



WELL-BEING AND VITALITY IN EDUCATION

Me oranga tonu, me ako tonu, me whakatika haere

PĀNUI

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Te Mana Ora

Community & Public Health

18 Woolcombe Street
PO Box 510, TIMARU
Phone: 03 687 2600
www.wavesouthcanterbury.co.nz

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facebook.com/wavesouthcanterbury



He kai kei aku ringaringa

Help me to help myself
(I have the capability to do
for myself)

KIA ORA KOUTOU, TALOFA LAVA, MALO E LELEI, BULA VINAKA AND KIA ORANA!

WARM GREETINGS TO YOU ALL!

Welcome to 2024! It is exciting to see all the opportunities for learners and learning this year brings. Positive Food Environments continue to be a key focus for WAVE and we will be providing Professional Development on 21 May to support schools to lay the foundation for future health and wellbeing. We know that nourishing kai supports behaviour and concentration and that tamariki find it easier to learn when their tummies are full. Positive relationships with kai strengthens hauora and sets tamariki up for success, enabling tamariki to grow and learn well.



What's inside:

- Positive Food Environments
- The WAVE journey over time
- We farewell an ECE star
- Upcoming opportunities

BETTER HEALTH

GREATER LEARNING

BRIGHTER FUTURES

Te Whatu Ora
Health New Zealand
South Canterbury



Key Partners:

- Cancer Society
- Te Rūnanga o Arowhenua



Positive Food Environments

When we talk about the food environment at kura, we are talking about much more than lunchboxes. For example, what's in your current food and drink policy? Is it championed by staff? Does your curriculum focus on food and nutrition? Do you offer the best drinks for tamariki (wai and plain unflavoured milk)? Do staff role model positive behaviours and use encouraging language around kai? Do you have gardens to grow kai in? These are great questions to reflect on your wai and kai environment.

Makikihi School has been a leader as far as creative ways of integrating their curriculum and fund raising. A Sunflower maze, paddocks of potatoes and corn grown for sale, donated apples from a local orchard and even a pig race at a local outdoor event have featured. Community connections and a bit of creativity has produced multiple funding (and healthy learning) opportunities.

Every day is a learning opportunity, with every meal and snack developing an understanding of how food impacts on our

body and mind. Research shows that our mealtimes and food experiences as tamariki influence our relationship with food as adults. Tamariki develop positive relationships with food when:

- they have meal and snack routines that support body autonomy.
- tamariki are allowed to regulate the amount of food they eat.
- interest in a variety of foods is fostered.
- adults role model and provide a positive, pressure-free meal time environment.

While adults provide the food, tamariki should be empowered to decide what to eat. This is called the '**division of responsibility**': Adults determine when, what and where a child eats, and the child decides how much they eat or whether they want to eat anything at all.





Fostering Food Explorers

Tamariki need nutritious foods for strong bodies and brains. Different foods provide different nutrients for the body, which is why adults are responsible for providing tamariki a variety of food. Strategies that support tamariki to listen to their bodies and develop healthy attitudes towards food are the same as those practiced every day in early childhood education settings.

- ➔ Tamariki are 'eaters in learning' as they are introduced to new shapes, colours, textures, and flavours of food.
- ➔ Tamariki are born with a desire to explore food through their senses.
- ➔ Education settings are well placed to support tamariki to grow familiar with new foods outside of mealtimes.



This approach builds on the curious and exploring nature of tamariki and keeps food enjoyable and fun to learn about.

Tools to support you:

The Education Hub article and webinar:

Positive eating practices for supporting children's healthy relationships with food - THE EDUCATION HUB

How to support positive food environments in early childhood settings - THE EDUCATION HUB

The Heart Foundation – contact your WAVE facilitator for a copy of the Heart Foundation's resource.

Teaching Resources | 5adayeducation.org.nz

Take time to slow down and really explore food. Eg. read a book about apples, explore apples, how does it look? Smell? what's inside? Lots of descriptive language, science, maths and more.

Remember the power of positive role modelling; kaiako who sit down to eat with tamariki can help to demonstrate a positive relationship with food.

Coming together in a comfortable and purposeful space for mealtimes is particularly useful for tamariki who do not want to eat, this space allows for positive and enjoyable conversations, without focussing on food.

Creating a positive food environment for learning and wellbeing involves all whānau and kaiako. By reflecting on our own mealtime practices, and those of our whānau community, we can be intentional and purposeful about developing positive experiences for tamariki.



