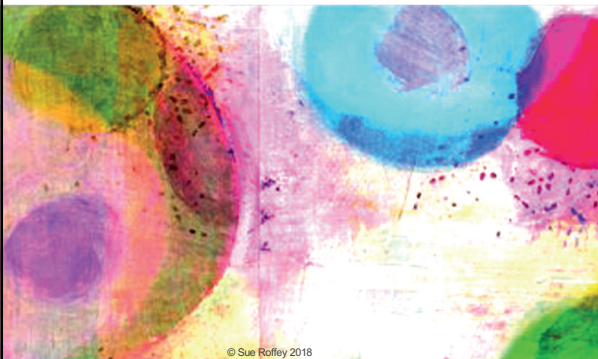

 **SUPPORTING STUDENT AND STAFF WELLBEING**



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 **PLAN OF THE DAY**

- First session: Traditional psychology and positive psychology  
What is wellbeing and why does it matter?
- Looking after ourselves
- Second session: Looking after each other.
- ASPIRE as a framework for healthy relationships - personal and interpersonal wellbeing.
- Third session: teacher wellbeing – how can EPs support teachers in times of challenge, stress, uncertainty and overload. The relevance of maintaining a sense of meaning.


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 **COMMON SENSE?**

- You already know most of what we will be talking about
- Although everything is based in research evidence people do not do things on the basis of evidence but on belief
- Belief changes with mediated experience, culture and conversation




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 **TRADITIONAL PSYCHOLOGY AND POSITIVE PSYCHOLOGY**


<ul style="list-style-type: none"> <li>○ Traditional           <ul style="list-style-type: none"> <li>• Diagnoses difficulties</li> <li>• Responds/reacts to problems</li> <li>• Addresses deficit, difficulty or pathology</li> <li>• Provides therapy, treatment and support</li> <li>• Looks often to eliciting change in the individual</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>○ Positive           <ul style="list-style-type: none"> <li>• Focuses on what enables people to flourish</li> <li>• Pro-active</li> <li>• Identifies and builds strengths</li> <li>• Solution focused</li> <li>• Not only individuals but also community and systems</li> </ul> </li> </ul>
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 **POSITIVE PSYCHOLOGY ASKING DIFFERENT QUESTIONS**


- What people need for wellbeing?
- What do we all need for a happy, healthy and civil society?
- How are we promoting wellbeing?
- How can we intervene in negative cycles so they become positive spirals?
- What works, what are we already doing well and how can build on this?

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 **COREY KEYES AND JONATHAN HAIDT (2003)**

- Wellbeing is not simply an absence of mental illness but the presence of positive levels of feelings and psychosocial functioning. It is about FLOURISHING rather than languishing.
- We are flourishing when:
  - we accept and like most parts of ourselves
  - we see ourselves developing into better people
  - we have warm and trusting relationships
  - we have a degree of self-determination, can choose what happens to us and can shape our environment to meet our needs
- (also see the work of Deci and Ryan and Carol Ryff on this topic)


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 **PRILLELTENSKY'S DEFINITION (2006)**

Well-being is a positive state of affairs, brought about by the simultaneous satisfaction of personal, organizational, and collective needs of individuals and communities

Hedonia – subjective wellbeing – the happy individual

Eudaimonia – meaning and virtue – doing good for all



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 **SELIGMAN (2011) IN "FLOURISH"**

- PERMA : Pillars of Authentic Happiness
- Positive feelings and attitudes
- Engagement
- Relationships
- Meaning and purpose
- Achievement / Attainment

 **NEW ECONOMICS FOUNDATION**

- Doing well – positive psycho-social functioning
- Feeling good – about yourself, the world
- Doing good – the moral dimension of wellbeing
- Feeling well – good health


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 **5 WAYS TO WELLBEING**




- Connect
- Be active
- Keep learning
- Notice
- Give
- #teacher5aday

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 **WELLBEING BEGINS WITH 'WE'**


- Wellbeing is NOT just subjective 'happiness'
  - It is being resilient, connected with others, having healthy relationships and a positive approach to life's opportunities and challenges.
  - Individual and community wellbeing are symbiotic and inseparable
  - A focus on wellbeing is in everyone's interests
  - Social justice, equity and ethics are part of wellbeing

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 **WELLBEING AND WELFARE IN SCHOOL A DIFFERENT FOCUS**


<ul style="list-style-type: none"> <li>■ <b>WELFARE</b></li> <li>■ Individual students</li> <li>■ Reactive</li> <li>■ Specific, add-on</li> <li>■ Picking up pieces</li> <li>■ Finding the time</li> <li>■ Experts and professionals</li> </ul>	<ul style="list-style-type: none"> <li>■ <b>WELLBEING</b></li> <li>■ All students – UNIVERSAL</li> <li>■ Pro-active</li> <li>■ Part of school life</li> <li>■ Builds positive relationships and resilience</li> <li>■ Planning time</li> <li>■ Everyone is a teacher for wellbeing</li> </ul>
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 **MAIN POINTS OF THE GOVERNMENT'S APPROACH TO MENTAL HEALTH**


- Additional £1.4 billion for children and young people's mental health over five years
- Recruit 1,700 more therapists and train 3,400 staff to deliver evidence based treatments
- 70,000 more young people per year to receive support from MHS
- Designated senior lead in each school to oversee MH and WB
- Mental Health support teams linked to groups of schools
- Every member of staff receives mental health awareness training
- **Whole school approach**

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 **WELLBEING**


- Is NOT
  - A program
  - Something you do once a week
  - Something for kids at risk
- 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 very largely about relationships and school culture

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 **PERSONAL WELLBEING HELPING OURSELVES.**

