



Whakaoriori Wellbeing Project

Application Pack 2022



Introduction

Kia ora and thank you for your interest in the Whakaoriori Wellbeing Project developed by Masterton Trust Lands Trust and Whakaoriori Kāhui Ako Wellbeing Advisory Group.

This project is seeking to develop the social competence of the young people in our rohe. Funding is available to schools and early childhood education centres (ECEs) across the Masterton district.

In this application pack you will find a discussion on what building social competence means, the grant eligibility criteria, and an application form.

There are three application close-off dates in 2022:

- 30th April 2022
- 31st July 2022
- 31st October 2022

If you have any questions, please do not hesitate to contact the Whakaoriori Wellbeing Project Coordinator:

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Background

The MTLT education sector significant project funding strategy was introduced in November 2019. It signalled a significant shift away from traditional methods of funding and a move towards a global investment approach, channelling a large amount of education funding towards one significant education project. This is in line with the Trust's six-year strategic plan which was adopted in June 2019.

A project Advisory Group was established in November 2019 including representation from the MTLT Education Committee, Boards of Trustees, Health and Community, and the Whakaoriori Kāhui Ako, to provide governance and management for the project, develop and submit an education sector funding proposal, and implement, monitor, manage and report on the project.

The resultant Whakaoriori Wellbeing Project was launched to schools and ECEs across the MTLT district and within the Whakaoriori Kāhui Ako in November 2020. The intention was to provide schools and ECEs the opportunity to implement evidence-based programmes; and based on evidence of their effectiveness over time the Trust would then consider focusing its funding scope into one or more major programmes post 2022.

Despite the significant impact of the Covid-19 pandemic, six programmes received funding in 2020 and 2021, involving 13 local schools and ECEs.

Social competency

Social competence is the skillset that relates to the social, emotional, cognitive and behavioural skills required to handle social interactions effectively. If someone has social competence they have the ability to understand others' perspectives in social situations, learn from past experiences, and apply that learning to future social interactions.

Social competence includes knowing what is expected for social interactions, such as making eye contact, taking turns, listening to others, not being aggressive; understanding or 'reading' other people's facial expressions and gestures; recognising emotions in others and oneself; and being able to communicate effectively with others, including family members, peers and adults.

Social competence refers to a person's ability to get along with other people. A child's social competence is affected by how well they can communicate with their peers and with adults.

A young person's view of themselves in relation to their family, peers, and the wider world also affects their social competence.

Low social competency skills can manifest in a range of negative behaviours. For example, children with aggressive and hostile behaviours will negatively influence their ability to form relationships and sustain interpersonal interactions. Aggressive and hostile children tend to have deficiencies in social information-processing, and employ inappropriate social problem-solving strategies to social situations. They also tend to search for fewer facts in a social situation and pay more attention to the aggressive social interactions presented in an interaction. Children with perceptual deficits do not perceive the environment appropriately and may interpret interpersonal interactions inaccurately. They also have difficulty reading social cues, facial expressions and body gestures.

Strong social competency skills give young people a better chance at educational achievement and increase wellbeing, which is why this funding has been allocated.

Programme/grant eligibility criteria

1. **Applicant options.** At least one named applicant must be located within the Masterton Trust Lands Trust district.
 - a) A single school or ECE; or
 - b) A partnership of schools and/or ECEs; or
If applying for a partnership, applicants will be required to demonstrate how they will work collaboratively and how they will demonstrate a transitional relationship.
 - c) A group of schools and/or ECEs.
2. **Social competence.** The programme should relate to a specific facet of social competence (see above for more detail).
3. **Commitment.** Applicants must demonstrate commitment to active participation and have sufficient capacity to participate meaningfully during the term of the programme.
4. **Community involvement.** Applicants must demonstrate that there will be involvement from the school or ECE community, e.g. parents, caregivers and whānau.
5. **Evidence based.** MTLT is taking an evidence-based approach to this funding. The programme should draw on evidence/literature to show its efficacy and demonstrate evidence-based, or at least logical, links between inputs (costs and time), activities, and short, medium and long-term outcomes. It should not be a programme to trial new ideas or develop new programmes. Each school or ECE will adapt evidence based initiatives as part of best practice anyway.
6. **Measurable.** There should be specific outcomes that can be measured to evaluate the programme's impact on social competency over the 12–24 month term of the programme (noting that student achievement can be challenging to lift over a short timeframe). At a minimum, this would require applicants to survey the students before the programme starts, during, and after with questions that directly relate to the facet of social competence that is being developed. MTLT recommend the NZCER Wellbeing@School data as a baseline measurement. Applicants may choose to use alternative data sources, but this resource is free, evidence-based and is part of the Kāhui Ako work anyway.
7. **Age appropriate.** The programme is demonstrated to be appropriate for the age groups involved. All age groups will be accepted however the Whakaoriori Wellbeing Project has a particular focus on young people who are transitioning from early childhood education to new entrants, or year eights who are transitioning to year nine. Transition points between education providers have widely been established as a time when students are at a higher level of risk of disengaging from education, and by building social competency we can mitigate some of this risk.
8. **Maori achievement.** As part of the Trust's commitment to Te Tiriti o Waitangi, data is gathered specifically on Maori achievement.

