

Wellbeing Sabbatical Report

Ko Matairangi te maunga
Ko Waimapihi te awa
Ko Raukawa te moana
Ko Te Kura o Te Aro tō tātou pou herenga waka
Ko au te tūmuaki o te Kura
Ko Sue Clement tōku ingoa

I am honoured to be the principal of Te Aro School, a position I have held since 2011.

Te Aro School is a Year 1–8 full primary school in central city Wellington. A third of our school speaks English as their second or third language. We celebrate our school's rich cultural diversity with students from over 30 different cultural groups.

As a school, we are committed to honouring the principles of the Treaty of Waitangi and the bicultural foundations of Aotearoa New Zealand. We have, over the past few years, had a focus on developing culturally responsive pedagogy and practices as we strive to ensure equitable outcomes for our Maori and Pasifika learners. We continue to explore how our young people's cultural norms are valued and validated throughout their school day. This work sits alongside and is linked to our strategic focus on student and staff wellbeing.

Sue Clement
Te Aro School
Term 4 2018

Acknowledgements

Whāia te mātauranga hei oranga mō koutou
Seek knowledge for the sake of your wellbeing.

I am very grateful to the Te Aro School's Board of Trustees for supporting my professional learning, including my Term 4 sabbatical in 2018. Ngā mihi nui ki ngā tāngata kua tautoko mai nei ki tēnei kaupapa i ahau e ako ana. Inarā, mō te wāhanga tuawhā o tērā tau mō tāku hāpato.

My thanks to Anna Morgan and Ray Teahen, members of the school's leadership team, who stepped up and took the helm in my absence. Without their support, as well as the support from the staff team I would not have been able to have had this time to step away from school so that I could enjoy extended periods of reading, thinking, reflecting, meeting with people, planning, re-energising, and re-focussing myself.

I would like to acknowledge the Ministry of Education for the opportunity to take a term to learn and refresh my thinking and my leadership practices through their support of the Primary School Principals' Sabbatical Programme.

My thanks to the many people whom I met with leading up to and during my sabbatical. In the body of this report I acknowledge each of their influences on my thinking about wellbeing. My meetings and discussions with each person extended my thinking about both student and staff wellbeing. In particular, the work of Dr Ann Milne broadened the scope of my focus on student wellbeing to the importance of recognising cultural identity as a key component of wellbeing.

As my sabbatical drew to a close, the work of Fitzpatrick et al., 2018 (*Mental Health Education and Hauora: Teaching interpersonal skills, resilience and wellbeing*) challenged me to consider a critical approach to mental health education, in particular for our Year 7 & 8 students. This approach will require us to focus on individual health and wellbeing, as well as a study of social inequalities. A shift in my thinking in this area means attending to social issues such as identity, gender and sexuality inequalities, homophobia, racism, ableism, discriminations, and bullying. Such an approach also requires schools to focus on broader social and political contexts, not just exclusively on the individual.

My thanks, too, to the following Te Aro senior students Joseph, Tallulah, Fergus, Rama, Callum, Solomon, Otis, Onel, Mareika, Mia and Lucy for meeting and talking with me; and for helping me to make more sense of the reading and researching I had been undertaking. Ngā mihi nui ki a koutou.

Finally my thanks to the 2019 student wellbeing leadership team of Mareika, Nina, Jeffry, and Callum who have begun working with me to ensure we progress our Te Aro wellbeing journey with a strong student voice. Kake tonu Te Aro. Ever upwards Te Aro.

Background and Rationale

The key topic area for my sabbatical had arisen from my own and the teaching team's concern about the growing number of students who were presenting with heightened levels of anxiety and trauma. We know that our students' mental health impacts on their ability to learn; their ability to engage with the school curriculum and activities; their ability to make and keep friends; and their ability to flourish in their wider lives, culturally and socially.

Support for a focus on students' wellbeing exists in professional frameworks including the [Code of Ethics for Registered Teachers](#) and the [Practising Teacher Criteria](#).

The following statistics highlight the state of wellbeing for New Zealand children and young people:

- One in seven New Zealanders will experience depression before they are 24 years old
- One in four New Zealanders will experience anxiety
- One in five people with depression or anxiety will experience both at the same time (*Te Rau Hinengaro: The New Zealand Mental Health Survey. Wellington: Ministry of Health. 2006.*)
- New Zealand has the highest rate of youth suicide amongst the 37 OECD countries for 15–19 year olds (*UNICEF Office of Research. 2017*)
- In 2011/2012, 14% of New Zealand adults (more than 500,000 people) were diagnosed with depression and a further 6% (more than 200,000 people) were diagnosed with anxiety disorders
- NZ College of Psychiatrists spokesperson Arran Culver said in April, 2016 that there is a growing demand on youth mental health services. "It's not that young people have different problems than they did 13 years ago — it's just that there are more of them experiencing them. More severe depression. More severe anxiety. More self-harm. More post-traumatic stress — the list goes on." He says there are more young people with real challenges just coping with day-to-day living.
- Some of the key findings from the [2016 Wellbeing and Mental distress in Aotearoa](#) snapshot are that four in five adults have personally experienced mental distress (from 15 years up) at some point in their lives and/or know of someone who has; and 15 to 24 years old reported high levels of mental distress and isolation.
- There is a rise in anxiety reported amongst our young people, with psychologists not being able to meet their needs. Findings from the 2017 [Kei Tei Pai?](#) report provide an overview of

the state of the Mental Health of 1762 tertiary students studying towards bachelor degrees and experiencing high levels of psychological distress.

Maslow's Hierarchy of Learning states that people need to achieve their most basic needs before they can access the higher order of learning. High levels of stress in children results in our students' reduced ability to manage their emotions and impulses and in turn this means they are less likely to be able to learn.

Wellbeing, or lack of it, can affect a student's engagement and success in learning. As educators we need to understand the potential for wellbeing to bring about positive change, what is required to foster wellbeing, and how it can become a powerful force in the student's learning and development (*NSW Government. 2015*).

Evidence suggests that a small improvement in wellbeing can help to decrease some mental health problems and also help people to flourish (*The Foresight Project (UK). 2008*).

