

# Staying Well & Pacific-in Aotearoa



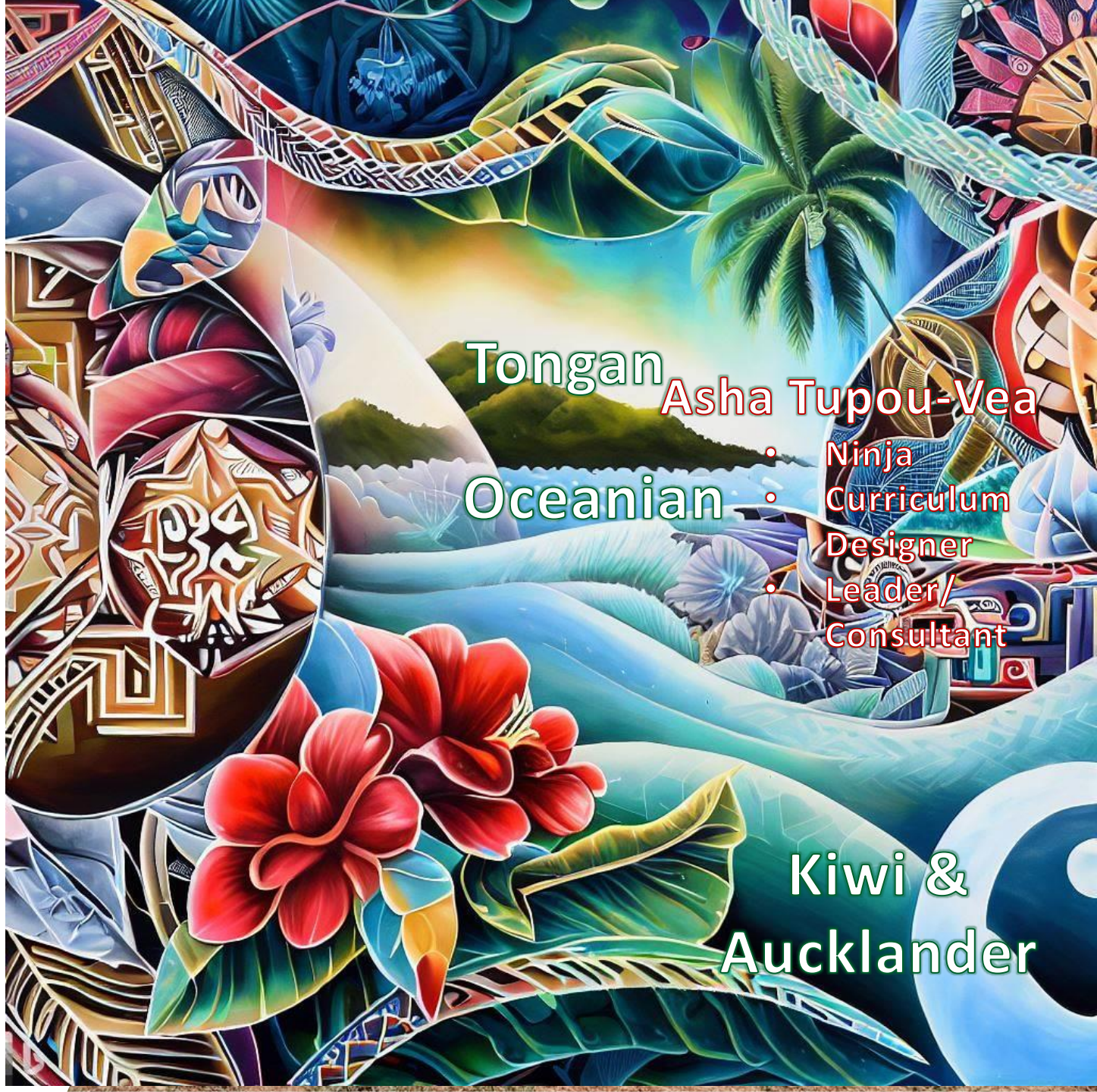
# Paul Tupou-Vea

## Director, Clifftop Wellbeing

- Board Member, Graeme Dingle Foundation
- Co-Founder, Teachers Well
- Trainer/ Facilitator: Ed Connect, Skills NZ
- Previously:
  - President NZAPP
  - Wellbeing Adviser, AUT
  - Educator & PaSG Lead, Dilworth
  - Youth Development, AUT

## Parchment:

- Masters in Applied Positive Psychology
- Dip Positive Psychology & Wellbeing
- PG Cert (Hum Serv)
- Grad Dip (Sec Tch)
- BA(Soc Sci), BBus (Mgmt)
- NZOIA Bush 1



