

Whole School Wellbeing: why, what and how?

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First Australian Positive Education Conference
Saturday 6 April 2013
Knox Grammar School

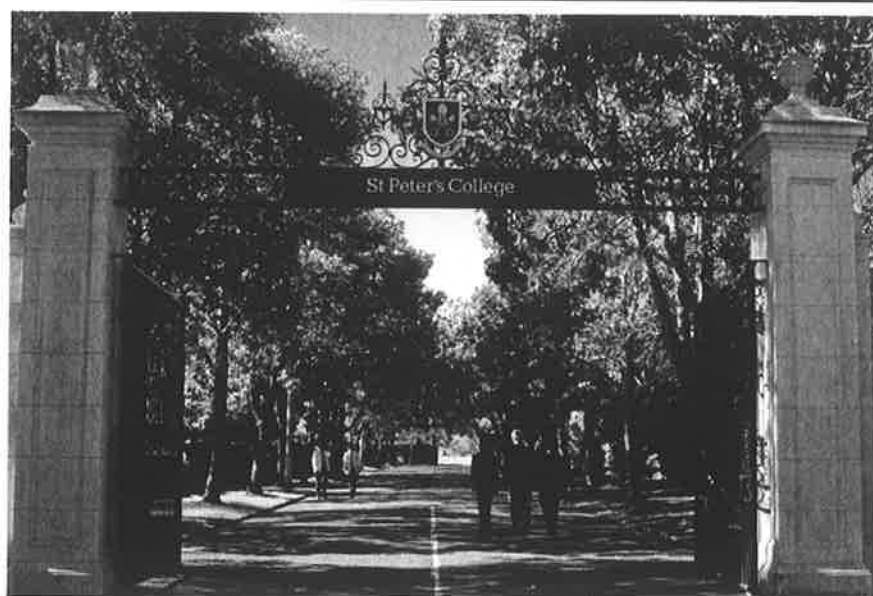
Foundational Questions

- Why wellbeing?
- What is wellbeing?
- How to get started?




Why wellbeing?






Bringing the best version of yourself to school



Why wellbeing?



1 in 5 children and adolescents is affected by mental health problems and disorders.



- Wellbeing theory is preventative
- Focused on student interventions
- Developing resilience
- Relationship between Staff wellbeing and student wellbeing
- School as a system

Why wellbeing?



Institutional Benefits

- Lower rates of absenteeism
- Fewer injuries in the workplaces
- Improvements in communication, moral and tone
- Increase job satisfaction
- Better relationships
- Greater levels of meaning and purpose in work

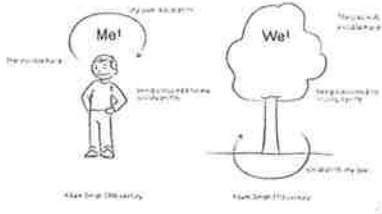
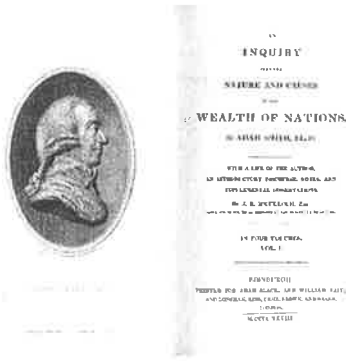
Student and Staff Benefits

- Increased level of school connectivity
- Increase level of engagement in learning
- More positive mood
- Reduce pressure and stress
- Improve self-efficacy
- Better concentration
- Function better and cope
- Enjoy work, family and social relationships
- Make healthier choices about our lives
- Less Depression
- Less Anxiety
- Better Conduct

