

A Wellbeing Lens Specific to Boys' Education

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CHRIST'S COLLEGE
CANTERBURY

Our Why – What the Research Shows Us

Equips boys with **coping mechanisms** and resilience-building **strategies** to navigate challenges and setbacks.

Helps boys **express emotions** and develop empathy, fostering healthy social interactions.

Challenges societal expectations of masculinity and promotes a healthier understanding of what it means to be a boy, man or gender-diverse.

Supports boys' mental health by providing tools to manage emotions, seek help, and reduce stigma.

Promotes physical health by addressing body image concerns, stress management, and responsible decision-making.

Enhances **academic performance** by prioritising overall wellbeing and providing strategies for stress reduction and resilience.

Develops skills for **healthy relationships**, including communication, empathy, and respect.

Provides education on **healthy sexuality, consent, and respect**, promoting positive relationships and preventing sexual violence.

Teaches essential **life skills** such as goal setting, time management, decision-making, communication, and financial literacy for future success.

[Why Wellbeing Education in Boys' Schools – Evidence](#)

What our Experience Shows Us

2023 themes:

- **Relational engagement** and seeking safe and secure relationships & environments.
- **Self esteem issues:** Am I good enough? Am I as good as the other students in my class?
- **Dips in mood & motivation:** Unable to see the point of school as well the routine of school.
- **Managing friendships:** Online & in person.
- **Upstander v Bystander**
- **Anxiety** around life, big picture. What's going on in the world around us?

Our How

2017 & 2018

Director of Wellbeing and Positive Education 0.5

School Counsellor 0.5

As a key member of the pastoral team, the Christ's College Counsellor and Director of Wellbeing and Positive Education is accountable to the Deputy Principal who leads pastoral care.

This is a significant role within the College. The role is a balance of proactive programme leadership of wellbeing and positive education initiatives and responsive engagement with students and their whānau who require specialist intervention and care.

The intention is to guide the community of College, especially its staff and students towards a state of personal and collective wellbeing. The Counsellor and Director works as conduit between College and specialist services as required from time to time.

Our Foundations

Our Wellbeing
approach is based
on three foundations



Christianity

Biculturalism

Positive Psychology

Each boy at his best.

Our Wellbeing Programme

Wellbeing is embedded throughout the academic programme and is emphasised through co-curricular activities

- Health & Wellbeing Programme – MINDfit & MANifesto (through Congers time)
- Year 10 Immerse & Inspire
- Expert incursions and outside speakers for boys & parents
- Housemasters and Mentor times through the House system

A Shared Language

When you know your strengths you can improve your life and thrive. Research shows that using character strengths can:

- Improve relationships with self, others and learning
- Enhance overall wellbeing
- Help buffer against, manage and overcome setbacks & challenges

<https://www.viacharacter.org/>

2019

- Director of Wellbeing and Positive Education 0.6
- Two School Counsellors (Psychologists) each at 0.6

2020

- Director of Wellbeing and Positive Education 0.6
- One School Counsellor (Psychologist) at 0.8

2021

- Director of Wellbeing and Positive Education comprising of three co-Directors at 0.3/0.3/0.4
- Two full-time School Counsellors

