



WELL-BEING: NOW and in the FUTURE

**Schools In Action – Viki Holley
Onehunga Primary School**

Youthful principal takes the helm

By JAYNE HULBERT

AT 32, new Tahatai Coast School principal Viki Lawrence has come a long way in a short time. In fact, while there are likely to be principals her age at small or rural schools, Ms Lawrence said she's not heard of one at a large full primary like Tahatai — the school has 614 pupils. She took over her new job on Saturday.

While she grew up wanting to become a teacher, Ms Lawrence said she never imagined herself working in management. Despite that, since her first job teaching at Otunoua Primary in 1990 to now, Ms Lawrence brings a wealth of experience to her new position. She has worked both in New Zealand and London.

Ms Lawrence started at Tahatai Coast when the school opened in 1996 and has worked her way from teacher to the staff member leading the school's Ministry of Education "IT contract" — which sees Tahatai instructing other schools and teachers in information technology — to a six-month stint as deputy principal.

But it was the chance reading of a quote from Milton Wright, father of the Wright brothers, that spurred her decision to go for the principal's job.

"If you really believe in something and you really see a vision, you've got to go with what you want. I read his quote 'men will never fly because flying is reserved for angels'. That was the turning point in making a decision to apply for the position," said Ms Lawrence.

As principal Ms Lawrence has a clear focus of what the job entails. "The most important thing is that teaching and learning is what comes first."

"And it's crucial for the principal to spend time in the classroom. My aim is to get to know each child in every class."

A key to the principal's role is giving a vision for the school and professional staff development, she said.

An ex-Tauranga Girls' College student, Ms Lawrence left school after sixth form to do teacher training in Hamilton.

"They came to school and were having interviews for teachers' colleges and I was accepted, which was a bit unusual in the sixth form. Ms Lawrence has been acting as principal since her predecessor Mark Beach left to take up a



Tahatai Coast School's newest pupil Joshua Collins gets to know the school's new principal Viki Lawrence who is in her first week of the job. PICTURE: ROBERT CORRESPONDENCE





Viki Holley, Principal Onehunga Primary, Auckland, New Zealand - vholley@onehungaprimarieschool.nz

Tiaki Tatou

We CARE

Cooperation - working and learning together

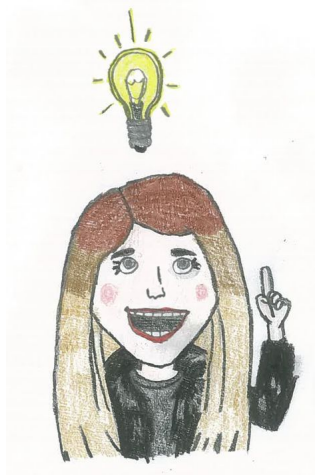
Act - safely and responsibly

Respect - people, places and things

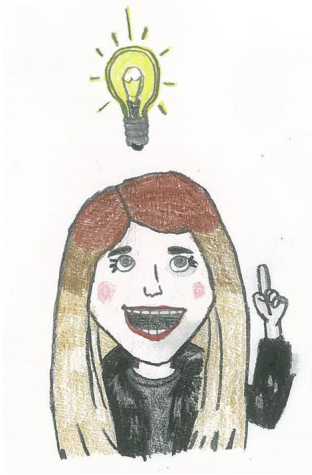
Empathy - walking in other people's shoes

Penelope movie - WE care





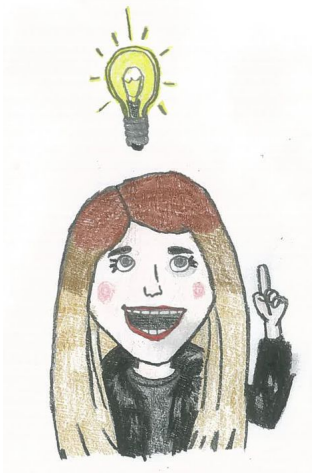
An 'a-ha' moments & 'My Important truths'



**Make the move from random to
strategic with wellbeing**



Our Journey

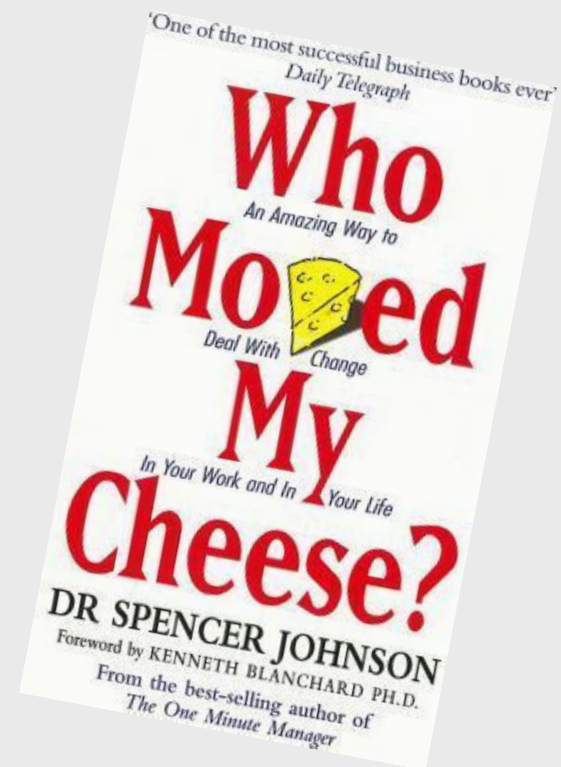


**AS educators and leaders we are
already doing a lot to support
the wellbeing of staff and
students.**

We have a great base to build on!

