Every student is a confident, connected, actively involved, lifelong learner.

EDUCATION REVIEW OFFICE
TE TARI AROTAKE MATAURANGA

WELLBEING FOR SUCCESS:
A RESOURCE FOR SCHOOLS

MARCH 2016

The Prime Minister's
**Youth Mental
Health Project**

Contents

Introduction

In April 2012, the Prime Minister launched the Youth Mental Health Project[1], with initiatives across a number of education, social and health agencies. The project aims to improve outcomes for young people aged 12 to 19 years with, or at risk of developing, mild to moderate mental health issues. These outcomes include improved:

> mental health
> resilience
> access to youth-friendly health care services.

Wellbeing is vital for student success.

> *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.[2]*

Why focus on student wellbeing?

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.

Support for a focus on students' wellbeing exists in professional frameworks including *The Code of Ethics for Registered Teachers, Registered Teacher Criteria*, the *National Administration Guidelines, United Nations Convention on the Rights of the Child* and the *Vulnerable Children Act*. Student wellbeing is not only an ethical and moral obligation for teachers, leaders and trustees but also a legal responsibility.

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1   For more information see http://www.health.govt.nz/our-work/mental-health-and-addictions/youth-mental-health-project.
2   Noble, T. & Wyatt, T. (2008) *Scoping study into approaches to student wellbeing. Final Report*. Canberra. Department of Education, Employment and Workplace Relations. p30.

Structure of this resource

Wellbeing for success: a resource for schools has been developed to help schools evaluate and improve student wellbeing. It highlights 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.

Effective practices for wellbeing explains the conceptual framework of domains and indicators from the *School Evaluation Indicators*, highlighting five vital aspects ERO has found that promote and respond to student wellbeing.

Improving wellbeing in our school helps school leaders, trustees and teachers to think about how they promote the wellbeing of all students in their school community and the way in which they respond to emerging wellbeing concerns. This section includes a focus on how well schools promote wellbeing as an integral part of the school's internal evaluation processes. It supports leaders, trustees and teachers to use internal evaluation processes to evaluate the effectiveness and impact of their responses to particular wellbeing-related events, issues and concerns.

Useful wellbeing resources includes information about resources schools might find useful in promoting and responding to wellbeing. It includes information about wellbeing in relation to the health and physical education learning area (from *The New Zealand Curriculum*) and hauora and Te Whare Tapa Wha.[3] It also shares a 'circle of care' model adapted from Manitoba Education, Citizenship and Youth.[4] Possible sources of wellbeing related data that could be used to inquire into and evaluate aspects of wellbeing are described along with a list of online resources for schools.

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3   Ministry for Culture and Heritage. Te Ara – the Encyclopaedia of New Zealand. (2014). *Māori health: te whare tapa whā model (2nd of 2)*. Retrieved from www.teara.govt.nz/en/diagram/31387/maori-health-te-whare-tapa-wha-model.

4   Adapted from 'Circle of Care' in Manitoba Education, Citizenship and Youth (2007) *Manitoba Sourcebook for School Guidance and Counselling Service. A Comprehensive and Developmental Approach*. Manitoba: Author, p 47.

Effective practices to promote and respond to wellbeing
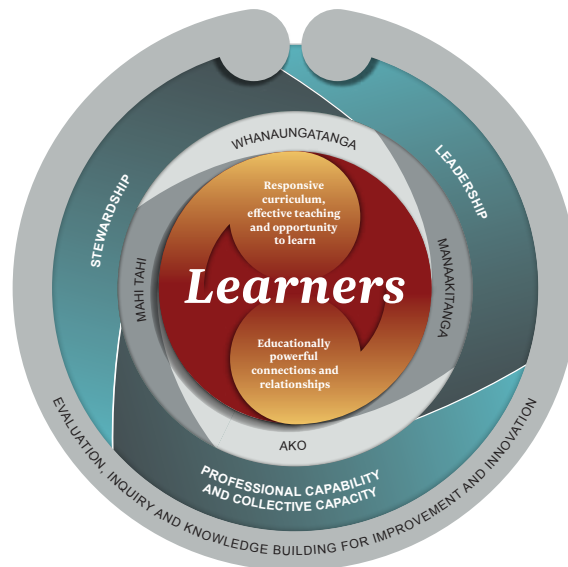
ERO published *Wellbeing for Success: Draft Evaluation Indicators for Student Wellbeing* in 2013. The indicators were commissioned as part of the Prime Minister's Youth Mental Health Project.

Since then ERO has developed and published a trial document *School Evaluation Indicators: Effective Practice for Improvement and Learner Success* in May 2015. These indicators draw on an analysis and synthesis of current research and evaluation and focus on what matters most in improving outcomes for all students – the achievement of equity and excellence. The indicators, valued student outcomes and effective practices outlined in ERO's *School Evaluation Indicators* focus on both wellbeing and achievement.

The indicators provide boards, leaders and teachers with guidance about what they need to do to achieve equity and excellence. At the centre of these practices are fair and inclusive systems for diverse learners that support their strengths, their interests and their potential to succeed.

All education activities take place within a cultural context. For this reason the indicator framework singles out four concepts, *manaakitanga, whanaungatanga, ako* and *mahi tahi,* which have the power to transform the learning environment for students. These concepts are fundamental to supporting students' wellbeing.

The conceptual framework for the indicators (above) foregrounds the Māori concepts of *manaakitanga, whanaungatanga, ako* and *mahi tahi*. Together, these concepts reframe how we approach education provision in the New Zealand context, challenging us to recognise and respond to the educationally limiting effects of deficit theorising about students and their potential.[5] The following two pages are taken from the *School Evaluation Indicators*.

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5   See Bishop, R., O'Sullivan, D, & Berryman, M. (2010). *Scaling up education reform: The politics of disparity*. Wellington: New Zealand Council for Education Research.

The concepts provide a lens through which the cultural responsiveness of school activities and practices in supporting and promoting equitable outcomes for all learners can be evaluated. The descriptions below draw, in particular, from the work of Berryman, Glynn, Walker, Reweti, O'Brien, Boasa-Dean, Glynn, Langdon and Weiss (2002);[6] Berryman (2014)[7] and Bishop, Ladwig and Berryman (2014).[8]

Manaakitanga

Manaaki embodies the concepts of mana (authority) and *aki* (urging someone to act quickly). *Manaakitanga* describes the immediate responsibility and authority of the host to care for their visitor's emotional, spiritual, physical and mental wellbeing.

In the learning context these understandings encompass the need to care for children and young people as culturally located human beings through providing safe, nurturing environments. In the New Zealand setting, these understandings also need to be extended to include developing and sustaining language, culture and identity to ensure all students have the opportunity to learn and experience education success.