Recent ERO publications highlight the importance of schools promoting the wellbeing of all students, as well as the need for systems, people, and initiatives to respond to wellbeing concerns for students who need additional support.

Student wellbeing is strongly linked to learning. A student's level of wellbeing at school is indicated by their satisfaction with life at school, their engagement with learning, and their social-emotional behaviour. It is enhanced when evidence-informed practices are adopted by schools, in partnership with families and community. Optimal student wellbeing is a sustainable state, characterised by predominantly positive feelings and attitude, positive relationships at school, resilience, self-optimism and a high level of satisfaction with learning experiences (*Noble et al. 2008. p.30*).

The purpose of my sabbatical was to:

- Investigate successful approaches, practices and strategies that will promote and strengthen student and staff wellbeing
- Identify and explore effective strategies and techniques to build student resilience that we can adopt, model and teach them how to thrive at school
- Ensure that this is a continuation of the work already underway at Te Aro but with more clarity and purpose

Activities Undertaken and References

Mā te rongo, ka mōhio

Mā te mōhio, ka mārama

Mā te mārama, ka matau

Mā te matau, ka ora

Through listening comes awareness

Through awareness comes understanding

Through understanding comes knowledge

Through knowledge comes life and wellbeing

Meetings and Seminars

**Attended Positive Education
Conference in Christchurch,
6 & 7 April 2018**

Key and important themes of the conference included:

- The work of Wiremu Gray in developing Te Whare Mauri Ora, building on from Mason Durie's Te Whare Tapa Wha and the Mental health Foundations' 5 foundations of mental health
- Angus MacFarlane shared with conference attendees his Educultural Wheel, a theory of student management designed to support the development of positive Interactions between teachers and Māori students, and building on what Māori students had identified as being most beneficial to their learning — the relationship they had with their teachers.

The Educultural Wheel shows how Whānaungatanga, Kōtahitanga, Manaakitanga, Rangatiratanga and Pūmanawatanga are interrelated and vital for students' learning. It gives examples of what is included in each of these aspects.

<http://www.vln.school.nz/file/view/852642/educultural-wheel-angus-macfarlane-2011>

- Dr Denise Quillan discussed embedding a strengths focus in our schools, working with staff and students' strengths. Discussions worth having:
 - What does wellbeing mean to you?
 - What does strengths mean for you?
 - What do strengths mean to your family?
 - What strengths do we each bring to our work at our school?
 - What strengths am I using?
 - What strengths could I use more of? Less of?
 - With a focus on strengths what might change for each of us? For our students?
- Dr Emma Woodward in her work with young people with anxiety uses Martin Seligman's 24 character strengths to help young people face challenges and problems by leveraging their strengths
- Professor Toni Noble noted we needed to be teaching our children:
 - Rational thinking skills
 - Optimistic hopeful thinking skills
 - Self management skills
 - Problem solving skills
 - Courage and pro-social values
 - Social skills (including cooperative learning skills) and empathy
 - Realistic self knowledge
 - Skills for managing strong emotions
- Lucy Hone's conference summary key points included:
 - School leaders need to be on board with and committed to the school's focus on wellbeing
 - Make your strategy your own, adapt things to

	<p>the school's culture</p> <ul style="list-style-type: none">○ Choose a wellbeing model that you can adapt and use it as a framework that fits your school, e.g. Te Whare Tapa Whā or the Mental Health foundation's five principles or Seligman's PERMA framework○ Come up with your own definitions○ Come up with your school's rationale for doing this work○ Have a focus on strengths○ Introduce and teach mindfulness○ Plan and implement a resilience programme○ Explicitly teach social and emotional skills to our students○ Build on what you are already doing well (using an appreciative lens)○ Use the huge amount of material that's freely available○ Share what goes well — make time to do this!○ Start with the staff — they need to understand what wellbeing is, learn it, live it, harness the early adopters○ Get everyone on board — engage with all stakeholders so that everyone understands about wellbeing○ Don't rush — health by stealth, it might take a whole cohort of students○ Measure broadly and as much as you can○ Make it a strategic goal
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Attended Applied Positive Psychology course, facilitated by Robert Ritchie in Auckland, August 2018

Positive Psychology is the field of science that explores optimal human functioning and aims to discover the factors that enable individuals and communities to thrive. Whereas traditional psychology explores what's wrong with us and is very much focused on a disease model, Positive Psychology asks what is right with us. We can become mentally unhealthy when we get stuck in anger, anxiety, depression, judgement, or guilt. Positive Psychology offers us tools for coping with negative events, enhancing positive experiences, and flexibly moving through the whole gamut of human emotions as we journey through life.

This course focussed on how to lead cultural change to enhance wellbeing and improve staff and student performance. The course covered the key theories and concepts in the field of positive psychology — building on people's strengths rather than remediating their weaknesses.

Geelong Grammar School [shares their journey](https://www.ggs.vic.edu.au/School/Positive-Education/What-is-Positive-Education) of using the science of positive psychology with best practice teaching. <https://www.ggs.vic.edu.au/School/Positive-Education/What-is-Positive-Education>

The site includes a range of positive education film clips, framework models, and key concepts which are downloadable.

Attended CORE Education workshop — Creating classroom environments to support wellbeing and engagement, October 2018

Workshop facilitated by Linda Ojala

The **Collaborative for Academic, Social, and Emotional Learning (CASEL)** defined Social and Emotional Learning (SEL) — students learn to understand and manage their emotions and learn to recognise the emotions of others; understand, set and achieve positive goals; feel and show empathy for others; establish and maintain positive relationships (make and keep friends); solve problems in peaceful ways; and make responsible decisions.

CASEL has identified five interrelated sets of cognitive, affective, and behavioral competencies. The definitions of the five competency clusters are:

Self-awareness: The ability to accurately recognise one's emotions and thoughts and their influence on behaviour. This includes accurately assessing one's strengths and limitations and possessing a well-grounded sense of confidence and optimism.

Self-management: The ability to regulate one's emotions, thoughts, and behaviours effectively in different situations. This includes managing stress, controlling impulses, motivating oneself, and setting and working toward achieving personal and academic goals.

