

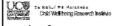


Understanding how teachers perceive socio-emotional wellbeing: Contributing to the development of a linguistically and culturally responsive SEW framework in Aotearoa New Zealand.

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Why focus on socio-emotional well-being?



- · Growing international concern
 - Maladjustment
 emotional and behavioural
 - younger ages
 - compound during adolescence additional risk factors
- Social-emotional well-being
 - positive effects on functioning, including relationships and school attendance
- · longitudinal gains



What exactly is socio-emotional well-being?



- International perspective
 - developmental process, related to
 emotional regulation, set goals
 develop and maintain relationships
 decision making (CASE) 2020)
- New Zealand perspective
 - lew Zeal and perspective

 NZ Child and Youth Well-being
 Strategy (2019)

 loved, safe, nurtured
 learning and developing

 accepted, respected, and connected
 involved and empowered



What is happening currently?



- Internationally • use of evidence-based programmes
 - ad hoc and discrete
 - require rigid adherence for fidelity
- Programmes often disregard
 - the role of the child
 - the role of the community
 - ethnicity



Best practice should include meeting the needs of the child and their communities (Weisz, 2005)

cultural and linguistic responsive programmes are essential

current adaptations are mainly logistical (ie. timing) or intentional (content-based) without consideration of needs

Ka whati te tī, ka wana te tī, ka rito te tī. "When the tī kōuka (cabbage) tree is destroyed, it builds its inner strength, then begins to grow again – Resilience." (Opai, n.d.).



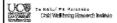


Responding to NZ Māori Youth



- less likely to report being treated fairly by teachers
- less likely to have teachers who hold high academic expectations for them (Crengle, et al, 2013, p.5).

 more likely (over 3 times) to be stood down or suspended than other students
- more likely to be frequent truants by Years 9 and 10
- more likely to leave school without a qualification
 (ERO, 2015; MOE, 2020)



The role of teachers in SEW



- The influence of teachers is clear but complex
- Related to perceptions that teachers hold around SEW, of themselves, and their
- · Perceptions are underpinned by teachers own understandings and competence
 - · Influence implementation and success of programmes

 - Influence approach taken to develop SEW (agency)
 Influence interactions with students, in terms of using and recognising verbal and emotional

Awareness matters, but in reality the focus on teachers' perceptions of SEW is infrequent!



Our Partnership

A collaborative project including teachers, tamariki, whānau, hapū and iwi

- Te Taumutu Rūnanga
- Hornby High School
- Hornby Primary School
- University of Canterbury/Otago

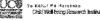




To Mahui Pa Harakeko Chili Wall-being Research Institute

Research Methodology

- Guided by Kaupapa Māori research principles
- Critical participatory action research
 Relevant to Māori aspirations, while including non-Māori.
- Aim: understand current effects of perspectives, structures, and practices to create new knowledges, and ways of being in relation to SEW
 improve one's own practice, through an understanding of practices and social dimensions in which these practices occur
- Collective: emphasise self-reflection at a collective level to recognize wider historical contexts.



Research Questions

- How do teachers perceive socio-emotional wellbeing?
- How do teachers' perceptions inform the development of an expanded construct of SEL that is culturally and linguistically sustaining?

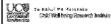


Our Teachers

- Hornby Primary School
 - Level 2 immersion te reo Mā ori
- Year 6 English medium
- Deputy Principal—leadership role
- Hornby High School
 - Year 7/8 English medium
 - Deputy Principal-leadership role



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Data Gathering

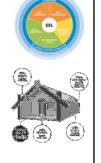
- Wānanga
 - \circ s paces where individuals gather to share, discuss, deliberate, and consider ideas
 - safe spaces
 - te ao Māori ways of living and being
 - enabled all participants to be situated as learners, thus, acknowledges expertise of each individual
 - enabled joint meaning making to occur
 - founded on whakawhanaungatanga



Data Gathering

- Wānanga
 - elicitation of understandings and perspectives
 underpinned by two models

 - te whare tapa whā
 - CASEL
- Noticing (Mason, 2001)
 - own practice
 - tamariki





Analysing the data

- open coding (Glaser & Strauss, 1967) • independent interpretation of field notes
- variation or points of difference
- axial coding (Strauss & Corbin, 1990)
 identified relationships between points of difference/variation
 - development of tentative categories further refinement to enable the mes to
 - emerge





Findings

Opening coding identified a spects heavily related to one's self within their social world.

 $Axial\ coding\ identified$

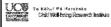
Relationship skills (multi-dimensional)

as key

How one related to one's self How one related to culture and languages How one related to learning

A relational approach, within which skills would be taught explicitly. The roles of teachers and students were interchangeable (ako).





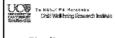
Findings



(related to cultures and languages)

- Fostered by having
 understanding of emotions
 recognition of feelings and associated behaviours
 - ability to reframe experiences
- Teachers' held that having knowledge and skills would contribute to fostering confidence in others
 - · Suggests that teachers viewed competence in skills as integral to developing SEW in tamariki
 - Suggests that developing socio-emotional capacities extends beyond focusing upon one's self

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Findings



Emotions

- Emotions were an area perceived as being less developed
- diminished sense of well-being due to interpersonal challenges, loss of sense of self, emotional unease
 personal emotional competencies
- vs teacher emotional competences
 habituation of classroom experiences
- Recognized the importance of whanau
 - influence of whānau on both teachers and tamariki
 - socio-historical influences



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- SEW is an entwined and mutually reinforcing system
- Capacity to enrich wider relationships
- Places tamariki at the centre of the whenua alongside whānau
- Such insight reinforces the importance of understanding Importance or understanding cultures, languages, and connections between individuals in the development of programmes seeking to develop SEW



Kā mihi nunui...



TEACHING & LEARNING RESEARCH INITIATIVE • We extend our heartfelt thanks to

our kaiako, tamariki, whānau, iwi, hapū, & rūnaka, who have made this research possible.

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