



CHRIST'S COLLEGE  
CANTERBURY

Health & Wellbeing / Hauora



# Our health & wellbeing foundations

---



## Biculturalism

The essential elements of the Māori sense of wellbeing are feeling connected to place, knowing your purpose and knowing your holistic self.

In a traditional Māori worldview, everything and everybody – the land, the people, the sky, the oceans, flora and fauna – are connected. Humans are spiritual beings and it is believed we walk in two dimensions, the spiritual and physical worlds. There are many different Atua (gods) or Kaitiaki (guardians) that we acknowledge, cherish and worship.

The strong connection Māori have to the environment and to people gives a sense of purpose and responsibility in the role of nurturer and carer for the environment and each other.

Together this places huge importance on identity and its connection to wellbeing. Feeling strong and confident in one's self, by being proud of your heritage, having an understanding of where you come from, your Whakapapa, family history and feeling connected, physically and spiritually to place, is essential to a Māori sense of wellbeing.

Wellbeing for Māori is holistic. It is understanding we have a physical, spiritual, mental and social self that needs to be balanced both individually and collectively.



## Christianity

Jesus wants us to have life in all its fullness (John 10:10) – *I came that they might have life and have it abundantly.*

Wellbeing in the Christian tradition (and the Jewish background underneath that) is best expressed in the word “shalom” (שלום) in the Hebrew Bible and “eirēnē” (εἰρήνη) in the Greek New Testament. These words, which occur about 350 times in the Bible, are often translated as “peace”. But that is quite a limiting translation. They far better express the concept of a biblical understanding of what we would now call “wellbeing”. Shalom-wellbeing is each person living in peace in all relationships – with God, with self, with others, and with nature. Shalom includes vigour and vitality in all the dimensions of our life.

The Christian value of stewardship of all we are given includes stewardship of our own selves. You are called to love yourself. And you are called to love others in a similar way. Hence, service is also a fundamental of Christian wellbeing. The Anglican traditions of balance, moderation and acceptance of diversity dovetail well into this understanding. Anglicanism provides well-honed disciplines to help wellness to flourish in worship, in prayer and in how people relate to each other and their community.



## Positive Psychology

Developed since the late 1990s from the foundational work of Dr Martin Seligman, Positive Psychology is the scientific study of the strengths that enable individuals and communities to thrive. The field is founded on the belief that people want to lead meaningful and fulfilling lives, to cultivate what is best within themselves, and to enhance their experiences of life, love and social connections, work and play. Using the PERMA-V framework (positive emotions, engagement, relationships, meaning, achievement and vitality) and looking at the world through the lens of Positive Psychology can lead to improved health outcomes and a greater sense of wellbeing.

Positive Education brings together the science of wellbeing (Positive Psychology) with best practice teaching to enable school communities to thrive. This approach has elements of defined curriculum combined with a sense of institutional culture that sees wellbeing as a high priority outcome for the school and its community of staff, students and families. The focus of Positive Education is to teach young people to develop lifelong skills and character attributes that support health and wellbeing for life. The principles of Positive Education are now part of all aspects of College life.

