



WELL-BEING AND VITALITY IN EDUCATION

Me ora nga tonu, me ako tonu, me whakatika haere

PĀNUI

October 2024 | Issue 70

Te Mana Ora

Community & Public Health

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facebook.com/wavesouthcanterbury



*He ora nga taiao,
he ora nga tāngata*

Healthy environment,
healthy people

Korohi o te Pēpi and FLAVA Festival

Our pēpi and tamariki sung and danced their hearts out in the annual kapa haka FLAVA Festival and Korohi o te Pēpi held at the Caroline Bay Soundshell on 6 & 7 September

Hosted by Arowhenua Whānau Services, 27 entries from early childhood and kura showcased our tamariki and rangatahi's inspiring cultural performance talent to celebrate Te Aō Māori in our region. Thank you to all our future performers for sharing your aroha and auahatanga (love and creativity).



Waiting patiently backstage before going to perform on the Sound shell stage are tamarki from He Manu Hou, Busy Bees and Aynsley Street Preschool

BETTER HEALTH

GREATER LEARNING

BRIGHTER FUTURES

Health New Zealand
Te Whatu Ora

sport
canterbury
SOUTH CANTERBURY

MINISTRY OF EDUCATION
TE TĀHURU O TE MĀTAURANGA

Key Partners:

- Cancer Society
- Te Rūnanga o Arowhenua
- Te Rūnanga o Waihao



MAURIORA ACCESS TO TE AO MĀORI

Korohi o te Pēpi and FLAVA Festival — Celebrating 18 years

F.L.A.V.A

Future. Learning. Achievement. Virtue. Autonomy.

- Future: motivation to look forward to our future
- Learning: motivation to want to grow and expand your mind
- Achievement: motivation to work hard and attain excellence
- Virtue: motivation to be worth to self, family and community
- Autonomy: motivation to help and be of service to others

Ka Toi Māori Aoraki was the driving force behind the creation of the Korohi o te Pēpi and FLAVA event which celebrates its 18th year. A record number of entries this year (27) means the event was held over a 2-day period. The event was staged at Caroline Bay Sound shell over Friday 6th & Saturday 7th September commencing at 9.30am.

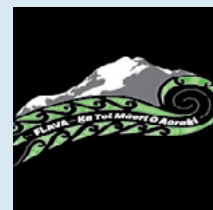
Tamariki from Early Childhood, Primary, Secondary School and Tertiary settings were invited to participate in the competitive and non-competitive sections showcasing kapahaka, performing and visual arts.

The initiative grew from a Kia Piki ora O Taitamariki youth suicide prevention strategy; key informants from Ashburton, Waimate, Otautahi and Timaru came together with tamariki from each rohe and created a series of hui with the focus of Te Ao Māori and experience the uniquely Māori sense of identity. Rangatahi from the ages of 8-18 combined their school kapahaka roopu to set up kapahaka roopu under the banner of Kia Piki. Weekend hui included hosting and visiting

other marae and learning the history, whakapapa and visiting significant sites. Alongside Te Ao Māori rangatahi also had the opportunity to strengthen their own personal skills in fitness, wellbeing, environmental connectedness and building resilience in the community. In 2007 the Timaru roopu were invited to showcase their mahi to the He Oranga Pounamu Maori Health Providers. They outshone themselves writing and performing a play depicting the challenges, judgements and criticisms of growing up in a minority society.

Tamariki have gone on to enjoy full and thriving lives; many of whom have continued to grow and flourish in their chosen environments and still have a close connectedness to their Maoritanga and especially to each other. Their moemoeā at the time Kia Piki was evaluated was to utilise kapahaka and toi Māori as a vehicle in schools to enhance positive wellbeing by encouraging sense of belonging, providing a safe environment to practice te reo and tikanga whilst supporting and growing equity and diversity.

Ngā mihi aroha Arowhenua Whanau Services whānau for picking up the wero and leading Kia Piki into its next phase. Acknowledgements to Ka Toi Aoraki committee over the past 18 years including Te Mana Ora staff, Rose Orr, Neil Brosnahan, Debbie Johnstone, Gwen Anglem-Bower, Maria Parish, Jono Young, Ana Home and to all the Education settings and volunteers that make this kaupapa successful.