Whanaungatanga

Whakawhanaungatanga is the process of establishing links, making connections and relating to the people one meets by identifying in culturally appropriate ways, whakapapa linkages, past heritages, points of engagement, or other relationships. Establishing whānau connections is kinship in its widest sense.

The concept of *whanaungatanga* describes the centrality of extended family-like relationships and the "rights and responsibilities, commitments and obligations, and supports that are fundamental to the collectivity."[9] *Whanaungatanga* also reaches beyond actual whakapapa relationships and includes relationships to people who, through shared experiences, feel and act as kin. Within this type of relationship, in receiving support from the group, there is a responsibility to provide reciprocal support.

In the learning context, *whanaungatanga* demands a focus on the quality of teaching-learning relationships and interactions, and the agency of the teacher in establishing a whānau-like context that supports engagement and learning. New Zealand evidence suggests that *whanaungatanga*, while not sufficient, is "foundational and necessary for effectively teaching Māori students…as *Whanaungatanga* increases, the probability of high cognitive demand increases…when the level of *Whanaungatanga* was mid-range or higher, the lowest levels of engagement disappeared" (Bishop, Ladwig & Berryman, 2014, p. 28).[10]

6   Berryman, M., Glynn, T., Walker, R., Reweti, M., O'Brien, K., Boasa-Dean, T., Glynn, V., Langdon, Y., & Weiss, S. (2002). *SES Sites of effective special education practice for Māori 2001*. Draft report to the SES Board and Executive Team. Specialist Education Services.

7   Berryman, M. (2014). Evaluation indicators for school reviews: A commentary on engaging parents, whānau and communities. Background paper prepared for the review of the Education Review Office's *Evaluation Indicators for School Reviews*.

8   Bishop, R., Ladwig, J., & Berryman, M. (2014). The centrality of relationships for pedagogy: the *whanaungatanga* thesis. *American Education research Journal, 51,* (1), 184-214.

9   Metge, J. (1990), cited in, Berryman, M. (2014). Evaluation indicators for school reviews: A commentary on engaging parents, whānau and communities. Background paper prepared for the review of the Education Review Office's *Evaluation Indicators for School Reviews*.

10 Bishop, R., Ladwig, J., & Berryman, M. (2014). The centrality of relationships for pedagogy: the *whanaungatanga* thesis. *American Education Research Journal, 51,* (1), 184-214.

Ako

Ako is grounded in the principle of reciprocity and also recognises that students and their whānau cannot be separated. *Ako* describes a teaching and learning relationship "where the child is both teacher and learner" (Pere, 1982, cited in Berryman et al., 2002) and the educator is also learning from the student in a two-way process.

> *It is the acquisition of knowledge as well as the imparting of knowledge... Ako as a process does not assume any power relationship between teacher and student but instead it serves to validate dual learning or reciprocal learning experiences that in turn promulgate shared learning (Berryman et al., 2002, p. 143).*

New Zealand evidence shows that a culturally responsive pedagogy of relations is a significant factor in improving success for Māori students (Alton-Lee, 2014).[11] Berryman (2014)[12] highlights the importance of leaders and educators evaluating the education context from the perspective of the extent to which:

> power is shared between self-determining individuals within non-dominating relations of interdependence

> culture counts

> learning is interactive, dialogic and spirals

> participants are connected to one another and

> there is a common vision for what constitutes excellence in educational outcomes.[13]

Mahi tahi

Mahi tahi or *mahi ngātahi* is a term used to describe the unity of people working towards a specific goal or the implementation of a task. It is the act of carrying out the task or activity for which you have come together in a common purpose. Working together as a group in a 'hands-on' fashion is referred to as *mahi tahi*. The solidarity that *mahi tahi* engenders in a group of people is powerful and this kind of relationship is known to sustain itself well after the goal has been fulfilled or the project has been completed (Berryman, 2014).[14]

Mahi tahi, or working together collaboratively in the pursuit of learner-centred education goals, is an important feature of each of the domains of education influence that have a significant effect on student outcomes.

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11 Alton-Lee, A. (2014). *Effectiveness of Te Kotahitanga Phase 5 2010-12*. Wellington: Ministry of Education.

12 Berryman, M. (2014). *Evaluation indicators for school reviews (2011): A commentary on engaging parents, whānau and communities*. Background paper prepared for the review of the Education Review Office's *Evaluation Indicators for School Reviews*.

13 Bishop, R., Berryman, M., Cavanagh, T., & Teddy, L. (2007). *Te Kotahitanga Phase 3 Whānaungatanga: Establishing a Culturally Responsive Pedagogy of Relations in Mainstream Secondary Schools*. Report to the Ministry of Education. Wellington: Ministry of Education.

14 Berryman, M. (2014). Evaluation indicators for school reviews (2011): A commentary on engaging parents, whānau and communities. Background paper prepared for the review of the Education Review Office's *Evaluation Indicators for School Reviews*.

What ERO knows about student wellbeing

Between 2013 and 2015 ERO published the following reports related to student wellbeing:
> *Guidance and Counselling in Schools: Survey Findings* (July 2013)
> *Improving Guidance and Counselling for Students in Secondary Schools* (December 2013)
> *Wellbeing for Success: Draft Evaluation Indicators for Student Wellbeing* (November 2013)
> *Wellbeing for Children's Success at Primary School* (February 2015)
> *Wellbeing for Young People's Success at Secondary School* (February 2015)
> *Wellbeing for Success: Effective Practice* (March 2016)

From these 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

The following section explains these five aspects through the six domains of the *School Evaluation Indicators* and shares the effective practices evident in the schools well placed to respond to student wellbeing. You can use this section to evaluate these aspects in your school.

1. Agreed values and vision underpin the actions in the school to promote students' wellbeing

Domain	Evaluation indicator	Effective practice
Domain 1: Stewardship	The board of trustees represents and serves the education and school community in its stewardship role.	The board of trustees: > actively seeks students' perspectives about wellbeing > ensures the school's vision and values reflect the strengths and potential of students, teachers, parents and whānau > is persistent in connecting with parents of the most vulnerable children when reviewing the school's vision and values > has an appropriate focus on improving wellbeing of all students, particularly those who are at risk of poor wellbeing outcomes.

