noh Boh

trip) to meet with multiple government officials to explain who we are and what we do. I have written multiple MOU's (Memorandum of Understanding) to various officials, spoken with high ranking Generals, and had endless meetings only to schedule more meetings!"

**"Here, if one organisation is doing well the others usually fear it will make them look bad and instead of trying to work with us - as we always have an open invitation, they choose to pull us down to save face"**

If they are given the go ahead, they will be the first and only non-government teachers college in the country of approximately 58 million and could be given an opportunity to teach newly introduced subjects to as many as 500 student teachers, as Burma looks to modernise its curriculum.

Graeme will meet with the education minister of Karen State and will have the opportunity to observe the government primary teacher training college. With the change in



build the new TTC in Hpa An. Following this, they will fly to Bangkok to meet the founder of the Mechai Foundation who will hopefully partner with them on another project they are working on - starting a higher education centre next year in another part of Burma at the request of the Army.

**"If you have no understanding of God the Father and what Jesus has done for you then life here looks like a fruitless endeavour"**

"All these challenges aside, if we allowed ourselves the delusion that we were doing any of this under our own strength or direction then the wheels would well and truly fall off in a short space of time. We are continually amazed at how God structures and funds his ideas, and how He only funds His ideas! If you have no understanding of God the Father and what Jesus has done for you then life here looks like a fruitless endeavour - indeed we are often asked by friends when are we coming 'home' or when are we going to be finished with those people over there.

It is a life that brings joy but not always happiness, but it's a life of purpose and adventure, ups and downs and we could not imagine doing anything else despite the hardships."



curriculum, Burma now finds itself in a position where the teachers and trainers do not know how to teach the newly introduced subjects. As part of the MOU to move TTC to Hpa-An, Graeme has stated that he and Kendal are prepared to help teach these new subjects on a part time basis to the Government College. This is again another tight rope walk as the minister very much wants this but the College will be a different story.

They have had discussions with a Christian community on the outskirts of Hpa-An who have agreed to give them land to build the new Teacher Training College. This has also been a harrowing exercise as the draconian Burmese laws governing foreigners and Christians set up roadblocks at every turn. On top of this there is also the need to find people of integrity to partner with.

Later this year, Graeme and Kendal will fly to the Gold Coast, Australia - and begin a 2 week course of meetings and presentations hoping to find financial supporters to help them





# Off-shore - Tonga



BTI has been involved in Teacher Education in Tonga for quite a few years now. Historically, Tongan teachers have been dedicated and experienced volunteers, but have lacked formal training. BTI developed a Teacher Education programme in Tonga in response to approaches by the Free Wesleyan Church of Tonga and has seen many cohorts of students through the programme so far.

After twelve years of delivering an NZQA approved teaching diploma, Tupou Tertiary Institute (TTI) successfully gained approval from the Tongan National Qualification and Accreditation Board (TNQA) to offer its own Diploma in Teaching for preservice teachers. BTI staff continue to support this programme by leading an 'intensive week' at the beginning of each term.

TTI has also launched a Diploma in Social Practice, shaped collaboratively with BTI and drawing on elements of BTI Social Work and Counselling papers. Again, BTI staff

members facilitate the intensive week for several of these papers.

When staff visit Tonga, the intensive teaching occurs during the day. Other opportunities to serve include evening professional learning sessions for TTI staff, workshops for Associate teachers and placement supervisors, and public lectures. An example is a recent evening lecture, "Creation:Day 5: Awaian flight" presented by Alaster Gibson, which was very well received.

We are currently investigating ways to support research initiatives within TTI.





# New Staff at BTI

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Saying goodbye is never easy and it is always a bittersweet moment when we farewell those that have worked with us for many years. Yes, we will miss them and sometimes we wonder how we will cope without them. Ultimately though, we are really excited for them as they move on to begin new chapters in their lives.

The silver lining is that with every 'Goodbye' comes a new 'Hello' and in 2018 we welcomed four new staff members, all eager to begin their own journeys with us.



