



# **He Ara Hauora: Ka Anga Whakamua** **Pathway towards wellbeing: Going forward**



**He waka eke noa**  
**We are all in this together**

A guide for Early Learning Centres and Schools:  
Recovering Well from Covid-19 Pandemic  
May 2020

Children and young people are experiencing an extraordinary period of history. This is likely a once-in-a-generation event, and it will affect every domain of human life. Disasters and trauma have tested the resilience and emotional strength of our country before and we need to once again tap into that collective resilience to support the wellbeing of our children and young people at this time. It is in our best interests to plan how we as a learning community will recover from this event. The earlier we understand and create awareness of the potential impacts and how to improve it, the better. Any **recovery plan** needs to promote a sense of increased wellbeing, resilience and tolerance in our learning community as we support our children, students and staff members to understand that everyone is on their own recovery path. Some will need longer, while others may not be affected significantly. Acceptance of this difference and giving each other support can foster a healthy recovery environment.

### *He Ara Hauora: Ka Anga Whakamua/Pathway towards wellbeing: Going forward*

operates from an attitude of both knowledge and optimism – it encourages us to move forward from a position of strength, continuing what we are doing well but also daring to do things differently. Our strength is inherent across our diverse genealogy. We acknowledge **whakapapa, whakawhānaungātanga; kaupapa** and **tikanga**. Knowing our collective strength helps us to move us closer towards reaching a shared awareness of the needs of children and young people as we recover from a life changing event. Tikanga, after all, is about doing the right thing, at the right time for the right reason.

*Although we are all in the same storm, we are not all in the same boat.* We need to be mindful that it has been a time of turmoil, ongoing stress and much change and it would be unwise to think that we will all return to business as usual when this ends.

Children and young people have and are experiencing substantial changes to their daily routine and social infrastructure, which ordinarily fosters resilience to challenging events. Stressors such as prolonged duration isolation, fears of infection, frustration and boredom, inadequate information, lack of in – person contact with classmates, friends, teachers, lack of personal space at home and family financial loss may have enduring effects on children and adolescents.

The economic turmoil created by Covid-19 will impact on many families, along with the consequent stresses and strains of being housebound for significant periods of time. We know that children living in poverty are at significantly greater risk of experiencing adverse outcomes during and following stressful events. Family stresses related to the Covid – 19 crisis – including unemployment and anxieties over health and finances may heighten the risk of violence and neglect in some homes.

Children and young people will have different levels of resilience and different ways of responding to and recovering from stressful times. They will also have different ways of showing when the demands that are being put upon them outweigh their capacity to cope. New and challenging responses are natural and can be mitigated by calm, patient and empathetic adults. It is important to note that not all individuals will experience a stress response or be in need of psychological support. We should and can expect resilience, but also be on the lookout for those who appear to be struggling or who are likely to experience multiple risk factors and fewer protective factors.

We have learnt that we can change the wiring of the brain through the experiences we expose it to. Thoughtful and compassionate adult responses to this event can strengthen

neural pathways in the brain, ultimately supporting children's ability to cope with adversity and build resilience. It is during and after stressful times that we build problem solving skills, a sense of gratitude and kindness to each other and in our communities.

Having an effective School / Early learning psychosocial and mental health recovery plan in place, is critical when a life changing event has significantly disrupted the learning environment for both young children and students.

Please keep in mind, there is no right or wrong to our response. Every person, child, whānau, school or early learning setting is unique. There is a menu of strategies in each education stage to give some ideas, but there are many more which you might like to try. Be kind to yourself and others.

### *Designing a Psychosocial and Mental Health Wellbeing Recovery Plan*

While an entire school has been affected by an event, no two individuals are likely to be impacted the same way. Among the most important protective factors for emotional wellbeing of children after stressful events are secure and ongoing attachment relationships, self-regulation skills, maintaining a sense of agency, and being in an ongoing supportive social system such as school or other child nurturing facility. Most of the emotional responses of children in the wake of a stressful event require basic supportive interventions by trusted others in their environment.

