

**He Ara Hauora: Ka Anga Whakamua**  
**Pathway Towards Wellbeing:**  
**Moving Forward**




Te Kōrero Tahī

He waka eke noa

We are all in this together

Learning Support Psychologists,  
Auckland.

Use your chat to introduce yourself –  
name, where are you from?



**Kia tau kia tātou katoa  
Te āio, te aroha me te marutau  
Tihei Mauri Ora  
May peace, love, and safety  
Be upon us all**

**Take care of our children. Take care of what they hear, take care of  
what they feel.  
For how the children grow, will be the shape of Aotearoa.  
Dame Whina Cooper**

# Ko wai koe?



# Reminder:

- **About developing a long term recovery plan**  
The recovery plan is about a long term view not just first two weeks after lockdown
- **Adults are kaitiaki** (guardians) of ākonga/students
- Don't assume recovery or needs. **Look, listen and link** (World Health Organisation)
- Expect a **second wave of collateral impacts** due to economic downturn
- **Collaborate** with whānau, students, colleagues and other agencies
- **Take note** of changes in your local environment/community
- **Listen** to the voices of students, colleagues and whānau
- Accept this is a **NEW normal**



## Wellbeing changes to take note of:

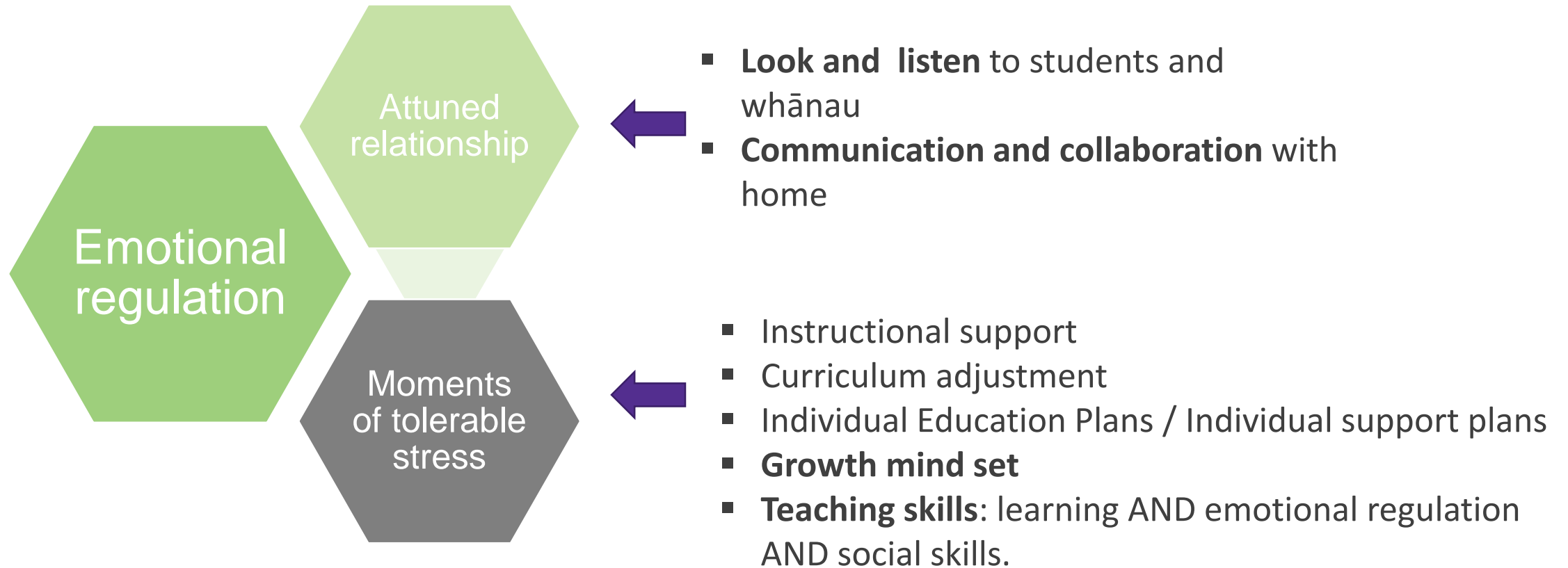
Primary Schools	Intermediate Schools	• Secondary Schools
<ul style="list-style-type: none"><li>• Clingy</li><li>• Irritable</li><li>• Disruptive</li><li>• Attendance issues</li><li>• Unfounded fears</li><li>• Bedwetting</li><li>• General worries</li><li>• Loss of interest in fun activities</li><li>• Preoccupation with illness</li><li>• Thumb sucking</li></ul>	<ul style="list-style-type: none"><li>• Increased dependence</li><li>• Mood changes</li><li>• Self harm</li><li>• Difficulty to concentrate</li><li>• Change to online activity</li><li>• Decrease in school work</li></ul>	<ul style="list-style-type: none"><li>• Truancy</li><li>• Disengagement from school work</li><li>• Engaging in risky behaviours</li><li>• Increase in bullying, racism and stigma</li></ul>