Organisational Development

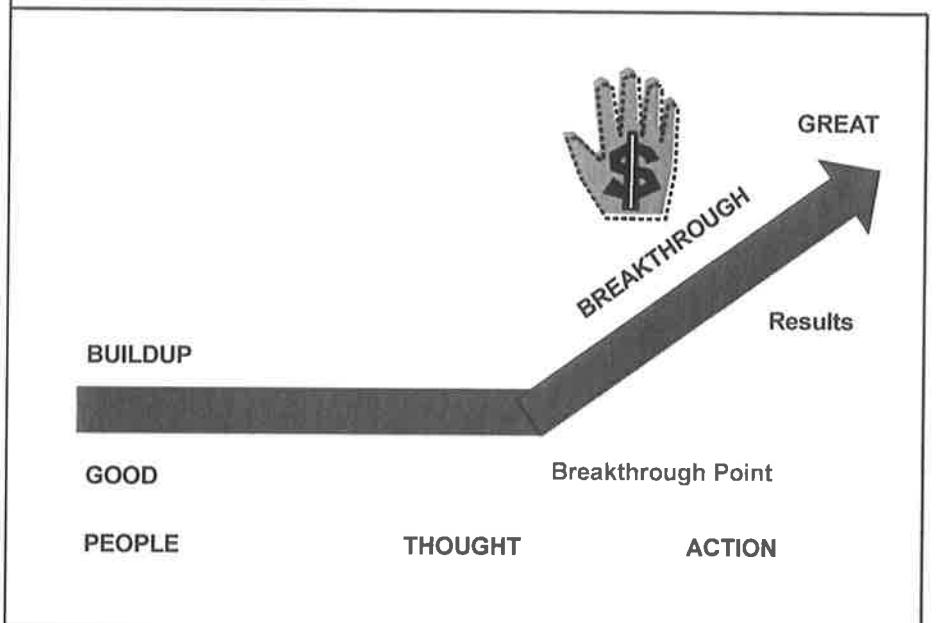



The Invisible Hand – Adam Smith



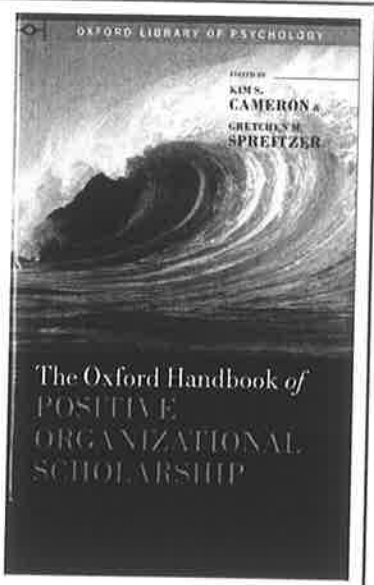
The diagram illustrates the concept of the invisible hand. On the left, a person labeled 'Me!' is shown with a speech bubble saying 'My own advantage'. An arrow points from the person to a tree labeled 'We!'. A speech bubble from the tree says 'My own advantage'. Another arrow points from the tree back to the person, with a speech bubble saying 'My own advantage'. This cycle represents how individual self-interest leads to the benefit of the community.


Jim Collins: Good to Great



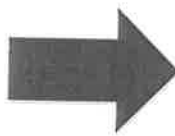
Positive Organisational Scholarship  **St Peter's College**
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- Appreciative Inquiry
- Positive change attributes
- Implementing positive change
- Authentic leadership
- Leadership development
- Peak performance
- Strategic change
- Strengths-based strategy



Australian Student Wellbeing Policy to Practice  **St Peter's College**
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- The National Framework for Health Promoting Schools (HPS)
- The two National initiatives based on the HPS model:
 - MindMatters: secondary focus
 - KidsMatter: primary focus
- National Framework for Values Education
- National Safe Schools Framework (NSSF)
- Principles for School Drug Education
- National Drug Strategy (2004-2009)
- National Suicide Prevention Strategy
- National Action Plan on Mental Health (2006-2011)



OBJECTIVES

- Early intervention for students at risk
- School-based programs to develop resilience
- Developing safe, supportive values-based ethos
- School connectedness and social connectedness

What is wellbeing?

