



Teaching Today, a podcast from The Education Council

Episode 2: Teacher Wellbeing

Presenter: Francesca Hilbron

Panelists:

Meihana Durie

Jacqui Maguire

Francesca Hilbron: So, we're back for our second podcast as part of our Teaching Today series, this time talking about teacher wellbeing, and it's my great privilege to welcome our panel, Jacqui Maguire, a registered clinical psychologist and managing director of Umbrella, an organisation bringing practical solutions into the workplace to improve wellbeing and performance.

Jacqui Maguire: Good afternoon.

Francesca Hilbron: And Māori cultural and wellbeing specialist, Professor Meihana Durie, head of Massey University's School of Māori Knowledge, Te Pūtahi ā Toi. A former secondary school teacher, Meihana has a special interest in increasing Māori success in education and sport by integrating Māori values, world views, and customs.

Meihana Durie: Tēnā koe.

Francesca Hilbron: So, welcome to you both. In talking about teacher wellbeing it's important that we acknowledge that the environment for teachers is in a constant state of flux, with changes pending by Government, continuous revolutions in technology, ever increasing challenges in student behaviours, and also, that low wellbeing can exacerbate the already high demands of teaching, potentially impacting quality and safety. So, we're keen to hear about what our teachers can do to alleviate negative effects on their wellbeing through practical solutions that can be easily implemented.

So, Meihana, perhaps if we start with you. Looking I think quite far back into your former life as a school teacher, what did wellbeing look like for you then and how do you define it now?

Meihana Durie: It's a very good question. I think to answer it, firstly, it's important to recognise the critical role that teachers play in the development of our young people. I would say that first and foremost, that the



acknowledgment of the role that teachers play is very important.

Secondly, I think it's a complex question with a complex answer, and to come out and tell you that it's about these two things would probably deter the conversation from talking about other determinants of wellbeing as they relate to teachers within the context of education.

However, I think from a Māori world view, when you ask about the wellness or the wellbeing of a teacher, there's two things that come to mind for me. The first thing is this notion of mauri, or vitality, is incredibly important when we talk about wellness from a Māori perspective. That mauri can be in two states, it can either be languishing or it can be flourishing, and I think for teachers that question is very relevant because the question obviously is, what are the determinants that enable our teachers, or the mauri of our teachers, and I think about our Māori teachers in particular, to flourish, and that's a complex question again.

Jacqui Maguire: Mmm.

Meihana Durie: The other probably less discussed element of the wellbeing of teachers, and of course students, is this notion of mana. Not mana from the perspective of power or influence but mana from the perspective of spiritual vitality, and that perspective I think of mana is often lost in the broader conversation around things like power and influence. But from the viewpoints of the determinants of teachers being well, a Māori world view would suggest that both of these elements, mauri and mana, are equally as important and ideally the environment in which people teach ought to be conducive to flourishing vitality, both within the context of mana but also mauri.

Francesca Hilbron: So, Jacqui, in the context of your practice

Jacqui Maguire: Yeah, sure.

Francesca Hilbron: And how do Meihana's comments resonate with you, and in particular how wellbeing is defined by your organisation?

Jacqui Maguire: Well, listeners can't see me here nodding as you talk, Meihana, and so my first thought was I think it's actually really important to acknowledge and validate to teachers the challenges they face. I think if we step outside of a teacher's role for a second and think about humans in 2018, you know, we live in a world that is a VUCA world, which says that it's volatile, it's uncertain, it's complex, it's ambiguous, the world in which we live in is constantly changing, and when you put that, as you say, in a teacher's context, what does that mean? That means that teachers have to deliver on the deliverables whilst managing changes in technology; that means that they have to change with changing Government et cetera, and what does that mean in terms of how we operate, what are we reporting on, what's important to our students, you know, our stakeholders and our parents et cetera. So, I think it's really important to acknowledge that the challenges they face are real.

And in echo of Meihana, in our organisation, in our practice, when we talk about wellbeing, I would talk about thriving or flourishing. And for me, if we take away all the science behind all that, which I'll share with you in a second, if we boil that down, to me my words are, how do you feel like you are nailing it in life? How do you turn up to work and feel joy? How do you face the niggles in everyday life? Because they'll come,



we don't live in a world of rainbows and butterflies all the time, unfortunately. But how do we kind of see those challenges and overcome them and keep moving forward? How do we keep really well connected in our community, and whether that be our teacher community, whether that be my community or my whanau, you know, how do we link in and have really strong networks so that we can be the best versions of ourselves.

