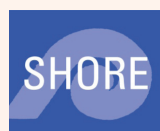




Flourishing Schools

The Wellbeing in Schools Model



HAWKE'S BAY
District Health Board
Whakawateatia



Dr Pauline Dickinson SHORE and Whariki Research Centre, Massey University

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2013

'It is vital that those who seek to promote high academic standards and those who seek to promote mental, emotional and social health realise that they are on the same side, and that social and affective education can support academic learning, not simply take time away from it. There is overwhelming evidence that students learn more effectively, including their academic subjects, if they are happy in their work, believe in themselves, their teachers and feel school is supporting them.'

(Weare, 2000, p. 5)

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Introduction

Introducing the Wellbeing in Schools Model

To flourish is to experience positive mental, emotional and social functioning most of the time. Positive education that fosters flourishing can increase enjoyment and engagement for school and work, improve curiosity and love of learning and enhance social skills like empathy, cooperation, assertiveness and self control, all of which are correlated with increased academic and professional achievement

Children and young people spend a large proportion of their time in school. There are few other settings where large numbers of children and young people can be reached during their formative years of cognitive, emotional and social development. Promoting mental, emotional and social wellbeing early in life provides a strong platform for the future.

When schools link their mission of academic achievement with social and emotional learning there is a greater opportunity for improved school attitudes, behaviour and performance. The New Zealand Curriculum (2007, p.7) vision of “Young people who will be confident, connected, actively involved, lifelong learners” suggests that schools will actively promote both academic excellence in students and develop students who are emotionally and socially literate. The Wellbeing in Schools model is aligned with the vision, values, key competencies and effective pedagogy of the NZ curriculum and Te Marautanga o Aotearoa (2008).

Schools are both learning environments and social places. Quality relationships with peers, teachers, families and the wider school community help provide a sense of safety, security and connection – factors that contribute to positive mental health.

The model provides a framework for schools to implement strategies to promote and support children and young people’s wellbeing. The initiative, piloted in two primary schools in Hawke’s Bay, was evaluated by SHORE and Whariki Research Centre, Massey University during 2010-2012. The evaluation showed: children experienced increased personal and social skills; teachers consistently modelled safe and caring practices; children were able to identify feelings in themselves and others and children learned how thoughts and feelings affect behaviour. Schools re-oriented their reward systems and school rules to reflect a positive, strengths-based approach and reflect a more supportive school environment.

The Hawke’s Bay District Health Board (HBDHB), Healthy Populations Group in partnership with SHORE and Whariki Research Centre, School of Public Health, Massey University and the Mental Health Foundation have developed this model which is available for use to schools in Hawke’s Bay .



Why is it needed?

Children are a priority population for the promotion of mental, emotional and social wellbeing. In 2008 children in this age group comprised 22.4% of the Hawke's Bay population (projected) compared with 20.8% nationally (HBDHB, 2010). In Hawke's Bay there are a higher proportion of children aged 0-14 years (36%) who identify as Māori than most other regions nationally. The age structure is younger in this region for Māori and Pacific people.

Nationally, educational achievement statistics indicate disparities between Māori students and their non-Māori peers with Māori students performing at a significantly lower level. In 2009, 48% of Year 11 Māori students gained an NCEA qualification compared to 69% of non-Māori students.¹ What Māori children and young people achieve during their school years largely influences their pathway into further education, employment and beyond. Educational achievement also has a positive influence on wider social and economic outcomes including higher levels of overall life satisfaction and increased health status (Te Puni Kokiri, 2012).

With regard to mental health the 2006/07 New Zealand Health Survey found that "Māori adults were nearly twice as likely as non-Māori adults to report they had a high or very high probability of anxiety or depressive disorder" (11.2 percent versus 6 percent) (Ministry of Health, 2010, p. 46). Furthermore, rates of anxiety, stress, conduct and attention disorders among children are higher in Hawke's Bay than nationally.² In schools, poor mental health is commonly associated with low academic achievement and higher rates of school suspension and expulsion (Zubrick, Silburn, Burton & Blair, 2000)

Schools have become increasingly concerned about increases in behaviour problems, including aggressive behaviour and bullying which impacts on the wellbeing of children, peers, parents and family/whānau, the climate of schools and academic achievement. Current approaches to addressing disruptive behaviour in schools focus on promoting competence and developing social skills rather than using punitive and exclusionary discipline strategies.

Schools have an important role to play in addressing these inequalities. The promotion of mental, emotional and social wellbeing has been found to have a direct positive effect on children and young people's self-worth and relationships with others, strengthened connections to school and improved educational outcomes, as well as reductions in aggression, conflict, low mood and anxiety (Payton et al., 2008).

Mental health facts

- Currently one in five New Zealand children experience mental health problems, around half of which begin before 14 years
- The percentage of New Zealand children aged 2-14 years with diagnosed emotional or behavioural problems increased from 1.8% in 2006/07 to 3.2% in 2011/12. The main reason for this increase was an increase in diagnosed anxiety disorder³
- Children's mental health issues, if left untreated can be devastating e.g., increased risk of poor physical health, poor learning and early school dropout, and poor employment and social outcomes i.e., truancy, teenage pregnancy, substance abuse, gambling, crime⁴

¹ <http://www.educationcounts.govt.nz/statistics/schooling/ncea-attainment/participation>

² Sourced from The Determinants of Health for Children and Young People in Hawke's Bay; 2009

³ The Health of New Zealand Children 2011/12.: Key findings of the New Zealand Health Survey

⁴ HBDHB, Mental Health Promotion Plan 2010

The role of schools in promoting and supporting children's mental health and wellbeing

Schools are one of the most important places for promoting and supporting children's mental, emotional and social wellbeing for the following reasons:

- Schools shape the personal and social development of children and young people
- School mental health promotion and education programmes have been shown to be effective in improving children's engagement with school and learning
- School based interventions assist students to be better equipped for life's ups and downs
- Schools have a critical role to play in building children's self esteem and sense of competence through building relationships and supporting learning and learning behaviour

A supportive and safe school culture is important so students and their families feel accepted and have a sense of belonging. It also builds respectful relationships that foster self esteem and contribute to student engagement and achievement.

Education Review Office, 2011



Benefits

Schools with a focus on promoting mental, emotional and social wellbeing will reap the following benefits:

Positive atmosphere

Warm and settled tone

Safe emotional environment

Nurturing and caring attitudes

Warm relationships between staff and students

Respectful communication

Meaningful participation by students

Acknowledgement of positive effort and achievement

A sense of self-worth of all members of the school community

Enhanced student learning and achievement

Social cohesion and social connection

Well-supported students and staff

Mental health needs addressed

Happy children + focused children + caring environment = satisfied teachers.

We are well on our way to achieving in all of these areas.

Principal



The Wellbeing in Schools Model

The model provides an evidence-informed framework to assist with promoting and supporting student mental, emotional and social wellbeing.

The Wellbeing in Schools model consists of:

- *A four step process:* Preparation and Planning, Discovery, Initiatives Planning and Evaluation and Initiative Rollout
- *Practical ideas, activities, programmes and resources on how to*
 - Build a flourishing school community
 - Promote personal and social skills
 - Target support for children with mental health concerns
- *Professional development opportunities*
- *Evaluation support to assess quality and success*

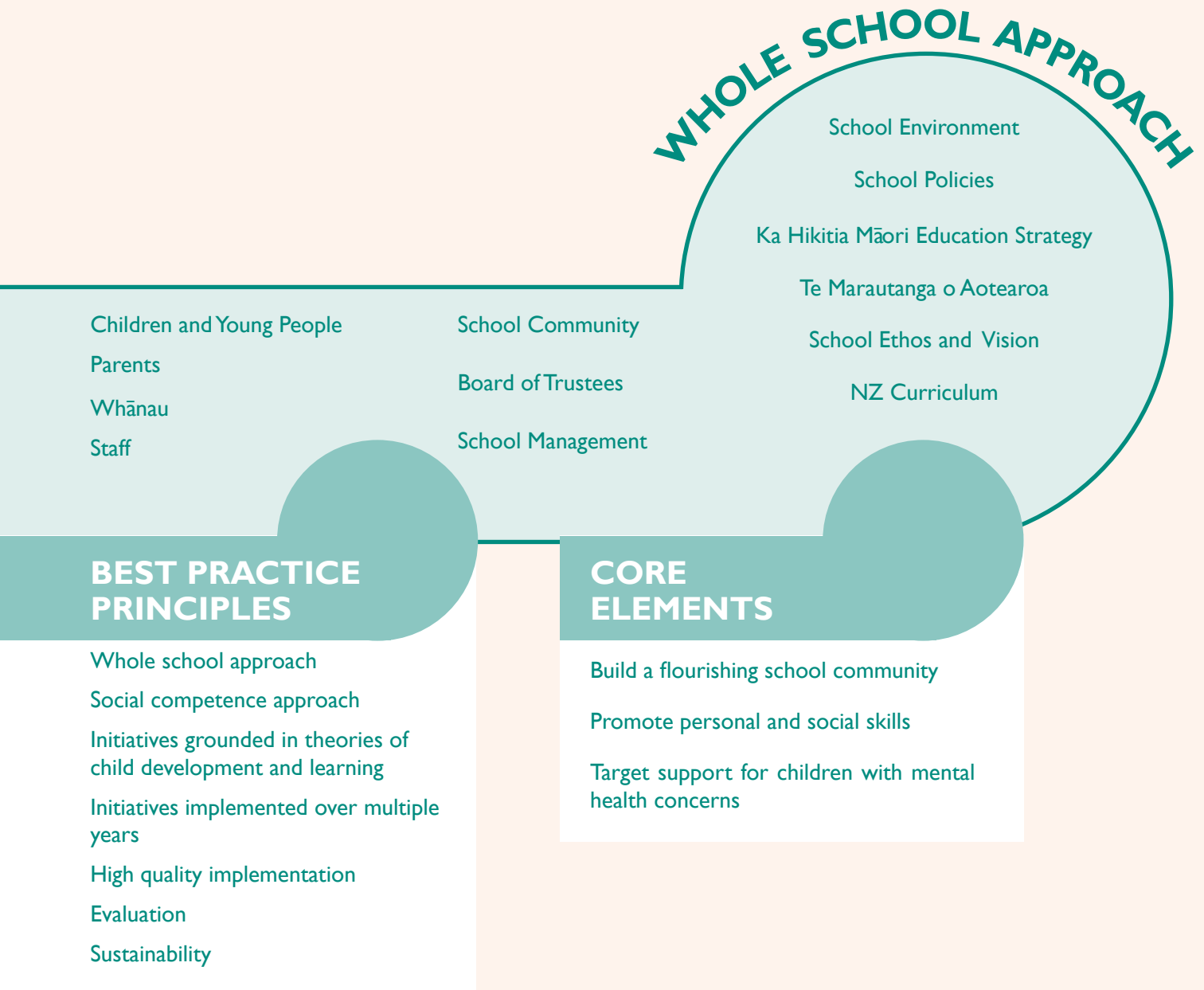
The model allows flexibility for schools to develop their own wellbeing initiatives according to their unique character. It allows time for planning and preparation that fits within the school calendar year, charter and annual planning cycles. There is also provision for staff professional development.

