

SABBATICAL REPORT



BUILDING RESILIENCE AND WELLBEING IN EDUCATION

AUTHOR: Sarah Grant

SCHOOL: Gisborne Girls' High School

TIME PERIOD: Term 3, 2019

ACKNOWLEDGEMENTS:

I'd like to thank many people for supporting my learning including: Jan Kumar (Employing Principal Gisborne Girls' High School, and a Lead Principal of Turanganui a Kiwa Kāhui Ako at time of sabbatical), RTLB Potaka ki Mohaka Kaiwhakahaere: Sharon Keenan-Hiko (Acting RTLB Cluster Manager during sabbatical), Hariata Green and Sonia Turnbull (RTLB Practice Leaders); Janet Bodle who has led our monthly wellbeing sessions at team hui for several years, and Chris Vincent the 'Driver' of our RTLB Wellbeing working party; April Papuni, Don Pearson, Colin (Tiki) Yates, Daelan Karangaroa, DeeAnne Robertson, Heather Collier, Helena Nickerson, Leith Wairau, Leanne Lima-Tamatea, Liz Blaker, Ngaio Keelan, Raelene McFarlane, Sami Thompson, Sonnie Pahuru, Tania Kirk, Trei Crawford, Tom Anderson, Yvonne (Sweetie) Manual, Viki Lee-Taylor (RTLB); Kara Moir our RTLB Administration Assistant; Shelley Hunt (Across School Teacher Turanganui a Kiwa Kāhui Ako); Diane McCallum (Lead Principal Mata Nui o Kahungunu Kāhui Ako at time of sabbatical); Grant and Natasha Rix ('Pause Breathe Smile' from The Mindfulness Education Group); Stephen Archer (Mindfulness Training NZ); and Jase Te Patu (M3 Mindfulness NZ). Paula Kearney, Sarah Gotting, and Andy Hix (Trainers from the Mindfulness in Schools Project - MiSP, UK), Julia Chilcott-Coombes (Wellbeing Lead at Bitterne Park School), and Mr Graham Wilson - (Headteacher Bitterne Park School, UK); and, Lucy Bailey (CEO 'Bounce Forward', UK).

I am very grateful to Teach NZ for the opportunity to focus on wellbeing, on positive education and how best to strategically pull together the best elements to support our secondary schools, and our entire learning community to flourish.

EXECUTIVE SUMMARY:

Be what you want to see.

There is now a dedicated government focus on wellbeing and a plethora of resources and programmes promoting wellbeing, physical and mental health, resilience, and mindfulness strategies, including fabulous ones developed in Aotearoa which reflect many of the

principles of the Penn Resilience Programme. Mindfulness is a positive approach for fostering wellbeing. Apps such as the [Riposte App](#) provide a real time mechanism for evaluating wellbeing and the effectiveness of programmes. Educators who are able to authentically model holistic wellbeing are likely to coach, promote and facilitate better outcomes for students in their classes. Wellbeing is not something that can be mandated. However, leaders who develop and implement a school wide wellbeing strategy, within which wellbeing and resilience training is embedded within the curriculum in a meaningful way, are likely to support improved outcomes for ākonga and create a culture of wellbeing and resilience within their school and learning community.

PURPOSE of sabbatical:

To investigate positive education programmes and establish their effectiveness and sustainability in improving the wellbeing of ākonga in secondary school contexts and within Kāhui Ako in our Resource Teacher Learning and Behaviour (RTL) Potaka ki Mohaka: Ngati Porou East Coast - Gisborne - Wairoa cluster



“The ethical responsibility of teachers, leaders and trustees is to consider, promote, balance and respond to all aspects of the student, including their physical, social, emotional, academic and spiritual needs. These considerations require deliberate expression and action across all curriculum areas, pastoral care, strategic priorities and teaching practices. To maximise the role that schools have in promoting and responding to student wellbeing, these systems, people and initiatives require a high level of school-wide coordination and cohesion.”

(ERO 2016)

Why?

RATIONALE and BACKGROUND INFORMATION:

As the Cluster Manager of RTL Cluster 21, I have a professional responsibility to be up to date in current literature and research regarding student wellbeing. My 2018 and 2019 professional inquiry for appraisal focused on learning more about positive education initiatives and improving the wellbeing of ākonga, students and teachers, within our cluster. Our RTL cluster has an inordinately high suicide rate, and this is reflected in our secondary schools. We know we have to do things differently to change the negative outcomes so many of our ākonga experience. The literature and research I read indicated that Positive Education and Mindfulness programmes are making a significant difference in the schools they are implemented in. Not just for students, but also for their families, and the teachers themselves. I wanted to see for myself if these differences are tangible and if they are how they can best be introduced and successfully implemented in our context in a culturally responsive manner. Wellbeing is a common focus of our Kāhui Ako. Our Mata Nui o Kahungunu Kāhui Ako has as one of its achievement challenges “To enhance the hauora of ākonga in Mata Nui O Kahungunu”. Our Turanganui a Kiwa Kāhui Ako have shifting

mindframes as an integral part of their plan to improve outcomes for ākonga. Our RTLB cluster has had a team focus on 'wellbeing' for some time. We have a range of practices, strategies, and specialist knowledge within our team. The positive education research certainly endorses mindfulness and [PERMA](#) practices. We have been working with our Kāhui Ako lead principals to see how best RTLB might support them to meet their achievement objectives.

A whakatauki at the heart of our RTLB Cluster 21 Potaka ki Mohaka mission statement reflects our philosophy that we need to look holistically for solutions:

He mapuna te tamaiti
The child is precious
He wairua tona
It has spirit
He mauri tona
It has life force
Ko ta tatau mahi
It is our task
He whakapakari i te tamaiti
To support the child develop
A wairua, a hinengaro, a tinana, hoki
Spiritually, intellectually, and physically.

