

**Wellbeing In Schools - Students, Staff and Community - Sabbatical Report.**

**Viki Holley - Principal**

**Onehunga Primary School**

**Term 1 2019**

**Acknowledgements**

I would like to sincerely thank the Board of Trustees of Onehunga Primary School for their support of my sabbatical. A very special thanks goes to Megan Meech for stepping in as Acting Principal and to Paul Leuluso'o Deputy Principal, the leaders at OPS and the rest of the staff for their support in keeping things running smoothly in my absence. I look forward to sharing this report and the many other related ideas I have gained while being away from school.

I wish to acknowledge the Ministry of Education and NZEI for making principal sabbaticals possible. Sabbaticals are a gift to an adult learner. The unique opportunity to step outside the day to day running of the school, after 18 years as a principal, and have uninterrupted time to truly reflect on what is happening in our school, and where to next, the time to focus on, and do some research on a key area, along with the opportunity to have a period of refreshment, has been invaluable and I am truly grateful.

**Executive Summary**

My sabbatical research initial focus for my research was finding a justification for wellbeing programmes and practices in schools, through demonstrating an increase in student achievement. The focus shifted to a concern about the wellbeing of young people and adults in New Zealand, and the impact of wellbeing on their ability to learn and have success not only across the school curriculum, but within their lives.

These key factors identified in the term of my sabbatical in order to support the development of a school 'Strategic Plan For Wellbeing', which will be utilised as part of our annual and longer term planning.

The report is organised into the following areas which formed the research focus for the term;

- 1. Approaching Wellbeing As A School**
- 2. Commonalities And Trends In Approaches To Wellbeing:** Comparing Models and Frameworks
- 3. Research Which Supports Wellbeing Programmes:** Including Wellbeing as a Critical Part of a School's Curriculum.
- 4. Investigating Programmes and Approaches and their Impact**
- 5. Considerations When Developing a Strategic Plan For My School**

## **Purpose**

Wellbeing is increasingly becoming a topic of interest in the media, schools and workplaces. There is a wealth of information and research focusing on 'wellbeing' to be found in both New Zealand and overseas. Despite the current high profile, a common definition is not easily found. The definition of 'wellbeing' differs between individuals and communities. For the purpose of this report, the following definition recognised by the 'World Health Organisation' will be used "**Well-being, hauora** encompasses the physical, mental and emotional, social, and spiritual dimensions of health." (Ministry of Education - Te Kete Ipurangi)

It is important to note that research cited in this report may also refer to a variety of names or aspects of wellbeing including 'Positive Psychology' and 'Social and Emotional Learning' (SEL).

My application outlined my initial aim was to find research that linked increased wellbeing to increased student achievement. However during the research process, my thinking shifted to how critical it is to have a focus on wellbeing for individuals to thrive, rather than just survive or 'get by' in life. This became the refined focus for my research.

## **Introduction**

Wellbeing is so much more than just the 'absence of disease', as it has historically been defined. There is little doubt that as a nation our wellbeing, and that of our youth is a major area we must address. Our New Zealand statistics in relation to youth suicide, the highest for 15 to 19 years in the Organisation for Economic Co-operation and Development (OECD) in 2015, and increasing numbers of primary school aged children seeking professional support for anxiety and depression is clear evidence that we as a nation have a serious issue. A child who has a poor sense of wellbeing is not in a state for optimal learning. As a country we need to not only address and reduce these statistics, we need to identify ways to ensure our communities, teachers and students experience high levels of wellbeing.

New Zealand schools already have foundations in place to promote wellbeing, and there is much to acknowledge within schools to promote wellbeing. Promoting a focus on students' wellbeing is evident in professional frameworks including the New Zealand Education Council's **Code of Ethics for Registered Teachers** and the **Practising Teacher Criteria**.

There is a requirement that wellbeing is part of a school's annual plan and charter, and our New Zealand Curriculum provides a strong framework which promotes wellbeing.

*"Our children's wellbeing is central to their success as confident lifelong learners. Wellbeing is a concept that covers a range of diverse outcomes. In schools, it's about young people playing an active role in their own learning and in developing healthy lifestyles."*

*"Student wellbeing is central to successfully implementing The New Zealand Curriculum. A focus on wellbeing ties together the curriculum's vision, principles, values, key competencies and learning areas. Wellbeing clearly positions learners and their development as confident young people at the centre of what schools do."*

(Education Review Office. (2016) School Evaluation Indicators. Effective Practice)

The question that emerged as the focus of my research became, *How can we equip our children with some skills, strategies and approaches to apply in their lives, which could help them to thrive rather than just survive, and possibly play some part in reducing the 'statistics'?*

## **SABBATICAL REPORT - Viki Holley - Onehunga Primary School - Completed Term 1 2019**

The academic and more easily measurable curriculum learning, and accelerated progress will come if we can work together with whanau to enhance our children's hauora - their holistic health and wellbeing.

