

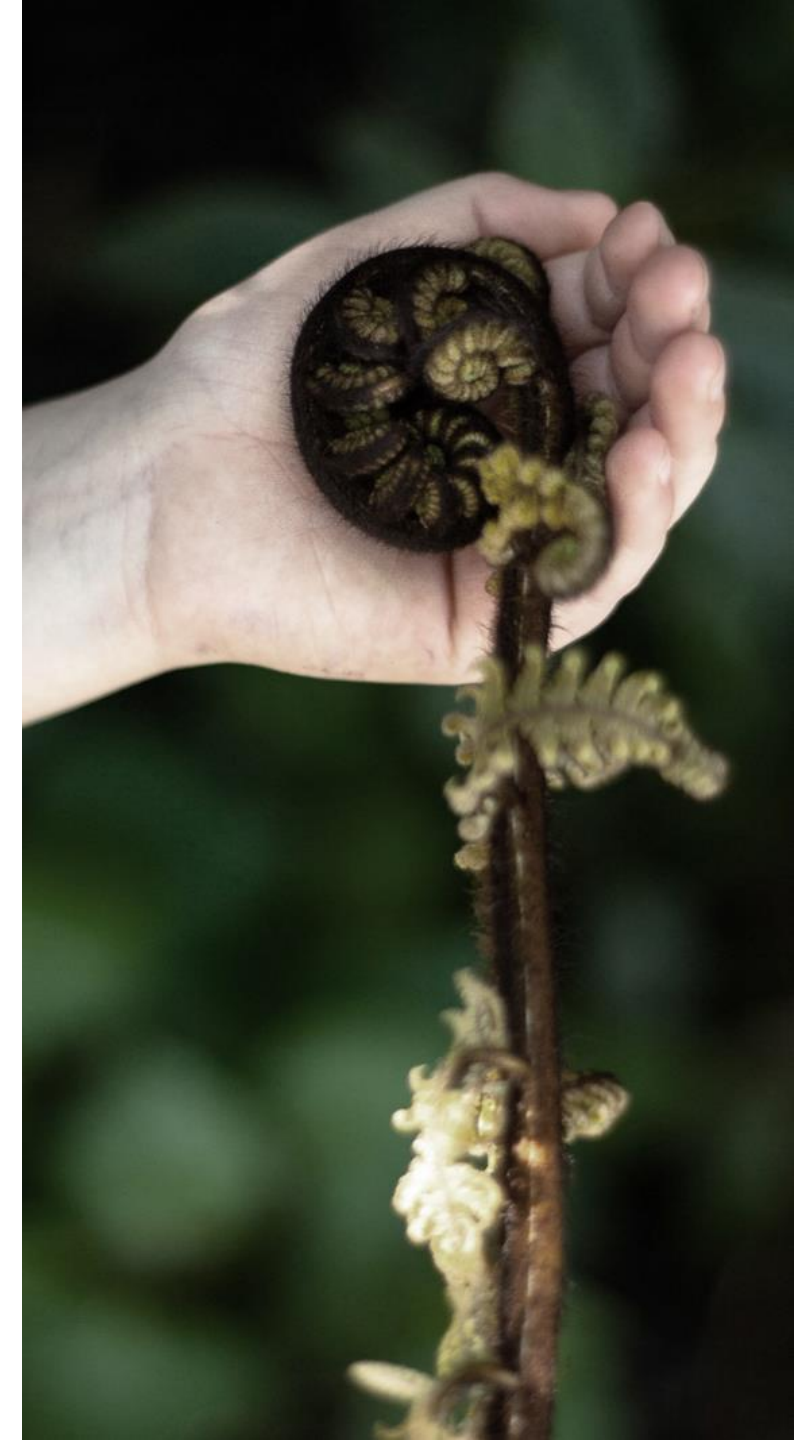
# Enabling Student Wellbeing: Teacher insights for developing a culturally and linguistically responsive approach to Social- Emotional Learning

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# What is social-emotional well-being?