The sabbatical was a fine opportunity for me to spend time focussed on wellbeing, on positive education and how best to strategically pull together the elements that would best support our secondary schools, and indeed our entire learning community to **flourish**.

SABBATICAL PLAN

When? Term 3, 2019

Why Term 3?

- Lead school preference
- Usually a time when everything is ticking along in the cluster
- Systems are in place
- Least impact on the team and therefore service delivery



What will I do?

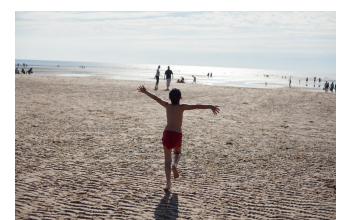
- Undertake Mindfulness in Schools Project (MiSP) training
- Meet with relevant people and visit secondary schools in the UK to explore the effectiveness of the PENN Resilience Programme



REALITY:

Um, duh!

It's the summer holidays in the UK when it's TERM 3 in NZ!



Revised plan:

Nurture my own resilience and wellbeing - have a five week holiday travelling the UK with my son.



Followed by a week long [Barn retreat in Devon](#) which was a great way to prepare for the training ahead.

Activities undertaken in the UK during sabbatical:

[Mindfulness in Schools Project \(MiSP\)](#)

I completed the 4 day intensive Mindfulness in Schools Project Training for teaching Secondary School age students.



There were several requirements before acceptance into the training programme including:

1. Completion of an 8-week secular mindfulness course in person
2. A personal practice on 5 out of 7 days a week
3. At least 2-3 months of mindfulness practice from the end of the 8-week course and the start of the Teach .b training

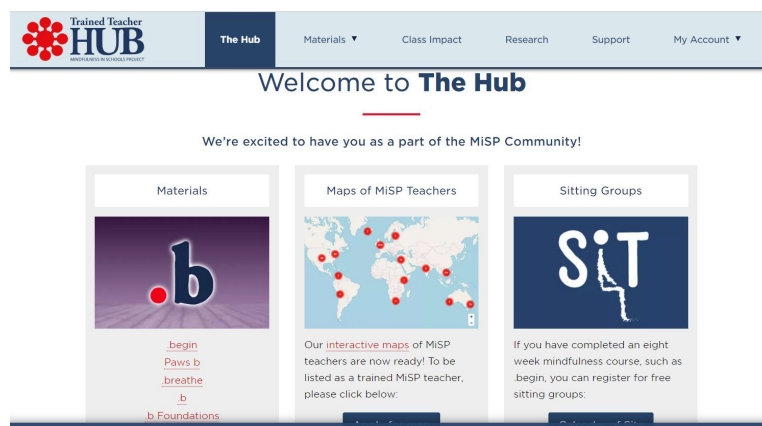
As stated on their website “Having an established personal mindfulness practice allows you to:

- Teach mindfully
- Embody mindfulness
- Model mindfulness to young people
- Guide practices with awareness
- Skilfully respond in enquiry”

This [MiSP Youtube clip](#) includes Paula Kearney, one of our MiSP trainers and provides insight into the programme and student responses to it.

Here is the link to the [Introduction session](#) for lower literacy learners.

[MiSP Trained Teacher HUB](#) is a great resource for those trained. See below.



MiSP GROUP

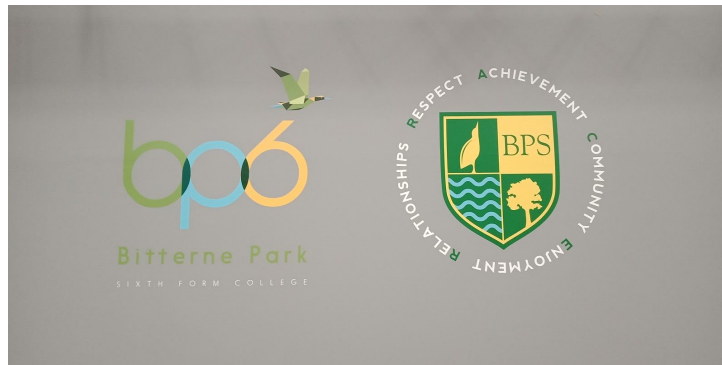
The MiSP crew I trained with set up a WhatsApp group where we share thoughts, resources, and support each other. It's great. A nice example of the appreciation of what is also happening in Aotearoa!



[Bitterne Park School](#)

Julia Chilcott-Coombes from Bitterne Park School also attended the .b training and kindly arranged a day visit to Bitterne Park School for me. Julia is 'Wellbeing Lead' at Bitterne Park School. Bitterne Park School is a large mixed secondary comprehensive school in the

Bitterne Park suburb of Southampton, Hampshire, in the south of England.



Julia organised a full itinerary for my visit: [Itinerary Bitterne Park School](#)



Bitterne Park School has developed a comprehensive staff health and wellbeing strategy: [BPS Staff Health & Wellbeing Strategy Sept 2019](#).

I was really impressed with everything I saw and heard. As soon as I entered the reception area the values of the school were clear. I was struck immediately by the simple yet bold display, and loved that ENJOYMENT is given as much focus as RESPECT, ACHIEVEMENT, COMMUNITY and RELATIONSHIP. These 'RACER' values were tangible throughout the day as I interacted with the staff, observed in classes, and listened to students.

It is sometimes difficult to evaluate the effectiveness of strategies to foster wellbeing and mindfulness. I was lucky to be present when a young student came up to the SENCO Lynne at lunch time to give her heartfelt thanks for the yoga and mindfulness lesson she delivered the previous week, saying it was really, really helpful and that she just wanted to let her know how much she appreciated it. When she moved away Lynne shared the student's Mum had recently passed away.