The Wellbeing in Schools initiative demonstrates collaboration between the Hawke's Bay District Health Board, SHORE and Whariki Research Centre - Massey University, the Mental Health Foundation, and schools in the Hawke's Bay region.



Theoretical Framework

This framework consists of core components, a whole school approach and best practice principles for promoting mental, emotional and social wellbeing.



The most effective approach to promoting mental, emotional and social wellbeing is to take a school wide approach which focuses on all members of the school community as well as providing additional support for children who may be at risk of developing mental health difficulties.

The model provides a framework to:

- Strengthen individuals e.g., life skills, coping, self-esteem to increase emotional resilience
- Strengthen schools and their communities e.g., increasing social connections, inclusion, participation and improving environments
- Reduce structural barriers to mental health in schools and communities e.g., reducing discrimination and inequalities
- Provide schools with a multi-layered, flexible and diverse range of initiatives and opportunities – not a one-size fits all approach
- Consider all aspects of school life and the impact of these on mental health – the school climate, policies, practices, events, teaching and learning.

Theoretical underpinnings

The following theoretical approaches underpin the model: *mental health promotion; Five Winning Ways to Wellbeing; a socio-ecological perspective; community action, and community development.*

Mental Health Promotion focuses on the notion of positive mental, emotional and social wellbeing. Mental health promotion involves building individual resilience in the context of supportive environments. (Joubert & Raeburn, 1998). See Figure 1

Figure 1: Building Resilience



In school settings mental health promotion may include initiatives that build social skills, promote self-esteem, teach problem solving and conflict resolution skills, increase social connections and foster inclusion and participation. It involves implementing multiple strategies at multiple levels in a wide range of settings (e.g., school, home and community) to address mental, emotional and social wellbeing needs.

Five Winning Ways to Wellbeing was developed as a result of the UK government Foresight programme and the 2008 Mental Capital and Wellbeing project. Subsequently the New Economics Foundation was commissioned to develop a set of evidence-based actions to improve wellbeing. Building the following five actions – connect, be active, take notice, learn and give - into our daily lives is important for wellbeing in schools:⁶

Connect

Connect with the people around you. With family, friends, colleagues and neighbours. At home, work, school or in your local community. Think of these as the cornerstones of your life and invest time in developing them. Building these connections will support and enrich you everyday.

Feeling close to, and valued by, other people is a fundamental human need and one that contributes to functioning well in the world. School connectedness is positively associated with academic achievement, student's sense of belonging and self-esteem. Community connections that enable children and young people to identify with positive role models and engage in community activities where they feel safe, valued and have opportunities to become meaningfully involved contribute to positive mental, emotional and social wellbeing (Health Canada, 2008).

Be active

Go for a walk or run. Step outside. Cycle. Play a game. Garden. Dance. Exercising makes you feel good. Most importantly, discover a physical activity you enjoy, one that suits your level of mobility and fitness.

The overall consensus is that physical activity is essential for wellbeing. In the case of children, it has been argued that “action is central to cognition” (Goswami, 2008, p. 19). It is recommended that children and young people participate in moderate exercise for a minimum of one hour, five or more times a week. Slower-paced physical activity such as walking has social benefits at the same time.

⁶ The information on the winning ways to wellbeing is adapted from a report by Aked, Marks, Cordon & Thompson (no date). Five Ways to Wellbeing. Centre for Wellbeing, nef (the new economics foundation)

Take notice

Be curious. Catch sight of the beautiful. Remark on the unusual. Notice the changing seasons. Savour the moment, whether you are on a train, eating lunch or talking with friends. Be aware of the world around you and what you are feeling. Reflecting on your experiences will help you appreciate what matters to you.

Taking notice or mindfulness means attending to and being aware of what is happening in the present moment with curiosity and kindness. Recent research shows that students who develop mindfulness are: able to think flexibly, retain knowledge and are more creative; able to draw on previous knowledge to approach new learning in innovative ways; more engaged in learning; calm; able to manage stress effectively; and able to relate well to others. Developing the skills to take notice will enhance children's self-awareness and understanding about what is happening here and now, thus making the link between their thoughts, emotions and behaviours. This can help them respond more positively to situations by thinking before they act.

Learn

Try something new. Rediscover an old interest. Sign up for that course. Take on a different responsibility at work. Fix a bike. Learn to play an instrument or how to cook your favourite food. Set a challenge you will enjoy achieving. Learning new things will make you more confident as well as being fun to do.

For children, learning contributes to their social and cognitive development (Goswami, 2008). When they are engaged in learning, they attend better, increase their efforts and enjoy challenges and mastering these. These skills can contribute to a love of life-long learning. Adults are positive role models for children when they extend themselves by developing new skills and interests.

Give

Do something nice for a friend, or a stranger. Thank someone. Smile. Volunteer your time. Join a community group. Look out, as well as in. Seeing yourself, and your happiness linked to the wider community can be incredibly rewarding and will create connections with the people around you.

Giving is a strategy that contributes to flourishing. Fostering a generous attitude is important for strengthening social bonds and this can enhance connectedness in a school environment. Working in teams, helping others, sharing and giving have been associated with a positive sense of self-worth. These kinds of behaviours help with children's social cognitive development and wellbeing. Actions developed that promote connection between children's wellbeing and wellbeing of the wider community can lay the foundation for future meaningful community connections.

A Socio-Ecological Approach positions individuals within the context of their social and physical environment and recognises cultural influences, family influences, society and peer influences on behaviour. Children and young people in schools are constantly deriving meaning and understanding from these different influences as they navigate through school.

Community Action uses both research evidence and local expertise to focus on the environmental factors that influence mental health (ie: school and community systems rather than individuals). In schools the focus is on changing practices and developing effective policies.

Community Development is used to describe approaches that focus on community empowerment through building capacity of community members. Within schools the aim is to enable them to define local issues and develop local solutions.

In summary, the promotion of mental, emotional and social wellbeing draws on socio-ecological, community action and community development approaches in order to build resilience and create supportive environments. These approaches are strengths-based and evidence informed.