Highfield School rangatahi performing on the Sound Shell stage at FLAVA Fest Friday 6th September 2024



Amanaki Nawalu & India Hurst



MAURIORA

ACCESS TO TE AO MĀORI

Images from previous FLAVA and Korohi o te Pēpi festivals 2007 — 2023





TE ORANGA PARTICIPATION IN SOCIETY

Kids at Play Timaru and WAVE Resource Centre

Tamariki keep surprising us with all the creative ways they use physical activity equipment from the WAVE Resource Centre.

Each month a dedicated Kaiako picks up and returns equipment to ensure tamariki have a range of equipment that extends their imaginations, "the process is really straight forward, and the WAVE team are always on hand to help pack things in the car".

The most favourite items are always the soft foam shapes, which tamariki can arrange into all sorts of imaginative play spaces, from obstacle courses to huts, houses, garages and dog kennels. Ideas are incredible and endless.

These resources provide many opportunities:

- To release emotional and physical energy in a positive way.
- Encourage tamariki to work together as a team and develop conflict resolution skills in group play.
- Provide opportunities to take turns, share, make decisions develop and understand that trying things out, playing with ideas and materials and collaborating with others are important valued ways of learning.

Jo Lewis, Centre manager said how the WAVE equipment supports tamariki learning.

"They are learning alongside each other building relationships,



encouraging and supporting each other, offering a guiding hand when needed and celebrating success together. This play involves risk taking, coordination, balance and agility as well as having fun and challenging themselves! We value manaakitanga, whanaungatanga and aroha here at Kids at Play"

Kids at Play Timaru wish to thank WAVE for providing these resources for our tamariki, we are privileged to have the opportunities to borrow such amazing resources.



Kids at Play Timaru and Rural Scholars have accessed the WAVE resource centre via the website.

The WAVE resource centre database has a variety of resources that extend learning for tamariki within educational settings. Each ECE and kura have their unique login to be able to access the database which relate to certain health categories.

For more information on the resource centre visit the WAVE website www.wavesouthcanterbury.co.nz
Alternatively contact your WAVE facilitator directly





Rural Scholars — Positive Kai Explorers

Every year the team at Rural Scholars take an in-depth look into how they can enhance and improve practices to ensure better outcomes for their ākonga. A recent review focused around fostering positive relationships with kai; recognising the important role nutritious food has on everyone's hauora and the learning, growth and development of tamariki.

Kaiako reached out to whānau inviting them to share their experience of packing lunch boxes for their tamariki, encouraging both positive and challenging comments.

This feedback has been a useful way for kaiako to reflect on planning ways to support whānau. Regular newsletters now have great recipes that have been tried and tested by tamariki and are perfect as lunchbox fillers. A recently held Parent Teacher Communication Evening was a good opportunity to share lunchbox ideas and information from the Heart Foundation Healthy Heart Award with whānau.

"Fostering a positive relationship with kai is also being influenced through our rituals at kai time with the intentional language our kaiako use when they kōrero with tamariki as they eat.

Through our play spaces exploring imaginative play in contexts such as the kitchen or a supermarket. This sparks kōrero around likes and dislikes, and foster opportunities to encourage curiosity around trying new foods" and explains "A positive kai environment

has a beneficial influence on whānau and the wider community". Our whānau community is in the wonderful position of having tamariki from different backgrounds with their own food experiences.

The WAVE Positive Kai Environments Kit has several helpful resources to support teaching and learning about kai in relaxed, fun ways and enables kaiako to reframe the way they talk about kai with tamariki.



Positive kai environments in ECE



Go, Grow, Glow | Kia hihiko, Kia tupu, Kia puāwai! in Primary Schools

Supporting kaiako to promote positive kai environments and support food explorers / kaihōpara kai

- We know that nourishing kai supports behaviour and concentration and that tamariki find it easier to learn when their tummies are full.
- Positive relationships with kai strengthen hauora and set up tamariki for success, enabling tamariki to grow and learn well.

These toolkits provide a selection of resources from the Heart Foundation, Vegetables.co.nz, Ministry of Health, Health NZ and Sparklers help us to keep kai times and learning about food a relaxed, fun and exploring time so that we grow learners who have a positive relationship with kai. Toolkits include resources to display, to use with learners in curriculum and to support kaiako professional development.

