

Hauora Community of Practice

Supporting Socially At-Risk Students

to establish and maintain relationships towards forming friendships

**Whakataka te hau ki te uru
Whakataka te hau ki te
tonga
Kia mākinakina ki uta
Kia mātaratara ki tai
E hī ake ana te atakura
He tio, he huka, he hau hū
Tīhei mauri ora!**

Cease the winds from the
west
Cease the winds from the
south
Let the breeze blow over the
land
Let the breeze blow over the
ocean
Let the red-tipped dawn
come with a sharpened air.
A touch of frost, a promise of
a glorious day.



Outline

Part 1 What do we mean by Hauora and Social Connection

Part 2 The science behind social connection

**- and how relationships are foundational for supporting behavioural/emotional distress
in the school context**

Morning tea

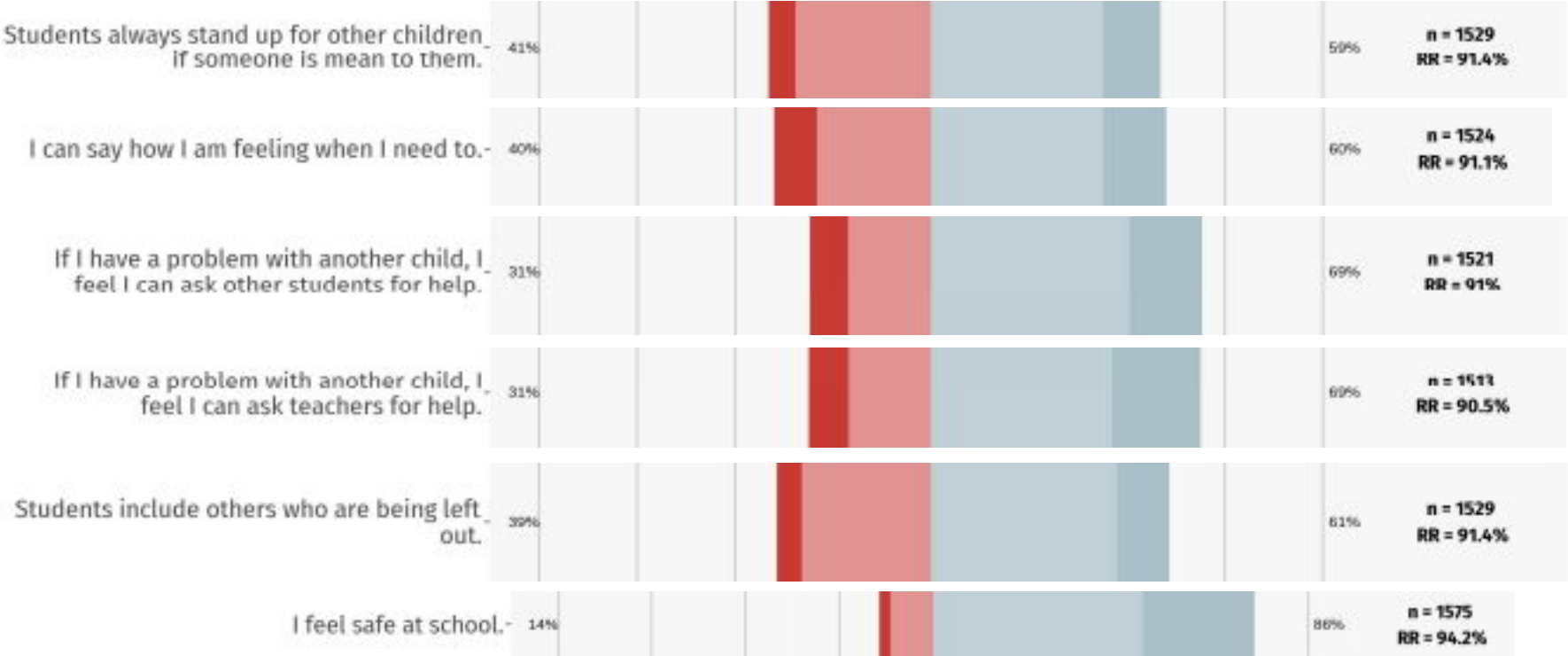
Part 3 Responses to the data and Initiatives that foster peer connections