Francesca Hilbron: For the daily life of teachers, they come into this job because they care about the potential of young people, and so often they put the needs of learners before themselves and sometimes to their own detriment. So, what are the sorts of signs teachers should be looking for to know if their wellbeing might be under threat before things start to get out of control?

Jacqui Maguire: Sure. So, I think you could take the old adage of, you need to put the oxygen mask on yourself before somebody else, and I cringe every time someone says that to me in a workshop or in the workplace, but it's true. If we're going to help our young people thrive, then we need our brains in good shape, we need to be able to control our emotions, we need to be able to stay calm, et cetera, to do that well.

So, if for myself as a teacher I started to notice my wellbeing going wonky or a bit wobbly, it's really important to look holistically at myself. So, part of that might be, has my thinking shifted? So, perhaps I normally can take a big picture, flexible, rational approach, but perhaps I'm finding that my thinking is really negative at the moment, or I have that story of, here we go again or, I'm going to kind of, I'm going to do my best but it's not going to make a difference, why should I bother or, why would I try and go and do something different if my management is going to shut me down or so, if I start having negative thinking like that and it's out of kilter for me, that could be a sign.

If we extend our thinking or cognitive signs, it might also be that it's really difficult to hold concentration. So, perhaps one of my pupils is talking to me and I've found that I'm like, my brain is gone, I'm out the window and I'm not here and present in the conversation. So, you can look at the thinking aspects.

Emotionally, I think again it's those shifts. So, if I'm noticing it's really difficult to find positive emotions or to experience that, that to me would be a sign that perhaps my wellbeing is a bit wobbly at the moment. Or, if I find myself kind of perhaps flying off the handle a bit more easily, so normally I can sort of hold myself in kilter but it's shifting to being quite over the top in my emotional reactions.

Physiologically is probably some of the easiest signs to see. So, if you notice you're getting headaches; if you notice your sleep isn't very good or you are waking up in the night kind of worrying about what you didn't do yesterday or worrying about what you've got coming up today; changes in your appetite; lethargy, being really tired; changes in your breathing. So often when people's wellbeing is getting a bit wobbly, they kind of catch their breath or notice that they're breathing from their chest. This kind of breathing, "huh huh huh", rather than breathing from their belly; and the kind of last sign I'm painting you a cognitive behavioural model here of wellbeing my last sign is, in your behaviour does that shift? So, are you normally an outgoing person that loves being around people and you're finding that, actually, you don't want to have that conversation with someone in the corridor, or you just wanted to go home at the end of the day and tuck up in front of Netflix, for example, or perhaps you find yourself more worried and needing reassurance from your dean or your leader, checking in more regularly et cetera.

So, I think it's really about knowing yourself well and seeing shifts in all of those domains, seeing if you can spot them.



Francesca Hilbron: So, you mentioned about looking holistically

Jacqui Maguire: Yes.

Francesca Hilbron: And that's obviously very important, Meihana, to the work that you do and the concept of the four walls of the whare in work that's come earlier, and you've got a particular interest in cultural identity I think as a critical component of the Māori wellness journey. How can that application of tikanga, mana and mauri, what you were talking about before, the cultural practice, the spiritual and physical vitality, inform teachers to take self-care for themselves when they are starting to notice some of these signs come to the fore?

Meihana Durie: Yeah, I think I'll pick up on a couple of points that you made, Jacqui, around, you know, some of those triggers of languishing, and I think that's certainly an area that we can all probably improve on a bit, is recognising triggers for languishing vitality.

But to come back to the question around tikanga and kaupapa. I often use the analogy of Māui fishing up Te Ika a Māui, you know, commonly known as the North Island, and what is that narrative all about. And that, beyond the explanation of the origin of this island upon which we live and work and teach, the deeper narrative is really about the search for one's own foundation and the building blocks upon which one builds their own identity, and there's a strong powerful kind of symbol in this big ika, or this big fish that was brought up, and Māui you know the story, he implored his brothers to go out of their normal comfort zone and to fish in the spot which had never been reached before. And I think that's something that we often forget, that in order to be the most authentic version of oneself, which is the point you made earlier, Jacqui, I think we don't necessarily find that spot and to get out of our comfort zones, and to find this kaupapa upon which we establish our own identity.