Social awareness: The ability to take the perspective of and empathise with others from diverse backgrounds and cultures; to understand social and ethical norms for

	<p>behaviour; and to recognise family, school, and community resources and supports.</p> <p>Relationship skills: The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. This includes communicating clearly; listening actively; cooperating; resisting inappropriate social pressure; negotiating conflict constructively; and seeking and offering help when needed.</p> <p>Responsible decision-making: The ability to make constructive and respectful choices about personal behaviour and social interactions based on consideration of ethical standards; safety concerns; social norms; the realistic evaluation of consequences of various actions; and the wellbeing of self and others.</p> <p>Social Emotional Learning Core Competencies https://sel.cse.edu/social-emotional-learning-core-competencies/</p>
<p>I met with the following people leading up to and during my sabbatical:</p>	<ul style="list-style-type: none"> ● Suskya Goodall, Victoria University of Wellington PhD student researching leading factors and major themes for teacher wellbeing. Suskya challenged me to think and read beyond student wellbeing and to consider staff and institutional wellbeing, noting that teachers flourishing is pivotal to schoolwide wellbeing and a flourishing school. <p>In our discussions we explored some of the leading factors/major themes for teacher wellbeing including:</p> <ul style="list-style-type: none"> - Continued professional learning linked to wellbeing. - Coaching linked to staff wellbeing, leading to enhanced wellbeing and school-wide morale - Relationships - Agency and autonomy (both staff and student), being part of the decision making, opportunities to develop self efficacy - Teacher and student wellbeing is an individual, collective and community responsibility (McCallum and colleagues, 2017) - As part of promoting wellbeing practices in schools school leaders can: <ul style="list-style-type: none"> - Plan deliberately for and protect teacher collaboration time - Make time for ongoing opportunities for individuals and the staff team as a whole to reflect - Allow for inquiring into practices collaboratively - Develop coaching and mentoring practices across the staff team - Provide open avenues for teachers to share their opinions and ideas so they feel heard and feel they are contributing to

	<p style="padding-left: 40px;">school decisions</p> <ul style="list-style-type: none"> - Provide ongoing opportunities to share personal, professional, team and schoolwide successes - Co-construct shared values, goals and expectations for teacher wellbeing within the wider school wellbeing foci - Continue to champion a manageable workload <ul style="list-style-type: none"> ● Kirsty Ferguson Discussed restorative practices PLD as part of strengthening relationships across the school. As my sabbatical drew to a close discussions with Kirsty also helped me to get underway in synthesising the recurring key themes so I could begin to pull together my thinking. ● Kimberley Anastasiadis Discussed with Kimberley restorative justice model; Safe and Peaceful Schools, a narrative-based approach to restorative practices; and strengths-based coaching. Kimberley introduced me to Lacey Blass. ● Lacey Blass, strengths-based coach. Discussed with Lacey building an understanding amongst the staff of each others' strengths — appreciating our strengths and the strengths of others, bouncing/building off the strengths of others. ● Jude Pentecost, Principal of Worsler Bay School, positive psychology and positive education champion. Jude urged me to narrow my wellbeing focus. I found this a challenge as my discussions with Jude coincided with my exploration into the links between student wellbeing and student identity and culture. This exploration expanded my areas of research rather than narrowed it! ● Wellbeing Cluster attendees that met throughout 2018 at Raroa Intermediate School. My thanks in particular to Christine Brown, Stephen Eames and Marian Williams who welcomed me into this professional learning group. Membership of this group has promoted collaboration and community; and given me time to reflect in order to clarify and refine my thinking and practices in relation to institutional wellbeing. ● Nicole Macquet, previously guidance counsellor at Aotea College. More recently had worked with the Ministry of Education to develop a model for schools to work with the Wellbeing@School survey data. Helps to position young people with a voice and alongside staff to build meaningful partnerships. <p>Nicole and I talked about how we can position ourselves alongside our young people to understand their points of view — how can we get into the box 'with' them — to be able to co-</p>
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	<p>construct approaches to wellbeing and create a shared understanding of each other's positions, being open to and accepting of young people being the experts in their own lives.</p> <p>Nicole challenged me to share the wellbeing student survey data with the students, asking them what does the data mean to them and asking them to help me understand it.</p> <ul style="list-style-type: none"> - What stood out for them? — positive, negative and interesting - What surprised them the most? - What would they like to see change? - What do they think they could help change? - What goals might we develop? <ul style="list-style-type: none"> ● Year 7 & 8 Te Aro students (Joseph, Tallulah, Fergus, Rama, Callum, Solomon, Otis, Onel, Mareika, Mia and Lucy) who had met with the Prime Minister Jacinda Arden on 25 October 2018. The students shared with her their thoughts on wellbeing.
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Literature Review

<p>Reviewed ERO publications including <i>Draft Evaluation Indicators for Student Wellbeing 2013</i> and <i>Wellbeing for Success</i></p>	<p>ERO noted that schools with good wellbeing practices had common themes in their approach to promoting wellbeing for all students and responding to specific wellbeing concerns and issues.</p> <p>The following themes were evident in the schools with effective practice:</p> <ul style="list-style-type: none"> ● We can do better. ● Improvement focus. ● Recognising the need for a balanced focus on wellbeing and achievement. ● Providing layers of support. ● Systems, people, and initiatives 'wrap around' students. ● Making implicit school values explicit. ● Schools using restorative practices. ● We want the best for all of our students. ● Wellbeing was planned for in the curriculum. <p>Culture of wellbeing</p> <ul style="list-style-type: none"> ● Each school developed an agreed set of values to underpin the actions in their school. Most of the schools had worked with their community to do this. ● Leaders developed a culture of wellbeing based on shared values and positive relationships throughout the school community. ● Restorative practices played a powerful part in establishing this culture, empowering students to lead and take increasing responsibility for their
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actions.

- Many schools had a focus on cultural sensitivity to ensure their school culture was inclusive.
- Planning for wellbeing was a conscious action. Positive and trusting relationships are at the centre of effective efforts to promote student wellbeing, creating a sense of connection and belonging within the school community.
- School values were embedded and integrated into everything school leaders and teachers did — from strategic planning, development of policies, and school systems, to relationships throughout the community and into the classroom.
- Schools successfully promoting wellbeing had a clear vision of what they wanted for their students.
- Many schools had specific wellbeing goals in their strategic plans, with targets to work towards.
- Principals regularly revisited the culture to strengthen it with existing staff and to make sure that new staff were clear about how they were expected to act in the school. These actions ensured ongoing sustainability and provided opportunities to refine the culture.

