

Promoting Kōkiri Wellbeing Hauora Together Tahi

Waiho i te toipoto, kaua i te toiroa

Let us keep close together, not wide apart



At Te Puna Wai o Waipapa we are using some specific strategies to support and promote our students' wellbeing. The approaches that we are incorporating fit with a Positive Education approach, which is a combination of evidence-based Positive Psychology strategies and educational best practice.

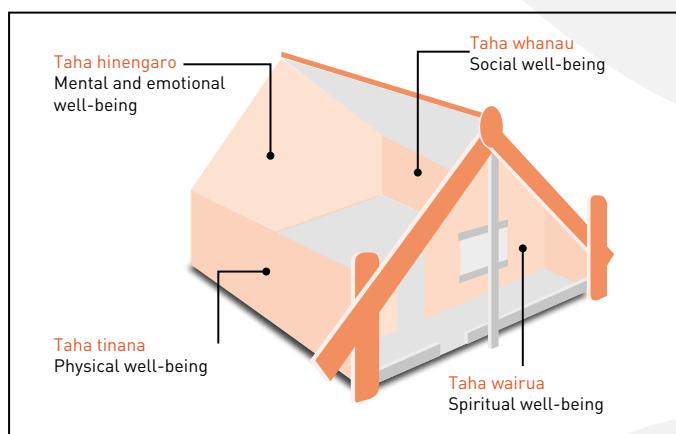
One of the ways that we can make these strategies more effective for our students is for there to be shared understanding and consistent messages from home and school.

Some of the key approaches we have introduced are outlined here. There are many overlaps between models and strategies: gains from one approach can feed into gains in other areas.

TE WHARE TAPA WHĀ MODEL OF HAUORA

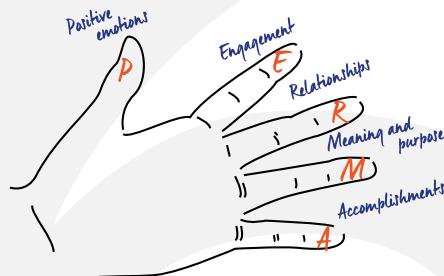
Mason Durie (1994) developed Te Whare Tapa Whā to show the importance of the four aspects of health where each wall is essential to making a sturdy and resilient house, all built on te whenua.

We can use this model to reflect both on individual wellbeing and the hauora of groups and communities we are part of.



PERMA THEORY OF WELLBEING

Martin Seligman (2011) developed a PERMA model for wellbeing.



We can use this as a way to quick-check the balance of different aspects of our lives, and identify where a shift in focus might be beneficial to our wellbeing.



Using the framework of the PERMA model can be useful for reflection and goal-setting.

If you have any concerns about the mental health of your child, please contact either your GP or the pastoral team at school. A positive education approach does not replace supports for students struggling with mental health issues.

There are still the same supports available at the College, with counselling available:
Deans, Counsellors, Nurse

Michael Gilchrist - Head of Guidance
Rowan Milburn - DP Student Wellbeing

GROWTH MINDSET

Carol Dweck (2006) identified that adopting a growth mindset can have a significant impact on learning, motivation and achievement. A growth mindset is a belief that skills can be learned and intelligence can be developed.

A growth mindset may seem more familiar on the sports field, but research shows the benefits of transferring this attitude to academic and other areas. We seek to intentionally frame challenges and as opportunities to learn rather than seeing them as threats, and to see failures as interesting, informative, and motivating rather than discouraging.

Motivation can be damaged when we have not had experiences of success and we come to believe that failure at a task is a fixed state. Fixed mindset thinking can also be damaging for people who are used to easy success when they first meet a setback or challenge that requires hard work.

We want our students to reframe and embrace feedback, challenge, setbacks, hard work. Research shows that how parents respond to their children's failures can have a big impact – aim for 'learning-oriented reactions'.