And often for teachers, there isn't the time to explore those things. You know, a teacher, for example, might have gone through university and learnt all the curriculum within the teaching programme without necessarily having the opportunity to explore one's own whakapapa and identity, and I think within the context of Aotearoa, that provides strength and, you know, spiritual nourishment in terms of the knowledge and the affiliation between oneself, and one's own whanau and extended whanau. So, that's important. But also, I think having a really meaningful connection to the community.

A Māori world view of course would be that, you know, we flourish when the tikanga or the outward behaviours, practices and actions are spontaneous and organic reflections of our principles, our values or kaupapa in another way of putting it. And so when there's an alignment between tikanga, the things that we do on a daily basis, the way that we engage with students, the way that we engage with colleagues, engage with whanau, those things tend to be reflective of our values and our communal values as well.

So, there's something in that equation I think which is very important for teachers to keep a line of sight of, which is, you know, there's a culture that every school has, which is very important. There's also a community that's attached to every school, and that's really important to be part of, to contribute to, but to draw strength from.

Francesca Hilbron: Mmm.

Jacqui Maguire: Can I jump in, which is interesting, I'm reflecting on what you're saying, Meihana, and the work that we do, we would talk about Taha wairua, which is your, you know, your spiritual essence and who are you, which is have people been able to take the time to do the, who am I, what are my values, what do I believe in,



and how do I reflect that every day. If you take a western model of health, that would be, am I congruent. I think they mean the same thing. They have different words around it but in essence, who am I and do my actions reflect that.

I think when we think about teachers, and of course we can't always take a broad-brush approach but I'm sure for many of you listening, you are passionate about supporting young people, seeing them grow and being foundations for them in terms of their development. And what we know is when you have people that work based on passion, is that you give it your all, which is brilliant, it means you thrive, it means you bring your whole self to work, it means you probably work 150% of the time all the time, and the down side or the double edged sword aspect to that is when you work from passion, if you don't have the time to look after your well being, you fall harder, you know, you burnout. And so, you know, as we think collectively about teachers, as we think about schools protecting their teachers, it's how do you harness the passion, how do you harness people's commitment to their values and care for each other so you can be sustainably doing that rather than burning out.

Meihana Durie: I mean, to come back to your point, Jacqui, I think there's also an acknowledgment that wellness is cumulative, so there can be a quick deterioration if there's an accumulation of this happening, then that happening. And that issue, in my view anyway, has been exacerbated through social media and the access to the digital world, because what we know now is that teachers are required to be responsive to -

Jacqui Maguire: To be on.

Meihana Durie: You know, to inquiries online. And, you know, it's really interesting in France, they've just passed a law there around emailing in weekends and, you know, there's a shift away from allowing employers to demand the response online over weekends. I think that's a very interesting move and I

Jacqui Maguire: The right to disconnect.

Meihana Durie: The right to disconnect, that's right. And I think about teachers, and in the community that I'm from, they spend a large chunk of their time out of the classroom, out of school hours, actually being online and responding to all these, you know, these things that they need to do as part of their job.

So, in terms of, you know, basic things, like having rest and getting a good night's sleep, very very difficult if you're online and you're responding to questions, and those sorts of things. So, I think there's something in there that we need to be cognisant of, mmm.

Jacqui Maguire: Mmm.

Francesca Hilbron: That's a really good point and I think it brings to you, Jacqui, some of the work that you do around that, organisations versus the individual

Jacqui Maguire: Mmm, sure.

Francesca Hilbron: And what's in my control and what's out of my control.

So, Jacqui, how much of our self-care should be driven by our organisations, our schools and centres and kura, and how much comes down to individual teacher responsibility?



Jacqui Maguire: Mmm, well, I see it as partnership and I'd add a third element to that. So, at Umbrella we'd look at three tiers, which is when we take as individuals. So me as an individual person; if I'm a teacher, as an individual teacher, what's within my responsibility in terms of looking after my wellbeing, and actually from an organisational or a, you know, a teachers' collective point of view, how do we up skill individuals to have those skill sets to know how to turn their brains off at night so they can sleep well, that maybe mindfulness is really useful, or progressive muscle relaxation for example. It's about, it's about teaching individuals that, actually, putting your pedal to the metal, working a hundred percent all the time, our brains actually can't sustain that, we're not designed that way. We need to be able to oscillate between being on, which if you're a teacher in a classroom, you are on a hundred percent of the time when you are with your kids, so how do you then recover when you're not. Which might be, for example, you know, making sure that you get recovery in morning tea and afternoon tea times, or rostering, for example, when parents can come and speak to you so that actually you are not on all day and then have a whole lot of things in the afternoon.