After I observed Julia's yoga and mindfulness lesson another student was very keen to tell me about how much she likes it, how it helps calm her when she feels agitated. Another told me she has ADHD and she likes it because it helps her with her anger, saying it calms and relaxes her.

Many staff I spoke with appreciated the focus on staff wellbeing, and gave the Head Teacher Graham Wilson credit for fostering the positive culture which was so clearly evident throughout my visit. It takes great leadership and vision to be able to create this kind of culture in an educational setting of this size. It was inspiring.

The school is new, and saturated with fliers and posters which reflect the focus on anti bullying, staff and student well being and resilience (See Appendix 1 Examples of Bitterne Park School Wellbeing Posters).

Every Year 8 class at Bitterne Park School starts the week with a Headspace mindfulness session. Julia, and Mike Robertson, their Yr. 8 Progress leader, gave me a tour to observe the classes and received anecdotal reports from staff and students of the benefits of starting the week in a mindful way with a calming activity to set them up for the week.

After school Julia facilitated a 'Staff wellbeing session' which included more than one hundred staff. It was very relaxed, with delicious and healthy food provided. Staff were asked to rotate around the hall to contribute to questions on large sheets of paper about what they wanted to support their wellbeing.

One of the teachers who spoke to me about the benefits of the school wide wellbeing strategy shared a very personal story of the support he had received and felt as a staff member when his young wife committed suicide. I was struck by how open people were in sharing their stories. Many commented to me about the change in school culture since a change in leadership. The Head Teacher has been in the role for just three years and has been instrumental in supporting the school wide wellbeing strategy. This clearly had an enormous impact on the staff and students within a very short period of time.

I think this statement from Graham Wilson the Bitterne Park School Head Teacher sums up what was evident during my visit: *"The wellbeing of the school community is really important to me as are the values which need to be felt as well as spoken about!"*

This approach and way of being links well with the findings of the 2015 [Mindful Nation UK Report](#) by the Mindfulness All-Party Parliamentary Group (MAPPG) who state "While it seems that mindfulness can offer real benefits for reducing stress and absenteeism, it is important to emphasise that as an isolated intervention it cannot fix dysfunctional organisations. Mindfulness will only realise its full potential when it is part of a well-designed organisational culture which takes employee wellbeing seriously."

MIND UP

After significant effort and lots of emails the planned visits did not occur as the original person I connected with was no longer available to meet me and the organisation was not

able to set up school visits in the time I was in the UK.

BOUNCE FORWARD and the Penn Resilience Programme

The day before I flew back to New Zealand... After much effort, I finally connected with Lucy Bailey, the Chief Executive Officer and Co-founder of Bounce Forward.... It was worth it..

← **Lucy Bailey** <lucy@bounceforward.com>
to me ▾

11 Oct 2019, 23:14 ☆ ↶ ⋮

Hi Sarah,

I hope you had a safe trip back.

It was good to connect with you. After our call I was thinking that our Theory of Change for developing personal resilience might be useful, so please find attached.

Also attached are some lesson plan examples from;

- Bounce Forward Resilience Skills Curriculum
- Bounce Forward Master Social Media
- Bounce Forward Mental Illness Investigated

We provide training on these as individual standalone elements, but we aim to encourage schools to think strategically about this teaching and learning as part of whole school and school improvement. So our Healthy Minds Curriculum delivers the whole.

Do let me know how you get on.

With very best wishes,

Lucy Bailey
Chief Executive Officer & Co-founder
0790 990 4454
0330 133 0776
📧 📘 🌐
Thrive in life. Start with resilience.



I asked Lucy what the key things I needed to know to get a 'Healthy Minds Project'/Curriculum underway in our cluster? Lucy gave me sage advice about introducing resilience and well being programmes across schools:

1. Start with the adults. The notion of Wellbeing is conceptual. Need to establish with each teacher 'What does it mean for you?'
2. The project must be 'owned' by the Senior Leadership Team
3. Requires "good quality teaching in the classroom"
 - a. Skills are taught
 - b. Skills are measured and mastered
4. Monitoring - Quality and Assurance is required
5. All teachers understand what is happening. Resilience is being taught. Staff briefing if students practice skills badly.
6. Strategic decision - is made as school improvement. As a culture in the school.

The Penn Resilience Programme is included as part of the Bounce Forward curriculum. Lucy reported it has been "fantastic over the years" but, also reported the university expectation of five full days teaching requirement out of schools was really hard. There is nothing electronic which they also find challenging. Overall she expressed that it was a great programme but unwieldy and out of date.

Interestingly the .b Mindfulness in Schools Project training I attended is also incorporated into the Bounce Forward curriculum. She stressed the importance of starting every lesson with .b (Stop and breathe) and emphasised the importance of actual practice otherwise it becomes slogans and conceptual rather than experiential.

I have included resources shared by Lucy at the end of this report in Appendix 2.

LINKS TO BOUNCE FORWARD EXAMPLE PLANS

[BOUNCE FORWARD RESILIENCE SKILLS CURRICULUM EXAMPLE](#)

[BOUNCE FORWARD MASTER SOCIAL MEDIA EXAMPLE LESSON PLAN](#)

[BOUNCE FORWARD MII LESSON ONE INTRO STUDENT HANDBOOK](#)

[BOUNCE FORWARD MII LESSON ONE TEACHER COURSEBOOK](#)



Preparatory research and projects undertaken prior to sabbatical in UK:

RTLB Wellbeing Working Party project

Wellbeing has been a focus area for some time in our RTLB Cluster Potaka ki Mohaka. We have several RTLB who have developed specialist knowledge in this area, in particular Chris Vincent (Wellbeing Working Party 'Driver') and Janet Bodle, who has led monthly 'Wellbeing' slots at every RTLB 'Team Hui'. Specific Wellbeing goals are included within our Strategic and Annual Planning, within which we established a Wellbeing 'Working party' who have developed a Wellbeing Collaborative Action Plan. Here is the link to their end of year [Wellbeing Working Party review](#) including a link to their [Wellbeing - Te Whare Tapa Wha survey](#).

