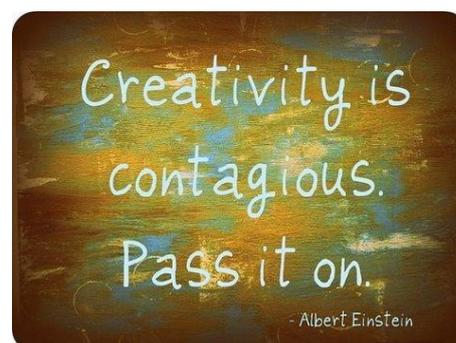


Thinking about wellbeing and creativity in 2018

Welcome to 2018.

The focus in December 2017 was on the NZ Curriculum Statement (Ministry of Education NZ; 2007) with a few challenges regarding its content and the directions for student wellbeing.

Perhaps it is appropriate at the beginning a new year to revisit Wellbeing and the opportunities to frame positive goals and strategies.



Key documents: Where to look

See page 23 of the Health and Physical Education Learning area in the NZ Curriculum Statement (Ministry of Education NZ 2007).

[Wellbeing for Success: Draft Evaluation Indicators for Student Wellbeing](#) (Education Review Office NZ; 2013) asks on page 21:

- *“Do we systematically and purposefully teach the skills needed for students to develop social-awareness, relationship skills, self-confidence, self-management and responsible decision-making?”*
- *“To what extent are the principles of the Health and Physical Education Curriculum (hauora, attitudes and values, socio-ecological perspective and health promotion) known, understood and integrated into all curriculum areas?”*
- *“How well are the achievement objectives set out in the Health and Physical Education Curriculum integrated across the implementation of the curriculum?”*

[School Evaluation Indicators: Effective Practice for Improvement and Learner Success](#) (Education Review Office NZ; 2016) contains information on:

- Culturally responsive schooling (page 13);
- The outcome and process indicators (page 16); and
- Outcome indicators such as *“Every student is a confident, connected, actively involved, lifelong learner...”* (pages 17 and 18).

Continue to explore these and the documents overleaf as you develop your (purpose) charter’s strategic goals before you look for “another bus” (The Helsinki Bus Station Theory). “Stay on the bus” and this will eventually help clarify and distinguish important details that often get overlooked.

Have a great start to 2018.

Contact Richard Wisnesky at Community and Public Health for more details on this information sheet (richard.wisnesky@cdhb.health.nz or 03 364 1777).

Essential reading on wellbeing and creativity

- Education Review Office NZ. 2016. Wellbeing for Success: A resource for schools. **Available from:** <http://www.ero.govt.nz/publications/wellbeing-for-success-a-resource-for-schools/>
- Education Review Office NZ. 2016. Wellbeing for Success: Effective practice. **Available from:** <http://www.ero.govt.nz/publications/wellbeing-for-success-effective-practice/>
- McLellan R., Galton M, Steward S, and Page C. 2012. The impact of creative initiatives on wellbeing: a literature review. **Available from:** <http://www.creativitycultureeducation.org/the-impact-of-creative-initiatives-on-wellbeing-a-literature-review>
This research gives a very clear understanding of student wellbeing in the school setting!!
- Ings W. 2017. Disobedient Teaching: Surviving and creating change in education. University of Otago Press. **Find out more at:** <http://www.otago.ac.nz/press/books/otago638465.html>

More on Disobedient Teaching by Welby Ings

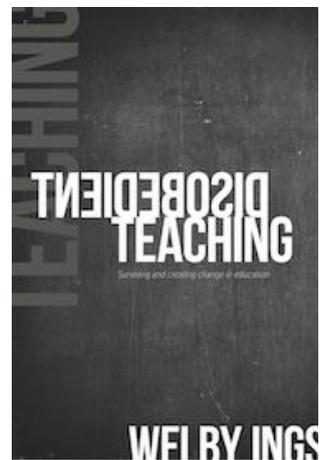
Here are two great quotes from this book:

- *“Learning is not a performance. It is a process”*, and
- *“Despite the rhetoric of accountability, it is the nature of humanity that lies at the centre of transformative learning and teaching”*.

Welby Ings is a professor in design at Auckland University of Technology. He is an elected Fellow of the British Royal Society of Arts and a consultant to many international organizations on issues of creativity and learning. He is also an award-winning academic, designer, filmmaker and playwright.

However Welby could neither read nor write until the age of 15. He was considered 'slow' at school and was eventually expelled. Later he was suspended from teachers' college.

Welby has taught at all levels of the New Zealand education system and remains an outspoken critic of the education system's 'obsession' with assessing performance. He was awarded the Prime Minister's inaugural Supreme Award for Tertiary Teaching Excellence in 2001. [Adapted from the University of Otago website: <http://www.otago.ac.nz/press/books/otago638465.html>].



Extra reading on wellbeing and creativity

- Child Poverty Action Group; 2017. Priorities for education. **Available from:** <http://www.cpag.org.nz/assets/170906%20CPAG%20Education%20priorities%202017.pdf>
- Education Counts. 2003. Quality Teaching for Diverse Students in Schooling: Best Evidence Synthesis Iteration (BES). Available from: <http://www.educationcounts.govt.nz/publications/series/2515/5959>
- Butler HA. 2017. Why Do Smart People Do Foolish Things? Scientific American; 3rd October 2017. **Available from:** <https://www.scientificamerican.com/article/why-do-smart-people-do-foolish-things/>

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Canterbury
District Health Board
Te Poari Hauora o Waitaha