Tongan

Asha Tupou-Vea

Oceanian

- Ninja
- Curriculum Designer
- Leader/Consultant

Kiwi &

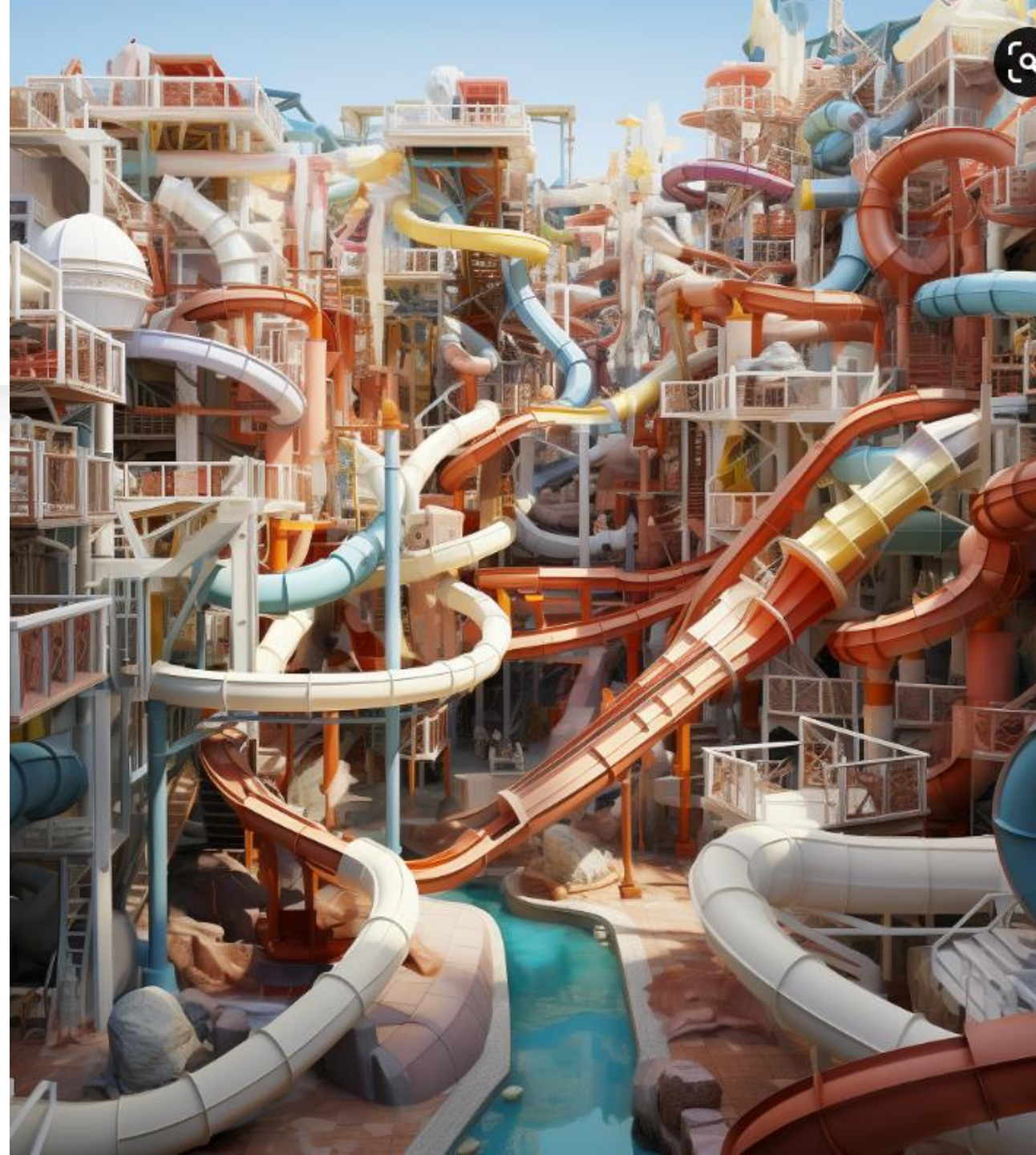
Auckland

# The (new) Plan

1. What are the challenges & opportunities?
2. What works? (& What doesn't?)
3. Examples of responsive practice
4. Summing Up

# Caveats and Warnings

- There is no one-size fits all for Pacificans
- Beware of false homogeneities
- Complexity
- Simplicity



# What's going on?

Good question, Marvin!

### Enrolment-based Year 13 Students attainment of NCEA Level 3 by Ethnicity

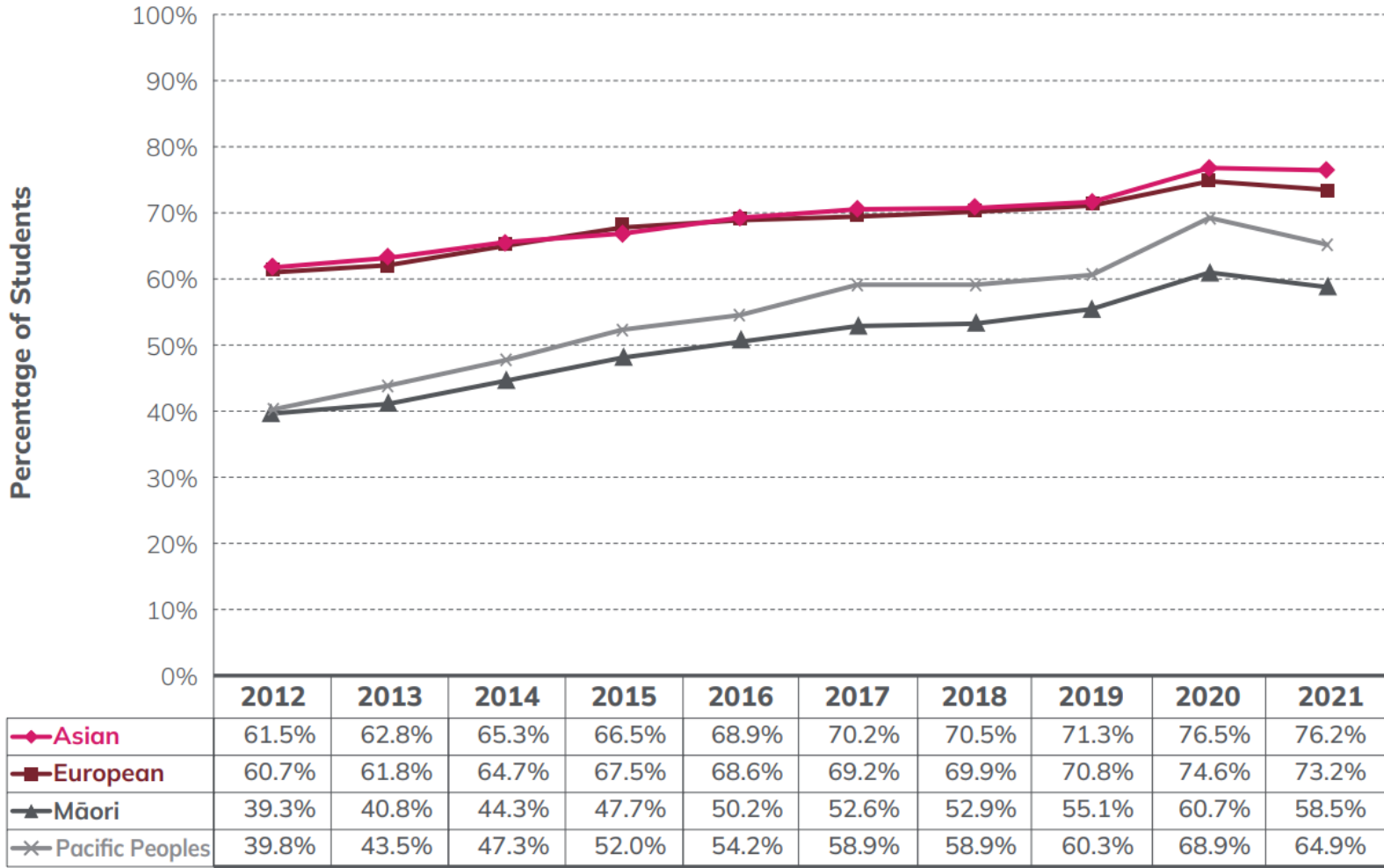


Figure 8. Enrolment-based attainment rates of Year 13 students attaining NCEA Level 3 by ethnicity.

