



WELL-BEING AND VITALITY IN EDUCATION

Me ora tonu, me ako tonu, me whakatika haere

PĀNUI

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## Te Mana Ora

### Community & Public Health

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## FACEBOOK Pukamata

Keep encouraging your community to like our WAVE Facebook page for regular updates, competitions, links and other useful information.

[facebook.com/wavesouthcanterbury](https://facebook.com/wavesouthcanterbury)



*He purapura i ruia mai i  
Rangiātea e kore e ugaro.*

A seed sown in Rangiātea  
will never be lost.

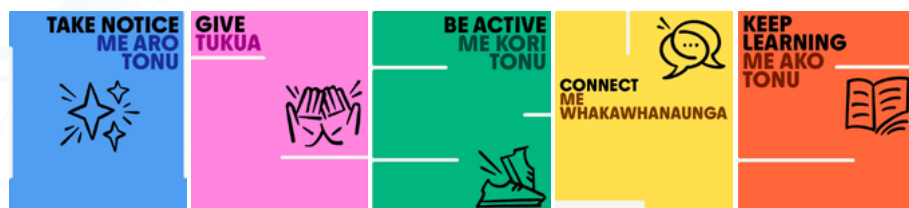


## TE ORANGA

### PARTICIPATION IN SOCIETY

## 5 Ways to Wellbeing: Feeling Good and Functioning Well

Mental Health Awareness Week was celebrated 18-22 September and this issue highlights all things encompassing the 5 Ways to Wellbeing. The 5 Ways to Wellbeing are a set of tools backed by evidence, that can be easily incorporated into anyone's life, regardless of their situation. The simple yet proven actions can help us to find balance, build resilience and boost our wellbeing. The WAVE team use this model to underpin all of our mahi and we know a number of you do too. Turn to pages 2 & 3 to read how the 5 Ways to Wellbeing come to life at West End Kindergarten, Lake Tekapo School and Cannington School.



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## Our Favourite Wellbeing Activities from Sparklers

[www.sparklers.org.nz/activities](http://www.sparklers.org.nz/activities)

### Sense of the Day:

This all age activity explicitly connects us to our senses and encourages the language that help us explore and make sense of our world. Suitable for ECE & all ages.

### Hikitia te hā:

Traditional Māori breathing and mindfulness sequences. This activity focuses our breathing and is a helpful way to be more mindful. Available in Te Reo. Suitable for ECE & all ages.

### Make your own Whare Tapa Whā:

Making it easier for everyone to understand wellbeing. This activity can be used both in the classroom or at home with the whānau. Suitable for the whole whānau or classroom group.

### Being a First-rate Mate!

Helps tamariki understand the qualities of friendships and how to strengthen them. Suitable for year 7 – 8, though can be adapted for other ages.

BETTER HEALTH

GREATER LEARNING

BRIGHTER FUTURES

**Te Whatu Ora**  
Health New Zealand  
South Canterbury



### Key Partners:

- Cancer Society
- Te Rūnanga o Arowhenua



## TE MANA WHAKAHAERE AUTONOMY

### Te Kitenga Ko Wai Tatou – Discovering who we are

**Te kitenga ko wai tatou is our focus in Ruawai, the under 2 area of West End Kindergarten.**

Our internal evaluation focused on whanaungatanga, exploring new ways to make connections with tamariki and whānau. We value parents as their child's first kaiako as experts of their tamariki. Life-long outcomes for tamariki are improved when whānau actively engage in education. We wanted to make a difference, initiate conversations, develop our knowledge and understanding about individual values, beliefs, whakapapa and expectations for their tamariki.

With Matariki approaching, we hosted a culturally inspired celebration where whānau could feel safe sharing ko wai au. We included a kite making activity which was a huge success. Every tamariki and kaiako now have their kite flying high in our room. Through our kites we have found things we have in common. These small connections have started much bigger conversations for everyone. That's how our relationships grow.

Relating the 5 Ways to Wellbeing to our kite making activity, we have a welcoming and inclusive way to CONNECT and establish relationships. We are LEARNING and NOTICING more about each other and our environment. Whānau and kaiako are ACTIVELY engaged with tamariki. This helps to GIVE the right support at the right time.



### 5 Ways to Wellbeing and Te Whare Tapa Whā Integration

Lake Tekapo School looked at these wellbeing models to consider how explicitly teaching these concepts and principles would benefit and guide learning. Initially this work focused on the active engagement of community, kaiako, whānau and children, so that their contributions had a strong focus on functioning well and looking out for each other. As we progressed however, the teaching staff and Board of Trustees have tended to look beyond the phrasing and focus on emotions, and has begun to understand that like all learning, the explicit teaching and deliberate actions are essential if you are wanting to embed these concepts.