The Core Elements

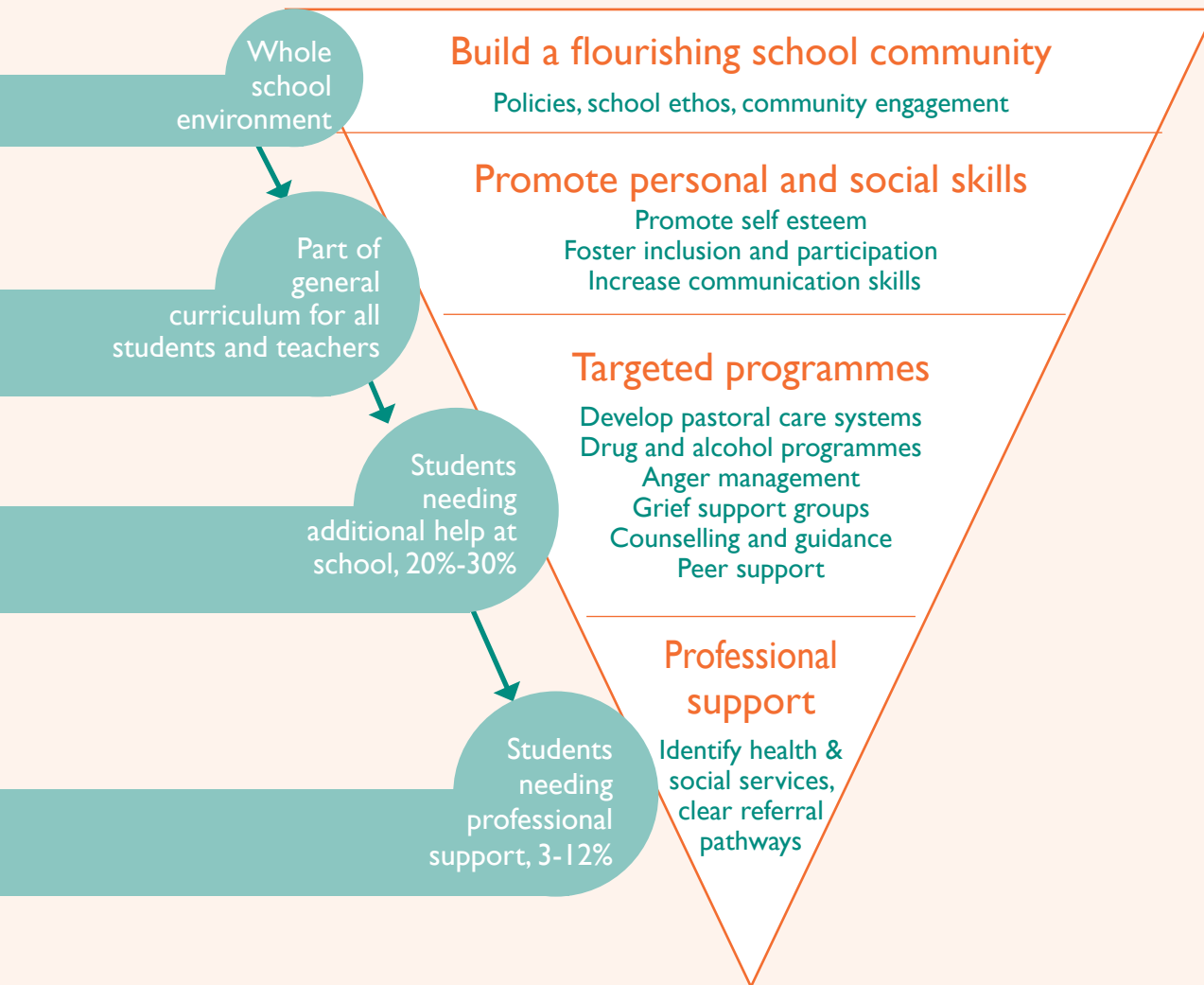
Three core elements underpin the model



Whole School Approach

The most effective approach to promoting mental, emotional and social wellbeing is to take a school-wide approach which focuses on all members of the school community as well as providing additional support for children who may be at risk of developing mental health difficulties. Figure 2 shows a model for school mental health promotion adapted from the World Health Organisation's School Change Model. The model highlights the multiple layers necessary to support children and young people's wellbeing.

Figure 2 - School Mental Health Promotion Model



Schools comprise systems with many interconnected layers (Senge, 2000; Thomson, 2010); some are more visible (school policies, leadership and management, curriculum, professional learning and development) and others less visible (school culture, beliefs, set of norms, values).

A whole school approach involves:

- Strong leadership
- Clear policies that promote and support mental, emotional and social wellbeing
- Student-staff relationships
- Staff professional development and training
- Active involvement from families/whānau, local community and key agencies
- Initiatives which start with the youngest children and continue throughout their education
- Initiatives delivered through the formal and informal curriculum that reinforce the development of skills, attitudes and values rather than just information and facts
- Cultural safety

Working within a geographic area

When a 'family of schools' in a geographic area collaborates to address barriers, they can share programmes and personnel in many cost-effective ways. This includes streamlined processes to coordinate and integrate assistance to a family that has children at several of the schools... connecting with community resources, a group of schools can maximise distribution of scarce resources in ways that are efficient, effective and equitable

(Alderman & Taylor, 2004, D-14).

In keeping with the whole school approach there are opportunities for schools to maximise wellbeing outcomes for children and young people by networking with schools in a geographic area. The known benefits of working in this way include:

- More effective allocation and use of available resources e.g., finances, personnel, time, space and equipment
- Wellbeing initiatives being implemented at multiple levels
- Working with school systems rather than being individually focused
- Wider support for children and young people as they navigate through transitions
- Shared professional development opportunities



Best Practice Principles

Evidence indicates that high quality mental health promotion in schools creates long lasting positive effects on mental, emotional, social and behavioural development. Effective school based interventions are based on the following best practice principles - Table 1 (Barry & Jenkins, 2007).

Table 1: Best Practice Principles

A whole school approach	A comprehensive approach using coordinated and multiple strategies to bring about change at the levels of the individual, the classroom, the school and its community
A social competence approach	<p>Focuses on the promotion of resourcefulness and generic coping and competence skills rather than interventions focusing on specific problems</p> <p>Uses interactive and participatory approaches</p> <p>Provides opportunities to reinforce the application of skills in a range of social contexts</p>
Theory-based interventions	Interventions need to be grounded in theories of child and adolescent development and learning
Interventions over multiple years	<p>Sustained interventions over multiple years are more likely to produce long-lasting positive outcomes</p> <p>One-off short-term interventions are unlikely to produce lasting effects</p>
High quality implementation	<p>Support from school organisation and management</p> <p>High level of engagement and cooperation from students, teachers and parents</p> <p>Teacher training in the skills and confidence for effective programme delivery</p> <p>Provision of support services</p> <p>Quality of resources</p> <p>Overall readiness of the school to implement the programme</p>
Evaluation	<p>Incorporation of systematic evaluation methods contributes to the on-going improvement and sustainability of school-based mental health promotion initiatives</p> <p>Needs to take into consideration the contextual and dynamic nature of the school as a setting</p> <p>Requires careful documentation of implementation</p>
Sustainability	<p>Identify organisational and system-level practices and policies that will ensure the sustainability of high quality programmes</p> <p>Interventions that target multiple protective and risk factors have greater potential to endure in school settings</p>

Evaluation

The Wellbeing in Schools model was piloted in two schools between 2010 and 2012. The formative phase of the work ensured the initiative was well-designed and evidence informed. One of the underlying assumptions of the initiative is that a one-size fits all approach is unlikely to be effective and that different schools have their own way of doing things. The process evaluation showed the wellbeing initiatives were of high quality and the outcome evaluation showed positive gains for children, staff and the school.

Children

Children experienced increased personal and social skills such as: improved ability to problem solve; ability to understand emotions and know how to respond; being able to think about challenging situations in more positive and powerful ways; and showing clear understanding of the value of respect. They also showed more positive self-esteem and engaged in more positive play with their peers and were more positive with their interactions with teachers.

Like right is when you do something that makes you feel proud of and think that if you do it to someone, make them feel good about themselves. Student Age 8

When I was in the home room I said like last term I had a red thought. I told my teacher I couldn't do this, she said it was a red thought and she said 'how could you turn that into a green thought?' She is another person who helps me with my anger issue problems Student Age 9

Staff

Staff gained an increased understanding and awareness of the importance of wellbeing in schools and their role in this. Teachers were found to be well equipped to develop and deliver the initiatives; they consistently modelled safe and caring practices; and experienced shared collegiality through a school-wide approach.

I model positive behaviour. I give specific positive praise. I expect appropriate caring behaviours in my class and we discuss about being kind and caring frequently. Teacher

Implementing the initiative has confirmed for all teaching and support staff that we are all here for the same reason- to ensure a warm, caring learning environment is created and maintained. I have noticed more communication and sharing of ideas in support of the initiative from the majority of staff....as a professional they are well aware of how they act and react toward children, adults and the school community as a whole. Teacher

School

The schools experienced an improved tone and culture; fewer behavioural problems amongst children; decreased need for anger management support; children were more settled and more tolerant, accepting and supportive towards each other.

I quite openly say to anybody who says "How is the school going at the moment?" Well in the nine years I have been there this is the best our school has been running and one of our teachers who has been there for I imagine close to 25 years now said "This is my best year teaching ever". So those sort of comments coming spontaneously from people does say that we are making a difference at the moment. Principal

It's having an impact, I don't deny that and like I say I think we are riding a bit of a wave at the moment with our kids and I think a pretty reflective staff and I think FRIENDS has a part. I think our culture is changing again...its a humming place at the moment. Principal

Overview of the Four Step Process

The Wellbeing in Schools model is designed to ensure your school has the best chance of achieving successful outcomes. Schools engage in the four step process to determine the types of initiatives to implement. The four step process involves: preparation and planning, discovery (identifying the needs of your school), initiatives planning, evaluation and initiatives rollout. The professional development activities outlined in Table 2 will help you implement the four step process.

The Four Step Process involves;

- **Preparation and planning**
- **Discovery**
- **Initiatives planning and evaluation**
- **Initiatives rollout**

Table 2: The Four Step process

1. Preparation and planning
<p>PD 1 A model for your school Checklist /assess 'readiness' to participate Expression of Interest signed Charter and annual planning inclusion Wellbeing Team established MOU signed</p> <p>PD 2 Wellbeing team and understanding the core elements PD 3 Agencies</p>
2. Discovery
<p>PD 4 Discovery</p> <ul style="list-style-type: none"> • Flourishing Environments Analysis Tool (FEAT) • Photovoice • School Community Survey • The Flourishing School activity
3. Initiatives Planning and Evaluation
<p>PD 5 Planning and evaluation</p> <ul style="list-style-type: none"> • Develop logic model • Identify and plan initiatives • Agree and set timelines • Identify resource requirements • Establish evaluation framework
4. Initiative rollout
<ul style="list-style-type: none"> • On-going staff professional development • Track progress • Collect and analyse outcome data <p>PD 6 Review and reflect</p>

Professional Development

There are several professional development opportunities to assist your school to implement the model. These can be tailored to fit the school calendar, particularly when the model is embedded in your school charter and annual plan.

This section outlines six professional development activities to assist your school to implement the model.

PD 1 A Model for your school

For senior management, teachers, board of trustees, pastoral care, other health and education personnel.

Provides a brief overview, why it is needed, the benefits, theory, framework, the journey, exemplar schools, and evaluation. The aim of this session is to provide your school with a basic understanding of the model and if interested you will sign the expression of interest.

PD 2 Wellbeing team and understanding the core elements

For senior management, teachers, board of trustees, pastoral care, other education and health personnel, school staff, parents, whānau and school community members interested in participating in the implementation of the model.

The wellbeing team will receive information about the model, the core elements, the whole school approach and best practice principles. Resources will be provided to begin the model journey and include:

- Protective and risk factors
 - Children and young people's mental health
 - What's involved for schools
 - Examples of initiatives
 - Exemplar schools and evaluation findings
 - Promoting personal and social skills
 - Building a flourishing school community
 - Targeting support for children with mental health concerns
-

PD 3 Agencies

For individuals representing health, education, social or community agencies who will deliver workshops for school staff in partnership with school leadership and the wellbeing team.