"Mahia i runga i te rangimārie me te ngākau māhaki"

"With a peaceful mind and respectful heart, we will always get the best results"



St Josephs School, Temuka

A whole school approach to Positive Food Environments has been the journey for St Josephs School, Temuka. Following a stocktake, there were a few avenues identified to enhance the environment for students. As part of the Technology Unit, senior students were asked to design a menu item and create an advertisement to share their healthy food alternatives for lunches. The recipes developed were combined into a recipe book to be shared with the whole school community.

During Term 4, students celebrated their mahi around creating a positive food environment with a whole school Market Lunch Day. All students had the opportunity to explore preparing and cooking food and explore how food makes us feel. The fantastic ads were designed to help students with decision making for the Market Lunch Day. All the food options had to consider the concepts of Go, Grow, Glow.



With a selection of fruits, granola, natural yoghurt and honey.





GO foods give us the energy to move, play and learn, like carbohydrates such as bread, rice, pasta and cereals

GROW foods fuel our body, are high in protein like dairy, meats, beans and legumes

GLOW foods keep our skin, hair and nails bright and glowing, including all of the colourful fruits and vegetables



Positive Food Environments PD

21 MAY 2024

Contact your WAVE Facilitator for further details and to book your spot!





TE ORANGA PARTICIPATION IN SOCIETY

Twizel Area Kindergarten

Connections build resilience in small communities like Twizel and manaakitanga is our guiding star at Twizel Area Kindergarten. Knowing our people and understanding our ways of doing and being is very important to us because it's our parents and community that guide our culture and practice, not the other way around. This perspective means we prioritise whanaungatanga and go to great lengths to foster productive relationships with our whānau and our community.

The door is always open at Twizel kindergarten, but kaiako like to take things one step further by visiting tamariki and whānau in their own homes. Tamariki are always very excited to take us on a tour of their bedroom or their playhouse and introduce us to their whānau, pets and favourite things. At the same time, we get to know whānau and they get to know us. Together we break down any barriers, we explore education and we develop understanding. We value the rich knowledge whānau possess and willingly share when we are in their space and have found our tamariki home tours a great way to encourage whānau back into our space.

Our community knows us very well too. We are very visible, often take small groups of tamariki out on excursions to places



like the community garden, to music, to school or regular bike rides and walks. This is how we get to know the people in our community and grow our turangawaewae into new spaces and places. And when we need to know what our community thinks, we go out and ask. We have been known to fill whole books with comments from community. Understanding our place and valuing the people around us means it doesn't matter what we need or ask for, whānau or our wider community always step up.

Carol - Head Teacher





TE MANA WHAKAHAERE AUTONOMY

Esk Valley Kindergarten

Tamariki were very excited to harvest our broccolini from the garden and to celebrate this we decided to make some hummus to try with it. For many of the tamariki this was a new experience eating broccolini and hummus together. It was great to see so many of the tamariki trying the new textures and foods.



Fun day at Cannington School

Over 100 students and teachers from St Joseph's Fairlie, Albury, Lake Tekapo and of course host Cannington School all enjoyed an action packed day of activities.

Included in the activities were softball, confidence course, ballet and Splat ball. The weather on the day was hot and students made use of the WAVE sunscreen spike and shade when they could.

Many thanks to all the volunteers, parents and teachers for an enjoyable day.



Arowhenua Māori School

Establishing daily routines has been a success for health and wellbeing. Straight after lunch students brush their teeth then its mindfulness time getting the tamariki settled and ready for the afternoons learning. Ka mau te wehi!





NGĀ MANUKURA LEADERSHIP

Celebrating 60+ Years!

WAVE was officially launched in 2007 and by September 2008, all of these amazing kaimahi were part of the WAVE team. Anna Reihana, Debbie Johnstone, Greg Newton and Janet Quigley add up to a lot of experience! With over 60 years working alongside South Canterbury education settings to enhance learning and wellbeing outcomes, the team have a number of highlights.

Anna was part of the very first FLAVA festival in 2007 and 16 years later FLAVA still continues to grow and evolve as a key celebration of Ka Toi Maori across the education sector. The value of long standing connections and partnerships is integral to WAVE.

Janet recalls the huge progression in cultural responsiveness with te reo Māori and tikanga now integrated into daily learning opportunities. Seeing the relationships schools have built with mana whenua, she is particularly proud of the Waimate kura, all of whom visit Waihao Marae on a regular basis.



Sustainable Edible Gardening workshops with ECE were intentionally planned to ensure settings understood the importance of each part of the WAVE process; Engagement, Inquiry, Planning, Action and Transformation. Many ECE continue to use the garden as a calming, peaceful place providing experiences for tamariki and bringing whānau and the wider community together. A practice that continues today as you can read in many of the pānui stories.