In 2018 two of our team attended Wellbeing Professional Development and as part of their reporting back to the team introduced us to the [Headspace App](#). This has supported my learning and daily meditation practice. I was interested to see Headspace being used regularly as part of Bitterne Park School's curriculum.

Mindfulness Training NZ with Stephen Archer

In 2018 as I was preparing my application for sabbatical I chanced upon a series of sessions on 'Being Present' offered by Stephen Archer who had recently moved to Gisborne to live. Stephen became my mindfulness 'teacher' and has been instrumental in supporting my mindfulness meditation practice. Stephen supported my application to attend the MiSP training.

I invited Stephen to speak to the RTLB Wellness Working Party group. One of our RTLB team based in Wairoa connected Stephen with the Wairoa Kāhui Ako. He was then invited to speak to the Wairoa learning community which then led to many attendees committing to a six week series of mindfulness training sessions.

Stephen also gave a presentation about mindfulness to our RTLB team. I surveyed the team for feedback and to gauge if any wanted to undertake a series of sessions. The response was great as can be seen in the [Mindfulness Presentation survey responses](#).

Turanganui-a-Kiwa Kāhui Ako Mindfulness Focus Group

Around the same time I was reporting to Jan Kumar (Employing Principal) about our activities and focus on mindfulness and she connected me up with Shelley Hunt (Kāhui Ako Across School Teacher) who was keen to set up a Mindfulness Focus Group across the three Turanganui a Kiwa Kāhui Ako (who work as one Kāhui Ako). I in turn connected Shelley up with Stephen and invited her to our RTLB team hui which Stephen presented at. Shelley and I decided to combine our energies. Therefore the Turanganui a Kiwa Kāhui Ako Mindfulness Focus Group and RTLB were offered a series of 6 weekly mindfulness training sessions with Stephen. Shelley surveyed the focus group which included several RTLB. Although there weren't a lot of responses compared with the number of focus group members, the responses made were very positive as can be seen in the [Mindfulness Focus Group results](#). As part of my sabbatical reporting back I gave a presentation at the [Mindfulness Focus Group at the end of 2019 meeting](#).

Riposte Analytics and [Riposte App](#)

Shelley and I were interested in exploring ways to evaluate and monitor the impact of the mindfulness training in school settings. Stephen connected us with Debs Hancock who has developed an evaluative app called Riposte. We decided to trial it in conjunction with Stephen Archer's mindfulness training. Here is the link to the [Riposte Report and analysis](#) Deb provided us with, and here are the key points from the summary report:

Riposte Topic & Theme Analysis Report Tairāwhiti Teaching Group - Mindfulness Training Summary Report

Reporting Purpose: This is the final report capturing Riposte data from a group of Tairāwhiti based Teaching staff who undertook a six week Mindfulness Training Programme by Stephen Archer, and also from colleagues who were not involved in the training but agreed to post on the Riposte app for comparison purposes. This report was provided on a fortnightly basis to RTLB Manager Sarah Grant and GGHS Head of Health & Physical Education Shelley Hunt, and this summary report will also be provided to Mindfulness Training course provider Stephen Archer. Mindfulness Training Group and "Control" Participants There were six members of the Mindfulness training group that contributed to Riposte and 10 members in the control group. Groups were determined by those who had entered either "Mindfulness" or "Mindfulness Control" into the Riposte profile settings, as well as a list provided by Shelley Hunt. Participants were asked to use the app to reflect on their day and post their high and low moments over the six week period.

Key Findings: Coding the posts into wellbeing categories (page 3) showed the mindfulness group entered more posts concerning mental & emotional wellbeing and spiritual well being (23.6% of total posts) than the control

group (11.8% of total posts). - Many of these posts for the mindfulness group were positive, reflective and inward looking posts that centred around themes such as general feelings of gratitude, mindfulness practice, taking time to exercise and enjoy nature, generally feeling good, enjoying leisure time in the weekend (page 4). These themes were not as common for the control group who tended to focus their posts on external aspects such as family, friends, work and collaboration. - For each positive and negative post, participants have 15 sentiment options to choose from. A significant difference between the two groups was seen for the selection of "Grateful", where the mindfulness group made 4.5 times more grateful posts than the control group (pages 6 and 7). Grateful was by far the most commonly selected sentiment for the mindfulness group accounting for 20% of their positive posts and 13% of their total posts. "Satisfied" was the most commonly selected sentiment for the control group accounting for 11% of their positive posts and 7% of their total posts.

The full report was very informative, although some participants commented they weren't usually social media or app users, so it wasn't perhaps as user friendly as students who are familiar with this kind of platform might find it. Riposte certainly has potential as a means of evaluating the impact of wellbeing programmes in future.

Palouse Mindfulness MBSR

One of the criteria for being eligible to undertake the MiSP training was to have completed an eight week Mindfulness Based Stress Reduction (MBSR) programme or similar. This is a free online version based on the program founded by Jon Kabat-Zinn at the University of Massachusetts Medical School. I have been influenced by Jon Kabat-Zinn through his work, and in particular his book Full Catastrophe Living: Using the Wisdom of Your Body and Mind to Face Stress, Pain, and Illness. The Palouse Mindfulness MBSR programme contains great links to helpful and informative YouTube clips. I worked through the eight week programme and found it very informative and beneficial for my own personal practice and development.

Te Ara Whakamana

"Through the process of co-construction, Te Ara Whakamana: Mana Enhancement provides a culturally centred framework for a strengths-based conversation that explores the way in which we face and respond to life's challenges. A person's mana, (core value, prestige, authority, control, power, pride, influence, status, spiritual power, talents, uniqueness, charisma etc), and the mana of the family, becomes the focus point from which all actions and deeds are measured."