# Resilience

When things go wrong, resilience is what helps you to cope and get through hard times. Sometimes it makes you even stronger than you were before.



# Building resilience in the school setting:



# Let's check in:

## Comment in the chat:

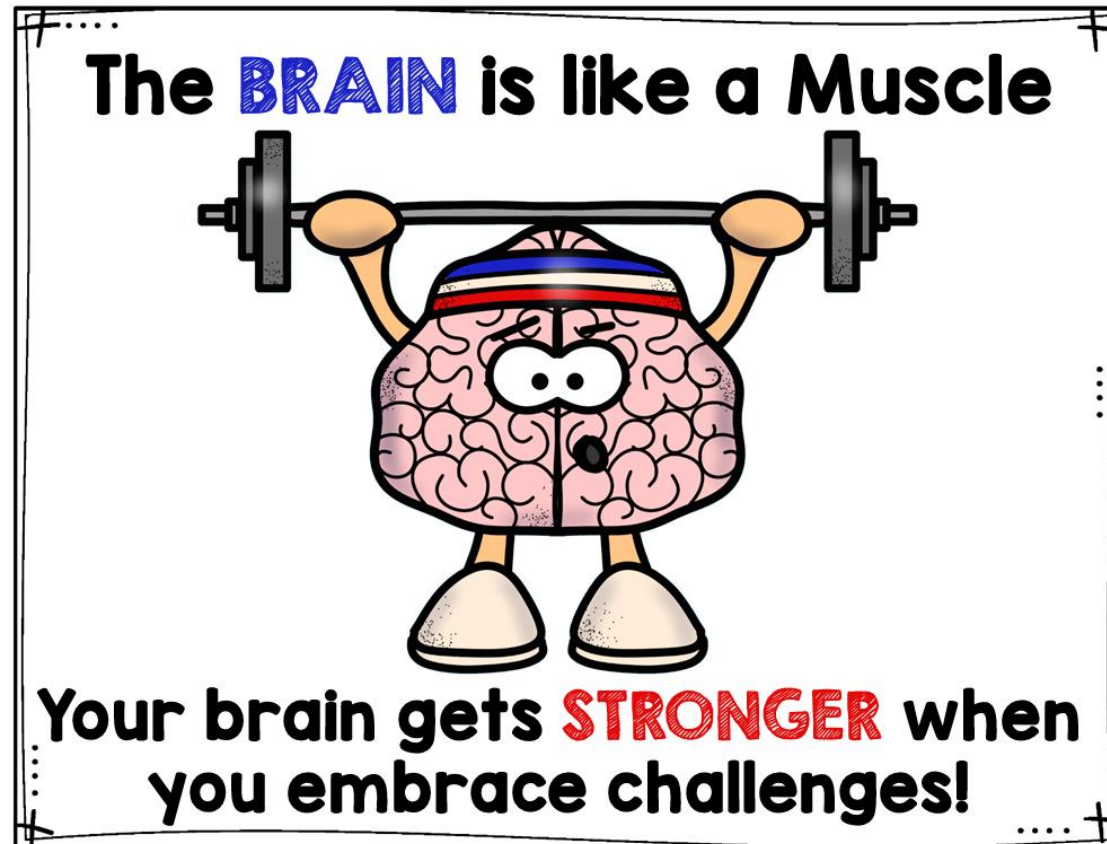
What are some practical things teachers can do to attune to students in the classroom?

What are some practical things you can do in the classroom to build and support moments of tolerable stress?