While no ready made programme or initiative can achieve this in isolation, a wide focusing approach which critically examines all aspects of 'school' will over time can and make a difference. If schools can identify and enhance effective programmes already in place, together with an ongoing and committed effort from all stakeholders to find the time, and commit to ongoing improvement, our schools can be places which provide greater opportunity for our children to thrive.

To do this we need to focus on all the wellbeing of all people involved in our schools - students and their whanau, staff and leaders.

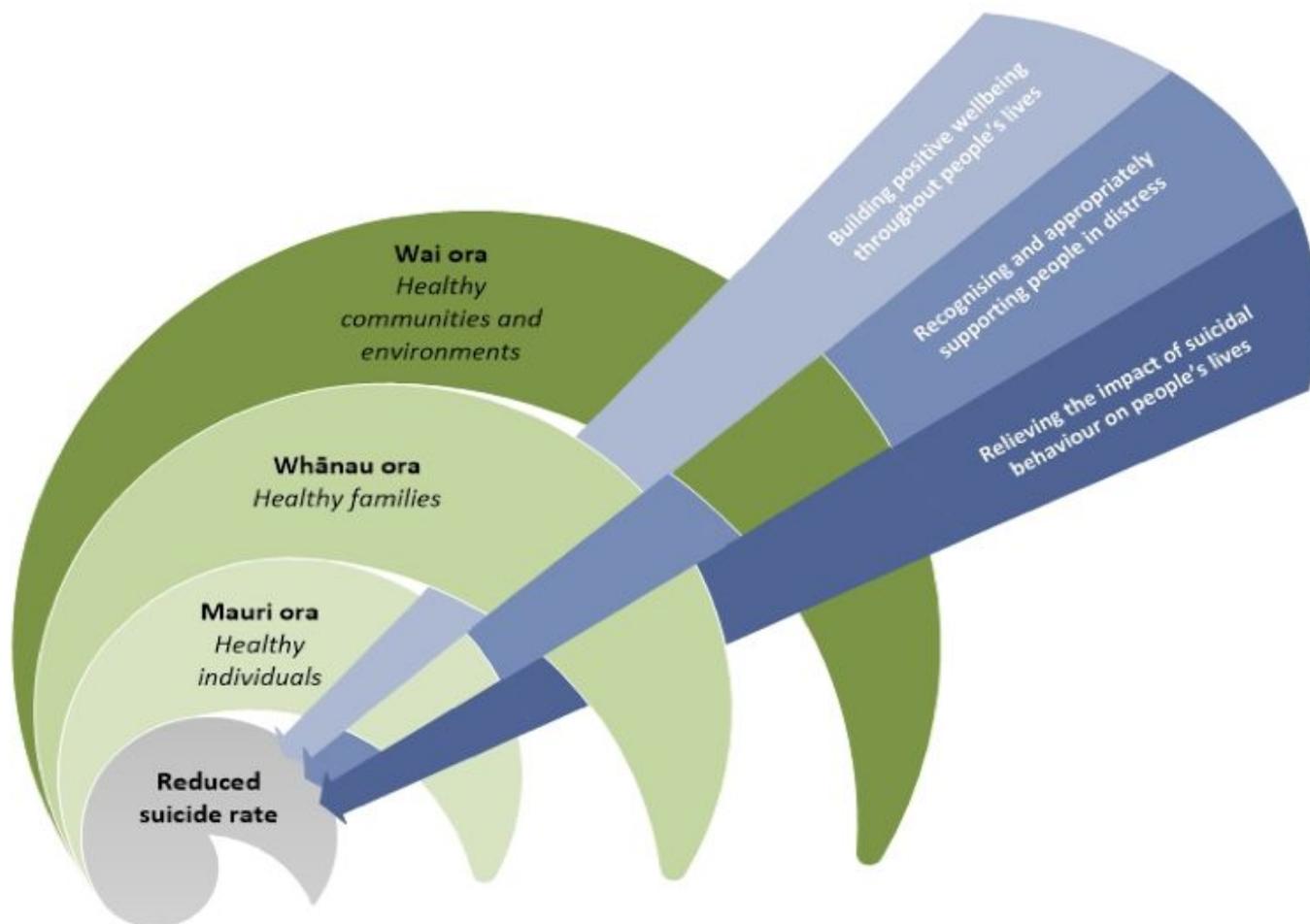
### **1. Approaching Wellbeing as a School**

My research has reinforced the idea that each school's approach to, and planning for wellbeing will be, and should be different. Any approach to wellbeing must be culturally responsive and inclusive, both in the way it recognises and values the different cultures within the school, and also in the way it acknowledges that each school as an organisation has a unique 'culture' of its own.

