



## North Island Hui

Nāu te rourou, nāku te rourou,  
ka ora ai te iwi

Christian Early Childhood  
Education Association of  
Aotearoa



# Background Research

- Action research on teacher well-being and key findings
- The PERMA model



# The PERMA model

(Kern, Waters, Alder and White 2014)

**A model of thriving in which well-being is defined in terms of 5 domains:**

- Positive Emotions
  - Engagement
  - Relationships
  - Meaning
  - Accomplishment
- 
- We designed a survey around these 5 domains, which enabled our team to reflect on the well-being within our context
  - Traditionally teacher well-being has often been measured based around a problem based stand-point. Positive functioning is not simply surviving stress; it also entails thriving physically, mentally, socially and professionally. Clearly, negative outcomes should be monitored and reduced, however we must look explicitly at how humans thrive.



## Reflections after introducing a teacher well-being survey based on the PERMA model:

- It helped break down the ‘them and us’ mentality – as leaders it is not our job to fix people’s well-being. It is a shared responsibility and we are working together to help each other thrive.
- Teachers came to realise how holistic well-being is and how they can take responsibility for aspects of their own well-being. For example, health, diet, sleep patterns, personal relationships etc.
- Systems and processes were adapted and changed to increase people’s ability to thrive.
- Building relationships based on mutual trust and respect was a key area for improving teacher well-being





- People felt listened to and teachers understood there was a genuine desire to improve well-being.
- It is largely about establishing a strong learning community.
- Staff retention rates improved
- Staff become more innovative and creative



# Why is organisational culture and teacher well-being so important?

- It creates a foundation for quality learning and teaching
- Teacher well-being= student well-being
- We have the opportunity to be a light in the community
- Staff retention
- Staff induction
- It is important to articulate what this means to us as Christian centres



# So why is this so important now?

- There is a teacher shortage
- High competition
- There are too many centre's in some areas – it is hard to maintain viability
- Society feeling more vulnerable and fragile due to what has happened in Christchurch
- An opportunity for Christian centres to lead the way
- Without a strong unwavering foundation it is not possible to thrive



# The development of THRIVE

- We decided to move beyond a survey and design a Christ-centred tool to strengthen organisational culture and teacher well-being
- An open ended document that is versatile and that can support other important parts of centre life such as internal evaluation and an inquiry model of appraisal
- We hope the document opens up dialogue and discussion that moves beyond a superficial level of understanding



# The bi-cultural development of THRIVE

- This document is a draft and we will seek feedback from our members to improve it and bring it to life.
- Throughout this year we would like to engage with our members and seek expertise about how to ensure this document includes a genuine bi-cultural perspective



# So why is it important to THRIVE?

You were meant to do more than  
just survive.

You were meant to THRIVE

(Hall, 2014, p. 9)



# Psalm 1:3 (The Passion Translation)

He will be standing firm like a flourishing tree planted by God's design, deeply rooted by the brooks of bliss, bearing fruit in every season of his life. He is never dry, never fainting, ever blessed, ever prosperous.



# As Christian Educators...

- We are called to make a difference
- We are to be salt and light in the community





# The metaphor of a tree

- A tree that isn't thriving isn't as fruitful
- If we are not thriving we will not be fruitful



## ”To thrive we must:

- Dig deep into the roots of our relationship with Jesus. This helps us understand who God is and who we are in Him. We dig deep to know God.
- Reach out to others. This helps us to show the world that we belong to Jesus and that Jesus is God. We reach out to make God known”

(Hall, 2014, p. 17)



# The Strands

- Community
- Honesty and transparency
- Calling and Belonging
- Relationships
- Value
- Engagement



# Calling and Belonging

- In order to thrive we must know our calling.
- We need to be deeply rooted in God, knowing who we are, whose we are and what our purpose is.
- The only way we we can truly know who we are is to spend time with the one who created us, knows us intimately and calls us according to His plans and purpose



# Henri Nouwen: Moving from Solitude to Community to Ministry

- Ministry starts from a place of solitude
- The Wagon Wheel – we need to remain in the hub where we find our sense of belonging and come to the understanding that we are His beloved.



It's time for us to more than just survive. We were made to thrive.

Joy unspeakable, faith unsinkable

Love unstoppable,

Anything is possible

[https://youtu.be/qQ71RWJhS\\_M](https://youtu.be/qQ71RWJhS_M)



# Pilot Studies:

- Eden Kindergarten
- Rainbow Preschool
- Above and Beyond Education and Care
- Shalom Kindergarten

Special thanks to our pilot centres. We are very thankful you are willing to share your journey to date on how the THRIVE document has been useful within your context.