Wellbeing in the curriculum

A focus on wellbeing ties together the New Zealand Curriculum's vision, principles, values, key competencies and learning areas. Schools that had good wellbeing practices in place had the following things in common:

- Wellbeing values were consistently actioned in the curriculum, in relationships, and through celebrations. Values were taught explicitly and modelled by leaders, teachers and students.
- Curriculum opportunities for promoting wellbeing were planned for. Particular consideration was given to the social, emotional and physical aspects of wellbeing.
- School leaders recognised that enhancing student wellbeing was a shared responsibility and that partnerships with whānau, the community, and relevant support services were vital.

In **Wellbeing for Success: Draft evaluation indicators for student wellbeing** (November, 2013), ERO identified five principles as common themes in the evidence and research on effective programmes and initiatives to promote and respond to the multi-dimensional nature of student wellbeing:

- **Positive and trusting relationships** are at the centre of effective efforts to promote student wellbeing, creating a sense of connection and belonging within the school community.
- **The strengths** of students and their whānau are valued and used as the basis for promoting and responding to student wellbeing.
- **Cohesion** across policies, practices, interventions and initiatives contributes to an integrated, joined up, well 'glued' and seamless approach to promoting student wellbeing.

	<ul style="list-style-type: none"> ● Inquiry is dynamic, considers the school context, uses a wide range of information sources, and acts upon findings to improve student wellbeing, driving improvements in both learning and teaching contexts. ● Collaboration enables the inclusion and involvement of students, teachers, leaders, parents, whānau, and community in promoting student wellbeing. <p>Schools with good wellbeing practices were consistent, coherent and had a balance across each of the principles. Leaders, teachers and support staff, students, parents, whānau, and the wider community worked together to implement a shared vision of wellbeing, to ensure opportunities to learn and thrive for all students.</p> <p>Schools have an ethical, professional, and legal responsibility to ensure their practices promote the wellbeing of all students. This responsibility is outlined in the Code of Ethics for Registered Teachers and NAG5 which requires Boards to provide a safe physical and emotional environment for students. These expectations lay down a challenge for all schools to strive to make a difference to the wellbeing of all students.</p> <p>ERO identified nine key concepts or outcomes for student wellbeing:</p> <ul style="list-style-type: none"> ● Students have a sense of belonging and connection to school, whānau, friends, and the community ● Students experience achievement and success ● Students are resilient, have the capacity to bounce back ● Students are socially and emotionally competent, are socially aware, have good relationships skills, are self-confident, are able to lead, self manage and are responsible decision-makers ● Students are physically active and lead healthy lifestyles ● Students are nurtured and cared for by teachers at school, have adults to turn to who grow their potential, celebrate their successes, discuss options, and work through problems ● Students feel safe and secure at school, relationships are valued, and expectations are clear ● Students are included, involved, engaged, invited to participate, and make positive contributions ● Students understand their place in the world, are confident in their identity, and are optimistic about the future
<p>Reviewed Ministry of Education document <i>Tū Rangatira — Maori Medium Educational Leadership (2010)</i>.</p>	<p>Tū Rangatira (2010) focusses on leadership in Maori medium contexts. It is the only MOE leadership document that I accessed that mentions teacher or staff wellbeing.</p> <p>Educational leadership is primarily focussed on improving teacher effectiveness, learner achievement, and wellbeing. The focus of the leader needs to be on the physical, emotional, social and educational wellbeing of</p>

	<p>every individual.</p> <p>The model outlined in Tū Rangatira advocates investing in strengths, opportunities and successes.</p> <p>The role of the leader — He Kaitiaki protects and nurtures a caring environment where people and ideas are valued; health, safety, and wellbeing are enhanced; and relationships are strong. A primary focus of this role is the care and protection of the health, safety, and wellbeing of learners and staff, and an essential part of this is the care for oneself, and leading from a position of good health and wellbeing. (p.17) Leadership practice goal — to maintain and enhance the wellbeing of learners, staff and whānau in a manner that is underpinned by core values. The leader performs their role by</p> <ul style="list-style-type: none"> - Creating an environment that stimulates and enhances learners' wellbeing - Protecting and preserving the wellbeing of learners - Caring for oneself and maintaining personal wellbeing in order to be able to fulfill the demands of the leadership role - Creating an environment that upholds the core values of the kura community <p>Role of the leader — He Kaiwhakarite (manager) supports and protects the wellbeing of learners, staff and whānau by</p> <ul style="list-style-type: none"> - Managing systems and practices that encourage and support personal contentment as a key component of wellbeing - Supporting learners, staff and kura through personal and professional challenges - Managing staff according to correct procedures, supported by effective policy <p>Role of the leader — He Kanohi Matara (visionary) is prepared for challenges to the wellbeing of learners, staff and whānau by</p> <ul style="list-style-type: none"> - Being sensitive and mindful of the circumstances and situations of learners, staff and whānau - Ensuring teaching and learning practices are appropriately adjusted to meet the personal needs of individuals and groups - Being informed about events in the kura community and wider society that may impact on the kura, learners, staff, kura whānau, and iwi educational goals - Developing and maintaining strong collaborative relationships and accountability partnerships with educational organisations, social agencies, and iwi entities - Creating a teaching and learning environment focussed on positive outcomes - Interacting on a professional level with other leaders to build a learning community of mentoring, coaching and collaborative alliances <p>Role of the leader — He Kaiako (teacher and learner) leads teaching practices that support and protect the</p>
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	<p>health, safety and wellbeing of learners, staff and whānau by</p> <ul style="list-style-type: none"> - Providing a teaching and learning environment that assures the health, safety and personal contentment of mind, body and spirit of learners and kura whānau - Ensuring each individual is able to enjoy a sense of satisfaction and happiness in their learning experiences <p>Role of the leader — He Kaimahi (worker) leads by doing, with a goal of working alongside learners, staff and whānau to support and promote their health, safety and wellbeing by</p> <ul style="list-style-type: none"> - Maintaining relationships with learners, staff and kura whānau to support and promote health and safety practices that encourage wellbeing <p>Role of the leader — He Kaikotuitui (networker) identifies best practice, behaviour and tikanga in a way that supports the health and wellbeing of learners, staff and kura whānau by</p> <ul style="list-style-type: none"> - Implementing tikanga based on best practice and behaviours that everyone can acknowledge and respect <p>Role of the leader — He Kaiarataki (advocate) facilitates and implements strategies that support and protect the wellbeing of learners, staff and whānau by</p> <ul style="list-style-type: none"> - Developing practices within the kura that ensure personal dignity and respect are given to each individual - Designing and implementing codes of ethics and conduct to guide learners, staff and kura whānau practice
<p>Reviewed The Social Report 2016 – Te pūrongo oranga tangata</p>	<p>Cultural identity is important for people's sense of self and how they relate to others. A strong cultural identity can contribute to people's overall wellbeing. Identifying with a particular culture helps people feel they belong, and gives them a sense of security. An established cultural identity has also been linked with positive outcomes in areas such as health and education. It provides access to social networks, which provide support and shared values and aspirations.</p> <p>This work linked to and overlapped with the work we were undertaking as a school in relation to developing and strengthening our culturally responsive pedagogies and practices.</p>
<p>http://www.educationalleaders.govt.nz</p>	<p>I valued reading the following principal sabbatical reports:</p> <ul style="list-style-type: none"> - Rosalind McQuillan- Mains 2011 - Petrina Eastwood 2017 - Deborah Smith 2018 - Douglas White 2018

