

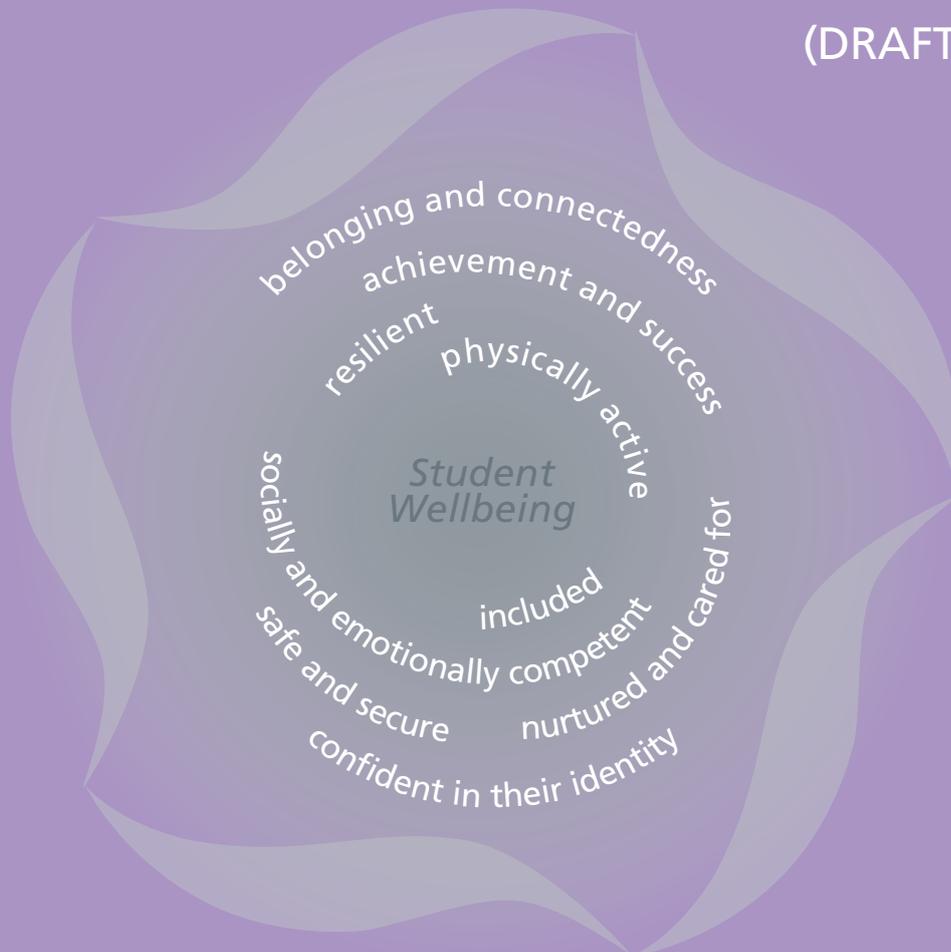


WELLBEING FOR SUCCESS:

Draft Evaluation Indicators for Student Wellbeing



(DRAFT) 2013



Foreword

The Education Review Office (ERO) independently reviews and reports on the quality of education in schools and early childhood services in New Zealand.

During 2013 ERO developed a set of evaluation indicators for student wellbeing for use in all mainstream primary and secondary schools. The development of the wellbeing indicators is one of the initiatives of the Prime Minister's Youth Mental Health Project.

This document, *Wellbeing for Success: Draft Evaluation Indicators for Student Wellbeing*, contains the indicators that were developed following consultation with health professionals, youth, tangata whenua, schools and the wider education sector. It is also available online on ERO's website.

Schools have an ethical, professional and legal responsibility to ensure that their practices promote the wellbeing of all students. This responsibility is outlined in the Code of Ethics for Registered Teachers and the Registered Teacher Criteria.

These expectations, together with NAG 5 which requires boards of trustees to provide a safe physical and emotional environment for students, lay down a strong and compelling challenge for all schools.

These draft indicators are the first iteration of a tool to support school leaders, trustees and teachers as they work to improve student wellbeing.

The indicators will remain in draft form until 2015, so there are opportunities for schools to give feedback on their use of the indicators during this time. On ERO's website there is a link to a short survey for this.

Following on from the work on the draft indicators there will be a national evaluation. This will be conducted by ERO in Term 1, 2014. It will look at how schools promote and respond to student wellbeing. The schools being reviewed, and others, can use the indicators to support self review of their own practice. The findings from ERO's evaluation will be published in late 2014 and will provide further evidence of good practice to inform the final version of the indicators in 2015.

We welcome comments and suggestions from teachers, educators, leaders, managers and others in the education sector.



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Background

In April 2012, Prime Minister John Key, launched the Youth Mental Health Project. The project includes a package of 22 initiatives targeting young people aged 12-19 years with, or at risk of developing, mild to moderate mental health issues.

In support of the project, the Education Review Office (ERO) is carrying out an evaluation project to assist schools to promote and respond to student wellbeing. The evaluation will be carried out in three stages. The first stage involves the development of a set of evaluation indicators for student wellbeing. The second stage involves a national evaluation of how schools promote student wellbeing in primary and secondary schools. The third stage of the project will involve a national good practice evaluation.

The indicators presented here will remain in draft until the national evaluation and good practice reports are complete. They will then be amended to take account of the good practice ERO identified in schools.

The indicators have been developed in consultation with health professionals, youth, tangata whenua, schools and the wider education sector.

The document is set out in five sections:

- Section One describes the desired outcomes for student wellbeing and principles to guide student wellbeing.
- Section Two contains the Wellbeing Indicator Framework and the indicator tables.
- Section Three describes inquiry and improvement processes to improve and respond to student wellbeing.
- Section Four provides questions for schools to ask about their own school-wide processes and individual student wellbeing.
- Section Five presents perspectives on student wellbeing.

Section One: Introduction

This section describes the desired outcomes for student wellbeing and principles to guide student wellbeing.

Wellbeing is vital for student success. This is the premise on which the Draft Evaluation Indicators for Student Wellbeing have been developed.

The indicators in this document draw from research and evaluation evidence and describe a clear and concise picture of school practices that effectively promote and respond to student wellbeing. At the centre of these practices are diverse students, their strengths, their interests and their potential to succeed.

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 practice. To maximise the role that schools have in promoting and responding to student wellbeing, these systems, people and initiatives need a high level of school-wide coordination and cohesion.

Partnerships are vital in schools' support of student wellbeing. Partnerships with students, their parents, whānau, hapā, iwi and the wider community, including professional health and social services have the potential to find solutions to actively improve the wellbeing of all students.

The mandate for this work exists in professional wellbeing 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 Bill*. As such, student wellbeing is not only an ethical and moral obligation for teachers, leaders and trustees, but also a legal responsibility.