# Growth mind-set:



# The 4 R's:

<h2>Relationships</h2>	<h2>Reassurance</h2>
<ul style="list-style-type: none"><li>▪ Listening to student voice</li><li>▪ Check-in / Check-out</li><li>▪ Positive acknowledgement and praise!</li><li>▪ Kindness projects</li><li>▪ Buddy up with classes in other schools</li></ul>	<ul style="list-style-type: none"><li>▪ Safety</li><li>▪ Provide age appropriate information on Covid- 19</li><li>▪ Social stories</li><li>▪ Information that balances facts with reassurance and solutions.</li></ul>
<h2>Routines</h2>	<h2>Regulation</h2>
<ul style="list-style-type: none"><li>▪ Taking things at a slower pace.</li><li>▪ Communicating the schedule/changes clearly to your students.</li><li>▪ Create new routines: handwashing, mindfulness, brain breaks, breathing</li><li>▪ Staggered entry /leaving times</li><li>▪ Be flexible – give warning of change</li></ul>	<ul style="list-style-type: none"><li>▪ Belly breathing</li><li>▪ Mindfulness practice Pause, Breathe, Smile</li><li>▪ Create hauora spaces in class/school</li><li>▪ Emotional regulation thermometer</li><li>▪ Develop emotional literacy</li><li>▪ Physical exercise</li></ul>

# Let's check in:

## Comment in the chat:

What are some practical things **you** can do to build the **4 R's** in your educational setting?

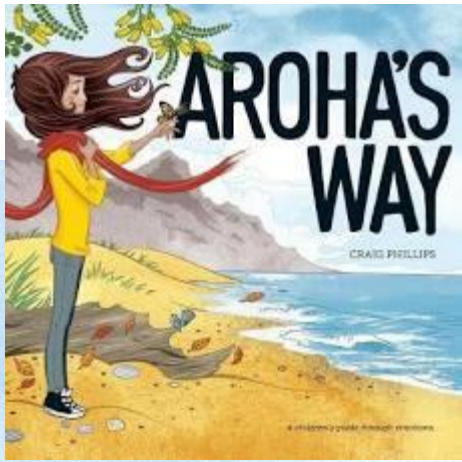
**R**elationships  
**R**eassurance  
**R**outines  
**R**egulation



# Example of resources you could use: Aroha's way:



[https://youtu.be/6irr\\_hGCRI0](https://youtu.be/6irr_hGCRI0)



There are lessons in feelings –  
Even big ones, you know.

They are there to be felt,  
They'll help you to grow.