<p>Reviewed the Ministry of Education’s Te Pakiaka Tangata — Strengthening Student Wellbeing for Success — guidelines to assist New Zealand secondary schools and wharekura in the provision of good practice in pastoral care, guidance, and counselling</p> <p>https://www.education.govt.nz/school/student-support/student-wellbeing/guidelines-for-the-provision-of-pastoral-care-guidance-and-counselling-in-secondary-schools/</p> <p>Published November 2017</p>	<p>These guidelines are the result of an ERO evaluation of the provision of guidance and counselling in secondary schools. They bring together what we know works well in schools. The guidelines emphasise the importance of greater collaboration between social and health agencies, schools, whanau and community agencies.</p> <p>Although this document was written specifically for secondary schools, it is a resource that primary and intermediate schools would also find of value as schools explore how they can integrate student safety and wellbeing into their school culture.</p> <p>The guidelines are evidence-based, strategic, and practical. They draw on a range of New Zealand research and a wide range of stakeholders from around the country.</p> <p>Both the reference section and the appendix in this document provide valuable links to relevant wellbeing information.</p>
<p>Reviewed The Office of the Children’s Commissioner — Culture and identity and the links to young people’s wellbeing, (September 2017) — Child and Youth Voices on their positive connections to culture in Aotearoa</p>	<p>Young people interviewed and consulted by The Office of the Children’s Commissioner (OCC) shared that:</p> <ul style="list-style-type: none"> - Culture is an important part of who they all were. It gives them a sense of belonging, that others share their values and beliefs, to know who they are and where they come from - Strong cultural identity can contribute to people’s overall wellbeing — for young people, developing a positive cultural identity is linked to protective factors against risks to their wellbeing and resilience from adverse situations. - Key insights from young people who are positively engaged with their culture included: <ul style="list-style-type: none"> <i>My culture is a big part of who I am (and I wish I knew more about it)</i> <i>My school supports me to have pride in my culture (but it could do more)</i> <i>I can celebrate and express my culture most at home</i> <i>My family connects me with my culture</i> <i>My culture is not well understood by the general public</i> - The Office of the Children’s Commissioner has noted that a continued focus on improving children and young people’s knowledge and pride in their culture could contribute to good education policy and practice. - The Children’s Commissioner’s work also noted that there are further opportunities for communities to foster and appreciate cultures, so that young people feel free to celebrate theirs. - For The Office of the Children’s Commissioner to advocate well for our children, they will need to

	<p>ensure that their cultural diversity and identity is recognised, respected, considered, and embraced.</p> <ul style="list-style-type: none"> - Schools need to consider how they can improve opportunities for cultural connectedness and support their young people to have pride in their culture. Young people shared with the OCC that they wanted schools to delve deeper into their cultural identities and move beyond kapa haka, dance, music, and food to more deeply understand and explore their cultures.
<p>Reviewed the government’s proposed Child and Youth Wellbeing Strategy Outcome Framework https://dpmc.govt.nz/sites/default/files/2018-10/cyws-proposed-outcomes-framework.pdf</p>	<p>The government’s desired outcomes, which made immediate and direct links to the aspirations of senior Te Aro students included:</p> <ul style="list-style-type: none"> - Families, whānau, homes and schools are safe and nurturing - Children and young people being safe and supported at school and online so that they are protected from victimisation - Children and young people live in sustainable communities and environments - Children and young people feel connected to their family, whānau and communities, and are actively included in schools, communities and society - Children and young people are valued and respected for who they are and are supported to have their voices heard - Children and young people are empowered to make age-appropriate decisions - Children and young people are supported to cope with life’s challenges and to heal and recover from trauma, so they have positive mental wellbeing - Children and young people have strong networks of trusting, caring relationships with family, whānau, peers, communities and school
<p>What makes a Good Life — Children and young people’s views on wellbeing Published by the Office of the Children’s Commissioner and Oranga Tamariki February 2019</p>	<p>This report was a collaboration between the Office of the Children’s Commissioner and Oranga Tamariki, Ministry for Children who were asked to gather information from children and young people to ensure their voices were heard in the development of the Child and Youth Wellbeing Strategy.</p> <p>The most common responses of young people, when asked an open-ended question about what a good life means to them, related to having fun, feeling contented, having supportive family and friends, having basic needs met. Other responses related to being healthy (including mental health), feeling safe, having a good education, and feeling valued and respected.</p> <p>When asked the three most important things for children and young people to have a good life, the things they most frequently selected from a defined list were:</p>