Wellbeing, as a critical component of 'learning', must be planned for rather than being haphazard and incidental. There must be ongoing strategic action with specific and separate foci on students, staff, leaders and whanau.

**A Strategy to Prevent Suicide in New Zealand: Draft for public consultation** contains a model which is easily adapted to illustrate the role schools play in promoting wellbeing. (Ministry of Health New Zealand, 2017 )

## **Ka kitea te pae tawhiti. Kia mau ki te ora** *See the broad horizon. Hold on to life*



The interwoven components of;

**Wai Ora** - Healthy communities and environments,

**Whanau Ora** Healthy Families

**Mauri Ora** Healthy Individuals, illustrate the need for a 'community' approach to wellbeing. The three components (in blue / grey arrows) illustrate where schools fit in this crucial model.

The first of the three blue arrow layers; '**Building positive wellbeing throughout people's lives**' can relate to what schools can provide all students.

'**Recognising and appropriately supporting people in distress**' can relate to the role of educators in being aware of indicators of risk and their role in seeking appropriate external support for children and their families.

'**Relieving the impact of suicidal behaviour on people's lives**' could be translated to relieving the impact of traumatic events on people's lives. This would include accessing expert support in the case of traumatic incidents.

## Wai ora - Healthy communities and environments

School culture or the 'emotional environment' of the school is a crucial starting point and foundation to any development. Programmes, initiatives or focuses within a class or school will have minimal impact if the culture does not support them. Protective and risk factors within each school community are important considerations and are discussed later in this report.

“Resilience research has shown that protective factors such as caring relationships with the family and school, access to adults who care and are available, experiencing a sense of belonging and connectedness, being treated respectfully and fairly, being able to contribute and being needed, achieving at school and self esteem can and do contribute to positive mental health outcomes” (p 34)

Dickson, Neilson and Agee (2004)

In addition to the wider school climate, individual classroom climates are also important to examine. While no one 'tool' will effectively do this, surveys such as **Wellbeing@School** which compare class responses against a whole school cohort can be a useful starting point.

*“Stress in the classroom interferes with learning. When the brain focuses on threat and survival, the amygdala triggers the release of cortisol and epinephrine. The “learning brain” goes off line and turns “reptilian,” thinking only of survival. The moment then, becomes “non-teachable.”*

**New Pedagogies for Deep Learning, N.d., para 8)**

## Mauri ora - Healthy individuals

### **Student Wellbeing**

While the New Zealand schools have historically focused more on Taha Tinana (physical wellbeing, a more holistic approach encompassed in the Maori term 'Hauora' is needed for both adults and students.

“**Three themes** emerged from our collaboration:

- First, students need to feel **safe**: emotionally, physically, socially, and mentally
- Second, they need to feel **significant** – that they are worthy and their ideas are worth listening to

## **SABBATICAL REPORT - Viki Holley - Onehunga Primary School - Completed Term 1 2019**

- Lastly, students need to feel a **sense of purpose**, knowing why they are here and that their contributions can make an impact.”

**New Pedagogies for Deep Learning, N.d., para 8, 2019**

### **Adult Wellbeing**

The analogy of the safety message used on aircrafts is relevant here - *Please put on your own oxygen mask before helping others*. If an oxygen mask is a metaphor for wellbeing, the message here is that to be able to support others, you must first attend to your own wellbeing. The same applies to staff and leaders within schools. A 2018 survey focusing on the Wellbeing of Principals and leaders in schools carried out by the New Zealand Education Institute (NZEI) and subsequent report illustrates the impact of the challenges of the role of school leaders.

*“The survey shows that school leaders are working long hours and are significantly more stressed than the general population, and that this trend has worsened since our first survey in 2016.” (p.2)*

This reinforces the need for a focus on adult wellbeing.