Domain	Evaluation indicator	Effective practice
Domain 2: Leadership of conditions for equity and excellence	**Leadership collaboratively develops and enacts the school's vision, values, goals and priorities for equity and excellence.**	School leaders ensure school values are reflected in key school documents including: > strategic planning, goals and targets > the underpinning rationales for school-wide systems such as guidance and counselling, pastoral care, transitions and learning pathways > the underpinning rationales for policies, procedures and the development of new initiatives > the physical environment, for example, signage and classroom expectations and contracts. School leaders ensure school values are actioned in the school's partnerships, curriculum and operations including: > celebrations of different religions, spirituality, ethnicities, sexual orientation and gender identity > relationships with agencies.
Domain 3: Educationally powerful connections and relationships	**Community collaboration and partnerships extend and enrich opportunities for students to become confident, connected, actively involved, lifelong learners.**	Wellbeing values are actioned in the school's partnerships, and are evident in: > leadership, resourcing and staff responsibilities > pastoral care processes and systems > the way curriculum reflects community collaboration and values > the school environment > relationships with agencies > relationships and celebrations.
Domain 4: Responsive curriculum, effective teaching and opportunity to learn	**Students participate and learn in caring, collaborative, inclusive learning communities.**	Diversity is valued and celebrated so that all students feel safe and valued for who they are – for example lesbian, gay, bisexual, transgender and intersex (LGBTI) students. Teachers actively model and promote the skills and values students need to develop to become responsible digital citizens.

2. The school's curriculum is designed and monitored for valued goals

Domain	Evaluation indicator	Effective practice
Domain 4: Responsive curriculum, effective teaching and opportunity to learn	**Students learn, achieve and progress in the breadth and depth of** *The New Zealand Curriculum* **and** *Te Marautanga o Aotearoa*. **Students have effective, sufficient and equitable opportunities to learn**	Wellbeing values are consistently actioned in the school's curriculum and are evident in: > curriculum priorities and delivery > relationships and celebrations > co-curricular delivery. Teachers understand the overall curriculum that students experience and deliberately integrate a focus on student wellbeing alongside a focus on key competencies and student achievement. Leaders and teachers consult with the community to decide on curriculum priorities. These priorities are reviewed in terms of their contribution to student wellbeing. All students at all years have access to high quality health and physical education that is responsive to their needs. The curriculum provides students with opportunities to develop language to express their feelings and skills and to problem-solve relationship issues.

3. Students are a powerful force in wellbeing and other decisions

Domain	Evaluation indicator	Effective practice
Domain 3: Educationally powerful connections and relationships	**Learning centred relationships effectively engage and involve the school community.**	Students and their families are regularly asked about their experience of the school culture.

Domain	Evaluation indicator	Effective practice
Domain 4: Responsive curriculum, effective teaching and opportunity to learn	**Students learn, achieve and progress in the breadth and depth of *The New Zealand Curriculum* and *Te Marautanga o Aotearoa*.**	Student leadership is promoted as an outcome for all students e.g. within a service-based curriculum and structures such as student council, prefect body, peer mentoring, playground mediators, tuakana-teina, buddy classes and house captains. Students lead change that improves wellbeing, for example, identifying what they need to improve their own wellbeing and school-wide systems.
	Students participate and learn in caring, collaborative, inclusive learning communities.	Students develop dialogue and group work skills and participate in group learning contexts, drawing on individual strengths to complete group tasks. Students actively contribute to the planning, implementation and review of wellbeing initiatives.
	Effective assessment for learning develops students' assessment and learning to learn capabilities.	Students actively contribute to the planning, implementation and review of wellbeing initiatives. Assessments provide feedback to students, offer next steps and are designed to help students develop and learn. Teachers monitor and plan assessments that students experience and develop a balance between workload and wellbeing. Students develop the meta-language of wellbeing to assess themselves and their peers and to evaluate the impact of wellbeing initiatives and the quality of relationships.
Domain 5: Professional capability and collective capacity	**Systematic, collaborative inquiry processes and challenging professional learning opportunities align to the school vision, values, goals and priorities.**	Students are asked about their perceptions about teaching (not teachers), and their own learning.

4. All students' wellbeing is actively monitored

Domain	Evaluation indicator	Effective practice
Domain 3: Educationally powerful connections and relationships	Community collaboration and partnerships extend and enrich opportunities for students to become confident, connected, actively involved, lifelong learners.	Relationships and ways of working with external supports are well established and assist with effective preventative programmes, referrals and follow up that provide wrap-around support for students. External supports include: > Resource Teachers: Learning and Behaviour (RTLB) > youth workers > social workers > Check and Connect mentors > school guidance counsellors > Child, Youth and Family (CYF) > Police > Child and Adolescent Mental Health Services (CAMHS).
Domain 4: Responsive curriculum, effective teaching and opportunity to learn	Students learn, achieve and progress in the breadth and depth of *The New Zealand Curriculum* and *Te Marautanga o Aotearoa*.	Active monitoring of the wellbeing of all students allows timely responses to wellbeing issues so learning is not disrupted.
Domain 5: Professional capability and collective capacity	A strategic and coherent approach to human resource management builds professional capability and collective capacity.	Systematic processes for induction, professional learning and development (PLD) and performance management support all leaders and teachers so they have the skills to effectively support student wellbeing, including the skills to: > identify distressed and vulnerable students > contribute to strategies to improve student wellbeing > monitor the outcomes of strategies and actions to improve student wellbeing > make timely referrals to school guidance counsellors and when appropriate to external agencies > maintain and support their own wellbeing.

Domain	Evaluation indicator	Effective practice
Domain 6: Evaluation, inquiry and knowledge building for improvement and innovation	**Coherent organisational conditions promote evaluation, inquiry and knowledge building**	Schools use multiple sources of evidence to find out about student expectations and student wellbeing to identify vulnerable students and areas for improvement, including student access to guidance and support at school. Multiple sources include the use of syndicate and multidisciplinary team meeting minutes, achievement data, attendance data, stand-down and exclusion data, transition data, *Wellbeing@School* data, *Inclusive Practices Tool* data, and observation notes. The choice of tools gives schools a way of monitoring the effectiveness of approaches to embedding their values and vision for student wellbeing.

5. Systems are in place and followed to respond to wellbeing issues

Domain	Evaluation indicator	Effective practice
Domain 1: Stewardship	**The board of trustees effectively meets statutory requirements.**	The board of trustees has well-defined processes and procedures for dealing with and reviewing traumatic experiences and critical incidents in the school.[15]

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15   Ministry of Education. (2012) *Recruiting and Managing School Staff: A Guide for Boards of Trustees*. Wellington: Ministry of Education.

Domain	Evaluation indicator	Effective practice
Domain 2: Leadership of conditions for equity and excellence	Leadership establishes and ensures an orderly and supportive environment conducive to student learning and wellbeing.	Leaders are role models through their ethical commitment to wellbeing. Leaders establish clear goals and expectations that ensure organised, well aligned, coordinated and supportive environments for student wellbeing. Leaders recognise and respond to wellbeing needs of adults in the school. Leaders provide clear school-wide guidelines for the implementation of wellbeing strategies, interventions and programmes so teachers can respond with a sense of agency and autonomy based on the needs of their students. Decisions to improve student wellbeing made by leaders, teachers and support staff are supported by pastoral care teams and guidance counsellors and follow effective practice guidelines, such as the Ministry of Education's *Bullying Prevention and Response: a guide for schools* and *Preventing and responding to suicide: Resource kit for schools*.[16] Leadership actively promotes students leading change that improves wellbeing.