	<ul style="list-style-type: none"> ● parents/caregivers have enough money for basic stuff like food, clothes and a good house to live in ● Children and young people have good relationships with family and friends ● Children and young people are kept safe from bullying, violence or accidents ● Children and young people are valued and respected for who they are <p>Young people interviewed shared the following insights :</p> <ul style="list-style-type: none"> ● Accept us for who we are and who we want to be — we want to be accepted for who we are, supported in our identities, respected, listened to, and believed in. ● Accept me for who I am and celebrate my identify. We want the important adults in our lives to help build our confidence, self-esteem and self-worth, so we can realise our hopes and dreams. <p>Acceptance was mentioned by almost all of the children and young people who were spoken to — acceptance in relation to culture, ethnicity, gender, and mental health. They spoke about the need to educate people as a way of promoting acceptance, teach empathy, and to support young people as they explore their identity.</p> <p>Acceptance included celebrating children and young people’s cultures. They shared:</p> <ul style="list-style-type: none"> ● Māori language week shouldn’t just be one week. It should be the kaupapa for everyday life. The community should see our Māori culture. ● They wanted others to embrace Māori culture and wanted to hear te reo māori used by everyone. ● Some recognised their lack of knowledge about their culture. They said they wanted to be able to learn more and share that with others. ● Whānau and whakapapa. Knowing where you come from builds confidence. ● Almost all the young people spoken to mentioned respect — they wanted adults to respect them and they wanted children and young people to respect each other. ● Being listened to was a fundamental part of being respected. ● Being able to have a say about decisions that affect them. Children and young people talked about wanting help to make the right choices. They wanted adults to realise that sometimes they will make the wrong choices and they need support to be able to learn and grow from these experiences.
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Online Resources

<p>www.kidsmatter.edu.au Now accessed through https://beyou.edu.au/</p>	<p>Be You aims to transform Australia’s approach to supporting children’s and young people’s mental health in early learning services and schools, from early years to</p>
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	<p>18.</p> <p>A strong cultural identity is important to a child's mental health and wellbeing. Having a strong sense of their own cultural history and traditions helps children build a positive cultural identity for themselves, gives them a sense of belonging and self-esteem, and supports their overall wellbeing.</p> <p>When children have a strong cultural identity, they are well-placed to make social connections with others and develop a sense of belonging to their community, even if the community's cultures are different to their family culture.</p> <p>Having a positive sense of belonging in both settings (home and school) helps children move between cultures with greater ease and confidence, and can increase their engagement.</p> <p>In turn, belonging builds children's self-esteem and resilience, and reduces the likelihood they will experience depression and anxiety.</p>
<p>Kia Eke Panuku 2013–2016 Now accessed through https://poutamapounamu.org.nz/</p>	<p>Culturally responsive and relational leaders and teachers are potential focused. They understand they have the agency to create contexts for learning within which Māori learners can enjoy and achieve education success as Māori, and they use evidence of this to understand their own effectiveness.</p> <p>In a video clip Māori students draw from their own experiences to discuss the concept of identity and the central role schools play in the identity development of Māori students. They share that it is important that the knowledge Māori students have, about who they are and where they come from, is acknowledged and valued within the school setting. The interviewees encouraged teachers and leaders to provide Māori students with opportunities to explore, better understand, share, and strengthen their identity so that they can achieve education success 'as Māori'.</p> <p>We need to ensure all our young people can bring their identity into the classroom — to know who they are, to know their lineage.</p> <p>Culturally Responsive and Relational Pedagogy</p> <ul style="list-style-type: none"> ● Contexts for learning where learners are able to connect new learning to their own prior knowledge and cultural experiences ● Learning experiences are responsive to the interests and abilities of individual learners ● Learning activities are interactive and dialogic, involving rich discussions between teachers and students ● Teachers and learners are able to learn from and with each other ● Pedagogy that involves working in ways that support interdependence and power sharing; respecting that everyone's culture counts;

	<p>importance of relational connectedness; and co-constructing a common vision for educational excellence</p> <ul style="list-style-type: none"> ● Culturally responsive teachers and leaders are potential focussed <p>Critical questions for developing educationally powerful connections with Māori:</p> <ul style="list-style-type: none"> ● What assumptions underpin what we currently do? ● What are our priorities for Māori students? Who gets to decide? ● What could Māori enjoying and achieving education success 'as Māori' look like in our school? ● How are our connections with whānau, hapū and iwi educationally powerful? How do we know this? ● What do we need to do to improve our relationships and grow educationally powerful connections with Māori? <p>Bull, Brooking, and Campbell (2008) found that successful home-school partnerships:</p> <ul style="list-style-type: none"> ● Are collaborative and mutually respectful (mana enhancing) ● Are multi-dimensional and responsive to community needs ● Are embedded in school development plans, well resourced, and reviewed regularly ● Are goal oriented and focused on learning ● Incorporate strategies to help parents support their children's learning at home ● Incorporate strategies to enable timely two-way communication between school and parents, and ● Take time and commitment
<p>https://au.reachout.com/</p>	<p>ReachOut is a leading Australian online mental health organisation for young people and their parents. The website offers practical support, tools and tips to help young people get through anything, from everyday issues to tough times.</p> <p>Identity: Link to developing your own self awareness in order to understand yourself better and be able to understand and connect with others.</p> <p>Self-awareness: Being aware and confident of who you are. It can relate to knowing your own values, beliefs, personal preferences and tendencies.</p> <p>People often say, 'Stay true to yourself'. This is really important advice, but it's not easy to stay true to yourself if you don't know who you are.</p> <p>Good health is about more than just the absence of sickness. Focusing on wellbeing and building resiliency is important in establishing a holistic approach to health,</p>