**Jane Falconer**  
Executive Assistant

Jane brings with her a wealth of experience in tertiary administration. Recently returning to Tauranga, Jane and her husband Ian look forward to spending more time with their six adult children (some whom are living overseas) and sixteen

grandchildren (some living with parents overseas). Jane enjoys walking, craft, cooking, good movies, and to relax she enjoys getting lost in a good book.



**Michelle Harrison**  
Accountant

Michelle has an extensive background in management accounting, more recently in the education sector and has a BMS from Waikato University.

Michelle has lived in Tauranga since 2003 with her husband and three children. In her spare time she enjoys attending dog agility and being part of a local choir.



**Anika Jeffries**

Programme Administrator  
School of Social Practice

Anika and her husband Alby along with their two young children, have recently moved back to the Bay of Plenty from Perth, Western Australia where they lived for 16 years. Anika is originally from Te Puke and is very happy to be back raising her children with family around. Both children attend Bethlehem College and are loving it. Anika has worked in a few tertiary institutes over the years, including The University of Western Australia and Alphacrucis, both of which she thoroughly enjoyed. Anika is very passionate about all things to do with Ministry and has been previously involved in leading Women's and Kids' Ministry. She is also an advocate for The A21 Campaign where she has raised money and awareness for many years to help put an end to human trafficking.



**Phillip Larking**

Educator  
School of Social Practice

Phillip teaches in the School of Social Practice and comes to BTI with experience in care and protection social work with the Open Home Foundation, and volunteer work in refugee resettlement and relief and development.

Phillip's Master's of Theology was a practical theology working with a former-refugee community from Myanmar, examining their experience of God through their refugee journey with outcomes that would support the community in their resettlement. He is passionate about God's heart for righteousness and justice in the world. Phillip is married to Raewyn and they have three adult children. Originally from Christchurch, Phillip and Raewyn have lived in Auckland and Porirua and are now enjoying making Tauranga their home. Phillip has a keen interest in cooking, curries and kombucha.

# Staff Publications



Arkwright, J. (2018). Inclusion in education: 'A piggy back will do?'. In C. Matthews., U. Edgington., & A. Channon. (Eds.). *Teaching with sociological imagination in higher education: Contexts, pedagogies, reflections.* (pp. 19-38). Singapore: Springer.

Arkwright, J. & Chihota, C. (2018). Using appreciative inquiry and multimodal texts as transformative tools within a Christ-following, missional, learning community. In J. Luetz, T. Dowden, B. Norsworthy (Eds.), *Reimagining Christian education: Cultivating transformative approaches* (pp. 259-269). London, England: Springer.

Bulkeley, B. (2018). Teaching counselling from a Christian worldview: Why and how do we do this? In J. Luetz, T. Dowden, B. Norsworthy (Eds.), *Reimagining Christian education: Cultivating transformative approaches*, (pp. 103-110). London, England: Springer.

Butcher, A. (2018). Doing cross-cultural research in New Zealand. In M. Tolich & C. Davidson (Eds.), *Social science research in New Zealand* (pp. 63-74). Auckland, New Zealand: Auckland University Press.

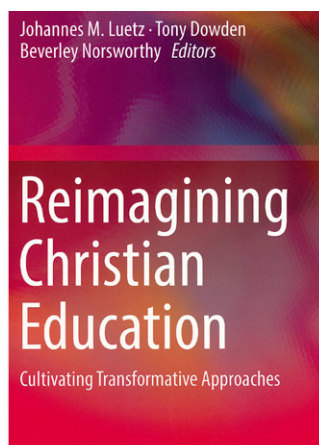
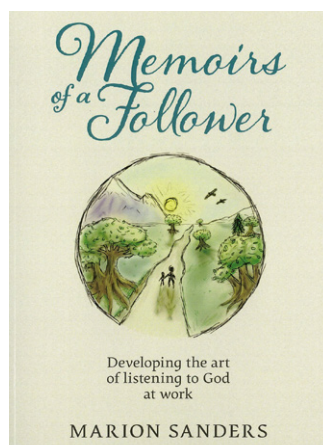
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Gibson, A. & Blake, J. (2018). Improving teaching practice and student learning through collaborative action research: A case study of an effective partnership programme involving teacher-educators and four middle school teachers. In R. V. Nata (Ed.), *Progress in Education* (Vol. 55). New York, NY: Nova Science Publishers Inc.