The majority of our RTLB team are now trained in Te Ara Whakamana and many use the model of practice to support ākongā.

M3Mindfulness

When I first started exploring wellbeing approaches and strategies I was quite rightly challenged by one of the RTLB team members about why I was looking to the UK to extend my knowledge when I needed to explore what was right under my nose. This search led me to Jase Te Patu and M3Mindfulness. "M3 uses Māori storytelling and simple Movement to teach pre and primary school children simple Mindfulness tools like breath and visualisation. This approach is designed to tackle New Zealand's challenges with mental health and suicide."

I invited Jase to come and present to our RTLB Team and subsequently he provided our cluster with a great deal for our schools to access his videos. RTLB have also supported

school wide approaches incorporating M3Mindfulness and planned for Jase Te Patu to train staff.

Pause Breathe Smile Mindfulness NZ

The website states “ The Mindfulness Education Group is leading the way with high-quality professional development for educators and health professionals to teacher New Zealan’s only locally developed and researched school-based mindfulness programme...” Nigel Latta has publicly endorsed the programme.

In 2018 I met with Natasha Rix in Katikati to discuss the Pause Breathe Smile Mindfulness approach. We explored funding options and possibilities of our cluster’s RTLB being trained in Pause Breathe Smile. Fortuitously in Term 1 of 2019 Mata Nui o Kahungunu Kāhui Ako with support from MoE Learning Support and RTLB involvement undertook to make Pause Breathe Smile training available to educators in the Kāhui Ako. Several RTLB took part in the training, and in supporting classroom teachers implement PBS in class. The report indicates varying perceptions of success (See appendix 3). One of the respondents stated “*Team teaching scenarios seemed to work effectively- use of an RTLB to co work with classroom teacher [sic] was especially effective. Keen to do this with others.*”

The importance of leadership in schools being engaged and ‘owning’ the approach needs to be reinforced. It seems likely there would be greater benefit if Pause Breathe Smile was incorporated as part of the curriculum, rather than an addition to it.

CONCLUSION:

- Be what you want to see
- ‘Happy’ teachers can change the world
- Wellbeing needs to be an integral focus within the curriculum
- The simple importance of bringing the mind back into the body
- Riposte app and analytics is a useful tool for evaluating outcomes
- We already have many fabulous things happening in Aotearoa that are appropriate for our context and support improved outcomes for ākonga.



References

Kabat-Zinn, Jon (2013). *Full Catastrophe Living: Using the Wisdom of Your Body and Mind to Face Stress, Pain, and Illness*. Second Edition, Revised and Updated. Bantam/Random House

Mindfulness All-Party Parliamentary Group (2015, October). *Mindful Nation UK Report* by the Mindfulness All-Party Group (MAPPG) Retrieved from <https://www.themndfulnessinitiative.org/Handlers/Download.ashx?IDMF=1af56392-4cf1-4550-bdd1-72e809fa627a>

Thich Nhat Hanh and Weare, Katherine (2017). *Happy Teachers Change the World: A*

Guide for Cultivating Mindfulness in Education. Parallax Press. Berkeley, CA

Websites mentioned:

Bounce Forward <https://bounceforward.com/>

Education Resource Office: Wellbeing for success: a resource for schools
<https://www.ero.govt.nz/publications/wellbeing-for-success-a-resource-for-schools/>

Headspace <https://www.headspace.com/>

Hikitia Te Hā https://www.youtube.com/watch?time_continue=23&v=VvXV3MIY-_M

Mental Health Foundation: Mental Health Matters and Ways to Wellbeing (a health education resource for junior secondary school)
<https://www.mentalhealth.org.nz/assets/ResourceFinder/Mental-health-matters-a-health-education-resource-for-junior-secondary-school.pdf>

Mindfulness in Schools Project (2019) Staff and children share their experience of mindfulness and .b

YouTube <https://www.youtube.com/watch?v=i8UhpqtSsvg&feature=youtu.be>

Mindfulness in Schools Project MiSP Introduction Session for lower literacy learners (Accessed 2019)
<https://docs.google.com/presentation/d/1Prn5zzPhfYTZNVz5JzepKQ6NKHVZ63Xo/edit#slide=id.p11>

Mindfulness Training - Stephen Archer <https://mindfulness-training.co.nz/>

Ministry of Education: Wellbeing in Schools
<https://www.education.govt.nz/school/health-safety-and-wellbeing/pastoral-care-and-wellbeing/>