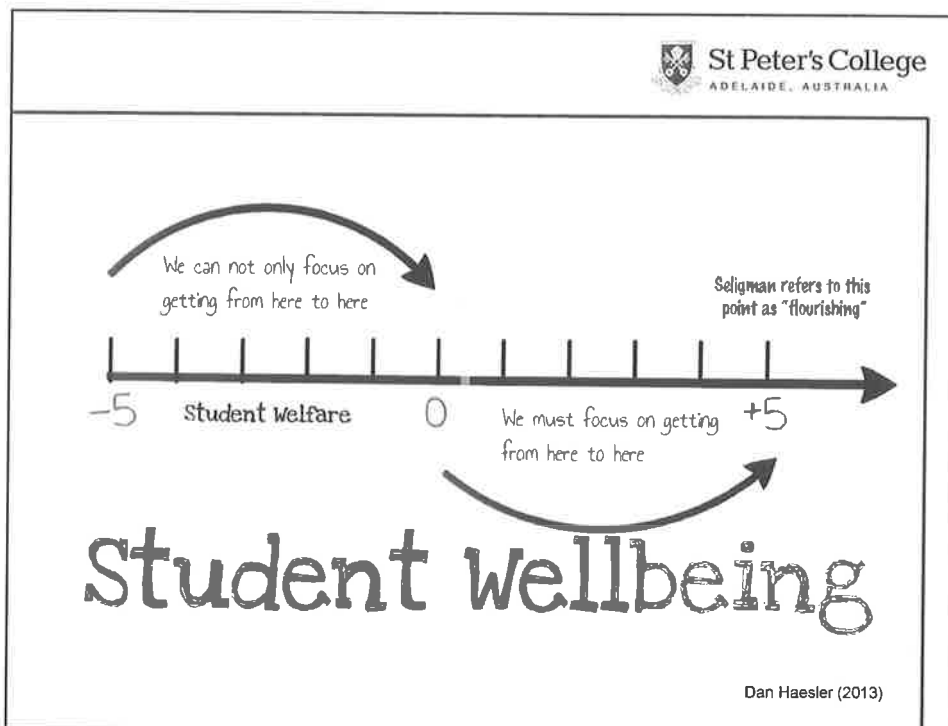
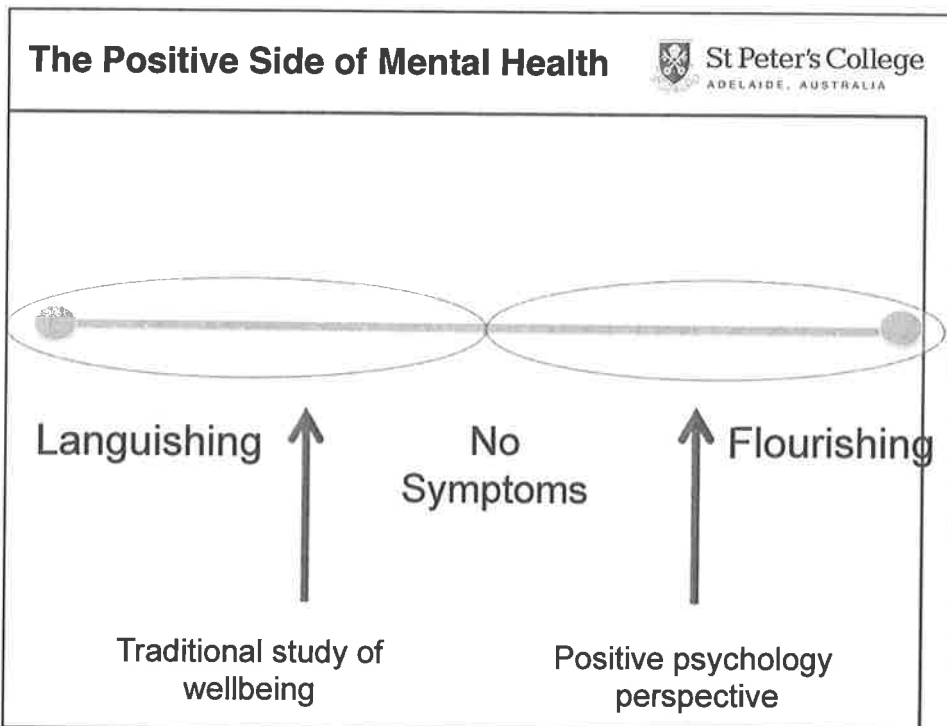
What is wellbeing?



Satellite & Radar Timelapse Australia & NZ Region

January 2012

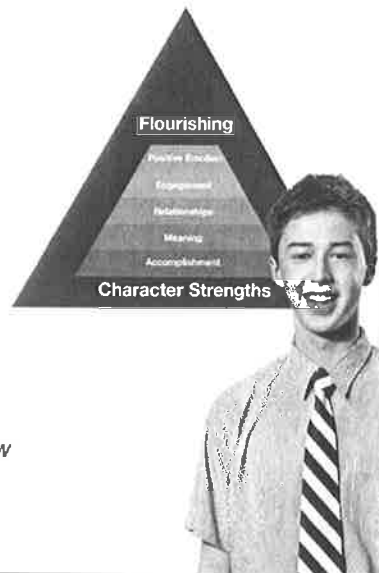
<http://www.theweatherchaser.com/>



What is wellbeing?

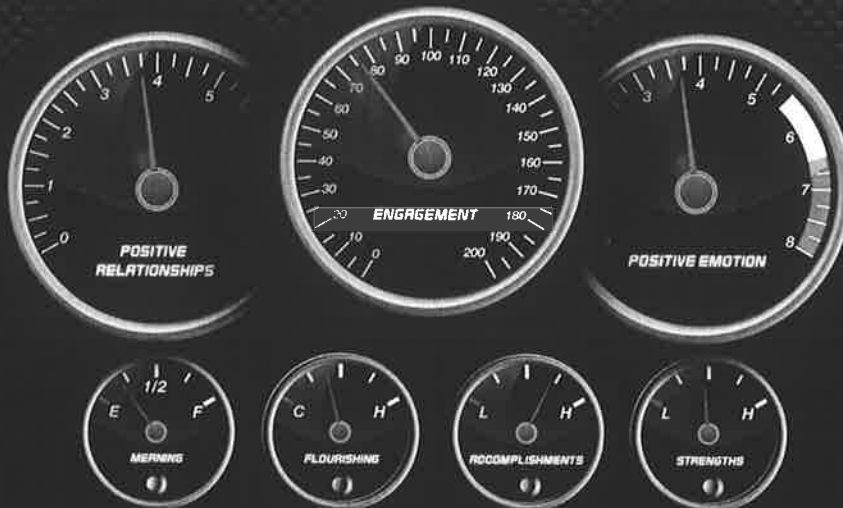


Positive emotion
Engagement
Relationships
Meaning
Accomplishment




Seligman, M. (2011) *Flourish: A Visionary New Understanding of Happiness and Wellbeing* pp. 13-15.

