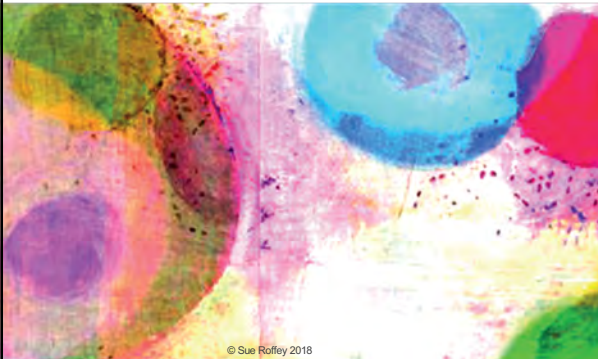
 GUILDFORD HIGH
WHY, WHAT AND HOW WELLBEING




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 NOT ROCKET SCIENCE...



- Seems obvious
- Common sense
- But growing evidence base
- Not always happening
- So perhaps more complex after all?
- Or perhaps challenging?
- This is a whistle-stop tour of some of the issues
- Wellbeing and academic excellence is not a dichotomy.


 OUR STUDENTS

- Most young people from strong, loving and supportive environments will do OK wherever they are.
- This is not the case for all those who for a variety of reasons struggle to maintain a positive sense of self.
- All students however. need to learn 'how to be' and 'how to live together and to cope with life when the wheels come off.

 HEADS ROUNDTABLE
MAY 2017


- *The knife-edge of Ofsted inspection has fuelled a toxic accountability culture in schools. It has been responsible for many schools losing sight of outcomes for children's sake and has buoyed perverse incentives, valuing compliance over curriculum experience and paperwork over people.*
- *The sector's unhealthy obsession with accountability measures for accountability's sake needs to stop. As does our mutual compliance with such a crude and de-humanising process such as labelling and valuing teachers and schools on the basis of simplistic Ofsted judgements.*

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 TEACHERS CAN TURN LIVES AROUND


- Teachers are often judged by student academic outcomes
- Few acknowledge just how much difference teachers often make in the lives of their students
- Whatever a young person brings with them is either modified or exacerbated by what happens at school
- The micro-moments of warmth, interest, acceptance and kindness are literally magical – over time they can change everything – self-belief, world view, even the brain itself
- A school can provide the most stable, predictable environment in a young person's life.
- A whole pupil, whole school approach to wellbeing supports both mental health AND an optimal learning environment

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 WHAT DO WE WANT FOR YOUNG PEOPLE AS THEY GROW?

- **To flourish in all aspects of their lives:**
- Be positively connected with others in healthy relationships
- To have good mental health and be resilient
- To enjoy learning and see themselves making progress
- To feel safe
- Be resourceful and be responsible
- To make good choices for themselves and others
- To have self-respect
- To be happy and fulfilled with a meaningful life
- To positively contribute

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 MYTHS OF SUCCESS

- Beating everyone else and winning **medals**: Great to have but depression often follows as an anti-climax – what now>
- Looking like a movie star. Expectations about **body image** are causing considerable mental health problems
- Having **stuff** - the latest and best of everything. Again nice at the time but does not bring sustainable wellbeing
- Getting **high scores**. This opens doors to greater choices but will only lead to authentic wellbeing if other things are in place

 WHAT THE RESEARCH SAYS ABOUT AUTHENTIC WELLBEING

- Having predominantly positive emotions
- Engagement
- A sense of meaning and purpose
- Self-determination
- Healthy, supportive and sustaining relationships
- Achievement
- Equality and fairness

Deci & Ryan, Seligman, Prilletensky, Keyes & Haidt, Huppert. Csikszentmihalyi, Fredrickson - plus many others.

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 WELLBEING IS ABOUT **WE**, NOT JUST ME




- Be top
- Have more
- Win
- Be the envy of...

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 EVERYONE WANT THE BEST FOR THEIR CHILDREN, BUT SOME FAMILIES...


- See the world as very competitive
- Want their child to excel
- Make high demands and reduce all other activities
- Risk their child's overall wellbeing

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 WHAT MIGHT GIRLS BE DEALING WITH?

- Pressure to perform - and out-perform
- Pressure to conform
- Family conflict
- Loss
- Mental health issues for themselves or others – anxiety, depression, addictions, self-harm, eating disorders
- Social media
- Identity issues – Who am I? How do I fit in? Am I good enough?
- Being perfect
-

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 ADOLESCENT DEVELOPMENT

- The brains of young children make constant connections as they experience and learn – brains are very 'plastic' at this stage of life
- In adolescence – some connections are 'pruned' as not needed – this is part of maturation
- HOWEVER, synaptic pruning happens first in the limbic area of the brain. This means that teenagers are often more driven by what they feel, are more impulsive and more likely to take risks
- Adolescents may also revisit past experiences with a new understanding and a new wave of emotions.

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HOW DO WE KNOW?

Young people indicate their distress by:

- The way they look
- The way they behave
- Their inability to focus
- Defiant or uncontrolled behaviour
- But much of the time we don't know

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FOUR PILLARS OF LEARNING

- Jacques Delor (1996) in his report for UNESCO identified four pillars of learning – learning to know, learning to do, learning to be and learning to live together.
- UK schools are leaving out the last two and this is becoming an increasingly acknowledged deficit. Eg OECD PISA report 2015 published 19th April 2017

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NOT EITHER OR...