**New Zealand Education Institute (2018) STRESS & BURNOUT - New Zealand Primary School Leaders' Occupational Health And Wellbeing Survey — 2018 Data**

Schools must consider adult learning opportunities which focus on building resilience in adults, initiatives which encourage wellbeing, and a review of the roles and work of adults within schools.

It is important to also recognise the secondary or incidental benefits to teachers when considering a wellbeing approach in a school. Firstly, the reflection and learning which occurs when teachers plan for a teaching a wellbeing focus. Secondly, in the longer term, through increased student wellbeing and resilience, students will become more settled and in a better state of readiness for learning. This in turn will have a significant impact on the day to day lives and job satisfaction of adults working in schools.

## **2. Commonalities And Trends In Approaches To Wellbeing: Comparing Models and Frameworks**

## SABBATICAL REPORT - Viki Holley - Onehunga Primary School - Completed Term 1 2019

In 1998 when Martin Seligman, President of the American Psychological Association moved away from a focus on 'mental illness' and encouraged an emphasis on happiness, wellbeing, and positivity creating the foundation for what is now known as positive psychology. Seligman went on to develop the **PERMA model** comprising of five building blocks of wellbeing and happiness:

- **Positive emotions** – feeling good
- **Engagement** – being completely absorbed in activities
- **Relationships** – being authentically connected to others
- **Meaning** – purposeful existence
- **Achievement** – a sense of accomplishment and success

After consultations with global wellbeing experts, the [SAHMRI Wellbeing and Resilience Centre in Australia](#), added the 'PLUS' components to this model, the 'plus' being physical activity, nutrition, sleep and optimism, to form a holistic framework on how to build wellbeing.

My research supports the 'PLUS' addition as a way of customising an approach to the culture of the organisation or school, to allow for a organisational or culturally specific components.

This model has been used in this report to review and organise a number of different approaches to wellbeing both in New Zealand and from overseas - **see Table 1**.

Table 1 shows a number of models organized using the PERMA+ acronym to compare the different aspects of each model and look for commonalities. The United Kingdom based '[New Economics Foundation](#)' launched 'The Five Ways to Wellbeing' in 2008. This model is also used by the Mental Health Foundation of New Zealand.

It is interesting to note that the majority of models examined did not differentiate between the wellbeing of adults and children. However the Children's Society (UK) states that how children see things can differ to adults.

“...we found that overall, the things that children and young people do that correlate with higher levels of wellbeing (learning, leisure activities, friendships, helping and being aware) broadly match the five ways to wellbeing proposed by NEF – although as we've mentioned here, how children see these areas can differ.”

(The Children's Society, 2015, para. 8)

The inclusion of “**Be Creative. Play - Draw. Paint. Act. Play more. Dream**” aims to cater for this. My research reinforces this as a critical element of wellbeing in schools.

**Table 1** - Models organized using the PERMA+ acronym to compare the different aspects of each model and look for commonalities.

<b>Seligman's PERMA Model</b> <b>PERMA+</b>	<b>P</b> <b>Positive Emotion</b>	<b>E</b> <b>Engagement</b>	<b>R</b> <b>Relationships</b>	<b>M</b> <b>Meaning</b>	<b>A</b> <b>Accomplishments</b>	<b>+/PLUS</b> Vitality - eat, sleep, move
'five ways' New Economic Foundations 2011 UK	<b>Give...</b> Do something nice for a friend, or a stranger.	<b>Be active...</b> Go for a walk or run. Step outside. Cycle. Play a game. Garden. Dance.	<b>Keep learning...</b> Try something new. Rediscover an old interest.	<b>Take notice...</b> Be curious. Catch sight of the beautiful. Remark on the unusual.	<b>Connect...</b> With the people around you. With family, friends, colleagues, neighbours.	
The Children's Society UK  <u>Improving The Wellbeing Of Children And Young People</u>		<b>Be Active</b> Walk. cycle. Run around. Keep well.	<b>Keep Learning</b> Read for fun. Keep Learning. Grow	<b>Take Notice</b> Look around you. Listen. Rest. Be	<b>Connect</b> Talk with family. See Friends. Share	<b>Be Creative. Play</b> Draw. Paint. Act. Play more. Dream
Five Ways to Wellbeing Mental Health Foundation NZ	<b>Give</b> Your time. Your words. Your presence.	<b>Be Active</b> Do what you can. Enjoy what you do. Move your mood.	<b>Keep Learning</b> Embrace new experiences . See opportunities.	<b>Take Notice</b> Appreciate the little things. Savour the moment.	<b>Connect</b> Talk and listen. Be there. Feel connected.	