**Our
Journey
2014 -
2017**

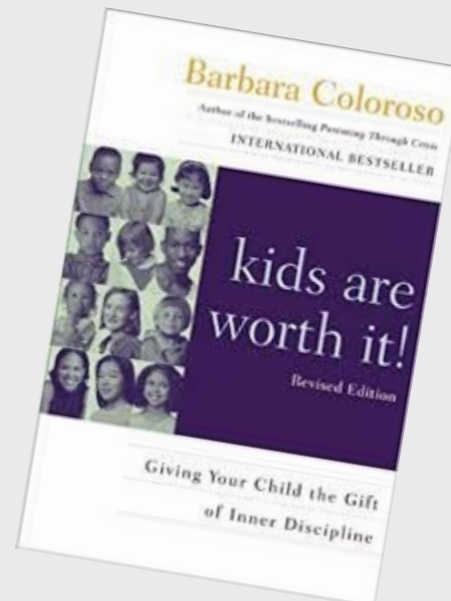
2014 - Who Moved My Cheese



**Our
Journey
2014 -
2017**

2014 - Who Moved My Cheese

2015 -Above the Line Thinking, 'Grit',
Barbara Coloroso - Kids Are Worth It,
PB4L - Tiaki Tatou, Kid President

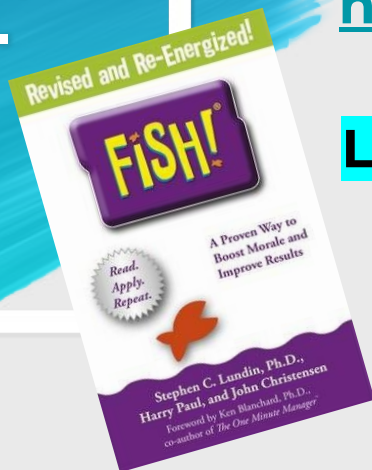


"Sure, there's bad stuff in the world, but there's also you. You can be anything that you want today, so be bold, be kind, be awesome, repeat. It's like shampoo, but with your life."

— Kid President



**Our
Journey
2014 -
2017**



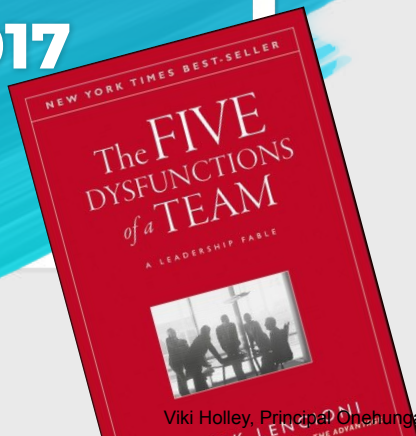
2014 - Who Moved My Cheese

2015 - Kid President, Above the Line Thinking, 'Grit' Barbara Coloroso - Kids Are Worth It, PB4L - Tiaki Tatou

2016 - Fish Philosophy. Every kid needs a champion - Rita Pierson

Late 2016 Cluster 8 Wellbeing Event

**Our
Journey
2014 -
2017**



2014 - Who Moved My Cheese

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Late 2016 Wellbeing Event

2017 'Personal Wellbeing' What brings you joy? Kid President, Revisiting FISH, Mental Health Foundation resources, Collaborating



**Our
Journey
2018**

2018

- January PLD
- Consultation data (2017),
Teacher led Brain Breaks & Wellbeing
Breaks, Rita Pierson again, Personal
Wellbeing focus

**Kahui Ako PLD opportunities,
Trialing wellbeing programmes**

Dec and Jan - doing webinars to be
able to facilitate FRIENDS



**Our
Journey
2018**

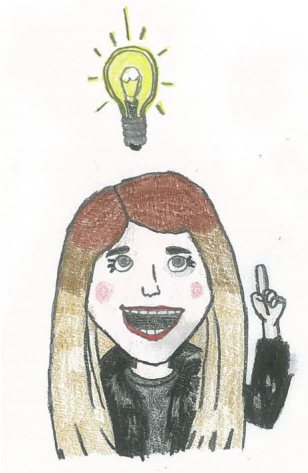
2018

- January PLD - Consultation data, Teacher led Brain Breaks & Wellbeing Breaks, Rita Pierson again, Personal Wellbeing focus

Kahui Ako PLD opportunities, trialing wellbeing programmes

Principal Sabbatical application

Dec and Jan - doing webinars to be able to facilitate FRIENDS



**No single programme
'does' wellbeing.**

**Not every programme 'fits'
the culture of every school.**

**As teachers we are skilled at adapting,
adding and tweaking to meet the needs
of the learners we work with.**

My sabbatical hunches?

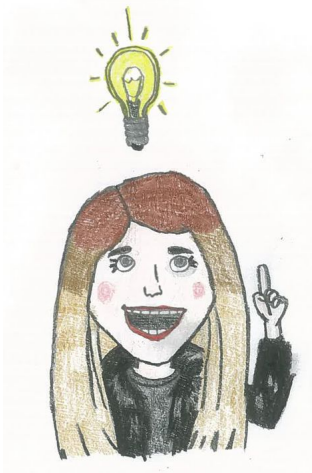
Initial application: finding a justification - a connection between student achievement and wellbeing

My sabbatical hunches?

Initial application: ~~finding a justification~~ - a connection between student achievement and wellbeing

Wellbeing = Crucial

- **Teachers with strong wellbeing will be better able to cope with the challenges of their role, and will be more effective teachers.**
- **A side effect...chn with better wellbeing**
 - more ready learn,
 - less beh man,
 - **teachers more able to teach = more fulfilled**



**Academic achievement is
important in schools.**

**Wellbeing
trumps
Academic achievement.**



**Our
Journey
2019**

2019

Jan PLD and Term 1

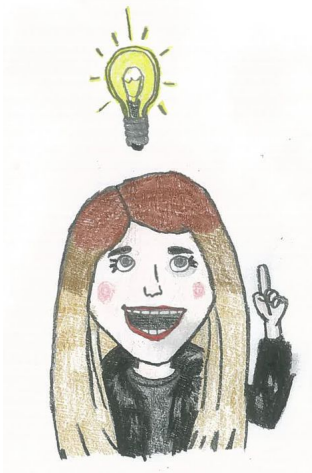
Wellbeing PLD Focus

**FRIENDS training - ADULT resilience + FF
AND FFL**

Principal sabbatical

**Wellbeing = significant focus in our
annual plan - *one of our 4 key goals -
focus areas***

More details soon..



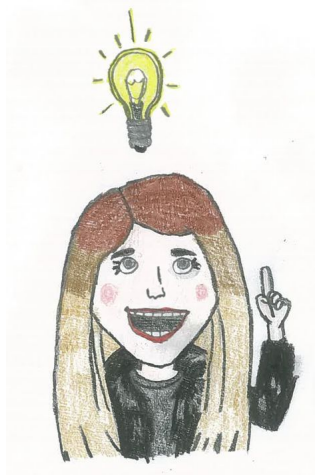
**AS a school, as teachers, and
leaders you will never be totally
prepared to start your school's
wellbeing journey, but we can't
afford to wait!**

Bite off more than you can chew...

A photograph of a person climbing a snowy mountain peak. The person is wearing a blue jacket and dark pants, and is standing on a rocky outcrop covered in snow. The background shows a vast, snow-covered mountain range under a clear blue sky with some white clouds. The image is framed by a white border.

Why Wellbeing?