	<p>addressing both physical and psychological states.</p> <p>The World Health Organisation defines wellbeing as <i>“the state in which an individual realises his or her own abilities, can cope with normal stresses of life, can work productively, and is able to make a contribution to his or her own community”</i>.</p> <p>Resilience, which is directly related to wellbeing, is about having the ability to cope with and adapt to new situations. Having a sense of resilience and positive wellbeing enables a person to approach other people and situations with confidence and optimism, which is especially important for young people given the enormous changes that occur with the transition into adolescence and adulthood.</p> <p>Signs of resilience and wellbeing:</p> <ul style="list-style-type: none"> ● Confidence to approach new situations and approach new people ● Realistic optimism ● Avoiding constant self-blame ● Ability to set goals ● Positive self image and self esteem <p>We can be supporting our young people by helping them to:</p> <ul style="list-style-type: none"> ● Set realistic and achievable goals by setting sub-goals, smaller and achievable related targets. ● Be problem solvers ● Know their own strengths and weaknesses. ● Understand and avoid negative self-talk as well as actively practicing positive self-talk ● Develop and focus on interpersonal skills, especially learning how to engage with people from different backgrounds <p><i>Building Resilience in Young People</i> is an excellent resource sourced from this website. This resource identifies seven essential skills to build resilience, including emotional awareness and self-regulation; impulse control; optimism; flexible thinking; empathy; self-efficacy; and connectedness and reaching out. Although this resource is for Years 7–10 students, I think it could be adapted for our work with our younger students.</p>
<p>https://www.mentallyhealthyschools.org.uk/</p>	<p>The World Health Organisation defines mental health as a state of wellbeing, in which every individual achieves their potential, copes with the normal stresses of life, works productively and fruitfully, and is able to make a contribution to their community. Mental health includes our emotional, psychological and social wellbeing. It affects how we think, feel and act.</p> <p>Good mental health helps children:</p> <ul style="list-style-type: none"> ● Learn and explore the world ● Feel, express and manage a range of positive and negative emotions ● Form and maintain good relationships with others ● Cope with and manage change and uncertainty

	<ul style="list-style-type: none"> ● Develop and thrive <p>Building strong mental health early in life can help children build their self-esteem, learn to settle themselves and engage positively with their education.</p> <p>Mental health doesn't mean being happy all the time. Neither does it mean avoiding stress altogether. Coping and adjusting to setbacks are critical life skills for children, but it's important that children develop positive, rather than negative, coping skills.</p> <p>Positive coping skills are ways of thinking, attitudes and behaviours that allow children to deal with stress or adversity and which help them flourish. These positive coping skills form an important part of a child's ability to be resilient in the face of setbacks and challenges. Children who have robust coping skills will thrive with support, even when they are mentally unwell.</p>
<p>www.allright.org.nz/tools/sparklers</p>	<p>Sparklers is based on the holistic understanding of health and wellbeing described in Te Whare Tapa Whā. It's designed to foster children's physical, mental, spiritual, and social wellbeing.</p> <p>Activities are explicitly linked to the five Key Competencies of The New Zealand Curriculum. They are also based on Five Ways To Wellbeing — evidence-based actions that promote mental wellbeing for people of all ages. The activities directly support the NZC's objectives for lifelong learning.</p> <p>Sparklers has more than 50 strength-based activities suitable for Years 1–8 students and these are aligned with the New Zealand Curriculum. The activities vary in length from 10 minutes to a 'happy hour'.</p> <p>The activities cover warm up activities and seven core wellbeing topics:</p> <ul style="list-style-type: none"> ● Balancing energy ● Managing emotions ● Using our senses ● Noticing our world ● Being ourselves ● Feeling good ● Showing kindness <p>Sparklers aims to help our students to be their best and embrace the things that make them unique.</p> <p>Sparklers also champions teacher wellbeing with some tips for teachers. Finally the website has some excellent resources that schools can share with whanau.</p>
<p>http://www.growwaitaha.co.nz</p>	<p>Grow Waitaha, initiated by the Ministry of Education, is a</p>

	<p>partnership between the Ministry, iwi, four providers, schools and their communities in the Canterbury region. It has been created to support schools through the processes of change in their region.</p> <p>Grow Waitaha aims to support schools to lead from within to achieve their vision for education through connectivity, collaboration and culturally responsive practices.</p> <p>The website has resources for school communities to access including resources for monitoring the impact on wellbeing and learning for our students. In addition to these resources, there are further wellbeing resources on the site under the Our Kete section.</p>
<p>http://travellers.org.nz</p>	<p>Travellers is a school-based programme for Year 9 students. A short, online wellness questionnaire is used to identify students who might benefit from a focus on building resilience.</p> <p>Small groups of students, supported by trained school staff, then spend eight to 10 sessions exploring and reflecting on daily challenges and major life events. Sessions support students to accept that:</p> <ul style="list-style-type: none"> ● Change can be stressful ● Some stressful situations cannot be avoided ● Not all situations can be changed, but the way you think about them can ● Fun, laughter and relaxation all help deal with stress ● Everyone needs support at times ● Challenges help you grow as a person

Key Themes and Findings

Me mahi tahi tātou mō te oranga o te katoa

We must work together for the wellbeing of all

The following themes re-occurred in the discussions I had with the people I met with and through the reading I undertook:

- Make your wellbeing strategy your own, adapt things to the school's culture as each school has a unique context — know your learners and your community.
- Positive and trusting relationships are at the centre of effective efforts to promote student wellbeing, creating a sense of connection and belonging within the school community.
- Choose a wellbeing model that you can adapt and use it as a framework that fits your school, e.g Te Whare Tapa Whā, the Mental Health Foundation's five principles, or Seligman's PERMA framework.
- Place wellbeing into the school's curriculum and therefore plan for it consciously, giving consideration to all the different dimensions of wellbeing — social, mental, emotional, spiritual, and physical.
- Be clear about what you want young people to be able to do and demonstrate that they have positive wellbeing. As a school, be clear about what would be the signals of wellbeing and resilience. In answering these questions, schools can then prioritise what they want to introduce and explicitly teach their students.