- Physical wellbeing – sleep, food, exercise, relaxation
- Social wellbeing – being with friends: establishing and maintaining good relationships and repairing broken ones
- Emotional wellbeing – positive feelings, having fun, contentment
- Cognitive wellbeing – how we think about things, understanding different ways of seeing things, a sense of perspective
- Psychological wellbeing – self acceptance, autonomy, mastery, personal growth
- Spiritual wellbeing – what gives life meaning
- 

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 **WHAT MAKES LIFE WORTHWHILE?**

- Harvard Study Longitudinal study
- 268 Harvard sophomores in 1938
- 456 Boston inner-city residents 1970s
- Now includes the participants wives and children
- Robert Waldinger is the current director of this study
- Here is his Ted Talk.  
[https://www.ted.com/talks/robert\\_waldinger\\_what\\_makes\\_a\\_good\\_life\\_lessons\\_from\\_the\\_longest\\_study\\_on\\_happiness?language=en](https://www.ted.com/talks/robert_waldinger_what_makes_a_good_life_lessons_from_the_longest_study_on_happiness?language=en)

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 **EVERYDAY MAGIC CAN MAKE ALL THE DIFFERENCE**

- Ordinary magic needs ordinary magicians : The power and practice of positive relationships for youth resilience and wellbeing

Published in Kognition&Paedagogik (2017) No. 103.

- You can download the English version from  
[www.growinggreatschoolsworldwide.com/publications](http://www.growinggreatschoolsworldwide.com/publications)  
[orwww.sueroffey.com](http://orwww.sueroffey.com)




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 **UNHEALTHY RELATIONSHIPS TOXIC ENVIRONMENT**

- Dominant negative voices
- Both subtle and overt bullying behaviours – intimidation
- Silence and silent collusion
- Bad mouthing
- Labelling, blaming and scapegoating
- Cliques – in-crowds and losers
- Battles for power - competition rather than collaboration
- Focus on rules rather than relationships
- 

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## THE OPPOSITE OF A TOXIC ENVIRONMENT IS ONE WITH HIGH SOCIAL CAPITAL

- One definition of high social capital is the quality of relationships - can be within an organisation, community, family or school
- Positive psychologist Jane Dutton refers to high quality connections – relational micro-moments that promote trust, respect and safety that enable people to reach mutually agreed goals
- They enable people to be more emotionally expressive and communicate more openly
- They enable resolution of difference and are more flexible and responsive
- They make people more energized **and** more relaxed
- More vulnerable but also more resilient.
- EVERY OPPORTUNITY video from Atlanta Speech School: <https://www.youtube.com/watch?v=VxyxwShewI>


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## HOW WE CAN SUPPORT EACH OTHER

- ASPIRE:**
- AGENCY:** Not controlling but empowering, working with what is meaningful – within your own value system
- SAFETY:** Acceptance, including of imperfections, not intimidated
- POSITIVITY:** Warmth, strength focus, people feeling good
- INCLUSION:** Everyone matters and has something to offer
- RESPECT:** Listening, acknowledgement, not pre-judging
- EQUITY:** Being flexible to promote equal opportunities, flat hierarchical structure.


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## THE MICRO MOMENTS THAT MATTER

○ Greeting	○ Listening without judgment
○ Noticing and saying	○ Remembering
○ Inviting, including	○ Being flexible
○ Acknowledging	○ Owning mistakes
○ Offering, giving, supporting	○ Being the first to apologise
○ Trusting – being trustworthy	○ Courtesy
○ Random acts of kindness	○ Choosing not to say...


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## WHAT MAY TEACHERS BE DEALING WITH?

- Traumatised children – those who have experienced things out of the ordinary and who may be hard to manage
- Pupils who have experienced loss and/or rejection and who feel badly about themselves and their world
- Kids in poverty
- Pressure for high test scores and 'academic excellence'
- Toxic environments
- 


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## WHOLE SCHOOL ISSUES THAT UNDERMINE TEACHER WELLBEING

- From Brunzell T. (2018)
- 1) teachers reported they had limited control when it came to decision making and school policy
- 2) their moral values were no longer validated within the workplace
- 3) their mandates of care and their desire to form strong teacher/student relationships were no longer honoured nor facilitated by their schools (Maslach, C. 1999: Progress in understanding teacher burnout. In R. Vandenburghe and A.M. Huberman (eds) Understanding and preventing teacher burnout, (pp 211-222) Cambridge UP.

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## WHAT DOES THIS MEAN IN THE CLASSROOM?

- Teacher positive values under threat
- Reduced sense of meaningful work
- Vicarious trauma
- Lack of confidence in managing challenging situations
- Isolation
- Mental and physical health issues
- Compassion burnout
- Vicarious post-traumatic stress

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 **WHAT DO TEACHERS NEED TO SURVIVE AND THRIVE**


- Positive conceptual strategies – beliefs, thoughts, constructs.
- Optimal pedagogical strategies – what you do and how you do it
- Collaborative and collegial support
- Agency

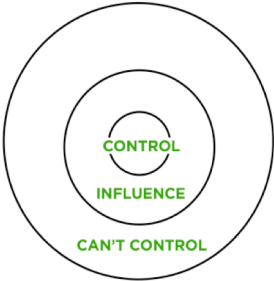
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 **IMPACT OF MEANING ON WELLBEING**

- Authenticity – (coherence with values and world view)
- Self-efficacy – seeing positive differences
- Self-esteem – feeling good about what you are doing
- Purpose – believing it matters
- Belongingness – part of a team/movement/network
- Transcendence – keeping hold of the bigger picture
- Cultural and interpersonal sense making

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 **CIRCLES OF INFLUENCE**



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 **FURTHER INFORMATION**

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