Dilemma

My students – high-risk or at-risk

- new to school Y11, lovely kid, hasn't made a close connection yet
- now socially isolated at break times – parental concern
- past concern from parents, has just made one classroom contact
- no social interaction observed, seems self-sufficient
- engages with everyone but no close relationship, aware – new
- feels friends with everyone but no close relationship, not aware
- concern around type of relationship with others
- no social interaction in class, seems socially content

W@S data – what we know



Understanding the dynamics affecting social connection

Cultural relationships involve:

- whānau type relationships that demonstrate we care for our learners and have high expectations for their learning
- understanding whakapapa and knowing who our learners are; their cultural experiences and prior knowledge are foundational to their identity as learners
- promoting a common vision or kaupapa that is focused on the potential of 'all' learners to thrive in the education system without compromising who they are.

*"Coming to know and respect our learners,
so they can come to know and respect us..."*

Teacher

Responsive pedagogy involves:

- wānanga - decision-making and learning practices that are responsive to a range of relevant contextual information, including evidence, then building from the learner's own prior knowledge and experiences
- ako - promoting reciprocal responsibilities to engage with each other in on-going, interactive dialogue and sense-making
- mahi ngātahi - where teachers, learners and whānau share in the power of contributing their own sense-making to the learning of others.

*"Scaffolding learning from the learners' zone of
proximal development can activate more 'brain power'
and contribute to more learning."*

