



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.

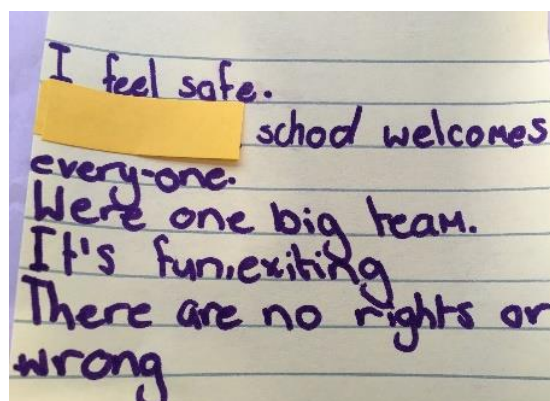
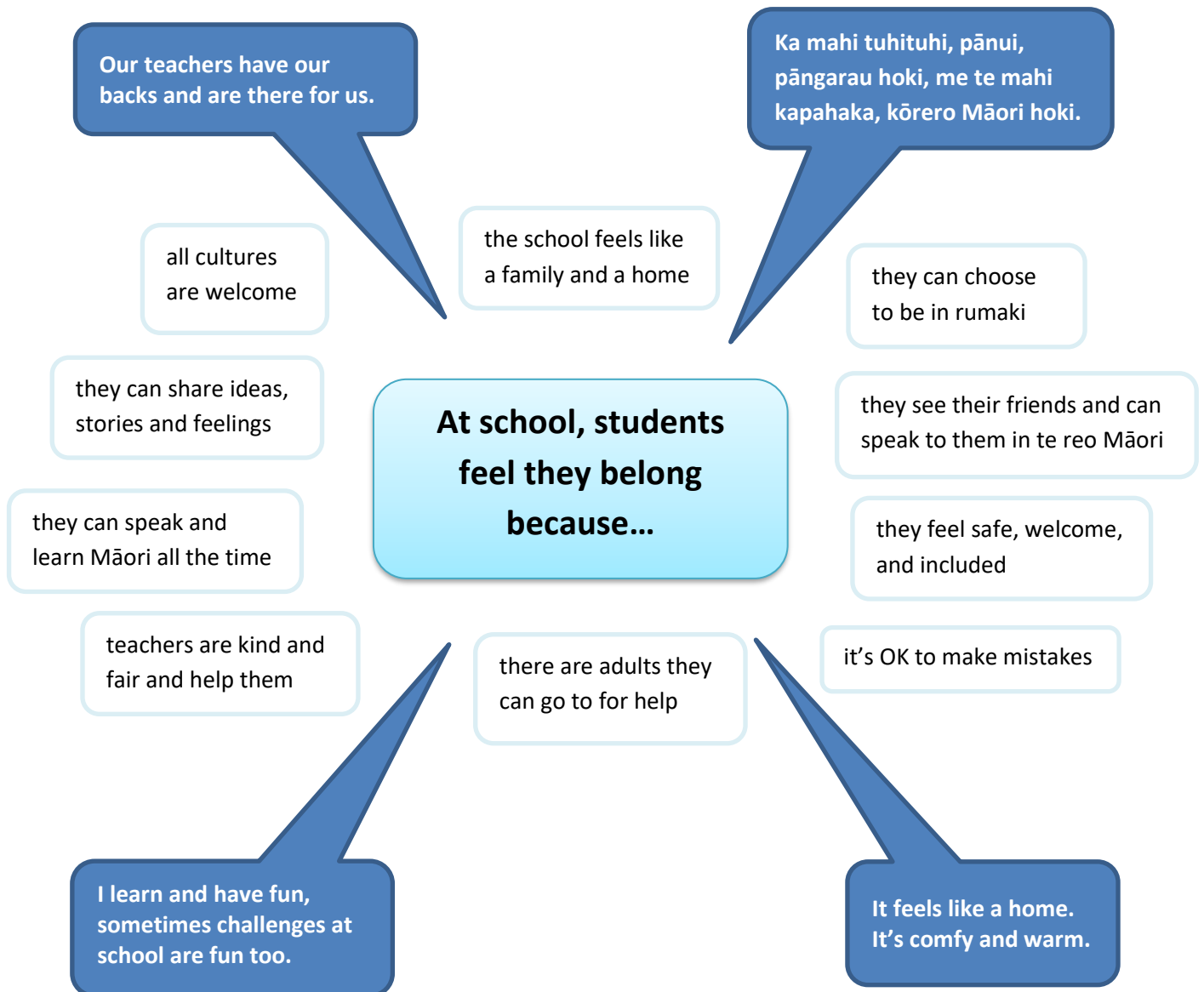
What is in the report?

