



## Foreword

Huw Jones

*Tuhia ki te rangi,  
Tuhia ki te whenua,  
Tuhia ki te ngakau o ngā  
tangata, Ko te mea nui, ko te  
aroha. Tihei mauri ora.*

*Write it in the sky,  
Write it in the land,  
Write it in the heart of the people,  
The greatest thing is love. Behold  
there is life.*

*E ngā mana, e ngā reo, e rau rangatira mā, tēnā koutou.*

*Ngā mihi nunui kia koutou katoa.*

*He uri whakaheke tenei o ngā waka Te Arawa, Tainui, me Ngatokimatawhaorua*

*Nō Ngāti Whakaue, Ngāti Pīkiao, Waikato-Tainui, Ngāpuhi, Ngāti Hamoa, Ngāti*

*Tonga, me Ngāti Wērā ahau*

*Ko Ngongotaha te maunga*

*Ko Te Rotorua-nui-a-Kahumatamomoe te roto*

*Ko Tunohopu raua ko Waikuta ōku marae*

*Ko Huw Jones tōku ingoa*

Welcome to He Rourou. It is an honour to open the Second Edition with a foreword that celebrates our contributors' curiosity, commitment and tenacity while sharing a brief observation of this collection's critical themes and topics.

Previous guest editor Lisa Davis said it best when sharing, "He Rourou is about empowering, growing, and engaging collective voices and knowledge, and sharing them to generate *kōrero*, collaboration and maybe some magic."

I hope that in reading this body of work, you will discover something impactful, practical and perhaps even magical that sparks further motivation and inquiry to take on the challenges facing you in your sphere of interest and influence.

Collectively, there are numerous nuggets of inspiration nested within these presentations. As you read through the following articles, you will immerse yourself within the domains of experienced teachers, students, industry professionals, and Mind Lab partners while gaining insight into myriad opportunities within and around our current education system.

Before offering a brief overview of what each submission entails, the following whakatauki (proverb) serves as a guiding needle and thread that weaves together these independent yet connected pieces of knowledge:

*“Whāia te mātauranga hei orange mō koutou”*  
Seek after learning for the sake of your well-being.

In pursuit of knowledge and understanding, each of our contributors offers insightful discoveries, meaningful reflections, and practical recommendations that benefit the groups and communities they are engaged in and provide us with insight into our individual and collective Hauora (wellbeing).

Our first article, *Supporting Executive Functioning in a Play-Based Environment*, authored by Hannah Newton, looks at children's executive functioning skills in play and the resources teachers employ in their development. Current conceptions of executive functioning and the features of high-quality play-based environments are considered, resulting in several classroom-ready resources being developed.

*Improving wellbeing through a modern, integrated experience* by Alaine Perrott investigates critical factors contributing to wellbeing, focusing on personal finance and existing solutions available in Aotearoa, New Zealand. Alaine identifies a significant gap in readily available holistically inclusive solutions while calling for a new well-being ecosystem that incorporates financial, personal, community and environmental wellbeing.

Jacob Doak shares his passion for finding innovative ways to best prepare young people for life after school with an insightful article titled *Bridging the Gap: The Impact Project-based Contextualization has on the Motivation of Junior Technology Students: A Mixed Method Study*. Importantly, Jacob highlights that contextualising classwork with industry exposure can increase student motivation, ultimately impacting career aspirations and pathways beyond secondary school experiences.

Next, Melissa Fergusson shines a light on the concerning issue of *Loneliness in Aotearoa*, particularly as it pertains to young people aged between 15 - 24 years old, also referred to as Generation Z. Melissa's submission emphasises the challenges and problems faced by this group, and points to the need for further investigation, resources and support.

Information Knowledge Specialist Senga White shares her passion for lifelong learning and education with a perceptive article titled *History Detectives in Action: Bringing history to life using primary sources*. Senga's contribution provides an approach for the inclusion of local history into the Aotearoa New Zealand History

Curriculum (ANZHC), delivered through a Universal Design for Learning framework that seeks to critically engage students, promote an inquisitive mindset, and grow teacher confidence in working collaboratively with other educators.