- The way a person thinks and feels about themselves and others.
- It includes being able to adapt and deal with daily challenges (resilience and coping skills) while leading a *fulfilling life*.

# Why does SEW matter?

Our tamariki want to be  
loved, safe, nurtured,  
learning and developing,  
accepted, respected, and  
connected, involved and  
empowered

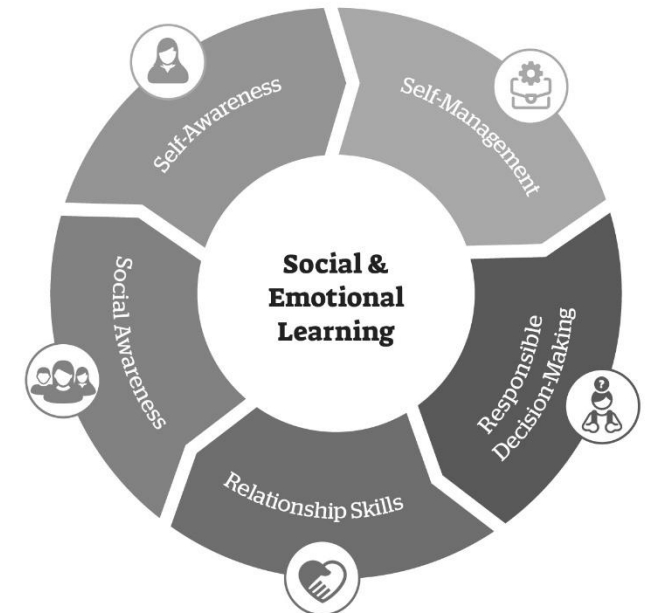
NZ Child and Youth Well-being Strategy  
(2019)



# Educating for SEW: Social-Emotional Learning

The process through which all young people and adults acquire and apply the knowledge, skills, and attitudes to:

- develop healthy identities
- manage emotions
- achieve personal and collective goals
- feel and show empathy for others
- establish and maintain supportive relationships, and make responsible and caring decisions.



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# Educators make a difference in SEW/SEL

The influence of teachers/leaders is clear but complex

- Related to perceptions they hold around SEW, of themselves, and their students
- Perceptions are underpinned by their own understandings and competence in SEW



# Our Partnership

A collaborative project including teachers, tamariki, whānau, hapū and iwi

- Hornby High School
- Hornby Primary School
- Te Taumutu Rūnanga
- University of Canterbury/Otago



# Our Goal

**Expanded construct for SEL**

**Engagement and Partnership  
with Whānau & Community**

**Te Tiriti-based Ako Framework  
for Social-Emotional Learning**

**Teacher Personal and  
Professional Learning**

**Culturally & Linguistically  
Responsive Practices**

# Our Teacher-Researchers

- Hornby Primary School
  - Level 2 immersion te reo Māori
  - Year 6 English medium
  - Deputy Principal – leadership role
  - Tamariki –  $n = 43$  (2019),  $n = 39$  (2020)
- Hornby High School
  - Year 7/8 English medium, Y10 English
  - Deputy Principal – leadership role
  - Tamariki –  $n = 34$  (2019),  $n = 58$  (2020)





# Our Ways of Working

Design based research methodology

- Informed by Kaupapa Māori research principles
- Engaging whānau, students & teachers in co-construction process

Overall aim:

- To understand current effects of perspectives, structures, and practices to create new knowledges, and ways of being around SEW/SEL