Children/ young people spend a great part of the day at school in contact with their teachers. Therefore, it is essential for teachers to be familiar with the different responses that may develop among their akongā or the children they care for. The more teachers know about promoting wellbeing as well as understanding the effects and support options, the better equipped they'll be to help children/ young people to recover. With the right support, the unsettling thoughts and feelings of this life changing event, can start to fade and the wellbeing of children and young people can be restored.

It is crucial that Schools and Early Learning centres **embrace stress reducing activities** as we enter into a recovery phase. Age-appropriate, psychosocial and health-promoting activities can significantly improve the odds that an individual will recover from stress-inducing experiences. For example, regular physical **exercise**, stress-reduction activities such as **mindfulness, gratitude and kindness**, as well as programs that actively build executive function and self-regulation skills can improve the abilities of children and adults to cope with and adapt to adversity in their lives.

**However it is also important to be aware of students and staff members who may be more likely to experience adverse impacts including those who:**

- ❖ Have had direct exposure to Covid-19 (e.g., exposed first hand or experienced an extreme threat to life in the whānau)
- ❖ Have experienced the death or serious illness of a loved one during this time
- ❖ Had/has a close personal relationship with any confirmed patients
- ❖ Have a history of depression or suicidal thoughts or attempts
- ❖ Have a history of anxiety, shyness, or low self-confidence
- ❖ Have a history of risk-taking behaviour
- ❖ Have experienced prior traumatic events and are at current risk, including:
  - Those exposed to domestic violence

- Those with a history of abuse and/or neglect
  - Members of economically disadvantaged groups
  - Medically vulnerable individuals
  - Children of first responders and other medical professionals may also be at risk if their parents are/have been in danger
  - Fear and anxiety about disease may lead to certain groups in the school community feeling stigmatized
- ❖ Students with an individualized educational plan (IEP) may need accommodations or additional assistance.

Culturally informed frameworks such as Mason Durie’s Te Whare Tapa Wha<sup>1</sup>, FonoFale<sup>2</sup> and others have guided our thinking regarding the *wellbeing/hauora* of children and young people at this time. Each of the attachments will guide your School or Early Learning Centre to valuable information and strategies to increase the *wellbeing/hauora* of the particular age and educational group you are serving.

It is timely to remember that stressful events more often than not provide the opportunity to challenge our thinking and to do things differently. We all need time and space to heal, be kind to one another and to extend a helping hand.

**E vave taunu’u le malaga pe tātou alo va’a fa’atasi**

**Our destiny is within sight when we paddle our canoe together**  
**Samoa proverb**

**Tēnā koutou katoa**

With thanks to the contributors:<sup>3</sup>

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<sup>1</sup> The use of the word Hauora - a Māori philosophy of well-being that includes the dimensions taha wairua, taha hinengaro taha tinana and taha whanau each one influencing the others, is based on Mason Durie’s work: Te Whare Tapa Whā (1994).

<sup>2</sup> The Fonofale model is one of a number of Pacific models (Kakala model (Tonga), Seitapu model (Samoa) Vaka model (Tuvalu), Tivaevae model (Cook Islands) used to understand both world views of wellbeing and support effective engagement within the Pacific community. See Tapasā pgs.26,27

<sup>3</sup> Vanesse Geel, Sue Hamilton, Brittney Bruin, Deborah Park, Cindy Wu, Ron Chau, Joanna Vivash, Kathryn Reese, Tenille Frank, Ruby Govender, Dawid van Tonder, Sneha Padmasiri, Teresa McKeever, Renee Rughoonandan Linzi Jones, Raji Balachandran, Sandra Smith, Magda DeKock and Christina Cheong- See Russell, Sarah Buckland



# SUPPORTING SECONDARY SCHOOL STUDENTS RETURN TO SCHOOL

## Secondary School Students

Staff may see changes in wellbeing when students return to school. There may be a range of reactions and impacts depending on student and family and whānau circumstances, refer below.