Jan 2019



**Engage hearts and emotions.
Make it as easy as possible.
Clear the barriers along the path.**

668

The number of people who have taken their own lives in **New Zealand** is the **highest since records began**, with 668 dying by suicide in the past year.

It was the fourth year in a row that number has **increased**. It was also the highest number of suspected suicide deaths since the coroner's annual provisional suicide statistics were first recorded in 2007-08.

[Stuff Article](#)

15.6 suicides per 100,000 people

A 2017 Unicef report found New Zealand's **youth suicide** rate - teenagers between 15 and 19 - to be the highest of a long list of 41 OECD and EU countries.

The rate of 15.6 suicides per 100,000 people is twice as high as the US rate and almost five times that of Britain.

24,000

“In **2006, 3000** children aged between two and 14 were diagnosed with anxiety. A **decade later**, that number had bumped up to **24,000**. Experts believe there are a number of reasons for the trend.”

[News Hub Clip](#)

Wellbeing At OPS

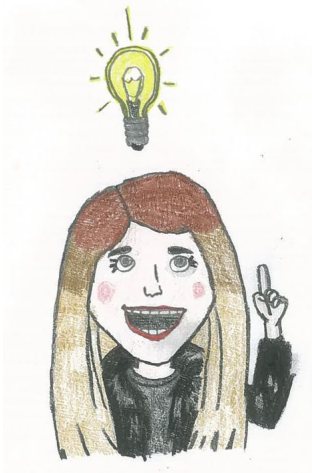
5 groups to make observations about item report.

Start and your number then go to next page.

- What is as expected?
- What surprises you?
- What do we need to keep doing?
- What are our possible next steps?

[Google doc with item report snapshot...then table to write responses](#)

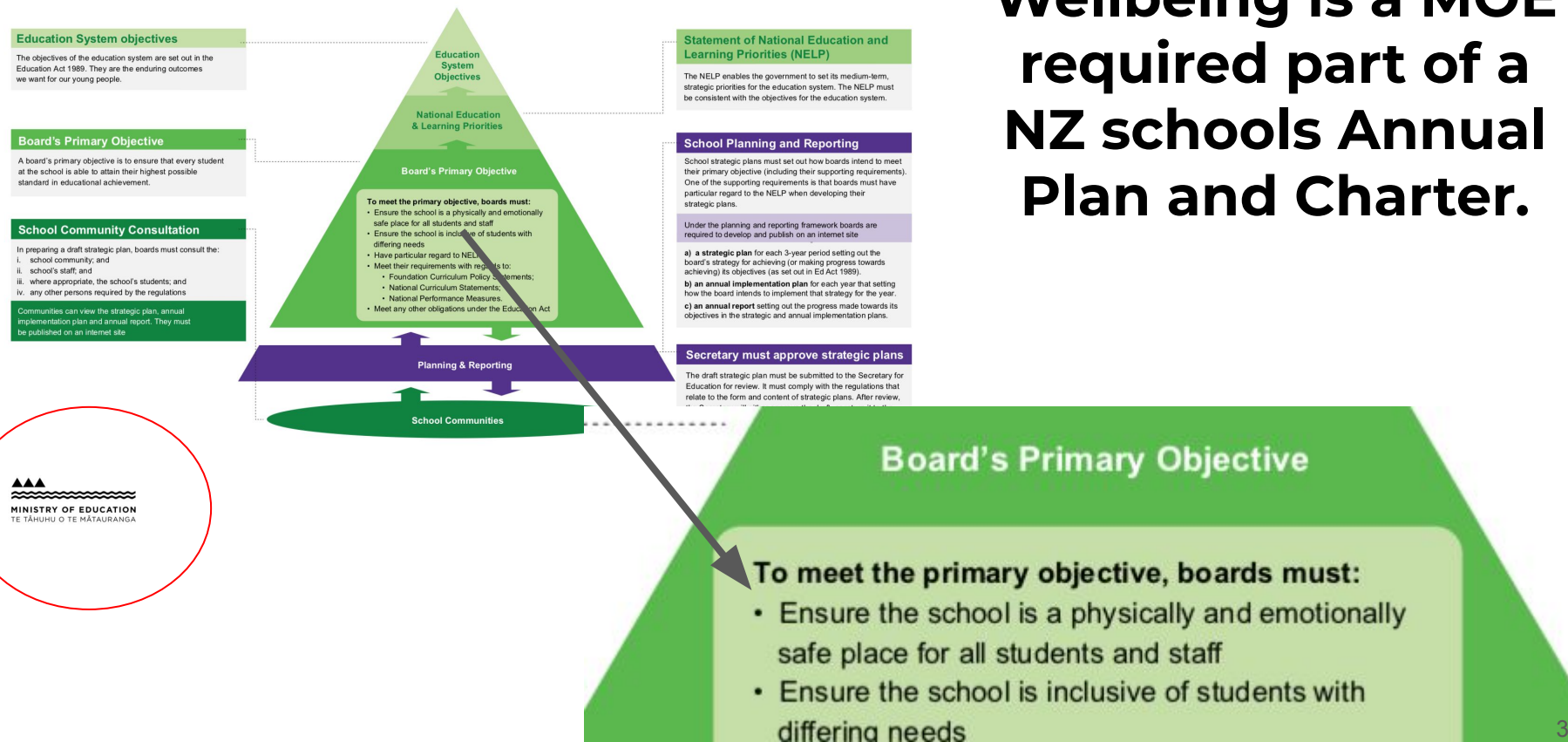




**No matter how well planned
your programme to support
Wellbeing is,
if the culture / emotional
environment of your school or
classroom isn't right, it won't be
highly effective.**

