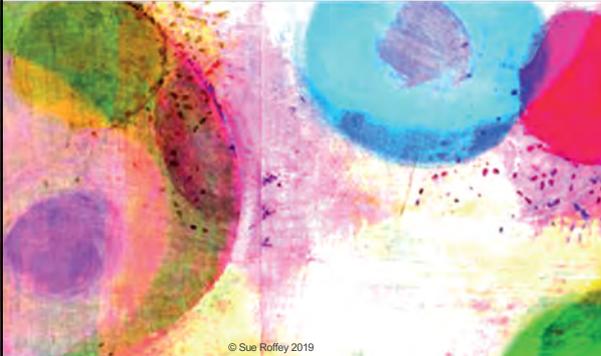


 **RELATIONSHIPS, RESILIENCE, RESPONSIBILITY**



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 **EP INVOLVEMENT ACROSS THE COUNTRY**

- Exeter: Psychology Associates – Circle trainers – thanks to Emma Corrigan and Morwenna Redwood
- Hampshire EPS – Using ASPIRE for Wellbeing – thanks to Anna Cox and Sam Beasley
- Blackpool – Circle trainers - thanks to Sarah Ashton and Joanna Booth
- Essex – involved in research - thanks to Madelaine Smith

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 **CURRENT ISSUES OF CONCERN**

- Mental health – from anxiety to self-harm to addictions
- Negative relationships
- Loneliness and disconnection
- Poverty, racism and the rise of the right.
- Bullying behaviours
- Kids who are not compliant
- Exclusions and criminality
- Whole school wellbeing – what is it, why bother - where do you start?

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 **WHAT STUDENTS NEED IN SCHOOL FOR WELLBEING**
AUSTRALIAN FEDERAL SCOPING STUDY ON APPROACHES TO STUDENT WELLBEING

- **Physical and emotional safety**
- **Fostering a sense of meaning and purpose**
- **Developing pro-social values**
- **Building a supportive, respectful and inclusive school community**
- Encouraging a healthy life-style
- **Using strengths based approaches**
- **Enhancing social and emotional learning**

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 **THE PROMISE OF SEL FOR SUSTAINABLE WELLBEING?**

- It connects us to others in positive ways
- It fosters resilience in the face of adversity
- It promotes critical thinking and ethical decision-making
- It promotes authentic pro-social behaviours
- It enables us to achieve individual and community goals by developing social capital
- It gives us a sense of 'shared humanity'
- It promotes good citizenship and civil societies -
- It intervenes in negative spirals.

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 **DURLAK ET AL 2011**

- Meta-analysis of 213 school-based, universal (SEL) programs involving 270,034 kindergarten through high school students.
- Significantly improved social and emotional skills, attitudes, behavior, and academic performance that reflected an 11-percentile-point gain in achievement
- Durlak, J.A., Weissberg, R.P., Dymnicki, A.B., Taylor, R.D. & Schellinger, K.B. (2011). The impact of enhancing students' social and emotional learning: A meta-analysis of school-based universal interventions. *Child Development*, 82(1), 405-432.

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BUT...

- There is a risk that:
 - social and emotional learning (SEL) programs are about individual skills and **do not promote connection**
 - **the content is not congruent with the context**
 - **There is no cultural sensitivity**
 - **there is no clear pedagogy that enables everyone to feel safe**
 - Students are told what to think and do rather than coming to their own conclusions about what matters and why
- For maximum effectiveness SEL needs to be part of whole child/ school wellbeing, positive relationships and high social capital

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THERAPEUTIC EDUCATION?

- In 2008 Kathryn Ecclestone and Dennis Hayes wrote
- *“The Dangerous Rise of Therapeutic Education”* in which they asserted that SEL was not a safe place for either teachers or students.

They threw the baby out with the bathwater but they had a point.

