

Supporting wellbeing study Manaakitia ngā tamariki kia ora ai

What is this report about and who is it for?

We visited your school to learn about how your school supports the wellbeing of Māori students, as well as all students, as part of the *Supporting wellbeing* study.

The study is about wellbeing and how schools help students feel they belong, are happy, and that their identity is valued. The study also looks at what schools do if there is a problem or things feel unfair.

The wellbeing of young people is very important. When young people feel like they belong at school, and feel like their identity is valued, they are better able to learn and develop.

This is a confidential report for your school that summarises some of the ideas that students, staff, whānau, and Board of Trustee members at Brookfield School shared with us when we visited.

Who did we talk to?

We talked to 4 senior students from rumaki and 6 from English-medium classes, 2 whānau members, 1 Board of Trustee member, and 6 school staff.

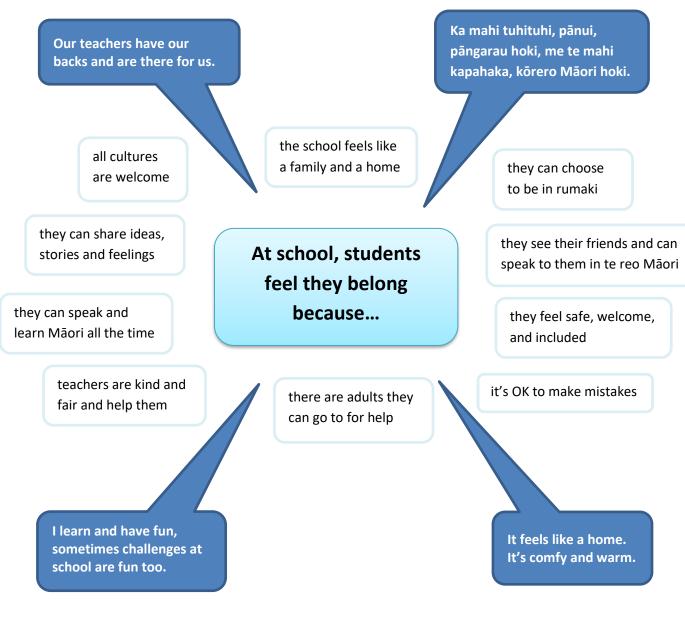
What is in the report?

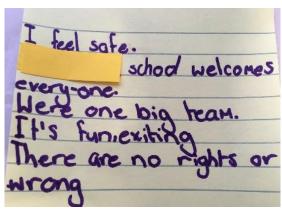
This report includes:

- What students say about school
- What whānau like about school
- · How the school culture supports wellbeing
- How the curriculum supports wellbeing
- · How the school deals with the hard stuff
- Possible next steps.

For most sections, the main themes from interviews are shown in plain text boxes. Quotes from students, whānau, and Board of Trustee members are shown in **blue speech bubbles**, and staff quotes are in **orange bubbles**. Images of notes written by students, and of a poster in a classroom are also included.

What students said





What students said

I te kura e hari ana au. He Māori au ina ahau i te kāinga me te kura

> because te reo and tikanga Māori is everywhere – inside and outside the classroom

He tino harikoa au kia whiwhi i tēnei reo, nā te mea he reo ātaahua

because their culture and language is important to them

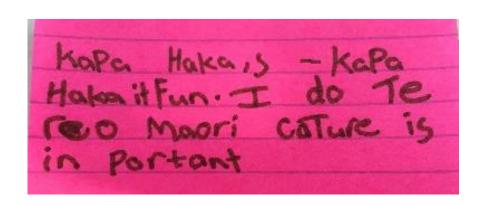
when they are at home and at school

Students feel proud to be Māori...

because they like learning te reo Māori

when leading karakia and standing up to speak

when they speak Māori, and do kapa haka or mau rākau



What whānau like

You're never alone. They [the tamariki] have a foundation, no matter where they go.

staff know and love every tamaiti, and show manaakitanga The principal, she actually integrates what the parents want. I have never seen a school that does that so well.

Brookfield have a holistic view of their tamariki

there are lots of free or low-cost opportunities for tamariki

staff communicate with whānau often and in many different ways

te reo and tikanga Māori are part of the school culture

They are learning tikanga Māori as well as speaking te reo Māori. How to hold themselves on the marae, the belief system, connection to the land.

Whānau like that...

cultural identity and inclusion are highly valued and supported in the school doors are always open, and they feel welcome

the school deals with any issues quickly, effectively and respectfully

they can trust the school to support them and their tamariki in difficult times

the school pays attention to what whānau want, and follows through

Teachers are known to be kind, firm and fair. Parents trust the teachers to look after their kids.

What the school values and does to support wellbeing

Brookfield School values...

Whanaungatanga - relationships

Being huggy and caring

Being calm - tau, and humble

Being inclusive of diversity

Whakapapa

Knowing all tamariki and their whānau

Holistic views of wellbeing and its relationship to learning

Having a Māori way of doing things

Te reo and tikanga Māori

Empowering partnerships between whānau and staff

The door is always open, parents just waltz in everyday all the time. No rules to stay outside the classroom... There are staff who make time to look after people, the admin lady is always calm.

If the child isn't well within themselves the learning doesn't take place.