St Peter's College Wellbeing Dashboard



VIA Character Strengths


(Peterson & Seligman, 2004)



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| | |
|--|---|
| <p>Wisdom and Knowledge</p> <ul style="list-style-type: none"> • Curiosity and interest in the world • Love of learning • Judgment, critical thinking, and open-mindedness • Creativity, ingenuity, and originality • Perspective (wisdom) <p>Courage</p> <ul style="list-style-type: none"> • Bravery and valor • Industry, diligence, and perseverance • Honesty, authenticity, and genuineness • Zest, enthusiasm, and energy <p>Humanity</p> <ul style="list-style-type: none"> • Capacity to love and be loved • Kindness and generosity • Social intelligence | <p>Justice</p> <ul style="list-style-type: none"> • Citizenship, teamwork, and loyalty • Fairness, equity, and justice • Leadership <p>Temperance</p> <ul style="list-style-type: none"> • Forgiveness and mercy • Modesty and humility • Caution, prudence, and discretion • Self-control and self-regulation <p>Transcendence</p> <ul style="list-style-type: none"> • Appreciation of beauty and excellence • Gratitude • Hope, optimism, future-mindedness • Humor and playfulness • Spirituality, sense of purpose, & faith |
|--|---|

*Bold indicates Virtue



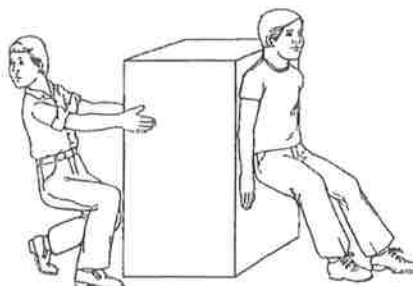
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How to get started?

Blockers and Organisational Change

“People change for two basic reasons: they feel the heat or they see the light.”

Robin Stuart-Kotze



- Action
- People
- Systems

A quick quiz?

| | YES | NO |
|---|-------|-------|
| • Does your school have a numeracy strategy? | _____ | _____ |
| • Does your school have literacy strategy? | _____ | _____ |
| • Does your school have a strategy to monitor Year 12 results annually? | _____ | _____ |
| • Does your school hold teachers accountable for quality of teaching? | _____ | _____ |
| • Does your school have process to monitor sporting results? | _____ | _____ |
| • Does your school have a whole school wellbeing strategy? | _____ | _____ |

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Center on the Developing Child  HARVARD UNIVERSITY



**2012 Building Senior Leadership
Team Capability**

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Forgeard, M. J. C., Jayawickreme, E., Kern, L., M., & Seligman, M. (2011). *Doing the Right Thing: Measuring Well-Being for Public Policy. International Journal Of Wellbeing, (1)*



“What you measure affects what you do. If you don’t measure the right thing, you don’t do the right thing.”



Joseph E. Stiglitz

A Strategy for Wellbeing



- Strategic Goal
- Strategic Objective
- Strategies Identified
- Actions to be achieved
- How will it be measured?
- Who will do it?
- What are the critical success factors?
- What are the risks?
- What is the risk management plan?

White, M. (in-press) *The How of Wellbeing in Schools.*

Strategic Planning Process



GOAL

Wellbeing: Creating an inspiring social and emotional learning environment where boys thrive