You can promote a growth mindset by prompting your children to adjust their language:

I'm great at this. >> I'm on the right track

I can't do this. >> I'm going to train my brain to do this

Tē taea >> Ka taea e au tēnei ako.



Is this positive thinking or a self-esteem movement?

Positive Psychology is not a movement about positive thinking – it is the science exploring how people function on the plus side of zero, rather than focusing only on getting people back to a mental health 'zero' when things have gone wrong.

Does this encourage students to be self-absorbed?

The aim through these strategies is to have students feeling good and learning well, so that they can equip themselves to contribute to their whānau and communities and make a difference in our world.

What if I don't like one of the strategies?

Our aim is to give students a toolbox – this is not a 'one-size fits all'. We are introducing them to a range of strategies to try, ideas to talk about, and hopefully some wellbeing habits to grow.

NGĀ PŪKENGA O TE TANGATA - CHARACTER STRENGTHS

We look at character strengths according to a framework developed by Christopher Peterson and Martin Seligman (2004). Their work outlines the benefits of focusing our attention on strengths rather than weaknesses. The approach is not about identifying fixed personality traits, but seeing aspects of character as similar to muscles that can be developed and strengthened. Research shows that both knowing and deliberately using character strengths to meet challenges can increase individuals' positive emotions and have a preventive effect on mental illness.

A strengths focus also helps to develop a positive environment and can contribute to feelings of happiness and building relationships, which in turn ties back to different aspects of the PERMA model.

Some of the ways we use character strengths include identifying which strengths are currently our strongest (signature strengths), using signature strengths to gain leverage on meeting a challenge, choosing a lesser strength to develop, and recognising the use of strengths in ourselves and others. For example, being aware of overusing various strengths and reframing unhelpful habits is shown to be a strategy that enhances wellbeing and academic progress for students who struggle with perfectionism.

For a snapshot of your present strengths, you can do a VIA Character Strengths assessment through the www.allright.org.nz website.

SOME OTHER STRATEGIES that we are incorporating into these key approaches

- breathing to manage adrenalin-response
- mindfulness exercises for attentiveness and stress reduction
- and habits of gratitude to develop learned optimism.

More detailed information on any of these strategies is available – please contact the Student Wellbeing team if you have any questions. We will continue to feature our Wellbeing initiatives in the newsletter, and we welcome your feedback.

The Ministry of Education encourages parents and caregivers to talk regularly with their children about how they are doing and the things happening in their lives. Information, advice and contact points are available on the Ministry of Education website if you are concerned about your child's mental health.
www.parents.education.govt.nz/mental-health

Michael Gilchrist (Head of Guidance) by email on michael.gilchrist@staff.hagley.school.nz or

Rowan Milburn (Deputy Principal: Student Wellbeing) by email on rowan.milburn@staff.hagley.school.nz

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USEFUL WELLBEING WEBSITES/CONTACTS FOR PARENTS/CAREGIVERS

Brain Development

- www.youtube.com/Insight Into the Teenage Brain
- www.youtube.com/The mysterious workings of the adolescent brain
- www.youtube.com/Brain Development for Teenagers 1
- www.youtube.com/The Teenage Brain Explained

Growth and Fixed Mindset

- www.youtube.com/Growth Mindset Introduction
- www.brainpickings.org
- www.examinedexistence.com
- www.ed.ted.com/Growth Mindset vs Fixed

Eat/Sleep/Move

- www.innerdrive.co.uk
- www.raisingchildren.net.au
- www.healthyeating.sfgate.com

Devices and Social Media

- www.techadvisor.co.uk
- www.netsafe.org.nz
- www.resources.uknowkids.com
- www.ourpact.com
- www.theparentingplace.com

Resilience and Perseverance

- www.youtube.com/Grit: the power of passion and perseverance

Motivational

- www.youtube.com/Denzel Washington - Make a Difference

Sexuality education

- www.familyplanning.org.nz