Teacher



poutama pounamu quality, excellence and belonging

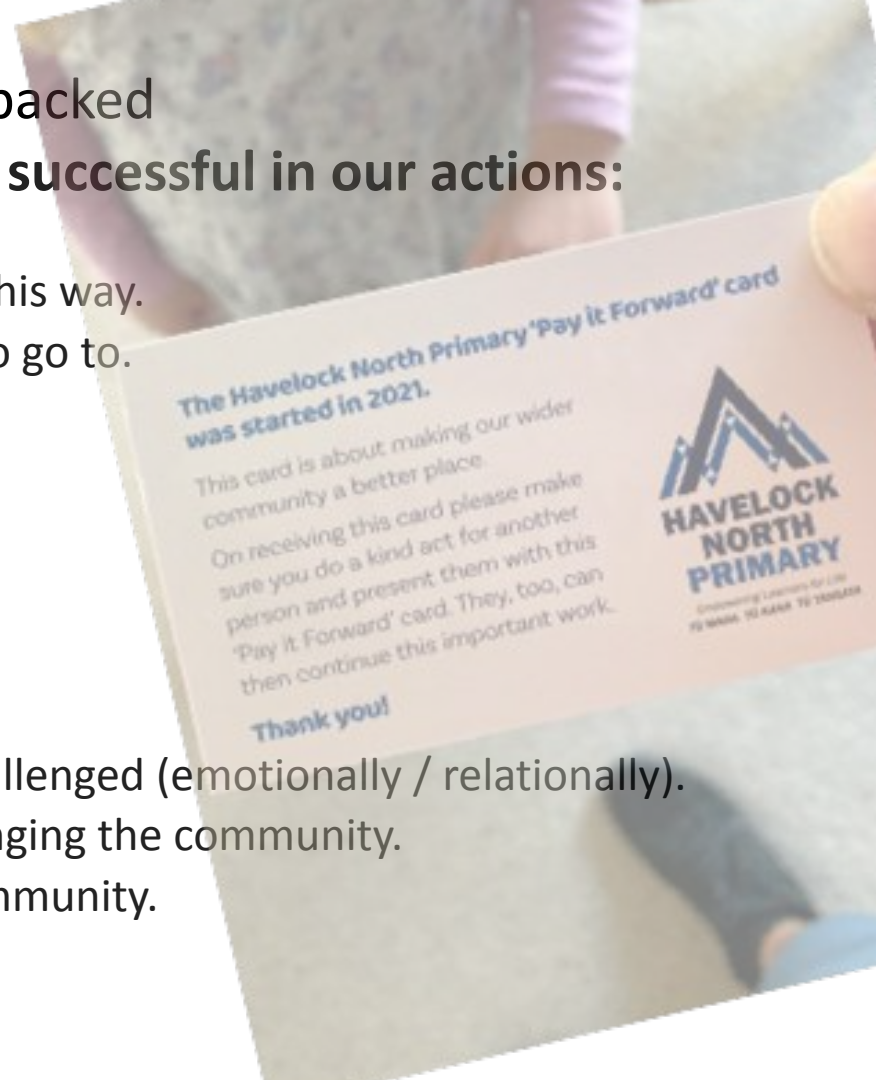
Solution unpacked

- How will we know that we're successful in our actions:

I understand how I am feeling – it is okay to feel this way.
I need to share how I'm feeling and I know who to go to.
I can communicate how I am feeling effectively.
Other people know how to listen and support me
and how I am feeling.

People 'know' me

People are looking out for me, that I am okay.
People know how to support me if I'm feeling challenged (emotionally / relationally).
People know how to help others if they're challenging the community.
People know how they actively build a strong community.



The Road plan – how we're going to get there

- Understand factors affecting social connectedness
- Have consideration for varied student needs
 - high-risk students,
 - transition points,
 - socio-emotional supports
 - knowing what the student wants
- Identify key areas of focus for you and your kura
- Share approaches to respond to student needs
- Prepare to implement responses / actions