Individuals will develop a shared understanding of the core elements to enable them to deliver relevant workshops to schools. These sessions will provide agencies with knowledge and understanding of the model, bringing expertise and understanding of networks and pathways to provide schools with extra support when required.

PD 4 Discovery

For the senior management, wellbeing team, teaching staff, and support staff of your school.

How to assess the schools needs using the tools; Flourishing Environments Analysis Tool (FEAT), photovoice and the school community survey.

- The presence of a 'FEAT champion' will aid the success of FEAT. An ideal champion would be someone involved directly with the day to day operations of the school such as a committed teacher or principal
 - Photovoice brings students together to share concerns, ideas and issues about school that are important to them through the process of photography and story telling
 - The school community survey will enable parents to express their views about how the school supports wellbeing and what else is needed
 - The Flourishing School activity
-

PD 5 Planning and evaluation

For senior managers, wellbeing team, teaching staff.

Involves the development of a logic model which will help identify the focus of your initiatives and assist in their planning. You will identify resources, set timelines and begin to plan evaluation activities.

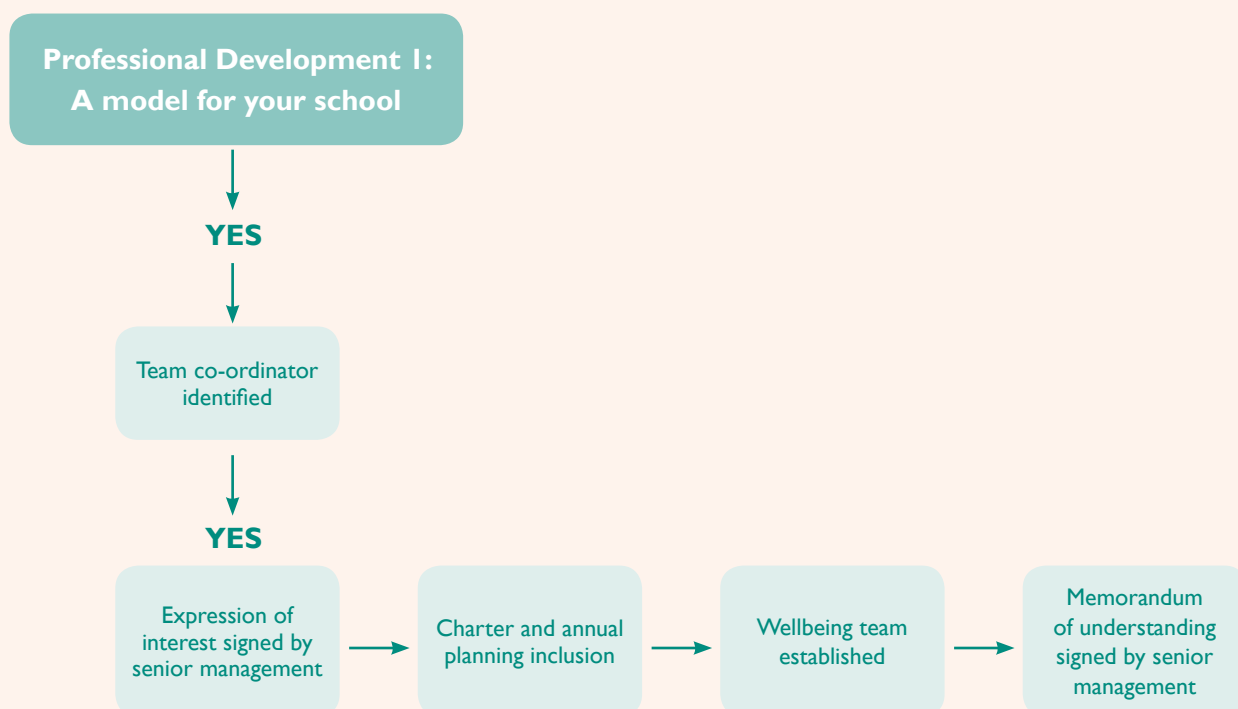
PD 6 Review and reflect

For senior managers, the wellbeing team, teaching staff.

Involves collating evidence of outcomes achieved, reflecting on how well these have been achieved and making changes if necessary to ensure initiatives are robust.

School commitment

Schools showing an interest in implementing the model will need to demonstrate their readiness to participate. It is essential that principals gain active support of senior managers, Board of Trustees and that staff and the school community is informed and involved early on in the process. Establishing a wellbeing team to support implementation of the model is another way to strengthen school commitment.



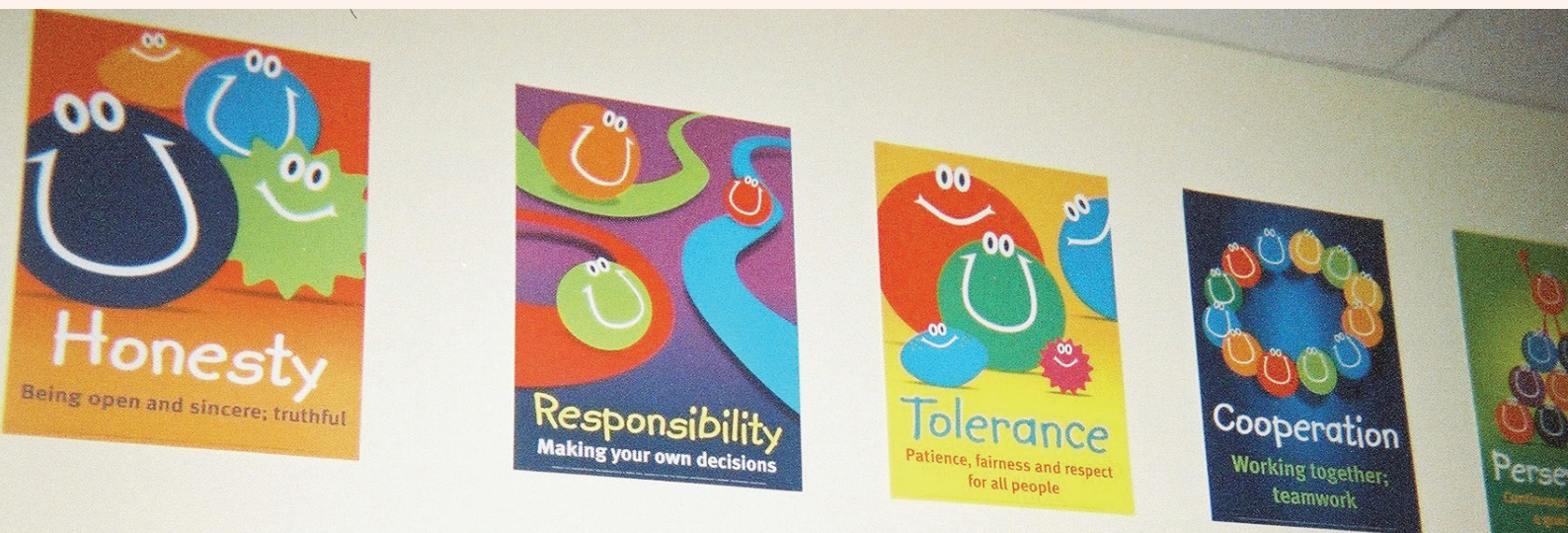
The Hawke's Bay DHB will provide your school with a wellbeing in schools leader who will assist in identifying other health, social, education and community agencies who can assist your wellbeing team and school with the implementation of the model.

Resources

Costs for schools will be minor. For example, Photovoice requires cameras and processing of photographs. There could be additional costs depending on the types of initiatives implemented. The wellbeing in schools leader will assist schools in identifying funding opportunities.

Timeframes

Senior managers at your school will agree on a timeframe to complete the four step process in partnership with the wellbeing in schools leader.



Implementing the Four Step Process

Preparation and Planning

Wellbeing Team

“Good leaders make people feel that they’re at the very heart of things, not at the periphery. Everyone feels that he or she makes a difference to the success of the organisation. When that happens people feel centered and that gives their work meaning.” -Warren G. Bennis

The wellbeing team is ideally led by a staff or board member at your school. It will comprise people with expertise and/or an interest in issues relating to the social, emotional and mental wellbeing of children and young people at the school. This may be an existing committee or group who is willing to undertake this task or your school may wish to establish a new group. This team will be responsible for leading the school through implementation of the model and communication with the wider school community.

The suggested team structure includes a team coordinator, several team members, community health agency representatives, kaumatua / kuia, wellbeing in schools leader.

Team Member	Suggested role
Team coordinator Senior manager/teacher/board of trustee/pastoral care/guidance counsellor	<ul style="list-style-type: none"> Arrange meetings (include who will chair and take minutes) Guide and support the development and implementation Contribute to professional development planning and delivery Help keep the school community informed of decisions and activities Communicate between the team, administration and staff
Team members School staff/parents/whānau	<ul style="list-style-type: none"> Develop and implement the action plan Record minutes of meetings Contribute to the professional development planning and delivery Communicate with the wider school community Participate and provide input during needs assessment and planning of initiatives
External agencies Social worker/school health nurse/youth worker/counsellor/psychologist	<ul style="list-style-type: none"> Contribute to professional development planning and delivery Advocate for the school within the wider community Provide resources for school activities and support for parents/whānau and school community
Kaumatua/kuia	<ul style="list-style-type: none"> Provide leadership and guidance regarding all aspects which relate to Te Ao Māori and Māori culture
Wellbeing in schools leader	<ul style="list-style-type: none"> Be available to assist with rollout Guide and help facilitate professional development and delivery Resource provision Link to agencies that provide school support Evaluation planning and data collection

Discovery

The following tools have been used successfully to assess the mental, emotional and social wellbeing needs of schools. These will help you determine initiatives to implement.