I was thinking of myself running workshops, which I do regularly, and thinking about this podcast going, it's like I've got a room of 15 individuals and when I'm finished the day and I'm tired, 15 managers are waiting outside the door for me to talk to me, and like, actually, I don't have the mental capacity to do that.

Francesca Hilbron: So, what might be a piece of advice you would give to a teacher

Jacqui Maguire: Yeah.

Francesca Hilbron: Whose organisation is saying, we care about your wellbeing

Jacqui Maguire: Yes.

Francesca Hilbron: It's important to us but, hey, have you done that report I asked for

Jacqui Maguire: Yeah.

Francesca Hilbron: Or have you finished this piece of work. What's a technique they might use to try and navigate that?

Jacqui Maguire: Yeah, so again, I think it's not a simple answer because I think for individuals, we know about recovery. It's things like, can you breathe from your belly, diaphragmatically breathe to recover your brain, for example; can you make sure you exercise, there are all those wellbeing techniques that I'm sure your listeners will know. You know, the complex part to this is are we up skilling individual teachers around emotional intelligence, for example, so that they can pick up their own emotions and how to regulate that, they can pick up parents' emotions and how to regulate that, et cetera. I think that's around, are we up skilling teachers to have warm, assertive conversations, which actually might be about setting boundaries for parents at times, for example, or feeling like they have got the ability to do that.

So, in my view it's, how as an organisation or a school, or how as an industry, do we support the individual teachers to have skill sets outside of bricks and mortar of teaching, because I actually think that's really important.

Francesca Hilbron: And I like your point there around parents' expectations, setting boundaries with them but



also picking up on some of their cues. And, Meihana, in your work obviously whanau is a very important part of the puzzle for having a well functioning system. What advice might you give to professional leaders or principals in terms of how do you bring your community together to make sure that we're all working together to have a positive impact on teachers' wellbeing, which then flows on to the wellbeing of learners?

Meihana Durie: I think, firstly, it's about having a really clearly defined set of principles, or kaupapa so, and schools tend to do that really well. You know, there's a motto that a school might have, or a Whakatauki, and the challenge as always is to give expression to that Whakatauki, to that motto.

Conversely, I think that there's also a lot of work to be done in the way that communities engage at the interface with schools, with staff, with principals, and again, there's a really broad spectrum of how those things happen across Aotearoa.

What we do know, of course though, is that really successful models of education have the community right in the middle of the delivery so that the community are a meaningful part of this system, of that philosophy of teaching and learning, and not kind of isolated or kept out of the school gates, so to speak. So, I think there is recognition by many principals that the school does well when the community does well, and the community does well when the school does well, and so that kind of understanding is really critical and important.

But to return to the question around the individual wellness or health of a staff member, of a teacher, again I would suggest that a Māori view would be that the obligation of the school is for the health of everyone, students and staff, and the obligation of the community is to ensure that those who are in roles of responsibility are a teacher, a kaiako, a principal, that the community can support them to do their job to the best of their capacity as well. So, there's this kind of inclusiveness.

When we think about Hauora and we think about mauri ora, flourishing vitality, when you look around Aotearoa right now there are some really really good examples, and I'd use something like Iron Māori as a good example. It's not a school per se, of course, but it's a model of inclusiveness where irrespective of one's sporting capacity, everyone feels reasonably open about going into that space, because there's a collegiality, a sense of unity around the kaupapa.

Jacqui Maguire: Can I jump in, because in terms of back to that individual teacher wellbeing, we know that for humans the things that are helpful on an everyday mini recovery are positive emotion, so that generating positive emotion helps your brain recover. Some of the most powerful things you can do are sing, dance, for example, and it's like can teachers incorporate that into their teaching day, for example, perhaps more with primary school than you might get your college students up dancing with you maybe, but can you incorporate some of that into your teaching day so that you're also teaching young people, as you recover yourself, to implement some of those practices. It is things like mindfulness or teaching people to be still, or breathe, so can teachers do that with their students.

So, if we kind of think outside of the box, how do teachers incorporate oscillation, between being on and recovering, as a part of their teaching day, rather than just outside of teaching hours for example.

Francesca Hilbron: So, I think you've put down a challenge there to some of our teachers who might not be doing that



Jacqui Maguire: Mmm mmm.

Francesca Hilbron: And might now like to try that as an opportunity within their own environment.