## Enrolment-based Year 13 Students attainment of University Entrance by Ethnicity

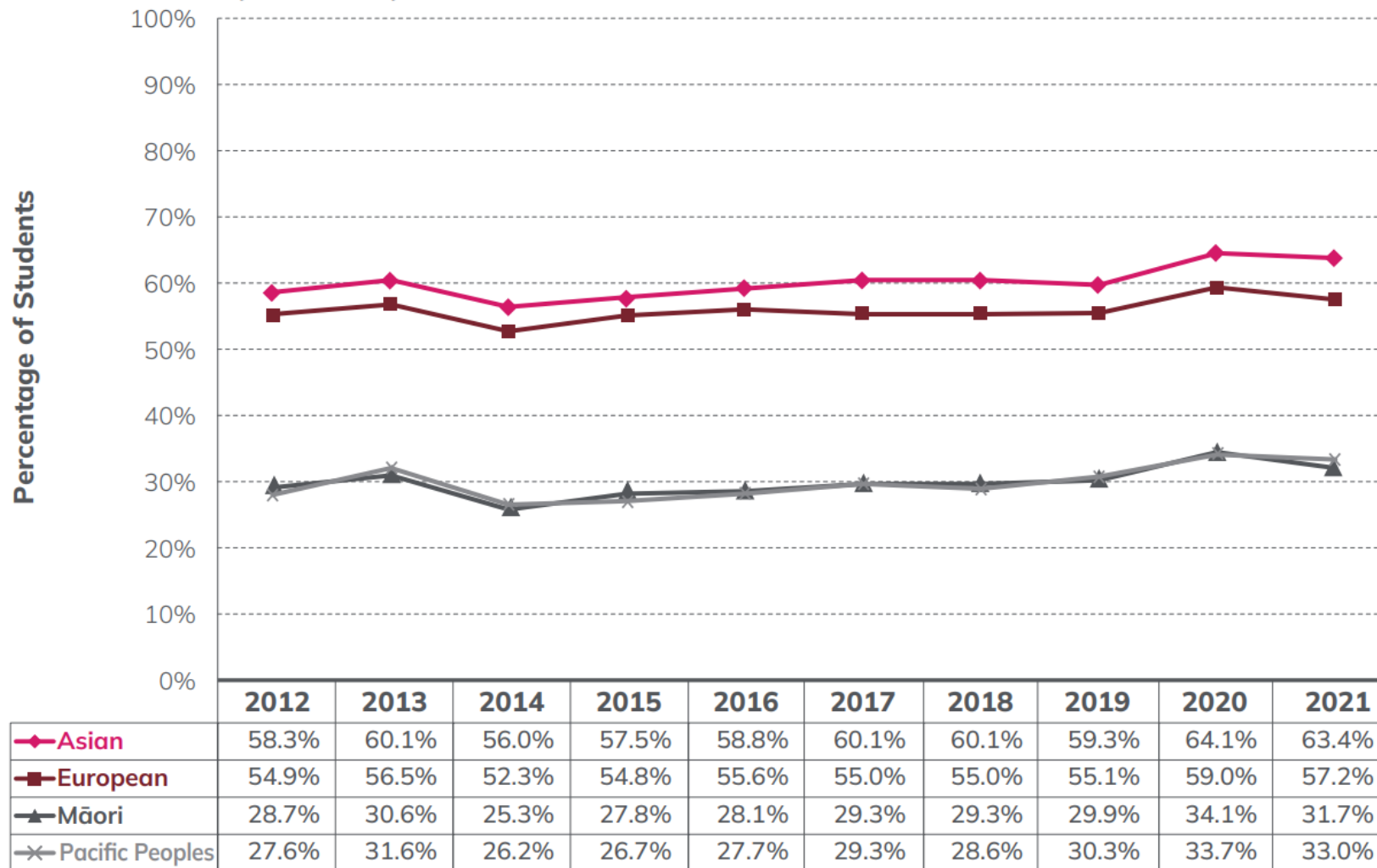


Figure 9. Enrolment-based attainment rates of Year 13 students attaining University Entrance by ethnicity.

# What else?

## 1. Early Leaving Exemption:

1. In 2020, 1.7% of Māori students, compared to 0.7% of non-Māori students.
2. 1.6% of Pacific students, compared to 0.7% of non-Pacific students.