# Design-Based Research



Refinement of problem, solutions, methods, practices & Design Principles

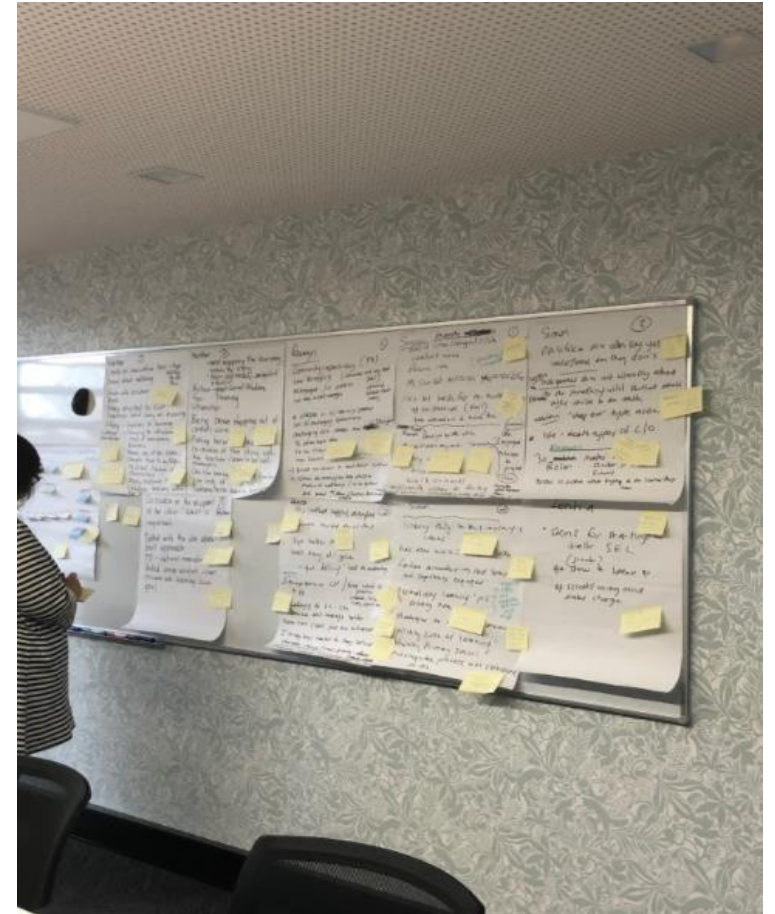
# Toward a Culturally & Linguistically Responsive Framework for Social Emotional Learning



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# Data Gathering

- Wānanga
  - spaces where individuals gather to share, discuss, deliberate, and consider ideas
  - founded on whakawhanaungatanga
- Noticing (Mason, 2001)
  - Own practice
  - Tamariki
- Surveys
  - Strengths and Difficulties Questionnaire
  - Sense of Coherence
  - Self-Efficacy





# What we have learned: Refined understandings of SEL/SEW

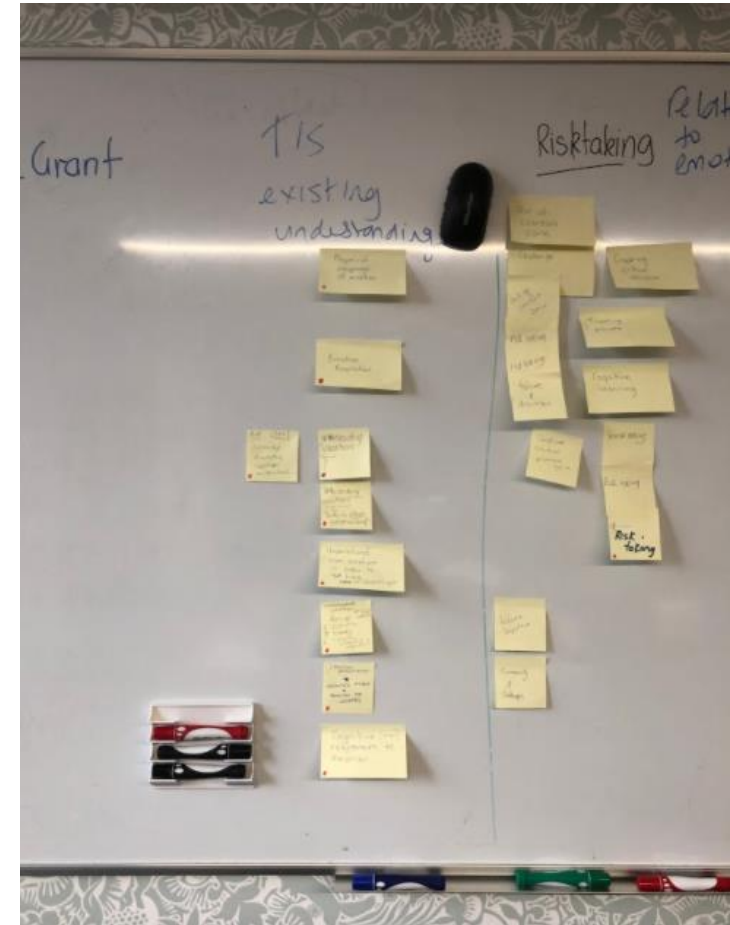
## Relationship skills (multi-dimensional)