We defined the 5 Ways to Wellbeing as a strategy for planning and integration of these wellbeing models into our curriculum and daily learning plans. Staff have been incredibly keen to ensure topics or initiatives being delivered align with these concepts and are incorporated into the teaching plan. This allows us to make the "connections" for the children and allows for purposeful engagement and natural links across the teaching day. Simple ideas such as positive mindset songs, planning for movement and mindfulness, reflection and self assessment and relating the concepts to classroom literacy topics have all backed up and reinforced to the children that these concepts are alive and around us at all times.

Lake Tekapo School has seen huge benefits through putting wellbeing at the forefront of our planning. The children have been able to create and perform the Takapō creation story of Rakaihautu and have been active in the planning of Sprout, our child friendly, sustainability character, who acts as Kaitiaki of our school. This initiative has strong links back to our wellbeing focus. The 5 Ways to Wellbeing and Te Whare Tapa Whā has provided us a framework that is easily understood, while allowing us to explore, engage and grow our cultural responsiveness. Integrating these frameworks and with the help of organisations such as WAVE, we have been able to delve deeper into our school culture. These concepts have helped to promote our sense of self and sense of place, while helping us connect with our own cultural identity as a small school.







## NGĀ MANUKURA LEADERSHIP

### **Kia ora Dean (Principal from Cannington School) could you tell us about how you came across the 5 Ways to Wellbeing?**

I was at a course where the presenter talked about the 5 Ways to Wellbeing. It was a simple concept that made a lot of sense, and I thought it would be a good fit for us at Cannington.

#### **Why have they worked so well for your kura?**

They match our values and philosophy. They are flexible enough to fit well with our unique culture and curriculum and our strategic goals and measures. They also provided practical useful examples, but the most important thing was how easy they are to explain and understand, for our students, our whānau and our community. They are relevant for anyone and for us they just work!

#### **So how did you introduce the 5 Ways to Wellbeing at your kura?**

We introduced it to students through our curriculum, thinking it would take a year to develop their understanding. We were wrong. They got the general idea in a matter of weeks, but it took a bit longer for them to understand the wider concepts and connections.

We also personalised our language and we use our own acronym CLANG, using our CLANG language to talk about mental health and mental wealth with our students. Together we developed tools for things like making and maintaining friendships or for gaining the confidence to try new things.

### **This sounds like quite a journey, with that experience behind you how has your understanding changed over time?**

We have learnt how the 5 Ways to Wellbeing can be used in multiple ways, with students or by students, to engage whānau or community and as a planning framework to consider and support wellbeing. Now when we have an idea we just give it a "CLANG" to work out how we can meet all of the actions and we use the same process again at the end to reflect on how well it went. It's a part of how we do things here.

#### **Can you give me an example of how that might look in reality?**

When we plan for an activity or event like the Cross Country, a Fun Day, or Community Planting in our rivers, we consider how we can meet the parts of CLANG and then afterwards we look at how we have met those objectives. For example, our River plantings keep us CONNECTED to our communities and our whenua as we GIVE our time, knowledge and energy to caring for the land and our river. We are LEARNING about how our actions affect our environment and our wellbeing. We are ACTIVE because we are planting, and we are more aware, TAKING NOTICE of a need and seeing how our actions can influence the outcome.

#### **In what ways has the 5 Ways to Wellbeing influenced the wellbeing environment at your kura?**

By openly talking about these components we give the students the language to think about their own well-being. Students can talk about how they feel and what we are doing affects parts of CLANG. In no way does this mean that we are perfect or even close, but what it does mean is that our tamariki and their whānau are aware of the components that when put together will help with their wellbeing.

**"We plant our rivers with natives to help filter the water"**



**"After events we just do it, you know talk about CLANG"**

*Cannington School planting natives in local farm waterways. Plants have been sponsored by Synlait, Silver Fern, and Fonterra but the kura has now set up a nursery to collect seeds and propagate their own plants which they will start planting next year.*



## MAURIORA ACCESS TO TE AO MĀORI

### Waihao Downs School visit to Waihao Marae – by Kere Adams Principal

At the end of Term 2 our entire school had the opportunity to spend the day at Waihao Marae participating in a variety of activities.

Ākonga and staff experienced a pōwhiri, a traditional ceremony welcoming our school onto the marae. Over the course of the day students worked within their class groups rotating around activities that involved Māori games, constructing a whata- fish drying rack, learning about moa and other interesting facts.

