

# Whakaoriori Wellbeing Project Summary

## Social Competence Definition

Social competence consists of the social, emotional, cognitive and behavioural skills needed to handle social interactions effectively.

Social competence also reflects having an ability to take another's perspective concerning a situation, learn from past experiences, and apply that learning to future social interactions.

Higher levels of social competence can mitigate against the potential negative impact that transition (between ECE and school, or between school and school) can have for students.

## Student Teachers Whānau Community

### Step 1

**Development of an application form and process for pairs of schools and ECEs to apply for funding for programmes or initiatives that address facets of social competence.**

This project will invite applications from pairs of education partners at two critical transition points:

1. Children in ECE transitioning to new entrants (ECE and School partnership)
2. Students in Year 8 transition to Year 9 (School to School partnership)

- Preparation and submission of applications.
- Applications will be assessed against best practice guidelines for school-based wellbeing programmes, including measurable outcomes for students.
- Approval of projects which meet the required criteria.
- Agreement on funding levels for the approved programmes / initiatives.
- Formation of a Project Operations Group (comprised of participating schools and ECEs and a Kāhui Ako representative).
- Appointment of a Wellbeing Project Coordinator.

### Step 2

- Commencement of approved projects.
- Evidence-based measures of observable behaviours developed for different age groups.
- Likely initial gathering of baseline data on the agreed measures.
- Implementation of programme or initiative within participating schools and ECEs.
- Initial reporting of outcomes data (likely term 4 2021 for projects starting in term 1 2021).

### Step 3

**Ongoing development or adjustment of programme / initiative content, focus and materials.**

Ongoing collection of the relevant and agreed data, including:

- Data on frequency and/or severity of the target observable behaviours
- Data on frequency of application of the taught strategies or skills
- Broader engagement data such as playground incidents, student absence, stand downs or suspensions
- Project Operations Group consults with Kāhui Ako to disseminate learnings from projects across other ECEs and school.
- Additional links formed with agencies and other wellbeing initiatives and programmes in the area.

## Outcome Social Competence

Students will have knowledge and skills to manage their relationships both online and in person and will know how to effectively manage unhealthy or negative social interactions.