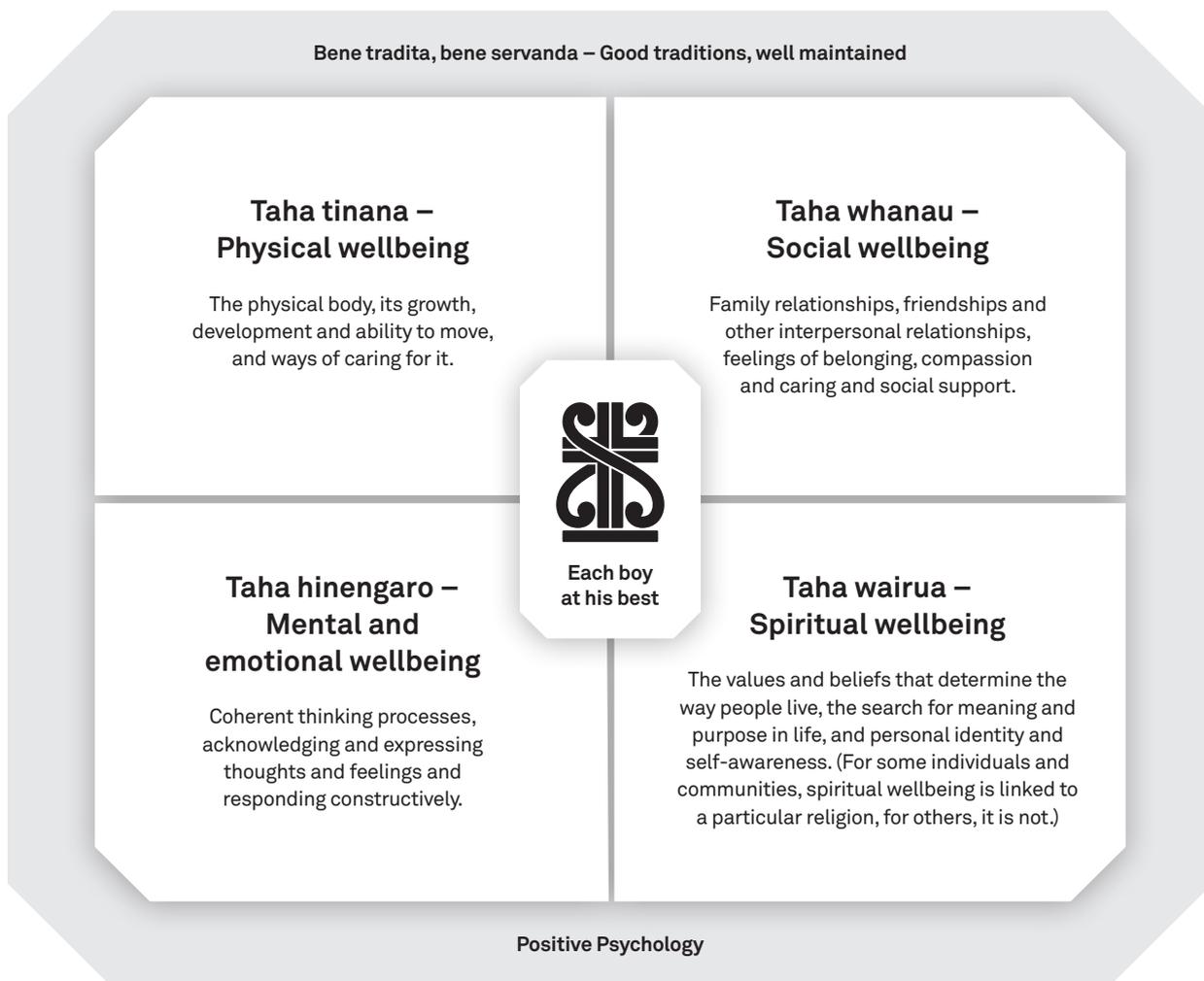
# Our health & wellbeing approach

The World Health Organisation recognises the concept of wellbeing as encompassing the physical, mental and emotional, social and spiritual dimensions of health – which, in the New Zealand context, is encapsulated by the word “hauora”. Health and wellbeing is a key aspect of College’s Physical Education & Health curriculum.

Hauora is a Māori philosophy of health unique to New Zealand. It comprises taha tinana (physical wellbeing), taha hinengaro (mental and emotional wellbeing), taha whanau (social wellbeing), and taha wairua (spiritual wellbeing). The way we define hauora at College is based on Sir Mason Durie’s Te Whare Tapa Whā model (1994), where all four dimensions of wellbeing are necessary in order to thrive.

At College, the four cornerstones of hauora connect to create an adaptation of the Durie model that supports our special Christian character and independence, reflecting our mission – *Each boy at his best*, our motto – *Good traditions, well maintained*, and also references our Quad and our sense of place.

## Each of these four dimensions of hauora influence and support the others



# Our health & wellbeing programmes

---

## Student

Students at Christ's College experience age appropriate fully integrated wellbeing programmes delivered through the Physical Education, Health & Wellbeing curriculum, the Centre for Character & Leadership, the Centre for Wellbeing & Positive Education, and Chapel worship and the Religious Education curriculum. These programmes sit alongside College's pastoral care network provided by the House system and a wide range of co-curricular programmes and activities.