While these indicators serve as a tool to help schools improve and respond to student wellbeing, they are more than that. They provide a challenge and opportunity for all New Zealand schools to examine the wellbeing of their students and work to respond to the needs they identify. A challenge to strive to make a difference, strive toward wellbeing for success.

Guides and goals for improving student wellbeing

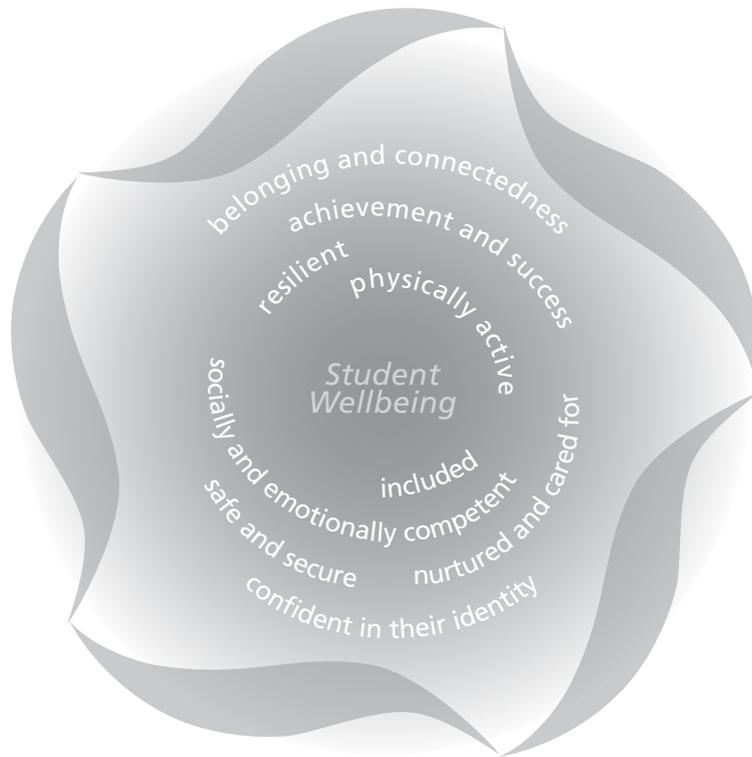
Wellbeing for success begins with gaining an understanding of what student wellbeing is.

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

This succinct definition provides a basis from which students, parents, whānau, teachers, leaders, and trustees can start to discuss and define what aspects of student wellbeing are most relevant to student strengths and the context of the school.

ERO has identified nine key concepts synonymous with student wellbeing and success. These concepts are described as the **desired outcomes for student wellbeing** and are referred to throughout the indicators.

Figure 1: Desired outcomes for student wellbeing



*Students have a **sense of belonging and connection** to school, to whānau, to friends and the community*

*Students experience **achievement and success***

*Students are **resilient**, have the capacity to bounce back*

*Students are **socially and emotionally competent**, are socially aware, have good relationships skills, are self-confident, are able to lead, self manage and are responsible decision-makers*

*Students are **physically active** and lead healthy lifestyles*

*Students are **nurtured and cared for** by teachers at school, have adults to turn to who grow their potential, celebrate their successes, discuss options and work through problems*

*Students feel **safe and secure** at school, relationships are valued and expectations are clear*

*Students are **included**, involved, engaged, invited to participate and make positive contributions*

*Students understand their place in the world, are **confident in their identity** and are optimistic about the future*

ERO has developed indicators for schools which present examples of what the desired outcomes for student wellbeing look like from the perspective of students, parents, whānau, the community, teachers and school leaders.¹

Together with vision and key competencies in *The New Zealand Curriculum*,² the desired outcomes for student wellbeing in these indicators provide students, parents, whānau teachers, leaders, and trustees with a set of goals to strive for. The desired outcomes should be discussed, refined and tailored to the strengths, interests and aspirations of students, their parents, whānau, and community.

ERO identified five principles as common themes in the evidence and research on effective programmes and initiatives that promote and respond to student wellbeing. The principles strengthen the practices and processes for student wellbeing, are strongly tied to a holistic approach to student wellbeing, and acknowledge student wellbeing as multi-dimensional. The principles are as follows:

Positive and trusting **relationships** are at the centre of effective efforts to promote student wellbeing, creating a sense of connection and belonging within the school community.

The **strengths** of students and their whānau are valued and used as the basis for promoting and responding to student wellbeing.

Cohesion across policies, practices, intervention and initiatives contributes to an integrated, joined up, well ‘glued’ and seamless approach to promoting student wellbeing.

Inquiry is dynamic, considers the school context, utilises a wide range of information sources and acts upon findings to improve student wellbeing, driving improvements in both learning and teaching contexts.

Collaboration enables the inclusion and involvement of students, teachers, leaders, parents, whānau and community in promoting student wellbeing.

Figure 2: Guiding principles for student wellbeing



1 Perspectives on Student Wellbeing are in Section Five.

2 *The New Zealand Curriculum* vision, principles, values and key competencies are summarised in Appendix B.

Section Two: Wellbeing Indicator Framework

This section contains the Wellbeing Indicator Framework and the indicator tables.

The Wellbeing Indicator Framework has been organised into three interrelated and interdependent parts. They are – A Culture of Wellbeing: Values and Practice; Ako: Learning, Teaching and Curriculum; Systems, People and Initiatives.

Each part of the Wellbeing Indicator Framework is described below:

A Culture of Wellbeing: Values and Practice describes the expressed values, school aspirations and stated objectives for wellbeing. These ‘values in action’ underpin all interactions (interventions, strategies, activities, relationships, planning and practices) and assist students to achieve the desired outcomes for student wellbeing.

Ako: Learning, Teaching and Curriculum describes a dynamic interaction between the learner, the curriculum and effective teaching practices. When this dynamic is supported by a culture of wellbeing, strong leadership, partnerships, improvement processes and effective systems, people and initiatives, then students can realise their potential and experience a wide range of successes.

Systems, People and Initiatives describes the activities, practices, actions and processes required for all students, particularly vulnerable students who require deliberate and targeted support. Enhancing student wellbeing is a shared responsibility and requires access to expertise across the school and through partnerships with whānau, the community and relevant support services. Developing expertise and working collaboratively enables identification of student needs and provides a basis for early interventions and referral pathways.

Within each of these parts, the domains of leadership, partnerships, and improvement and responsiveness feature. These domains are fundamental supports for wellbeing.

Figure 3: Wellbeing Indicator Framework

WELLBEING INDICATOR FRAMEWORK			
A Culture of Wellbeing: Values and Practice	Leadership	Partnerships	Improvement and responsiveness
Ako: Learning, Teaching and Curriculum			
Systems, People and Initiatives			

Leadership for wellbeing must be a shared responsibility across the school with a strong emphasis on student perspectives, involvement and leadership activities that contribute directly to their own wellbeing.

Partnerships with students, parents, whānau, community, school staff and agencies provide opportunities for greater involvement in promoting and responding to student wellbeing and support the inclusion of diverse perspectives in decision-making processes that focus on student wellbeing.