How one related to one's self

How one related to culture, language, and identity

How one related to learning

A relational approach, within which skills would be taught explicitly. The roles of teachers and students were interchangeable (ako).



# Communication skills (related to culture, identity, and language)



- Fostered by having:
  - understanding of emotions and emotional states
  - recognition of emotions and associated behaviours
  - language to talk about emotions and feelings
  - ability to reframe experiences through deconstruction and reconstruction

Teachers' held that having knowledge and skills would contribute to fostering confidence in others

# Emotions



- Emotions were an area perceived as being less developed
- Personal emotional competencies vs Teacher emotional competences
- Recognized the importance of whānau & socio-historical influences



# Ākonga data



Primary ( $n = 42$ ); Secondary ( $n = 32$ )

- Differences in data between primary and secondary ākonga
- Lowered ability to respond to stressful situations and problem solve
- Lowered ability to manage their emotional stress
- Peer difficulties above expected average
- Low levels of prosocial skills.



# Crafting & Trialing new SEL practices



- Teachers identify existing practices that aligned
- Emotions Reflective Tool
- Cultural Narratives
- Explicit teaching of emotions/feelings vocabulary and skills
- Focus on peer relationships

# Reflections poster



## Reflection Questions for Well-being & Belonging



This week, I felt a sense of  
belonging when...

This week, I felt affirmed in  
my unique identity when...

This week, I felt a sense of  
accomplishment when...

This week, what I noticed about  
my feelings & emotions was...

This week, I want you  
(my teacher) to know....



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- Collective Strategy
- Fostering understandings around emotions & emotional states
- Develop holistic and reciprocal relationships
- Focused on belonging, identity, self-efficacy, and emotions.

# Reflections poster - Year 4-6 Bilingual



- Tamariki have their own slide deck and it is a private conversation between teacher and tamaiti.
- Provides a space for reflecting on emotions and thoughts and using new vocabulary discussed.
- Creates an opportunity for tamariki to think about their world and whānau not just themselves.
- Develops strength between teacher and tamaiti, knowing the learner.

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# Reflections poster - Year 4-6 Bilingual



## Reflection Questions for Well-being & Belonging



This week, I felt a sense of  
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This week, what I noticed about  
my feelings & emotions was...

This week, I want you  
(my teacher) to know....



- Questions can be transferred across all year levels and learning abilities.
- Reflective questions are a non-threatening forum to discuss honestly how they are feeling and know that I will respect there kōrero.
- Develops higher order thinking as the tamaiti has to consider what they actually think and identify vocabulary to express themselves . Problem solving
- The time to use reflective questions needs to be scheduled regularly and valued, kaiako need to take time to make comment for it to be authentic.

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# Responses from tamariki - Year 4-6

## Bilingual

### Reflection Questions for Well-being & Belonging



This week, I felt a sense of  
belonging when...

This week, I felt affirmed in  
my unique identity when...

This week, I felt a sense of  
accomplishment when...

This week, what I noticed about  
my feelings & emotions was...

This week, I want you  
(my teacher) to know....

This week I felt a sense of accomplishment when...