Jacqui Maguire: Yeah. I think the other element here so there's the individual, there's the organisation or the school, the body, and then the other element here is about teams.

So, within every school there will be teams of teachers, and my question always to teams, whether you are teachers, doctors, lawyers, accountants, no matter who you are, is how do you have each other's backs. And, so part of that is, can you spot if one of your peers, one of your fellow teachers, is wobbling, is having a difficult time. And maybe that requires training to actually learn how to spot those signs in each other, but if you do, can you have a conversation of, "Hey, how are you going, kind of notice you're not yourself, do you need any support from me?", those basic communication, social connection skills are really important. It's about having flexible systems within teams where at times someone might have more of the slack than others, but you share that around so that you, you know, throughout the term you oscillate together. So, you have times when you're on and times when you can recover through that, for example.

Because, as you say, there might not magically be more resource, or the organisation might not shift around you but you can create your own culture within a culture. And that's really powerful, when you see strong teams working together and supporting each other, that's a big protective factor for things that are outside of your control.

Francesca Hilbron: So, do you think, Meihana, then, and you mentioned it before, Jacqui, we talk about wellbeing a lot from the social, the physical, and the emotional. Has there been a significant shift, say from the 1980s when the health system started looking at mental wellbeing in the Māori world view, has there been a significant shift in how we look at the spiritual side of wellbeing, given that it's in all of us?

Meihana Durie: Yes, and no. Yes, in the fact that there's a greater realisation that spiritual wellbeing is conducive to being satisfied about life generally, and this notion of spiritual wellbeing can be demonstrated in lots of different ways. So, I think there's a greater knowledge across the wider population that spirituality looks like different things for different people and we're not beholden to a particular view of what comprises spirituality. So, that's important to acknowledge and I think in Aotearoa there has been a big shift, particularly in recent years.

I think there's still a lot of work to be done in the education and in the educational space around the expression of spirituality, both within the classroom but more importantly within the general wellbeing of teachers and students. And whilst te whare tapa whā is in the system as a model, I do think there's still challenges for the system to give meaningful expression to that. And again, it brings me back to the question, what constitutes wairuatanga in this place as opposed to this place. So, you know, we have schools right across the country and that's going to look quite different as you move across Aotearoa.

But to go back again to the point that Jacqui made. I think there's things that we do which are expressions of wairuatanga. For some people that's getting out and going for a swim. For others it's sitting down and listening to music to settle oneself again, to be in the state of mauritau where the mauri is at rest. That's really important when you think about the, I guess the dynamics of a classroom, and like you were saying before, the teacher at the front. So, those are important considerations.



The other thing too, that came up in our conversation earlier, was perhaps the demotivation that occurs over time for teachers where, I guess there's a sense that a teacher is beholden to a curriculum and within that curriculum there's this rigidity and there's not much room to be someone, for someone to express themselves as a teacher within what they have to do.

Therein lies the importance of seeking out new knowledge, and we see there's a lot of teachers who go through, for example, a Bachelor level degree and then think, actually, I've got a really strong curiosity to research this area of education, and that's important. What that does, that postgraduate journey that a number of teachers decide to take, it sparks something else, and what you tend to find is that that spark continues over into the teaching practice. That zest for new knowledge, that curiosity is reignited for a lot of people who do postgraduate studies. I only offer up that as one example, but in terms of the *te whare tapa whā* model, the stimulation of the intellect, *Te Taha Hinengaro* is really important, and if we're doing that with students, we should also be doing it with staff. If we're saying to students that, hey, you have to learn this, this and this because it's critical, then that shouldn't just apply to students, I think the schools should really really give staff the opportunity to develop their own knowledge and understanding as it's relevant to teaching.

Jacqui Maguire: And, Meihana, that would absolutely coincide with the Mental Health Foundation's five ways to wellbeing, which growth and development is one of those. So, absolutely, in my profession how do I develop; when I do my classroom plans every year, do I switch them up, because, actually, that might spark my growth development learning, you know, or do I role the same curriculum out year, on year, on year, because of time constraints, for example. And again, maybe that sharing within departments to take turns to bring fresh material so that as a teacher I get stimulated as well, for example.

Francesca Hilbron: It is a little bit like you were talking before, Jacqui, the bringing back the passion

Jacqui Maguire: Yeah.