OBJECTIVES

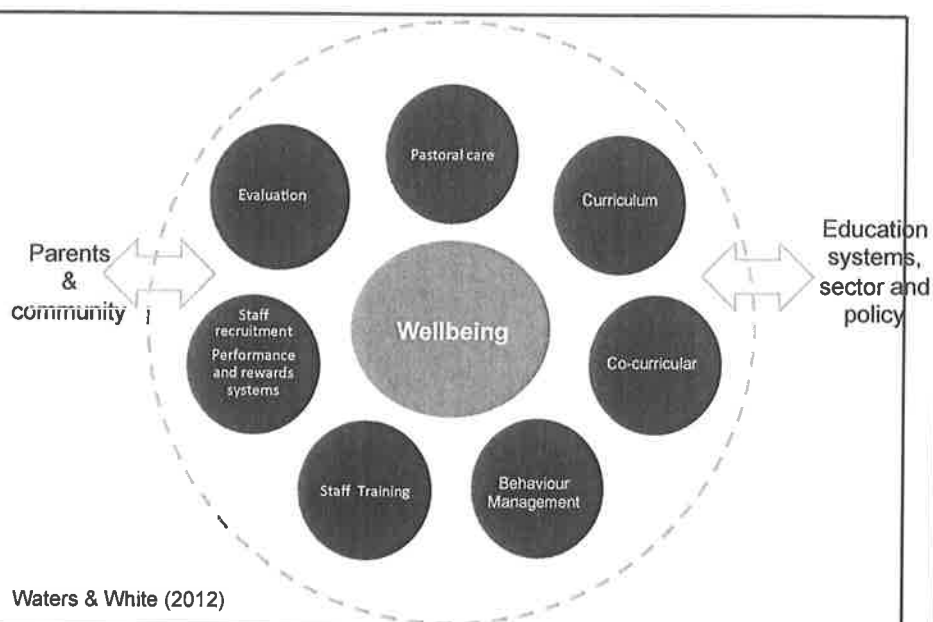
1. Implement a world-class, evidence-based and dynamic wellbeing program
2. Ensure all staff embrace wellbeing as central to their role and responsibilities
3. Forge strategic partnerships to enable the development and delivery of a world-class evidence based wellbeing program

STRATEGIES

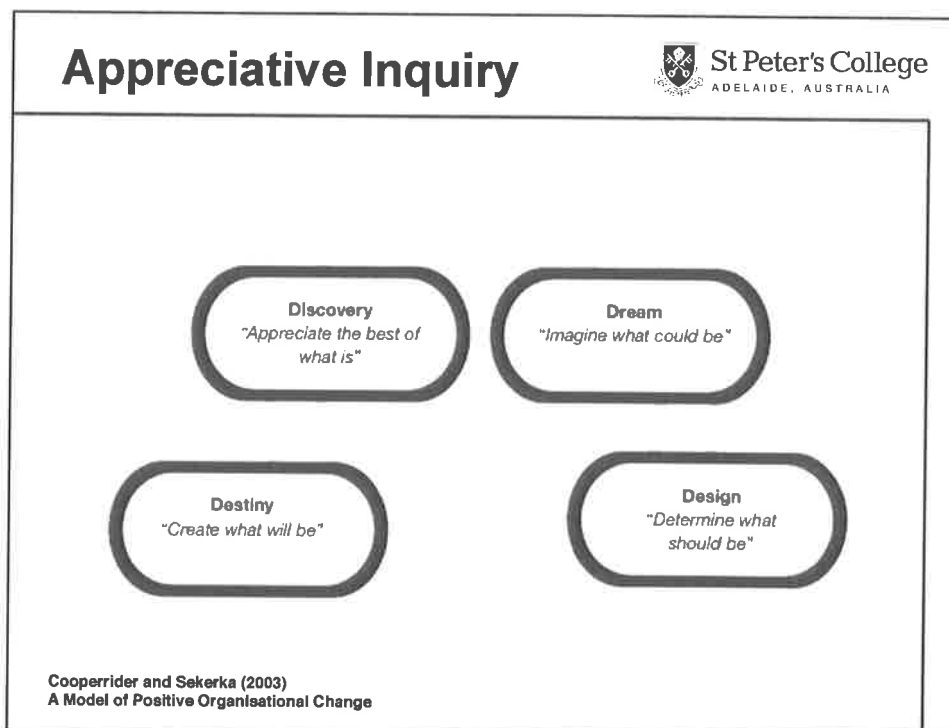
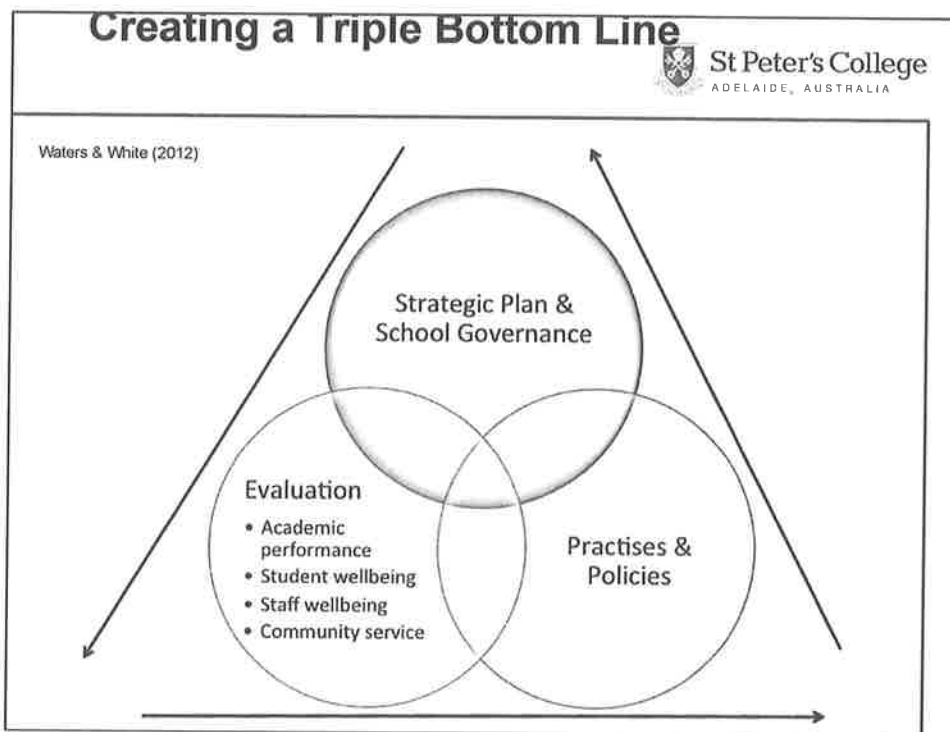
- i. Ensure all staff embrace well being as central to their role and responsibilities
- ii. Establish a base line of well being across JS – SS students and staff
- iii. Establishing a collaborative environment
- iv. Training of staff in positive psychology and resilience principals
- v. Designing the well being program
- vi. Building leadership capacity to deliver the program
- vii. Embed policy across the school
- viii. Create an effective communication strategy across the school
- ix. Enhance counseling service across the school