New Planning & Reporting Framework - Strategic Settings

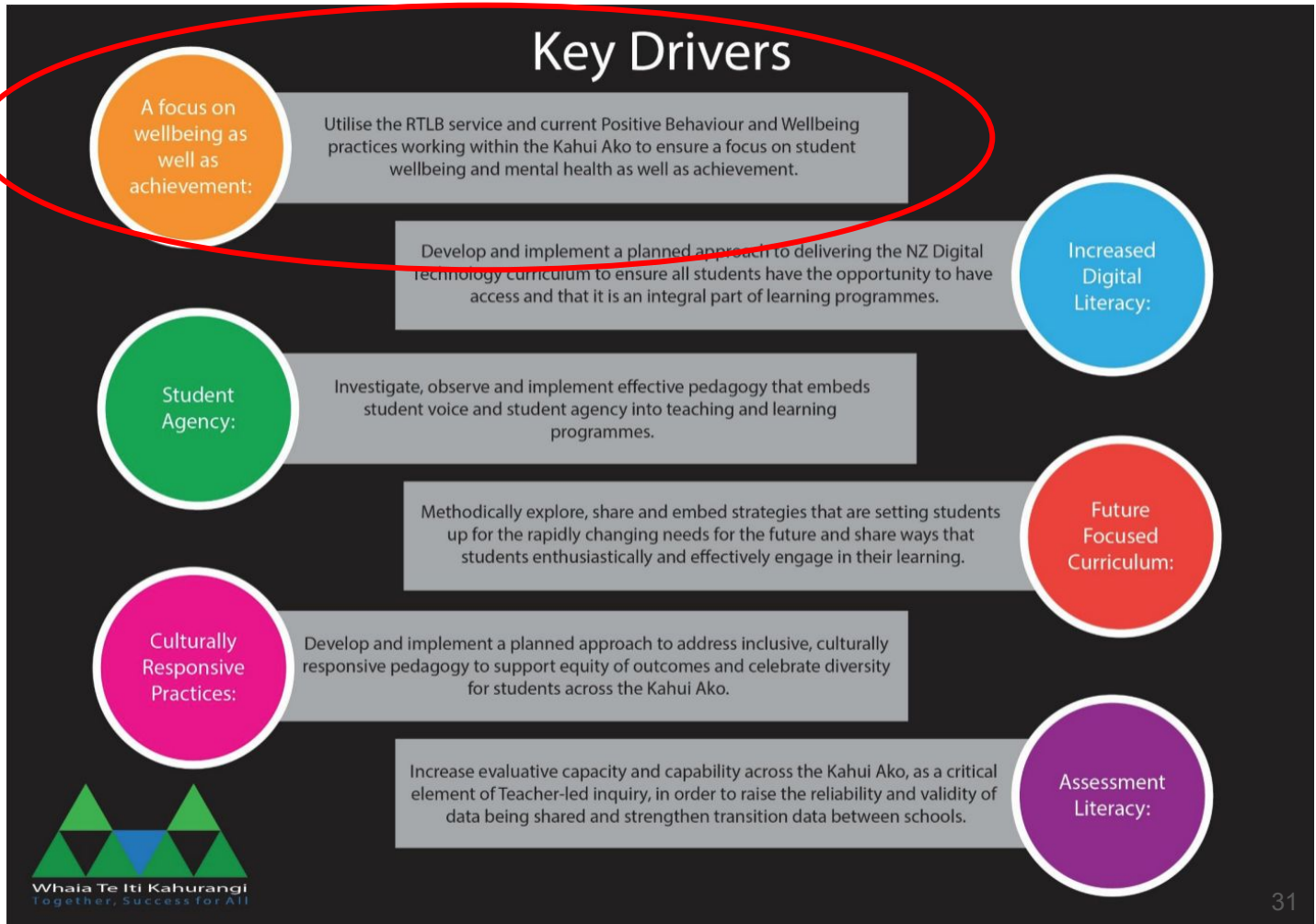
This A3 sets out the strategic relationship between the objectives of the education system, the Statement of National Education and Learning Priorities and the roles and responsibilities of boards of trustees, under the new planning and reporting framework.



From 2019 Wellbeing is a MOE required part of a NZ schools Annual Plan and Charter.



Kahui Ako
Achievement Plan 2018 - 2020



Whaia Te Iti Kahurangi
Together, Success for All

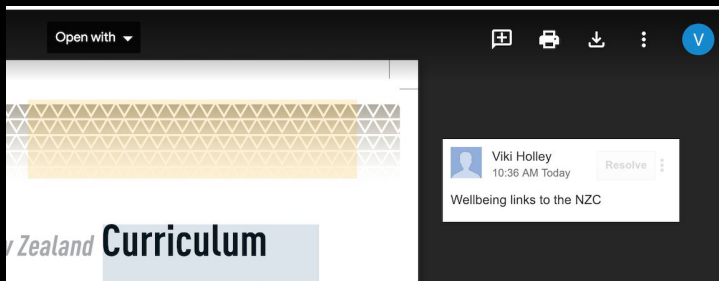
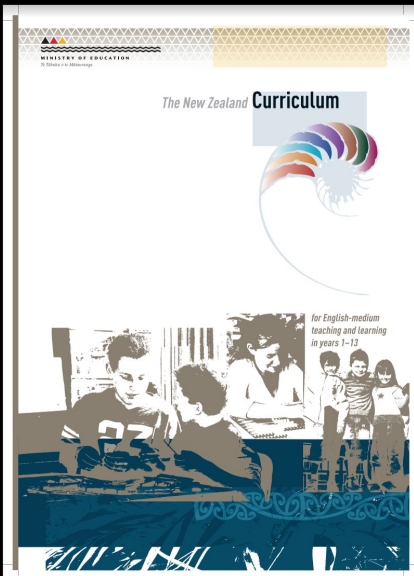


PB4L School-Wide looks at behaviour and learning from a whole-of-school as well as an individual child perspective. The framework is based on international evidence.

The Positive Behaviour for Learning School-Wide framework, otherwise known as PB4L School-Wide, is helping New Zealand schools build a culture where positive behaviour and learning is a way of life. The framework can be tailored to your school's own environment and cultural needs.

It's not about changing the students; it's about changing the environment, systems and practices you have in place to support them to make positive behaviour choices.

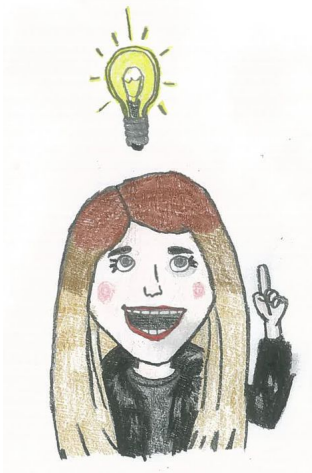
NZ Curriculum



Use the comments tool in [this PDF of the NZC](#) to highlight any links to Wellbeing which exist in our curriculum.

If appropriate make notes in the comment box which appears when you highlight words.

- **Group 1** - Overview, vision, values etc pg 7 - 10
- **Group 2** - Key Competencies pg 12 and 13
- **Group 3** - English and the Arts pg 18-21
- **Group 4** - Health and PE - pg 22 and 23
- **Group 5** - Learning Languages & Maths- pg 24 - 26
- **Group 6** - Science & Social Sciences pg 28 - 30
- **Group 7** - Technology and Effective pedagogy - pg 32-36



**Aim for Commitment and buy in
(to wellbeing) from all staff
first.**

**Then, if it's really important
make it 'non-negotiable'.**

Our Journey 2019

2019 - Students Wellbeing

- FRIENDS - whole school
- Feel Brave Programme
- Bully Free Week
- Mental Health Foundation resources
- Books
- Events eg Pink Shirt Day, Taonga





Our Journey 2019

2019 - Students

- FRIENDS - whole school
- Feel Brave Programme
- Bully Free Week
- Mental Health Foundation resources
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Why Friends Resilience?