Improvement and responsiveness involves robust processes that systematically inquire into the effectiveness of student wellbeing policies, programmes and practices. These two processes inform decision-making and goal setting to improve the quality and responsiveness of actions designed to enhance student wellbeing.

Evaluation indicators for student wellbeing

The indicators are organised as follows:

- A Culture of Wellbeing: Values and Practice
- Ako: Learning, Teaching and Curriculum
- Systems, People and Initiatives.

A CULTURE OF WELLBEING: VALUES AND PRACTICES	
Evaluation Indicators	
<p>EXPRESSED VALUES</p> <p>Expressed values are the school's aspirations and stated objectives for wellbeing.</p> <p>Values are drivers or starting points for developing a culture of wellbeing.</p>	<ul style="list-style-type: none"> • The school's values are consistent with the desired outcomes for student wellbeing. • The school's values reflect the strengths and potential of students, teachers, parents and whānau. • School values celebrate the diversity in the school, for example, different religions, spirituality, ethnicities, sexual orientation, and gender identity. • The school values are reflected in: <ul style="list-style-type: none"> - strategic planning, goals and targets - the underpinning rationales for school-wide systems, for example, guidance and counselling, pastoral care, transitions and learning pathways - the underpinning rationales for policies, procedures and the development of new initiatives - newsletters, assemblies, websites, classroom blogs, social media, etc - the physical environment, for example, signage and classroom expectations and contracts.
<p>VALUES IN ACTION</p> <p>The way things are done around here: All interactions (interventions, strategies, activities, relationships, planning and practices) are underpinned by the school's culture and values.</p>	<ul style="list-style-type: none"> • All students are thriving in line with the desired outcomes for student wellbeing. • All staff show a commitment to the promotion of student wellbeing. • Parents, whānau and visitors to the school observe wellbeing values in action, for example, in the interactions between staff and students. • Wellbeing values are actioned in the school's partnerships, curriculum and operations and evident in: <ul style="list-style-type: none"> - leadership, resourcing and staff responsibilities - curriculum priorities and delivery - pastoral care processes and systems - relationships with agencies - relationships and celebrations - professional learning and development. • There is a high level of social inclusion, for example, all students are actively supported by their peers. (See also the Inclusive Practices Tool at www.wellbeing@school.co.nz.) • The physical environment supports student wellbeing, for example, in the design and layout of student liaison areas, for example, health centres, sick bays, counselling rooms.

A CULTURE OF WELLBEING: VALUES AND PRACTICES (contd.)

Evaluation Indicators	
<p>LEADERSHIP</p> <p>Students, principals, other senior managers, middle managers, teacher leaders and school trustees</p>	<ul style="list-style-type: none"> • Leaders are role models in their ethical commitment to wellbeing. • Leaders establish clear goals and expectations that ensure organised, well aligned, coordinated and supportive environments for student wellbeing. • Students actively improve their wellbeing and the wellbeing of others through their contributions to student council, prefect body, peer mentoring, playground mediators, Tuakana Teina, buddy classes and house captain opportunities, etc. • All staff are provided with a clear mandate to improve student wellbeing and given the resources and training to support this work.
<p>PARTNERSHIPS</p>	<ul style="list-style-type: none"> • Leaders and teachers work in partnership with students, parents, whānau, community and external agencies to promote student wellbeing. • Students actively contribute to the planning, implementation and review of wellbeing initiatives. • Teachers collaborate to enhance student wellbeing, for example, through seeking and sharing knowledge of what works for individual students.
<p>IMPROVEMENT AND RESPONSIVENESS</p> <p>The range of full inquiry and improvement processes across the school</p>	<ul style="list-style-type: none"> • The school's inquiry and improvement culture draws from a range of data sources, is responsive, and operates at different levels across the school (is not limited to a formal review process). • Data that builds a picture of student wellbeing is well used. • All staff engage in inquiry and improvement processes to identify, prioritise and respond to student wellbeing. • Leaders and teachers review wellbeing initiatives and modify as required to improve wellbeing.

AKO: LEARNING, TEACHING AND CURRICULUM	
Evaluation Indicators	
WELLBEING, THE CURRICULUM AND THE LEARNER	<ul style="list-style-type: none"> • All staff integrate a focus on student wellbeing alongside a focus on student achievement. • Positive, trusting and fair student-teacher relationships are the basis for teachers building their holistic knowledge of learners and their response to student wellbeing. • Students see and use their strengths, interests and prior knowledge, including their language, culture and identity in the curriculum. • Students engage in the design of their own learning activities, eg: Enterprise learning – problem-solving tasks, designing their own experiments, inquiry and research projects. • Students acquire social and emotional competencies - this includes responding to the emotions of others, working cooperatively, seeking help as needed and intervening as required. • Teachers from across the school engage in the development of Individual Education Plans to support wellbeing and learning for all vulnerable children. • Teachers use the concepts and the sets of achievement objectives in the Health and Physical Education³ curriculum in the implementation of the overall curriculum (all teachers are health teachers). • Teacher practices are consistent with models of effective teaching, as outlined in ERO's Education Indicators for School Reviews, Tātaiako (The Ministry of Education, 2011) and Effective Teaching Profile (Bishop & Berryman, 2009).
LEADERSHIP Students, principals, other senior managers, middle managers, teacher leaders and school trustees	<ul style="list-style-type: none"> • Leaders make curriculum decisions that are informed by the school's desired outcomes for student wellbeing. • Leaders provide clear school-wide guidelines on how to integrate aspects of wellbeing across the curriculum. • The school-wide guidelines for implementation of wellbeing strategies, intervention and programmes allow teachers to practice with a sense of agency⁴ and autonomy based on the needs of their students.
PARTNERSHIPS	<ul style="list-style-type: none"> • Teachers develop and value learners through a range of responsive, reciprocal relationships within school, and with parents, whānau and the wider community. • Parents and whānau benefit from reciprocal partnerships with teachers that support student wellbeing, for example, parents and teachers have joint strategies for supporting student wellbeing and learning: <ul style="list-style-type: none"> - Teachers inform parents and whānau of issues that affect student wellbeing and learning. - Parents inform teachers of issues that could affect student wellbeing and learning. • Teachers partner with parents and whānau through formal and informal methods of communication. • Leaders and teachers consult with the community to decide on curriculum priorities.

³ The concepts of the Health and Physical Education Curriculum can be found in Appendix B, together with *The New Zealand Curriculum vision, principles, values and key competencies*.

⁴ Agency refers to *the feeling that we are in control of our own actions*.