- Having one's identity acknowledged and valued at school supports learning and enhances student wellbeing. A strong cultural identity is important to a child's mental health and wellbeing. When children and young people have a strong sense of who they are, they are well-placed to make social connections with others and develop a sense of belonging to their community. When do students see and use their language, culture and identity in the curriculum?
- Explicitly focus on and teach the new 3Rs — relationships skills, reflections (what am I thinking? what am I feeling?), and resilience.
- Support and explicitly teach our young people effective communication skills and social-emotional skills to support their learning and social success. Social and emotional learning is a protective factor that fosters wellbeing.
- Explicitly teach about emotions and emotional self-regulation. We need to teach our children about their internal self, so they can be the boss of their feelings and be able to sit with feelings of discomfort. Alongside this, our students need opportunities to explore and understand self-talk, growth, and fixed mindsets.
- Explicitly teach relaxation/mindfulness techniques to help students relax and self-regulate, so that they are able to calm themselves
- The school's values should be the starting point for developing a school's culture of wellbeing.
- Adopt restorative practices in our schools.
- Include students as active participants in creating the culture of wellbeing in our schools.
- The strengths of students need to be valued and used as the basis for promoting and responding to student wellbeing. How well do we enact a strengths-based focus to our work with students? How might we develop this further? What day-to-day opportunities do we provide for our students to use their strengths, interests and prior knowledge?
- Students need to have opportunities to actively improve their wellbeing and the wellbeing of others, through their contributions to student council, tuakana/teina, buddy classes, leadership teams, and community and local initiatives.
- Does the school and the school's community have a shared clear vision of what student wellbeing means in the context of their school?

Teacher and student wellbeing is an individual, collective and community responsibility. Schools alone cannot address our young people's wellbeing, or lack of it. They can, however, foster the wellbeing of their young people by helping them to develop resilience, learn interpersonal skills, and understand their emotions as part of planned mental health education.

Implementing Findings at Te Aro School

Mā te huruhuru te manu ka rere

Adorn the bird with feathers so it can fly

Having narrowed our school values to manaakitanga, whānaungatanga, ako, and kaitiakitanga we have been able to provide a lens through which we can reflect on our approaches to wellbeing and to becoming a culturally responsive school. The Education Review Office's wellbeing resources, our work with Dr Ann Milne, and Janelle Riki Waka (CORE Education facilitator) have supported us to begin this work.

Our own young people shared with me the following key components of what they believe we need to consider in planning for wellbeing and teaching and learning at Te Aro School:

- We need to ensure our students know who they are – importantly that they know their heritage and their culture.
- Our students need to be able to share with others about their culture and heritage to build greater understanding amongst students and teachers.
- In refreshing and developing our Te Aro School curriculum, there needs to be provision for our students so that they can play and be creative – building on from play-based learning (mahi takaro) in our Tuatara (junior) whānau.
- In developing the school curriculum, it needs to support young people in caring about others and the environment (kaitiakitanga) and contribute positively to the life of the school.

- We need to ensure our students have a voice in their learning opportunities so that they are able to develop and express their interests and strengths.

For us to consider further:

- How might we have our students actively contributing to the planning, implementation and review of wellbeing initiatives?
- How can we engage critically with our students' views and ideas? How we can help them share their thoughts and beliefs? How we can empower and provide opportunities for our young people to make age-appropriate decisions?
- How and when do our students see and use their strengths, interests and prior knowledge, including their language, culture, and identity, in the curriculum?
- How well are we doing at helping our students to acquire social and emotional competencies (social and emotional learning), including responding to the emotions of others?
- How well do we purposefully teach the skills needed for students to develop social awareness, relationship skills, self confidence, self-management, and responsible decision-making?
- How do we strengthen partnerships with parents and whānau, so that parents and teachers have joint strategies for supporting student wellbeing?
- How effective and relevant are our curriculum and our teaching practices in supporting student wellbeing? How well do our curriculum priorities contribute to student wellbeing?

In taking stock, we will naturally be identifying our next wellbeing priorities and our next wellbeing goals.

Committing to change

He waka eke noa

We are all in this together

Leading up to my sabbatical, my partner Chris and I adopted Molly, a retired service dog. With this new commitment, I found myself out walking the dog twice a day. Walking around the South Coast of Wellington provided me — then and now — with at least two opportunities each day to step away from my work and to clear my head.

My walks with Molly help me every day to remember the simple things that give me joy. Our walks mean that each day I practise the Mental Health Foundation's wellbeing component of taking notice, me aro tonu.¹ While out walking, I take time to enjoy the beauty around me — to notice the changing seas, the changing seasons, the changing horizon.

Meeting my new commitment did not come easily. I had to change my daily schedule and leave school on or close to 5.00 pm each day so I could take Molly for a walk before school and then exercise her again in the evening. I needed help with this. Initially, I found it hard to leave school without feeling guilty that I was sometimes ending my day before some of the staff team. As part of dealing with this feeling, I shared my wellbeing goal with the team and sought their support. It still isn't always easy to step away from school and I do still have to juggle how I meet Molly's needs as well as fulfil my role as principal.

Molly now joins me at school. As a trained service dog she is mellow and very gentle around children as well as adults. She is happy to be read to, sung to, and to be snuggled up to. She listens without judgement; she has been known to help students find solutions to problems by just hearing both sides

¹ <https://www.mentalhealth.org.nz/home/ways-to-wellbeing/take-notice-kia-mataara-mohiotanga/>

of a disagreement; she settles new students to the school; she's a great distraction if there is tension or anxiety about; and just simply patting her helps some people to de-stress.

As I conclude my sabbatical report, the New Zealand Government is championing wellbeing as a key policy initiative and area of focus. My attempts to deal with my own wellbeing are taking place in the context of a public debate on the importance of wellbeing to everybody, not just students. It is therefore somewhat ironic and disappointing that the Ministry of Education (on behalf of the Government) is ignoring the research findings of the ***Report on School Leaders' Health & Wellbeing – Stress & Burnout***.²

The ***Report on School Leaders' Health & Wellbeing*** captures the results of the third iteration of the New Zealand Primary School Leaders' Occupational Health and Wellbeing Survey (2018), conducted between August and November 2018 on behalf of the New Zealand Educational Institute Te Riu Roa, by a team at the Australian Catholic University. The report focuses on the effects that workload, hours of work, and other sources of stress have on school leaders' health and wellbeing. Survey results show that school leaders are working long hours and are significantly more stressed than the general population. This trend has worsened since the survey was first conducted in 2016. Hours worked are at an all-time high.

School leaders are the people that the government is relying on to implement successful wellbeing policies in our schools. The situation is not only ironic — it's deeply disturbing. Given the worsening trajectory of wellbeing amongst school leaders, it is urgent that the government commits to resolving this situation without further delay.

² https://www.nzei.org.nz/UploadedFiles/Media/Health_and_Wellbeing_FINAL_20190215.pdf