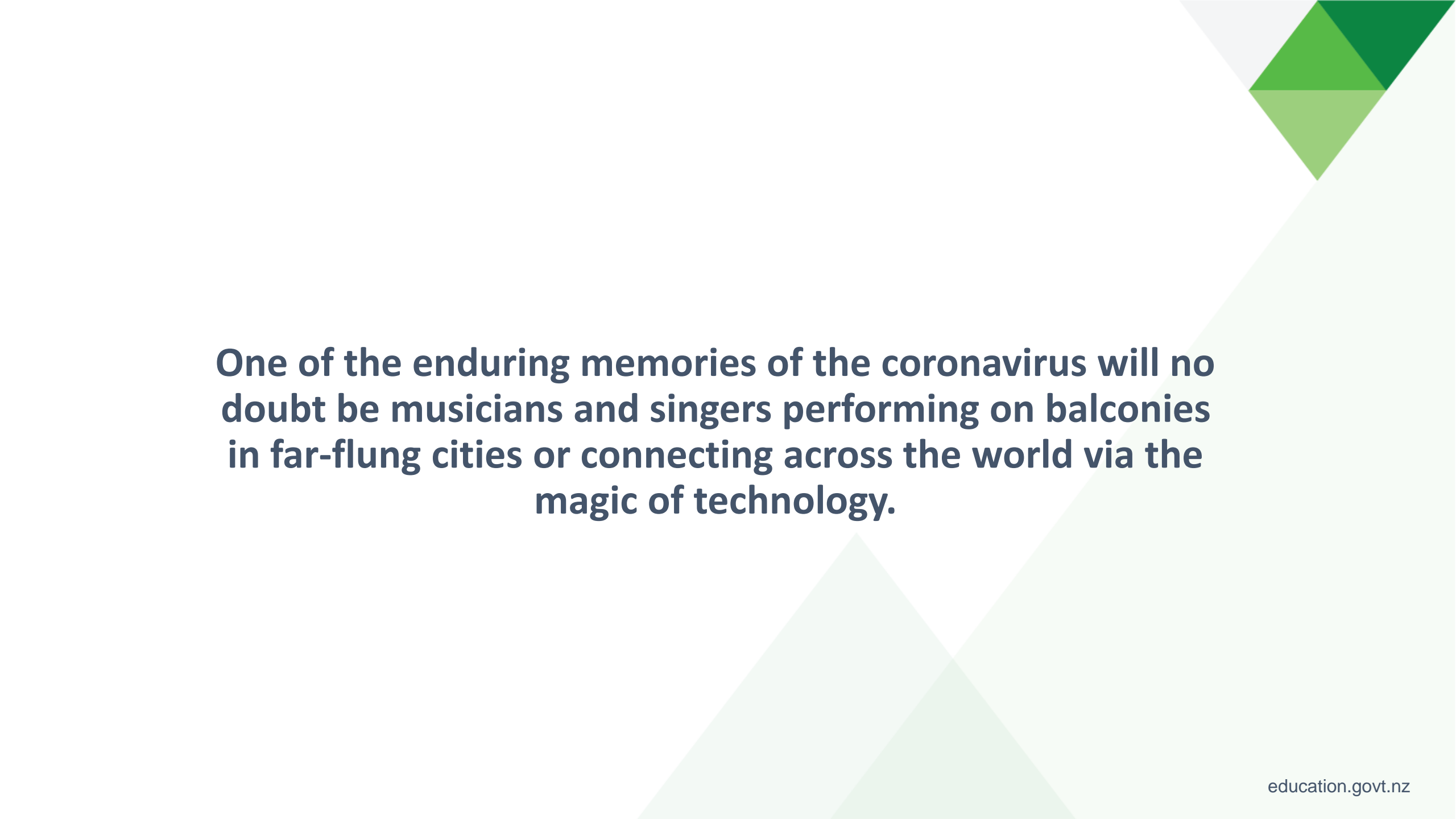


# Examples of Apps that secondary students could use:



# In summary:

- **Write** a **recovery plan**
- Consider short and long term impacts of Covid -19
- Focus on socio- emotional recovery at universal, targeted and individual level
- Include adult and student wellbeing in your plan
- Set a deliberate **lens on kindness** in school and community
- **Model** the model (hope, resilience, problem solving)
- **Remember every action is an interaction**
- Implement and encourage **mindfulness and growth mind set**



**One of the enduring memories of the coronavirus will no doubt be musicians and singers performing on balconies in far-flung cities or connecting across the world via the magic of technology.**



# Thank you & reminders

## Key points:

- Design a long term recovery plan
- Plan how to monitor the wellbeing of your students and staff.

## Reminders:

We are all in the same storm, but we are not in the same boat and have not been at sea for the same length of time – neither do we have the same access to life rafts or lighthouses

Be kind. Be brave. Be prepared

# Karakia

**E te atua**

**Kua mutu a mātou mahi mo tenēi wā**

**Lord, our work at this time has finished**

**Look after us at all times**

We **shape** an **education** system that delivers  
**equitable** and **excellent outcomes**

He mea **tārai** e mātou te **mātauranga**  
kia **rangatira** ai, kia **mana taurite** ai ōna **huanga**



MINISTRY OF EDUCATION  
TE TĀHUHU O TE MĀTAURANGA

[education.govt.nz](http://education.govt.nz)

[New Zealand Government](http://www.newzealand.govt.nz)