## 2. Stand-downs, Suspensions, and Exclusions:

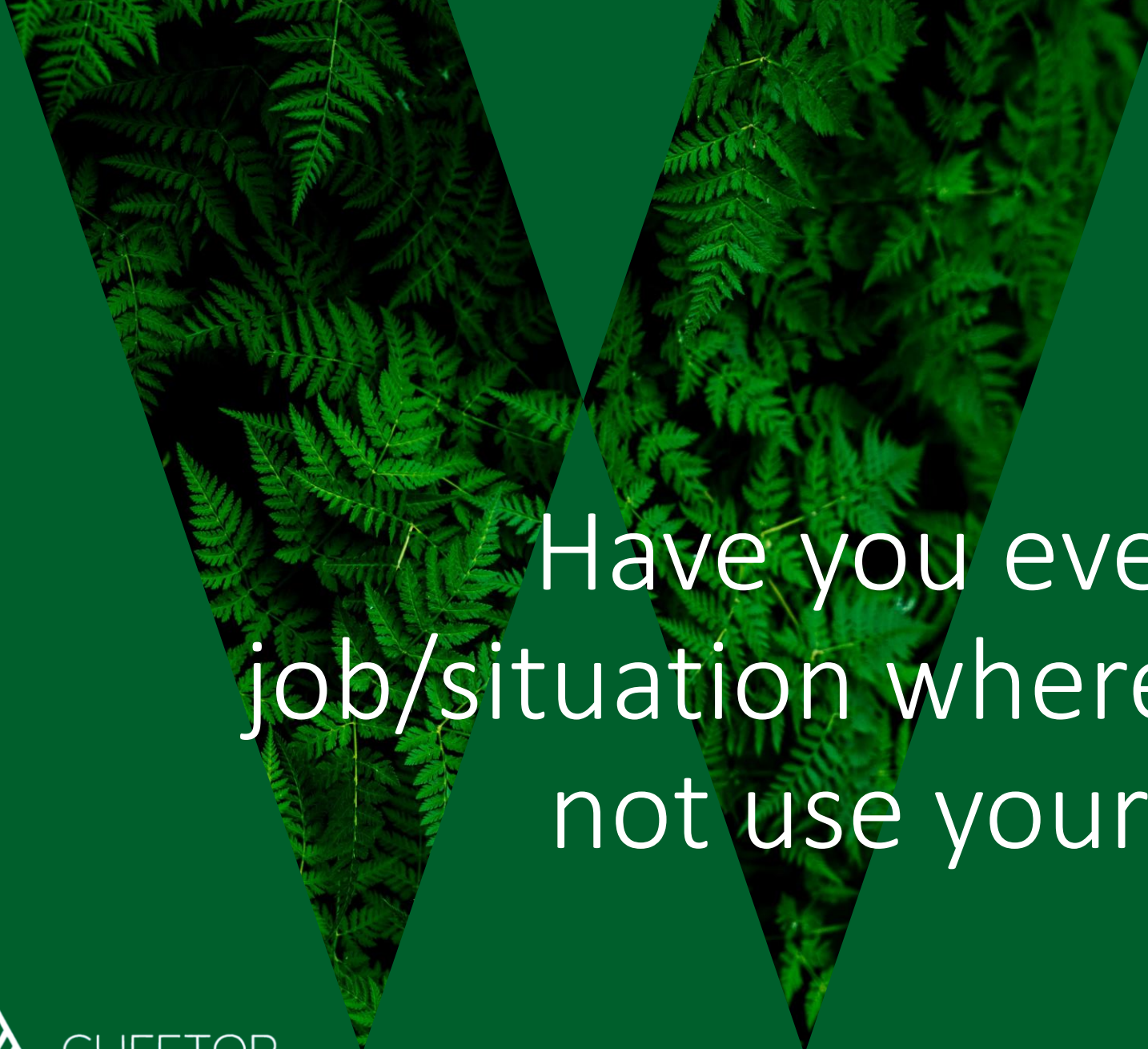
1. In 2019, Māori students accounted for 49% of stand-downs, 52% of suspensions, and 54% of exclusions, (vs 24% of student population).
2. Pacific students accounted for 16% of stand-downs, 16% of suspensions, and 12% of exclusions, (10% of student population).



# What about me? 2021 National Survey

## **Pacific Young people are more likely to:**

- Be involved with OT (but not as likely as Māori)
- Feel accepted at school, at work and with friends
- Know their whakapapa
- See their culture as important
- Have cultural rolemodels
- Have religious or spiritual beliefs (by a lot)



Have you ever been in a  
job/situation where you could  
not use your strengths?

# Cultural Capital (Bourdieu)

A person's education (knowledge and intellectual skills) that provides advantage in succeeding in a particular social setting

