



ENCOURAGING HAUORA:

An Introduction to the Science & Practice of Whole-School Wellbeing

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FB: NZIWR



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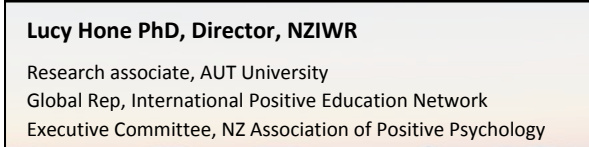
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Research and writing:

- Published in *NZ Journal of HR Management*, *International Journal of Wellbeing*, *JOEM*, *Psychology Aotearoa*, *Social Indicators Res.*
- Author, *Resilient Grieving* (2016)
- Blogger, *Psychology Today*
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University of Pennsylvania MAPP (Seligman, Duckworth, Peterson)
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NZIWR™ helps organisations understand & build wellbeing and resilience

GETTING READY GETTING STARTED IMPLEMENTATION REVIEW & ADAPT



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Unwanted & unexpected change is often forced upon us... while we cannot control our life circumstances, we can control our response


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More than half of the NZ population will meet the criteria for a mental disorder at some stage in their lives.




Source: Mental Health Foundation (NZ)


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Only 25% of NZ working population is psychologically flourishing
Hone et al. (2015)



YOU EXIST BUT DO YOU LIVE?

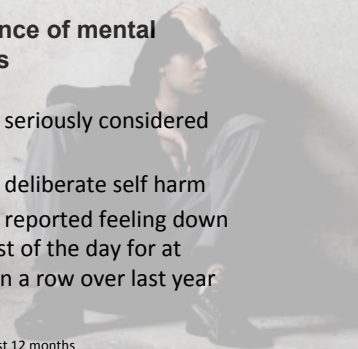
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Rising prevalence of mental illness & stress

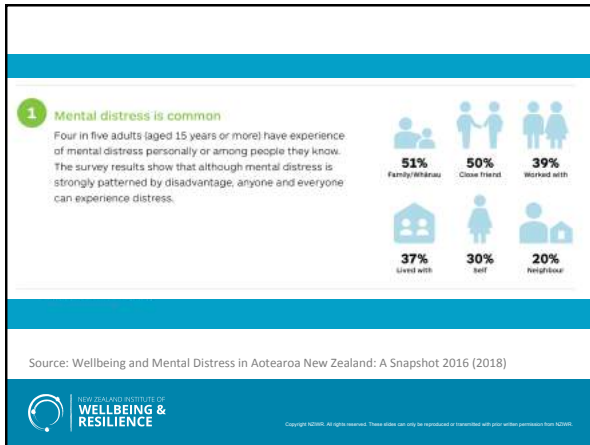
- 21% (F), 10% (M) seriously considered suicide
- 29% (F), 18% (M) deliberate self harm
- 38% (F), 23% (M) reported feeling down or depressed most of the day for at least two weeks in a row over last year

Youth 2000 Survey 2012, past 12 months



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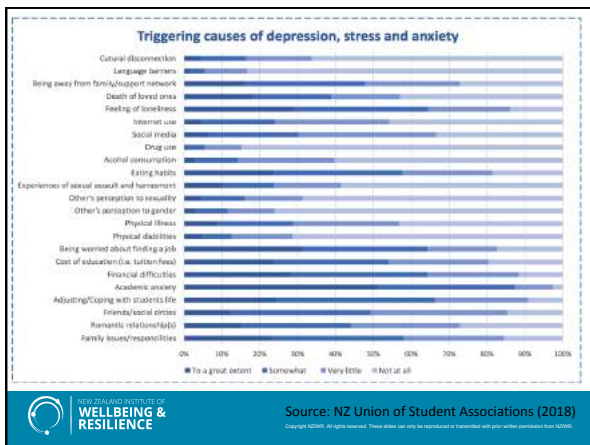