AKO: LEARNING, TEACHING AND CURRICULUM (contd.)**Evaluation Indicators****IMPROVEMENT AND RESPONSIVENESS**

The range of full inquiry and improvement processes across the school

- Leaders and teachers are engaged in an inquiry process that improves their implementation of the curriculum to reflect wellbeing.
- Curriculum priorities are reviewed in terms of their contribution to student wellbeing.
- Teachers regularly inquire into how effective and relevant their teaching practices are in supporting student wellbeing.
- Inquiry and improvement processes involve student and whānau perspectives.
- Teachers document the impact and effectiveness of strategies to improve student wellbeing as a form of evidence to assist with decisions in the future.

SYSTEMS, PEOPLE AND INITIATIVES**Evaluation Indicators****SYSTEMS, PEOPLE AND INITIATIVES TO SUPPORT SCHOOL-WIDE AND INDIVIDUAL WELLBEING**

Proactive and responsive

- All students have access to guidance and support at school. There are no barriers to individuals and groups of students accessing guidance and support.
- All students have more than one trusting, positive relationship with an adult at school.
- All leaders and teachers practice ethically (in accordance with their registering body).
- Schools have well-defined processes and procedures for dealing with traumatic experiences in the school community.
- Strategies, plans and actions recognise the need to grow expertise for student wellbeing at school.
- Information sharing procedures between leaders, students, teachers, support staff, parents and external agencies are clear.
- Significant adults are identified in each student's circle of care:⁵
 - Significant adults grow student potential
 - Significant adults are included in making decisions about student wellbeing.
- All leaders and teachers have the skills to effectively support student wellbeing including the skills to:
 - identify distressed and vulnerable students with support from pastoral care teams
 - contribute to strategies to improve student wellbeing
 - monitor the outcomes of strategies and actions to improve student wellbeing
 - work ethically and responsibly with information that risks student safety
 - make appropriate and timely referrals to school guidance counsellors and external agencies.
- Decisions to improve student wellbeing made by leaders, teachers and support staff are supported by pastoral care teams, guidance counsellors and follow Good Practice Guidelines, such as the Ministry of Education's Anti-Bullying Guidelines and Preventing and Responding to Suicide: Resource kit for schools.

⁵ See Circle of Care as adapted by ERO for use in New Zealand schools in ERO's report, *Improving Guidance and Counselling for Students in Secondary Schools (2013)*.

SYSTEMS, PEOPLE AND INITIATIVES (contd.)	
Evaluation Indicators	
<p>LEADERSHIP</p> <p>Principals, other senior managers, middle managers, teacher leaders and school trustees</p>	<ul style="list-style-type: none"> • Leaders implement wellbeing initiatives that are effective and based on research and evidence. • Leaders clearly define the scope of staff roles and responsibilities in promoting student wellbeing. • Leaders include the staff responsibility for student wellbeing in appraisal processes. • Trustees clearly document wellbeing priorities and how they will be met. • Students lead change that improves wellbeing, for example, identifying what they need to improve their own wellbeing and school-wide systems. • Leaders allocate resources to meet the needs of vulnerable students. • Leaders establish a high level of coordination between pastoral care processes and curriculum. • Leaders receive regular updates about the outcomes, actions and decisions made about student wellbeing. • Leaders participate in and promote school-wide activities for student wellbeing. • Recruitment practices are consistent with Recruiting and Managing School Staff.⁶ • Conduct and Competence Process Guidelines⁷ are followed.
<p>PARTNERSHIPS</p>	<ul style="list-style-type: none"> • Memorandums of Understanding between the school and external agencies support the desired outcomes for student wellbeing. • School staff work collaboratively with students, parents, whānau and external agencies to support the desired outcomes for student wellbeing. • All staff are aware of referral pathways in the community. • Lead health professionals engage and attend student Individual Education Plans/multi-disciplinary meetings to grow student aspirations and goals and provide staff with strategies to support student wellbeing. • Partnerships with Resource Teachers: Learning and Behaviour, youth workers, social workers, Check and Connect mentors, school guidance counsellors, Child, Youth and Family (CYF), Police, and Child and Adolescent Mental Health Services (CAMHS) are well established and assist with effective referral and follow up.
<p>IMPROVEMENT AND RESPONSIVENESS</p> <p>The range of full inquiry and improvement processes across the school</p>	<ul style="list-style-type: none"> • Schools use multiple sources of evidence to find out about both individual student wellbeing and overall school wellbeing, including the use of: syndicate and multi-disciplinary team meeting minutes, achievement data, attendance data, stand-down and exclusion data, <i>Wellbeing@School</i> data, <i>Inclusive Practices Tool</i> data, observation notes, etc. • Inquiry and improvement processes use what is known about student wellbeing to identify vulnerable students and areas for improvement, including student access to guidance and support at school. • Identified needs are areas for action in school documents including strategic plans and actions plans. • Inquiry and improvement processes include student, parent, community, staff and external agency perspectives.

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

7 New Zealand Teachers Council. *Conduct and Competence Process Guide*. Available at www.teacherscouncil.govt.nz/content/conduct-competence

Section Three: Improvement and Responsiveness to Student Wellbeing

This section describes inquiry and improvement processes to improve and respond to student wellbeing.

Inquiry and improvement processes are fundamental to schools improving student wellbeing. These processes enable trustees, leaders and teachers to systematically identify, prioritise, learn from and modify strategies to improve student wellbeing.

Inquiry and improvement processes are often driven by an overarching evaluative question. The question here is, ‘to what extent do schools promote and respond to student wellbeing?’

School leaders need to tailor their inquiries based on their context and wellbeing priorities. There is no one process for inquiry, rather, a range of ways that schools can proceed to investigate and reflect on student wellbeing.

The evaluation indicators for student wellbeing sit within the school context and provide the features of what good practice looks like.

The following descriptions provide prompts for schools to consider as they investigate the aspects of the Wellbeing Indicator Framework.

Guides and goals for improving student wellbeing

To begin to answer how well a school promotes and responds to student wellbeing, school communities must work together to develop a vision for student wellbeing. The foundations for this work are provided in Section One with a definition of student wellbeing, the desired outcomes for student wellbeing, and the principles for wellbeing.

Building a picture of student wellbeing

An understanding of the extent to which student wellbeing is promoted and responded to can be found by drawing on a range of people and data across the school community. 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, such as musac
- 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
- HEEADSSS⁸ Assessment data

- Minutes from syndicate, team or department meetings, multi-disciplinary meetings, including Resource Teacher: Learning and Behaviour, guidance, pastoral, behavioural, etc.
- Referral rates to RTLB, pastoral care, Child, Youth and Family, and Child and Adolescent Mental Health Services.