I succeed, like when I learn a different language called Māori. I have been learning about my pepeha so I know where my ancestors come from, and this is important to me because it's my whānau and I feel connected to the rivers and mountains and all the history and stories about what happened there. (Tamaiti Y5)

What I notice about myself when...

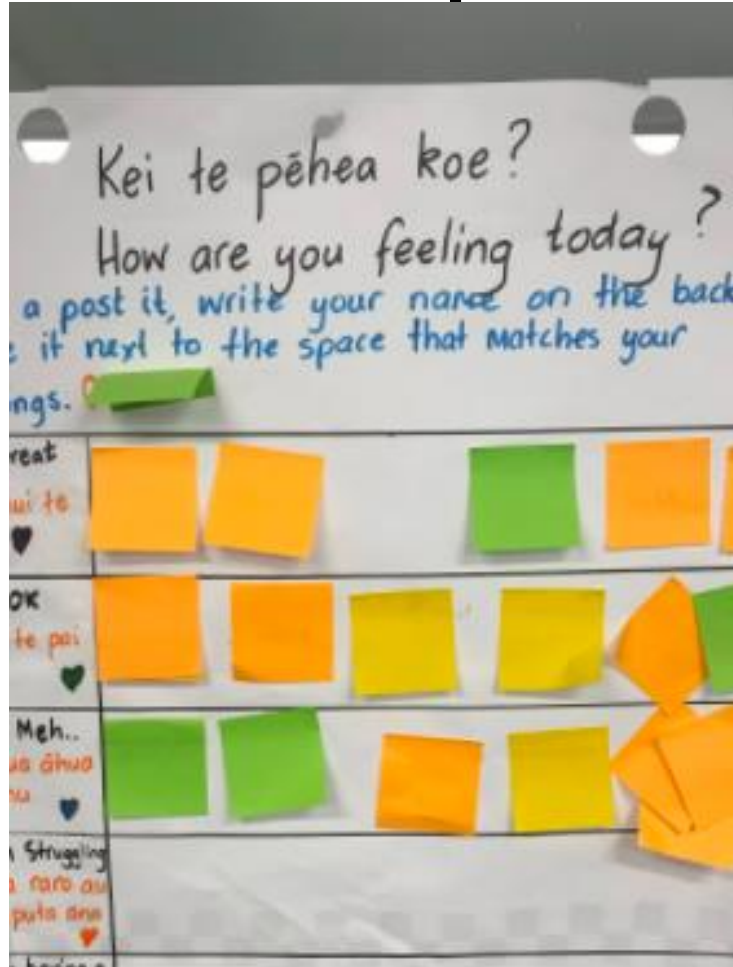
What I notice about myself when something goes wrong near my house or where I live, all I can care about is the people around me or my whānau. In 2019 there was a shooting in my street and I was worried my whānau were hurt. (Tamaiti Y4)

# Kōhatu Mauri



- Our maurī stone symbolises the life force of the classroom, the energy, the guardian and the eyes that see everything.
- The beautiful piece of unpolished pounamu resides in a specially woven kete and the tamariki touch it and rub it when they feel they need a little top up of ‘goodness.’

# Kei te pēhea koe?



## PĒHEA NGĀ PIROPIRO?

Kei te pēhea koe?

\* Required

Email address \*

Your email

Kei te pēhea koe? \*

☐ Ka nui te pai? I'm great

☐ Kei te pai I'm OK

☐ Tāua āhua tonu I'm meh



# Reflections poster – Intermediate setting



- Rangatahi explore feelings and emotions and record in private journal
- Develop self-reflection skills
- Increase understanding of their emotions, express themselves more effectively over time
- Provides a space for rangatahi to experiment with emotional vocabulary at their own pace

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# Reflections poster – Intermediate setting



- Confidentiality between ākonga and kaiako provides a nurturing space
- Honesty and freedom of expression valued and fostered
- Conference with every student to support and encourage more critical thinking and reflection. Done with respect and grace
- Questions are accessible for all rangatahi; supports wide range of needs and abilities including: cultural, neurodiverse, gender diverse, anxiety

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# Student reflections



## Reflection Questions for Well-being & Belonging



This week, I felt a sense of belonging when...