## Wellbeing(protective) strategies using Te Whare Tapa Whā model (Mason Durie)

	<b>Taha wairoa Spiritual wellbeing</b>	<b>Taha Tinana Physical wellbeing</b>	<b>Taha whanau Social wellbeing</b>	<b>Taha Hinengaro</b>
<b>Primary school</b>	<ul style="list-style-type: none"> <li>Practice self-regulation</li> <li>Deep breathing</li> <li>Read books about children who have overcome adversity</li> </ul> <p><b>See Te Ara Hauora: Ka Anga Whakamau resource</b></p>	<ul style="list-style-type: none"> <li>Make time for outside fun</li> <li>Have movement breaks more often</li> <li>Get outdoors as often as possible</li> </ul>	<ul style="list-style-type: none"> <li>Spending quality time with family</li> <li>Teach it's cool to be kind</li> </ul>	<ul style="list-style-type: none"> <li>Stick to routines</li> <li>Convey experiences through play, art ,song and dance</li> </ul>
<b>Intermediate school</b>	<ul style="list-style-type: none"> <li>Emphasize the positive</li> <li>Ask for help</li> <li>Encourage yourself to practice an appropriate sense of humour</li> <li>Take time to chill</li> <li>Practice mindfulness</li> </ul>	<ul style="list-style-type: none"> <li>Keep active</li> <li>Engage in safe physical challenges</li> <li>Get outdoors</li> <li>Play sport</li> </ul>	<ul style="list-style-type: none"> <li>Help out around the house and classroom</li> <li>Join team sports</li> <li>Stay connected to whanau and friends</li> <li>Make new friends</li> </ul>	<ul style="list-style-type: none"> <li>Complete tasks early</li> <li>Work in groups</li> <li>Think about solutions to social and emotional difficulties</li> <li>Make a plan</li> </ul>
<b>Secondary school</b>	<ul style="list-style-type: none"> <li>Tune in to your whakapapa</li> <li>Celebrate and re-ignite with culture and whānau/carers</li> <li>Seek help early</li> <li>Be kind to peers, parents and teachers</li> <li>Practice mindfulness</li> </ul>	<ul style="list-style-type: none"> <li>Keep active</li> </ul>	<ul style="list-style-type: none"> <li>Write a letter/email to someone you are grateful to have in your life</li> <li>Help out in the whānau as much as you can</li> </ul>	<ul style="list-style-type: none"> <li>Keep your mind active</li> <li>Stay focussed on goals</li> <li>Cultivate hopeful, positive thinking</li> <li>Do the best you can with resources you have</li> <li>Practice gratitude</li> </ul>
<b>Kaiako/ teachers</b>	<ul style="list-style-type: none"> <li>Take care of yourself</li> <li>You cannot pour from an empty cup</li> <li>Lower expectations on yourself</li> <li>Try journaling</li> <li>Talk to a friend or colleague</li> <li>Try meditation</li> <li>Listen to music</li> <li>Rediscover the simple things that bring you joy</li> <li>Check in with your students regularly</li> <li>Don't sweat the smalls stuff</li> </ul>	<ul style="list-style-type: none"> <li>Go for walks/go to the gym</li> <li>Practice yoga/body balance</li> </ul>	<ul style="list-style-type: none"> <li>Give compliments</li> <li>Work on connecting with students and colleagues</li> <li>Give yourself a break</li> </ul>	<ul style="list-style-type: none"> <li>Remember to take one step at a time</li> <li>Practice gratitude</li> <li>Appreciate moments</li> <li>Monitor your self-talk</li> <li>Be flexible in expectations of students</li> </ul>

# Resources

- Pause, breathe, smile - <https://mindfulnesseducation.nz/pause-breathe-smile/>
- Yoga for classrooms - <http://www.yoga4classrooms.com/>
- Cosmic kids - <https://www.cosmickids.com/>
- [Susan Kaiser Greenland](#) provides some kid-friendly guided meditations, including more “active” ones for children who struggle to sit still. Headspace app - <https://www.headspace.com/meditation/kids>
- Bulldog finds his quiet space - <https://www.youtube.com/watch?v=QKDLEdpRIRE>

# Resources

- [The Kissing Hand story book](#) – about separating from parents
- <https://sparklers.org.nz/parenting/sparklers-home-discover-your-strengths/> - a good way to boost self-esteem and confidence – do a strengths quiz and talk about your top 5 strengths – think about when you use these strengths everyday
- <https://sparklers.org.nz/activities/use-your-strengths/> - use your strengths to ‘grow a super strength’ or link strengths to resilience

# Resources

- My Hero is You: Storybook for children on Covid-19
- [Once I was very very scared audio book](#)

# Belly breathing

<https://www.youtube.com/watch?v=2PcCmxEW5WA>

Or

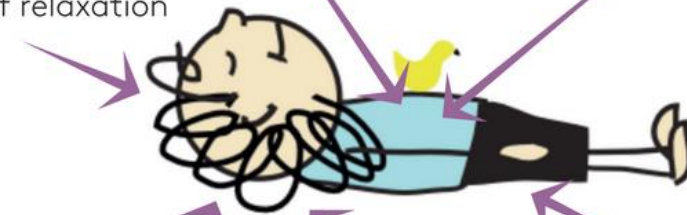
<https://www.youtube.com/watch?v=mZbzDOpyIA> – Belly breathing with Elmo

## Belly breathing

Automatically slows the heart rate, helping to relax & calm

The most efficient and relaxed way of getting enough air into your lungs.

Supports the life skill of relaxation



Can boost energy levels with a few minutes of relaxation throughout the day

Emulates breathing during the regenerating processes (sleep, digesting food or resting)

Increased awareness of the breath & its effect on the body



# Resources

- Books for talking about feelings
  - Aroha's way: a children's guide through emotions by Craig Phillips
  - In my heart: a book about feelings by Jo Witek
  - The Colour Monster by Anna Llenas