Flourishing Environment Analysis Tool (FEAT)

FEAT is a tool designed to help your school analyse policies, practices and environments that influence flourishing and wellbeing of the whole school community. The core elements represent conditions that are known to support flourishing outcomes among members of the school community.

FEAT consists of four sections:

- **Discover** is the section for entering exactly what is currently happening in the school environment in relation to each FEAT question
- **Analyse** is designed to help question how useful or successful current practices are
- **Aspire** requires consideration of what more could be done. This is the section for creative visioning
- **Action** provides the opportunity to choose one or two activities to implement

FEAT questions

Questions can be selected in any order and answered over time rather than during a set period. It means you can be implementing actions for one question and beginning to discover other questions at the same time. This allows for continuous reflection and refinement of wellbeing initiatives.

1. How do school policies contribute to a sense of belonging and inclusion among staff and students and whānau/families?
2. How are relationships between all members of the school community fostered so that a warm, caring learning environment is created?
3. What programmes/activities exist that foster generosity, kindness and gratitude amongst students and staff and their whānau/families?
4. Are staff and students encouraged to be attentive to their immediate experience and surroundings? How does the school support this practice?
5. Are staff and students encouraged to reflect on their own thoughts and feelings and how these impact on their day-to-day functioning?
6. How are students supported to express and pursue their own interests?
7. What processes are in place to identify the unique strengths and talents of students, staff and whānau/families?
8. How is choice and creativity being promoted for students in their learning?
9. How are staff supported to pursue their own interests?
10. How is being active for wellbeing promoted beyond health and physical education?
11. Are the mental wellbeing/ social benefits of being active well understood and promoted by the whole school community?
12. How is physical activity used to promote teamwork and kindness?
13. What are some of the emerging issues in your school community that may currently be impacting on the emotional and mental wellbeing of students, staff and the wider school community?
14. What is your school's vision statement and values? Do they promote flourishing/ wellbeing?
15. Considering all of the above questions, which areas do you think could be developed further to help create a flourishing school environment?

FEAT was developed by the Mental Health Foundation (MHF) and is currently being reviewed.

An example of the four sections and how they relate to a question is shown in Table 3.

Table 3: Flourishing Environments Analysis Tool Example (FEAT)

How do school policies contribute to a sense of belonging and inclusion among staff and students, and their whānau/families?			
Discover What is happening now?	Analyse How well is it happening?	Aspire What more could be done?	Action (SMART)
Whānau Ora policy has been written to ensure that the wellbeing needs of children are always considered along with those of their whānau	It is too early to tell as the policy is very new	The policy could be reviewed by a third party kaupapa Māori agency to ensure its cultural integrity and relevance	Action 1: Third party review of Whānau Ora Policy A. Identify appropriate agency to review the policy B. Agency reviews the policy and makes recommendations (if required) C. Recommendations implemented and policy adopted prior to commencement of 2012 school year.



Photovoice

Photovoice is an effective way of engaging children and young people to share concerns, ideas and issues about school that are important to them. It also provides an opportunity to bring students and teachers together to share viewpoints and find out more about each other. Although limited with life experience students have the opportunity to be heard and acknowledged as valued members. Other benefits of Photovoice include:

- A camera, particularly a digital one, produces nearly instant results
- Photography is fun and creative
- Taking photographs of familiar surroundings and people creates the opportunity for participants to see things in a different light and from a new perspective
- Anyone can take a photograph and tell a story about it
- “A picture is worth a thousand words” – photographs can provide more information than words alone.
- Images can be understood across cultures, languages and other factors
- Photographs help convey important messages to people in power, such as school managers, policy makers, local councils and community members
- Photography provides a means for empowerment without requiring people to stand up and speak in public

Examples of Photovoice questions

Questions are developed to focus the Photovoice research. Students discuss the questions to ensure they understand them. Below are some general and more specific examples of questions that could be used.

General questions

- What is good about our school?
- What is not so good about our school?
- What would you like to keep about school?
- What would you like to change about school?
- What makes your school safe and supportive?
- What does your school do to promote a sense of community?

More specific wellbeing questions

- What does wellbeing mean to you?
- What helps you/students feel good at school?
- What helps you/students not feel so good at school?
- What could be changed to make you/students feel good at school?
- What things at school make you feel worried or anxious?
- What things at school make you feel you belong?
- How do people care for each other at school?

Photovoice process

Photovoice is a stepped process and is best delivered over two school terms. Schools need to recruit about 20-25 students representing a range of abilities, cultures and ages to become the photovoice team. The photovoice team attend training and students will explore what wellbeing at school means, learn how to use a camera, and the ethics of taking photographs.

Table 4: Summary of Photovoice Process

Summary of Photovoice Process		
Step 1	Questions	45 minutes (Training session)
Step 2	Ethics	
Step 3	Taking photos	2-3 Sessions of 45 minutes
Step 4	Sharing photos	45 minutes
Step 5	Coding	
Step 6	Identify themes	
Step 7	Story writing	2 sessions of 30 minutes (editing may require further sessions with individuals)
Step 8	Voting and exhibition planning	45 minutes
Step 9	Group discussion	Optional
Step 10	Exhibition	Schools independently decide on format of exhibition

Taking photographs

The aim of these sessions is for students to engage in a thoughtful focused process to ensure the quality of photographs taken. Members of the wellbeing team or teachers and parents support students in this process.

Students are provided with cameras and booklets to record their photographs. For each photograph taken, they are asked to record a title for the photo and write a short paragraph about it. Photographs taken are to relate to the photovoice questions. Figure 3 shows an example of a photo that relates to the question “What would you like to keep about the school?”

Figure 3: Photovoice Example



Generating the data – coding, themes, voting, stories

Coding

The photos are printed and a session is held to sort, code, and identify themes. The groups spread out their photos on a table and discuss what is in the photos, what is happening in them and how the photos relate to the questions about wellbeing at school. Each student selects two of their best photos to put forward for theme sorting and voting. An inquiry process is using the word **PHOTO** may help students focus their discussion.

- P** Describe your **P**icture
- H** What is **H**appening in your picture?
- O** Why did you take a picture **O**f this?
- T** What does your picture **T**ell us?
- O** How does this picture provide **O**pportunities to improve wellbeing at school

Themes

The photographs are then sorted into themes, such as; friends, environment, values, bullying, safety, teachers and physical activity.

Voting

Once themes have been identified voting occurs. The students place coloured sticky dots on photos that best represent the overall themes. These are counted and the photos with the most sticky dots are put forward for story writing and exhibition.

Stories

The process of identifying themes helps students to write stories about the photos. The time to complete this process may be longer or shorter depending on the age and writing skills of the students.

Exhibition

An exhibition of the photovoice project is a great opportunity to share your student voice to your wider school community.

School Community Survey

Schools interested in promoting student wellbeing will understand the importance in building relationships with parents, carers and families/whānau. The school community survey is a mixture of statements with rating scales and open ended questions such as; how the school supports and family/whānau wellbeing; local issues that may be affecting the children/family/whānau wellbeing; whether the school was welcoming and inclusive; whether the school promoted home and school links; how wellbeing could be promoted at school; whether the school fostered a sense of belonging; and the value placed on cultural difference.

There is flexibility on how the survey is delivered and it can easily be adapted or other methods for engaging the community can be developed.

Table 5: School Community Survey Template

Please answer the following questions. All answers are confidential.								
On a scale of 1-5 with 1 being not at all and 5 being always, please rate the following;								
Enter your school name here								
<hr/>								
1.	Provides a welcoming environment for you and your children	Not at all	1	2	3	4	5	Always
2.	Fosters a sense of belonging for everyone (including parents/whānau)	Not at all	1	2	3	4	5	Always
3.	Values and acknowledges students	Not at all	1	2	3	4	5	Always
4.	Values and acknowledges parents/whānau	Not at all	1	2	3	4	5	Always
5.	Promotes home and school links	Not at all	1	2	3	4	5	Always
6.	Values and acknowledges all cultures	Not at all	1	2	3	4	5	Always
7.	What does wellbeing mean to you?							
8.	How does your school support wellbeing for students, staff, parents and the whole school community? (examples of activities, programmes within the school and outside in the community, parent and student led groups etc)							
9.	What are some of the issues in your community? (Children with nothing to do after school, drugs, alcohol, graffiti, text bullying, loss and grief, fighting etc)							

Flourishing School Activity

The Flourishing School exercise will promote and engage the teaching staff to explore factors that contribute to creating a flourishing school environment. During the exercise your teachers are asked to imagine their school in the future as an internationally renowned flourishing school and were showing visiting delegates around their school. They are then asked to record the following questions;

- What are there physical attributes?
- How are people relating in the school?
- Who is in the school?
- What activities are happening in the school?

Teachers share their answers of what a flourishing school would look like which sets the scene for change and promotes ongoing reflection of how the school environment can influence positively on wellbeing.

Note: Professional development will be provided to assist with the discovery phase.

Discovery Analysis

Once schools have completed the discovery phase, a report analysing the findings will be prepared and presented back to the school.