M3Mindfulness - Jase Te Patu <https://www.m3mindfulnessforchildren.com/>

Palouse Mindfulness <https://palousemindfulness.com/>

Pause Breathe Smile NZ <https://mindfulnesseducation.nz/>

PERMA <https://positivepsychology.com/perma-model/>

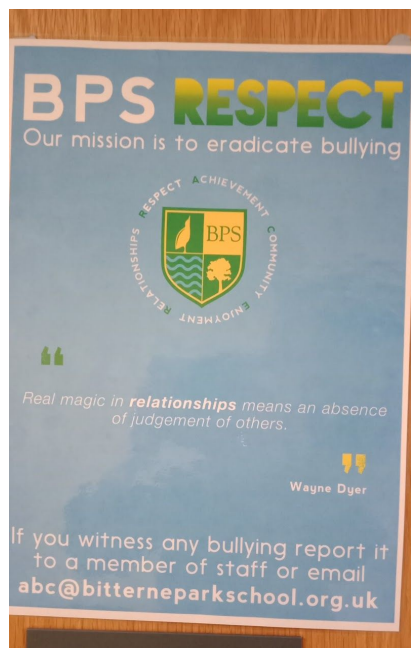
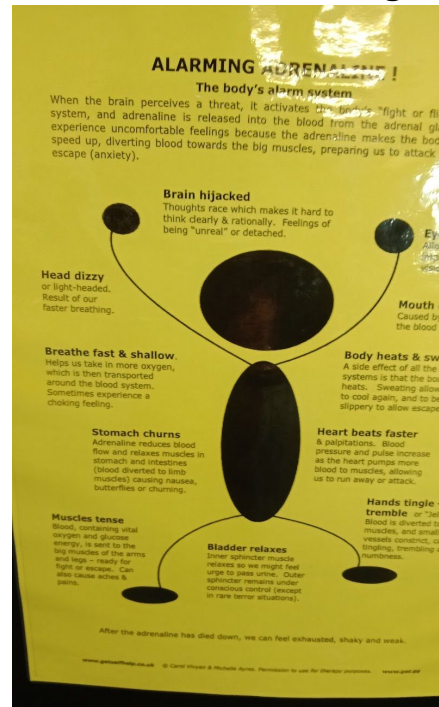
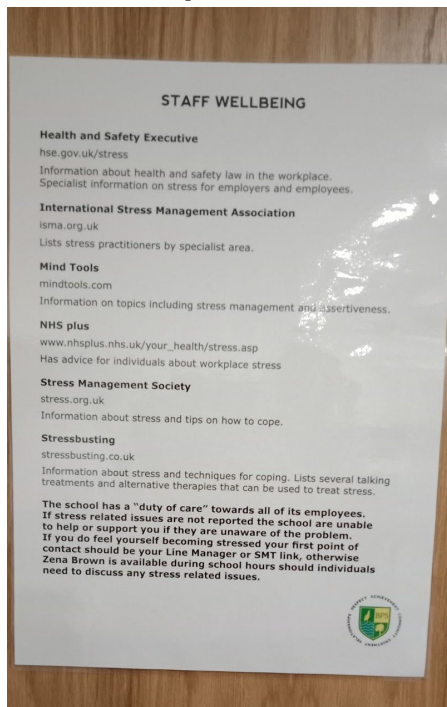
Sparklers: <https://sparklers.org.nz/>

Riposte Analytics <https://riposte.app/>

Te Ara Whakamana <http://www.akosolutionz.com/mana-enhancement>

APPENDICE:

Appendix 1: Examples of Bitterne Park School WellBeing Posters



Appendix 2: Bounce Forward resources

BOUNCE FORWARD Healthy Minds Project



Young peoples' mental health is of increasing concern and schools' want to focus on emotional health and behaviour, as well as academic achievement.

For 11 years, the Bounce Forward charity has turned research projects into curriculums that are proven to have long term impacts on students. Their latest curriculum is called Healthy Minds and is developed applying learning from the only evidence-based approach to teaching resilience in school.

“ **Maths, English and Science help me succeed in school. Healthy Minds helps me thrive in life.** ”

Healthy Minds Student
Year 8

Bounce Forward's Healthy Minds Curriculum consists of resilience, mental health, social media and goal setting lessons. It is developed from a research project that involved 11,000 students in 34 schools over 5 years and had numerous positive impacts.

SUBJECTS



RESILIENCE

These lessons are a toolkit that enable students to be the best version of themselves and thrive



SOCIAL MEDIA

Social media is just part of life for the modern teenager, these lessons guide them to use it responsibly



MENTAL HEALTH

Students learn how their brain works, how to identify and overcome mental illness and boost mental health







SCHOOL TO LIFE

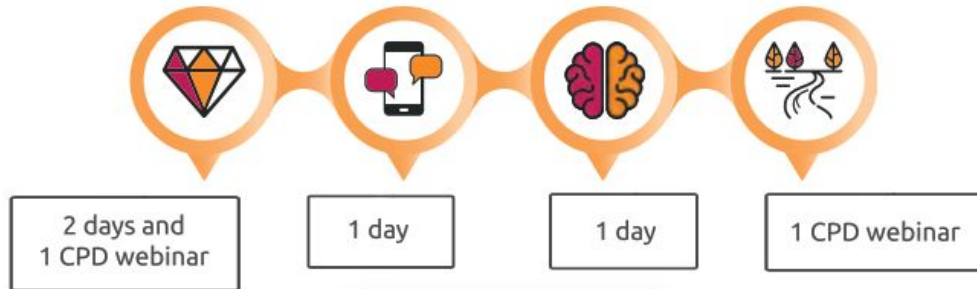
These lessons allow students to approach their future with resilience, set goals and think about their career



LESSONS

	Year 7	Year 8	Year 9	Year 10	Year 11
	6	8	7	4	5
	6	8 or	8		
			6 or	6 or	6
			9		

TEACHER TRAINING





High quality teacher training
for 2 members of staff per school
+3 support meetings to help plan

Evidence based curriculum
delivered electronically



£2,500
or
£3,000 in 3 instalments



**Healthy Minds has improved
academic achievement, fixed-term
exclusions, and attendance.**



Julie Collins, Headteacher
The Leigh Academy



www.bounceforward.com



info@bounceforward.com



0330 133 0776

BOUNCE FORWARD

INDIVIDUAL THEORY OF CHANGE



What, Why and How of Resilience

What is Resilience?