### Possible Reactions and Impacts

- Pleased to be back with friends and back at school
- Enthusiasm to engage in work
- Anxiety alleviated for parents (who worry about teaching their children) and students (who have worried about getting behind)
- Increased maturity and resilience due to having to manage school work at home alone
- Limited impact on family and whānau life
- Students have maintained connections with friends and family and whānau using social media
- More tolerance and understanding amongst students and a feeling of us all being in this together
- Truancy or a reluctance to attend school
- Disengagement from school and school work
- Parents and students anxious about catching Covid-19 in the school environment.
- Parents reluctant to send students to school
- Students anxious about the impact of Covid-19 on NCEA results
- More exposure to and/or engaging in risky behaviour while at home, refer to wellbeing information below
- Economic hardship as a result of job losses or concerns in relation to the health and/or safety of themselves or family and whānau members
- Students have been over exposed to social media during the lockdown. Significant increase in screen time
- Increase in bullying, racism and stigma

- Some students may have planned their time over the period of lockdown to fit into the normal school day
- Disrupted routines e.g. some students may have disrupted sleep patterns. They may have been staying up late at night and rising later in the day.

## Strategies for managing the return to school

### *Whakawhānaungātanga/ Connecting:*

- Welcome students and staff back to school: <https://learningfromhome.govt.nz/wellbeing/covid19-wellbeing-guide>
- Take time to reconnect to students, family and whānau
- Build on students' strengths and the resilience shown during Covid-19
- Identify students and staff who may have been affected more than others by Covid-19. e.g. students with learning support needs, families and whānau where parents have become unemployed, students or staff who have had Covid-19 or have experienced someone having Covid-19 in their 'bubble'

### *Kohikohi, Gather information/Observe:*

- In the first weeks it is important to identify students and staff who aren't successfully adapting to school
- Be alert to changes in student wellbeing/hauora across the four dimensions of Mason Durie's **Te Whare Tapa Whā**
  - Taha tinana-physical wellbeing
  - Taha hinengaro-mental and emotional wellbeing
  - Taha whānau-social wellbeing
  - Taha wairua-spiritual wellbeing

Refer to COVID-19 Wellbeing Guide Module 1

Hauora / Wellbeing in uncertain times for further information

<https://learningfromhome.govt.nz/wellbeing/covid19-wellbeing-guide>

If you have concerns about a student's attendance, refer to

<https://mailchi.mp/education/covid-19-special-bulletin-update>

- Monitor students' wellbeing: some of the impact of Covid-19 may not be felt immediately

### *Ata whakaaro, Sense- making/Listen*

- Make time to listen to the students stories of being in self-isolation and the impact of Covid-19
- For guidance on how to discuss Covid-19 in a classroom setting refer to: <https://learningfromhome.govt.nz/wellbeing/covid19-wellbeing-guide> COVID-19 Wellbeing Guide Module 1: Hauora / Wellbeing in uncertain times
- Take time to listen to parents who may need more support

*Tāti, Plan collaboratively*

- Some students may need more breaks during the day.
- Some flexibility may be required around start time's e.g. staggering start times (supporting social distancing);
- Additional support and planning may be required for students who already have transition plans in place or are school refusers. Appendix 1 e.g. don't expect to start where you left off in the plan. It may be back to square one.
- Plan activities to attract students back to school (based upon their interests and linked with connecting with their peers i.e. singing, art, music, drama, sports (applying social distancing practices where appropriate).
- Teach relaxation and mindfulness techniques to students and staff e.g. <https://positivepsychology.com/mindfulness-for-children-kids-activities/>  
Refer to Appendix 2 for further details.

*Whakamahi, Take action*

- Refer students who are having difficulty adjusting to school to services within and outside the school e.g. counselling, CAMHS, Learning Support (MOE), budgeting services, food banks. If you have concerns regarding the safety of a young person follow your usual policies and protocols and specific advice in relation to Covid-19 for example: <https://www.education.govt.nz/covid-19/covid-19-and-wellbeing/>
- Discuss and address any experiences of stigma, racism or bullying in relation to Covid-19,
- Re-emphasising school values and expectations for behaviour as well as community messaging in relation to Covid-19 'be kind, be safe' may be helpful
  - For relevant information refer to **Appendix 2**.