Identifying and responding to areas of wellbeing for improvement

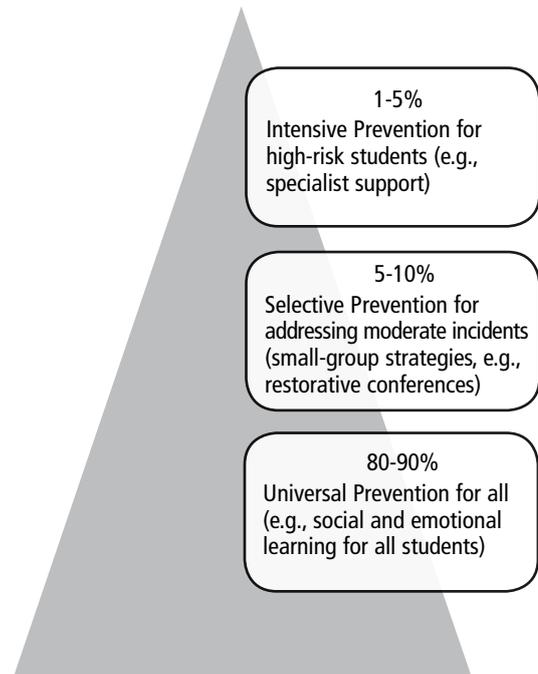
A breadth and depth of knowledge about the processes that support student wellbeing is important for identifying areas for improvement, and prioritising where efforts to improve wellbeing are most needed.

A useful tool for identifying and prioritising school-wide and individual needs is a school adaptation of the Intervention Triangle (CASEL., 2008; Chafouleas, et al., 2007) pictured here.

The broad base represents the prevention aspect suitable for all students. The middle represents more specific interventions for the smaller number of students with moderate needs. The top of the triangle represents intensive professional interventions for students who are most at risk.

Each school's needs and priorities will be different and may focus on the processes that support wellbeing or a particular challenge facing students at any given time. The Intervention Triangle can also be used as a tool to ensure implementation of programmes and initiatives match the identified needs of individuals and school-wide challenges.

Figure 4: Intervention Triangle



Section Four: Questions for schools to ask about their own school-wide processes and individual student wellbeing

The following self-review questions provide examples for schools to use as they inquire into the question, ‘to what extent do we promote and respond to student wellbeing?’

A culture of wellbeing: values and practices

Of the parts that directly improve student wellbeing as a whole, one of the features is building a culture of wellbeing. While a systematic approach to building a culture of wellbeing may be a challenging exercise, it is vital to the achievement of the desired outcomes for student wellbeing.

Inquiry into the alignment between the expressed values that support wellbeing and the extent to which these values are reflected across all school operations is a good place to start. Consider the values in terms of wellbeing and the extent to which they are reflected in:

- ~ the development of school goals and strategic planning?
- ~ the school-wide systems, for example, guidance and counselling, pastoral care, transitions and pathways?
- ~ the policies, procedures and the development of new initiatives for student wellbeing?
- ~ newsletters, assemblies, websites, classroom blogs, social media, etc?
- ~ the physical environment, for example, signage and classroom expectations and contracts?

The next line of inquiry could investigate the extent to which the expressed values for student wellbeing are evident in action. The following questions could be used to find out if the indicators of good practice are evident:

- ~ To what extent do parents, whānau and visitors to the school observe and experience a sense of values that support wellbeing? Are these values visible in interactions between students and staff?
- ~ To what extent are staff provided with a clear mandate to improve student wellbeing? Are staff given the resources to support this work?
- ~ To what extent do students see themselves as active contributors to the culture for wellbeing, values and actions?
- ~ Do we provide enough diverse, student friendly spaces around the school property?

The findings from these questions and the extent to which they improve student wellbeing will be tempered by the effectiveness of leadership, partnerships, and the range of inquiry and improvement processes across the school.

Questions to identify the effectiveness of these areas in building a culture of student wellbeing include:

- ~ In what ways do students lead activities that directly improve their wellbeing across the arts, sports, culture and academics?
- ~ What opportunities do teachers and leaders provide for students to become involved in student council, peer mentoring and other leadership activities?

- ~ In what ways do students contribute to strategic planning, and identifying the school's priorities and responses to student wellbeing? How inclusive are these opportunities?
- ~ What measures do we have in place to ensure leadership roles are available to all students?
- ~ What evidence do we have of teacher collaboration that enhances student wellbeing?
- ~ To what extent does evidence inform teaching practices for student wellbeing?
- ~ How does the school community view the school culture and values? Do they see the culture and values contributing to student wellbeing?
- ~ To what extent does consultation with the community inform curriculum priorities, including those for the Health and Physical Education Curriculum?

Ako: learning, teaching and curriculum

Schools can use these questions to gain a deeper understanding of how Ako: learning, teaching and curriculum assists in improving student wellbeing.

- ~ To what extent are students' strengths, prior knowledge, interests and aspirations valued and reflected in curriculum planning and delivery?
- ~ How well do curriculum priorities inform pastoral care priorities?
- ~ How is student success celebrated across the school?
- ~ What day-to-day opportunities do we provide for diverse students to use their strengths, interests and prior knowledge?
- ~ Do we systematically and purposefully teach the skills needed for students to develop social-awareness, relationship skills, self-confidence, self-management and responsible decision-making?
- ~ To what extent are the principles of the Health and Physical Education Curriculum (hauora, attitudes and values, socio-ecological perspective and health promotion) known, understood and integrated into all curriculum areas?
- ~ How well are the achievement objectives set out in the Health and Physical Education Curriculum integrated across the implementation of the curriculum?

As with building a culture for student wellbeing, leadership, partnerships, and the range of inquiry and improvement processes across the school play a vital role in the effectiveness of Ako. Here are questions to identify the effectiveness of learning, teaching and curriculum:

- ~ How well aligned are the school's wellbeing priorities to the school's curriculum?
- ~ How do students feel about their teachers? Are relationships strong, trusting and fair?
- ~ To what extent do students lead their own learning?
- ~ To what extent are partnerships with parents, whānau and the community valued by leaders and teachers?
- ~ How do partnerships with students, teachers, parents and whānau inform curriculum priorities?
- ~ In what ways can parents and caregivers communicate with their child/ren's teacher/s?
- ~ What inquiry and improvement processes are in place to understand how effective curriculum delivery is for student wellbeing?
- ~ What structures are in place for teachers to inquire and discuss teaching practices that work to promote and respond to student wellbeing?

Systems, people and initiatives

The systems, people and initiatives that support school-wide processes for wellbeing and individual student wellbeing may highlight the need for immediate action. Prompts for inquiry and improvement follow:

- ~ Do all students feel safe at school?
- ~ Do all students have more than one adult they can turn to for guidance and support?
- ~ How clear and robust are the policies for student wellbeing, including anti-bullying and action to prevent and respond to suicide?
- ~ Do policies for student wellbeing align with practice for student wellbeing?
- ~ To what extent do we provide the training and resources for teachers to:
 - ~ build positive rapport with all students
 - ~ implement restorative practices
 - ~ identify vulnerable students
 - ~ contribute to strategies to improve student wellbeing
 - ~ work safely and ethically with information that risks student safety?
- ~ To what extent do teachers work collaboratively to develop Individual Education Plans to support student wellbeing and learning?
- ~ What processes and procedures are in place for traumatic events?