- We need to start our OPS Wellbeing Journey.
- ~~Trialing of a programme~~
- **A start, NOT a solution...***we can't afford to wait*
- **Theoretical Framework fits OPS** - *benefits to individuals AND school culture*
- **Cognitive Behavior Theory - CBT!**
- **Reputable, peer reviewed research to support programme** *see FRIENDS website - eg W.H.O.*
- **Adult and Children's components** - *teachers, parents and children*



Staff Wellbeing



Staff Wellbeing

1. **PLAY** (Fish Philosophy)
2. **Providing PLD**, opportunities and initiatives
3. **Vulnerability - Leaders Modelling** - both the getting it right and the reflection on when you didn't -
4. **An awareness and commitment** to trying to identify and reduce or eliminate pressures for staff
5. **Reminding and Repeating** - Being the broken record -

**Staff
Wellbeing
- PLAY**



Play

It's not surprising why people are so drawn to Play. Psychologists say fun is a basic human need.



fishphilosophy.com

Play

A playful spirit releases new energy for serious tasks, stimulates creativity and is inviting to others!



fishphilosophy.com



Staff Wellbeing - **PLAY**



Cup Games

Family Feud - OPS Policies and Procedures

We CARE Scavenger Hunt

The 'Play' Part

**THE OPS TEAM
SCAVENGER
HUNT
AND CHALLENGE**

You have until 4.10pm to work in your teams to complete as many of the challenges as you can and post the evidence to our OPS staff Facebook Page. You must have a minimum of 15 points





**Staff
Wellbeing
- PLD**



We desperately need more leaders who are committed to courageous, wholehearted leadership and who are self-aware enough to lead from their hearts, rather than unevolved leaders who lead from hurt and fear.

Brené Brown

**WHEN YOU'VE HAD A ROUGH DAY
BUT YOU'RE TRYING TO STAY POSITIVE.**
SammichesPsychMeds.com



**"It's great. I'm
great. Everything's just great."**

Viki Holley, Principal Onehunga Primary, Auckland, New Zealand - vholley@onehunga.school.nz

Why You're Instructed To Put Oxygen Masks On Yourself First

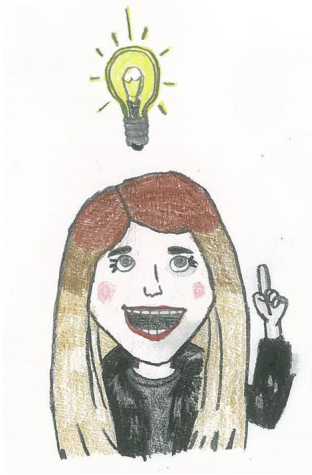




FRIENDS
RESILIENCE

Adult Resilience - Strong not Tough





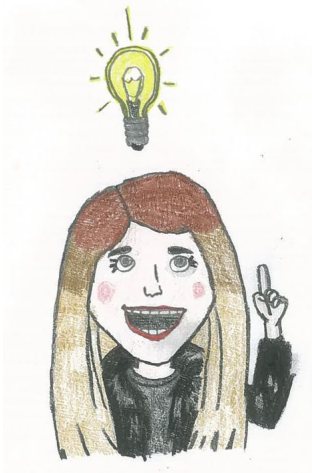
It's not just ok - it's crucial, to
put your needs, your personal
wellbeing, first sometimes.



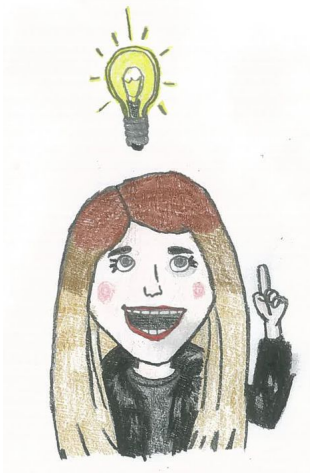
**Staff
Wellbeing -
Vulnerability**

Inspired leadership requires vulnerability: Do we have the courage to show up, be seen, take risks, ask for help, own our mistakes, learn from failure, lean into joy, and can we support the people around us in doing the same?

Brene Brown



Scratch the surface and we all know (probably closely) someone who needs support with their wellbeing adults



Those who need the most support with their personal wellbeing may not be the most obvious.

You can't always pick the students (or adults) who need support with 'wellbeing' the most.



**Staff
Wellbeing -
Reminding
& Repeating**

1. Reminding and Repeating

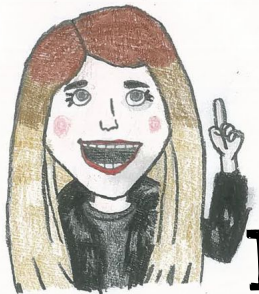
Jan PLD

Staff meetings - small bites

What's on top becomes 3 things
you are grateful for



You can lead a horse to water but you can't make it drink.



If it doesn't drink the first time...

- you might need to model 'drinking'
- take it back to the water
- offer it water in a different way
- Keep taking it to water

A woman and a child are laughing joyfully under a red umbrella in the rain. The woman is on the left, wearing a blue sweater and a grey scarf, and the child is on the right, wearing a red sweater. They are both smiling broadly and looking towards the right. The background is a soft, out-of-focus scene of rain and light, creating a warm and happy atmosphere.

Gratitude

“Joy comes to us in ordinary moments. We risk missing out when we get too busy chasing down the extraordinary.”

Brene Brown

3 quick things

You could do something similar at the start or end of each day...

What did you do for your personal wellbeing in the term break for each of the 6 ways?