This report includes:

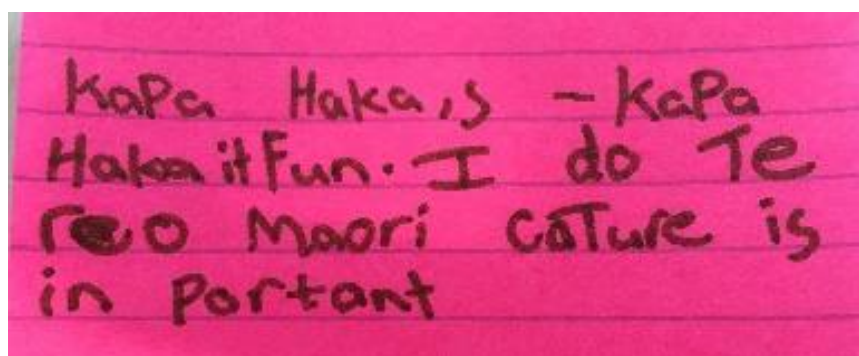
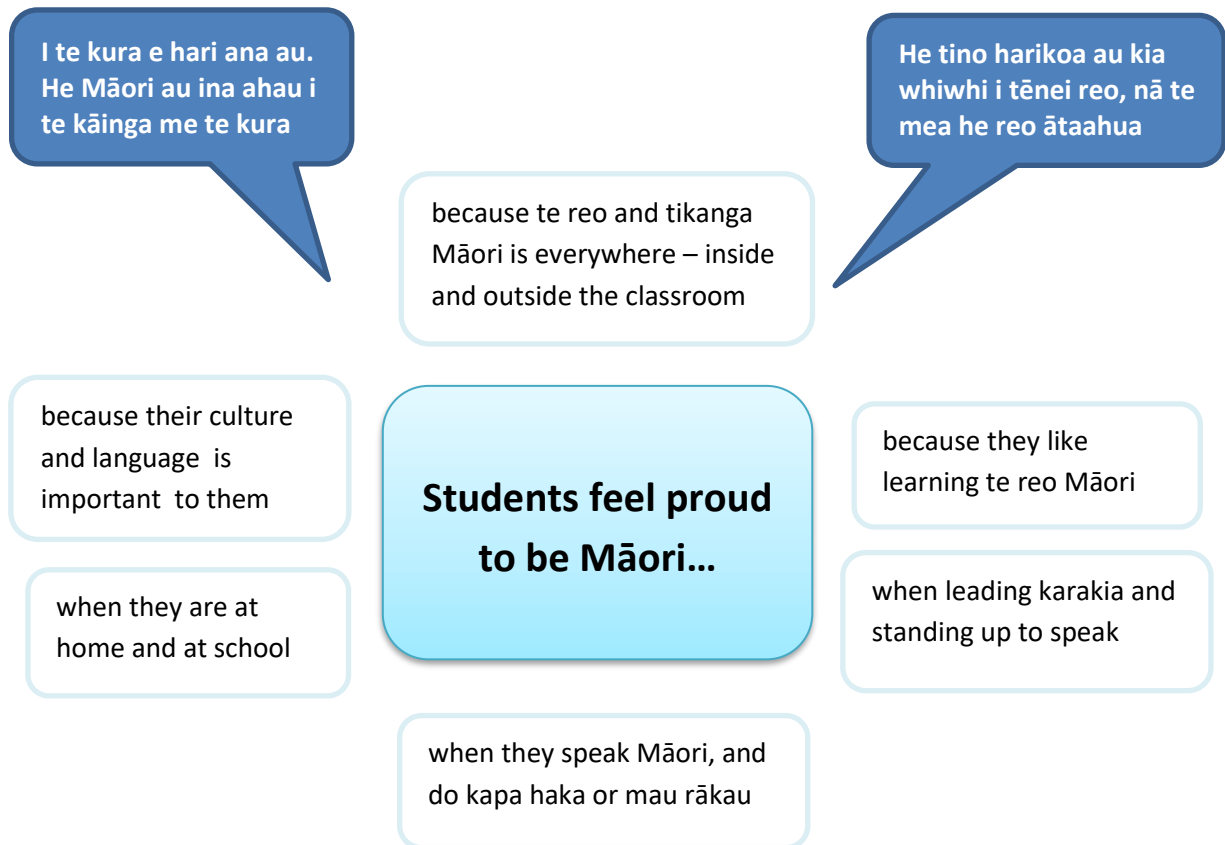
- What students say about school
- What whānau like about school
- How the school culture supports wellbeing
- How the curriculum supports wellbeing
- How the school deals with the hard stuff
- Possible next steps.