This week, I felt affirmed in my unique identity when...

This week, I felt a sense of accomplishment when...

This week, what I noticed about my feelings & emotions was...

This week, I want you (my teacher) to know....



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***This week, I felt affirmed in my unique identity when.....***

*"I felt affirmed in my unique identity and culture when I'm at the Tama Mai Sauté Dance Academy. This programme has had a big impact on me personally. Honestly, sometimes I would feel shy and afraid to represent and be proud of my culture especially at school, participating in the academy has taught me that I should be proud of myself, be proud of my culture and be proud to be Pasifika.*

*I also felt affirmed in my unique identity & culture when we had to write our own stories using values and I felt a sense of belonging because other students had the same values and fear as me and I felt that I wasn't alone, and I will never be."* (Student A)

***This week I felt a sense of accomplishment when...***


















*"I built up the confidence to finally talk to new people and made new friends this week I feel like I'm a step closer to being more social. It makes me feel very powerful and proud because I did something that I thought I wasn't able to do."* (Student B)

- Vocabulary is accessible no matter what level of the curriculum ākonga are at
- Allows students to increase emotional vocabulary and practice using new vocabulary in a range of learning situations
- Complimentary to other tools



# Wellbeing choice board tool - Raewyn

5 Ways to Wellbeing Choice Board

<p>Feeling anxious or need to calm down? Try <a href="#">Box breathing</a></p> 	<p>Try <a href="#">Hikitia te Ha</a> or <a href="#">yoga</a></p>  	<p>Read a book</p> 	<p>Do Mindfulness <a href="#">Mini meditation</a> <a href="#">Let go of stress</a></p> 
<p>Play a game - sports, board game or cards</p>  	<p>Go for a walk. Walk and talk with a friend</p>  	<p>Get in a circle and have a korero. Take the time to listen.</p>  	<p>Take some quiet time for yourself.</p> 
<p>Finish off work you haven't completed</p> 	<p>Do some creative writing in your book.</p> 	<p>Do something kind for someone else.</p> 	<p>Do some drawing.</p>  

- Based on the 5 Ways to Wellbeing (Mental Health Foundation of New Zealand) and/or Te Whare Tapa Whā (Durie) models.
- Principles and activities are explicitly taught
- 10 minutes at the beginning of the day
- Setting themselves up so that they are learning reading at the beginning of the day and are learning to self regulate
- Creating their own kete of wellbeing tools, opportunity to experiment and practice skills



# What difference does SEL make to ākonga well-being



- SEL/SEW is an entwined and mutually reinforcing system
- Enriches relationships between kaiako, ākonga, & whānau
- Places tamariki at the centre of the whenua alongside whānau and kaiako
- Reinforces the importance of cultures, language, and identity in the development of SEL

# What difference does SEL make to ākonga well-being



- Communication is fundamental to SEL
- Vulnerability (including around negative emotions) can create opportunities for SEL and fostering of SEW
- SEL practices and activities supports the development of SEW within the classroom context.

# What difference does SEL make to ākonga well-being



- SEL includes implicit and explicit teaching of knowledge and skills
- SEL is fundamental at both primary and secondary levels
- A focus on SEL that is underpinned by a holistic approach to SEW, is a worthy investment for schools including for ākonga, kaiako, and whānau.



# Kā mihi nunui...



- We extend our heartfelt thanks to our kaiako, tamariki, whānau, iwi, hapū, & rūnaka, who have made this research possible.

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- Dr. Veronica O'Toole
- Alethea Dejong, and Kate Mclachlan, (Hornby Primary School)
- Simon Scott, Marina Shehata, Terry Mitchell, and Chris McLaren (Hornby High School)



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