The actions of leaders, the strength of partnerships, and the range of inquiry and improvement processes that support systems, people and initiatives can be investigated using the following questions:

- ~ To what extent are wellbeing initiatives based on areas identified for action?
- ~ Are resources allocated based on wellbeing priorities?
- ~ To what extent do teachers work collaboratively and inclusively to promote student wellbeing, for example, individual education planning teams, pastoral care teams.
- ~ To what extent are student, parent, community and external agency perspectives included in inquiry and improvement processes?

Section Five: Perspectives on the desired outcomes of student wellbeing

In schools where student wellbeing is promoted and responded to, the following perspectives from students will be evident.

Student perspectives

Belonging and connection

- I am valued and accepted and have opportunities to make a positive contribution to my wellbeing, learning and culture of my school.
- I feel proud to be part of my school.
- I have lots of different friends at school.
- I like my school, my teachers and my friends.
- My whānau like my teachers and they are involved in lots of things at school.
- I look forward to play time and lunch time activities.
- My school advocates for me.

Achieving

- Learning is interesting and fun.
- I have a say in what I learn about and how.
- I know when I am working well.
- I am achieving my learning goals and my teacher helps me when I'm stuck.
- My teachers celebrate the things I am good at.
- I share my progress and what I have achieved at school with my friends, parents and whānau.
- I am challenged.
- My teachers see potential in me and want me to succeed.
- I know that my health and wellbeing are connected to how well I can learn.

Resilient

- I am learning skills to help me feel better when I am down.
- I get on well with lots of different people at school.
- It's OK to take risks.
- I know what to do when I have a problem.
- I learn from my mistakes.
- I know if things are tough I have support to help me keep going.
- There are teachers at school that help me when I am sad or upset.
- I can easily access information on topics that are concerning me.
- Our school has lots of adults that I can talk to and help me.

Socially and emotionally competent

- I make sensible decisions.
- I have good relationships with my friends, my teachers, leaders at school and at home.
- I know what to do when I see someone else needing help.
- I know what I am good at and what others are good at.
- I know what pushes my buttons and have the strategies to improve my situation.
- I can communicate what sort of help I need.
- I am a leader at school.
- I am confident and organised.

Active

- There are lots of spaces where I can play, exercise, dance and relax.
- I have the skills to look after my body, including my diet, hygiene and physical activity.
- I am encouraged to participate and feel safe to go outside my comfort zone.
- I treat my body with kindness and respect.
- There are lots of activities that I can participate in with my friends.
- I am part of a school team, club or interest group.
- I know that keeping active, eating well and getting a good amount of sleep is part of feeling good.

Nurtured and cared for

- My teachers and friends at school are there for me when I need them.
- All my teachers are trustworthy, fair, good listeners, non-judgemental and keep me safe.
- My teachers care about me and all the other kids in our class/school.
- My teacher listens to me and makes time to talk with me about lots of things.
- My teachers tell me when I have done a good job.
- I feel comfortable and confident to get help from a lot of adults at school if I am down, or experiencing hard times.

Safe and secure

- I feel safe at school; all the spaces and people at school are friendly and safe.
- I feel confident to ask for help when I am in trouble or upset.
- I know the routines in class and at school.
- I feel supported by lots of adults at school.
- I know what is expected of me.
- The adults at school do something when I tell them there is a problem.
- I know what to do when I see someone else who is making unsafe decisions.

Included

- My opinions matter.
- My friends include me.
- I am invited to birthday parties and other activities that my friends go to.
- I see other kids like me in leadership, art, sport, academic and cultural activities.
- I know that people in my school are supporting me to stay at school.
- There are opportunities to get help with my learning or extension to challenge myself.
- I am part of a team or group that shares my interests.
- There are lots of options, groups and people at school that can help develop what I am good at.
- I am involved in decisions about my health and wellbeing.

Strong sense of identity

- My language, culture and identity are acknowledged, valued and celebrated.
- I am treated fairly and have the same opportunities that other kids have.
- My mana remains intact at all times.
- I like my teachers and can talk to them about things that matter to me.
- My teachers respect, accept and celebrate all the things that make me, me.

Parents, whānau and community perspectives on student wellbeing

Parents, whānau and community are fundamental to promoting and responding to the desired outcomes for student wellbeing. In schools where student wellbeing is being promoted and responded to, the following perspectives from parents, whānau and community will be evident.

- We feel welcomed at our child/ren's school, we are valued and our opinion counts.
- The school's culture and values reflect practices that we know promote student wellbeing.
- Efforts to address student wellbeing priorities use the strengths of the community.
- We have a positive relationship with the teachers and leadership team at our child/ren's school.
- We feel comfortable talking with our child's teacher(s) about any concerns we have about his/her wellbeing.
- There is a good flow of communication between home and school: we share information that affects our child's wellbeing with his/her teacher(s) and teachers share information with us.
- We are actively involved in the development of strategies that improve school-wide student wellbeing.
- We are involved in developing joint strategies to enhance our child's wellbeing.
- Our child has access to guidance and support at school.
- We are aware of the services and programmes that our child can access through the school and the community.
- We are able to access resources from the school about relevant wellbeing topics.

Teacher perspectives on student wellbeing

Teachers have a significant role in promoting and responding to the desired outcomes for student wellbeing. In schools where student wellbeing is being promoted and responded to, the following perspectives from teachers will be evident.

- I build strong relationships with all students and their whānau.
- I care for students and understand that student success is enhanced when student wellbeing is prioritised.
- Students see me as an approachable, knowledgeable, fair and trustworthy teacher.
- I am committed to student wellbeing and contribute positively to the culture for wellbeing at school.
- I am a positive and empathetic role model.
- I make time for students to talk about issues that are concerning them.
- I contribute to curricular and extra-curricular activities across the school.
- My practice is student-centred, inclusive, non-judgemental and culturally safe.
- I use my holistic knowledge of learners to create meaningful and interesting learning opportunities for all students.
- I capitalise on students' expertise in the classroom.
- I use a range of strategies to engage diverse learners.
- I have a thorough knowledge of the curriculum and use this knowledge to promote *The New Zealand Curriculum's* vision and key competencies.

- I use the concepts of the Health and Physical Education curriculum in my delivery of the Curriculum and promote hauora as part of my day-to-day teaching practice.
- I deliberately teach social and emotional skills, including self-awareness, self-management, social awareness, relationship skills and responsible decision-making.
- I have the skills and resources to promote and respond to student wellbeing and identify when a student is at risk or needs further support.
- I enjoy my working environment.
- My wellbeing is supported by a range of systems, processes and people.