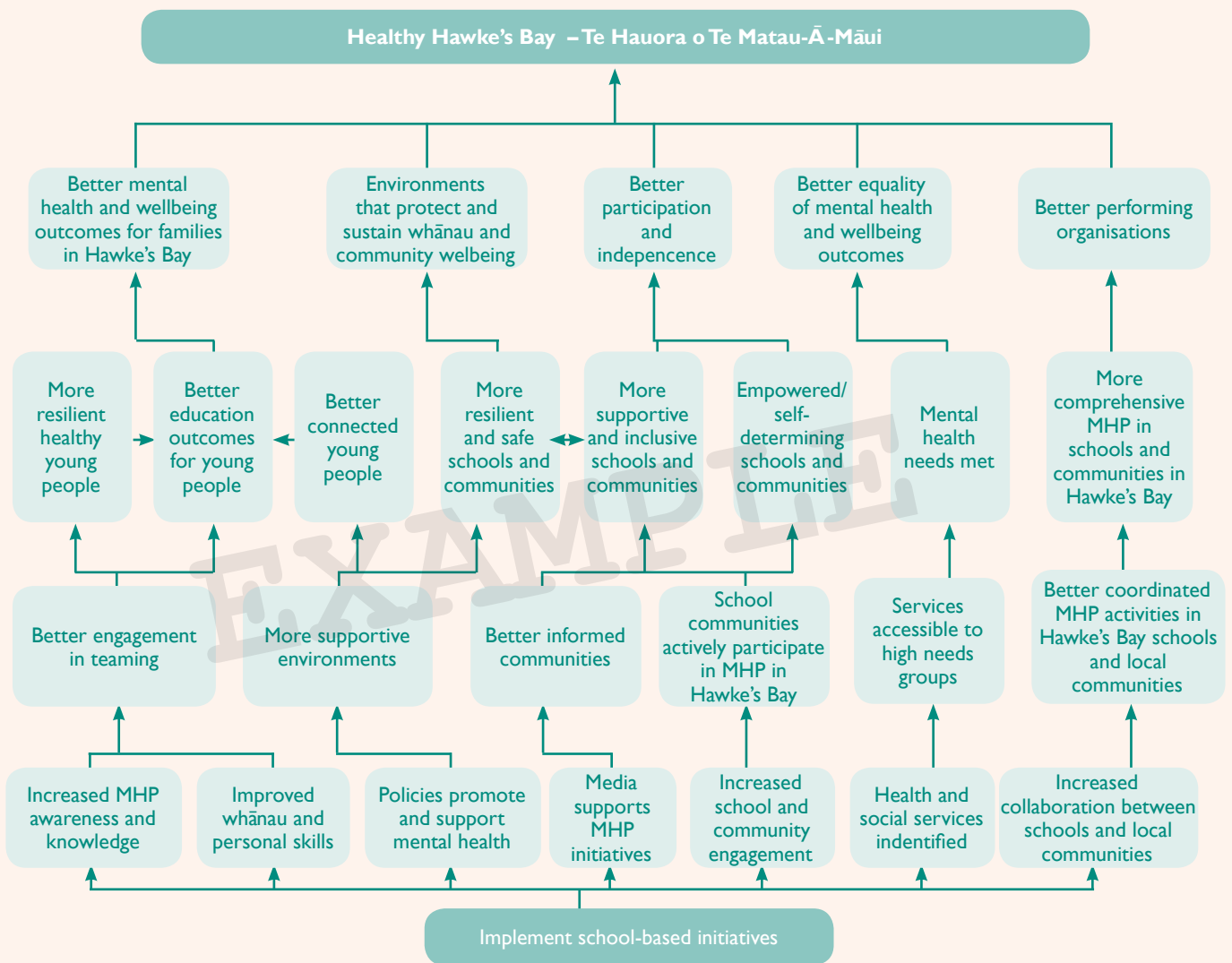
Initiatives planning and evaluation

By completing FEAT, photovoice, the school community survey and the flourishing school activity your school will have identified key areas of focus. These areas of focus guide the development of wellbeing initiatives. For example, one of the pilot schools areas of focus was building student social and emotional competence and the initiative selected was the FRIENDS programme (see Appendix A for suggested wellbeing activities and initiatives).

The next step is to develop a logic model which maps your initiatives and the outcomes that you will expect to achieve. Below is a sample logic model Figure 4 showing the expected outcomes for school-based mental health promotion initiatives. The logic model is read from bottom to top as it explains what the outcomes would look like

Figure 4: Logic Model Sample

Remember, the initiatives do not always involve extra time but are about doing things differently. Changing the school rules “We changed the school rules to one positively framed rule which eliminated time spent managing negative behaviours rather than making more work it saved us time”



Evaluation

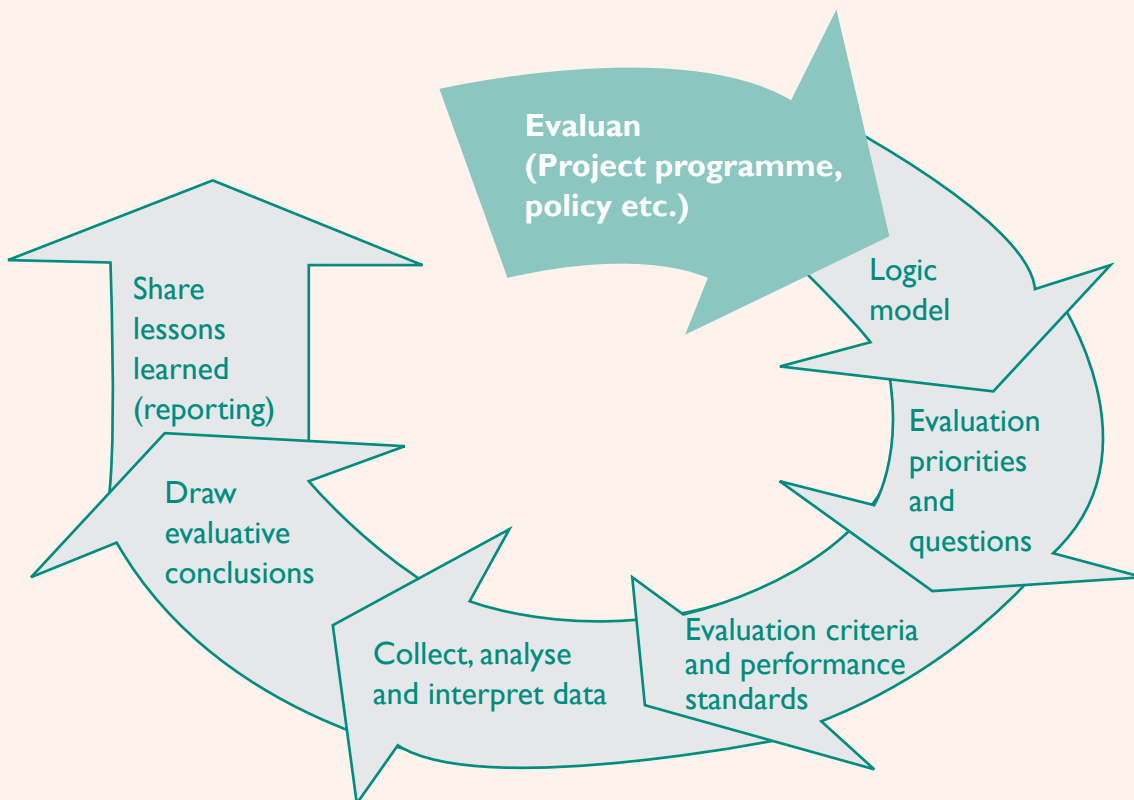
Evaluation of your school wellbeing initiatives will provide you with knowledge about their quality and how successfully the outcomes have been achieved.

Evaluation is a systematic process and is a planned and purposeful activity, not an afterthought. Evaluation involves collecting data to answer key evaluation questions. It helps enhance knowledge and decision making in relation to programme improvements and determining whether a programme should be continued or expanded.

The Easy Evaluation Framework (SHORE & Whariki Research Centre, 2010) shows the key steps involved in conducting an evaluation: (see Figure 5)

1. Establish need
2. Engage key people
3. Plan the initiatives – description and logic model
4. Design the evaluation – determine evaluation priorities and evaluation questions, establish evaluation criteria and performance standards
5. Collect analyse and interpret data
6. Draw evaluative conclusions
7. Ensure use and share lessons learned – design, preparation, feedback, follow-up, dissemination

Figure 5: Easy Evaluation Framework



Easy Evaluation Framework: Steps 1-2: Establish need and engage key people

It is useful to have an overview of your initiatives from the start. When developing your initiatives you need to ask yourself the following questions in relation to need:

- What wellbeing needs/issues or concerns will be addressed?
- Who or what will benefit?
- What are the main project activities?
- What will change as a result of your wellbeing initiatives?

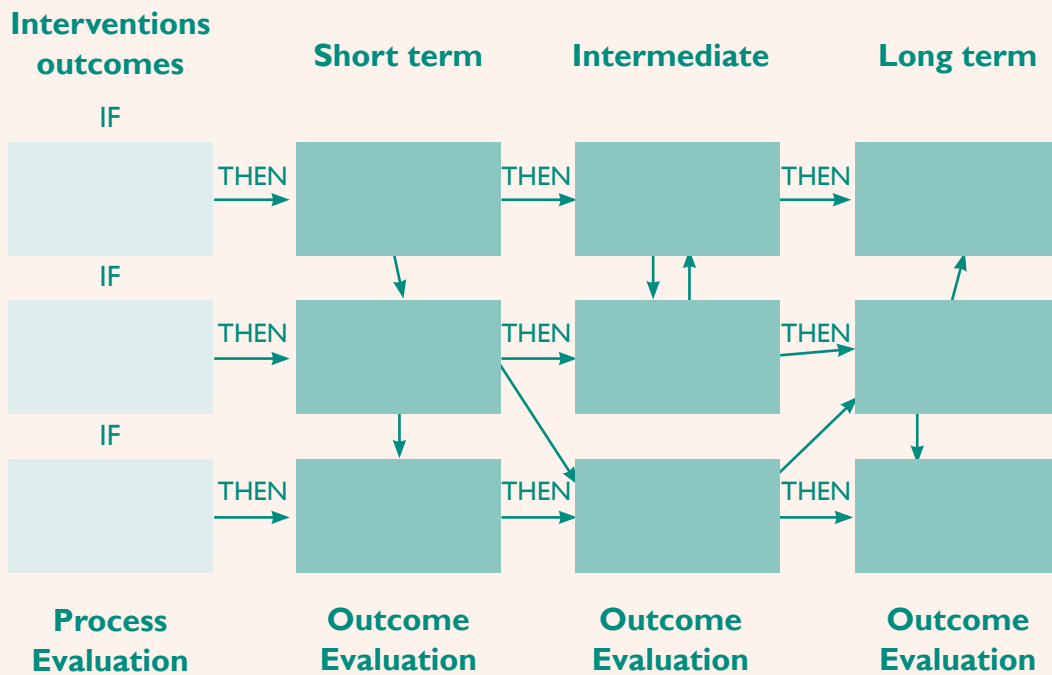
You will need to consider the key people that will be involved in the initiative such as staff, students, community members, and agency representatives. Representatives from these groups can assist with the planning of initiatives. These representatives can also make up the school’s wellbeing team.