# Navigating Worlds

Home norms,  
rules &  
language

“Mainstream”  
norms, rules  
& language

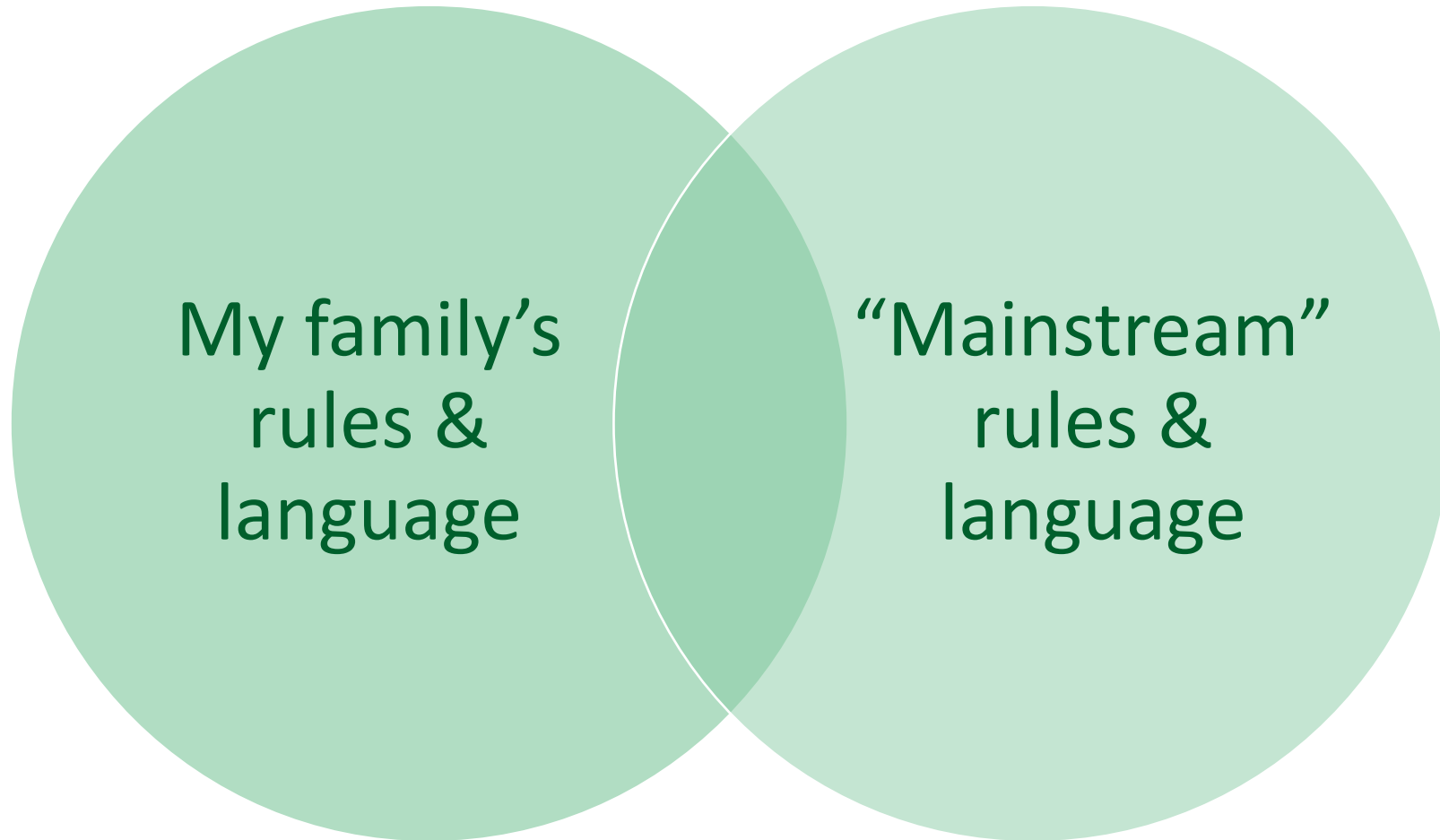
# Navigating Worlds

My culture

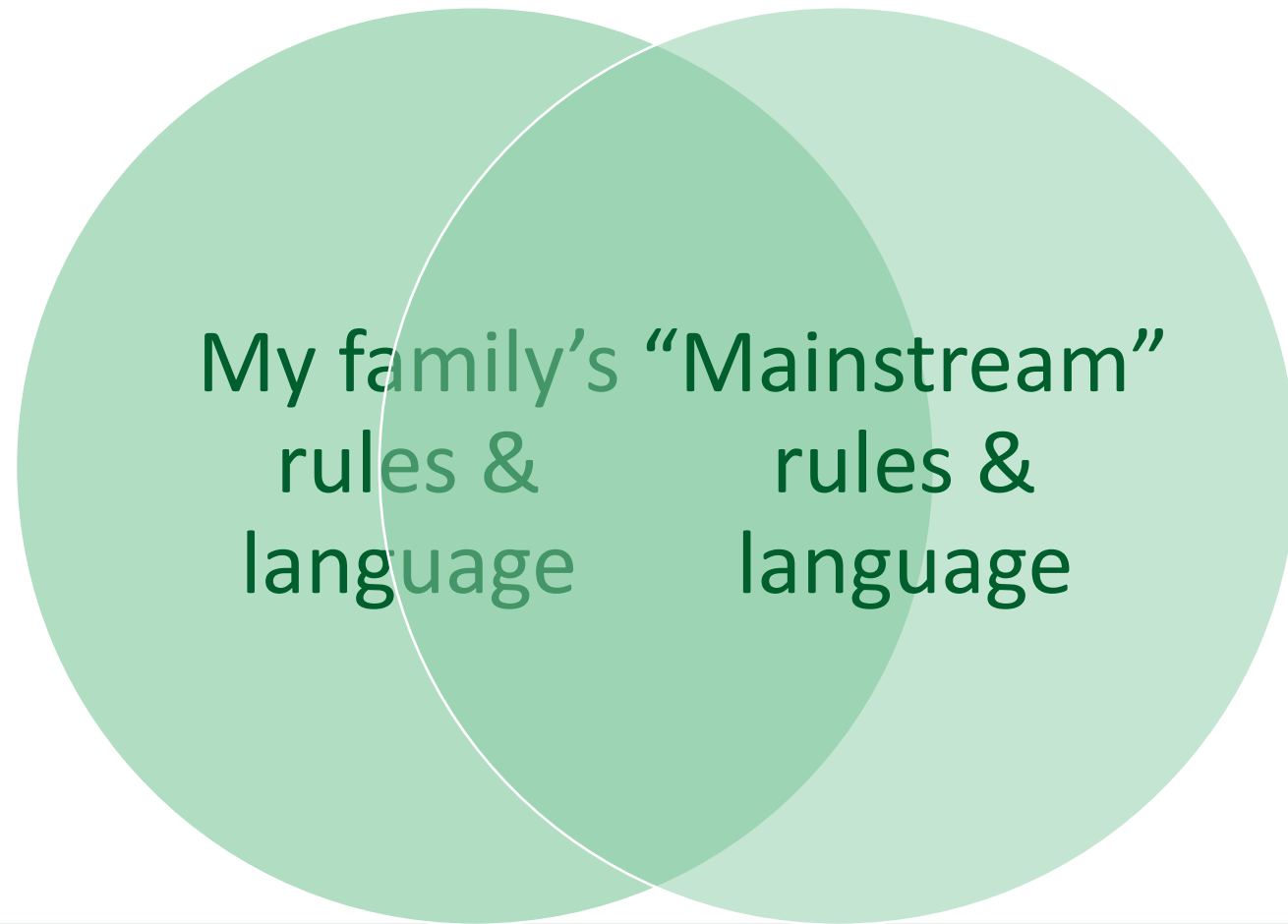


“Mainstream”  
culture

# Navigating Worlds



# Navigating Worlds



# Cultural Capital (Bourdieu)

A person's education (knowledge and skills) that provides advantage in succeeding in a particular social setting

- What is normal to one may be alien to another
- E.g. Where do kids learn study or wellbeing habits from?  
Hygiene? Nutrition?
- What is home life like for your learners? How does that impact their likelihood to succeed at school?



# What doesn't Work?



CLIFFTOP  
WELLBEING

# What doesn't Work?

1. One-size-fits-all approach (ease vs inequity)
2. Lack of cultural capital development
3. Low expectations and stereotypes
4. Eurocentric curriculum
5. Inadequate support systems
  1. Resourcing and methods
6. Insufficient teacher training and poor practice

# What do students want from teachers?

- Please don't assume...  
I may not understand/ have the resources (financially, physically, cognitively). Be mindful.
- If you shut me down, I probably will (shut down)  
Let me know how to improve (with dignity)
- Chill a bit - Don't be so uptight  
It's cool when teachers relate! Be curious.
- It sucks to be made to feel less important or less human than others.  
Afford me the same dignity and expectations you bestow on other people