Leader perspectives on student wellbeing

- In schools where student wellbeing is being promoted and responded to, the following perspectives from principals, other senior managers, middle managers, teacher leaders and school trustees will be evident.
- We are committed to creating a positive school environment through a vision, school culture and values that promote student wellbeing.
- We make decisions that are informed by expert advice and guidance.
- We implement effective, evidence-based programmes that respond to wellbeing priorities that are identified by school data.
- We celebrate diversity and achievements.
- Leadership activities are shared.
- We allocate resources to prioritise student wellbeing.
- We participate in and promote student wellbeing initiatives.
- Wellbeing priorities are documented and action is taken to address them.
- We are clear about the roles and responsibilities staff have for student wellbeing.
- We provide training and resources for school staff to promote student wellbeing.
- We have established a high level of coordination of the systems, people and initiatives that promote student wellbeing.
- Inquiry and improvement processes indicate that our guidance system is effective for all students.
- We recruit safe teachers.
- We create opportunities for staff to inquire into and adapt their practice to promote student wellbeing.

Appendices

Appendix A: Glossary

Ako	a term which refers to teaching and learning, emphasising the reciprocal nature of both activities.
Agency	the feeling that we are in control of our own actions.
Circle of Care	a model for coordinating multi-system support.
Confidential disclosures	sensitive information given by students that needs to be carefully handled and only shared as appropriate.
Evaluative questions	questions about the merit, worth or significance of something. To answer an evaluative question involves making a judgement of value.
Guiding principles	fundamental values which underpin and are woven through all of the wellbeing indicators.
External agencies	organisations external to the school, including social and health providers.
Health Promoting Schools	a strategic framework developed by the Ministry of Health which supports school communities to identify and address their health needs by building on existing strengths and using an inquiry-based approach to build their own capabilities.
Help-seeking	asking for help when it is needed to solve a problem. This could be from peers, teachers, counsellors, parents/whānau, professional health providers, etc.
Improvement and responsiveness	a full range of inquiry and improvement processes across the school that are systematically gathered from multiple sources, analysed, responded to and modified to improve student wellbeing.
Individual Education Plans	a plan which sets goals for the learner and identifies how they will be supported to meet those goals. It is developed by the team of people who support the learner, including parents, whānau, teachers, teacher aides, specialists and the learner themselves.
Intervention Triangle	a tool for identifying and responding to student needs. The broad base represents the prevention aspect suitable for all students. The middle represents more specific interventions for the smaller number of students with moderate needs. The top of the triangle represents intensive professional interventions for students who are most at risk.
Investigative prompts	further and more specific questions which help to provide evidence which can be used to answer evaluative questions.
Mana	the spiritual force in a person, place or object, which can be considered as charisma.
Memorandum of Understanding	a document that describes principles and an agreement between two or more parties on any given topic.

Multi-disciplinary teams	a group of people with varied but complementary skills, knowledge and experience, working together for a common purpose.
Prosocial values	values like empathy and concern which support actions that benefit other people, such as helping, sharing, co-operating. The opposite of anti-social.
Protective factors	activities, situations or dispositions which help to promote wellbeing. For example: trusting relationships, or personal resilience.
Punitive approaches	approaches to discipline which focus on punishing students who have broken rules.
Restorative practices	an alternative approach to discipline which focuses on working together with students who have done wrong and those affected by the wrongdoing to put things right.
Risk factors	activities or situations which have a potentially negative effect on wellbeing. For example: exposure to violence, or alcohol/drug abuse.
School community	the people, groups, and providers who are invested in the welfare of the school, including: students, teachers, school leaders and other staff, trustees, parents, whānau, hapū, iwi, health services and social workers.
Significant adults	people in the school who are important to students. These could be teachers, counsellors, leaders or other staff.
Social and emotional learning	learning to do things like recognising and responding to emotional states (both in oneself and in others), co-operating, seeking and giving help as necessary.
Sources of evidence	places to look, or ways of collecting information when you want to answer questions. For example, if you want to know how students feel about bullying in the school, a survey of students could be one source of evidence.
Spirituality	beliefs or practices directed towards deep values and meaning. These can be associated with a particular religious faith, but this is not necessarily so.
Strengths-based practices	practices which build on what is already done well, and recognise existing resources, knowledge and skills to provide a positive background to future improvement.
Student achievement and success	these could be academic, cultural, sporting, artistic or social skills and abilities that students possess and show.
Te Whare Tapa Whā/Hauora	a symbol of holistic overall wellbeing (hauora), made up of four dimensions: taha tinana (physical health); taha wairua (spiritual health); taha whānau (family health and belonging); taha hinengaro (mental health).
Wellbeing Indicator Framework	the organising structure for the wellbeing indicators. The six different parts of the framework are all related to one another and are intended be used together holistically.

Appendix B: The New Zealand Curriculum⁹

Vision

Our vision is for young people:

- Who will be creative, energetic, and enterprising
- Who will seize the opportunities offered by new knowledge and technologies to secure a sustainable social, culture, economic, and environmental future for our country
- Who will work to create an Aotearoa New Zealand in which Māori and Pākehā recognise each other as full Treaty partners, and in which all cultures are valued for the contributions they bring
- Who, in their school years, will continue to develop the values, knowledge, and competencies that will enable them to live full and satisfying lives
- Who will be confident, connected, actively involved, and lifelong learners.

Principles

All curriculum should be consistent with these eight statements:

- High expectations
- Treaty of Waitangi
- Cultural diversity
- Inclusion
- Learning to learn
- Community engagement
- Coherence
- Future focus.

Values

- Students will be encouraged to value:
- Excellence
- Innovation, inquiry, and curiosity
- Diversity
- Equity
- Community and participation
- Ecological sustainability
- Integrity
- Respect.

Key Competencies

The New Zealand Curriculum identifies five key competencies:

- Thinking
- Using language, symbols, and texts
- Managing self
- Relating to others
- Participating and contributing.

⁹ Ministry of Education. (2007) *The New Zealand Curriculum*. Wellington: Learning Media Ltd.

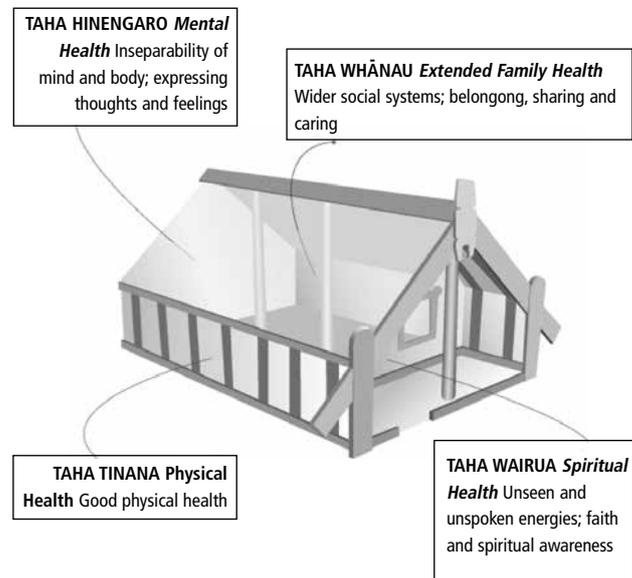
Health and Physical Education Curriculum¹⁰

Hauora

Mason Durie described four dimensions of hauora in the development of his widely used model of Māori health, Te Whare Tapa Whā.¹¹

Te Whare Tapa Whā is represented by the four walls of a whareniui,¹² 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.