*Whai whakaaro, Reflect together*

- Monitor students: some of the impact of their experience during Covid-19 may not be felt immediately
- Check progress with family and whānau, school personnel and Learning Support practitioners if involved, reflect on impacts

*Mana motuhake, Empower  
students and Whānau*

- Empower students, family and whānau to continue with progress made in relation to learning and support wellbeing

**Additional information is provided via the following appendices:**

- **Appendix 1:** Supporting Secondary Students Reintegration Into Routines
- Error! Reference source not found.: Phased Support: Promoting Wellbeing Recovery For Young People
- Error! Reference source not found.: Our Community Partners-Services and Supports For Young People
- **Appendix 2:** Information resources

## APPENDIX 1: SUPPORTING SECONDARY SCHOOL STUDENTS REINTEGRATION INTO ROUTINES

### Please refer to the triangle diagram\_resource SUGGESTED PHASED SUPPORT FOR SCHOOL CHILDREN - as a point of reference)

- Identify the students needing additional support in addressing everyday routines
- Have a check in system with the parent
- Maintain a home school communication
- Set a shared goal – with parent , school team and student ( other agencies as needed)
- Make a detailed visual plan for routines ; incorporate timed breaks and withdrawals
- Nominate a teacher or learning assistant to cue the student of the plan each morning and afternoon after school
- Cue the student to the visual plan- what is the plan; who are the people involved ; who will be supporting me ; when and for how long and how does success look ( Objective - goals , plan , steps and outcome measures -all details to be included plan)
- Include student strengths in the plan – facilitate opportunities for student to be part of the intervention process
- The copy of the plan – for Principal and all teachers working with the student
- Make a student version so all details are simple and clear
- Get the student to clarify the details of the plan.
- Outcome measures: What does success look like?
- Home –school communication is paramount
- Set up a reward system for success
- If there are new teachers, please ensure they get support in knowing the context and needs around the student

## Follow principles and order of the PB4L framework

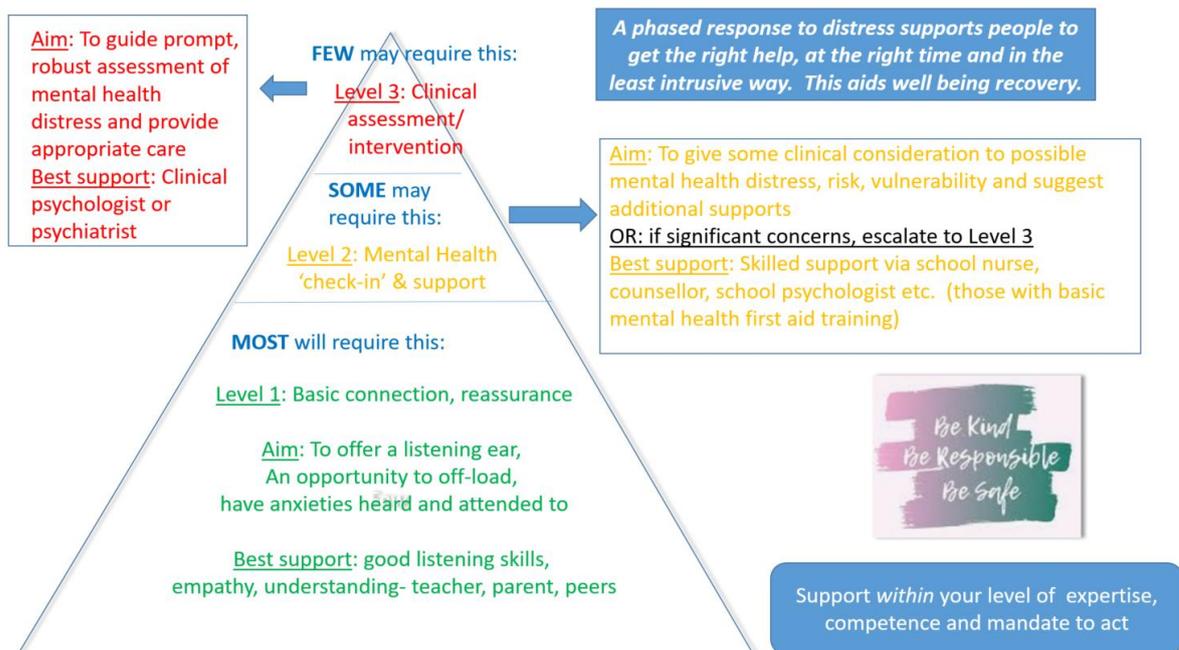
- **Influence effective change** using a team approach
- **Team:** Home, school team and the parent
- **Consult** : Discuss – how each person in the team will contribute for change to happen and make a script for the goal accordingly
- **Define expectation** – write the script – in simple definitive terms
- **Teach expectations** – in a one on one session or in shared situation use science and facts around routine , wellness and engagement
- **Reinforce** every little gain made
- **Correct** behavioural errors
- **Monitor and feedback-** Use a behaviour check list – with the defined expectation and keep a track – use a 2- week track
- **Do the aforesaid** until you see change