16   Bully Prevention Advisory Group (2015). *Bully prevention and response: A guide for schools.* Retrieved from: http://www.education.govt. nz/school/student-support/student-wellbeing/bullying-prevention-and-response/bullying-prevention-and-response-a-guide-for-schools/ and Ministry of Education (2013). *Preventing and responding to suicide: Resource kit for schools.* Retreived from http://www.education.govt.nz/ assets/Documents/School/Traumatic-incidents-and-emergencies/SuicidePreventionOCT2013.pdf

Domain	Evaluation indicator	Effective practice
Domain 2: Leadership of conditions for equity and excellence	Leadership ensures effective planning, coordination and evaluation of the school's curriculum and teaching.	Leaders establish a high level of coordination between pastoral care processes and curriculum. The usefulness of processes and procedures associated with traumatic or critical incidents are regularly reviewed with community and the response to each incident is evaluated.
	Leadership builds relational trust and effective participation and collaboration at every level of the school community.	Leaders promote and model restorative practices[17] that reflect a holistic view of each student and enhance wellbeing and learning.
Domain 3: Educationally powerful connections and relationships	Community collaboration and partnerships extend and enrich opportunities for students to become confident, connected, actively involved, lifelong learners.	Schools have well-defined processes and procedures for dealing with traumatic experiences in the school community. All staff are aware of their personal responsibilities under legislation and the appropriate referral pathways in the school.
Domain 4: Responsive curriculum, effective teaching and opportunity to learn	Students participate and learn in caring, collaborative, inclusive learning communities.	Students' access to wellbeing support is promoted through well designed structures, processes and systems.

17   Ministry of Education (2015). *PB4L Restorative Practice*. Retrieved from http://pb4l.tki.org.nz/PB4L-Restorative-Practice.
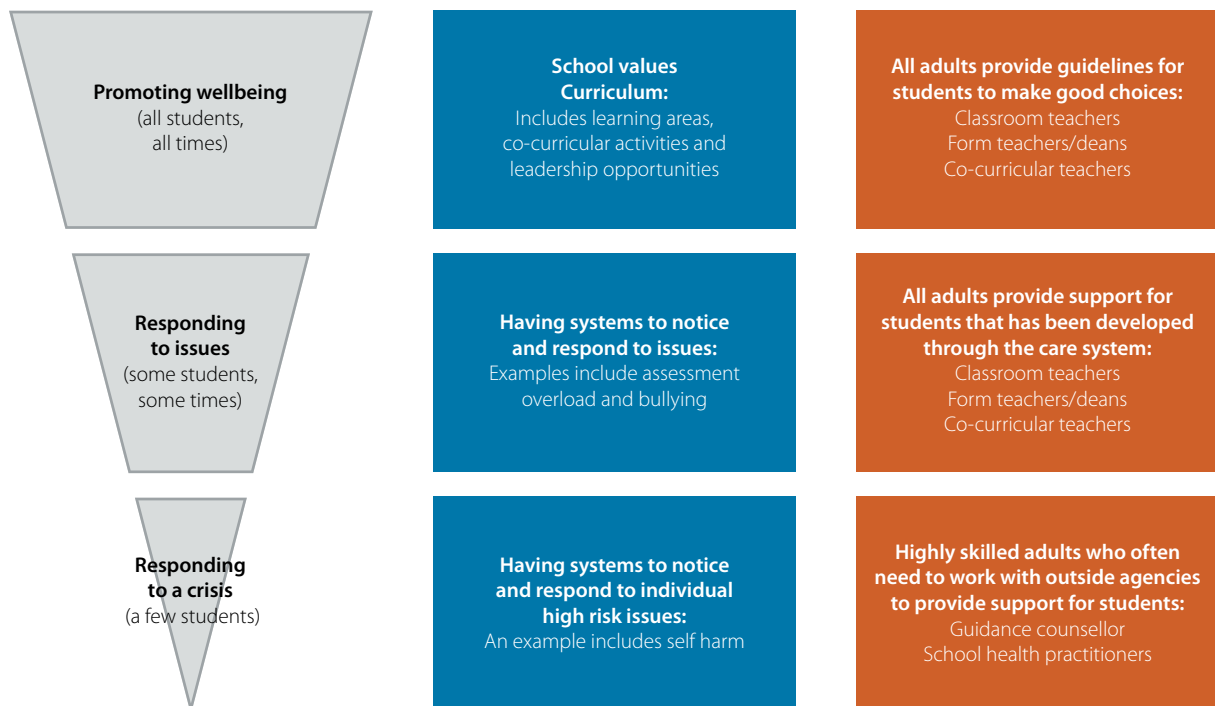
Improving wellbeing in your school

This section will help you to:

> think about how you promote the wellbeing of all students in your school community and the way in which you respond to emerging wellbeing concerns

> include a focus on how well you promote wellbeing as part of your school's internal evaluation processes

> use your internal evaluation processes to evaluate the effectiveness and impact of your responses to particular wellbeing-related events, issues and concerns.

Each school's priorities for wellbeing will be different. Schools **promote** wellbeing through their vision, values and strategic priorities, and through the deliberate design of their curriculum. At the same time schools are also **responding** to emerging wellbeing issues and concerns. Their evaluation and inquiry activities focus on the impact of specific strategies or initiatives being implemented for students needing additional support or in some cases access to specialist support.

ERO's report *Wellbeing for Young People's Success at Secondary School* (February 2015) describes the ways in which schools addressed student wellbeing, modifying the Intervention Triangle[18] as a 'promoting and responding triangle' (Figure 1) that describes the provision of support for all students and for particular groups of students.

ERO's report *Wellbeing for Children's Success at Primary School* (February 2015) points out that schools that promoted wellbeing in their culture, curriculum and approaches were more able to respond to a traumatic event than schools that hadn't promoted wellbeing.

Promoting wellbeing (all students, all times)	**School values Curriculum:** Includes learning areas, co-curricular activities and leadership opportunities	**All adults provide guidelines for students to make good choices:** Classroom teachers Form teachers/deans Co-curricular teachers
Responding to issues (some students, some times)	**Having systems to notice and respond to issues:** Examples include assessment overload and bullying	**All adults provide support for students that has been developed through the care system:** Classroom teachers Form teachers/deans Co-curricular teachers
Responding to a crisis (a few students)	**Having systems to notice and respond to individual high risk issues:** An example includes self harm	**Highly skilled adults who often need to work with outside agencies to provide support for students:** Guidance counsellor School health practitioners

18   CASEL. (2008). *Social and Emotional Learning (SEL) and Student Benefits: Implications for the Safe Schools/Healthy Students Core Elements*. Washington DC: National Center for Mental Health Promotion and Youth Violence Prevention, Education Development Center.