# What Works Well?



CLIFFTOP  
WELLBEING

# Responsive Culture, Language, Practices



VALUES-BASED CULTURE



WORDS SHAPE WORLDS



IMPROVE THE TOOLS OF  
TEACHERS AND STUDENTS

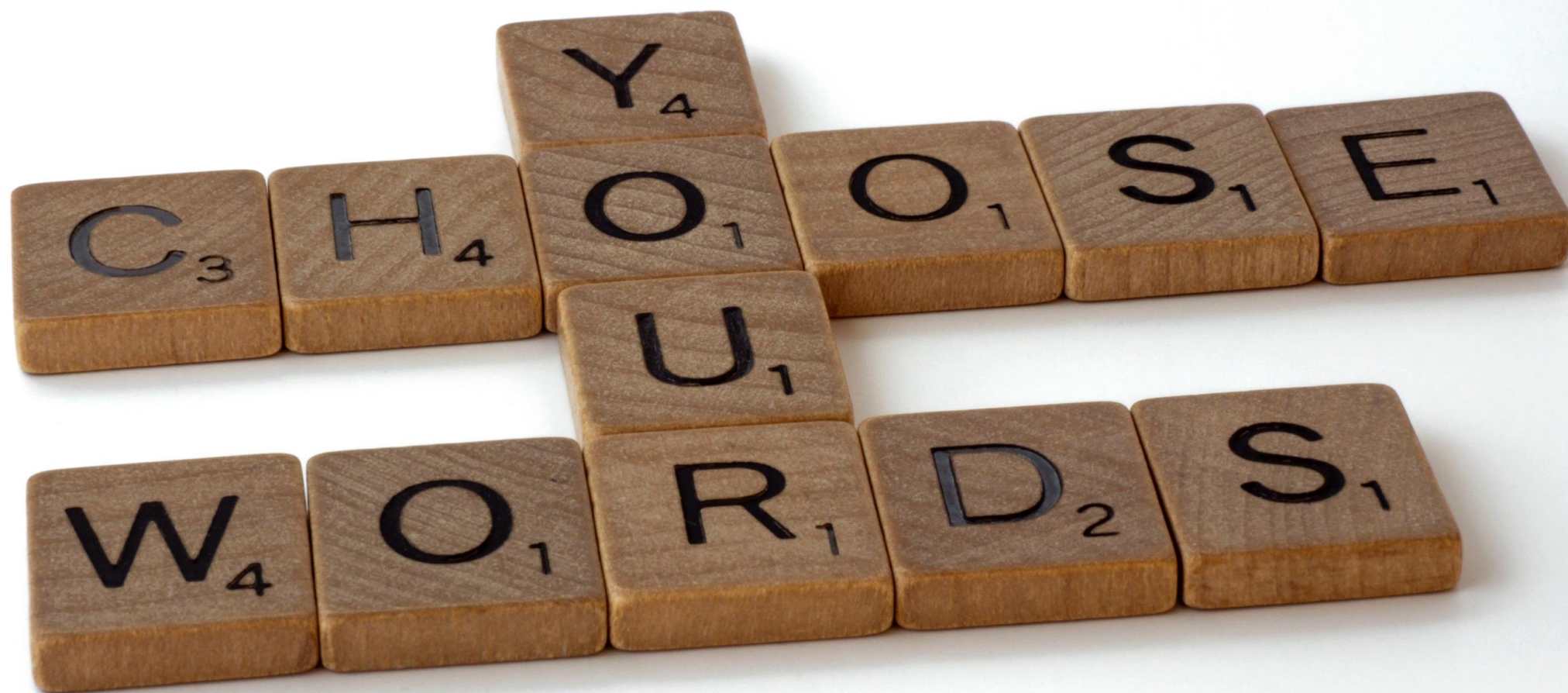
# Self efficacy (Bandura)

One's belief about their own ability, or

One's belief about whether they will be successful in a given task

*How does it relate to Māori & Pacific akonga?*

- Higher impact of SE on educational success
- Generally lowest SE among learners are Maori and Pacific akonga



Naming things...

# Ummm “hello”

– wellbeing literacy in plain sight

## Māori

- **Kia ora**

- Kia = be, let be
- Ora = to be alive, well, safe, to have health, vitality

## Tongan

- **Mālō e lelei**

- Malo = thanks, to be thankful
- Lelei = good, well

## SAMOAN

### Talofa lava

Tā = to strike, write

Alofa = love

Lava = enough



# You should probably know about:

## ❖ Basic Psychological Needs? (Deci & Ryan, 1985)

- Competence
- Autonomy
- Relatedness

## ❖ Self-Efficacy (Bandura)

- My belief about my likelihood of success in a given task

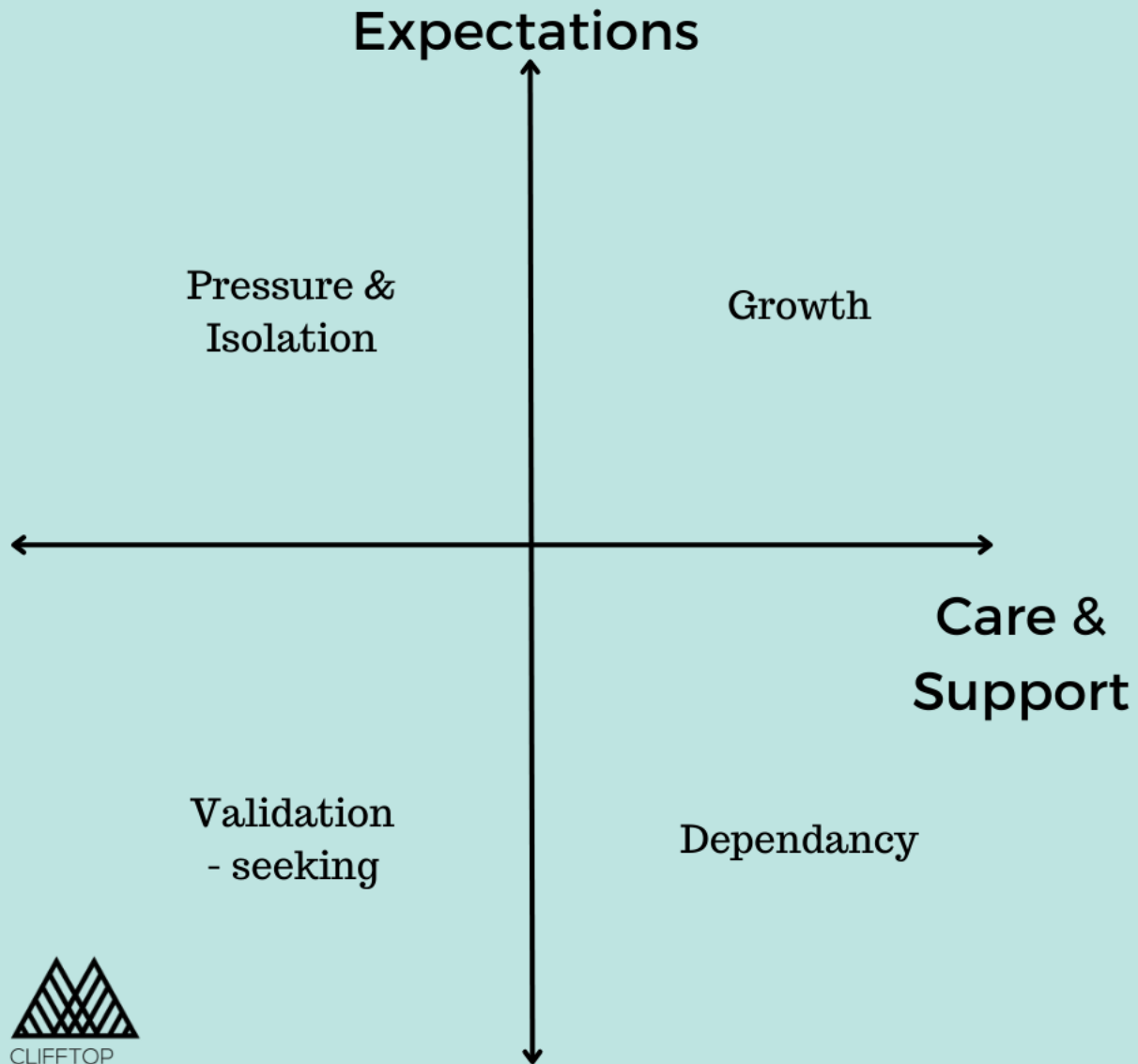
## ❖ WILD Framework (Colla & Mossman)

