

Kia Mārama Kia Mōhio Key Understandings

Ko koe ki tēnā ko au ki tēnā kīwai o te kete.
*With you on that handle and me on this handle,
together we will lift the basket.*
(Expresses the principle of co-operation.)

- KOTAHITANGA:** Mā tō tātau mau tonu me te whakaatu i te kotahitanga e tutuki ai a tātau tohenga.
 - A 'whole school' approach to wellbeing will have positive effects on students' health and learning.
- RANGATIRATANGA:** Mauria atu te mana me te rangatiratanga o ōu tīpuna.
 - Being Smokefree/Auahi Kore is a wellbeing issue that needs to be addressed and delivered primarily within the context of whānau ora and is an expression of tino rangatiratanga.
- KIA PIKI AKE TE HAUORA:** He iti te toki e rite anō ki te tangata.
 - If a student is found smoking it is important to work with the student and give them appropriate support to ensure they do not go on to smoke regularly.
- WHĀNAU ORA:** Ko te whānau te hunga tūturu, ko te kaupapa hoki o te iwi.
 - A smokefree school involves the whole school community. Parents, whānau and staff working together with a shared understanding of what keeps young people smokefree increases young people's chances of remaining smokefree for life.
- WHAKAPAPA:** Ko ngā tikanga nei i whakahekea mai i tētahi whakatipuranga ki tētahi.
 - Young people are less likely to take up smoking when they feel connected to a school environment that encourages their participation and involvement.
- AKO:** He tauutuutu kai te manawa o tō tātau Māoritanga.
 - Staff are aware of the risk and protective factors for young people taking up smoking. The role of the school community and environment is imperative in keeping young people smokefree.
- KAUPAPA:** Koia te kaupapa o te rangatiratanga, o te tika, me te maungārongo i te ao.
 - Having smokefree signs and grounds is adhering to the law, however it is only one step in becoming a Smokefree/Auahi Kore school.



For more information and support contact:

kuraauahikore.org.nz
smokefreeschools.org.nz



A Guide to a Smokefree/ Auahi Kore School





A Guide to a Smokefree/Auahi Kore (SF/AK) School

*A smokefree school is a sign of wellbeing,
not just a sign on the gate.*



Being a Smokefree/Auahi Kore School - what does this mean?

| Framework | Process | Baseline commitment | Emerging | Sustainable |
|---|--------------------------------------|--|--|---|
| Teaching and learning | Curriculum ^{1,2} | <p>The school's SF/AK classroom programme is based on the identified needs of students.</p> <p>The SF/AK programme is situated within the key learning area of Mental Health and delivered within the context of a comprehensive Health Education programme.⁵ A wide range of resources are used.⁶</p> <p>Whānau and the wider school community are involved in the curriculum review (section 60B of the Education Act [1999]).</p> | <p>The SF/AK programme is regularly reviewed and modified to ensure it has a wellness focus and strength-based approach.³</p> <p>A balanced programme incorporates strands A, C and D of the Health and Physical Education area of learning.</p> <p>Classroom activities are linked to national, regional and local SF/AK initiatives.</p> | <p>Teachers understand and base their teaching on, best evidence practice.⁴</p> <p>Ongoing professional development enables teachers to integrate SF/AK across all learning areas.</p> <p>Students are competent to take individual and collective action in SF/AK initiatives in the school and wider community e.g. advocating to councils for SF/AK playgrounds.</p> |
| School organisation and ethos | Policies and procedures | <p>SF/AK policies and procedures are designed to support a "safe physical and emotional environment for students" as required by National Administration Guideline 5(i). The school advises the wider school community of the SF/AK policy and procedures.</p> <p>Staff are encouraged and supported to role-model SF/AK behaviour.</p> <p>The school demonstrates its commitment to working with their Māori community on SF/AK under the principles of Te Tiriti o Waitangi.^{7,8}</p> | <p>Policies and procedures are developed in consultation with the wider school community to ensure all school activities and events are SF/AK.⁶</p> <p>Staff and students who smoke are offered appropriate support to become SF/AK.</p> <p>The school, in partnership with their Māori community, recognises and responds to their hauora aspirations.^{7,8}</p> | <p>The school consults with the wider school community and appropriate health providers to ensure all policies and procedures are reviewed and monitored in accordance with best practice.^{3,7}</p> <p>SF/AK behaviours are supported and promoted by staff, students and the wider school community.</p> <p>Where appropriate, the school actively supports their Māori community to promote SF/AK initiatives.^{7,8}</p> |
| | Senior management/ Board of Trustees | <p>The BOT and senior management demonstrate their commitment through:</p> <ul style="list-style-type: none"> • compliance with the Smoke-free Environments Act (1990).⁶ • ensuring the school has access to, and uses, current SF/AK resources. <p>Recruitment advertisements state the school's SF/AK status. Related documentation is included in induction packs.</p> | <p>The BOT and senior management actively demonstrate their support of SF/AK programmes and initiatives.</p> <p>Staff who want to quit smoking are provided with information on cessation services and are supported by the BOT and senior management.</p> | <p>The BOT and Senior Management Team encourage positive health and wellbeing throughout the school community.</p> <p>The BOT and senior management promote SF/AK behaviours and encourage staff to become SF/AK.</p> |
| School and wider community links and partnerships | Parents, caregivers and whānau | <p>Parents, caregivers and whānau are consulted around the school's commitment to SF/AK and related initiatives.⁸</p> <p>The school makes links with appropriate health providers.</p> <p>Information from national, regional and local SF/AK initiatives is shared with parents, caregivers and whānau.</p> | <p>The school supports parents, caregivers and whānau to access appropriate resources which support a SF/AK community.^{3,6}</p> <p>The school meets with local health providers to enlist support in addressing school needs.</p> <p>Information about support services and agencies to help people quit smoking is available to interested parents and whānau.</p> | <p>The school actively promotes SF/AK initiatives and services to the school and wider community.</p> <p>Students engage in SF/AK initiatives in partnership with the local community.</p> <p>The school works with the wider school community and local health providers work to promote SF/AK initiatives.</p> <p>The school community is well-informed of all support services. There is a contact person on the staff who is available to speak with parents, caregivers and whānau about SF/AK issues.</p> |

¹ Ministry of Education (2007). *The New Zealand Curriculum*. Learning Media, Wellington.

² Ministry of Education (2007). *Te Marautanga o Aotearoa*. Learning Media, Wellington.

³ Ministry of Youth Development (2003). *Effective Drug Education for Young People: an overview of the literature review and analysis*. Ministry of Youth Development, Wellington.

⁴ Alton-Lee, A (2003). *Quality teaching for Diverse Students in Schooling: Best Evidence Synthesis*. Ministry of Education, Wellington.

⁵ Ministry of Education (2008). *Drug Education Matrix of Learning Outcomes for levels 1-8 within the New Zealand Health and Physical Education Curriculum*. Ministry of Education, Wellington.

⁶ www.smokefreeschools.org.nz • www.kuraauahikore.org.nz • www.tehotumanawa.co.nz for the Te Reo Māori primary teaching resource: *Te Ao Māori, Te Ao Auahi Kore*.

⁷ Ministry of Education (2008). *Ka Hikitia - Managing for Success: The Māori Education Strategy (2008-2012)*. Ministry of Education, Wellington.

⁸ Ministry of Education (2007). *Te Mana Kōrero-Relationships for Learning*. CWA New Media, Wellington.

Produced by



Reprinted October 2010