Our ākonga had a fantastic day and were really engaged in all the activities. They especially loved participating in the Māori games. The older children worked in small groups to construct a whata which proved challenging but they were all determined to complete the task.



### Aynsley Street Preschool – Korohi O Te Pēpi

Our tamariki were so excited to be performing at Korohi O Te Pēpi this year. Leading up to the event they practiced their waiata and kanikani everyday with the support of one of our whānau members who taught us some new waiata.

Our tamariki looked forward to their waiata practices each day and showed so much confidence. Tamariki helped to design and paint signs of our preschool logo to take with them onto the stage. Tamariki had lots of kōrero about the stage and what it might look like. One tamaiti even drew a picture of the stage and a map leading to it just to make sure we would get there safely on the day.

Our tamariki represented Aynsley Street Preschool with pride and are already looking forward to next year with comments such as "When are we going to the stage again?"

We would like to thank our whānau members for supporting us and cheering us on when we performed on the stage.

We had so much pārekareka! (fun).

He waka eke noa, we are all in this together.







## MAURIORA

### ACCESS TO TE AO MĀORI

#### FLAVA/Korohi O Te Pēpi Festival

Celebrating whanaungatanga and the many talented tamariki and rakatahi from our rohe!

#### 2023 Awards

**Overall Winner**

Ashburton College

**Performing Arts**

Waimataitai School

**Visual Arts**

Highfield School

**Senior kapa haka**

Ashburton College

**Junior kapa haka**

Bluestone School

**Innovation (creativity)**

Ashburton College

**Kākahu (best dressed)**

Ashburton College

**Te Reo Rangatira (language and pronunciation)**

Ashburton College

**Kaea Tuakana (most outstanding male lead secondary)**

Kaiwhaiki Peetitungo (Ashburton)

**Kaea Tuakana (most outstanding female lead secondary)**

Karakia Waa (Roncalli College)

**Kaea Teina (most outstanding male lead primary)**

John Sievers (Oceanview Heights School)

**Kaea Teina (most outstanding female lead primary)**

Nakeisha Austin (Bluestone School)

**Te Rito Award (the school that best represents the theme healthy relationships promoting a healthy environment)**

Waimataitai School and Sacred Heart Primary School



The Learning Barn



Bluestone School



He Manu Hou



Roncalli College



### Transport Choices – Surveys

The WAVE Active Travel Team has been working closely with the Timaru District Council as they launch two new initiatives. The Transport Choices Project is all about reducing our dependency on cars and emissions in the Timaru district, through investment in walking, cycling and public transport – in short, getting people out of private cars and making active travel part of their everyday lives. The Transport Choices Project will benefit the environment and improve our overall health and wellbeing – enabling us to feel good and function well.

#### The initiatives are:

- Supporting Safe, Green and Healthy School Travel – improving active travel for [initially] four targeted Timaru Schools: Waimataitai, Oceanview Heights, Grantlea Downs and Timaru South School.
- Walkable Neighbourhoods – looking at how can we better connect Ara Institute of Canterbury and the under-development Kainga Ora housing area to the city centre (they are currently “cut-off” by State Highway 1) through safer crossing points and the creation of a safe, walkable community.

Waimataitai, Oceanview Heights and Grantlea Downs have surveyed both whānau and ākonga around how they travel to school, how they would like to travel to school, what the greatest areas of concern regarding traffic and the ability to cross roads are, what would make them more likely to travel actively to school (i.e. walking, scooting or biking) and what they enjoy about travelling actively to school.

The schools and ARA were asked several open-ended questions around safety and enjoyment when walking, scooting and biking. The results were very encouraging, and we were able to group them into The Five Ways to Wellbeing (see page opposite).



Jane Powell presents an Ara Student with a spot prize voucher

### Oceanview Heights School – Whānau Day

We held a whānau day to celebrate Matariki. It was an opportunity for tamariki to share with whānau what Matariki means to celebrate student achievement in both in the classroom on stage and in the playground.

The WAVE team headed by Active Transport Health Promoter Jane Sullivan and WAVE Facilitator Janet Quigley were invited to the whānau day to talk with caregivers and parents while recording answers to the Transport Choices Survey.



WAVE Facilitator Greg also organised ti rakau, a traditional Māori stick game



Jane Sullivan with Nixon from Oceanview Heights School



Janet Quigley with Phenix from Oceanview Heights School





## TOIORA HEALTHY LIFESTYLES

### GIVE

WAVE would like to thank all the whā nau and ā konga who generously gave their time to answer these survey questions. Ka pai!