For resources please visit www.wavesouthcanterbury.co.nz



Sacred Heart (Timaru) — Supporting Tamariki as Food Explorers

What started as encouraging children to eat fruit in a Talk to Learn Group took a change in direction with the children very curious about apple seeds after a fruit tasting session. The students wanted to plant the seeds to grow apples. The children were very excited to see the seeds germinate. It's the engagement in planting, nurturing and most important the discussions taking place not only at school but at home with their families.

We are also in the process of setting up our edible gardens. We have begun planting seeds/plants and there is never a shortage of helpers. This is a journey our school community is on, and we look forward to sharing our learning and produce with our school community.





National Golden Foot Award Winner — The Significance of Evidence

Our mahi in WAVE is underpinned by best practice and is evidence based. Using an inquiry process we identify the health and well-being issue, evaluate the current situation, work together with the school community and relevant stakeholders to develop a plan, we implement initiatives and programme actions and then we evaluate and review outcomes.

A further step in this process is we celebrate success when positive behaviour change is achieved and reflect on what the key components and actions are that lead to this success. The importance of evaluation, and evidence can be demonstrated in the school travel mahi.

Waimataitai School recently won the Living Streets Aotearoa Golden Foot Award (School Project) for the development and implementation of their school travel plan which has resulted in a significant shift to active travel journeys to and from school, particularly walking. At the 12-month evaluation, walking and scooting had increased by 24%.

Efforts to achieve the school travel plan goals involved combining infrastructure changes (based on issues identified through the plan development process) with engagement and encouragement led by the school.

The success of this school travel plan mahi, particularly the rates of walking, highlights how using creativity, art and culture to engage students, implementing visual cues and creating a livelier walking environment can contribute to increased rates of active travel to school.

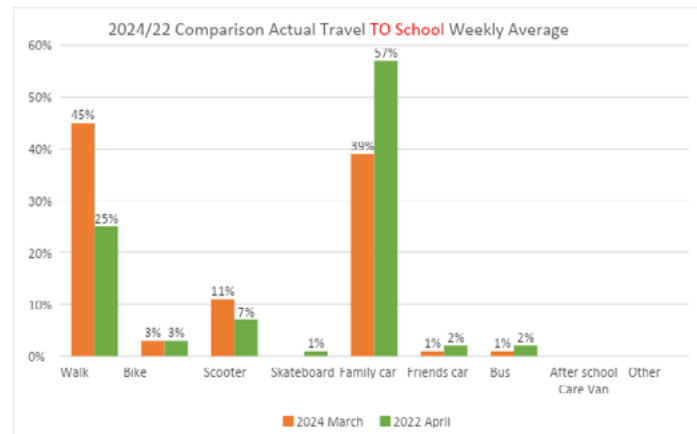
Regularly reviewing the plan and treating it as a fluid document ensured that actions and initiatives were responsive to need. Overall, the travel to school plan elevates community voices, embeds health promotion principles and involves a whole school approach.

Well done Waimataitai School leadership team, staff, tamariki and whānau for winning the Golden Foot Award. An added bonus

to receiving this award is the acknowledgement by Waka Kotahi | NZTA in sharing Waimataitai School as a case study of best practice. Ka pai, tino pai!

To Read more on the winning travel plan visit Waimataitai School Travel Plan - School Project Award - Golden Foot Walking Awards 2024 | Living Streets Aotearoa Inc

<https://www.livingstreets.org.nz/node/5185>



Living Streets Aotearoa





Whakaaro o Te Hā o Aoraki me paraihe niho — Feedback on Te Hā o Aoraki toothbrushing

We have been gathering whakaaro from ECE and schools who are doing Te Hā o Aoraki and how it is going. These are the whakaaro from kaiako in ECE telling us their top tips for starting Te Hā o Aoraki toothbrushing.

"We make it work within our programme after Kai times and when a kaiako is available to spend this time working with group of children, we keep it flexible but often children ask to brush their teeth."

"Works well during our morning kai routine, tamariki familiar with this now and can access independently."

"Make it fun and simple, have a good routine set up and encouragement. It was an easy process to introduce to tamariki, whānau and kaupapa."

"Karawhuia - you will find your way with what works for your centre. Also, WAVE will tautoko you with what you need - kōrero atu!"