Norsworthy, B., Dowden, T., & Luetz, J. (2018). Learning and loves envisaged through the lens of James K. A. Smith: Reimagining Christian education today. In J. Luetz, T. Dowden, B. Norsworthy (Eds.), *Reimagining Christian education: Cultivating transformative approaches* (pp. 3-15). London, England: Springer.

Norsworthy, B., (2018). Transformative learning: Insights from first year students' experience. In J. Luetz, T. Dowden, B. Norsworthy (Eds.), *Reimagining Christian education: Cultivating transformative approaches* (pp. 91-101). London, England: Springer.

Sanders, M. (2018). *Memoirs of a follower: Developing the art of listening to God at work.* Tauranga, New Zealand: Castle Publishing Services.





# BTI Staff/Board of Directors

## BTI Staff

Dr Alaster Gibson	<b>Senior Educator: Teacher Education (Primary)</b> Ph.D, M.Ed.Admin (Hons.), B.A., Dip. Tchg., TTC (Prim.) Dip. Christian Min. (with Distinction), Cert. Sch. Middle Mgmt
Dr Andrew Butcher	<b>CEO &amp; Dean</b> BA VUW, BA (Hons) VUW, PhD Massey
Anika Jeffries	<b>Programme Administrator: School of Social Practice</b>
Dr Bev Norsworthy	<b>Head of Teaching &amp; Learning, Programme Leader: Master of Professional Practice</b> Ph.D., M.Ed.(Hons.), PGDip.Ed.(Adult Ed.), Grad.Dip.Curr.Dev., B.Ed., Dip.Tchg., TTC (Prim.)
Cathryn Bell	<b>Programme Leader: Teacher Education (Primary)</b> M.Ed., B.Ed., Dip. Tchg
David Osman	<b>Librarian</b> MLIS, B.A. (History)
Denice Morgan	<b>Educator: Teacher Education (ECE)</b> M Arts (Ed Drama), B Ed, Dip Tch (ECE)
Dr Dominic Chilvers	<b>Professional Leader, Social Work: School of Social Practice</b> PhD, Dip.Man., DTLT., DipSW
Francie Morris	<b>Educator: School of Social Practice</b> Post.Grad.Dip Education (Guidance), Dip.Couns
Dr Francine Bennett	<b>Programme Leader: Teacher Education (Secondary)</b> EdD, MEdAdmin(Hons), B.A.(Social Sciences), Dip.Tchg.
Gayle Te Kani	<b>Educator: Teacher Education (Secondary)</b> B.Ed (AdultEd). Dip.Tchg
Heather Kalisch	<b>PPE Coordinator: Teacher Education (Primary)</b> B.EdTch (Primary)
Helen Baker	<b>Marketing &amp; Communications Administrator</b> B.Mus
Helen Thurlow	<b>Practicum Set up &amp; Support Tutor</b> B.Couns
Helen Troughton	<b>Educator: School of Social Practice</b> M.A. (Education & Training); B.A. (Hons) (SW)
Huikakahu Kawe	<b>Kaumatua</b>
Dr James Arkwright	<b>Head of School: School of Social Practice</b> Ed.D., M.Ed. (Couns.) (Hons.), B.A., Dip Ag.
Jan Dean	<b>PPE Coordinator: Teacher Education (Secondary)</b> B.A, Dip.Tchg
Jan Kawe	<b>Kuia</b>
Jane Falconer	<b>Executive Assistant</b> NZIM Dip Mgmt (L6), BoPPoly Dip Bus, Nat Cert Bus Admin (L4)
Janette Blake	<b>Educator: Teacher Education (Primary)</b> MEd., BEd., DipTchg (Primary)
Joanne Barnes	<b>Team Leader: Support Services, Programme Administrator: Master of Professional Practice</b>
Jocelyn Flett	<b>Educator: Teacher Education (ECE)</b> Dip BS (Business Studies), Dip BS (Biblical Studies), BSocSci Ed, Grad Dip Teaching (EC), Postgrad Dip Spec Teaching Dist El).

