



<p>Panelists:</p>	<p>Mike Anderson, Principal Waimairi School, Christchurch, is using SOLO taxonomy to plan and implement Psychological Capital as the school's wellbeing framework.</p> <p>Chrissie Butler, Consultant for CORE Education, uses Universal Design for Learning (UDL) to promote wellbeing by supporting diversity, equity and inclusivity in education.</p> <p>Stephen Eames, Deputy Principal, Raroa Normal Intermediate, Wellington, is an innovative, student-focused, educational leader who uses Inquiry approaches and Design Thinking in the classroom and with teaching staff to develop wellbeing in his school.</p> <p>Janelle Riki-Waaka, Relationships Manager and Consultant for CORE Education, uses Te Tiriti o Waitangi as a framework to ensure her practice and the practice of others uphold the mana of Aotearoa's bicultural partnership.</p> <p>Chair: Denise Quinlan</p>
<p>Abstract title:</p>	<p>Upping our Game Applying: effective frameworks and pedagogies to wellbeing planning and implementation</p>
	<p>As teachers tasked with producing a wellbeing plan can tell you - it's hard to decide what topics to focus on and when. What to prioritise? How to deliver it? Plans can be 'hit and miss' unless guided by frameworks and pedagogies appropriate for schools.</p> <p>Join our panelists as they share how they use their frameworks of choice to support and guide their wellbeing planning and implementation.</p>