Give

Your time,
your words,
your presence

**BE
ACTIVE**

DO WHAT YOU CAN,
ENJOY WHAT YOU DO,
MOVE YOUR MOOD

**KEEP
LEARNING**

EMBRACE NEW
EXPERIENCES,
SEE OPPORTUNITIES,
SURPRISE YOURSELF

CONNECT

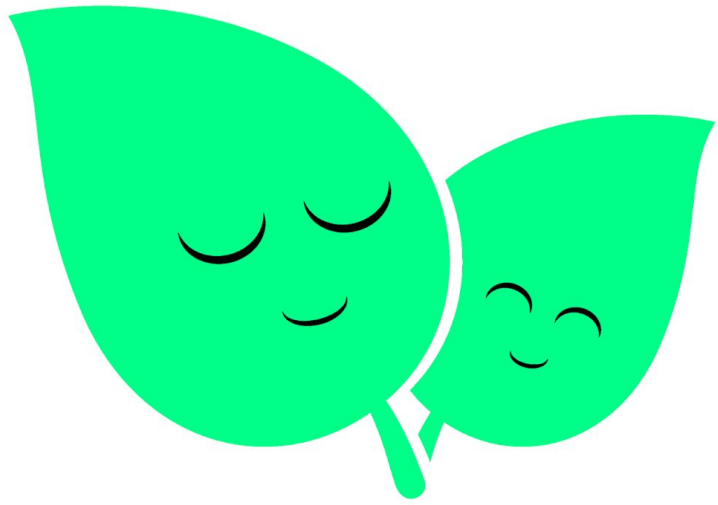
TALK & LISTEN,
BE THERE,
FEEL CONNECTED

**TAKE
NOTICE**

REMEMBER
THE SIMPLE
THINGS THAT
GIVE YOU JOY

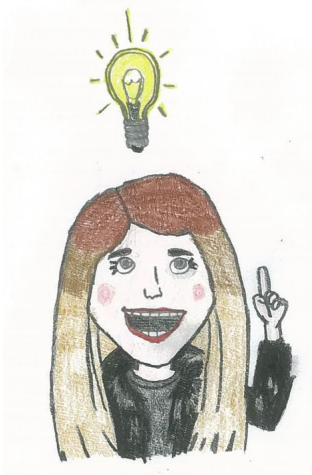
**BE
CREATIVE**

PLAY, DREAM,
CREATE, SING,
DANCE...



FRIENDS RESILIENCE

@ OPS



Make Space for Wellbeing...
(clear the path)

**FRIENDS
RESILIENCE
- *students***

Throughout the school - Term 1 & 2
**Books, Initiatives etc to support
and FRIENDS**

Feel Brave
'1 Dose/Day' School Wellbeing





FRIENDS
RESILIENCE

**FRIENDS
RESILIENCE**
- students

Tamariki - FRIENDS

**FRIENDS
RESILIENCE
- *students***

"It tells you ways to calm down."

"They talk about what you can do to calm yourself down."

"It helped me and I have a chance of getting a brighter future."

"I like it cause if you are a bully doing FRIENDS, the bully will start to change his attitude"

"Liked Bubble breathing" x 11



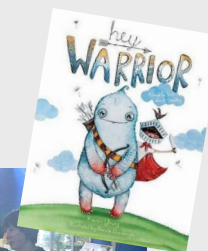
FRIENDS
RESILIENCE

**FRIENDS
RESILIENCE**
- *whanau*

**Multiple sessions for whanau -
FRIENDS + Sabbatical Sharing**

**Weekly FRIENDS focus updates in
newsletter**

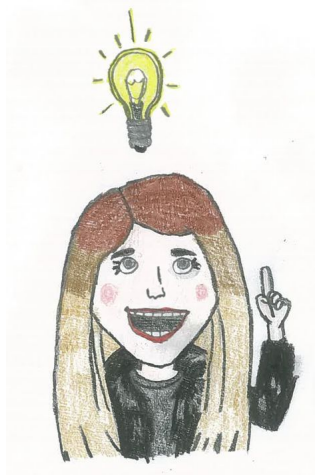
Facebook page sharing





**FRIENDS
RESILIENCE**
- families

Whanau movie



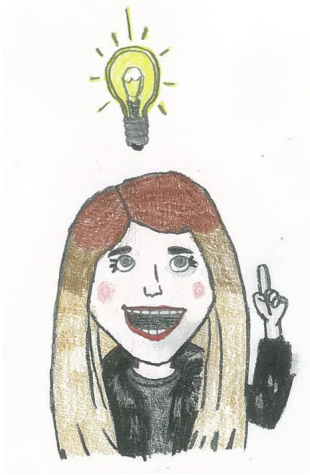
Consistent messages at home
and school have the most
impact.

**FRIENDS
RESILIENCE**
- *Data
collection*

- **Student - beginning and end reflections**
- **Teacher - end feedback**
- **Workshop Whanau feedback**
- **All Whanau feedback**



Being strategic



We would never approach a curriculum area eg Writing randomly, picking up on 'good ideas' as they arose.

Wellbeing must be as **strategic** (or more *strategic given the implications*) as anything else we give time to in our learning day at school.

**Being
Strategic**

**- Developing
an OPS
Framework**

Utilising Sabbatical findings

**Being
Strategic**

**- Developing
an OPS
Framework**

Utilising Sabbatical findings

Martin Seligman's - **PERMA model**

Positive emotions – feeling good

Engagement – being completely absorbed in activities

Relationships – being authentically connected to others

Meaning – purposeful existence

Achievement – a sense of accomplishment and success

Being Strategic

- Developing an OPS Framework

Utilising Sabbatical findings

‘What Works Wellbeing’ - Children’s Society UK

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



**Being
Strategic**
- **Developing
an OPS
Framework**

Utilising Sabbatical findings

Organising our ideas,

- PLD
- Consultation
- Staff Ideas & experiences
- Kahui Ako Definition

Being Strategic

- Developing an OPS Framework

Utilising Sabbatical findings

Organising our ideas, PLD, Consultation, Staff Ideas & experiences, Kahui Ako Definition

Use for **planning**,

Accessible for staff, students, whanau

Start using with staff, whanau and in classes



Your time,
your words,
your presence



DO WHAT YOU CAN,
ENJOY WHAT YOU DO,
MOVE YOUR MOOD



EMBRACE NEW
EXPERIENCES,
SEE OPPORTUNITIES,
SURPRISE YOURSELF



TALK & LISTEN,
BE THERE,
FEEL CONNECTED



REMEMBER
THE SIMPLE
THINGS THAT
GIVE YOU JOY



PLAY, DREAM,
CREATE, SING,
DANCE...

LINKING THE '6 WAYS OF WELLBEING' TO ...

