

BEING AN AGENT OF CHANGE FOR WELLBEING

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ARE OUR EDUCATION SYSTEMS FIT FOR PURPOSE?

- Which begs the question – what is the purpose of education?
 - To enable every child to have a fulfilling life?
 - To encourage love of learning?
 - To optimize health and wellbeing for all?
 - To extend the boundaries of knowledge?
 - To foster creativity, critical thinking, positive relationships, responsible citizenship?
 - To foster a shared humanity
 - OR
 - To do well in exams and get a place at a 'good' university?
 - To maintain the status quo?

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CONCERNS IN THE UK

- 60% more young people 6-16 years have mental health issues in 2021 compared to 2017. One in four girls aged 17-19 compared to one in seven 2017
- 3.9 million children said to be living in poverty 2021 – with price rises absolute poverty (not being able to afford basics) as opposed to material deprivation (doing without some things) is set to increase to over 50,000 children
- According to the Good Childhood Report 2021 the number of 10 – 15 year-olds unhappy with their lives has doubled in the last decade
- Issues included school experiences and body image.
- Student and school wellbeing needs a much higher priority

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SO WHAT MIGHT NEED TO CHANGE?

- What children and young people are taught – pillars of learning
- How they learn – project-based, socratic rather than didactic
- How learning is assessed – observable criteria, what is achieved
- The learning environment – wellbeing at the core, positive relationships
- From competition to collaboration – social learning, support
- The role of teachers – facilitators not founts of knowledge
- The messages that families receive about what matters in their children's lives.

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WHAT CHILDREN ARE TAUGHT

- UNESCO Pillars of Learning for the 21st Century
- Learning to know
- Learning to do
- Learning to be
- Learning to live together
- Learning to transform oneself and society

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EXAMPLES OF GOOD PRACTICE FROM ALL OVER THE WORLD

- Nurturing schools and communities in Glasgow
- An education aligned with healthy child development – Finland
- Positive Education conferences – Australia
- Edutopia – USA
- Relationships and Wellbeing – South Africa

○ See Quinlan and Roffey (2019) Positive Education with Disadvantaged Pupils in Kern and Wehmeyer The Palgrave Handbook of Positive Education – Open Access

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PEOPLE AND CHANGE

- People don't usually do things on the basis of evidence
- They do it on the basis of belief
- How they believe the world works, whether it makes sense to them and what people around them are saying
- Changing belief requires multiple mediated experiences and different conversations.

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CONVERSATIONS CREATE CULTURE

- How we listen
- What we say
- How we say it
- What we stay silent on
- How we disagree
- Who has the dominant voice in your culture?
- Who allows that?
- What is your role
- Do you need to be brave?

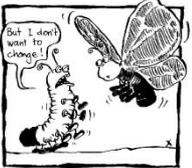


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RESISTANCE TO CHANGE

- Change is inevitable - but often resisted
- People like what is familiar
- What is familiar can lead to people getting 'stuck'
- Being 'stuck' might include the way someone sees themselves as being incompetent, victims, resentful, powerless to change anything, not responsible, fearful of stepping outside their comfort zone, overloaded, guilty, wary of 'rocking the boat'.



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SOCIAL CAPITAL

- Is what happens in the myriad of interactions that occur every day that facilitate participation, engender relational trust and promote reciprocal support.
- The micro-moments of high quality connections

"There are big things and little things, acts of love, acts of tea, acts of laughter"

Mma Ramotswa in Alexander McCall Smith's 'The Good Husband of Zebra Drive'

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BEING A HERO-INNOVATOR DOESN'T WORK

- So who do you talk with?
- Who else in your school shares some of your values and ideas?
- Who has influence?
- What is your leader's vision for their school?
- How can your wellbeing agenda promote their vision?
- You can't do everything with limited time and resources so priorities matter
- Building on strengths
- What is one SMART action you can take?
- The importance of modelling good practice?
- Reviewing impact

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FURTHER INFORMATION

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- www.creatingtheworldwewanttolivein.org
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