### KEEP LEARNING

"I have learnt how to cross the street properly."

"I have learnt how to ride on a bike."

"I know what I am doing and supposed to do now."

### TAKE NOTICE

"It makes me calm listening to the singing birds."

"I like looking at things around me when I scoot with my uncle and sister."

### BE ACTIVE

"It gets my legs up and running for school."

"It's nice to have some fresh air in the morning and stretching your legs."

"I like having a morning walk."

### CONNECT

"It's fun riding a bike with your friends."

"I get to see my friends, I know I'll have a good day."

"Because I get to see my friends walking and it calms me down."

"My brother and dad come with me."

"I walk to my Nana's."

*Quotes above from the tamariki about what they enjoy about using active transport to get to kura.*

## Project Zebra – Timaru South School tamariki earn their stripes

Project Zebra was run on the Craigie Avenue pedestrian (zebra) crossing the first week of Term 3.

Acting principal Donna Hale connected with the Project Zebra key partners: Deb Quested (NZ Police), Lucy Mehrtens (SC Road Safety Coordinator - aka Zephyr the zebra) and Jane Sullivan (WAVE Active Transport Health Promoter) who delivered this week long safe crossing promotion.

Staff took part in a PD session leading up to Project Zebra, and tamariki also took part in Safe Walking during and after with Deb to 'keep learning' and building their road safety skills.

Tamariki and whānau were encouraged to 'be active' in their journey to kura and to participate in Project Zebra. A parent told Jane her son had asked her to drop him off on College Rd so he could practice the kerb drill and gain confidence using this pedestrian crossing.

Project Zebra promoted awareness of this pedestrian crossing to drivers to encourage them to 'take notice' and be mindful of tamariki and whānau walking and scooting in this neighbourhood.

We all have a part to play in ensuring the active travel journey to school is a safe and enjoyable experience.



## 5 WAYS TO WELLBEING IN EDUCATION



Images ©Mental Health Foundation

### FOR STUDENTS

- Plan 5 Ways to Wellbeing themed house or whānau room competitions.
- Notice and acknowledge helpfulness, kindness and generosity of others.
- Take notice of how you feel and connect with the things you need.
- Be active in your community - visit a neighbour, join a club, advocate for change.
- Ignite your passion and actively engage with your life-long learning journey.

### IN THE CLASSROOM

- Start the day with karakia or a simple mindful practice.
- Connect with interesting and inspirational people in your community.
- Use the 5 Ways to Wellbeing as a framework to support physical, mental, social and environmental wellbeing.
- Visit [www.sparklers.org.nz](http://www.sparklers.org.nz) for a broad range of NZ based wellbeing activities.
- Finish the day by sharing or journaling the things you are grateful for.

### FOR STAFF

- Learn about how the 5 Ways to Wellbeing can support your wellbeing.
- Design fun staff activities around the 5 Ways to Wellbeing.
- Use the 5 Ways to Wellbeing as a frame to plan and guide wellbeing in your kura.
- Find out how the 5 Ways to Wellbeing were developed at: [www.mentalhealth.org.nz/five-ways-to-wellbeing](http://www.mentalhealth.org.nz/five-ways-to-wellbeing)
- Explore the 5 Ways to Wellbeing at Work resources: [www.mentalhealth.org.nz/workplaces](http://www.mentalhealth.org.nz/workplaces)

### WHĀNAU AND COMMUNITY

- Share the 5 Ways to Wellbeing in your communications with whānau.
- Plan a whānau "Connect with Nature" photo competition and follow up with an exhibition inviting whānau & community into your kura.
- Plan homework activities that connect students, whānau and community, eg: family alphabet walk, mapping my street.
- Invite whānau and community to participate in projects with your kura, eg: Tree or riparian plantings, community gardens and cultural experiences.
- Sparklers has a great section called Sparklers at Home: [www.sparklers.org.nz/parenting/](http://www.sparklers.org.nz/parenting/)

### ENVIRONMENT

- Develop a quiet calm reflective space within your grounds.
- Take class work outside on a warm day – don't forget sunscreen!
- Explore a small section of grounds up close and see what you can find.
- Go for silent mindful walks with a different focus each day, eg: sounds, colours, smells and patterns.
- Gather and make art or musical instruments from natural or waste products and explore [www.ecan.govt.nz](http://www.ecan.govt.nz) for more outdoor ideas.

The WAVE Newsletter is printed on 100% recycled paper.  
After all, you cannot have healthy people without a healthy planet!