During the last 30 days,	None of the time	A little of the time	Some of the time	Most of the time	All of the time
How often did you feel tired out for no good reason?	3.33%	12.52%	28.78%	37.00%	18.38%
How often did you feel nervous?	3.87%	18.86%	36.88%	30.47%	9.92%
How often did you feel so nervous that nothing could calm you down?	28.05%	29.02%	28.96%	10.94%	3.02%
How often did you feel hopeless?	17.1%	24.91%	29.56%	19.77%	8.04%
How often did you feel restless or fidgety?	9.67%	25.21%	32.47%	24.18%	8.46%
How often did you feel so restless you could not sit still?	32.77%	30.65%	23.34%	10.28%	2.96%
How often did you feel depressed?	16.81%	22.01%	28.17%	21.52%	11.49%
How often did you feel that everything was an effort?	9.98%	19.65%	26.12%	27.75%	16.51%
How often did you feel so sad that nothing could cheer you up?	26.84%	27.87%	26.48%	14.15%	4.66%
How often did you feel worthless?	28.36%	21.34%	22.49%	18.44%	9.37%

Source: NZ Union of Student Associations (2018)

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Increased wellbeing is associated with:

- Increased ability to cope with stress
- Lower incidence of cancer
- Faster recovery from surgery
- Greater immunity from colds & flu
- More resilient to trauma
- Reduced incidence of heart attacks
- Greater job satisfaction
- Increased productivity
- Increased longevity
- More creative thinking
- Improved ability to make decisions
- Fewer marriage break ups

Source: Robinson, 2016


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Studies show improved levels of wellbeing (in an education setting) are associated with:

- Fewer symptoms of depression
- Less hopelessness
- Lower clinical levels of depression/anxiety
- Less procrastination
- Less conduct problems
- Greater levels of participation
- Stronger social and emotional skills
- Higher levels of optimism
- More self control
- More academic engagement
- Better academic results

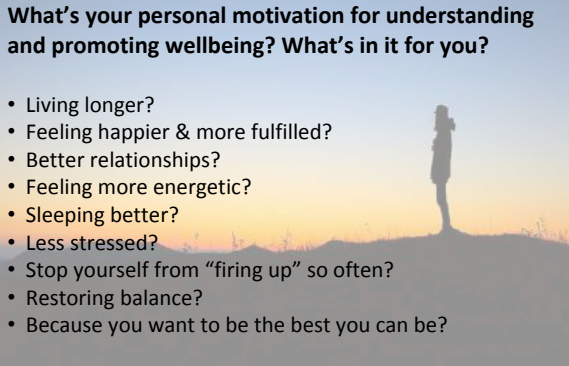

Source: Robinson, 2016



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What's your personal motivation for understanding and promoting wellbeing? What's in it for you?

- Living longer?
- Feeling happier & more fulfilled?
- Better relationships?
- Feeling more energetic?
- Sleeping better?
- Less stressed?
- Stop yourself from "firing up" so often?
- Restoring balance?
- Because you want to be the best you can be?

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**In two words or less...
What is it you most want for your children?**



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What do you most want for your children? (Seligman)


- Happiness
- Health
- Confidence
- Contentment
- Personal fulfilment
- Love
- Friendships




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What do schools teach them?

- Literacy
- Science
- Maths
- Arts
- Geography
- History
- Success
- Analytical skills
- Discipline

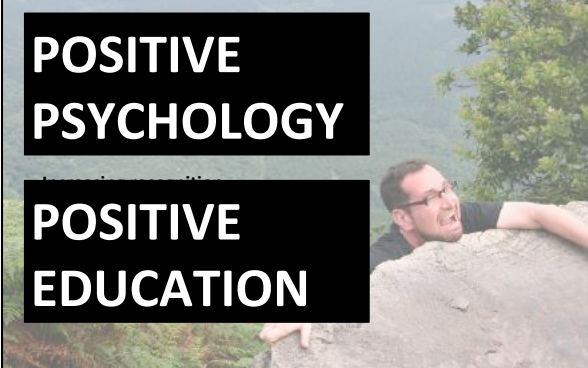


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POSITIVE PSYCHOLOGY

POSITIVE EDUCATION




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What's the alternative?

Positive Education: The bringing together of the science of wellbeing with best practice teaching, to support individuals, schools & whānau to flourish.