**SABBATICAL REPORT - Viki Holley - Onehunga Primary School - Completed Term 1 2019**

Using the frameworks above together with additional research, a number key components for a Wellbeing focus have become clear and have been included below in Table 2 and cross referenced with the dimension of wellbeing (Ministry of Education - Te Kete Ipurangi)  
While I anticipate this table will change over time, it is a starting point for reflection and planning.

<b>Table 2 - Commonalities of programmes researched as part of this sabbatical</b> <b>Well-being, hauora</b>	
<p>The concept of well-being encompasses the physical, mental and emotional, social, and spiritual dimensions of health. This concept is recognised by the World Health Organisation.</p> <p>Each of these four dimensions of hauora influences and supports the others.</p>	
<p><b>Taking notice</b> - Gratitude and appreciation, making the most of the current moment (similar to Mindfulness)</p>	<p><b>Taha hinengaro - Mental and emotional well-being</b> coherent thinking processes, acknowledging and expressing thoughts and feelings and responding constructively</p>
<p><b>Positive/Growth Mindset</b> (using a Cognitive Behaviour Therapy (CBT) approach) Optimism</p>	<p><b>Taha hinengaro - Mental and emotional well-being</b> coherent thinking processes, acknowledging and expressing thoughts and feelings and responding constructively</p>
<p><b>Emotional awareness</b> - the impact of thoughts and feelings on behaviour</p>	<p><b>Taha hinengaro - Mental and emotional well-being</b> coherent thinking processes, acknowledging and expressing thoughts and feelings and responding constructively</p>
<p><b>Play</b> - Learning Through Play for children and being creative and 'fun' for adults</p>	<p><b>Taha wairua - Spiritual well-being</b> the values and beliefs that determine the way people live, the search for meaning and purpose in life, and personal identity and self-awareness (For some individuals and communities, spiritual well-being is linked to a particular religion; for others, it is not.)</p>
<p><b>Physical health</b> - exercise, sleep, diet</p>	<p><b>Taha tinana - Physical well-being</b> the physical body, its growth, development, and ability to move, and ways of caring for it</p>
<p><b>Strengths approach</b> - VIA or Clifton. Focus and build on what you do well.</p>	<p><b>Taha hinengaro - Mental and emotional well-being</b> coherent thinking processes, acknowledging and expressing thoughts and feelings and responding constructively</p>
<p><b>Giving / Kindness / Empathy</b></p>	<p><b>Taha whanau - Social well-being</b> family relationships, friendships, and other interpersonal relationships; feelings of belonging, compassion, and caring; and social support</p>
<p><b>Strategies for challenges / Setting goals</b></p>	<p><b>Taha hinengaro - Mental and emotional well-being</b> coherent thinking processes, acknowledging and expressing</p>

## SABBATICAL REPORT - Viki Holley - Onehunga Primary School - Completed Term 1 2019

	<p>thoughts and feelings and responding constructively</p> <p><b>Taha wairua - Spiritual well-being</b>  the values and beliefs that determine the way people live, the search for meaning and purpose in life, and personal identity and self-awareness (For some individuals and communities, spiritual well-being is linked to a particular religion; for others, it is not.)</p>
<b>Connecting with others / Relationships</b>	<p><b>Taha whanau - Social well-being</b>  family relationships, friendships, and other interpersonal relationships; feelings of belonging, compassion, and caring; and social support</p>

The following factors were noted as critical factors in wellbeing success in many of the publications reviewed.

**School Culture** - the emotional environment

**Relationships** - connections between people

**Commitment / Involvement** by all to wellbeing - personal, professional and organisational.

**Role models** - adults (and children) modelling and unpacking the behaviours being explored.

**Whanau involvement/engagement** - reinforcing learning from school at home.

**Review, Reflect, Reinforce, Refine** - Ongoing monitoring, reflection and refinement of programme

### 3. Research Which Supports Wellbeing Programmes: Including Wellbeing as a Critical Part of a School's Curriculum.

Given the time constraints and increasing demands on time in schools, educators must prioritize initiatives and programmes which have evidence of positive impact. Evidence shows that a focus on wellbeing also has a positive impact on student academic achievement.

Unsurprisingly that the Education Review Office states..."Wellbeing is vital for student success. Student wellbeing is strongly linked to learning"

Education Review Office. (2016)

## **SABBATICAL REPORT - Viki Holley - Onehunga Primary School - Completed Term 1 2019**

There are many studies which investigate the impact of approaches and programmes on wellbeing, and others which have explored the impact of wellbeing on academic achievement.