A focus on school and student wellbeing enhances...

- Academic engagement and achievement
- Mental health and resilience
- Pro-social behaviour and a socially responsible life-style

○ A focus on relational quality in school also enhances teacher wellbeing

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THE LINKS WITH LEARNING

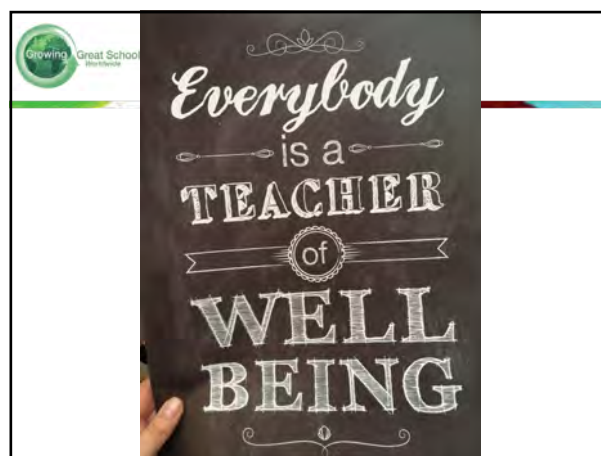
- Public Health England (2014) Pupils with better emotional health at age 7 had value-added key stage 2 score 2.46 points higher (equivalent to more than one term's progress) than pupils with poorer emotional wellbeing
- Durlak et (2011) meta-analysis of the impact of 213 school-based social- emotional learning programs involving 270, 034 students from kindergarten to high school found that not only did their SEL skills, attitude and behaviour improve but also that there was an 11 percentile improvement in their academic achievements

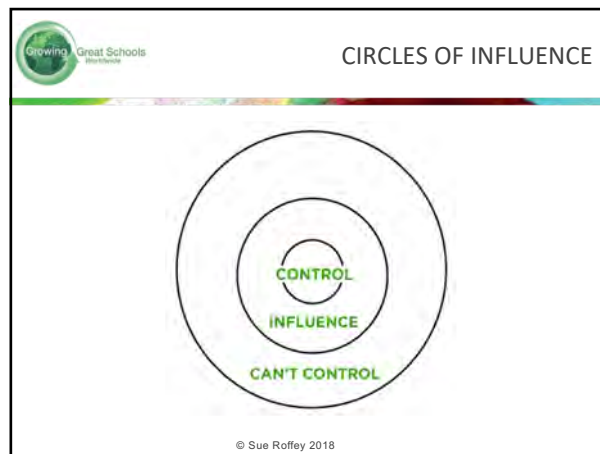
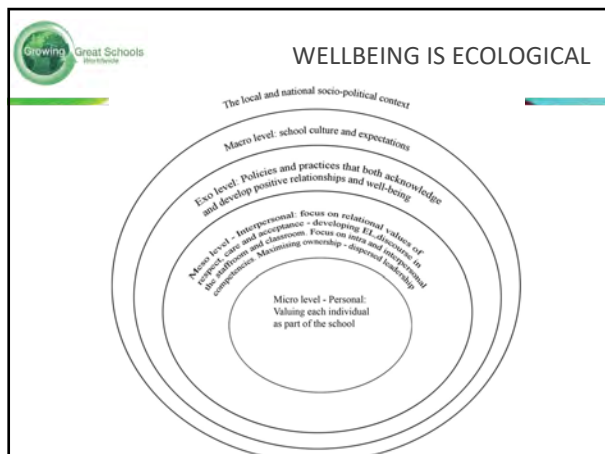
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WELLBEING

<ul style="list-style-type: none"> ○ Is NOT ○ welfare or pastoral care ○ The responsibility of a few – senior teachers & specialists ○ A program ○ Something you do once a week ○ Something for pupils at risk ○ Soft and fluffy 	<ul style="list-style-type: none"> ○ IS ○ About everything that happens in a school ○ And how it happens ○ Wellbeing is encapsulated not just in policy but in the everyday micro-moments of interaction ○ It is about relationships and school culture ○ ...and what is explicitly valued
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- ### WORDS MATTER CONVERSATIONS CREATE CULTURE
- What we say ABOUT each other as well as TO each other
 - Verbal and non-verbal messages about what and who is valued
 - Relational values – kindness, respect, interest, gratitude, inclusion
 - Acceptance of mistakes, imperfections and difference
 - Strengths based language – character strengths not just ability
 - Growth mindsets
 - Choices, chances and good questions
 - Emotional literacy
 - Does not pre-judge - everyone has their story
 - Sees the bigger picture
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- ### WHAT ELSE?
- The importance of the micro-moments for social capital
 - A stronger focus on ‘learning to be’ and ‘learning to live together’
 - Noticing, acknowledging and validating emotions
 - Opportunities for students to discuss and reflect on important issues in their lives now and in the future. Sharing what helps them be resilient and their responsibilities towards others
 - Developing a sense of perspective
 - Constructive self-evaluation – what did you do well, what else could you do to improve?
 - Celebrating role models for meaning and character, not just achievement.
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- ### MORE INFORMATION
- www.growinggreatschoolsworldwide.com - information, research, good practice and links with others who seek an education to meet the needs of the whole child and every child.
 - www.circlesolutionsnetwork.com - helping kids become solutionaries – finding answers to things that matter. This framework for social and emotional learning is based in the ASPIRE principles and pedagogy
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