Examples of potential programmes

Below are some existing programmes, that may guide you and inform your own application.

Zones of Regulation

Zones of Regulation is a curriculum, designed to foster self-regulation and emotional competence. The programme helps individuals recognise their feelings and use tools and strategies to regulate them. Zones of Regulation consists of lessons that explore and teach children about their emotions, how to identify feelings, what their personal triggers are and then how to self-regulate.

There are four 'Zones' represented by different colours. In the activities, children learn how to use strategies or tools to stay in a zone or move from one to another. Children explore calming techniques, cognitive strategies, sensory support, how to read others' facial expressions and develop an insight into events that trigger their less regulated states that impact on their social interactions.

More information: zonesofregulation.com

Quality Circle Time

Quality Circle Time (QCT) is a commonly used approach, across primary schools in particular, for children to practise social and emotional competencies.

QCT is a child-friendly approach encouraging the practise of socio-emotional skills in an inclusive, caring and democratic climate. A variable number of individuals can participate in a circle, which helps everyone to be of equal status and encourages all to participate. It lends itself efficiently to practicing skills such as speaking, listening, turn-taking, problem-solving, and enjoying and appreciating each other's company. Some of these skills are key elements of socio-emotional effectiveness. By planning structured and appropriate circle time sessions within a safe and supportive setting, children can participate in stage-appropriate tasks, games and discussions to help develop their self-esteem, self-confidence, emotional literacy and social skills, thereby impacting upon their overall level of socio-emotional competence.

More information: circle-time.co.uk

The Resilience Project

The Resilience Project's School Partnership Programme supports the wellbeing of the whole school community and builds a positive school culture. It aims to:

- Engage staff through professional development presentations, teamed with resources and activities which develop a consistent language and approach.
- Inspire students across all year levels through the delivery of highly engaging presentations.
- Empower parents and carers with presentations that provide practical strategies to help build their children's resilience, and improve their own wellbeing.
- Support the ongoing practise of mental health strategies in the classroom with year level specific lesson plans outlined in Teacher Resource and individual Student Journals.

In 2019, The University of Melbourne conducted an independent evaluation of The Resilience Project School Programme and the behavioural changes achieved in relation to gratitude, empathy and



mindfulness. The University of Melbourne evaluation indicated that the programme benefits arose from both the programme content and the style of delivery. The variety helped many children engage with lessons and each other.

More information: theresilienceproject.com.au/2022-school-partnership-program

FRIENDS Programme

The FRIENDS programme has two different courses - 'Fun FRIENDS' and 'My FRIENDS Youth'. Both of these courses focus on building social competency, as well as other desired traits. The FRIENDS programme requires a license with the parent-company, and involves upskilling of the facilitators (these can be teachers, parents, etc) and then workshops with the taurua. There is substantial evidence that demonstrates the efficacy of these programmes.

More information: friendsresilience.org

Roots of Empathy

The Roots of Empathy programme is aimed at children aged 5-13 (and sits alongside the Seeds of Empathy programme aimed at children under 5), and involves a local parent and infant who visits the classroom to observe the baby's development and to label the baby's feelings. Independent research has verified the efficacy of this type of programme, and there is a New Zealand branch.

More information: rootsofempathy.org

Rock and Water

The Rock and Water programme is a play-based programme which teaches social competency skills. Developed internationally, but with a New Zealand arm, this programme seeks to teach young people the pro-social skills needed for successful development through the use of games, physical education, etc. Rock and Water train teachers, parents/caregivers, on how to use the programme, and then it can be implemented into the curriculum. The programme is made up of exercises and activities that can be easily adapted to suit many ages. Research has identified that this programme is effective in developing the social competency skills that this grant is addressing.