**The Impact of Enhancing Students' Social and Emotional Learning: A Meta-Analysis of School-Based Universal Interventions** presents findings from a meta-analysis of 213 school-based studies from the last 40 years involving 240, 034 learners, found that students who were involved in wellbeing programmes at a school performed better academically than those students who were not.

Durlak, Dymnicki and Taylor, Weissberg and Scellinger (2011) claim "Extensive developmental research indicates that effective mastery of social-emotional competencies is associated with greater well-being and better school performance whereas the failure to achieve competence in these areas can lead to a variety of personal, social, and academic difficulties.

Compared to controls, SEL participants demonstrated significantly improved social and emotional skills, attitudes, behavior, and academic performance that reflected an 11-percentile-point gain in achievement. School teaching staff successfully conducted SEL programs...The findings add to the growing empirical evidence regarding the positive impact of SEL programs. Policymakers, educators, and the public can contribute to healthy development of children by supporting the incorporation of evidence-based SEL programming into standard educational practice" (p. 2)

The paper includes four recommended practices which promote positive outcomes for students.

"There is broad agreement that programs are likely to be effective if they use a sequenced step-by-step training approach, use active forms of learning, focus sufficient time on skill development, and have explicit learning goals....

The acronym SAFE was used to develop students' skills:

- (a) Does the program use a connected and coordinated set of activities to achieve their objectives relative to skill development? (Sequenced);
- (b) Does the program use active forms of learning to help youth learn new skills? (Active);
- (c) Does the program have at least one component devoted to developing personal or social skills? (Focused); and, (d) Does the program target specific SEL skills rather than targeting skills or positive development in general terms? (Explicit)."

Durlak, Dymnicki and Taylor, Weissberg and Scellinger (2011)

#### **4. Investigating Programmes and Approaches and their Impact**

My investigation into programmes which support wellbeing in schools identified a vast number of programme options for schools to utilise. Two things became clear.

- 1. There is no single programme which will fully 'address wellbeing' in any school. No single programme fits all schools.**

As a school we trialled one programme which appeared to have many of the components we had identified as areas to focus on. We found that while there were elements which we will utilise, the overall programme did not fit well with our school culture. I visited and interviewed staff from another school which was using the same programme school wide. The school found it a great fit for their school. What works in one school, may not fit in another.

- 2. Making a start as a whole school is urgent.** The current climate our children are living in means that schools must begin developing and implementing programmes which support wellbeing now. As schools progress along this path, through reflection and well informed decisions, changes and refinements will be made. It does not help those children already in crisis to hold out for a perfect solution.

In my school we have investigated, and sometimes trialled, aspects of a range of programmes and approaches on our way to developing a way that is right for us.

Our approach has been to make a start as a whole school with reviews scheduled to examine evidence to determine the next steps.

##### **Friends Resilience Programme**

'**Friends Resilience**' was developed in 1988, as an evidence based resilience programmes for school settings, to prevent anxiety and depression in youth. This Australian programme is currently being used in over 40 countries across the world.

The FRIENDS programs are cognitive behaviour therapy (CBT) based programs which are endorsed by the World Health Organisation as 'best practice' for the prevention and treatment of

## **SABBATICAL REPORT - Viki Holley - Onehunga Primary School - Completed Term 1 2019**

anxiety and depression, and for promoting resilience in families, schools and communities. The New Zealand Ministry of Education also endorses this programme for schools.

The range of programmes caters for primary through to secondary school, and also adults. Research has shown effectiveness at post 12 months and 3 years follow up, by reducing reported anxiety and depression symptoms and increasing resilience, self-confidence, self-efficacy, self-esteem and social emotional skills. The Programs have also been shown to improve peer relationships and positive attitudes towards learning and the school environment generally.

*Stallard, Skryabina, Taylor, Phillips, Daniels, and Anderson (2014)*

While no one programme can be a total solution for a school, this programme is potentially a positive and reasonably easy initiation for schools. Teachers must initially complete the 'Adult Resilience - Strong not tough' training before they can train to deliver the programmes for students. The programmes are made up of around 10-12 modules which can be delivered over a school term, every two to three years, with 'booster' modules available for alternative years.

### **Character Strengths**

Many of the positive education programmes researched as part of preparing this paper focused on 'Strengths' - tools by which people can identify and utilise their own strengths.