- Wellbeing Integrated Learning Design

# Whānau Engagament

- Mind your assumptions
- Approach with humility
- Nurture manaakitanga
- Value different strengths and experiences
- Keep a Growth Mindset
- Get there first

# Teacher-Learner Relationships



High Expectations  
+  
Supportive relationships

# Effective Teaching Profile (Te Kotahitanga)

1) **Relationships** and interactions between teachers and students in the classroom are key to effective teaching of (Māori) students.

(Russell Bishop and Mere Berryman)





## Effective Teaching Profile (Te Kotahitanga)

2) Effective teachers take a **positive, nondeficit view** of (Māori) students, and see themselves as capable of making a difference for them.

# Effective Teaching Profile (Te Kotahitanga)

3) Effective interactions rely on:

- manaakitanga (**caring** for students as Māori and acknowledging their mana)
- mana motuhake (having **high expectations**)
- ngā whakapiringatanga (**managing the classroom** to promote learning)
- wānanga and ako (using a **range of dynamic, interactive teaching styles**)
- kotahitanga (teachers and students **reflecting together** on student achievement in order to move forward collaboratively)

(Russell Bishop and Mere Berryman)

# What else?

## 1. Wellbeing Education

1. Strengths-based Practice –  
Nondeficit approach
2. Growth Mindset – Self Efficacy
3. Reflective Practice
4. Cultural Identity
5. Cultural Humility Framework

## 2. Trauma-informed Education

1. Relationship building
2. Safe and supportive environment
3. Differentiated Instruction (student centred)
4. Student voice and experiences
5. Whānau & community engagement

# Responsive wellbeing



## Whenua Land, place

- Connection to place
- Environmental health
- Whakapapa

## Tīnana Physical/ Bodily

- Physical health
- Bodily functions and strength
- Physical fitness

## Hinengaro Mental & Emotional

- Emotional skills and health
- Cognitive processes (thoughts)
- Mind, brain, nervous system, microbiome, body