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 opportunities for students to make decisions about their wellbeing and to be active in leading their learning.

This resource provides guidance for schools about how to include a focus on student wellbeing in their ongoing evaluation and inquiry processes. Such processes enable schools to systematically identify, prioritise, learn from and modify strategies to improve student wellbeing. It uses the framework of learner-focused evaluation processes and reasoning from the joint Ministry of Education and ERO publication *Effective School Evaluation: How to do and use internal evaluation for improvement*.[19]

Evaluation and inquiry processes can be driven by questions such as:

> Is what we are doing to **promote** and **respond** to student wellbeing working?
> Is it good enough?
> How do we know?
> Can we do better?

A framework for internal evaluation

Five interconnected, learner-focused processes are integral to effective internal evaluation. These evaluation and reasoning processes, represented below, are useful for assessing how well wellbeing is promoted and responded to in your school.

The following section uses the evaluation processes to describe some of the questions that boards, leaders, teachers and students might ask when focusing their evaluation and inquiry activities on promoting and responding to wellbeing. An understanding of the extent to which student wellbeing is promoted and responded to can be found by drawing on a range of perspectives and data across the school community.

For more information about how to use these processes and reasoning see *Effective School Evaluation: How to do and use internal evaluation for improvement* pages 14-20.
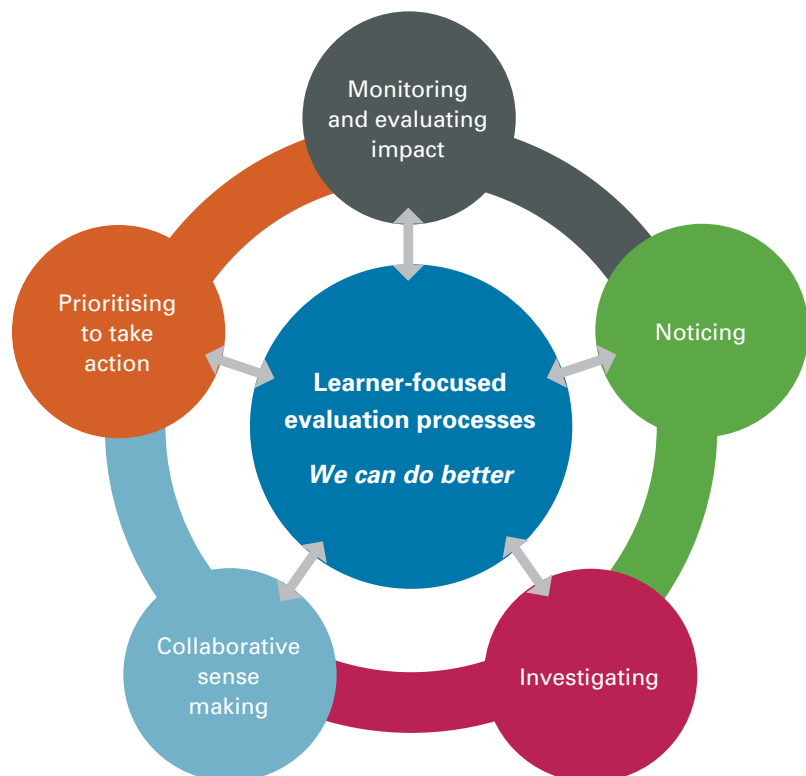
Promoting student wellbeing

Developing a positive school culture for wellbeing is vital for achieving the desired outcomes for student wellbeing. Schools promote wellbeing by enacting their vision, values, goals and priorities in their curriculum and associated learning and teaching practices. The capability to respond well to a particular event is often determined by the way in which the school's culture of wellbeing enables and supports leaders and teachers to respond.

The following section uses the evaluation and reasoning processes framework to help schools evaluate how well they are promoting the wellbeing of all students.

Promoting wellbeing
(all students, all times)

Responding to issues
(some students, some times)

Responding to a crisis
(a few students)

Noticing

To evaluate the promotion of student wellbeing through our school vision, values and wellbeing priorities and how well the school curriculum promotes wellbeing, ask:

> What do we want to know about this?
> What might our focus be and why?
> What have we been doing related to this?

Noticing

For example we might:
> inquire into how well our values are reflected in the way we work with parents and whānau
> evaluate as part of our regular curriculum reviews how well we promote leadership for all students
> evaluate how well, and how often, diversity is valued and celebrated in our school.

Investigating

To find out more about a particular aspect of our curriculum, or to gauge the views of our school community (leaders, teachers, students, parents and whānau and others in the community), ask:

> What do we need to investigate?
> How might we do that?
> What do we already know?
> What data do we have that we could use?
> Whose perspectives should we seek and why?

Investigating
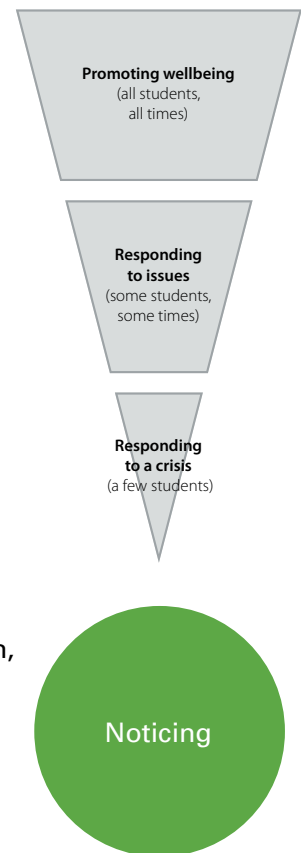
> use a variety of approaches to find out the extent to which parents and whānau feel they are informed, listened to and valued
> look for where there are opportunities to find out what students think about one of our wellbeing priorities
> look for how many opportunities there are in our curriculum for students to explore relevant and topical wellbeing issues
> provide an opportunity for teachers to reflect on the ways in which the school values are incorporated into teaching practice.

Collaborative sense making

To make sense of the data/information gathered, ask:
> What is the data we have gathered telling us?
> How do we feel about this?
> Is this what we expected to find?
> Are there any surprises?
> Is there anything we need to explore this further?
> What insights could others provide on our analysis?

Collaborative
sense
making

For example we might:
> collate data from a community survey about wellbeing priorities and invite community members to meet to analyse the responses
> use the *School Evaluation Indicators* (Domain 4: Responsive curriculum, effective teaching and opportunity to learn) to help compare our students' views about how we promote wellbeing in our school curriculum.