1. Hauora concepts and Kahui Ako Definition
2. What we (OPS) think is crucial to focus on
3. Health and Pe Curriculum
4. What we do as staff

How your brain works

Taha tinana
- **PHYSICAL** well-being
the physical body, its growth, development, and ability to move, and ways of caring for it

BE ACTIVE

Learning about the role of **SLEEP**

IF YOU CAN, WHAT YOU DO, YOUR MOOD



6 Ways - staff ideas about what is part of each 'way' (from staff meeting June 2019)

Give	BE ACTIVE	KEEP LEARNING	CONNECT	TAKE NOTICE	BE CREATIVE
<p>2019</p> <p>Invite to others check to help, e.g. helping their body environment going back to our community.</p> <p>Invite to help with our community.</p> <p>Invite to help with our community.</p> <p>Invite to help with our community.</p> <p>Invite to help with our community.</p>	<p>Steps of Healthy eating x7</p> <p>Healthy eating x7</p> <p>Healthy eating x7</p> <p>Healthy eating x7</p> <p>Healthy eating x7</p>	<p>Create an Learning</p> <p>Take a Risk</p> <p>Encourage to ask questions</p> <p>Challenge yourself</p> <p>Use Play</p> <p>Use Play</p> <p>Use Play</p> <p>Use Play</p>	<p>Connect with others</p> <p>Connect with others</p> <p>Connect with others</p> <p>Connect with others</p> <p>Connect with others</p>	<p>Practice mindful eating</p> <p>Practice mindful eating</p> <p>Practice mindful eating</p> <p>Practice mindful eating</p> <p>Practice mindful eating</p>	<p>Learn to look through eyes</p> <p>Learn to look through eyes</p> <p>Learn to look through eyes</p> <p>Learn to look through eyes</p> <p>Learn to look through eyes</p>










**Being
Strategic
- Strategic
Wellbeing
Plan**

**Creating a wellbeing plan to allow
for planning strategically**



**It has to be organic - constantly
changing, and adapting**

To inform our charter

OPS Wellbeing Strategic Plan - draft 2019 - 2021

Health & PE Curriculum <ul style="list-style-type: none"> Personal health and physical development, in which students develop the knowledge, understandings, skills, and attitudes that they need in order to maintain and enhance their personal well-being and physical development Movement concepts and motor skills, in which students develop motor skills, knowledge and understandings about movement, and positive attitudes towards physical activity Relationships with other people, in which students develop understandings, skills, and attitudes that enhance their interactions and relationships with others Healthy communities and environments, in which students contribute to healthy communities and environments by taking responsible and critical action 		Level 1-3	<ul style="list-style-type: none"> Relationships with other people, Healthy communities and environments, 	<ul style="list-style-type: none"> Personal health and physical development Movement concepts and motor skills 	<ul style="list-style-type: none"> Personal health and physical development Movement concepts and motor skills 	<ul style="list-style-type: none"> Relationships with other people, Healthy communities and environments, 	<ul style="list-style-type: none"> Personal health and physical development Relationships with other people, 	<ul style="list-style-type: none"> Movement concepts and motor skills Relationships with other people, Healthy communities and environments, 	
Te Iti Kahurangi Kahui Ako Wellbeing Definition 		Taha wairua- SPIRITUAL WELL-BEING / MAKING MEANING Taha whanau -SOCIAL well-being	Taha tinana - PHYSICAL well-being	Taha tinana - PHYSICAL well-being	Taha wairua- SPIRITUAL WELL-BEING / MAKING MEANING Taha hinengaro - MENTAL AND EMOTIONAL well-being	Taha tinana - PHYSICAL well-being Taha wairua- SPIRITUAL WELL-BEING / MAKING MEANING	Taha tinana - PHYSICAL well-being Taha wairua- SPIRITUAL WELL-BEING / MAKING MEANING		
All Areas of Wellbeing									
2019	Students <ul style="list-style-type: none"> 'He Ahonga Ahaui' (I am a Learner) Life Ed Van - Various FRIENDS all classes (not Reception) FRIENDS entry and exit survey Bullying-Free NZ Week 2019 Wellbeing@school survey 	Term 1 Term 1 Term 3/4 Term 2 & 3 Term 2 Term 3	Term 1 Term 1 Term 3/4 Term 2 & 3 Term 2 Term 3	Term 1 Term 1 Term 3/4 Term 2 & 3 Term 2 Term 3	Term 1 Term 1 Term 3/4 Term 2 & 3 Term 2 Term 3	Term 1 Term 1 Term 3/4 Term 2 & 3 Term 2 Term 3	Term 1 Term 1 Term 3/4 Term 2 & 3 Term 2 Term 3	Term 1 Term 1 Term 3/4 Term 2 & 3 Term 2 Term 3	
	Staff <ul style="list-style-type: none"> Staff PLD - 3 Days Strong Not Tough + FRIENDS, Wellbeing stocktake, Why Wellbeing Principal Sabbatical Staff meeting - small bites Personal Wellbeing bingo Developing OPS Wellbeing framework staff meeting Next steps wellbeing - using Wellbeing@school and end of FRIENDS data OPS Trauma Resp support doc 'At Risk' disc at team and leadership meetings - using 'Risk Factors' to guide disc Mental Health Awareness Week (MHAW), run each year by the Mental Health Foundation, is back 22-29 September 2019! Wellbeing Event - staff TOD (1 day) 	Jan 2019 Term 1 2019 2 per term Term 1 Term 3/4 Term 3/4 Term 4 Term 3/4 Term 4	Term 1 Term 1 Term 3/4 Term 2 & 3 Term 2 Term 3	Term 1 Term 1 Term 3/4 Term 2 & 3 Term 2 Term 3	Term 1 Term 1 Term 3/4 Term 2 & 3 Term 2 Term 3	Term 1 Term 1 Term 3/4 Term 2 & 3 Term 2 Term 3	Term 1 Term 1 Term 3/4 Term 2 & 3 Term 2 Term 3	Term 1 Term 1 Term 3/4 Term 2 & 3 Term 2 Term 3	Term 1 Term 1 Term 3/4 Term 2 & 3 Term 2 Term 3
	Whanau <ul style="list-style-type: none"> FRIENDS Whanau workshops multiple - beg and end Newsletter weekly updates - how to reinforce at home FRIENDS Whanau feedback and survey OPS facebook articles and links to FRIENDS 	Term 3/4 Term 3/4 Term 3 ongoing	Term 3/4 Term 3/4 Term 3 ongoing	Term 3/4 Term 3/4 Term 3 ongoing	Term 3/4 Term 3/4 Term 3 ongoing	Term 3/4 Term 3/4 Term 3 ongoing	Term 3/4 Term 3/4 Term 3 ongoing	Term 3/4 Term 3/4 Term 3 ongoing	Term 3/4 Term 3/4 Term 3 ongoing
2020	Students <ul style="list-style-type: none"> PB4L Wellbeing@school survey Friends booster strengths whole school focus 	Term 3	Term 3	Term 3	Term 3	Term 3	Term 3	Term 3	
	Staff <ul style="list-style-type: none"> strengths whole school focus PB4L Wellbeing per week focus for staff - booklet Wellbeing @ school for staff TERM1 Wellbeing Website ? https://www.mentalhealth.org.nz/home/our-work/category/48/benbayly 	Term 3	Term 3	Term 3	Term 3	Term 3	Term 3	Term 3	Term 3