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- Reactionary
- Targeted
- Deficit-based

- Preventative
- Universal (whole school community)
- Strengths-based

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What is wellbeing? Academic definition

Wellbeing =
“feeling good and
functioning well”

Source: Huppert & So (2009)

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What are the different elements of hauora/wellbeing?

Mason Durie's Whare Tapa Whā model (1982)

Martin Seligman's PERMA model (2011)

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Wellbeing is a process over and above the absence of depression, anxiety and anger.”

Source: Martin Seligman, 2000

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Optimism v pessimism	Self-determination theory	Goal planning: Will power & way power	Growth v fixed mindsets
Avoiding Thinking Traps	Strategies for regulating emotions	Mindfulness	Strength-based Approach
Personal Stress Plans	Psychology of change & coping with loss	Strengthening relationships	Cultivating positive emotions

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Teaching Well-Being increases Academic Performance: Evidence From Bhutan, Mexico, and Peru

Adler and Seligman, 2016

Abstract
 Can well-being be taught at a large scale, and should it be taught in schools? Does teaching well-being improve academic performance? In Study 1, 18 secondary schools (n=8,385 students) in Bhutan were randomly assigned to a treatment group (k=11) or a control group (k=7). The treatment schools received an intervention targeting ten non-academic well-being skills. Study 2 was a replication study at a larger scale in 70 secondary schools (n = 68,762 students) in Mexico. The schools were randomly assigned to a treatment group (j = 35) or a control group (j = 35). Study 3 was the last replication study at a larger scale in 694 secondary schools (q = 694,153 students) in Peru. The schools were randomly assigned to a treatment group (h = 347) or a control group (h = 347). **In all three studies, students in the intervention schools reported significantly higher well-being and they performed significantly better on standardized national exams at the end of a 15-month intervention. In Study 1, the results for both well-being and academic performance remained significant 12 months after the intervention ended. For Studies 2 and 3, time will tell if our results endure 12 months after the end of the intervention. In all three studies, perseverance, engagement, and quality of relationships emerged as the strongest mechanisms underlying increases in well-being and enhanced academic performance. Our results suggest that, independent of social, economic, or cultural contexts, teaching well-being in schools on a large scale is both feasible and desirable.**

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How can we promote wellbeing in our schools?

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Explicit teaching of wellbeing	Staff Wellbeing	Awards & prize-giving	Reports
Student conferences	Restorative practice	External communications	Strategic goals & vision statements
Staff coaching/mentoring	Student voice	Enrollment processes	Community engagement

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Start by choosing a good theoretical model to use as a framework:

The slide displays six different theoretical models for wellbeing. From top-left to bottom-right, they are: a 3D house diagram; a hand diagram with five fingers labeled PERMA-V; a star diagram with five points labeled 'Five Ways to Wellbeing'; a circular diagram with five segments; a circular diagram with five segments and a central point; and a circular diagram with five segments and a central point labeled 'FIVE WAYS TO WELLBEING'.

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Map the Wellbeing Work Already Happening (according to ERO Wellbeing Indicators)

	1	2	3	4	5	6	7	8	9	10
ERO CATEGORY	Self	Whānau/Whānau	Whānau/Whānau	Whānau/Whānau	Whānau/Whānau	Whānau/Whānau	Whānau/Whānau	Whānau/Whānau	Whānau/Whānau	Whānau/Whānau
INDICATOR	1.1 Well-being of staff	1.2 Well-being of students	1.3 Well-being of the school community	1.4 Well-being of the school community	1.5 Well-being of the school community	1.6 Well-being of the school community	1.7 Well-being of the school community	1.8 Well-being of the school community	1.9 Well-being of the school community	1.10 Well-being of the school community
ACHIEVEMENT & SUCCESS	Highly effective	Very effective	Effective	Some effective	Not effective	Not effective	Not effective	Not effective	Not effective	Not effective
RESILIENCE	Highly resilient	Very resilient	Resilient	Some resilient	Not resilient	Not resilient	Not resilient	Not resilient	Not resilient	Not resilient
PRACTICE ACTIVITY	Highly effective	Very effective	Effective	Some effective	Not effective	Not effective	Not effective	Not effective	Not effective	Not effective
IMPACT AND EVIDENCE	Highly effective	Very effective	Effective	Some effective	Not effective	Not effective	Not effective	Not effective	Not effective	Not effective

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What does this look like in schools?