Returning to 'normal' after trauma (1970s)

A capacity to cope with difficulty (1980)

A **capacity to thrive** in the context of adverse events (Carver, 1998)

“The **developable capacity** to rebound or bounce back from adversity, conflict, failure or even positive events, progress, and increased responsibility” (Luthans, 2002a, p. 702)





Thrive in life. Start with Resilience

The Relationship Between Well being, Thriving or Flourishing and Resilience



Models of Well Being, Thriving and Flourishing

Pathways to well-being - pleasure, engagement, relationships meaning and accomplishment

(Seligman)

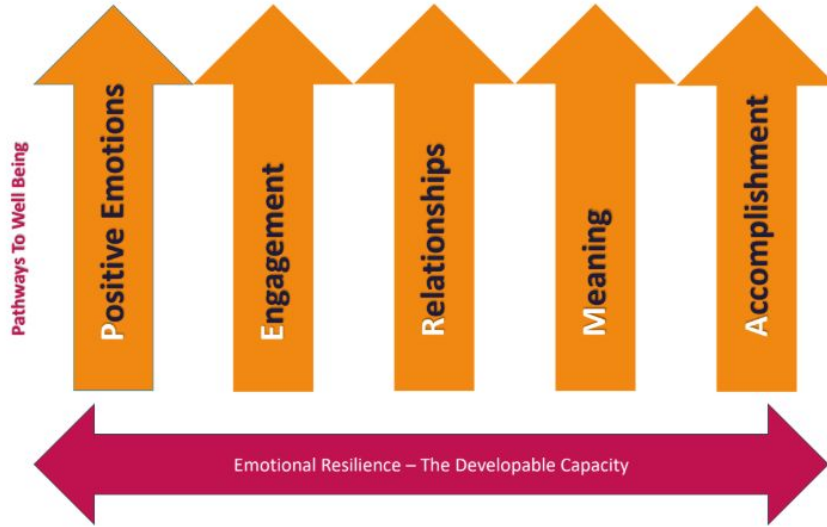
Satisfaction with life – feeling happy

(Diener)

Feeling good and functioning well

(Huppert)

Resilience Increases our Capacity to Thrive



© Bounce Forward 2018



The Why of Resilience – Creating the Ordinary Magic

Creating the Ordinary Magic



* Based on meta-analysis to ensure as systematic, comprehensive and unbiased as possible