Sarah Cooke, an experienced primary school teacher and Masters of Contemporary Education graduate, provides an active account of *The impact of Design Thinking and Steam Learning on student engagement*, which considers evaluating various cognitive, emotional and behavioural factors. Additionally, Sarah highlights some challenges when observing and measuring student engagement, especially during active, hands-on steam learning experiences.

*Ka muri, ka mua - Walking backwards into the future*, by Violet Pou (Ngapuhi, Ngati Porou), is the first of our practitioner reflections. As the title suggests, Violet's contribution offers an introspective exposition of how the past, and of note, one's experiences, relationships and whakapapa (genealogy), coupled with knowledge of reading patterns and tohu (signs/trends) of the present, can be harnessed to navigate the uncertainties and challenges of the future. Violet's reflection draws upon her knowledge and many years of experience in education, sharing with us her journey of learning and re-searching while building upon her practice and weaving together a passion for storytelling and cultural reclamation.

Our second practitioner reflection, Whanaungatanga in the time of Covid: Strategic and value-based responses to the challenges of Covid-19 in a South Auckland primary school, provides a snapshot of the enormous difficulties our schools faced over the past two years, specifically about online/distance learning and addressing the Digital Divide. Author, Brendon Shaw (Ngapuhi), shares his thoughtful account of his school's "move from emergency online teaching to a more structured version of online delivery through trial and error, conversations, and collaboratively creating systems and structures."

On the theme of wellbeing and education, and following on from Brendan's reflection, Karen Lambrechts and Darcy Vo share an insightful presentation on *The Post Covid Impact on distance learning for New Zealand teachers*. Tuning into their kōrero, Karen and Darcy provide an overview of the critical insights gained from their research, including an in-depth study using a hybrid qualitative/quantitative survey of 31 school teachers in Aotearoa.

Notwithstanding the significant challenges faced by many teachers, students and parents alike, it is encouraging to note how resilient, resourceful and creative our educators are as they deal with the unprecedented impact of Covid-19, the disruptive nature of lockdowns, and the varied concerns of school leaders, parents and the general public at large.

Reflecting on these articles and contributions, many lessons are shared as sources of inspiration and insight, particularly as they emphasise the importance of seeking knowledge to benefit our individual and collective Hauora. As you read through these submissions, you may ponder, *What next? What can and will I do to build upon my personal and collective well-being?*

## Huw Jones

Passionate about seeing entrepreneurs succeed in business and all aspects of their lives, Huw is a proud husband, twin dad and serial founder with a background in Entrepreneurship, Education and Marketing.

Through coaching, content, and community building, Huw leverages emerging technologies, holistic wellbeing modalities, and GeniusU - the world's leading Entrepreneur Success Platform, to provide founders with the latest tips, tools and tactics to help them grow, access flow and improve their overall performance, productivity and impact.

As Pou Āwhina here at The Mind Lab, Huw supports our Master's students to consider how a kaupapa Māori lens can enhance their research while also participating in our Moderation and Assessments team ensuring that our MTF students have an opportunity to integrate indigenous principles and values relevant to their projects.

Huw is also the Chair of Ranui 135, a community-based trust dedicated to serving Youth in Ranui and West Auckland.

Regarding academic achievement, Huw has a Bachelor's Degree in E-Commerce from the University of Waikato, a Masters of Business Administration from Auckland University of Technology, and a Masters of Commercialisation & Entrepreneurship from the University of Auckland.

Outside of serving entrepreneurs and students here at The Mind Lab, Huw enjoys quality time with his family, learning about futurology, edtech, the quantified self-movement, and supporting his favourite sports teams, The All Blacks, Chiefs, NSW Blues and LA Lakers.

