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CANTERBURY
Child Well-being Research Institute

Co-constructing a culturally and linguistically sustaining, Te Tiriti -based Ako framework for socio-emotional wellbeing in education

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Overview

- Social Emotional Wellbeing of Youth in Aotearoa
- Why Social Emotional Learning?
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- He Awa Whiria—Braiding Western and Māori Conceptual Lenses
 - Social emotional wellbeing perspectives
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- Gathering Knowledge & Filling Our Kete

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Social Emotional Wellbeing Among NZ Youth




- Aotearoa New Zealand ranks 34th out of 41 for child and adolescent wellbeing (UNICEF, 2017)
- Many YR 7-9 students are “not experiencing the desired outcomes for student wellbeing” (ERO, 2015, p. 25).
- Lower achievement in national standards at this level; increased rates of being stood down or suspended.
- Māori youth “are less likely to report being treated fairly by teachers and to have teachers who have high academic expectations for them” (Cringle, et al, 2013, p 5).

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Why Social Emotional Learning?



International meta-analysis of 213 school-based SEL programmes involving 270,034 K-HS students, found that compared to controls, students who participated in SEL interventions demonstrated “greatly improved SEL skills, attitudes, behavior and academic performance that reflected an 11 percentile-point gain in achievement” (Durlak, et al, 2011, p. 405).

Subsequent international meta-analysis confirmed longer-term positive impacts of SEL interventions (Taylor et al., 2017).

Macfarlane et al (2017) recommend that it is time to develop SEL programmes, “that are reflective of ethnic and cultural demographics” (p. 286), and that the “application of SEL programmes founded on Māori constructs is an antidote to Māori disparity” (p. 286).

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Our Partnership

A collaborative project among teachers, whānau, hapū and iwi to enable a holistic approach to education.

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



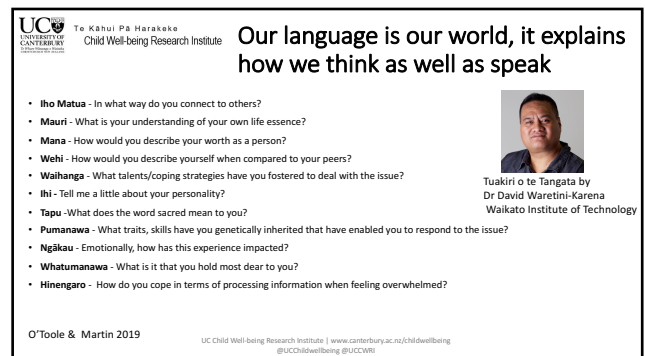
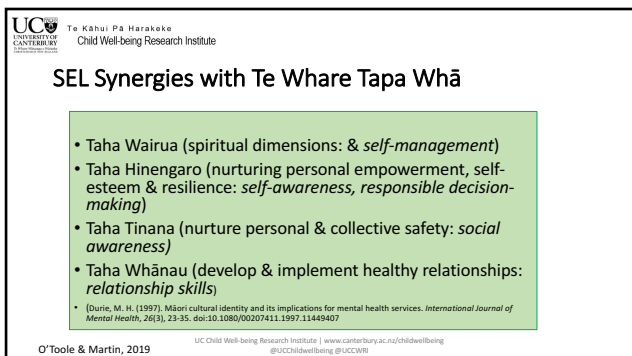
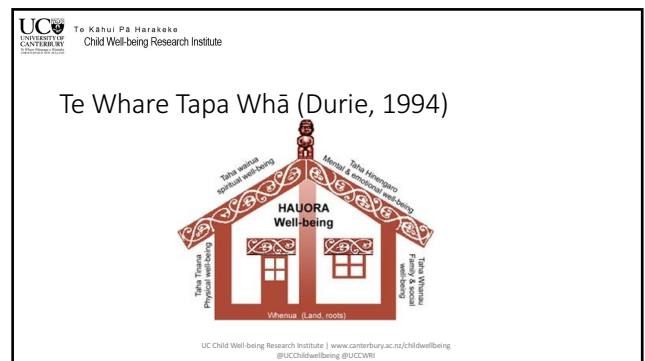
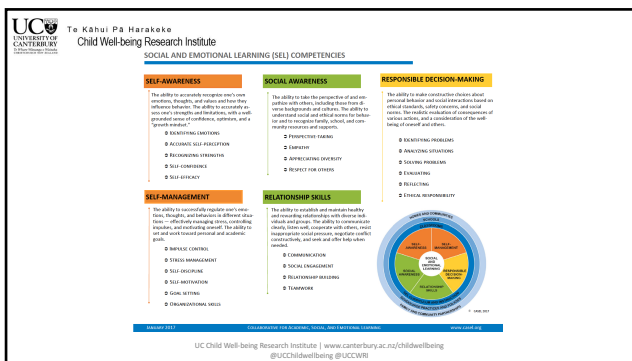
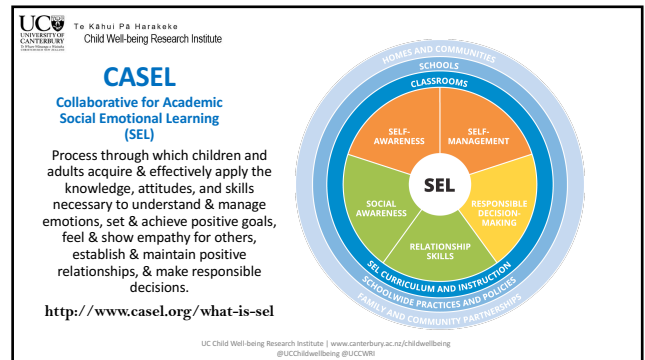
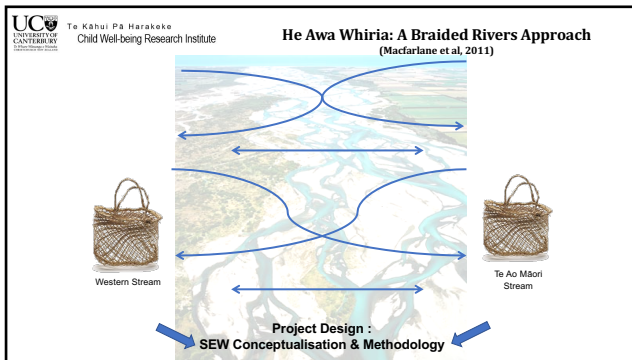
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Our Aims: Enhancing Socio-emotional Wellbeing

- *Co-construct a culturally and linguistically sustaining construct of Socio-emotional learning (SEL).*
- *Develop and implement a culturally and linguistically sustaining framework of SEL pedagogy in classrooms.*
- *Develop a collaborative, partnership model.*

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Methodology: Braiding PAR and KM


A community-focused participatory action research methodology guided by Kaupapa Māori research principles.

Uses Māori principles, practices, and worldview to construct the research process, and understand and interpret the research outcomes.


Action research design facilitates the development of culturally-responsive and evidence-based practices.



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Gathering knowledge & Filling our Kete



- Wānanga with whānau and rūnanga
- Expanded construct of SEL
- Teacher inquiry into SEL pedagogy—pilot new or revised practices (SAFE, Durlak et al., 2011)
- Student assessments (pre/mid/post)
- Research-informed Te Tiriti AKO Framework of SEL

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