Prioritising to take action

To decide what particular action(s) to take, ask:
> What do we need to do and why?
> What changes are needed?
> Do we have the capability to do this?
> What support might we need?
> Who should we involve?

Prioritising
to take
action

For example we might:
> re-prioritise wellbeing priorities based on the findings from a community hui
> decide what our health and physical education curriculum for Year 9 will focus on following our analysis of HEEADSSS[20] assessment data.

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20 The Werry Centre. (2015). *Home, Education/Employment, Eating, Activities, Drugs and Alcohol, Sexuality, Suicide and Depression, Safety.* Retrieved from http://www.werrycentre.org.nz/professionals/training-and-events/heeadsss-assessment-and-working-young-people-blended-learning-0.

Monitoring and evaluating impact

To know whether actions have had the desired impact, ask:

> How well are we promoting wellbeing in our school?
> What's working well and what do we need to change?
> How do we know?
> What evidence do we have?
> Do we need to do something different? Why?
> What do we want to keep doing? Stop doing?
> Are we getting the outcomes we wanted? How do we know?

Monitoring
and evaluating
impact

For example we might:

> monitor, as part of curriculum reviews, how our school values are being integrated into the curriculum
> use our data about student engagement, attendance and involvement in co-curricular activities to monitor progress towards our wellbeing priorities.

Responding to wellbeing concerns and issues

Circumstances can change very quickly for students and for schools and their communities. The way schools respond to wellbeing related concerns, issues and incidents is closely linked to the way in which their school culture and associated values and beliefs underpin their curriculum and their responses and care decisions.

The first step when managing a critical incident or a crisis is to seek additional support to manage the crisis. Evaluation of how the incident was managed will only begin after the student/s and teacher/s wellbeing is taken care of.

Responding to issues
(some students, some times)

Responding to a crisis
(a few students)
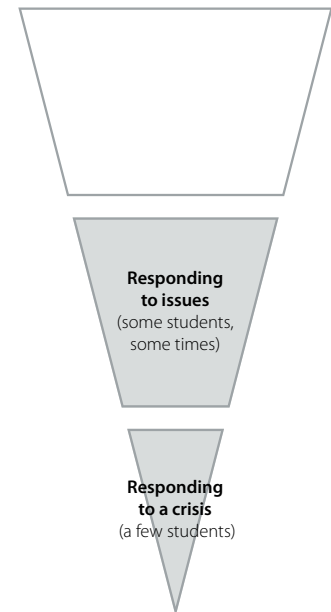
If you have an extreme event at your school, the Behaviour Crisis Response Service can respond to your emergency. Reach them through your Special Education District Office.

The service's specialists assess the situation and tailor a response that:
> stabilises the school
> ensures everyone is safe
> prevents the situation from getting worse
> begins immediately while a long-term plan is devised
> links the school to more resources and support.

The following section uses the evaluation and reasoning processes framework to help schools review how well they are responding to the wellbeing needs of students.

Noticing

To respond to patterns or trends in data, in behaviours, in the number or frequency of wellbeing concerns or issues, ask:
> What's going on here?
> Is this what we expected?
> Has this happened before?
> Should we be concerned?
> What is the problem or issue here?
> What do our students think about this?

Noticing
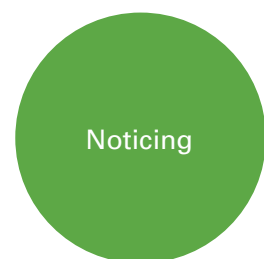
For example we might:

> be aware of incidents of inappropriate student behaviour in the community
> notice discrepancies between playground bullying incidents and what students report in a wellbeing survey
> observe a rise in antisocial behaviour
> notice an increase in student truancy
> become aware of changes in friendship groups
> see patterns of non-attendance to classes by Year 10 students
> note an increase in sick bay use
> observe a spike in the number of referrals to the guidance counsellor or number of stand downs.

Investigating

To find out more about what is happening or to clarify the wellbeing concern or issue, ask:

> What do we already know about this?
> Do we have information to help us to understand what is happening and why?
> What don't we know and how might we find this out?
> Who should we involve and why?
> How do we involve students in this process?

Investigating

For example we might:

> set up focus groups with students to listen to their views about recent changes to the Year 10 health and physical education curriculum
> use a teaching session as an opportunity to explore a wellbeing issue with students
> read and discuss the research evidence about restorative practice to identify what effective practice looks like
> gather information about what support a group of vulnerable students have received since their time in the school.

Collaborative sense making

To make sense of the data/information gathered, ask:

> What is it telling us?
> How do we feel about this?
> Is it good enough – how might we know?
> What does 'good' look like? How close are we to that?
> Is there anything that still puzzles us? Do we need to explore this further?
> What insights can students provide?

For example we might:

> involve students in the analysis of survey data to get their perspectives on the responses from their peers
> use the descriptions of effective wellbeing practice in this resource to determine how well our curriculum promotes wellbeing for a group of Year 8 boys.

Collaborative sense making

Prioritising to take action

To decide what particular action(s) to take, ask:

> What do we need to do and why?
> Do we have the capability to do this?
> What support might we need?
> Who should we involve?

For example we might:

> decide to involve the community in a review of the school's vision and values
> seek external expertise to build capability of pastoral care staff to implement a restorative practices approach.

Prioritising to take action

Monitoring and evaluating impact

When we want to know how we are going or want to know whether our actions have had the desired impact, we ask ourselves:

> How are we doing and for whom?
> How do we know?
> What evidence do we have?
> Do we need to do something different? Why?
> What do we want to keep doing? Stop doing? Why?
> Are we getting the outcomes we wanted? How do we know?

For example we might:

> keep an eye on the nature and number of incidents in the playground after training a group of playground mediators
> set up regular focus groups with Year 11 students to see how they are going with their assessments.

Monitoring and evaluating impact

Useful wellbeing resources

This section includes information about resources your school might find useful in promoting and responding to wellbeing. It includes information about:

> wellbeing in relation to the health and physical education learning area (from *The New Zealand Curriculum*)
> hauora and Te Whare Tapa Whā
> a 'circle of care' model adapted from Manitoba Education, Citizenship and Youth
> sources of wellbeing-related data you could use in your evaluation and inquiry activities
> online resources for schools.

Health and physical education learning area

The health and physical education learning area of *The New Zealand Curriculum* highlights the importance of student wellbeing.[21]

In health and physical education, the focus is on the well-being of the students themselves, of other people, and of society through learning in health-related and movement contexts.