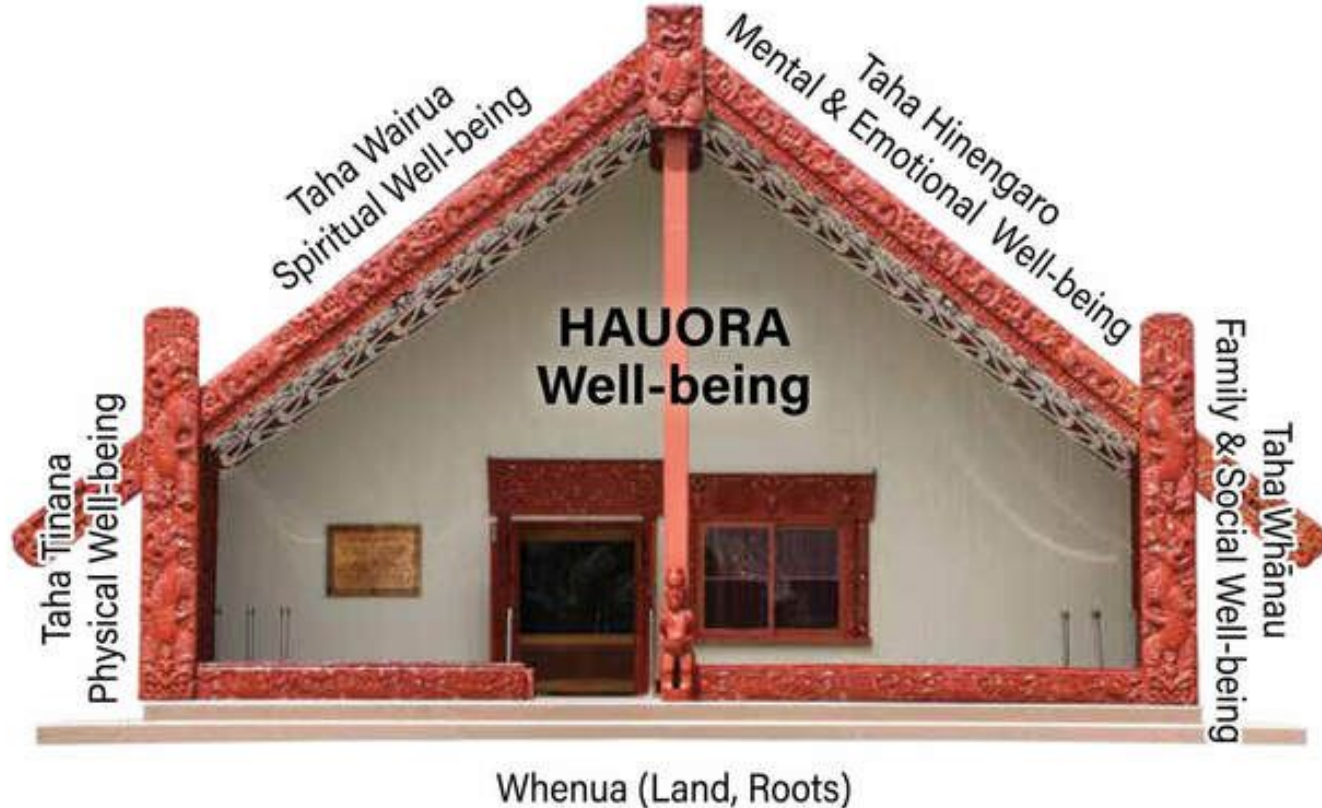


TE WHITI RD

Part 1

What do we mean by Hauora and Social Connection

Hauora - what conditions support wellbeing within each of the 4 dimensions?



Māori Health Model: Te Whare Tapa Whā, developed by Mason Durie.

‘When I am at my best.....’

– within my community

What is your role / state? What are the roles / behaviours of others that support you?

Three common components of social connectedness:

Socialising - have a good time and enjoy each other's company

Social support - situations in which one person or group needs help to achieve an objective and another person or group offers resources to provide help – either emotional, instrumental or informational

Sense of belonging - being connected to and valued by other people. Feelings of loneliness are a risk factor and are argued to indicate a deficit in one's sense of belonging - [MSD doc](#)

Sources of Social Connectedness

e.g. Family/Whānau, Friends, Clubs & Associations, Acquaintances,
Colleagues, Peers & Teachers, Neighbours



Depending on:

Personality type & Social skills

Opportunities to connect

Motivation to connect



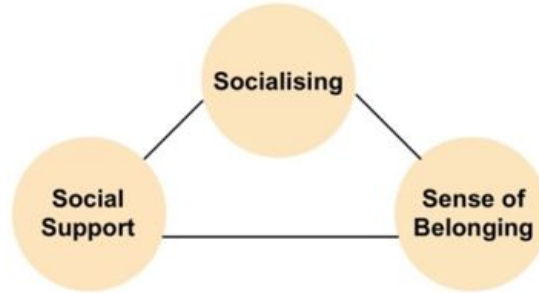
Through Different Modes of Contact:





Lead to Social Connectedness

Social connectedness has three main components:



Depending on:

Personality type

Social norms and values

Social identification



Social Connectedness Influences Wellbeing

- Including:
- Physical health
 - Mental health
 - Subjective wellbeing
 - Labour market outcomes
 - Educational outcomes