We are so proud of the WAVE journey so far and look forward to what the future brings.



**"Ko te tamaiti te
pūtake o te kaupapa"**
The child is at the heart
of the matter

Similar to the teaching as inquiry cycle as outlined in the New Zealand Curriculum and Health Promoting Schools, the WAVE journey uses review and evaluation to reveal the gains that have been made, and what next steps are needed to achieve your setting's health and wellbeing goals.



NGĀ MANUKURA LEADERSHIP

We WAVE Farewell to a Great Leader

Connections and community cohesion are key themes as we speak to retiring South Canterbury Kindergartens (SCK) senior teacher Angela O'Connor about her forty plus years working in early childhood education. Angela's roles have spanned the breadth of the ECE sector including the Ministry of Education, and latterly with Central South Island Kindergartens, where she delivers professional learning support to education settings across South & Mid Canterbury.

You were the original ECE sector representative on the WAVE Working Group. What does WAVE mean to you?

WAVE is an example of how communication and connections can make a significant difference for kaiako, tamariki and whānau. From the beginning people from health, education, sport, mana whenua and other related groups came together to explore a more holistic approach to responding to community needs. Having mana whenua present foregrounded tikanga Māori and helped to grow Te Tiriti o Waitangi based practices



in education and health.

Discussions at Working Group meetings grew the knowledge and perspectives of all the sectors present, leading to the development of workable and practical wellbeing actions for all to benefit from.



What are the pre-requisites for successful relationships between health and education and what does success look like?

Trust is really important in the type of relationship we have with WAVE and this takes time to develop. Collective understanding is a direct result of the relationship we have with our WAVE Facilitator. ECE having access to people and processes able to support them with health and well-being initiatives to this degree is unheard of. It's quite different from a service coming in and delivering a package. Having the constant reliability of WAVE support has meant we are equipped to develop, adapt and provide our own learning experiences to support tamariki holistic wellbeing and development. This is incredibly empowering and means we can continue to grow ourselves. It's like the "teach them to fish" analogy really.

And finally, what should we be celebrating?

We are very fortunate to have WAVE. I know many ECE services in other areas who wish they had the support that we do. I'm grateful for the vision twenty years ago that saw health and education working together to make a difference for tamariki and their whānau. I appreciate the enduring nature of our relationships and am proud our wellbeing journey continues to grow both mana and opportunities for tamariki.

WAVE congratulates Angela on her retirement, acknowledging and valuing her lifetime of service to Early Childhood Education and our connection with Angela who has provided WAVE with valuable insight into the Early Childhood sector.



Images ©Mental Health Foundation



Transport Choices at Grantlea Downs

During Term Three, Grantlea Downs students from Yr 3-8 engaged in a classroom hands up survey which asked about how they travel to school and how they would like to travel to school. Term Four, whānau were invited to take part in a wider school travel survey to better understand travel behaviour to and from Grantlea Downs.

Also, Project Zebra took place on the Grants Rd zebra crossing. This collaborative project supports tamariki to safely cross the road. Tamariki and whānau, alongside Zephyr the Zebra, are encouraged to demonstrate the KERB drill (STOP, LOOK, LISTEN) and be active participants in deciding whether it is safe to cross. We even had some help from the new National MP – James Meager.

Driver awareness of the zebra crossing is heightened by the large electronic message boards, the tamariki holding zebra signs as they cross, and of course the presence of our Project Zebra mascot Zephyr. Overall drivers adjusted their speed on the approach to the crossing and were on the 'look out' for tamariki waiting to cross. We were also able to check whether helmets were fitted correctly and adjust if needed.



The 2v2 rule for Helmet Fitting

- 2** – the front of the helmet should sit no more than 2 finger breadths above the eyebrows.
- V** – the side straps make a V with the adjustable clip forming the bottom of the V just below the ear lobe.
- 2** – you should be able to get a maximum of 2 fingers under the chin strap when fastened.

The link below clearly demonstrates how to fit the helmet with strap adjustments:

www.goride.co.nz/bike-helmets/how-to-size-and-fit-a-kids-bike-helmet/



Waimataitai School Travel Plan

Congratulations to the Waimataitai staff and school community who have successfully increased their active travel rates from 36% to over 75% consistently through terms three and four. The school have four assigned drop off and pick up zones a short walking distance from the school entrances. This has greatly reduced the congestion outside the school gate, making it safer for active travel.