At the heart of this learning area are four underlying and interdependent concepts:

> *Hauora – a Māori philosophy of wellbeing that includes the dimensions taha wairua, taha hinengaro, taha tinana, and taha whānau, each one influencing and supporting the others.*
> *Attitudes and values – a positive, responsible attitude on the part of students to their own wellbeing; respect, care, and concern for other people and the environment; and a sense of social justice.*
> *The socio-ecological perspective – a way of viewing and understanding the interrelationships that exist between the individual, others and society.*
> *Health promotion – a process that helps to develop and maintain supportive physical and emotional environments and that involves students in personal and collective action.*

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21   Ministry of Education. (2014). *Health and physcial education*. Retrieved from http://nzcurriculum.tki.org.nz/The-New-Zealand-Curriculum/
Learning-areas/Health-and-physical-education

Hauora

Mason Durie describes four dimensions of hauora in the development of his widely used model of Māori health, Te Whare Tapa Whā.[22]

Te Whare Tapa Whā is represented by the four walls of a wharenui,[23] or meeting house, where each wall symbolises the elements necessary to sustain hauora or health and wellbeing. These dimensions or elements are taha hinengaro, taha wairua, taha tinana, and taha whānau. Taha hinengaro focuses on mental health and emotions. taha wairua focuses on spiritual health. Taha tinana focuses on physical health and taha whānau focuses on the epicentre of one's wellbeing: whānau.

TAHA HINENGARO *Mental health*
Inseparability of mind and body;
expressing thoughts and feelings.

TAHA WHĀNAU *Extended family health*
Wider social systems; belonging, sharing and caring.

TAHA TINANA *Physical health*
Good physical health.

TAHA WAIRUA *Spiritual health*
Unseen and unspoken energies;
faith and spiritual awareness.
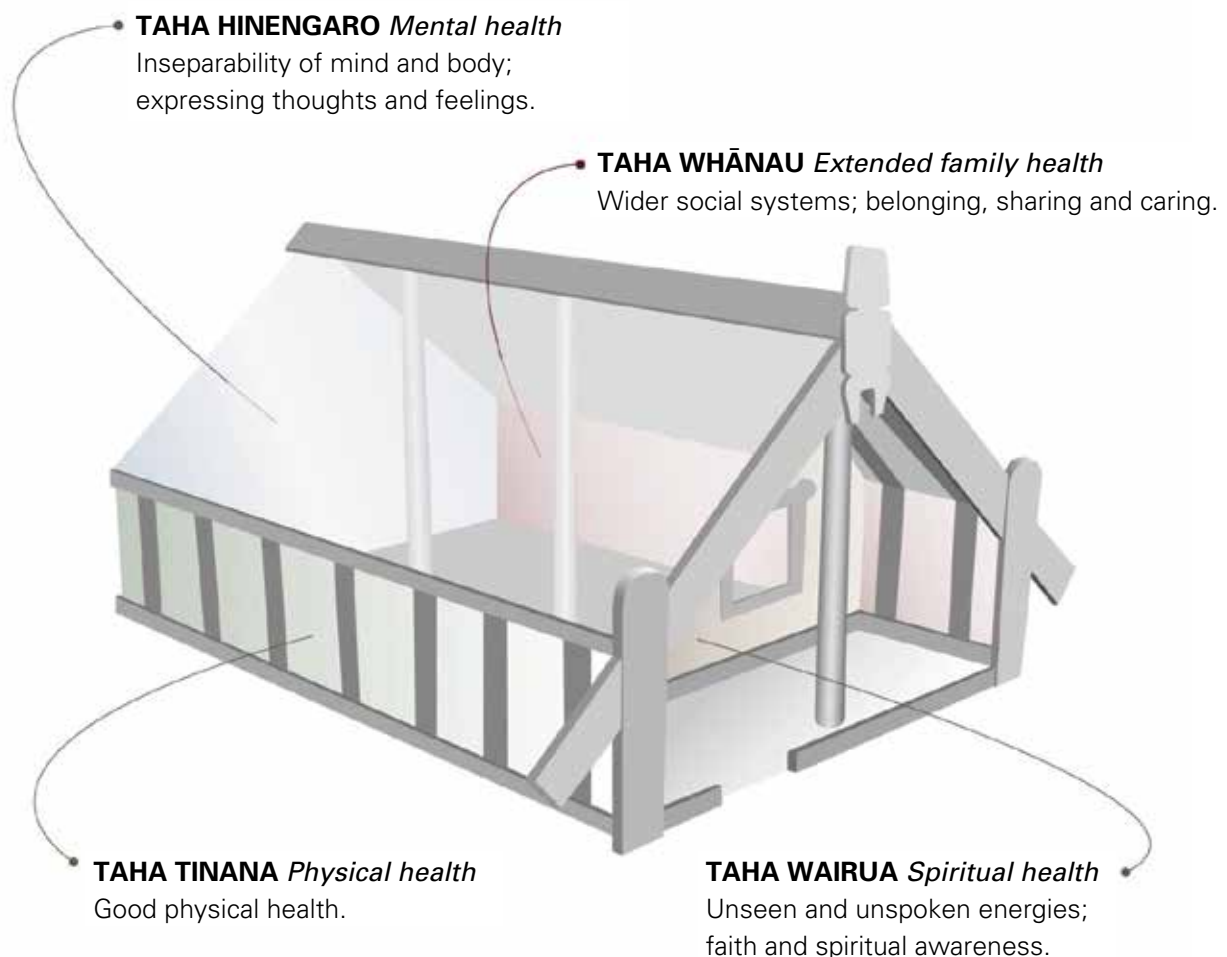
22   Durie, M. (1994). Whaiora, *Maori Health Development*. Auckland: Oxford University Press.

23   Ministry of Culture and Heritage. Te Ara – the Encyclopaedia of New Zealand. (2014). *Māori health: te whare tapa whā model (2nd of 2)*. Retrieved from www.teara.govt.nz/en/diagram/31387/maori-health-te-whare-tapa-wha-model.

Circle of care

Manitoba Education, Citizenship and Youth suggests a 'circle of care'[24] approach that places the student at the centre surrounded by layers of care – of which a guidance and counselling team is only one layer. Figure 4 shows this idea, adapted for New Zealand schools.[25]

External/community supports

Child development services

Sexual health providers

Drug and alcohol support

Education support team

District health board

Psychologist

In-school guidance and counselling team

Therapists

CAMHS

Principal

Core team

Guidance counsellor

Māori health providers

Deans

Student

Form/whānau teachers

School based health services

Psychiatrist

RTLB

Learning support

Teachers

Parents and whānau

Police youth aid

Church

Gifted and talented

CYF

SENCO

Family GPs

Child Protection team

Youth worker

Senior leadership team

Social worker

Ministry of Education

Youth services WINZ

Iwi and Māori elders

Counsellors

24 Adapted from 'Circle of Care' in Manitoba Education, Citizenship and Youth (2007) Manitoba Sourcebook for School Guidance and Counselling Service. A Comprehensive and Developmental Approach. Manitoba: Author, p47.