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THE ASPIRE PRINCIPLES AND PEDAGOGY FOR IMPLEMENTATION

- **AGENCY**
- **SAFETY**
- **POSITIVITY**
- **INCLUSION**
- **RESPECT**
- **EQUITY**

Although given separately these are all interactive

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You aspire to great things?
Begin with little ones.
- Augustine Saint

A IS FOR AGENCY

- Ryan and Deci talk about the importance of self-determination to wellbeing
- This means having a say in what happens to you
- Not feeling that you are a victim of fate
- You do not blame others but feel empowered to act
- Not feeling controlled but making your own decisions
- When you have agency you take responsibility for your own behaviour and its outcomes
- **This means not controlling others**

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AGENCY IN CIRCLES

- Circles are about changing behaviour from the inside out – not the outside in
- Everything is voluntary
- Activities give students opportunities to discuss and reflect on important issues in their lives – not being told what to think or do
- Socratic not didactic education - asking questions, not giving answers
- Maximising student responsibility
- Teachers being in charge of situations but not controlling pupils.

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AGENCY

We have choices

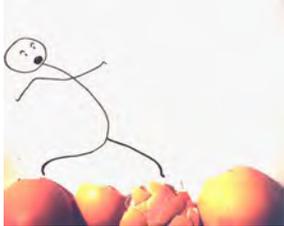
We look for our own solutions

We give things a go

Growing Great Schools
Workbooks

SAFETY

- Physical, Psychological, Emotional
- Being accepted for who you are
- Being able to take risks and make mistakes
- Being able to trust others
- Not being singled out
- Feeling someone has your back



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Growing Great Schools
Workbooks

SAFETY IN CIRCLES

- The right to pass
- No put downs, only personal positives
- Everything happens in pairs, small groups or the whole Circle.
- Activities focus on issues, never incidents
- **The use of the third person.**

Many books have great ideas for activities but most need changing to a paired or group focus and away from 'I'.

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Growing Great Schools
Workbooks

SECURITY



We look out for each other



We can get help



We are kind in what we say and do



We learn from our mistakes

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Workbooks

POSITIVITY

- Solution focus not problem focus
- Gratitude and thankfulness
- Kindness
- Strengths based language
- Acknowledgement
- Laughter and playfulness



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Growing Great Schools
Workbooks

POSITIVITY IN CIRCLES

- Promotes positive feelings, being valued, included, respected.
- Activities that encourage playfulness and laughter – these raise oxytocin levels which foster resilience, warmth and cooperation
- Address issues from a solution focused approach, not a problem-based one. What do we want rather than what we want to get rid of. Friendship, inclusion and upstanding than than bullying.
- Identification of strengths for self and others.

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Growing Great Schools
Workbooks

PLAY IS ESSENTIAL FOR HEALTHY DEVELOPMENT

- In the last 50 years there has been a significant erosion of opportunities for free play
- Peter Gray on the decline of unstructured play and the emotional and social implications for children : <https://www.youtube.com/watch?v=Bg-GEzM7iTk> - 16 minutes
- Children need free play to develop:
 - empathy and relationship skills, imagination and creativity, research and problem-solving skills, ascertaining risk and making good judgments.

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POSITIVITY







We celebrate with each other

We laugh together

We notice what we have

We show gratitude

We are optimistic

INCLUSION

- Feeling you belong, you are accepted and you matter is one of the strongest factors for wellbeing
- Resilience research
- Behaviour research
- Prevention of violence research

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INCLUSION IN CIRCLES

- The expectation is that everyone will work with everyone else
- Students are regularly mixed up so over time interact with all their peers
- There is a clear directive about what happens when students muck up to give them maximum choice and inclusion whilst maintaining high expectations for behaviour
- Many games / activities promote a sense of belonging
- Circles promote the responsibility of everyone to include others.

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INCLUSION





We invite contributions

We accept each other

We believe everyone has something to offer

RESPECT

- Respecting voices, choices and culture
- Not imposing
- Being accepting and non-judgmental
- Listening
- Being reliable
- Taking account of someone's situation
- Self-respect does not lie in compliance – it lies in integrity, acting in accordance with your values

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RESPECT IN CIRCLES

- When one person is speaking others will listen
- We share the space fairly
- There are no put downs, either verbal or non-verbal
- We avoid pre-judging anyone on the basis of their colour, race, ability, religion, gender or sexual orientation.