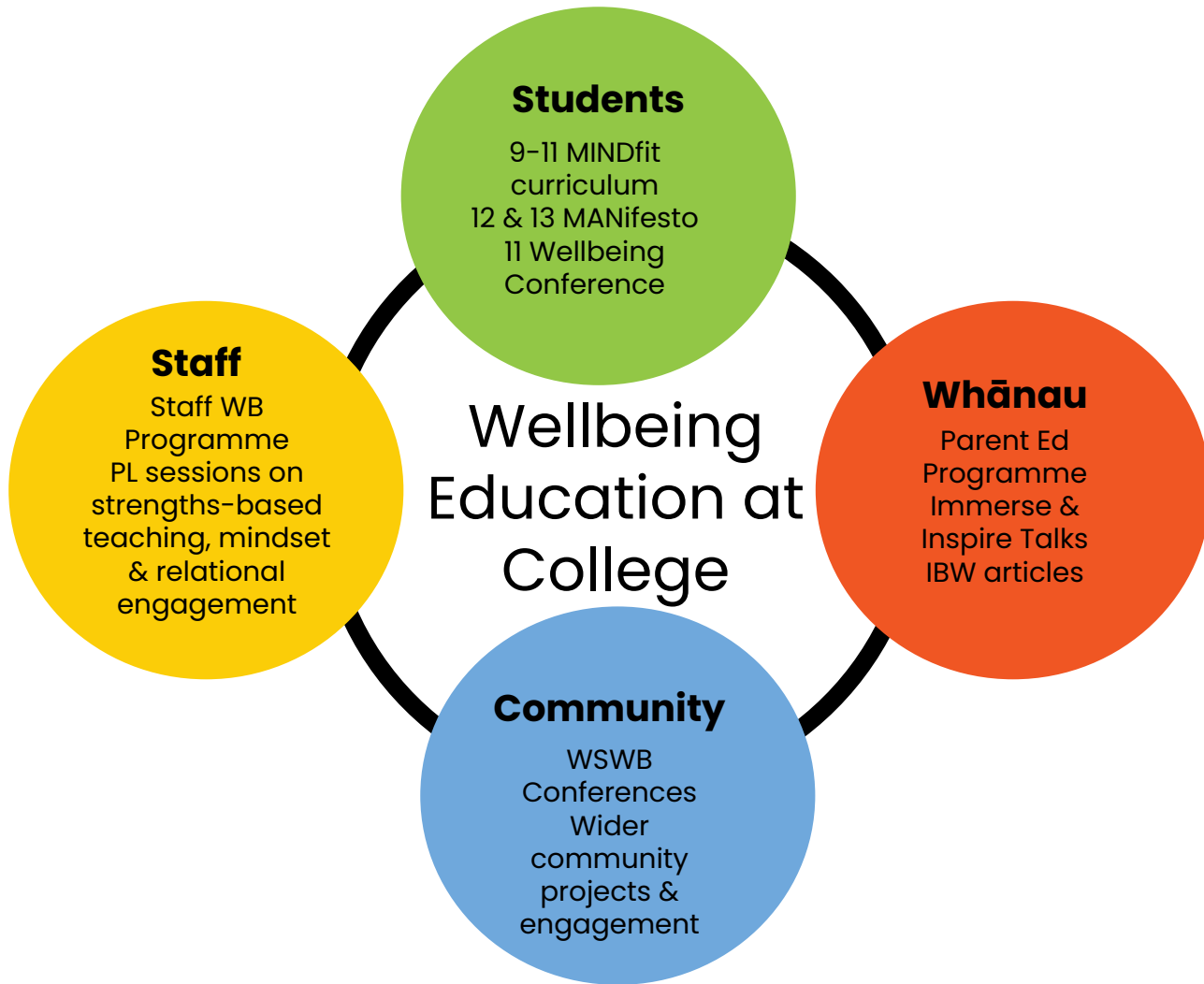
2022+

- Director of Wellbeing Education full time
- Two School Counsellors full time



Our What





Our Approach to Wellbeing Education

- Strengths based
- Evidence based (Positive Psychology)
 - Character Strengths (Martin Seligman)
 - Mindfulness (Ellen Langer)
 - Growth Mindset (Carol Dweck)
 - Brain Development (Dr Dan Siegel)
 - Broaden & Build Theory (Barbara Fredrickson)
 - Self-Determination Theory
- Developmentally based (what is right for the development of our boys at each level)
- Culturally informed
- Student informed

[Wellbeing Work in Progress including 2024 Planning pdf](#)

[Christ's College Strategic Themes 2025](#)

[Christ's College Graduate Profile](#)

Our Where to From Here

1. Greater student voice in terms of whole school involvement
 - a. Student-led Wellbeing initiatives that have the potential to influence policies (for example workload)
 - b. Student Drive Team for our Healthy Relationships documentation (Dr Tessa Opie)
 - c. Student informed Parent Education Evenings (for example Stress, Sleep & Self Care)
2. Wellbeing Data - we need to be really clear on our why and how we will use the data
3. Giving back
 - a. Sharing our journey and learnings with other schools (Whole-School Wellbeing Conference)
 - b. M3 Mindfulness Programme with Jase Te Patu and a selection of students in 2024
4. Reflect, review, refine (students, staff, whānau & community)

Key Learnings

- Find your school's shared language
- Gather data (student voice, teachers' perspective)
- Have a champion
- Build your team
 - Counselling trends and themes
 - Developmental stages
 - Like-minded educators
- One step at a time
- It's not about ticking a box ...

It's about our boys.