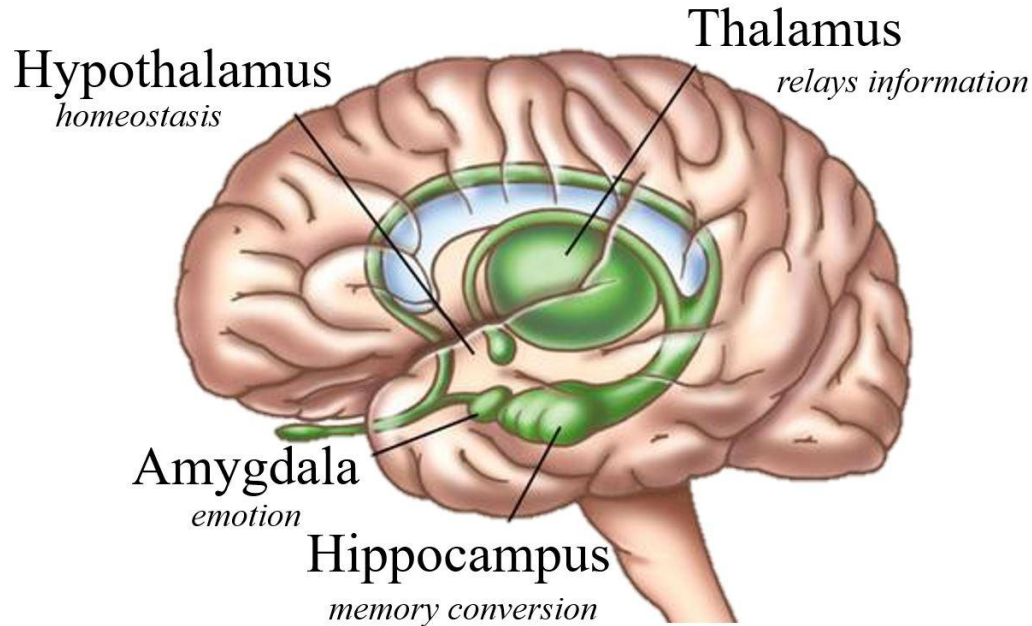
Part 2

The science behind social connection

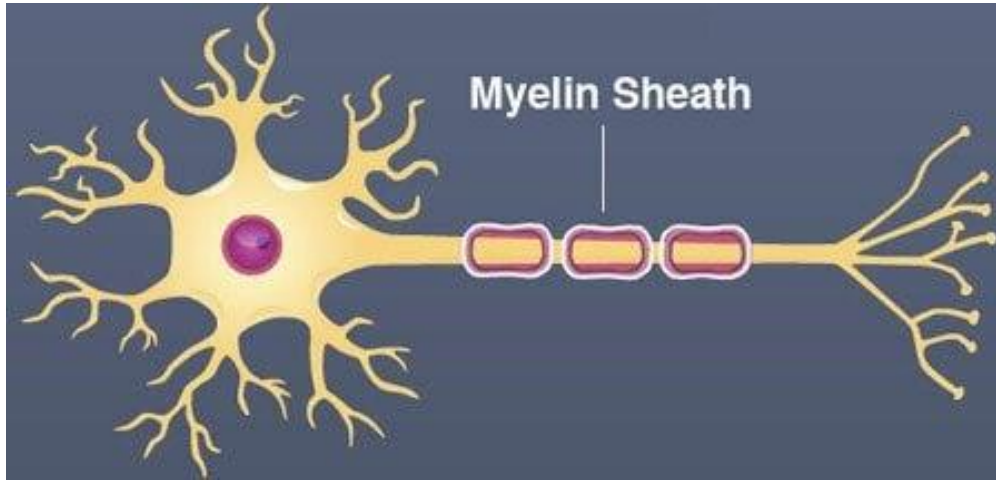
- and how relationships are foundational for supporting behavioural/emotional distress in the school context



The Limbic System



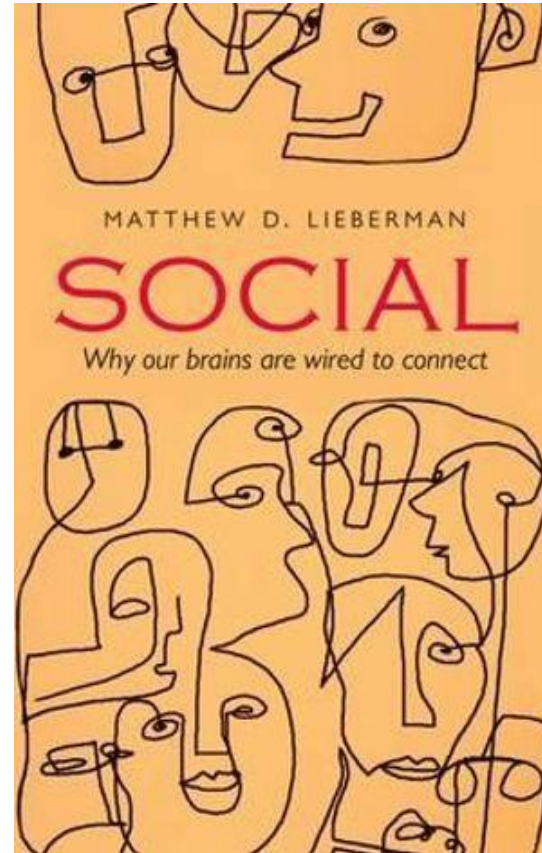




Brainstorm: what are some key neural pathways for social connection?

What might these look like at school?