## APPENDIX 2: PHASED SUPPORT – PROMOTING WELL-BEING RECOVERY FOR YOUNG PEOPLE

### What is known to promote well-being recovery?

The Traumatic Intervention First Responder Model is based upon six key principles of psychological first aid:

- **SAFETY** – ensure basic needs are met
- **CALM** – give accurate information and listen to people who need to talk
- **CONNECTEDNESS** – help people contact loved ones and be together
- **HOPE** – acknowledge the difficulty of the situation and assure people everything possible is being done to help
- **SELF – SUFFICIENCY** – Give practical suggestions on what people can do
- **SELF-CARE** – Attend to your own needs for rest, support, manageable workloads etc.



\*Provided by Mel Churton (Psychologist, Ministry of Education: Learning Support, Waikato)

## APPENDIX 3: COMMUNITY PARTNERS; SERVICES AND SUPPORT FOR YOUNG PEOPLE

Who	What support can be provided	Contact details
Covid-19 website information	Covid-19 information  Key messages for schools to support wellbeing	<a href="https://covid19.govt.nz/">https://covid19.govt.nz/</a> <a href="https://covid19.govt.nz/individuals-and-households/health-and-wellbeing/looking-after-your-mental-wellbeing/">https://covid19.govt.nz/individuals-and-households/health-and-wellbeing/looking-after-your-mental-wellbeing/</a> <a href="https://www.mentalhealth.org.nz/get-help/covid-19/">https://www.mentalhealth.org.nz/get-help/covid-19/</a> <a href="https://www.education.govt.nz/covid-19/covid-19-and-wellbeing/">https://www.education.govt.nz/covid-19/covid-19-and-wellbeing/</a> <a href="https://parents.education.govt.nz/secondary-school/wellbeing/mental-health/">https://parents.education.govt.nz/secondary-school/wellbeing/mental-health/</a> <a href="https://education.govt.nz/school/health-safety-and-wellbeing/pastoral-care-and-wellbeing/talking-to-children-about-covid-19-coronavirus/">https://education.govt.nz/school/health-safety-and-wellbeing/pastoral-care-and-wellbeing/talking-to-children-about-covid-19-coronavirus/</a>
Ministry of Health	Provides an overview of mental health services including crisis services, helplines and support for young people	<a href="https://www.health.govt.nz/your-health/services-and-support/health-care-services/mental-health-services/mental-health-services-where-get-help">https://www.health.govt.nz/your-health/services-and-support/health-care-services/mental-health-services/mental-health-services-where-get-help</a>
Health line	Health line free health advice and information, anytime, 24 hours a day, 7 days a week Interpreter services available if needed	<a href="https://www.health.govt.nz/your-health/services-and-support/health-care-services/healthline/more-about-healthline">https://www.health.govt.nz/your-health/services-and-support/health-care-services/healthline/more-about-healthline</a>
Community Alcohol and Drug Services (CADS): Altered High	Altered High is CADS youth service for young people aged 13 - 19 and their family/whānau	<a href="https://www.cads.org.nz/services/alter-ed-high-youth/">https://www.cads.org.nz/services/alter-ed-high-youth/</a>
Mental Health Foundation	Mental Health Foundation information on accessing support for wellbeing	<a href="https://www.mentalhealth.org.nz/home/our-work/">https://www.mentalhealth.org.nz/home/our-work/</a>
Ministry of Social Development  Oranga Tamariki	Information for people affected by COVID-19 including information on community services and family support  Support for any child or young person whose wellbeing is at significant risk of harm	<a href="https://www.msd.govt.nz/about-msd-and-our-work/newsroom/2020/covid-19/index.html">https://www.msd.govt.nz/about-msd-and-our-work/newsroom/2020/covid-19/index.html</a>  <a href="https://www.msd.govt.nz/what-we-can-do/families/index.html">https://www.msd.govt.nz/what-we-can-do/families/index.html</a> <a href="https://www.orangatamariki.govt.nz/">https://www.orangatamariki.govt.nz/</a>