More information: rockandwater.co.nz

ENGAGE (Enhancing Neuro-behavioural Gains with the Aid of Games and Exercise)

Self-Regulation Programme for Improved Life-Course Outcomes

This programme helps build teacher capability in supporting self-regulation development. It works closely with teachers to tailor an approach that focusses on children with identified emotional, behavioural and cognitive learning support needs, fits with existing classroom activities and routines, and builds on the positive developmental practices that are already happening in the classroom. It also helps teachers and schools to support whānau capability for positive self-regulation outcomes. ENGAGE is also delivered to children in ECE settings, which provides an opportunity for primary schools and ECEs to deliver a consistent approach that helps support developmental progress across the school transition.

More information: pubmed.ncbi.nlm.nih.gov/24735230/



Whakaoriori Wellbeing Project Application Form

Section One – Applicants	
Name of the education provider/s applying for the funding.	
If there is more than one provider applying, please confirm and describe your collaborative or transition relationship.	Yes/No
<p>Commitment. Does any applicant have any projects that are ongoing which could impact on their ability to commit to this programme? How does the programme fit with the strategic plan and other initiatives in the school or ECE?</p>	Yes/No

Section Two – Programme
<p>Programme. What programme are you proposing to implement? Please detail what the programme is.</p>
<p>Social competence. How does this programme build social competence?</p>
<p>Evidence. What is the evidence/literature to show its efficacy?</p>



Outcomes.

Please detail the short-term, medium-term, and long-term outputs and outcomes of the programme.

Measurable.

How will you measure changes in social competency?

What security and privacy measures have you taken, or will you take, to ensure that the data collected is managed in a secure way?

Timeframe.

What is the timeframe of this programme? Is there evidence that this period of time will be sufficient to see the desired outcomes?

Community involvement.

How will this programme demonstrate involvement from the school or ECE community, e.g. parents, caregivers and whānau?

Sustainability.

How will this programme build capacity? What is the sustainability for the programme to continue on after the funding finishes?

Section Three – Participants *If more than one school or ECE is applying please answer for each participant***Participants.**

Please describe the students participating.

Students.

How many students will benefit from this programme?

Age appropriate.

How is this programme appropriate for the age groups involved? Does it focus on transitional stages e.g. ECE to school, intermediate to college?

Māori achievement.

How will this project improve social competency of Māori students?

Social competence.

Please provide baseline data on the students' social competence. Indicate what measure you are using and when it was undertaken.

Section Four – Budget

How much money are you seeking? *Please state if GST inclusive or exclusive.*

If more than one school or ECE is applying, please separate the budget for each applicant (if possible).

Please detail the budget and amount you are applying for and what the money will go towards (please note that this grant cannot cover capital costs). If necessary, please attach a quote from the programme provider when returning this application.

An example budget is shown in Appendix One (the Excel template can be provided if requested).

Declaration

As representatives of the applicant organisations we agree to the following terms:

- a) The application has the formal approval of our Board/Committee/Authority and we have the authority of our organisation to sign this declaration and provide the required information; and
- b) our organisation is aware of and complies with the relevant legislative requirements relevant to the services we provide, in particular (but not limited to) the Vulnerable Children Act 2014, Privacy Act 1993, and Health and Safety at Work Act 2015; and
- c) we certify that the information provided in this application is to the best of our knowledge, true and correct in every respect; and
- d) we acknowledge that any decision made by MTLT is final and we accept that reasons for such decisions may not be given, nor will any correspondence be entered into; and
- e) that if this application is successful, the funds awarded will be applied to the purpose as stated in this application and not applied to any other purpose without the express permission of MTLT having first been obtained; and
- f) that evidence of expenditure will be required by MTLT; and we will be required to participate in an evaluation of the programme; and
- g) that MTLT may publish the name of our organisation, a description of our programme, the amount of funds awarded along with any photographic images (with prior approval); and
- h) that MTLT may disclose the applicant's information to any third party it chooses for the purposes of verifying the accuracy of the information in the application, and evaluation and decision making concerning the application.

Name of **Applicant One**:

Name of **Applicant Two**:

On behalf of:

On behalf of:

Email: _____

Telephone: _____

Signed: _____

Date: _____

Name of **Applicant Three**:

Name of **Applicant Four**:

On behalf of:

On behalf of:

Email:

Telephone:

Signed:

Date:



