



Annual Report

Year One Report of Sponsorship Funding Agreement

7 August 2020 to 30 June 2021

web version

Pause
Breathe
Smile



Brought to schools
by Southern Cross

Contents

Executive Summary	1
Purpose of this Report	2
Pause Breathe Smile Key Metrics Year One	2
Update on the reo Māori pilot of Pause Breathe Smile	3
Voices of Programme Participants	4
Review of Schools reached by region and by decile	5
Schools completing training workshops across regions during Year One	5
Proportions of schools completing training workshops in Year One within each school decile	6
‘Breathe’: Introduction to Mindfulness Online Video Course Survey	7
Ways that respondents were practising mindfulness following completion of the Breathe online video course	7
Reflections of Two Pause Breathe Smile Trust Mindfulness Facilitators	8
Appendix One: Organisational Chart	9

Executive Summary

At a glance: the Trust's first year's progress towards achieving its mission of "Creating a healthier New Zealand by equipping kiwi kids with mind health skills" and meeting its outcomes under the Sponsorship Funding Agreement with Southern Cross.

With the support of Southern Cross we have achieved the following in our first year of operation

46K kids



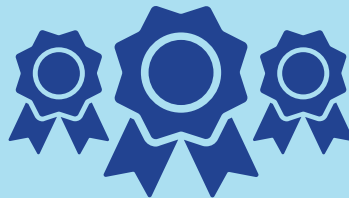
- we have reached almost 10% of total kiwi kids aged five to 12 since launch

184 schools



In our first year 184 schools were trained in Pause Breathe Smile with 81 also booked for Year Two (by the end of Year One).

3,153 educators



Pause Breathe Smile has been delivered to more than 3,000 educators.

This young boy said to his social worker:
"Sometimes when I stress out, I meditate." The social worker said, "what do you mean?" And he said, "I do pause breathe smile."

- Rebecca Lock, Across School Teacher Foxton Beach School, Horowhenua Kāhui Ako

One duty teacher found three of our newest new entrants out on the field lying down looking up at the sky and overheard one say, "Let's do some Pause, Breathe and Smile."

- Associate Principal at Knightstream School, Canterbury

"Students comment that they enjoy the mindful breathing and can express how it makes them feel, even if it makes them feel tired or weird"

- Teacher comment on the Wellbeing Survey

Purpose of this Report

The purpose of this report is to outline the impact and reach of the Pause Breathe Smile programme through the activities completed by Pause Breathe Smile Trust for the organisation's first financial year. The activities of the Trust are fully focussed on achieving its mission and the outcomes of the Sponsorship Funding Agreement with Southern Cross.

Pause Breathe Smile Key Metrics Year One Report

These key metrics show the reach of the Wellbeing Programme for 2020-2021. Since the Pause Breathe Smile programme was created in 2013, this is the first year that it has operated under the newly formed Pause Breathe Smile Charitable Trust with funding support from Southern Cross.

YEAR ONE Quarter	Number of Children	Number of New Schools	Number of Educators	PLD Workshops Completed
Q1 Actual	0	0	0	0
Q2 Actual	2,200	6	136	6
Q3 Actual	23,400	109	1,663	60
Q4 Actual	20,600	69	1,354	50
YTD (Actuals)	46,200	184	3,153	116

For Year Two we are estimating an increased reach of between 200-280 schools, bringing mind health benefits to a further 50,000-70,000 children.

Update on the reo Māori pilot of Pause Breathe Smile

The evaluation of the pilot sets out to achieve the following goals:

1. Test the effectiveness of the Pause Breathe Smile programme and activities when delivered to Māori participants in te reo Māori, within a kura Māori. Evaluate the practicality of the Māori translation of the PBS Educator's Handbook and supporting sound files
2. Offer recommendations to improve the effectiveness of the PBS programme for delivery within a Māori context and setting.

Preliminary findings and recommendations include:

- Confirmation of previous findings/assumptions that teacher commitment to Pause Breathe Smile is pivotal to its success for learners. i.e. the more engaged the teacher is, the greater the benefits for tamariki.
- More calmness among tamariki with some of the more 'disruptive' learners increasingly able to rest in a space of aroha.
- The importance of establishing ritual when working with Māori, including the use of karakia, an increased range of mindful movements that honour Māori ways of knowing and being, and making greater use of artwork to express key concepts.
- The importance of handing over the power (to facilitate activities) from adults to learners.

The artwork opposite was completed by one of the pilot classrooms and represents the practice of 'Dropping Anchor' outlined in lesson four of Pause Breathe Smile. In this lesson, children learn that their breathing can act like an anchor during strong emotions that wash through like a wave or a storm. The anchor of mindful breathing helps young learners to remain centred and to allow the wave of strong emotion to pass instead of being carried away by it into potentially harmful behaviour (towards self or others).

When the Tumuaki (Principal) of the kura joined one of the Pause Breathe Smile sessions (which the facilitators took to be a sign that the programme is having a rippling effect through the wider school community) she linked the concept of dropping your anchor with the whakataukī (proverb) "Ka poua tō haika, kia toka tū moana", meaning: "when you drop your anchor you become steadfast, like a rock in the crashing oceans".

**"Ka poua tō
haika, kia toka
tū moana"**

"when you drop your anchor
you become steadfast, like a
rock in the crashing oceans"



Voices of Programme Participants

At the end of the first year rollout across New Zealand, at scale due to Southern Cross' generous financial backing, Pause Breathe Smile is being admired and valued across the country. Through word of mouth, social media, and marketing, PBS has gained significant traction as the banner mindfulness-in-schools initiative. Even as other offerings start to crop up, PBS schools indicate that this mindfulness programme is one they highly recommend to other teachers and school leaders. One teacher, when asked what they would say to other schools, responded

“It takes time to implement, but it is worth it in the long-run. This is not an instant fix for behaviour issues, bullying or incapable management by teachers of learner’s emotions - this is an investment in the future of children who, for all of their very busy and stressed lives, need a ‘go-to’ strategy to help manage themselves on a daily basis.”

– anonymous Wellbeing survey respondent.

Educators and school leaders consistently feed back how energising, encouraging, and empowering the programme training and resources are. Survey responses and free form comments frequently indicate that PBS's facilitators excel at delivering the PLD workshops with expertise and enthusiasm, which translates to teachers getting onboard with delivering PBS with their learners.

“The Pause Breathe Smile teacher only day was the best external Professional Development we have ever been engaged in. Dr Dan was engaging and incredibly knowledgeable and taught all aspects of the PBS programme in a contextually relevant way. All staff thoroughly enjoyed the PLD and came away with knowledge and skills to use personally and professionally. The PBS PLD was not only relevant to apply within classroom practice but also as part of teacher wellbeing self practice. We are excited to start our Schools PBS journey as we know it will have huge benefits to our diverse student wellbeing needs.”

– Zeta Beer, Deputy Principal, Orini School, Waikato

As teachers connect with the programme and how mindfulness supports their learners' wellbeing, they share back the ways in which PBS has a positive impact on mental health of adults and children in their schools. Principals, teachers, and teacher aids report that the programme helps with learners' attention and emotion regulation on an individual level and improves conflict resolution between children. “My students like it as they feel calmer and more ready to learn after the lessons. Overall, it seems that the teachers and students enjoy it as part of a daily routine after lunch, as it calms them down and they feel more engaged and ready to learn,” reports a senior school teacher at Waiouru School, Ruapehu.

Last, mindfulness is spreading out from PBS schools, helping whole communities. “When mindfulness comes out of the classroom, which of course is the initial intention, it can go beyond and permeate everyday life,” says Karla Morton, Ngā Mātāpuna o te Waihora Kāhui Ako, Canterbury. It goes beyond the classroom walls, traveling with young learners who are proud to take mindfulness habits home to their whānau, as well as with them into their lives after primary and intermediate school.

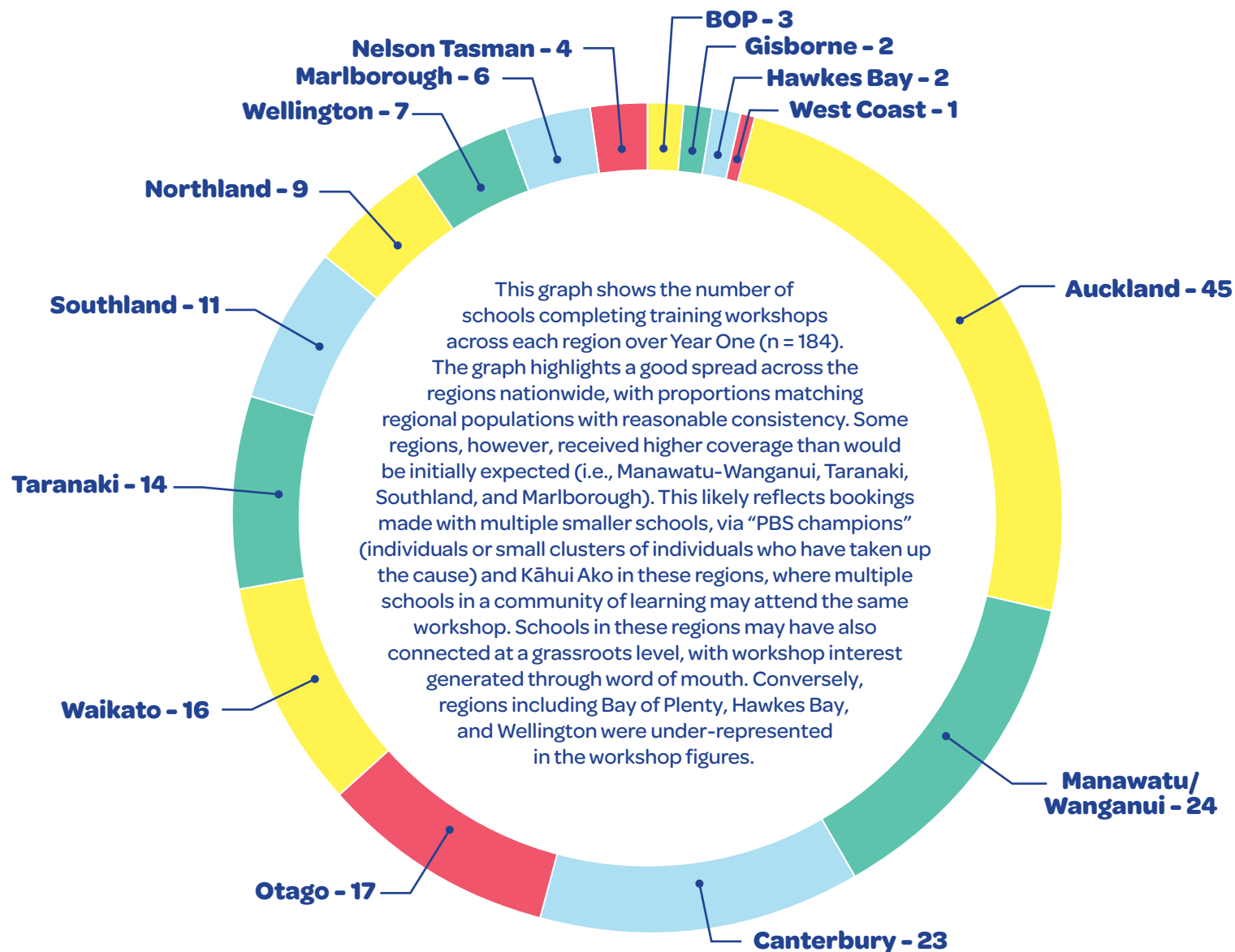
Kay Stevens, Principal at Riversdale, Southland, agrees. The PBS programme “can benefit everyone in school community, because as children become calmer and more mindful, the teachers are benefitted as well,” says Stevens. “In a very busy and challenging world—it’s become more complex over time—students and adults need to have specific strategies for managing their wellbeing, and that this is absolutely contains specific strategies for doing this. No longer do you need to say, ‘calm down’, to a child without giving them the tools to that.”

“Pause Breathe Smile is the programme that equips teachers and administrators to actually teach and lead the mindfulness practices that support attention and more ready to learn after the lessons. Overall, it seems that the teachers and students enjoy it as part of a daily routine after lunch, as it calms them down and they feel more engaged and ready to learn,”

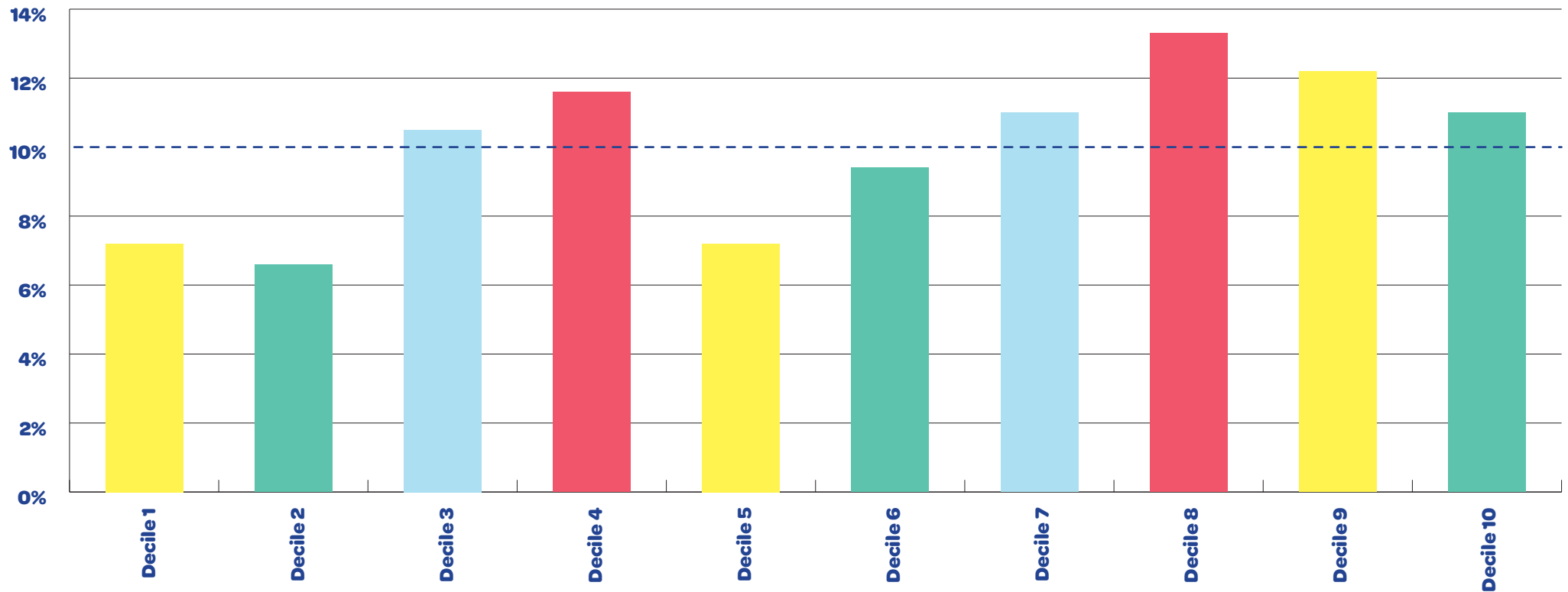
– Senior Teacher, Waiouru School, Ruapehu

Review of Schools reached by region and by decile

Schools completing training workshops across regions during Year One



Proportions of schools completing training workshops in Year One within each school decile.

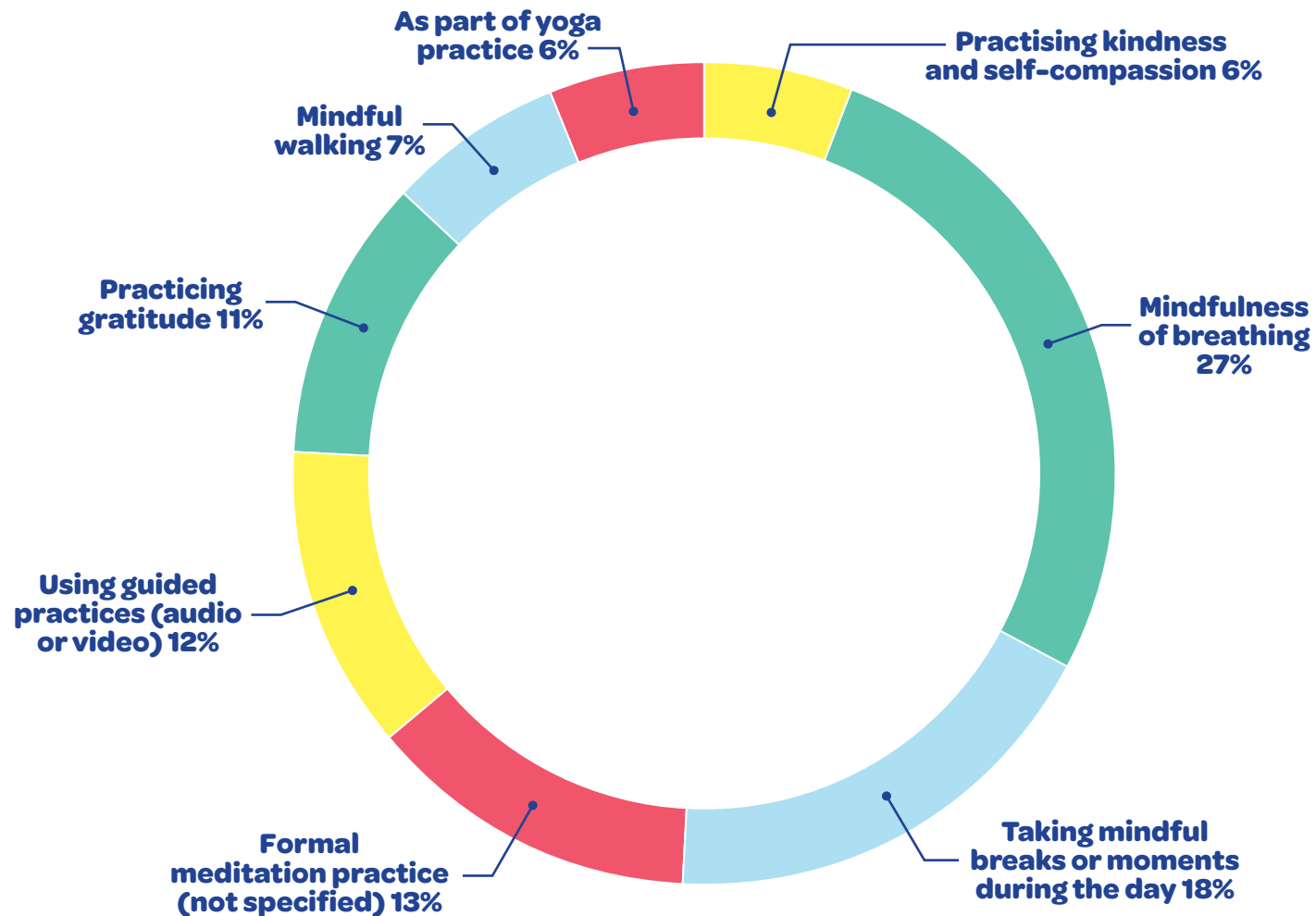


This graph shows the proportions of schools taking part in workshops during Year One across each school decile rating. The horizontal dashed line represents a perfect representation target, where each school decile would receive an equal 10 percent of workshops—10 percent being the very definition of a decile. The graph shows some fluctuation in the data that could be attributed mostly to random variation, which would be expected at this stage of the rollout.

'Breathe': Introduction to Mindfulness Online Video Course Survey

One part of the Pause Breathe Smile Professional Learning and Development Pathway for educators is the 'Breathe' online introduction to mindfulness course. This course is intended to support teachers own personal wellbeing through increasing their understanding and personal practice of mindfulness. Following completion of the Breathe video course, participants filled in a short optional survey about satisfaction with the course itself and their ongoing mindfulness practice. **80% of survey respondents enjoyed the Breathe course**, with the following graph showing ways that teachers are continuing to practice mindfulness following this initial training.

Ways that respondents were practising mindfulness following completion of the Breathe online video course



Reflections of Two Pause Breathe Smile Trust Mindfulness Facilitators

This year as a PBS facilitator I've gotten to lead workshops in modest classrooms at tiny, rural schools and in large, state of the art halls at schools with many hundreds on their rolls. The size of the audience varies, as does the schools' deciles and geographic regions, but one thing remains constant: the enthusiastic gratitude expressed by Aotearoa's primary and intermediate school educators for the Pause Breathe Smile programme.

It's such a privilege to get to equip schools with evidence-based information and real life mindfulness practices. Each PLD has its own unique flavour, but all across the country teachers talk about how desperately needed this programme is for improving Kiwi kids' mental health.

Several interactions stand out in my memory:

- Hearing a teacher share about one young boy in her class who has endured deep traumas and acts out and witnessing how committed she is to helping him learn how to process and regulate his emotions in healthy ways.
- Talking with a teacher who herself struggled to come up with three things to be grateful for.
- Listening to a principal describe how starting a gratitude practice in his own life transformed his attitude and helped him be a better parent, teacher, and friend.

When teachers and school administrators feel energised, equipped, and encouraged to implement the mindfulness programme with their own learners, they are quick to express gratitude for the training and materials they receive, thanks to Southern Cross's generosity in funding PBS.

In short, I feel a profound sense of purpose in doing this work. My two personal core values are Kindness and Wellbeing; being able to travel across New Zealand training teachers in mindfulness connects directly to my strengths as a communicator, activator, facilitator, and listener, while meeting a profound need in our young children. As a facilitator and parent to school-aged children, I wake up every day invigorated and excited about the chance we have to contribute to this next generation's wellbeing.

**- Janel Atlas,
Mindfulness Facilitator
(PBST employee)**

Having taught mindfulness to adults for several years, I was thrilled at the prospect of joining an organisation that makes this life-changing practice accessible to primary school students. I am keenly aware of the significant impact mindfulness has had in my own life with respect to supporting mental wellbeing (among many other benefits) and am curious how my life may have unfolded differently had I learned about the theory and practice of mindfulness in early school years.

As I met with other Pause Breathe Smile (PBS) staff, I felt an immediate sense of connectedness and was struck by the positive attributes of the team. Collectively we bring a broad spectrum of skills and experience to the table, and everyone is strongly committed to the mahi of the organization and wider purpose to improve mental wellbeing in New Zealand. It is inspiring to collaborate with such like-minded individuals who "walk their talk" and are so aligned with our shared purpose.

Attending several PLD workshops as an observer provided me with a helpful introduction to the programme. I was particularly impressed with the high quality of content which conveyed complex concepts in a child-friendly format that was experiential, compelling and science-based. The enthusiastic response from educators highlighted the value they saw in the programme, and the comprehensive resources gave them a sense of comfort and confidence to deliver the material to their learners.

I have been pleasantly surprised by the degree of receptivity, enthusiasm and gratitude expressed by educators. While mindfulness has become more "mainstream" in recent years, is it heartening to see those with minimal experience and/or occasionally skepticism so often become inspired by the programme. Having facilitated training workshops across a range of organisations over many years, I am often amazed by how energized I feel at the end of delivering a full-day workshop. Educators regularly approach me after a session, and one recently shared how much mindfulness practice had impacted her own life, including the way in which she engaged with her young learners. Although, like many, she had dabbled with introducing mindfulness practices in her classroom, she was thrilled to have a structured and comprehensive format to deliver these teachings in a whole-school, sustainable way.

The PBS language seems to resonate with all; from a small rural community in Hinds, to a sizeable and ethnically diverse community in Lynfield, Auckland, and everything in between. Challenges with mental wellbeing are increasingly impacting our youth, and PBS offers a practical and sensitive way to work with this on a large scale. I personally feel incredibly grateful to be a part of the PBS team, and to Southern Cross for having the foresight to support the programme. I look forward to continuing to contribute to greater levels of flourishing amongst of a growing number of New Zealand children.

- Betsy Spigel, Mindfulness Facilitator (PBST employee)

Appendix One: Organisational Chart