Always start with the staff (and include all staff!)

Learn It → Live It → Teach It → Embed It

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What does this look like in schools?

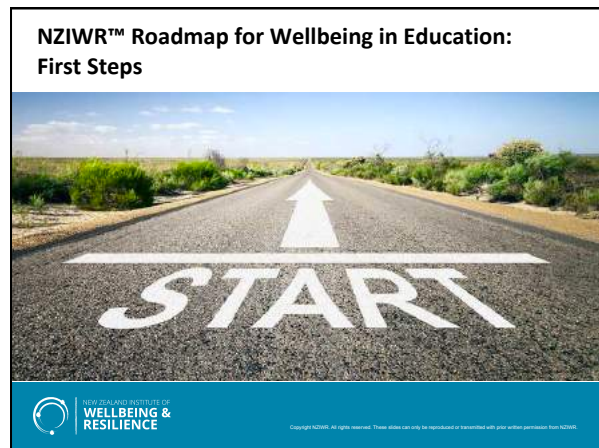
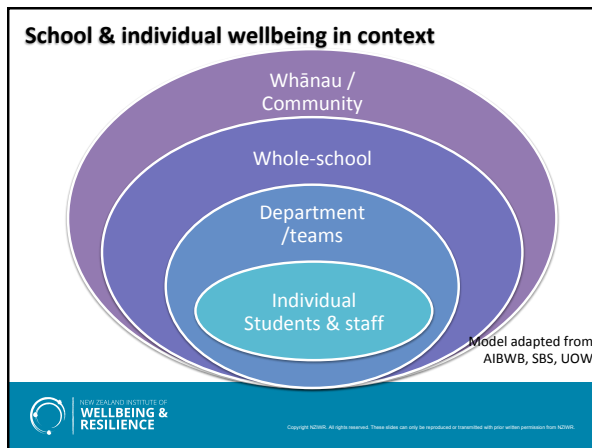
Explicit
("taught"
curriculum)

Implicit
("caught"
curriculum)

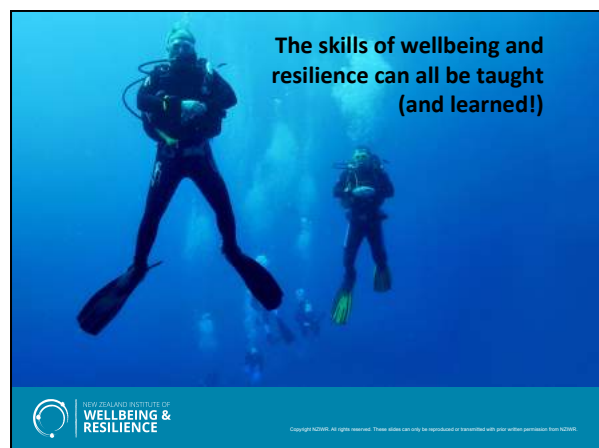
Involves more than just buying a wellbeing programme!

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- ### Wellbeing Change Principles
- Adapted from Practising Positive Education: A guide to improve wellbeing literacy in schools (Robinson, P., 2016)
1. It all starts with you – apply wellbeing to your own life
 2. Use consistent language & definitions
 3. Choose a theoretical model that fits well with your school
 4. Draw on the available evidence & best practice
 5. **Find your Hauora/Wellbeing Team**
 6. One size does not fit all – find the “right door”
 7. Measure broadly & as much as you can
 8. **Build buy-in across the whole school community**
 - Appreciate what’s working well
 - Wellbeing Inquiry
 - Wellbeing audit using your adopted model
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**Schools represent
the only way to
achieve universal
wellbeing
promotion**



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NZIWR™ programmes:

- Navigating Wellbeing Change: A Road-map for building whole-school wellbeing
- Taking a Strengths-based approach to promote engagement, relationships & achievement
- Mindsets for Success
- Kicking for the Surface: Strategies for wellbeing
- Avoiding Thinking Traps & Burnout
- Principal and Staff Wellbeing Plans
- Parent Education evenings

**Thank
you!**

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