

The Language of Wellbeing: Is it in your vocabulary?

The first two columns of the following table are an extract from “The relationship between participation in singing programmes and student well-being in a Christchurch primary school” by Dr Daphne Rickson, Dianna Reynolds, and Dr Robert Legg (see summary on page 4).

Read the full research online: [Relationship between singing programmes and student wellbeing.](#)

The latter column has been added to show the link(s) between the identified well-being indicators and the 2007 NZ Curriculum.

What is health and physical education about?

“Four underlying and interdependent concepts are at the heart of this learning area: Hauora... (page 22).

How is the learning area structured? (page 22).

Well-being indicators drawn from Durie (1994), Noble and McGrath (2016) and ERO (2015)

Wellbeing Indicators		Where we can find these indicators in the Curriculum
Positivity	Experiencing positive emotions Feeling safe and cared for Having a sense of belonging Experiencing fun and amusement Feeling appreciative and grateful Feeling optimistic and hopeful	Vision: What we want for our young people (page 8).
Relationships	Having positive relationships	Key Competencies: Relating to others (page 12).
Achievement-related outcomes	Feeling capable Experiencing progress, achievement, mastery Working hard and persisting Feeling satisfied	Purpose: Eudaimonia achieved by having a sense of purpose and fulfilment through a well-constructed curriculum (page 6). Effective Pedagogy Teacher actions promoting student learning (page 34). The School Curriculum: Design and Review (page 37).
Strengths	Having self-knowledge Understanding and applying strengths	Principles Foundations of curriculum decision making (page 9). Key Competencies (pages 12 & 13). Strand A Personal Identity/ Health & PE learning area.

Wellbeing Indicators		Where we can find these indicators in the Curriculum
Purpose	Feeling connected to something greater than oneself Believing school activity is valuable	The role of student voice, student agency, and student leadership. Health learning strands outcomes. Social and Emotional learning.
Engagement	Feeling connected to, absorbed in and interested in activities	Principles: These principles put students at the centre of teaching and learning... (page 9).
Resilience	Having courage in challenging situations Bouncing back after setbacks and mistakes	The School Curriculum: Design and Review – Resilience is a developmental process (pages 37 to 42). Strand A Personal Identity/ Health & PE learning area.
Identity	Having positive identity	Health and Physical Education Strand A: Read across the levels to understand the developmental nature of this along with the Principles and Effective Pedagogy in action.
Physical	Being active Feeling healthy	Health and Physical Education specifically Strand B which incorporates all of the above in its outcomes.

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