**Years 9, 10 & 11 – The Health & Wellbeing programmes delivered through the PE, Health & Wellbeing curriculum cover topics such as:**

- Hauora & understanding wellbeing
- Respectful relationships
- Resilience
- Character strengths
- Personal identity
- Bullying & peer pressure
- Nutrition
- Mental health
- Sexuality (inclusive of gender, pornography, consent & contraception)
- Drugs & alcohol
- Cyber safety & digital laws
- Social justice
- Social media & the law

**Year 10 – Immerse & Inspire (delivered through the Centre for Character & Leadership)**

In this four-week residential programme the boys are mostly based at College, with one week at Boyle River (North Canterbury). Immerse & Inspire is designed to guide boys to a better understanding of themselves and their unique character strengths at a pivotal time in their personal development. Through a carefully planned programme of workshops and activities, they develop their skills and attributes, are introduced to social entrepreneurship and community service, learn to live with others, and take on the challenge of the Bronze Duke of Edinburgh's Hillary Award adventurous journey.

**MINDfit & MANifesto (delivered through the Centre for Wellbeing & Positive Education)**

These two programmes aim to help students transition through adolescence and mature into young men who have the tools to manage their own health and wellbeing, build strong relationships, be positive, resilient and flourish in life. Designed to complement classroom programmes and delivered by College staff and external experts as appropriate, MINDfit and MANifesto meet the needs of students at each year level.

**Years 9, 10 & 11 – MINDfit**

MINDfit seeks to address broad but significant issues in the life of the young adolescent, touching on matters such as social and emotional intelligence, respect and responsibility, relationships, mental health, and developing a growth mindset. It aims to help the boys develop their sense of self-awareness and identity, and encourage them to think about what it means to be a good hu(man).

**Years 12 & 13 – MANifesto**

MANifesto seeks to prepare senior students as they get ready to leave school and transition to the next stage of their lives – as boys become men. It builds on earlier discussions, with a more in-depth look at character strengths, mindfulness, identity, consent and relationships, drugs and alcohol, social media and digital footprint, addressing issues of concern in a sophisticated, community focused and socially responsible way.

## Staff

The principles of positive education, health and wellbeing permeate every aspect of College life, both within and outside the classroom and in our commitment to excellence in pastoral care. Our staff also benefit from our many wellbeing initiatives in the classroom, as well as have the opportunity to participate in professional learning programmes designed specifically for adults. A staff-led Wellbeing Committee initiates and supports programmes that invite staff to contribute to the workplace in a way that develops collective wellbeing as a goal. College supports all staff by creating an environment that enables a positive life balance, encouraging ongoing personal growth and fulfilment.

---

## Parent and community

Christ's College is very much part of the community beyond the school gates and under the aegis of our Centre for Character & Leadership, Centre for Ethics & Spirituality and Centre for Wellbeing & Positive Education offers a wide range of workshops, presentations and information evenings that are, where possible, open to all. These programmes reflect our commitment to promoting health and wellbeing and how we – parents, school and community alike – are committed to helping our young people develop self-awareness and the positive attitudes and character attributes to enable them to flourish in life.

# The Christ's College graduate

These are the character attributes we believe will enable our College graduates to flourish. Through their College experience, enhanced by our current strategic themes, we will support and guide our students to reflect...



## Compassion & empathy

The action of caring and concern for the suffering and misfortune of others, and the ability to understand, share and respond to the feelings of others.



## Courage & resilience

Having the mental and moral strength to venture, persevere, withstand danger and confront fear or difficulty, combined with the ability and capacity to respond positively to setbacks and adapt to changing circumstances.



## Enterprise & curiosity

A readiness or daring to engage in a project or undertaking that is especially difficult, complicated, or risky, and a strong desire to understand and learn something new.



## Confidence & humility

Possessing an optimistic perspective and certainty of purpose, balanced by a modest sense of self-importance.



## Self-awareness

A conscious knowledge of personal character, strengths, weaknesses, abilities, beliefs and emotions.



## Personal excellence

The ongoing desire of the individual to develop and empower their character, gifts, talents and relationships to the fullest, achieving a harmony in how they think, feel, believe and behave.



## Interpersonal skills

The ability to communicate or interact positively and meaningfully with others and to present oneself with appropriate manners and regard.



## A disposition to serve

A willingness to selflessly help and do work for the benefit of others, the community and the environment.



## The capacity to lead and follow

The ability to influence and initiate by action or example, balanced by the understanding of when to be guided, to conform, to heed or to observe.



## Global and bicultural competence

The knowledge, skills and open-mindedness necessary to navigate and engage with today's interconnected world – both in a global and a bicultural New Zealand context.