Research into positive education carried out by (Kaufman, 2013) in the Australian publication 'The State of Positive Education' states,

"Accordingly, research into positive education needs to identify and strengthen individual talents, capacities, and strengths, as well as the conditions and structures within the community that can help students flourish". (p. 33).

Both '**VIA Character Strengths**' developed by Peterson and Seligman and '**Clifton Strengths**' are tools commonly used in the business world, and are used in schools. Exploring and better understanding your own strengths and those of those you are working or learning with, may assist and promote more effective team functioning or learning, and therefore enhance wellbeing. A better understanding of one's strengths also has the potential to support in challenging situations.

Positive psychologists argue that a 'strengths' approach should not be used as a way to identify your 'lesser strengths' or weaknesses. Their approach departs from the model of traditional

## **SABBATICAL REPORT - Viki Holley - Onehunga Primary School - Completed Term 1 2019**

psychology, which focuses on fixing deficits. In contrast, positive psychologists emphasize that people should focus and build upon what they are doing well.

Peterson and Seligman (2004) suggest that by identifying their signature strengths, people can then begin to capitalize and build upon them. It is suggested that when a person is working or learning in ways that utilise their strengths, they may achieve the state of 'flow' mentioned later in this report.

### **Learning Through Play**

The concept of learning through, or as a result of 'play' is another area of interest to educators and parents which has become popular in more recent years beyond the pre-school environment.

The research carried out by the Children's Society and NEF study (2015), mentioned earlier in this report comparing a number of models or frameworks for 'Wellbeing' noted the importance of being creative and play...

"One of the most interesting things to come out of the research was that one of the most important ways to wellbeing for children and young people was an entirely new and different category than to adults. For children, being creative and playing was really important. They told the researchers that using their imagination and having time to simply play and have fun made a huge difference to their everyday"

The Children's Society, (2015)

Mihaly Csikszentmihalyi is regarded as one of the early developers of 'positive psychology'. He is well known for his theory that people are happiest when they are in a state of *flow*—a state of concentration or complete absorption with the activity at hand and the situation.

It is important to note that Csikszentmihályi identified one of the nine component states of achieving flow includes a "challenge-skill balance". To achieve a flow state, a balance must be struck between the challenge of the task and the skill of the 'performer'. If the task is too easy or too difficult, flow cannot occur. This illustrates the importance of the inclusion of opportunity for children to learn through strategically planned play as well as time for 'free play'.

Popular psychology approaches for adults such as '**The Fish Philosophy**' also recognise the concept of 'Play or Fun' as an important part of building a positive 'work culture'.

### **Positive Behaviour For Learning School Wide Framework - MOE NZ**

PB4L School-Wide looks at behaviour and learning from a whole-of-school as well as an individual child perspective. The framework is based on international evidence. Collecting of data about behaviour as part of this framework can assist with planning for overall wellbeing within a school.

The framework is tailored to a school's own environment and cultural and aims to support students to make positive behaviour choices which will positively impact on student learning and achievement.

"PB4L School-Wide is based on the Positive Behavioural Interventions and Supports (PBIS) framework developed at the University of Oregon in the 1990s. PBIS is now in thousands of schools across the United States and there are over 800 School-Wide schools in New Zealand.

PB4L School-Wide takes the approach that opportunities for learning and achievement increase if:

- the school environment is positive and supportive
- expectations are consistently clear
- students are consistently taught desired behaviours
- students are consistently acknowledged for desired behaviours and undesirable behaviours are responded to in a fair and equitable way."

Ministry of Education - Te Kete Ipurangi (n.d.)

## **5. Considerations When Developing a Strategic Plan For My School**

What is clear from our New Zealand statistics is that a strategic and considered approach is crucial for schools. Having a school with a 'nice feel' is not addressing very obvious needs in our country.

*"Schools' internal evaluation and inquiry processes need to focus on the effectiveness of what they are doing to promote wellbeing for all students. Schools cannot simply rely on their positive culture and respectful relationships to promote wellbeing but need to provide*

**SABBATICAL REPORT - Viki Holley - Onehunga Primary School - Completed Term 1 2019**  
*opportunities for students to make decisions about their wellbeing and to be active in leading their learning.”*

Education Review Office. (2016)

A number of publications, including Wellbeing for Success: A Resource for Schools. Education Review Office. (2016) contain a comprehensive frameworks for internal evaluation.

