

# Wellbeing and resilience

*Teacher practice is the single greatest predictor of student success. – Robert Dunn*

Paula Robinson has extracted four definitions of wellbeing from research literature in her book “Practising Positive Education: A Guide to Improve Wellbeing Literacy in Schools”. The one which resonates most when we think about where is and what is wellbeing and resilience in the school setting is:

*“Wellbeing is not a beach you go and lie on. It’s a sort of dynamic dance and there’s movement in that all the time and actually it’s the functionality of that movement which actually is true levels of wellbeing.”*

The 2007 NZ Curriculum has a clear vision for what we want for our young people and eight comprehensive principles which ‘embody beliefs about what is important and desirable in the school curriculum’ – see pages 8 and 9.

**Suggestion:** Use schools wellbeing resilience as a Google search

Listed below are some sources worth pursuing to develop your understanding.

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

## Philippa Nicoll Antipas

Philippa Nicoll Antipas is an Accredited Facilitator (English-medium) at CORE Education. Philippa is a passionate educator and has a particular focus on learner-centred curriculum, design thinking, and engaging professional learning and development.

[In this blog post Philippa outlines the conditions for schools, their leaders and teachers to consider planning for student wellbeing](#), and begins with the following quote from the Education Review Office:

*“Schools cannot simply rely on their positive culture and respectful relationships to promote wellbeing but need to provide opportunities for students to make decisions about their wellbeing and to be active in leading their learning”.*

## Ministry of Education

[Appendix 2 of the Making Meaning book is particularly important](#) – part of The Curriculum in Action series. Note the necessity to approach thinking and actions from a positive viewpoint – know your student and their circumstances.

[This Making Meaning book also has a section on Building resilience in schools.](#)

## Education Review Office (ERO)

There are references and links to their wellbeing documents on the Health Promoting Schools: Hauora/ Wellbeing webpage that are worth re-viewing.

## Resiliency Checklist

This incorporates basic skills linked to the front end of the 2007 NZ Curriculum discussion document.

## Roots of Action

Dr Marilyn Price-Mitchell founded Roots of Action in 2011 as a way of helping parents, schools, and communities nurture positive youth development—the growth of successful young people ready to become caring family members, innovative workers, engaged citizens, and ethical leaders in the Digital Age. She is a developmental psychologist, researcher, and coach to parents and youth-focused non-profits.

[Roots of Action produces a monthly newsletter](#). This month's newsletter features using quotes to develop resilience. You can read about the use of quotes to engage children at a variety of developmental levels each month from this link – from primary through to high school to support students as life-long learners.

## Resiliency in Action

Resiliency In Action, Inc. is a pioneering publishing and training company founded in 1996 by Nan Henderson, Bonnie Benard, and Nancy Sharp-Light – developed before the word “resiliency” was commonly used! The mission of the company is to share the growing body of social science research that documents how people of all ages bounce back from life challenges of all kinds. The founders also wanted to make the strategies recommended by this research accessible to everyone.

Check out The Resiliency Wheel – could this be a good entry point for discussion about where these attributes are in our 2007 NZ Curriculum?

[The Resiliency in Action website has a useful definition regarding resilience](#) worth sharing and discussing especially in the context of school for both staff, students and parents.

[The website also have some really informative articles and resources](#), such as:

- How to be a Turnaround Teacher/ Mentor; and
- The Foundations of the Resiliency Framework.

The latter of these two articles has a summary that clearly points out the developmental nature of human resilience – how does the school setting support this development?

## Reaching In Reaching Out

This is a resiliency programme offered by the RTLB service – featured in the Term 2 2018 HPS Magazine.