<b>Disability Support and Services</b>	<p>Overview of disability support and services</p> <p>Explore Specialist Advice: National provider of behaviour support for those with disabilities and autism</p>	<p><a href="https://www.odi.govt.nz/guidance-and-resources/disability-support-services-current-system-overview/">https://www.odi.govt.nz/guidance-and-resources/disability-support-services-current-system-overview/</a></p> <p><a href="https://www.taikura.org.nz/">https://www.taikura.org.nz/</a></p> <p><a href="https://disabilityconnect.org.nz/covid-19-updates-and-information/">https://disabilityconnect.org.nz/covid-19-updates-and-information/</a></p> <p><a href="https://www.healthcarenz.co.nz">https://www.healthcarenz.co.nz</a></p>
<b>Netsafe</b>	Online safety organisation	<a href="https://www.netsafe.org.nz/contactnetsafe/">https://www.netsafe.org.nz/contactnetsafe/</a>
<b>Maori and Pacific service providers</b>	<p>Maori Whānau Ora providers</p> <p>Pacific Whānau Ora providers</p>	<p><a href="https://whanauora.nz/partners/">https://whanauora.nz/partners/</a></p> <p><a href="http://pasifikafutures.co.nz/">http://pasifikafutures.co.nz/</a></p>
<b>Asian Family Services</b>	Nationwide face to face or telephone support to Asian families living in New Zealand	<a href="https://www.asianfamilyservices.nz/">https://www.asianfamilyservices.nz/</a>
<b>International students</b>	Support and information for international students	<p><a href="https://www.education.govt.nz/covid-19/international-students-critical-incidents-homestay-issues-and-supporting-mental-wellbeing/">https://www.education.govt.nz/covid-19/international-students-critical-incidents-homestay-issues-and-supporting-mental-wellbeing/</a></p> <p><a href="https://www.education.govt.nz/school/student-support/english-for-speakers-of-other-languages-esol-information/esol-resources/">https://www.education.govt.nz/school/student-support/english-for-speakers-of-other-languages-esol-information/esol-resources/</a></p>
<b>Refugees as Survivors</b>	Support for refugee communities	<p><a href="https://www.belong.org.nz/community-news/refugees-as-survivors-new-zealand-rasnz-covid-19-resources">https://www.belong.org.nz/community-news/refugees-as-survivors-new-zealand-rasnz-covid-19-resources</a></p> <p><a href="https://rasnz.co.nz/">https://rasnz.co.nz/</a></p>
<b>Service and resource directories</b>	<p>Online services directories of community services</p> <p>Information resources and directories for young people (Covid 19)</p>	<p><a href="https://www.familyservices.govt.nz/directory/">https://www.familyservices.govt.nz/directory/</a></p> <p><a href="http://www.youthservice.govt.nz/ways-we-can-help/resources/index.html">http://www.youthservice.govt.nz/ways-we-can-help/resources/index.html</a></p> <p><a href="http://www.healthpointltd.co.nz/products/new-zealands-national-health-service-directory/">http://www.healthpointltd.co.nz/products/new-zealands-national-health-service-directory/</a></p> <p><a href="https://www.mentalhealth.org.nz/get-help/in-crisis/community-directories/">https://www.mentalhealth.org.nz/get-help/in-crisis/community-directories/</a></p> <p><a href="https://www.foodbank.co.nz/">https://www.foodbank.co.nz/</a></p> <p><a href="http://myd.govt.nz/resources-and-reports/covid-19-support-resources-for-rangatahi-whnau-and-the-youth-sector.html">http://myd.govt.nz/resources-and-reports/covid-19-support-resources-for-rangatahi-whnau-and-the-youth-sector.html</a></p> <p><a href="https://www.brainwave.org.nz/resources/">https://www.brainwave.org.nz/resources/</a></p> <p><a href="https://nziwr.co.nz/2/">https://nziwr.co.nz/2/</a></p>