White, M. (in-press) *The How of Wellbeing in Schools*.


A systems approach




Waters & White (2012)




Appreciative Inquiry is a life giving process



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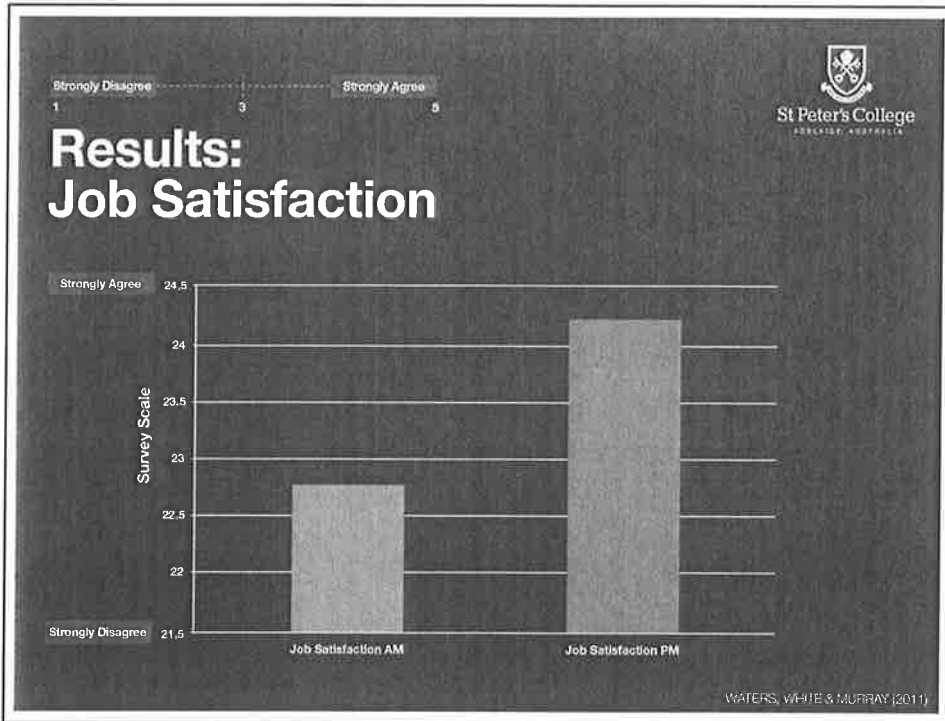
Staff Evaluating impact of Appreciative Inquiry (n = 151)




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| Qualitative | Quantitative |
|--|---|
| <ul style="list-style-type: none">• The collaboration process• Learning from colleagues• Appreciating the people you work with• Shared values• Feeling energised and passionate• Clear vision | <ul style="list-style-type: none">• Total number of Positive Emotions increased across the day• There was an increase in Job Satisfaction• Increase in Organisational Virtues |



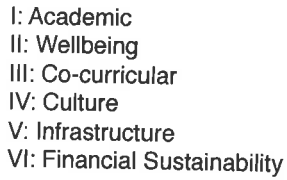

Waters, L., White, M & Murray, S. (2012) *Toward the Creation of a Positive Institution: St Peter's College, Adelaide, Australia*. In *AI Practitioner: The International Journal of Appreciative Inquiry*.



Towards a Preferred Future
A Strategic Plan for St Peter's College
2011-2014




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Our vision is to be a world-class School where boys flourish.