# BTI Staff/Board of Directors

Johnny Wilson	<b>IT Systems Administrator</b>
Karen Fransen	<b>Educator: School of Social Practice</b> B.Couns
Karyn Robertson	<b>Programme Leader: Teacher Education (ECE)</b> M.Ed.L.M., B.Ed., Dip Tchg (ECE), Dip. Chn. Min., NZ National Nanny Cert
Katharina Boehm	<b>Practicum Coordinator (Counselling): School of Social Practice</b> B.Couns, BSW
Lynda Coley	<b>Educator: School of Social Practice</b> MIndS, BSP, DipSW, Grad Dip Supervision, Dip Adult Ed
Maree Wilson	<b>Receptionist</b>
Dr Marion Sanders	<b>Team Leader: Off-shore Programmes, Senior Educator: Teacher Education (Primary)</b> Ph.D., M.Ed.St., B.A., Adv. Dip.Tchg., TTC (Prim.)
Marion Vukona	<b>PPE Coordinator: Teacher Education (ECE)</b> Grad.Dip.ECE
Michelle Harrison	<b>Accountant</b> BMS
Penny Merton	<b>Programme Leader: NZ Certificate in Study and Career Preparation, Learning Advisor</b> M Ed (Christian Studies); B Ed (Distinction); Grad Dip Sec; B For Sc
Peter Maslin	<b>Educator: Teacher Education (Secondary)</b> MA (Hons), M.Ed, GradDipSec
Phillip Larking	<b>Educator: School of Social Practice</b> MTheol, MAppSW, DipTchg (Primary)
Rachelle Hulbert	<b>Educator: Teacher Education (Primary)</b> MA, PGCert (GATE), Dip Tchg (Primary), Dip Prac Th
Dr Simon Webb	<b>Learning Advisor</b> Ph.D., M.A., Dip.H.S.
Sonia Bernard	<b>Learning Advisor &amp; International Coordinator</b> B.A. English (Hons), Dip Tchng. (Primary) & Secondary ESOL Cert
Sue Hardgrave	<b>Programme Administrator: Teacher Education, NZ Cert in Study &amp; Career Preparation</b> Certificate in Supporting Teaching and Learning in Schools (UK)
Vicki Roberts	<b>Learning Advisor &amp; Educator: School of Social Practice</b> B.A. (History)

## BTI Board of Directors

Bernadette Lampp	B. Bus., HRINZ
Dr David Tweed	<b>Chair</b> Ph.D. (Newcastle), MBA (Hons.), Dip.Acc., B.Agr.Sc., Dip.Bus.Stud. (Massey), CA, AAMINZ, AN-ZAM, ANZIM
Jacqui Burne	B.Ed, Dip.Tchg, M.Ed (Adult Ed)
Dr Margaret Canter	BHSc (Otago), PhD (London)
Rev. Simon McLeay	C.A, B.D. M.Min
Dr Terry Fulljames	Ed.D. (New England), M. Ed. Admin (Hons) (Massey) LTCL, ATEMF



“BTI is not just about the qualification. It is about learning and living as Christ expects us in the classroom environment. I am not the same person because of BTI and I am so blessed to have been educated by those who have such a passion for individuals and education through a biblical perspective. BTI has an amazing way of developing people into passionate teachers”

BTI Graduate 2018





GREAT PLACE,  
GREAT PEOPLE,  
GREAT HEARTS + MINDS