"Look at the best time in the day that works for you. Accept that some days are just too busy to add this in the mix"

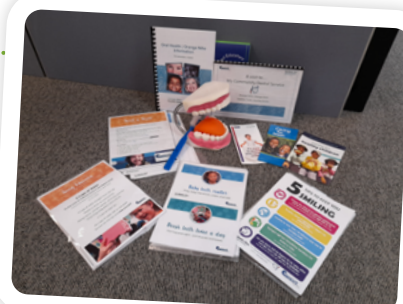
"Storage drawers are great for keeping all the toothbrushes, trays, paper towels, mirrors accessible and hygienic. Use a label maker for children's names on the toothbrushes. A large washable mat used specifically for toothbrushing, for children to sit around. Ensure its child's choice to participate and keep relaxed and positive. Play toothbrushing music during the process. Ensure a kaiako is responsible for maintaining the tooth brushes regularly (cleaning/replacing), ensuring all tamariki have their own named toothbrush and all the equipment is well organised in the storage drawers and accessible for kaiako to bring to different areas, e.g. outside or inside."

"Setting up the routine does take some effort, but it soon becomes a routine and is mostly managed by the children."

Contact your WAVE facilitator to kōrero further about Te Hā o Aoraki

Check out the updated Oral Health Kits available from the resource centre

www.wavesouthcanterbury.co.nz





TE MANA WHAKAHAERE AUTONOMY



Oceanview Heights School Celebrates Cultural Diversity

Oceanview Heights School has had a busy few months celebrating several cultural experiences with tamariki and whānau. First came Samoan Language Week closely followed by celebrating Matariki with a wonderful breakfast and a number of activities for both Tongan and Kiribati language weeks.

All these special times brought whānau, staff and tamariki together for special performances which included dancing, sharing of kai, dressing in their national costumes and learning about our different Pasifika cultures.





Creating a Smokefree Generation Reflections on the Pūkahukahu Iti pilot

What is it?

Pūkahukahu Iti (Little Lungs) is a two-part programme of workshops to support kaiako in early childhood settings to promote, advocate and support Smokefree and Vapefree environments.

What we did?

We delivered two sessions to Ranui Kindergarten which culminated in a World Smokefree celebration at the local park, bringing together whānau, kaiako, tamariki and our local smoking cessation service provider.

The first session introduced what it's all about - our shared vision of wanting tamariki to live and grow up in healthy environments and protecting little lungs from smoke and other pollutants.

In the second session we talked about what kaiako and whānau can do:

- Advocate for tamariki nationally, locally, in public spaces and in the ECE community
- Support whānau to get help if they need it and embed cultural, environmental and social narratives into your own practice
- Promote growing up in a Smokefree/Vapefree world by sharing simple child-focused health messages with whānau and participating in national campaigns.

Why?

Smoking remains the leading cause of preventable deaths in NZ and the Government remains committed to the Smokefree 2025 goal of fewer than 5% of the NZ population being smokers. Currently, we are at 8.3%.

Smoking disproportionately affects certain populations in our community. Smoking-related illnesses, premature deaths and the preceding tobacco addiction, erodes economic, social and cultural wellbeing. We need to all work together to ensure that we reduce the harm to prevent our tamariki from getting addicted to smoking and reduce harm of second hand and third hand smoke



How did it go? Kaiako shared with us the following:

They learnt...

- About places that people can go to get support to quit.
- The network of support that is available to share with whānau.
- Ways to support families.

They can...

- Be supportive.
- Gently articulate the importance for our tamariki to have Smokefree environments.
- Now use language that supports and is mana enhancing to whānau in helping them make a choice.

They now...

- have a better understanding of the affects smoke and vape has on our tamariki.
- know a whole lot more about the Smokefree journey.
- Know a little more about the history of smoking.

They have more confidence to...

- Be able to direct people to get the support they need.
- Have those conversations.
- Talk to families.

What next?

We're developing a Pūkahukahu Iti toolkit and workshop menu for the WAVE resource centre to make it easier to use in ECE settings. If you would like more information or to help guide us, then please contact your WAVE Facilitator.

For more information please visit: [WAVE Home/Links & Downloads/Smokefree/Auahi Kore](#)



Kākano o te Mātauranga – Pae Ora Playspaces Collaboration

Kōrero with Jason Williams

“A felt sense of safety is everything” is the view of Jason Williams (Ngāti Tamaterā), guest presenter at a recent Pae Ora Playspaces Collaboration Hui. As the principal of Henry Hill Primary School in Hawkes Bay, Jase and his staff led a remarkable turnaround in attendance, achievement and whānau engagement levels, winning the Prime Minister’s Education Excellence Award (Wellbeing) in 2021 for their approach.