## APPENDIX 4: INFORMATION RESOURCES

Who	Resource	Relevant links
Ministry of Youth Development	Resources for rangitāhi, whānau and the youth sector	<a href="http://myd.govt.nz/resources-and-reports/covid-19-support-resources-for-rangatahi-whnau-and-the-youth-sector.html">http://myd.govt.nz/resources-and-reports/covid-19-support-resources-for-rangatahi-whnau-and-the-youth-sector.html</a>
Brainwave Trust	Information resources relevant to young people	<a href="https://www.brainwave.org.nz/resource/">https://www.brainwave.org.nz/resource/</a>
Positive Psychology	Tips for Building Resilience in young people	<a href="https://positivepsychology.com/resilience-in-children/">https://positivepsychology.com/resilience-in-children/</a>
Huffington Post	Article	<a href="https://www.huffpost.com/entry/tired-of-fighting-my-teen-to-wake-up-in-the-morning_b_3819799">https://www.huffpost.com/entry/tired-of-fighting-my-teen-to-wake-up-in-the-morning_b_3819799</a>
Very Well Family	Article	<a href="https://www.verywellfamily.com/how-to-get-your-teen-out-of-bed-on-time-for-school-1094986">https://www.verywellfamily.com/how-to-get-your-teen-out-of-bed-on-time-for-school-1094986</a>
UNICEF	Website information and resources	<a href="https://www.unicef.org/coronavirus/covid-19-parenting-tips">https://www.unicef.org/coronavirus/covid-19-parenting-tips</a>
Edutopia	Website information and article	<a href="https://www.edutopia.org/article/how-teach-self-regulation">https://www.edutopia.org/article/how-teach-self-regulation</a>
Childmind	Website information and article	<a href="https://childmind.org/article/can-help-kids-self-regulation/">https://childmind.org/article/can-help-kids-self-regulation/</a>
Ministry of Education	Information on bullying, racism and stigma	<a href="http://www.education.govt.nz/our-work/overall-strategies-and-policies/wellbeing-in-education/">http://www.education.govt.nz/our-work/overall-strategies-and-policies/wellbeing-in-education/</a>
Bullying-free NZ		<a href="https://www.bullyingfree.nz/">https://www.bullyingfree.nz/</a>
UNICEF		<a href="https://www.voicesofyouth.org/covid-19-your-voices-against-stigma-and-discrimination">https://www.voicesofyouth.org/covid-19-your-voices-against-stigma-and-discrimination</a>
Human Rights Commission		<a href="https://www.hrc.co.nz/enquiries-and-complaints/what-you-can-complain-about/">https://www.hrc.co.nz/enquiries-and-complaints/what-you-can-complain-about/</a>