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RESPECT

- We hear each others' stories
- We value differences
- We listen to each other
- We give and receive feedback respectfully

EQUALITY

- The worldwide evidence (Wilkinson and Pickett, 2010, Huppert and So,) is that the more equality there is in a society the more wellbeing there is for everyone.
- Over four decades Denmark has been rated as one of the happiest countries in the world – and has the least difference between the haves and have-nots.
- But equality does NOT mean treating everyone exactly the same = it means thinking through how everyone can have an equal voice and an equal chance.

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EQUITY IN CIRCLES

- Everyone is at the same level – this is not the time to stand and deliver!
- The facilitator joins in with all activities
- No individual is singled out
- There are flexible / supportive arrangements for those with difficulties in language/learning
- Participation does not depend on academic ability
- Everyone looks out for everyone else

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EQUITY

- We share what we have
- We can all participate
- We all have rights and responsibilities

THREE RESEARCH STUDIES

- McCarthy F. & Roffey, S. (2013) Circle Solutions, a philosophy and pedagogy for learning positive relationships: What promotes and inhibits sustainable outcomes? *International Journal of Emotional Education* 5 (1) 36-55
- Dobia, B. & Roffey, S. (2017) Respect for culture: Social and emotional learning with Aboriginal and Torres Strait Islander youth in R.Collie, E. Freydenberg, and A. Martin, (eds) *Social and Emotional Learning in Australia and the Asia Pacific*. Springer
- Dobia, B, Parada, R., Roffey, S & Smith, M (2019 – in press) Social and emotional learning: From individual skills to group Cohesion *Educational and Child Psychology* 36(2)
- Roffey, S. (2017) The ASPIRE principles and pedagogy for the implementation of social and emotional learning and the development of whole school wellbeing. *International Journal of Emotional Education* Volume 9, Number 2, November 2017 54 -70

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QUOTES:

- "You can go to AGC sad and you'll leave it like really happy"
- "You feel like you're a part of something; and like we all respect each other and respect others', like, ideas and stuff"
- Both the above are secondary students
- "I've learnt that if I try to listen to other people maybe I will understand more"
- "I have learnt to be more confident with myself and not to put myself down"
- You think about when you've done bad things and you want to make up for it.

These are primary schools students
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MORE QUOTES FROM RESEARCH

- *“Children have given me the insight not to take things for granted, not to expect children to just deal with issues, because they don’t know how.” (student teacher)*
- *It was remarkable to see the children I had been working with since March working together as a team and creating friendships and bonds ... no longer were they being disruptive and not talking to one another. (student teacher)*
- *I found that the whole positive rephrasing, not using ‘put-downs’, has rolled over into every day. (teacher)*

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WHAT CAN CIRCLES AND ASPIRE DO FOR YOUR SCHOOLS?!

- It is a way of addressing behavioural issues
- It promotes pro-social behaviour
- It can show the school is taking action on bullying
- It engages pupils
- It can link to the wellbeing agenda
- It can link to the relationship curriculum
- It can be a way of including pupils with SEND / SEBD
- It raises teacher wellbeing
- It promotes a caring, respectful, inclusive school culture

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CIRCLE SOLUTIONS AND ASPIRE

- The Intro training is one day and is for anyone who wants to run Circles themselves
- The trainer program is two further days and accredits participants to train others & embed Circles as a tool for wellbeing
- Check out: www.growinggreatschoolsworldwide.com/csn
- Currently only responding to invitations.
- Circle Solutions for Student Wellbeing is published by Sage. Third edition out next year
- The Strengths in Circles cards are available from www.incentiveplus.co.uk

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MORE INFORMATION

- www.growinggreatschoolsworldwide.com
- sue@sueroffey.com
- If you haven’t already signed up please do. Strength in numbers!

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