Figure 5: Te Whare Tapa Whā.



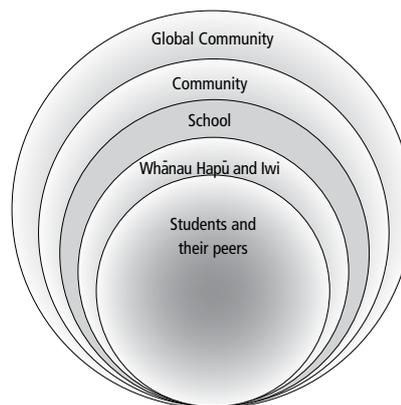
Attitudes and values

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

This socio-ecological perspective has been embraced in the Health and Physical Education curriculum as a way of viewing the inter-connectedness that exists between students and the worlds they live in.

Figure 6: Socio-ecological perspective



Health promotion

A process that helps to develop and maintain supportive physical and emotional environments and that involves students in personal and collective action.

10 Ministry of Education (2007) *The New Zealand Curriculum*. Wellington: Learning Media Ltd.

11 Durie, M. (1994). *Whaiora, Maori Health Development*. Auckland: Oxford University Press.

12 Retrieved from www.teara.govt.nz/en/diagram/31387/maori-health-te-whare-tapa-wha-model

Appendix C: Social and Emotional Competencies¹³

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

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

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

Social awareness: The ability to take the perspective of and empathise with others from diverse backgrounds and cultures, to understand social and ethical norms for behaviour, and to recognise family, school, and community resources and supports.

Relationship skills: The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. This includes communicating clearly, listening actively, cooperating, resisting inappropriate social pressure, negotiating conflict constructively, and seeking and offering help when needed.

Responsible decision-making: The ability to make constructive and respectful choices about personal behaviour and social interactions based on consideration of ethical standards, safety concerns, social norms, the realistic evaluation of consequences of various actions, and the wellbeing of self and others.

¹³ 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

Appendix D: Resiliency and Mental Health Promotion¹⁴

Protective Factors for Fostering Resilience in Young People

- Family and parent connectedness
- Parental presence at key times – waking up, bedtime and mealtimes, especially evening meal with the television turned off
- Parents who provide love and care as well as set boundaries and limits
- School connectedness that enables young people to say: “I feel that my teachers are fair, they care, school is a place where I belong”
- Connectedness to other adults outside the family who take a positive interest, such as teachers and parents of close friends
- Spirituality – having a belief system (not necessarily a religion) and a sense of personal identity and self-awareness.

Factors that can undermine Resiliency

- Loss and grief
- Poor academic success
- Undeveloped social skills
- Relationship difficulties
- Same sex attraction
- Impact of transitions (changing school, changing family structure)
- Search for self-identity
- Drug and alcohol misuse
- History of victimisation or witnessing violence
- Appearing ‘older’ or ‘younger’ than most of the peer group
- Repeating a year level
- Lowered sense of self-worth
- Perceived prejudice
- Fear and uncertainty about the future
- Issues about body image, particularly for girls.

¹⁴ Cited in Dickinson, P. (2001) *Guidelines for Mentally Healthy Schools*. Auckland: Mental Health Foundation of New Zealand.

Appendix E: Mandates for this work

The Code of Ethics for Registered Teachers¹⁵

The Code of Ethics for Registered Teachers states that teachers will strive to ‘promote the physical, emotional, social, intellectual and spiritual wellbeing of learners’.

Registered Teacher Criteria

Criteria 1 and 2 of the Registered Teacher Criteria¹⁶ state that fully registered teachers:

1. Establish and maintain effective professional relationships focused on the learning and wellbeing of all ākongā.
2. Demonstrate commitment to promoting the wellbeing of all ākongā.

National Administration Guidelines

Each board of trustees is also required to provide a safe physical and emotional environment for students; promote healthy food and nutrition for all students; and comply in full with any legislation currently in force or that may be developed to ensure the safety of students and employees.

United Nations Convention on the Rights of the Child¹⁷

The United Nations Convention on the Rights of the Child (UNCROC) was adopted by the UN in 1989 and defines universal principles and standards for the status and treatment of children worldwide. It is overseen by the UN Committee on the Rights of the Child. UNCROC is made up of 54 articles that set out a range of human rights standards for the treatment of children and young people. Four articles capture the general principles underpinning the Convention. These are:

- all children have the right to protection from discrimination on any grounds
- the best interests of the child should be the primary consideration in all matters affecting the child
- children have the rights to life, survival and development
- all children have the right to an opinion and for that opinion to be heard in all contexts.

Vulnerable Children Bill

The *Vulnerable Children Bill*¹⁸ has been developed as a measure to protect and improve the wellbeing of vulnerable children as part of the *Children’s Action Plan*¹⁹ which was released in October, 2012. The Vulnerable Children Bill supports the Government’s Better Public Services programme in the key result area of reducing the number of assaults on children. Section 18 of the bill provides a direct mandate for school boards to adopt and require child protection policies.

15 New Zealand Teachers Council. (2004) *Code of Ethics for Registered Teachers*. Retrieved from www.teacherscouncil.govt.nz/content/code-ethics-registered-teachers-1 (12 November 2013).

16 New Zealand Teachers Council. (2009). *Registered Teacher Criteria*.

17 Available at www.hrc.co.nz/international-human-rights-new/new-zealands-international-obligations/united-nations-convention-on-the-rights-of-the-child

18 Available at www.legislation.govt.nz/bill/government/2013/0150/latest/DLM5501618.html

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Appendix F: Acknowledgements

ERO would like to acknowledge the contributions from the following groups during the development of the Draft Evaluation Indicators for Student Wellbeing.

The Subject Matter Expert Group members included representation from:

- The Mental Health Foundation
- Child and Adolescent Mental Health Services, Capital and Coast District Health Board
- Regional Public Health
- Health Promotion Agency
- Compass Health
- VIBE
- Skylight Trust.

The External Reference Group members included representation from:

- New Zealand Association of Intermediate and Middle Schools
- New Zealand Association of Counsellors
- Post Primary Teachers' Association
- Secondary Principals' Association New Zealand
- New Zealand Area Schools Association
- New Zealand Catholic Education Office
- New Zealand Educational Institute
- New Zealand School Trustees Association
- New Zealand RTLB Association.

The Henry Rongomau Bennett Rangatahi Advisory Group from Te Rau Matatini. (Te Rau Matatini is an organisational leader in the development of innovative health and disability workforce solutions that respond to the needs of Māori and their communities.)

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Notes



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