MAURIORA ACCESS TO TE AO MĀORI

Te Kāhui Mātauranga ki Arowhenua

Ko te whenua e hāroa e te Kāhu

Te Rūnanga o Arowhenua Executive has tasked Te Kāhui Mātauranga ki Arowhenua to be the point of contact for all education related queries, cultural awareness and professional learning development within the Arowhenua takiwa (south of Rakaia to Waitaki inland to the Alps).

As a Tiriti o Waitangi responsive partner, there is an expectation that all education providers, health providers, government organisations and community groups develop a relationship with mana whenua. To begin this hikoi, a one-day wānanga (workshop) to provide the foundation of building the first steps of a partnership and a sustainable relationship was delivered on 26 January 2024.

This introductory one-day wānanga aimed to provide support, advice, and guidance about who we are as Kāti Huirapa, including sessions on te reo Māori and pepeha, pūrākau important to Arowhenua, waiata, and education specific kōrero. Our aim is to provide a series of wānanga that tells our story as Arowhenua Kāti Huirapa the gateway to the south. We offered this opportunity to share our values, aspirations of our tipuna, mokopuna and taonga precious to us.

For further information about our rūnanga please follow the link:
[Te Rūnanga o Arowhenua Te Runanga o Arowhenua Marae](#)

Gwen Anglem-Bower



Timaru North & South Kāhui Ako - Hauora Wānanga

The Timaru North & South Kāhui Ako are partnering with WAVE to deliver a Hauora Wānanga at the Arowhenua Marae on Thursday 14th March 2024. The event will cater for up to 80 Year 9 & 10 ākonga from through-out the Timaru North & South Kāhui Ako Kura and is aimed at equipping ākonga with tools and strategies for enhancing their overall wellbeing. The day will include four workshops centred around Te Whare Tapa Whā: Taha tinana (physical health), Taha wairua (spiritual health), Taha whānau (family & social health), and Taha hinengaro (mental & emotional health). We are also working with the Te Rūnanga o Arowhenua Education Komiti, Arowhenua Whānau Services and the YMCA.

The idea for the event developed after we surveyed kaiako around issues facing rangatahi today. The key points raised were around the lack of resilience that rangatahi display and the fact that do not have strategies to cope with stress or challenges that arise, which often leads to poor mental health wellbeing.

Jo Shaw - Kāhui Ako Student Collaborator





TE ORANGA PARTICIPATION IN SOCIETY

WAVE Evaluation Survey 2023

A huge thank you to all those you took part in the recent WAVE survey. WAVE often seeks input from the education sector into WAVE programme content and delivery. This helps to ensure we remain relevant and fit for purpose. We were overwhelmed with a response rate of almost 94%!

The survey results paint a positive picture of health promotion in priority education settings in South Canterbury.

Highlights include:

- Over 90% of respondents reported being very satisfied or satisfied with WAVE.
- The most important ways WAVE supported settings included strong relationships between education settings and their WAVE facilitator, support to increase cultural responsiveness, advice and support on health-related topics, and provision of health-related resources.
- Almost half of respondents reported being supported by WAVE to increase their cultural responsiveness.
- Over 60% agreed or strongly agreed that the work WAVE does with their setting contributes to reducing inequalities.

Link to full survey:

www.wavesouthcanterbury.co.nz/media/5065/waveevaluation231127.pdf

Stay cool and well this summer

- 1 Drink plenty of water
- 2 Stay in cool places out of the sun
- 3 Wear light, loose cotton clothing

Te Aka Whai Ora
Māori Health Authority

GO WELL

Te Whatu Ora
Health New Zealand

NEW! Wellbeing in Education Network

For all organisations working towards health and wellbeing in education in South Canterbury.

Previously called the WAVE Working Group, this network provides an effective way of sharing information and addressing local needs and aspirations. Join us for nibbles and chats!

- Opportunity to connect and collaborate
- Learning opportunities
- Share your mahi

Dates for 2024:

7 March

6 June

5 September

5 December

Thursdays 1pm - 2.30pm

Contact the WAVE Administrator on 687 2606 or WAVE.Administrator@cdhb.health.nz for further details

✦ Youth Health Clinic ✦
at The Y on 7-9 Sophia St, Timaru
for 12-24 year olds for all your health needs

Just drop in
no appointment needed

Tuesdays
2:30pm-4:30pm

the Y
YMCA South & Mid Canterbury
Investing in the Next Generation
Te Whakarangāhi i te Raukanga o Māta

Te Whatu Ora
Health New Zealand
South Canterbury

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After all, you cannot have healthy people without a healthy planet!