How might these be strengthened or pruned by an individual's experience?



Dopamine – the pleasure/reward hormone – I like it, I want it

Oxytocin – the love hormone – bonding makes us feel safe

Serotonin – the feel-good stabiliser – enjoyment, calm, contentment

Endorphins – the pain killer – runner's high

How might these impact students' social connections at school?



So if feeling connected helps us feel safe

and feeling safe helps us feel connected...

how do we support students to feel safe and connected?



Karakia mo te kai

Nau mai e ngā hua
o te wao
o te ngakina
o te wai tai
o te wai Māori
Nā Tane
Nā Rongo
Nā Tangaroa
Nā Maru
Ko Ranginui e tū iho nei
Ko Papatūānuku e takoto nei
Tutru whakamaua kia tina
Haumi e, hui e, tāiki e!

Part 3

Responses to the data and Initiatives that foster peer connections

Exclusivity, Integration or **Inclusivity**

How do schools support students to be **Socially Inclusive**?

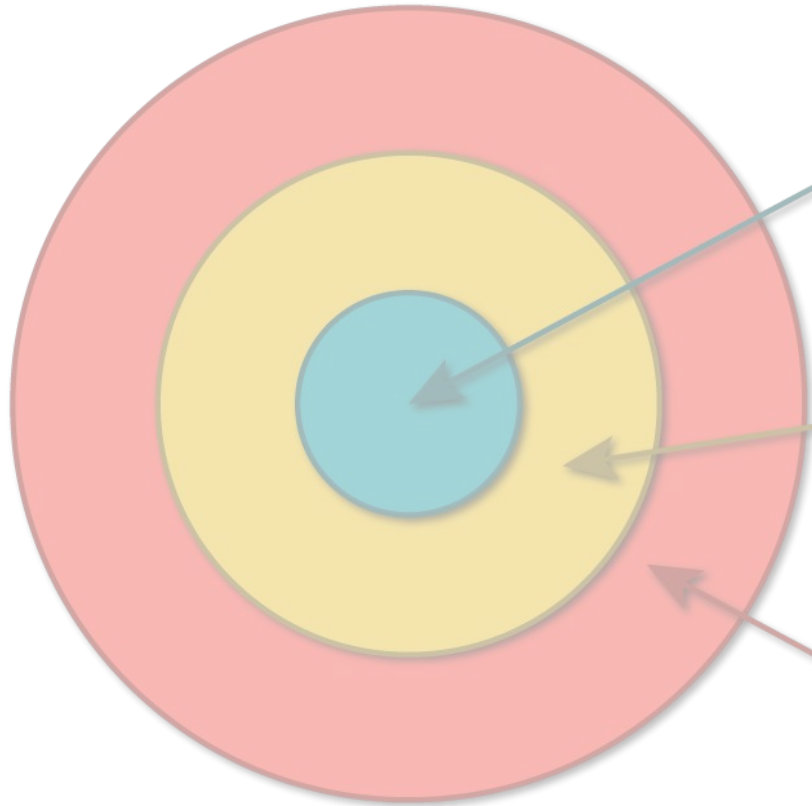
To:

- **Settle / Feel safe**
- **Connect**
- **Establish firm relationships**
- **Track (student) progress**

Consider your W@S data

Identify your social connectedness 'hotspots'

How do they affect your at-risk students?



Circle of Control

- What is in your control
 - What actions could you take to lift student experience?

Circle of Influence

- Actions to create influence
 - Who can support your mahi – to work alongside you

Circle of Concern

- What is your circle of concern
 - What's the big picture - long term impact
 - How will you know you've been successful

Establishing our Network

[Shared Tracking Doc](#) - so that we can follow your journey

Week 10 - Find a time that works for you and your partner to meet for a 2 minute conversation.

Complete the 60 second stand-up - details of this will be emailed in Week 9

He Karakia Whakamutunga

Ka whakairia te tapu

Kia watea ai te ara

Kia tūruki whakataha ai

Kia tūruki whakataha ai

Hui e, tāiki e.

Restrictions are
moved aside
So the pathways is
clear
To return to
everyday activities