Fostering a collaborative and supportive learning and workplace culture

At St Peter's College, we recognise that our students learn best in the context of our community. Our culture is the way we live, work and learn. St Peter's College would like to be a culture that fosters values of respect, courage, creativity and responsibility for leadership. We strive to be a culture that is bright, warm, trusting, grateful and caring. We are.

1. Ensure Staff's values and values are embraced by my stakeholders.
2. Ensure the experience of Staff's culture is positive and consistent.

Culture

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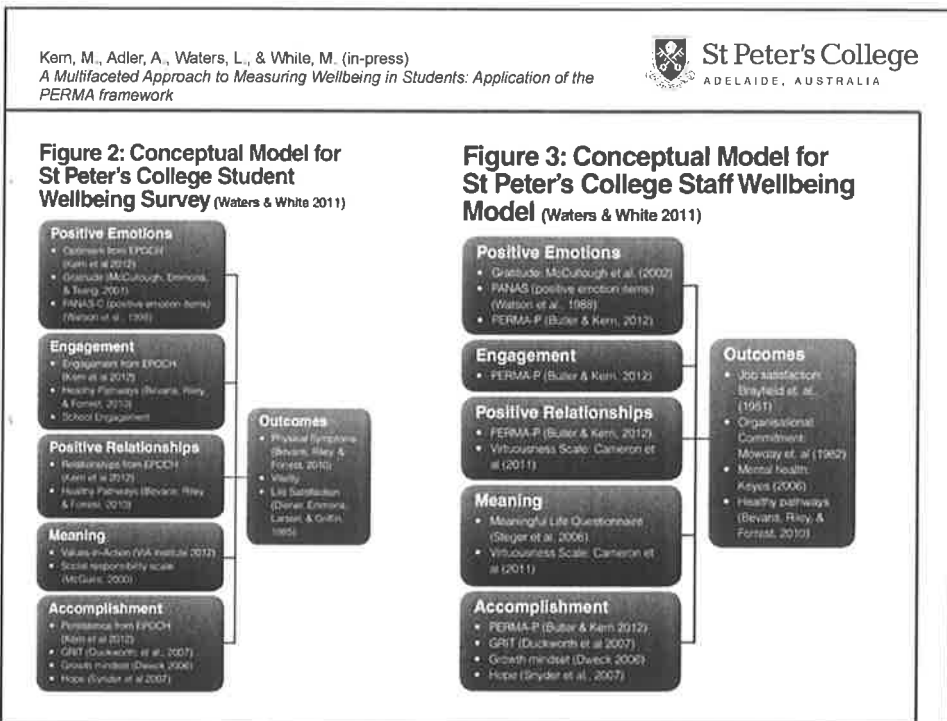
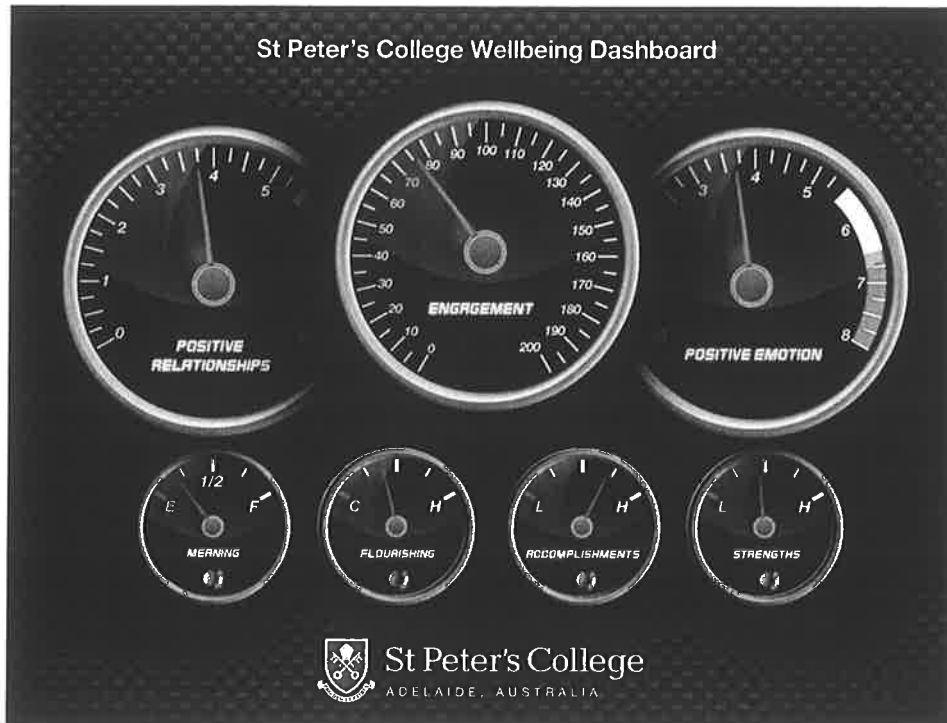
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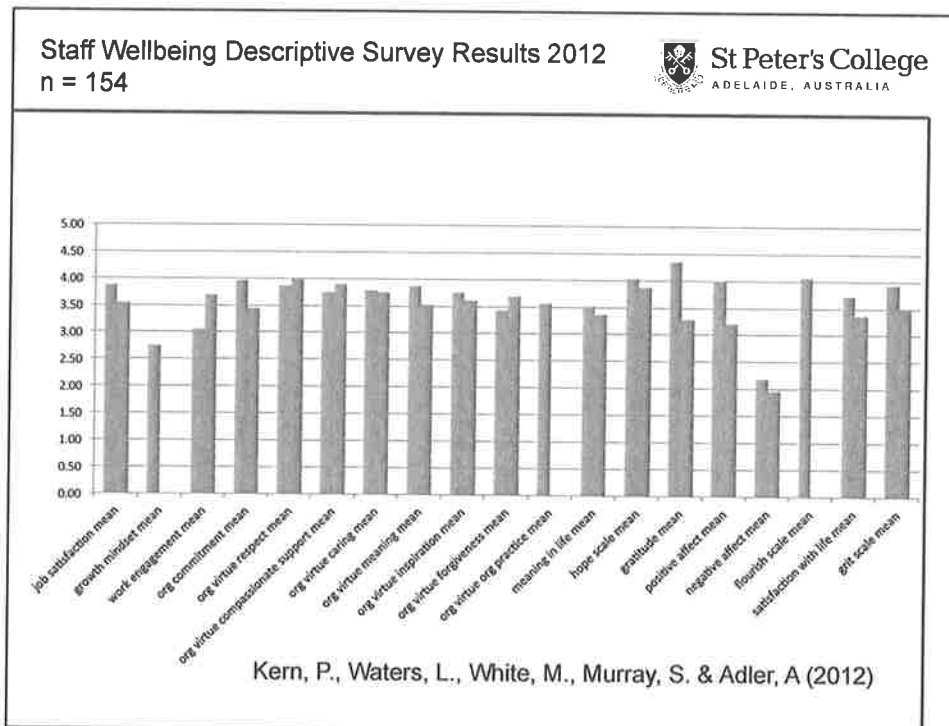
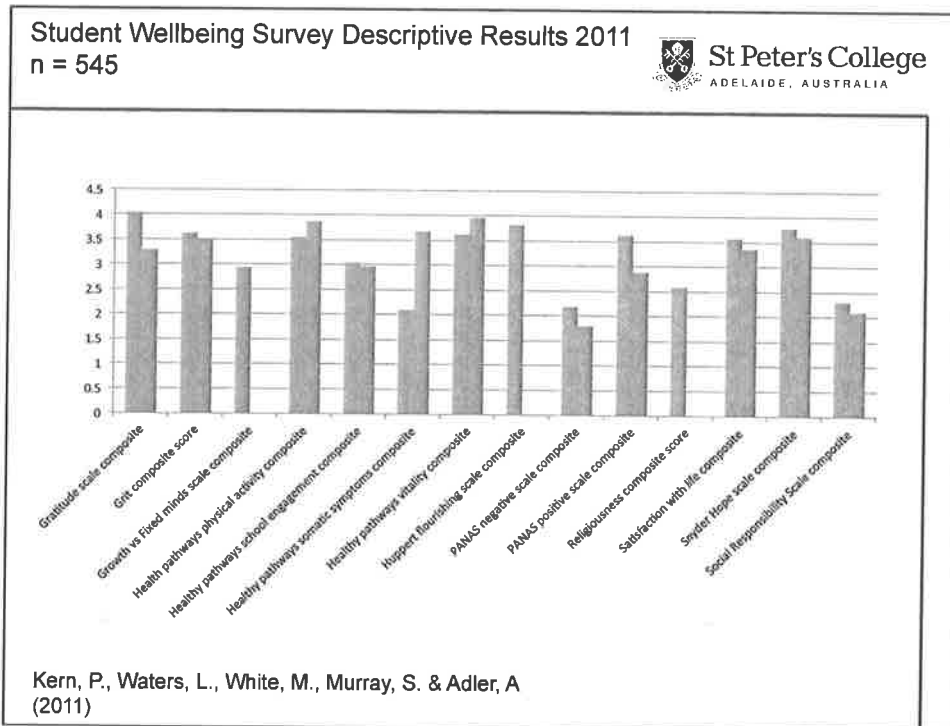
**Baseline Measurement
St Peter's College Student
and Staff Wellbeing Survey**

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