Kaiako are very good with making whakapapa links or other links, or there is a pūrākau to explain some kind of connection. It's the same for the Pākehā staff — we know your grandfather who works at so and so. Lots of connecting without too much thinking about it. The teachers know the kids.

Contributing roles and actions

The SCHOOL...

- has a shared long-term vision
- is connected to local hapū and iwi through whakapapa
- is committed to revitalising te reo Māori throughout the school and through rūmaki classes
- works with local providers, trusts, and volunteers to maximise support opportunities for tamariki
- supports the wellbeing of tamariki and whānau.

STAFF...

- are committed to creating an environment where everyone is whānau
- are committed to having meaningful and longterm relationships with whānau
- include kaiako connected to local hapū, iwi, and marae
- are seen in, and are connected to the community
- are building collaborative leadership
- are committed to whole school PLD, e.g. Incredible years, te reo Māori.

BOARD OF TRUSTEES...

- includes iwi members
- are in it for the long haul
- set and pursue clear long-term goals for te reo Māori and staff PLD.

SENCO...

 brokers extra support for students, whānau or teachers who need it.

Having different generations is very important — we need them or we wouldn't have our reading club, some grandparents are dropping off their mokos. We have to get to know them. There are long term relationships in the community.

shifting from tokenism to authenticity e.g., learning tikanga, roles and values by doing mahi at the marae

building a curriculum in consultation with local hapū, that includes iwi stories about the whenua and tāngata (e.g., Battle of Gate Pā), marae visits,

tikanga, and whakapapa

a focus on understanding and celebrating diversity and everyone's identity

In rumaki in the morning hui, we make a big deal of kids who look after others, tuakana, so they can see that's the kind of behaviour we are looking for.

Manaakitanga is one of our big kaupapa.

We want to encourage it..... We have five kaupapa: aroha, tautoko, manaakitanga, tiaki, and whakaute.

feelings- and values-based learning that gives students strategies to understand and manage their feelings (that is supported by external providers like Kiwican)

The curriculum supports wellbeing through...

offering mau rākau and the many types of learning embedded within it embedding te reo and tikanga Māori throughout the school

> critical conversations in rumaki that raise consciousness about kaupapa Māori (e.g., a debate about speaking te reo Māori) on the netball court)

learning experiences that encourage tuakana-teina relationships

embedding kaupapa and PB4L LOTS values within learning experiences

It is about just wanting for our kids to do well. Get that in place so they can learn. Kids are calm, tau this year and they are seeing the benefits. Just having that foundational stuff - relationships, being happy, being tau.

ADULT FOCUSED STRATEGIES

Teachers are expected to have good relationships with whānau and know their situation

Leaders grow staff's ability to have difficult conversations (e.g., through role modeling and observation)

Leaders are committed to having difficult conversations in ways that maintain relationships and mana

Any issues are addressed quickly and face to face (not on the phone) using restorative strategies

I now say to a parent who comes in 'I'm sad you feel like that, I'm glad you've come to me' I use the kinds of phrases that make parents feel listened to.



Dealing with the hard stuff

The right people are called in to help (e.g., the SENCO brokers extra support if needed for students, whānau and teachers)

Restorative scripts and 'no blame, no shame' approaches are used to get to the bottom of situations

Teachers don't yell, criticize, humiliate, they do have a sense of humour, tell kids they care about them. Teachers always say 'I really care about you, and I like you' and kids feel like they're on their side. Once it's dealt with, it's a new day.

STUDENT FOCUSED STRATEGIES

Students are encouraged to know who they are and learn to be ok with differences

Students are supported to have a strong sense of self so they have a solid foundation to manage hard stuff

Teachers create space for students to discuss their feelings, understand emotions, and learn how to manage difficult situations (e.g., during circle time)

Teachers offer students strategies they can use to self-manage conflicts with other students (e.g., WITS)

They have that genuine āhua – the teachers have it – they won't tolerate it [racist comments]. I have those conversations too with the tamariki.

Possible next steps:

He moemoeā – he huarahi

Whānau and Board of Trustees suggest...

Becoming a fully bilingual kura

More whānau involvement where tauira and whānau are learning te reo Māori together from early childhood through to adults

Having more staff (who are recognised in the local community) to help tamariki with complex situations at home

(On the whole, whānau and Board of Trustees were very happy with the school's direction and the care staff have for tamariki)

Staff suggest...

Continue doing things that are working:

- Whakawhanaungatanga
- Whānau continue to feed into plans for the school
- High expectations of teachers and children
- Mindfulness and sharing

 including from a Māori
 perspective
- Acknowledging and embracing diversity

More support for teachers to have difficult conversations

Ongoing funding to support children with a diagnosis or ongoing learning support needs Align PB4L and rumaki values and tikanga

Building on the whole school approach to embedding culture

Students want more....

Leadership and manaakitanga – tuakana and teina

Friendship

Inclusion

Rumaki: speak te reo Māori all the time

English medium: more reo

More staff to help with large classes

Better behaviour, less bullying, being mean, or put downs

More sports, trips, camps

Tidy school

Better facilities, e.g. sports fields and toilets

Support people who need it, e.g. with kai, or with school fees

Something to consider

Some of the strategies used in rumaki could be transferred to the English medium part of the school, e.g. critical conversations and debates about topical issues important to Māori.