Easy Evaluation Framework: Step 3: Plan the initiatives

We suggest using a programme theory driven approach to evaluating your wellbeing initiatives. This approach will help you work with key people to develop a shared understanding of how your initiative/s will address the identified needs. The first task is to develop a logic model to make it clear as to how the programme will achieve its outcomes.

A logic model shows the key initiatives and the short, medium and long-term outcomes that the initiative or initiatives are aiming to achieve. Logic models usually have arrows to show the relationships between initiatives and outcomes. Figure 6 shows a basic logic model format.

Figure 6: Basic Logic Model



Easy Evaluation Framework: Step 4: Evaluation questions, priorities, criteria and performance standards

Evaluation questions and priorities

Evaluation questions help you prioritise what to evaluate. They focus the evaluation on specific initiatives and outcomes on your logic model. You may start off evaluating one initiative on your model and the short and medium outcomes it links to. Once you have evidence that this initiative is achieving positive outcomes, you can then evaluate other initiatives and related outcomes.

There are different kinds of questions used in evaluations – broad and more specific.

Broad evaluation questions are:

- What is the quality of the wellbeing initiatives? (content, design and delivery)
- To what extent has the wellbeing initiative been successful in achieving its short-term outcomes?

Specific questions are:

- How could the wellbeing initiatives be improved? Is this the best way of doing things?
- To what extent are participants more aware of wellbeing in schools?
- How well were the activities delivered?

Evaluation criteria and performance standards

Evaluation criteria are the aspects of an evaluation that define whether an initiative is good or bad and whether it is valuable or not valuable. It is important to be clear about the evaluation criteria that you are going to use in your evaluation right at the beginning. This helps to ensure relevant data are collected. It also ensures that key people involved in the initiative and its evaluation know how quality and success will be determined. Here is an example of evaluation criteria for a short term outcome (Table 6)

Table 6: Evaluation Criteria Example

Evaluation criteria: Children understand emotions and how to respond	Sources of data	Data collection methods
<ul style="list-style-type: none">• Ability to identify feelings – physiological and psychological• Ability to identify feelings in self and others• Understand how thoughts and feelings affect behaviour	Children Teachers Parents	Focus groups Observation Interviews

Evaluation performance standards

Once you have decided on the evaluation criteria you need to set performance standards which show levels of quality and success for initiatives and outcomes. You can use ratings such as excellent, very good, good and poor. Begin with the highest standard such as excellent as this will describe the most ideal outcome. Here is an example of performance standards from the outcome used in Table 6 Evaluation Criteria Example.

Table 7: Performance Standards Example

Excellent	Children are able to identify feelings (physiological and psychological), in self and others and are able to understand how thoughts and feelings affect behaviour.
Very good	Children are mostly able to identify feelings (physiological and psychological), in self and others and are able to understand how thoughts and feelings affect behaviour.
Good	Children are somewhat able to identify feelings (physiological and psychological), in self and others and are able to understand how thoughts and feelings affect behaviour.
Poor	Very few children are able to identify feelings (physiological and psychological), in self and others and are able to understand how thoughts and feelings affect behaviour.
Insufficient evidence	There is insufficient evidence to provide a rating of the projects performance against all evaluation criteria.

Easy Evaluation Framework: Step Five: Collect, analyse and interpret data

There are many ways your school can gather the data needed during an evaluation. You will be collecting data that relates directly to the evaluation criteria.

You may use quantitative methods e.g., surveys, or qualitative methods e.g., focus groups, interviews, observation and discussions as ways to collect data. For example, you may start your data collection with a quantitative survey of parents and students to obtain a broad picture of wellbeing. This could be followed by focus groups and discussions to gain a more in-depth understanding of people's feelings, beliefs and experiences. It will depend on time, resources and how easy it is to access the groups you need to collect data from.

All the information you collect will need to be analysed. You will need to think about how you are going to analyse the data before you collect it and how you are going to report it. Quantitative data could be entered into an excel spreadsheet which enables you to produce graphs and tables. Qualitative data will need to be coded and organised into themes.

Easy Evaluation Framework: Step Six: Draw evaluative conclusions

Once you have collected relevant evaluation data the next step is to draw evaluative conclusions. In Step Four, you established performance standards defining what excellent, very good, good and poor look like for initiatives and outcomes. Step Six involves reviewing the evidence you have collected and making decisions about levels of performance e.g., excellent performance based on available evidence for the outcome in Table 7 would be that "children are able to identify feelings (physiological and psychological), in self and others and are able to understand how thoughts and feelings affect behaviour".

Easy Evaluation Framework: Step Seven: Ensure you use and share lessons learned

Think about how you will share what you are learning as you implement your initiatives. This will ensure people involved in the initiative/s are well-informed. It also means that changes can be made to improve the initiatives as you go.

You may want to prepare a written report about your initiatives or share lessons learnt by presenting to your school community through power-point presentations, visual displays, and exhibitions. Sharing your successes helps profile your school in your local community and wider. For example, the pilot schools presented their work to a group of schools in Wellington and on TV Hawke's Bay.

Note: Professional development will be provided to assist you with planning and evaluating your initiatives.

Initiatives rollout

By this stage your school will have identified wellbeing initiatives tailored to suit your school's identified needs. Consider the following questions:

- What timeframe are you allowing for the wellbeing initiatives?
- Who is the target audience? (teachers, students, parents, wider school community)
- What resources are already available? Are there any other resources required?
- What professional development is required?
- Who is responsible for collecting, analysing and communicating the outcome findings?
- Who is responsible for sharing the lesson learnt?

A professional development session is offered for senior managers, wellbeing team and teaching staff to review and reflect on how well the initiatives have been achieved and whether any necessary changes are required.



Exemplar Schools

Porritt Primary School

Decile 4 located in Napier

School roll: approximately 320

Gender: Female 43%; Male 57%.

Ethnicity: New Zealand European/ Pakeha 58%; Māori 41%; and Pacific 1%.⁸

The wellbeing initiatives

- A values-based programme based on the school motto “Porritt PRIDE” and the implementation of the Police Education Programme ‘Doing the Right Thing’. This is a school-wide programme which consists of classroom teaching about values and school-wide practice of these values. The classroom programme has regular sessions which have been adapted to meet the needs of different age groups. The focus for Term One of 2012 was on the value of respect and the Term Two focus was on “right and wrong”.
- A culturally responsive curriculum responding to the needs of Māori has seen the implementation of the whānau group. These weekly sessions focus on affirming a sense of belonging and connections through whakapapa and whanaungatanga. Children learn through storytelling and practice traditional skills. The whānau group is addressing key aspects of the Māori Education Strategy – Ka Hikitia (2008-2012) through emphasising the importance of ako – effective and reciprocal teaching and learning – for and with Māori learners and the conditions that support it.

Evaluation findings

The values programme, based on Porritt PRIDE and the Police Education Programme ‘Doing the Right Thing’ has enabled teachers to incorporate their own ideas and those from a prescribed programme. Teachers were confident to deliver the programme and the two areas of focus fit with values based education which is a requirement of the New Zealand Curriculum. There is clear evidence that the strong focus on respect and right and wrong across the whole school has impacted positively on children’s understanding and behaviour in relation to these values both in the classroom and in the wider school environment.

We simplified our school rules and we changed from the word ‘don’t’ to one school rule which was “To be safe and be sensible” and that fits so well with doing the right thing and respect and it just seemed to go and the teachers bought into it and we were creating a positive climate...all you have to say to the kids now “Are you being safe, hey are you being sensible?” and they will just say “Oh no I shouldn’t be doing that should I?” so it’s not a telling off.

Principal

⁸ Education Review Office, 2011

Tamatea Primary School

Decile 3 located in Napier

School roll: approximately 184

Gender: Female 46%, Male 54%.

Ethnicity: Māori 62%, New Zealand European/ Pakeha 26%, Other ethnic groups 10% and Pacific 2%.⁹

The wellbeing initiatives

- FRIENDS For Life is an evidence based early intervention, prevention programme that focuses on preventing anxiety and developing social and emotional skills in children. Teachers participate in a one day professional development session prior to implementing the programme. It is a classroom based programme delivered as part of the curriculum throughout the whole school. The FRIENDS programme is designed to encourage peer and experiential learning in a safe and supportive environment.
- Promote a safe and caring environment: Tamatea Primary School teachers identified the promotion of a safe and supportive environment as a priority area. The school behaviour policy is the guiding document that contributes to this. There are six core values being taught at Tamatea Primary School they are; cooperation, responsibility, perseverance, tolerance, honesty and kindness. There are recognition and reward schemes which acknowledge children practising these values at school and the values are displayed in classrooms and cloakrooms around the school. The school prides itself as having an open door policy and provides weekly breakfasts where families/ whānau of Tamatea Primary School are welcomed to regularly meet and build relationships and a sense of belonging with the teachers and the wider school community.