OPS Wellbeing Strategic Plan - draft 201

<p>Health & PE Curriculum</p> <ul style="list-style-type: none"> • Personal health and physical development, in which students develop the knowledge, understandings, skills, and attitudes that they need in order to maintain and enhance their personal well-being and physical development • Movement concepts and motor skills, in which students develop motor skills, knowledge and understandings about movement, and positive attitudes towards physical activity • Relationships with other people, in which students develop understandings, skills, and attitudes that enhance their interactions and relationships with others • Healthy communities and environments, in which students contribute to healthy communities and environments by taking responsible and critical action 	<p>Level 1-3</p>	<ul style="list-style-type: none"> • Relationships with other people, • Healthy communities and environments, 	<ul style="list-style-type: none"> • Personal health and physical development • Movement concepts and motor skills 	<ul style="list-style-type: none"> • Personal health and physical development • Movement concepts and motor skills 				
<p>Te Iti Kahurangi Kahui Ako Wellbeing Definition</p> <div data-bbox="582 1029 929 1220"> <table border="1"> <tr> <td data-bbox="582 1029 750 1125"> <p>Taha tinana PHYSICAL well-being the physical body, its growth, development, and ability to move, and ways of caring for it</p> </td> <td data-bbox="750 1029 929 1125"> <p>Taha hinengaro MENTAL AND EMOTIONAL well-being coherent thinking processes, acknowledging and expressing thoughts and feelings and responding constructively</p> </td> </tr> <tr> <td data-bbox="582 1125 750 1220"> <p>Taha wairua SPIRITUAL WELL-BEING MAKING MEANING the values and beliefs that determine the way people live, the search for meaning and purpose in life, and personal identity and self-awareness (for some individuals and communities, spiritual well-being is linked to a particular religion; for others, it is not)</p> </td> <td data-bbox="750 1125 929 1220"> <p>Taha whanau SOCIAL well-being family relationships, friendships, and other interpersonal relationships; feelings of belonging, compassion, and caring, and social support</p> </td> </tr> </table> </div>	<p>Taha tinana PHYSICAL well-being the physical body, its growth, development, and ability to move, and ways of caring for it</p>	<p>Taha hinengaro MENTAL AND EMOTIONAL well-being coherent thinking processes, acknowledging and expressing thoughts and feelings and responding constructively</p>	<p>Taha wairua SPIRITUAL WELL-BEING MAKING MEANING the values and beliefs that determine the way people live, the search for meaning and purpose in life, and personal identity and self-awareness (for some individuals and communities, spiritual well-being is linked to a particular religion; for others, it is not)</p>	<p>Taha whanau SOCIAL well-being family relationships, friendships, and other interpersonal relationships; feelings of belonging, compassion, and caring, and social support</p>		<p>Taha wairua- SPIRITUAL WELL-BEING / MAKING MEANING</p> <p>Taha whanau - SOCIAL well-being</p>	<p>Taha tinana - PHYSICAL well-being</p>	<p>Taha... - PHYSICAL well-being</p>
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<p>All Areas of Wellbeing</p>	<p>Timeline</p>		<p>Timeline</p>		<p>Timeline</p> 			

All Areas of Wellbeing

Timeline



Timeline



Timeline



Students

- 'He Akonga Ahau' (I am a Learner)
- Life Ed Van - Various
- FRIENDS all classes (not Reception)
- FRIENDS entry and exit survey
- [Bullying-Free NZ Week 2019](#)
- Wellbeing@school survey

Term 1
Term 1
Term 2 & 3
Term 2
Term 3

- 'He Akonga Ahau' (I am a Learner)

Term 1

- Termly Sport Ackl focus - all classes
- 'He Akonga Ahau' (I am a Learner)

ongoing

- 'He Akonga Ahau' (I am a Learner)

Staff

- Staff PLD - 3 Days Strong Not Tough + FRIENDS, Wellbeing stocktake, Why Wellbeing
- Principal Sabbatical
- Staff meeting - small bites
- Personal Wellbeing bingo
- [Developing OPS Wellbeing Framework staff meeting](#)
- Next steps wellbeing - using Wellbeing@school and end of FRIENDS data
- OPS Trauma Resp support doc
- 'At Risk' disc at team and leadership meetings - using 'Risk'

Jan 2019

Term 1
2019
2 per term
Term 1
Term 2 & 3

Term 3/4

Staff pilates group

ongoing

2019

**Being
Strategic**
- **Reflect,
analyse,
plan**

End of 2019 - reflecting to enable us to plan for 2020 and beyond.

- Wellbeing@school 2018 and 2019 comparison
- PB4L Tiaki Tatou data
- FRIENDS - data from students, teachers, whanau who attend workshops, all whanau
- OPS Concept plan for curriculum coverage

Aim: To create a document for each team with this info to use for 2020 planning

A large, vibrant yellow brushstroke graphic that fills most of the slide's content area. The stroke is thick and has a textured, painterly appearance with some darker and lighter yellow tones. It is set against a light gray background and is enclosed within a thin white rectangular border.

Next Steps...

Next Steps

Wellbeing @ OPS

Wellbeing @ OPS

"In teaching you can't do the Bloom stuff until you take care of the Maslow stuff"
Author unknown

Simply put...you can't learn if your basic human needs are not being met.

This site is a resource for staff, whanau and students of Onehunga Primary School.

It is a work in progress...and will continue to grow.


Please note that some sections may be restricted to OPS staff. You will not be able to access them if you are not a staff member.

Please feel free to share any of the great links and resources you come across - vholley@onehungaprimary.school.nz



Next Steps

- **Te Hiranga Tamariki** - Māori Wellbeing Model developed specifically for children in conjunction with UNICEF.
- **Strengths** - VIA, Clifton
- **Play** - PBL / LTP
- **'Flow'** - Mihaly Csikszentmihalyi
- **Trauma Informed Practice**



**“History will judge us by
the difference we make
in the everyday lives of
children”**

Nelson Mandela



"If someone offers you an amazing opportunity and you're not sure you can do it, say yes - then learn how to do it later."

- Richard Branson