Here are our favourite kākano o te mātauranga from his kōrero:

We can’t learn if we don’t feel safe, it’s really that simple. Our first and most important job was to build authentic relationships. We forgot about teaching anything else and just focused on building connections with each other, then with our tamariki and finally with whānau. We kept going until all tamariki felt like they belonged.

Inclusion should be more than a word on a policy document and identity and belonging more than poster titles on the wall. These are things that need to be felt by the people who matter most, the tamariki. If they aren’t feeling it, we need to be asking why and fixing it because a felt sense of safety is everything.

The most important relationship is the one we have with ourselves. As teachers we should know who we are, what we bring and the influence we can have on others.

Authenticity is to feel OK about crying in front of your students. In the past I thought I needed to be impassive but the opposite is true. It is much better to be real and show our emotions because this gives tamariki permission to do the same.

To be trauma informed is to know every single tamariki who comes through the gate. Who are they? What do they like? What are their strengths, ambitions, experiences and challenges? And we need to know their whānau too.

As a school we wanted to know how we could support each of our tamariki to start the school day in an calm place ready to

learn, regardless of what they bring with them that day, or what happened that morning on the way to school or even at home the night before. **This is what I call equitable learning.**

I don’t think self-regulation can be taught. Tamariki learn this skill when they can experience co-regulation with a trusted other. Co-regulation happens through connection and safety. It happens when we are calm ourselves and can pass our calm energy onto them and we don’t even need to be right beside them. Kids with a lot of trauma in their lives need this.

If the adults aren’t OK then the tamariki can’t be. Generally tamariki are considered the most important group in a school but in my view it’s the teachers. They are the ones with the power. When adults can change the things we do that aren’t working, then the children will be OK.

A mistake we make in schools is our expectation that by doing one thing, one course or one programme it will fix the problem. It won’t. Our success relied on us doing a lot of things with each other, with tamariki, whānau and community. All that my trauma training did was to give me the words to describe what we were already doing intuitively

It’s our job to provide tamariki with spaces where they can be, be seen and be safe. The environment can make this easier. The way it looks, the way it flows and the learning opportunities it provides are all important but I think the most important thing is still the people. They define the culture.

The WAVE Newsletter is printed on 100% recycled paper.
After all, you cannot have healthy people without a healthy planet!





Teamwork Makes the Dream Work The SunSmart Accreditation Programme Comes to WAVE!

"Working alongside people and communities to create healthy social and physical environments is the ultimate objective for WAVE. The WAVE team have collaborated with the Cancer Society for many years and will continue to support SunSmart implementation in schools. It is a great initiative which had been proven over time.

"Local schools deserve a pat on the back for their outstanding efforts in raising awareness about the dangers of not covering

up outdoors," said Tracey Barratt, Community Manager of the Cancer Society South Canterbury.

The Society's SunSmart Schools Accreditation Programme (SSAP) has been protecting school children for over 20 years, with a highly positive uptake by schools across our region. Most skin cancer diagnoses can be prevented by simply reducing exposure to ultra violet radiation (UVR), wearing sunscreen, using shade and covering up outdoors.

Sarah Spittal, Gleniti School's WAVE Lead Teacher said the programme had been invaluable in raising sun safety awareness to children of all ages and the Slip, Slop, Slap and Wrap messaging was also a reminder for staff and parents of the need to cover up and seek shade. It had created ripples around the community.

"It's a programme our school values deeply and will continue to implement."

While the WAVE team will be the primary contact for the SSAP, Barratt and her team remain available for all matters relating to cancer awareness. The transition allows the Cancer Society to focus on other initiatives that support cancer education, prevention, and research, aiming for better outcomes for our communities. "One in three New Zealanders will be affected by cancer in their lifetime. Cancer diagnoses are predicted to increase, and the age of those diagnosed is getting younger," Barratt noted.

For information on becoming a Sunsmart school visit:

<https://www.wavesouthcanterbury.co.nz/links-downloads/sunsmart-r%C4%81-mataara/>



Slip, slop, slap and wrap!

Remember to be SunSmart



SLIP

on a shirt with long sleeves and a collar



SLIP

into the shade of an umbrella or leafy tree



SLOP

on broad-spectrum, water resistant sunscreen of at least SPF 30



SLAP

on a hat with a wide brim



WRAP

on close fitting sunglasses that protect against UV radiation