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



What whānau like



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

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 long-term 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...

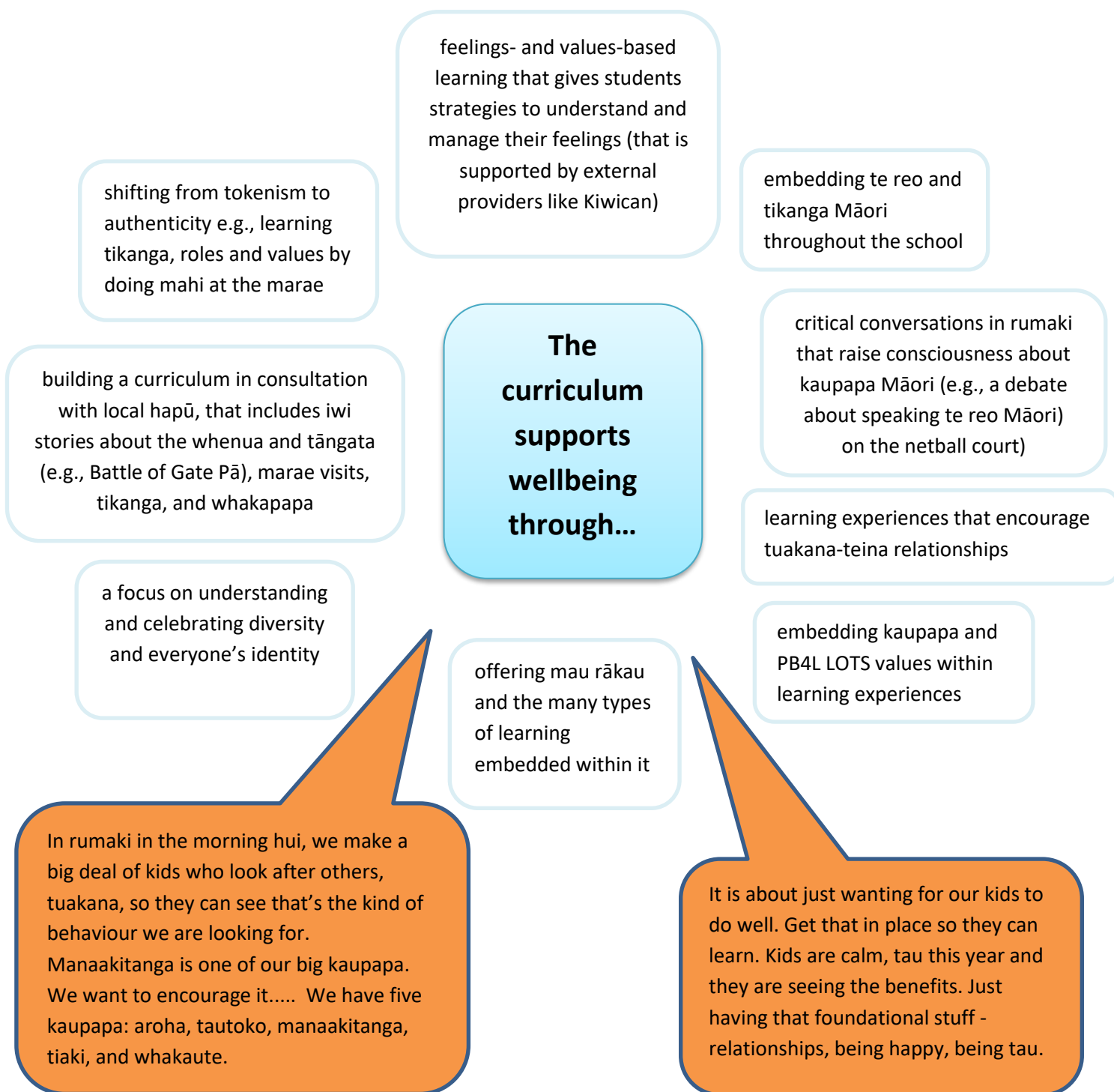
- brokers extra support for students, whānau or teachers who need it.

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.

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.



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.

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.

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

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

Dealing with the hard stuff



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 taurira 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.