25 Education Review Office. (2013) *Improving Guidance and Counselling*. Wellington: Education Review Office. p9. Retrieved from www.ero.govt.nz.

Sources of wellbeing data for internal evaluation

Schools already collect data that can deepen knowledge of student wellbeing and the processes supporting it.

Data sources may include, but are not limited to:
> teacher observations in the classroom, the playground and assemblies
> *Wellbeing@School* and *Me and My School* survey results including student, teacher, parent, whānau and community voices.
> student profiles or portfolios
> interviews and meetings with parents and whānau
> student management systems
> achievement data – national standards, NCEA
> traumatic incidence/risk data
> attendance and retention data
> reports to the board
> school documentation including charter, policies and procedures
> identification of needs through an analysis of individual education plans
> interviews and conversations with professional social and health providers
> HEEADSSS[26] assessment data
> minutes from syndicate, team or department meetings and multidisciplinary meetings including Resource Teacher: Learning and Behaviour (RTLB), guidance, pastoral and behavioural meetings
> referral rates to RTLB, pastoral care, Child, Youth and Family, and Child and Adolescent Mental Health Services.

26 The Werry Centre. (2015). *Home, Education/Employment, Eating, Activities, Drugs and Alcohol, Sexuality, Suicide and Depression, Safety*. Retrieved from http://www.werrycentre.org.nz/professionals/training-and-events/heeadsss-assessment-and-working-young-people-blended-learning-0

Online resources for schools

Health Promoting Schools

http://hps.tki.org.nz/

Provided by the Ministry of Health, the Health Promoting Schools website contains high quality, moderated, up-to-date information, educational resources, research and case studies for schools and health professionals.

Mental health matters: a health education resource for junior secondary school

http://www.mentalhealth.org.nz/assets/ResourceFinder/Mental-health-matters-a-health-education-resource-for-junior-secondary-school.pdf

This resource was developed by the Mental Health Foundation as a result of public concern for the mental wellbeing of young New Zealanders. It is written for secondary schools at the Year 9 and 10 level, and it is recommended that this resource is used as part of an ongoing health education programme.

Guidelines for Mentally Healthy Schools

http://www.mentalhealth.org.nz/assets/ResourceFinder/guidelines-for-mentall-healthy-schools.pdf

This resource aims to maximise opportunities for promoting mental health in school settings. The framework integrates the three areas of curriculum and learning, school climate and ethos, and community involvement. It has been developed to build upon the multitude of practices that are already in place in a school to promote wellbeing, to build a sense of community and to foster a sense of belonging.

Guidelines for supporting young people with stress, anxiety and/or depression

http://www.msd.govt.nz/documents/about-msd-and-our-work/publications-resources/brochures/supporting-young-people-stress-anxiety-depression.pdf

This online resource aims to help anyone a young person confides in to support their wellbeing, including support for mild to moderate mental health issues such as stress, anxiety and mild depression.

The guidelines are designed to support people 'walking alongside' a young person to help them access mental health advice and support.

The Five Ways to Wellbeing

http://www.mentalhealth.org.nz/home/ways-to-wellbeing/

The New Economics Foundation (NEF) conducted a review of the most up-to-date evidence and found that building five actions into people's day-to-day lives is important for wellbeing. Introducing any of these five actions will result in the person feeling the benefits.

Bullying Prevention and Response

http://www.education.govt.nz/school/student-support/student-wellbeing/bullying-prevention-and-response/

Bullying prevention and response is a guide for schools providing practical advice on how to prevent bullying and respond effectively when it does occur.

Digital Technology: Safe and responsible use in schools

http://www.education.govt.nz/assets/Documents/School/Managing-and-supporting-students/DigitalTechnologySafeAndResponsibleUseInSchs.pdf

The purpose of this guide is to support schools in the management of safe and responsible use of digital technology for learning.

Preventing and Responding to Suicide

http://www.education.govt.nz/assets/
Documents/School/Traumatic-incidents-and-
emergencies/SuicidePreventionOCT2013.pdf.

This Ministry of Education resource kit provides information for creating a positive, safe environment in schools.

Positive Behaviour for Learning

http://pb4l.tki.org.nz/

Positive Behaviour for Learning (PB4L) initiatives help parents, whānau, teachers, early childhood centres and schools address problem behaviour, improve children's wellbeing and increase educational achievement. PB4L is a long-term, systemic approach involving 10 initiatives. These include whole-school change initiatives, targeted group programmes and individual student support services.

Ministry of Education – Physical Activity for Healthy, Confident Kids

http://www.education.govt.nz/assets/
Documents/School/Running-a-school/Health-and-
safety/Physical+activity+for+healthy+confident+
kids-guidelines-1.pdf

The purpose of these guidelines is to help school communities to plan and provide opportunities for their students to enjoy many physical activity experiences, both within the school curriculum and in co-curricular contexts.

Headspace

http://www.headspace.org.nz

This is a website for young people all over New Zealand, as well as their families and schools. It includes an overview of child and adolescent mental health services, other youth-relevant services, and information on common mental health problems.

Aotearoa Youth Voices Toolkit

http://www.myd.govt.nz/resources-and-reports/
publications/aotearoa-youth-voices-toolkit.html

The toolkit is a practical guide filled with tools and ideas on how young people can participate in decision-making.

S.K.I.P – Strategies with Kids – Information for Parents

http://www.skip.org.nz/

SKIP is a network of individuals, community groups, government agencies, workplaces and national NGOs, working together to support families and make New Zealand a better place for kids to grow up.

Ministry of Education – Curriculum in Action

http://health.tki.org.nz/Key-collections/Curriculum-
in-action

This website includes many different online versions of Ministry books, across a broad spectrum of topics (including Positive Puberty, Everybody Belongs, Change, Loss and Grief, and Friendships).

SPARX information for young people

https://www.sparx.org.nz/sites/default/files/
sparx-brochure-for-youth.pdf

This brochure advertises the virtual world that Sparx can transport people to if they are feeling down or stressed.

Additional international resource

What works in promoting social and emotional wellbeing and responding to mental health problems in schools? (UK)

http://www.mentalhealth.org.nz/assets/
ResourceFinder/What-works-in-promoting-social-
and-emotional-wellbeing-in-schools-2015.pdf

This 'one-stop' advice and framework document provides the most up-to-date and evidence informed advice and guidance for schools on 'what works' in promoting emotional wellbeing and mental health in schools.