Evaluation findings

Tamatea Primary School managers and teachers decided to focus on implementing the FRIENDS programme school wide during 2012 and the first half of 2013. Feedback from teachers has been mixed in terms of their experience of implementing FRIENDS. Junior teachers found implementation more challenging than senior teachers due to issues relating to time and the need to adapt programme materials to better suit the learning needs of their children. It is clear from student survey findings and focus groups that students at both levels were understanding and putting into practice some concepts particularly in relation to the concepts of 'red' and 'green' thinking and understanding emotions and how to respond. Ongoing implementation of the programme and its evaluation is necessary to determine the extent to which the FRIENDS programme is influencing medium and longer term outcomes for children.

⁹ Education Review Office, 2011

Partners

Hawke's Bay District Health Board (HBDHB)

The Population Health team at the Hawke's Bay DHB are committed to addressing better health for our population, reducing inequalities, increasing participation and independence and promoting healthier environments. Child wellness is a priority due to large disparities in child health status in Hawke's Bay and it is well known that effective mental health promotion strategies provided during the early years provides a platform for mental wellbeing in later life.

The Hawke's Bay DHB Māori Health Strategy, Tū Mai Rā highlights the challenges to health and wellness of young people which include emotional wellbeing (including the risk of suicide and self harm), alcohol, smoking and drugs, violence, the importance of belonging and young people thinking they are bullet proof. In this strategy mental health initiatives are considered a priority for young Māori in Hawke's Bay.

Mental Health Foundation

The Mental Health Foundation's vision is for a society where all people flourish and where all people enjoy positive mental health and wellbeing. The foundation advocates for policies and services that cover all aspects of mental health and wellbeing.

SHORE and Whariki Research Centre, School of Public Health Massey University

Social and Health Outcomes Research and Evaluation (SHORE) and Te Ropu Whariki (Whariki) are multi-disciplinary research groups undertaking policy and community research and evaluation on a variety of health and social topics.

Thank you to Porritt Primary School and Tamatea Primary School for their contribution, time, enthusiasm and commitment to assisting us in the development of the model.

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Appendix A: Activities/Initiatives Table

The following table demonstrates the types of activities/initiatives that promote mental, emotional and social wellbeing in schools.

RED = Build a flourishing school community

GREEN = Promote personal and social skills

BLUE = Target support for children with mental health concerns

Activity	Description	Outcomes	Core component	Lead by
Values phrases	Students and staff develop key phrases to capture the core values of the school e.g., respect for myself, this place and other people	Core values by which to live in the school community are reinforced	RED GREEN	Teaching staff
Teaching empathy, altruism, appreciation and trust	Develop a range of social and emotional activities	Increased social and emotional skills ie improved communication skills, problem solving Improved relationships	GREEN RED BLUE	Teaching staff
Community Mapping Exercise	Family and community needs are mapped to identify possible gaps in services and resources	Families are aware and better equipped to access needed services	RED BLUE	School community
“Beef Box”	Children would post problems anonymously into a “beef box”. The teacher would at a specific point of the day select a problem to discuss with the children and develop helpful solutions	Student and teachers work cooperatively to resolve problems Students are encouraged to express emotions, concerns and conflicts	GREEN	Teaching staff
Classroom as a community	Students and teachers work together to assess the quality of their classrooms physical, social, emotional and learning environment. Changes are made based on identified needs	Students and teachers interpersonal needs are met and a supportive classroom community is developed	RED	Teaching staff
Friendship Tree	Every student in the school is given a paper leaf shape and asked to write something about friendship. The leaves are attached to a stylised tree displayed in the school foyer	Students reflect on what friendship means, how to be a good friend	GREEN RED	Wellbeing team
Snake and ladder thinking	Board game based on snakes and ladders which focuses on challenging unhelpful thinking and promoting more helpful ways of thinking about situations. Ladder thoughts are helpful and snake thoughts are unhelpful	The skill of being able to catch and challenge unhelpful thoughts and change them to be more helpful is developed	GREEN	Teaching staff
Mask artwork	Students create masks as part of an inquiry project. They are then used so that students can express feelings while masked and to practise acting out emotions through body language and words without the face being visible	Emotional language developed Skills built to express feelings safely	GREEN	Teaching staff
“Lunch-bag”	Lunches are provided for identified children with inadequate food provision	Children are ready to learn and have energy to be active	BLUE	School community

School based community garden http://www.gardentotable.org.nz/ www.auntysgarden.co.nz	Establish a community garden with support from other organisations	Children are provided with science and learning opportunities Increased social cohesion, physical activity, self efficacy developed within the school community	RED GREEN BLUE	School community
Walking School Buses http://education.nzta.govt.nz/feet-first	Develop a school travel plan that provides a fun, safe and active way to get to and from school with adult supervision	To encourage physical exercise, neighbourhood interaction and community cohesion	RED GREEN	Wellbeing team
Mindfulness in Schools http://www.mindfulschools.org/about-mindfulness	Drawing out attention to the present moment, such as taking notice of our breathing, the environment or our emotions	Reduced stress Increased awareness and control over emotional states Improved thinking and cognitive flexibility	GREEN BLUE	Teaching staff
Online student newspaper	Volunteer students meet on a regular basis to seek out news stories and report on them in an online newspaper. This is accessible on the school website	Improved connections between students at school Leadership and writing skills developed	RED	Wellbeing team
Rules of the game	Students develop rules for play and inclusion in the playground. Copies of classroom posters in each room and signed by every single student to demonstrate commitment to the spirit of the rules	More supportive environments Increased participation and self determining school community	RED	Wellbeing team
Student Health Team	Students lead health projects ie rethink your drink, jump rope for heart	Peer lead role modelling and leadership Increased awareness and knowledge of health and wellbeing	RED	Wellbeing team
Lunchtime office duties	Senior students on a rotational basis man the office at lunchtime	Students develop sense of worth and responsibility	GREEN	Administration Team
Community Engagement Plan http://appreciativeinquiry.case.edu/ http://www.timebank.org.nz/	A strategic plan developed to incorporate actions of how to best engage with the school community and increase participation by the school community in school life and vice versa	Increased school connectedness More supportive environments and inclusive schools Better informed whānau and school community	RED GREEN BLUE	School engagement committee

<p>Wellbeing at work</p> <p>http://www.well-beingatwork.net/</p>	<p>Schools are also workplaces and the wellbeing needs of staff are important. Consider developing strategies to improve staff wellbeing</p>	<p>Staff feel valued and rewarded by management</p> <p>Staff participate in the development of wellbeing initiatives</p> <p>Raised awareness of mental wellbeing and stress management</p>	<p>RED GREEN BLUE</p>	<p>School managers, wellbeing team</p>
<p>Flourishing School Indicators Review</p>	<p>School reviews all policies and processes that promote a flourishing school environment</p>	<p>More supportive environments</p> <p>Indicators of flourishing schools are well understood and applied across the school</p>	<p>RED</p>	<p>Board of Trustees, Senior Management</p>
<p>Reward Systems</p>	<p>Develop inventory of behaviours that promote flourishing to use as a guide for rewards. This could be a great exercise for helping teachers and students alike identify behaviours that actively cultivate expressions of kindness, generosity, altruism and so forth</p>	<p>Increased awareness, agreement and understanding of what behaviours are actively rewarded</p>	<p>RED</p>	<p>Students and Teachers</p>
<p>Adopt a local Kindergarten or Elder Care Facility</p>	<p>Foster generosity, kindness and gratitude to cultivate genuine connections throughout the community</p>	<p>Improved connections with the wider school community</p> <p>Increased sense of safety in the community</p>	<p>RED</p>	<p>School community</p>
<p>“Move your Mood”</p>	<p>Promote physical activity as a way to “move your mood” and “help you learn”</p>	<p>Increased engagement in learning</p> <p>Increased awareness of the importance of physical activity for wellbeing</p>	<p>RED GREEN</p>	<p>School Community</p>

Weblinks

- 1 Mental Health Foundation – School based mental health promotion
<http://www.mentalhealth.org.nz/resourcefinder/index.php?c=listings&m=results&topic=47>
- 2 Mindfulness in Schools
<http://www.mentalhealth.org.nz/newsletters/view/article/27/407/2012/>
- 3 Skylight – Supporting Children and Families through Grief
<http://www.skylight.org.nz/Early+Childhood+and+Schools>
- 4 Kids Matter – Mental Health Promotion in Australia ECE/Primary
<http://www.kidsmatter.edu.au/primary>
- 5 Mind Matters – Australian Mental Health Initiative in Secondary Schools
http://www.mindmatters.edu.au/resources_and_downloads/resources_landing.html
- 6 Reach Out – Australian youth mental health support
<http://au.reachout.com/>
- 7 Winning Ways to Wellbeing
<http://www.neweconomics.org/publications/entry/five-ways-to-wellbeing>
- 8 Mental Health Matters: A Health Education Resource for Junior Secondary School
http://www.mentalhealth.org.nz/file/downloads/pdf/file_433.pdf

Professional Support

Hawke's Bay

Emergency Mental Health Service	0800 112 334
Child, Adolescent and Family Service (CAFS)	06 878 8109 ext 5848
Napier Family Centre www.napierfamilycentre.org.nz	06 843 7280
Birthright www.birthright.org.nz	06 842 2227
Directions Youth Health Centre www.directions.org.nz	06 871 5307
Te Taiwhenua O Heretaunga (Oranga Hinengaro) www.ttoh.iwi.nz	06 871 5350
Family Works www.eastcoastfamilyworks.org.nz	06 876 2156

National

LIFELINE 24 hours a day 7 days a week	0800 543 354
YOUTHLINE 11am- 11pm everyday	0800 376 633
THE LOWDOWN	www.thelowdown.co.nz
DEPRESSION HELPLINE AND WEBSITE 8am-12 midnight	www.depression.org.nz 0800 111 757
THE MENTAL HEALTH FOUNDATION	info@mentalhealth.org.nz www.mentalhealth.org.nz

