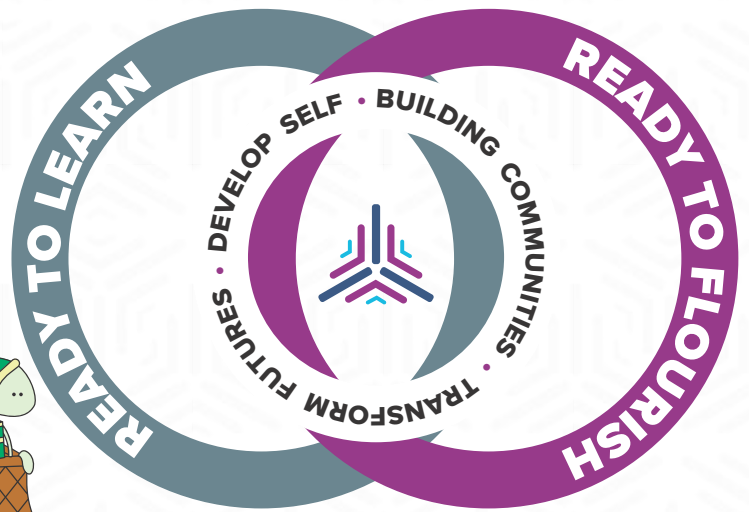


WHY WELLBEING?

As a society we place great emphasis on being active, feeling fit and eating well and this also applies to keeping our mind fit and well. Mental fitness is just as important as physical fitness and the two are usually linked.

If we are feeling fit, we tend to eat well and therefore feel good on the inside. We begin to notice how we are feeling and can achieve our goals and connect with others in a positive way.

The positive emotions that are associated with wellbeing give us strength in all areas of our life and give us the skills to deal with issues when they crop up.



WHAT IS WELLBEING?

Through our work with Lucy Hone, she uses the definition from Felicia Huppert & Timothy So, from Cambridge University who define wellbeing as “feeling good and functioning well”.

Wellbeing is linked to happiness and builds resilience to get through the tough times and enables us to flourish.

TEENAGERS AND WELLBEING

Being a teenager is really hard. The teenage brain is undergoing a major transformation and during these years our young people can really struggle. They need our help (even if they say they don't) and we need to give them clear expectations whilst also teaching them tools to help them flourish both academically and with their own well being.

HOW DOES ALL OF THIS LOOK AT ROLLESTON COLLEGE?

Rolleston College is one of many New Zealand schools to implement the Ministry of Education Positive Behaviour for Learner School Wide Framework. At our school this framework has been adapted to work within the context of our school and our learners.

The purpose of Positive Behaviour for Learning-School Wide (referred to as Ready to Learn at Rolleston College) is to ensure the Rolleston Spirit is flourishing within our school. The staff have a strong belief that learners need to be Ready to Learn and Ready to Flourish.

If a learner performs poorly in a learning task we teach them what steps to take next, if they struggle at a particular sports skill, we teach them how to improve, if they can not play a musical instrument we teach them how to play, yet traditionally, if they behave differently to what we expect... we punish them.

PB4L aims to use teaching behaviour as a tool for improving behaviour.

OUR BELIEF:

EFFECTIVE SCHOOL SYSTEMS + POSITIVE EDUCATION =

FLOURISHING LEARNING ENVIRONMENT FOR ALL

R2L	POSITIVE EDUCATION
EXTRINSIC	INTRINSIC
Behaviour expectations, processes etc.	Feeling good and functioning well

Flourishing Learning Environment

READY TO FLOURISH

We already know that in education one size does not fit all so we promote learners having access to a wide range of wellbeing resources that we call our 'Hauora Kete'. The contents in the Kete are taught to learners and staff in various ways across our learning programme. Some of the tools in our kete are:

CHARACTER STRENGTHS

According to the VIA Institute on Character (www.viacharacter.org), every individual possesses all 24 character strengths in different degrees, giving each person a unique character profile. Knowing your signature strengths is a tool that can help you through times of struggle.

Knowing and growing your core strengths can also help you to flourish and build your wellbeing. At Rolleston College, all staff and Learners take the free online test and know their Character Profile. This is then applied to their learning and celebrated through Character Theme weeks and World Character Day. Character Strengths are also used in Goal Setting and can be a useful tool when restoring situations

MINDFULNESS

Mindfulness is paying attention to our thoughts and feelings, learning to slow things down so we can react and see things more clearly.

From 2017 the Pause, Breathe, Smile programme from the Mindfulness Education group was taught across whānau. This programme has clear links to the New Zealand curriculum and is also explored at some of our feeder schools. This means learners are coming to Rolleston College with an understanding of mindfulness practices and how it can help them with focus and learning. Through the 8 sessions in the programme our junior learners are able to engage in mindfulness practices and to understand how mindfulness can support their learning and achievement.

In 2018 all staff spent the day with John Quinn who is the Director of Wellbeing and Positive Education at Christ's College and has lead a 3 year implementation of positive education both in and out of the classroom. Rolleston College aims to further integrate mindfulness practices into our curriculum for senior learners to support their educational success.

TE WHARE TAPA WHA

This is a key wellbeing model that forms the foundation of our hauora practices. It recognises the four cornerstones of health. Should one of the dimensions be missing or damaged a person can become unbalance.

The four pillars are: Taha Tinana (Physical Health) this is the capacity for growth and development; Taha Wairua (Spiritual Health) our capacity for faith and communication; Taha Whānau (Family Health) this is belonging, caring and sharing with family and wider society; Taha Hinengaro (Mental Health) this is to consider our thoughts, feelings and emotions.

Learners start their year 9 journey developing an understanding of this model and create their own whare to support their understanding.

COURAGE

Zest • Bravery • Honesty • Perseverance

WISDOM & KNOWLEDGE

Love of Learning • Perspective
Judgement • Creativity • Curiosity

HUMANITY

Love • Kindness • Social Intelligence

JUSTICE

Teamwork • Leadership • Fairness

TEMPERANCE

Humility • Prudence • Forgiveness
Self-Regulation

TRANSCENDENCE

Appreciation of Beauty & Excellence
Spirituality • Gratitude • Humour • Hope

FIVE WAYS TO WELLBEING

The Mental Health Foundation promotes this as a key wellbeing tool. '5 ways' includes Take Notice, Be Active, Keep Learning, Connect and Give.

They are actions that can be incorporated into your life at any time. Some learners find this is an easy way in to understanding wellbeing.

CHECK AND CONNECT

This is a way of connecting with our learners on a daily basis and in all learning vehicles. There are a variety of ways that Check and Connect can operate — with the essential outcome being that all learners know that they have staff who care, are ready to help, and work together to create a flourishing learning environment. The learners can use and practice the tools from their kete, just as you would use and practice numerical skills.