Francesca Hilbron: Into your teaching, and we, we know that teachers, some teachers are struggling, and they've come into this career and one of the we've heard from one teacher who said that, you know, how can I sustain passion for my career, a career I love, but it seems to be depleting the very life force out of me? What do you think the best thing is a teacher can do, and I think, Meihana, you alluded to that, to bring that passion back in?

Meihana Durie: Certainly to be seeking reaffirmation of one's own identity is important in this conversation. Thinking about the, I guess the drivers and the catalyst for becoming a teacher in the first place, is often a good place to start. You know, that enjoyment and satisfaction of developing relationships with young people, and the exchange of knowledge and filling up this *kete* with new bits and pieces of knowledge, is often a draw card for beginning teachers. So, it's important to keep revisiting that but to also keep asking the question, how can practice evolve, and in that evolution of practice sometimes there's a, I guess another trigger for wellness. Out of that enthusiasm and a new way of doing something is, I guess, a re energising kind of force.

Jacqui Maguire: I have a number of thoughts, I have three. My first mirrors what Meihana says, and the exercise I would use would say, sit down with a pen and paper, put a timer on for five minutes, and write the question, why did I become a teacher? And just write, and this is a mindfulness exercise, and the instruction to that is you don't take the pen off the paper until the timer dings. You can write in any language, or no one cares about your grammar or your punctuation, sorry to the English teachers. It's about tapping into unconscious stream of thought and then reflecting on what you've written, and then I want you to flip the page over and say, what gets me up in the morning? And do the same, and just kind of reflect on those two answers and where the



similarities are and where the differences are, and see if you can connect back into your purpose of why you chose to do what you do.

My second stream of thought is around what's involved in your day, or in a daily week for you, and if you break down your tasks, can you sit and say which part of my day, or what tasks nourish me, what do I feel good from, what do I get joy from, what gives me vitality, what gives me my sense of passion. The second one would be, what parts of your role give you mastery, because that's a very different feeling of my coming back to feeling like you're nailing it. So, what do you do in your day where you're like, yeah, I'm good at this, and I've got competence, and I'm adding value to other people. And the third one is, what depletes you. So, what in your drains you, what bits do you not enjoy or you don't like. And if you can sit down and look at those different tasks, some of it you'll have control over and some of it you won't, but you can actually start to go, can I tweak some of those tasks that drain me? Can I do them in a different way perhaps to lessen the drain or, can I start to order these tasks differently in my day so that I don't have a line up after line up of draining tasks; do I put nourishing tasks or mastery tasks in the middle. That's really useful.

My third thought for people was, at the end of every day, before you go to bed, which is a really reflective time, can you write down three things that you're grateful for that you've done that day, and three things that you've done well, and again, that connects you back to your sense of mastery, to your confidence, I think it enhances mana, and in terms of gratitude that helps pathways in your brain to start to look for the positive. Because I know that when I'm tired or I feel like I don't get a break or, you know, it's very easy for my brain to latch on to the not good stuff but it's really important that we shape our brain to remember what we are grateful for. So, that's a really nice daily exercise to do before you go to bed.

Meihana Durie: I mean, that's a good point, and I would add to that too. I think this idea of shared experience is pivotal when we talk about teachers, because everyone's in this together in a school, and you're all dependent on one another too.

But from a Te Ao Māori perspective I think there's a number of parts of daily ritual, kawa, that you see, particularly in kura kaupapa Māori with the Te Aho Matua philosophy, but it's also very common across mainstream schools as well, the idea of beginning the day with a karakia and using waiata to nourish wairuatanga and to nourish mana, and maybe those things which are uplifting which are a shared experience. And it's not to say that everyone has to be in tune or on the right note, but when you do a waiata, you perform it, and haka, and those things are really shared experiences, and what they do is that they tend to elevate energy and positive energy. And you see this all the time across schools, and particularly in the sporting domain, with waiata and haka and, you know, I think it's a fantastic thing. It's a recognition of the indigenous culture of Aotearoa, and those things are designed exactly for that express purpose, to uplift people, to enhance unity, to enhance wellness. So, those things are there and, again, those are some other ways I think of just enabling the shared experience to occur.

Francesca Hilbron: I am sure everyone out there listening has managed to get at least one or two, or three things out of this, because I certainly am walking away today with a number of elements that I'm going to be thinking about just in my every day life. So I would like to take this opportunity to thank you both so much for coming along and sharing your expertise and knowledge, and we really look forward to hearing how our teachers might take some of these skills forward.

Meihana Durie: Kia ora.