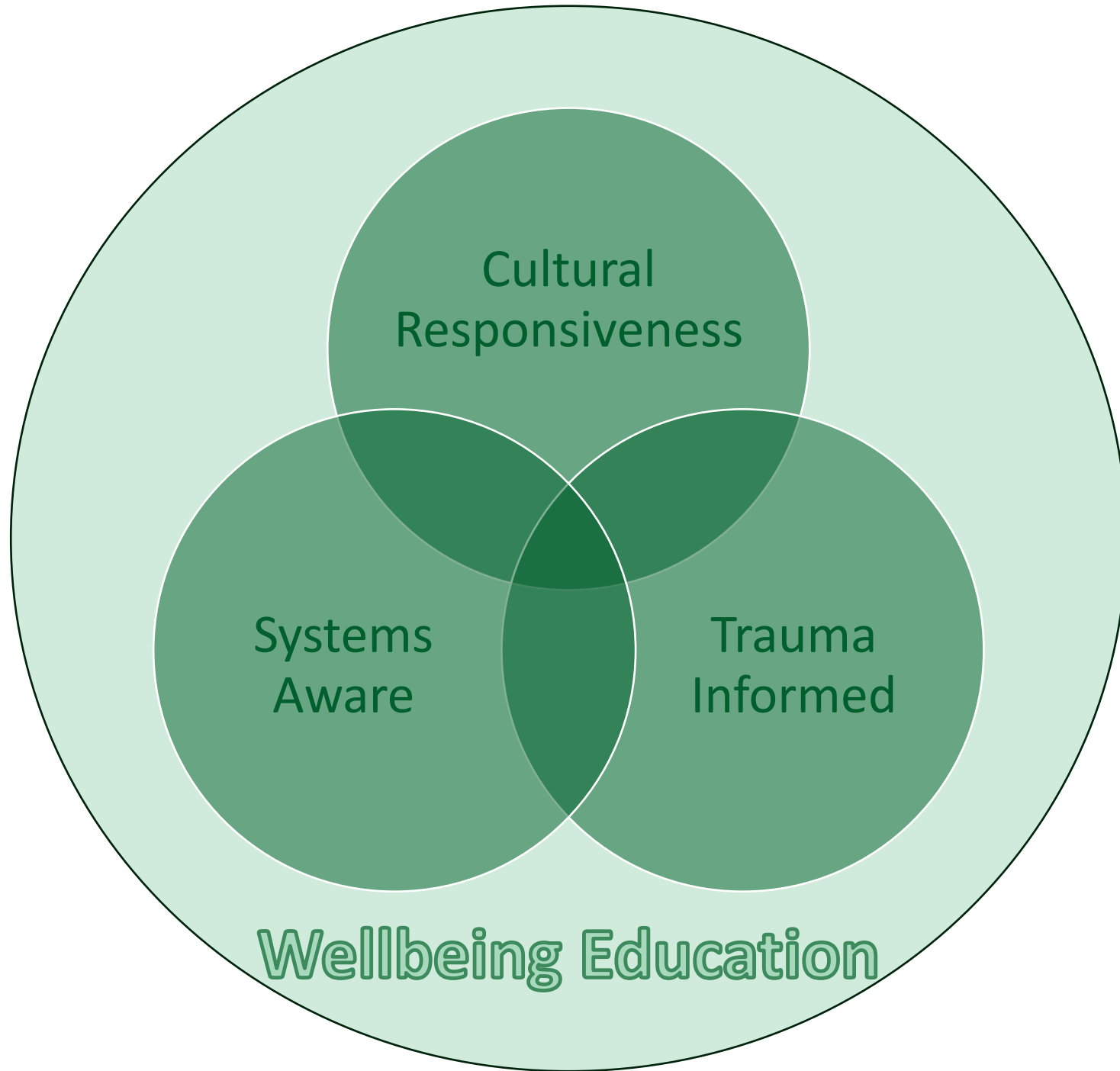
## Whānau Social

- Healthy relationships
- Social connection and mana

## Wairua Spiritual

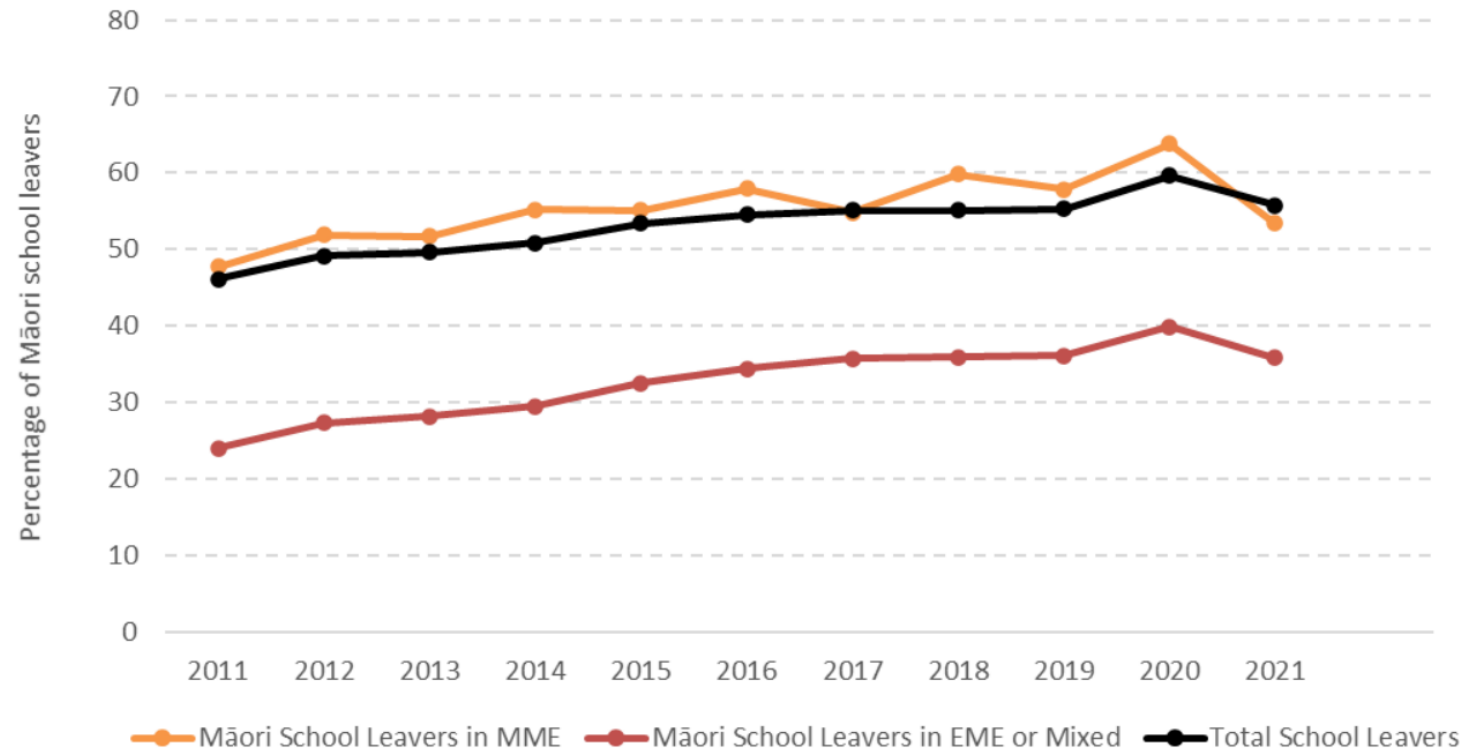
- Sense of connectedness & belonging
- Sense of meaning & purpose
- Sense of outer energy\*





# Does Cultural responsiveness work?

**Figure 3.** Māori school leavers from Māori Medium education have higher attainment of NCEA Level 3 or above



# How can we get there as practitioners?



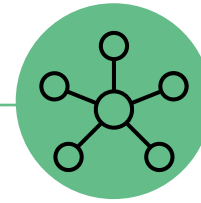
## HUMILITY

- Be okay with being imperfect



## CURIOSITY

- The kumara doesn't boast of its sweetness



## MANAAKI

- They won't care how much you know until they know how much you care

## **LEARN**

*Ako*

The school is on a journey of learning about wellbeing

## **WEAVE**

*Rangaranga*

Integrate learnings with the structures and systems of the school

## **PRACTISE**

*Mahi*

Staff apply their learning about wellbeing in any context

# Thriving Schools

A WHOLE-SCHOOL APPROACH TO WELLBEING

## **COLLABORATE**

*Mahi Tahi*

Including the whole school in a conversation about your school at its best

## **TEACH**

*Akoako*

Planned and considered curriculum delivery

Wellbeing science and evidence



# Mālor aupito

- More support:

- PLD, Coaching, Consulting:  
[paul@clifftopwellbeing.com](mailto:paul@clifftopwellbeing.com)
  - [www.linkedin.com/in/paul-tupou-vea/](https://www.linkedin.com/in/paul-tupou-vea/)
- Teachers' Well – [www.teacherswell.com](http://www.teacherswell.com)
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