From investigations ERO found five vital aspects in schools that successfully promoted and responded to student wellbeing. In these schools:

- > agreed values and vision underpin the actions in the school to promote students' wellbeing
- > the school's curriculum is designed and monitored for valued goals
- > students are a powerful force in wellbeing and other decisions
- > all students' wellbeing is actively monitored
- > systems are in place and followed to respond to wellbeing issues

Education Review Office. (2016)

## **Activities undertaken - Methodology**

**Research and Reading** - significantly more time was spent reading than initially anticipated due to the enormity of this area.

**Comparative study of wellbeing and mental health approaches**

**Interviewing Principals and teachers** in relation to specific programmes

**Online training in Friends Resilience** - via webinars

**Developing and implementing a staff PLD programme** - Why Wellbeing, Current practice, Initial analysis of wellbeing@school survey, Adult Wellbeing

## **Conclusions**

While the sabbatical process I have undertaken has clarified my thinking and understanding, it has also made me aware of how much more there is to learn about wellbeing. There are already many resources and experts available to us both overseas and with a New Zealand context.

## **SABBATICAL REPORT - Viki Holley - Onehunga Primary School - Completed Term 1 2019**

Creating time and space for strategic school planning for wellbeing is a critical next step for all schools if we are to start to change the statistics for our youth and ourselves. Our New Zealand Curriculum already allows for many strong connections to wellbeing. Wellbeing must become one of our highest priorities in schools. It is too important to wait until we can find the time or the space.

### **References.**

Listed in the order they appear in the report.

Ministry of Education - Te Kete Ipurangi (n.d.) Retrieved from

<https://health.tki.org.nz/Teaching-in-HPE/Health-and-PE-in-the-NZC/Health-and-PE-in-the-NZC-1999/Underlying-concepts/Well-being-hauora>

Education Review Office. (2016) School Evaluation Indicators. Effective Practice

[\*Education Review Office, 2015, foreword and p. 26\*](#)

Ministry of Health New Zealand (2017) - **A Strategy to Prevent Suicide in New Zealand: Draft For Public Consultation.** Retrieved from

<https://www.health.govt.nz/publication/strategy-prevent-suicide-new-zealand-draft-public-consultation>

**New Zealand Education Institute (2018) STRESS & BURNOUT - NEW ZEALAND PRIMARY SCHOOL LEADERS' OCCUPATIONAL HEALTH AND WELLBEING SURVEY — 2018 DATA**

Retrieved from

[https://www.nzei.org.nz/UploadedFiles/Media/Health\\_and\\_Wellbeing\\_FINAL\\_20190215.pdf](https://www.nzei.org.nz/UploadedFiles/Media/Health_and_Wellbeing_FINAL_20190215.pdf)

The Children's Society (2014) [Ways to wellbeing: Exploring the links between children's activities and their subjective wellbeing.](#) Research report by Saamah Abdallah, Gill Main, Larissa Pople and Gwyther Rees

Ministry of Education - Te Kete Ipurangi (n.d.) **Positive Behaviour For Learning**

Retrieved from <http://pb4l.tki.org.nz/PB4L-School-Wide/What-is-PB4L-School-Wide>

Durlak, J.A., Dymnicki A. B., and Taylor R. D., Weissberg, R. p. And Scellinger, K.B. (2011) **The Impact of Enhancing Students' Social and Emotional Learning: A Meta-Analysis of School-Based Universal Interventions**. Chicago, USA. Retrieved from

<https://www.casel.org/wp-content/uploads/2016/06/meta-analysis-child-development-1.pdf>

Prof Paul Stallard, PhD, Elena Skryabina, PhD, Gordon Taylor, PhD, Rhiannon Phillips, PhD, Prof Harry Daniels, PhD, Prof Rob Anderson, PhD, (2014)

**Classroom-based cognitive behaviour therapy (FRIENDS): a cluster randomised controlled trial to Prevent Anxiety in Children through Education in Schools (PACES)**

Retrieved from

[https://www.thelancet.com/journals/lanpsy/article/PIIS2215-0366\(14\)70244-5/fulltext](https://www.thelancet.com/journals/lanpsy/article/PIIS2215-0366(14)70244-5/fulltext)

The State of Positive Education (2017) Bott, D. Escamilla, H. Kaufman, S. Kern, M.

Krekel, C. Schlicht-Schmälzle, R. Seldon, A. Seligma, M. White, M. Larson, E.

<https://www.worldgovernmentsummit.org/api/publications/document/8f647dc4-e97c-6578-b2f8-ff000a7ddb6>

Education Review Office. (2016) [Wellbeing for Success: A Resource for Schools.](#)