Resources to Develop our Capacity to be Resilient

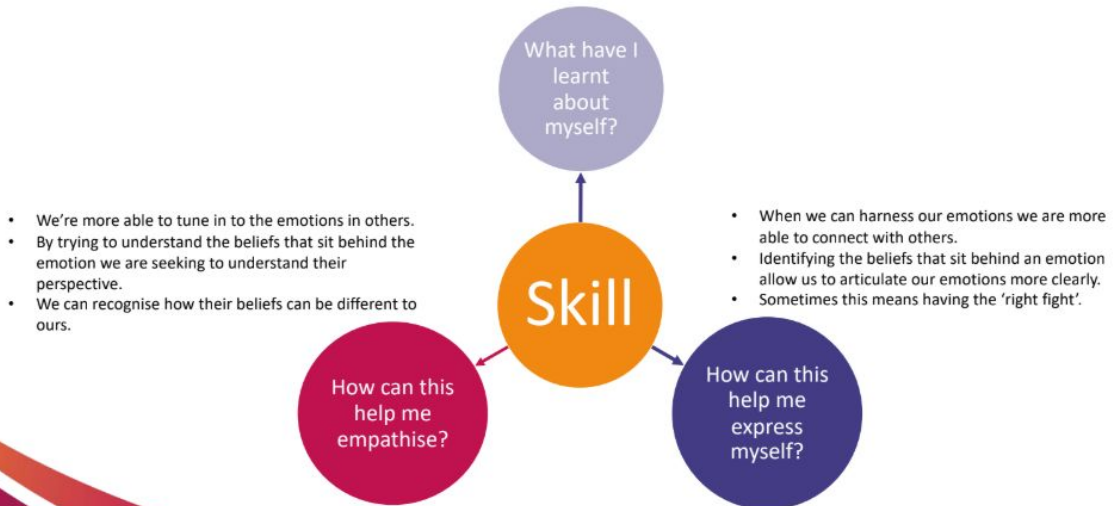


The How of Resilience – Learning the Skills

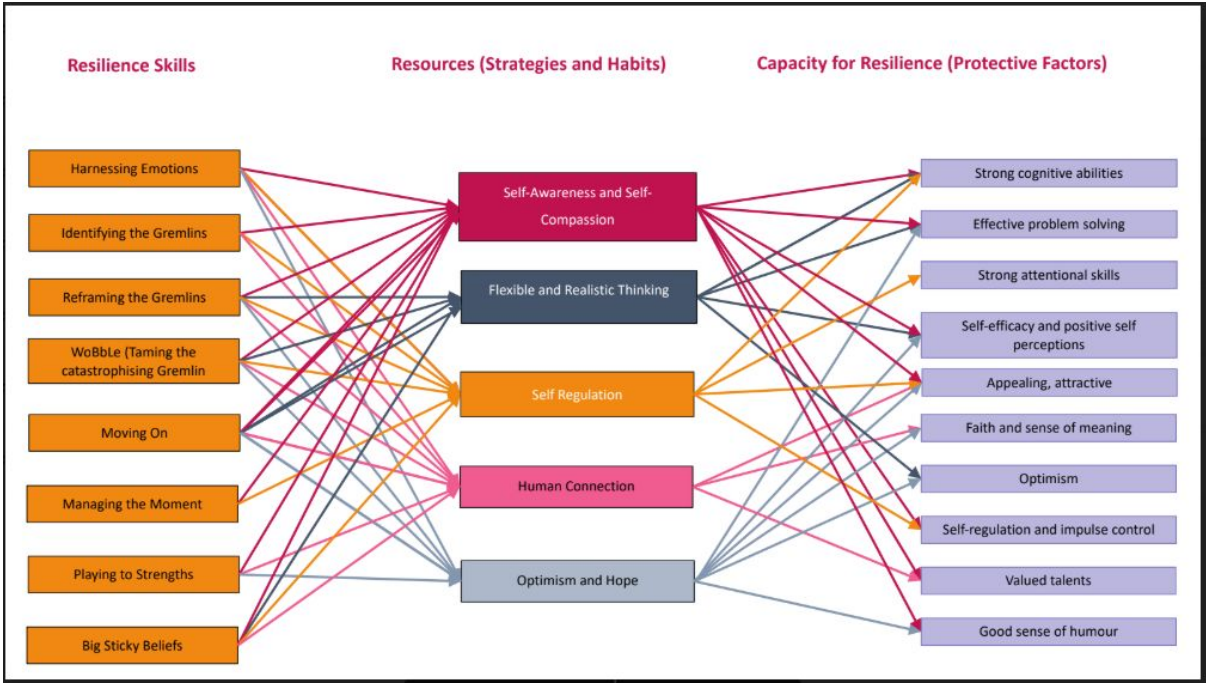
Skills for Resilience



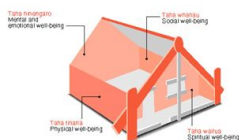
Each Skill Provides Opportunity to Express and Empathise



	Harnessing Emotions	Noticing the Gremlins	Reframing the Gremlins	Big Sticky Beliefs	Keeping Things in Perspective	Moving On	Managing the Moment	Playing to Strengths
Self-Awareness and Self-Compassion	😊	😊	😊	😊	😊	😊	😊	😊
Flexible and Realistic Thinking			😊	😊	😊	😊		
Self-Regulation	😊	😊	😊	😊	😊		😊	
Human Connection	😊	😊	😊	😊	😊	😊		😊
Optimism and Hope	😊		😊		😊	😊		😊



Appendix 3: Mata Nui o Kahungunu Kāhui Ako report re Pause Breathe Smile



Hauora

Pause, Breathe, Smile

During term 1 opportunity was created for schools to train in the Pause Breathe Smile programme.

This NZ programme, based on Te Whare Tapa Wha, teaches Mindfulness strategies to tamariki. The project was chosen as a response to teachers calling for ways to build resilience with their students, and a call from teachers who had completed a mindfulness programme themselves to implement something similar for students, as they had identified huge personal benefits. Over 60 educators - teachers, RTLB, Enviro Schools coordinator and principals attended the two training sessions which gave us huge potential to make a real difference across our rohe.

Sponsorship was secured from Learning Support and we gained the support of Researcher Wayne Duncan to help us collate teacher voice on the project. Uptake was sporadic across the community with some teachers taking components of the programme to use, others not any, and a few running through the full programme as prescribed.

Feedback at end of year was received from 13 educators - 2 had not implemented the programme because their teaching circumstances had not allowed them to.

- 6 had done some components of the programme but not persisted as they did not feel it met the needs of their children or was not age appropriate, or lack of student engagement prohibited it. Many said they used it in their own lives though and found it valuable.
- 5 teachers had fully implemented the programme - 2 of them co working in one class in 2 different instances.

2 teachers completed the post programme surveys with their classes.

Impact

Teacher feedback from those who did implement the programme was very positive.....

"The programme met my expectation of providing students with useful strategies to use when angry or upset."

"I received feedback from the DP regarding one of my students using PBS in a playground incident. She was impressed."

"The mindfulness eating was always a highlight and I often included foods, which I knew some children had not had before e.g., fresh mango."

"The students got a lot out of the programme, and some report they do PBS sometimes at home, and/or when they are feeling upset. Their favourite lesson was lesson 7 when we looked at The world in an apple."

"We often do a spontaneous MP, where they have to sit quietly and go to their own happy place, which involves total self-engagement. The PBS programme has allowed them to do this."

"The tamariki were very responsive in the sessions. They seemed to enjoy the exercises and activities and were totally engaged. It was also great co-working with the classroom teacher."

"The children at the start of mindfulness were not keen to participate, but as they have practiced breathing and relaxing they have most certainly become better at it. I do think that the programme is good and will help with teaching children how to monitor their anger etc."

"I think the programme is well designed and it is easy to follow the lesson plans."

"I found it difficult to complete the lessons but feel that I would probably do all the lessons in a row at the beginning of next year to get them ready and then incorporate little snippets of mindfulness into my future lessons."

Learner feedback

"I really like it. It makes me calm"

"I feel re energised- like my battery has been recharged"



"I feel relaxed" "My (younger_ brother sits at the table every night and says - straight back, soft belly, and breathe, before we can eat"

Whanau feedback

"My son (College age) said to me one morning- I couldn't sleep last night so I did my breathing and then I managed to sleep"

"I really like it- my son sits at the table and says - straight back, soft belly, and breathe, before we are allowed to eat- it's quite calming" "It's helpful when my daughter has one of her tantrums- I think it's great"

Next steps

"Because it was all new learning the students would benefit by repeating the programme in future years."

"Time is always a challenge - I am keen to start this programme again at the start of next year and believe this will be more successful because the programme can be introduced afresh"

"I am hoping that more schools will take up and use the programme school-wide to improve well-being with tamariki and kaiako"

Team teaching scenarios seemed to work effectively- use of an RTLB to co work with classroom teacher was especially effective. Keen to do this with others.

"At our recent expo I attended a workshop presented by two kindy teachers and they presented how they included mindfulness in their centre. Their presentation made far more sense to me for our new entrants. If I was to continue with mindfulness in my room I would like to see more of what they do."

"I feel the programme has got good "bones" but is too long to achieve over one lesson."

"Needs to start in term one! Needs to start with more staff buy in - Teachers who work across one class could meet and discuss who is going to teach the programme and how the other teachers can support them with this. "

"Could be connected to Mana Enhancement wheels. Perhaps as part of the health programme." "

"Students who found mindful breathing the most difficult could have been removed and taught the programme separately. (Because those who responded positively already have some ability to be mindful and deserve to have this extended.)"