

# **Next practice for pastoral care**



**Is your school  
ready?**



# Evidence-based pastoral care

Not everything that can be counted  
counts  
and not everything that counts can be  
counted...

Albert Einstein



# Growing evidence

- Social and emotional competency is associated with greater wellbeing and better school performance  
(Eisenberg, 2006; Guerra and Bradshaw, 2008)
- Improvements in the school culture mediates almost all positive student outcomes  
(Solomon et al, 2000)



# Links between wellbeing and academic outcomes?

- Emotions can facilitate or impede children's:
  - Academic engagement
  - Work ethic
  - Commitment
  - School success
- Relationships and emotional processes **affect how and why we learn**

(Elias et al 1997)



**Take a minute...**

...3 important actions you take to improve  
student wellbeing

How do you know they worked?



# Wellbeing

...state of emotional and social wellbeing in which individual realises his or her own abilities, can cope with the normal stresses of life, can work productively, and is able to contribute to his community.

Wellbeing is a combination of feeling good and functioning well.

(Huppert and Johnston, 2010)



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# Wellbeing and learning?

- Wellbeing is the ‘oil of learning’
- Wellbeing is not the destination but the nourishment for the learning journey ...

(Mann 2006)



# Clear links to school values & mission statement?

## Avenues' Mission:

We will graduate students who are accomplished in the academic skills one would expect; **at ease beyond their borders**; truly fluent in a second language; **good writers and speakers one and all**; confident because they excel in a particular passion; **artists no matter what their field**; practical in the ways of the world; **emotionally unafraid and physically fit**; humble about their gifts and generous of spirit; **trustworthy**; aware that their behaviour makes a difference in our ecosystem; **great leaders when they can be, good followers when they should be**; on their way to well-chosen higher education; and, most importantly, **architects of lives that transcend the ordinary**.

# Managing expectations

Caring for  
student  
wellbeing can  
be anything  
and everything

**Making it  
ineffective**





**What are the major student wellbeing trends at your school?**

**...How is this changing and within which groups?**



# In a Year 10 class of 30 students

- unhealthy weight loss practices?
- obese/overweight?
- had sexual intercourse?



# In a Year 10 class of 30 students

- unhealthy weight loss practices... 8
  - first diet **10 yrs** (mean)
- obese/overweight... 7
- had sexual intercourse... 6



# In a Year 10 class of 30 students

- depression/mental health problems?
- suicidal thoughts?
- regularly engages in self-harm?



## In a Year 10 class of 30 students

- depression/mental health problems... 6
- suicidal thoughts... 5
- regularly engages in self-harm... 1

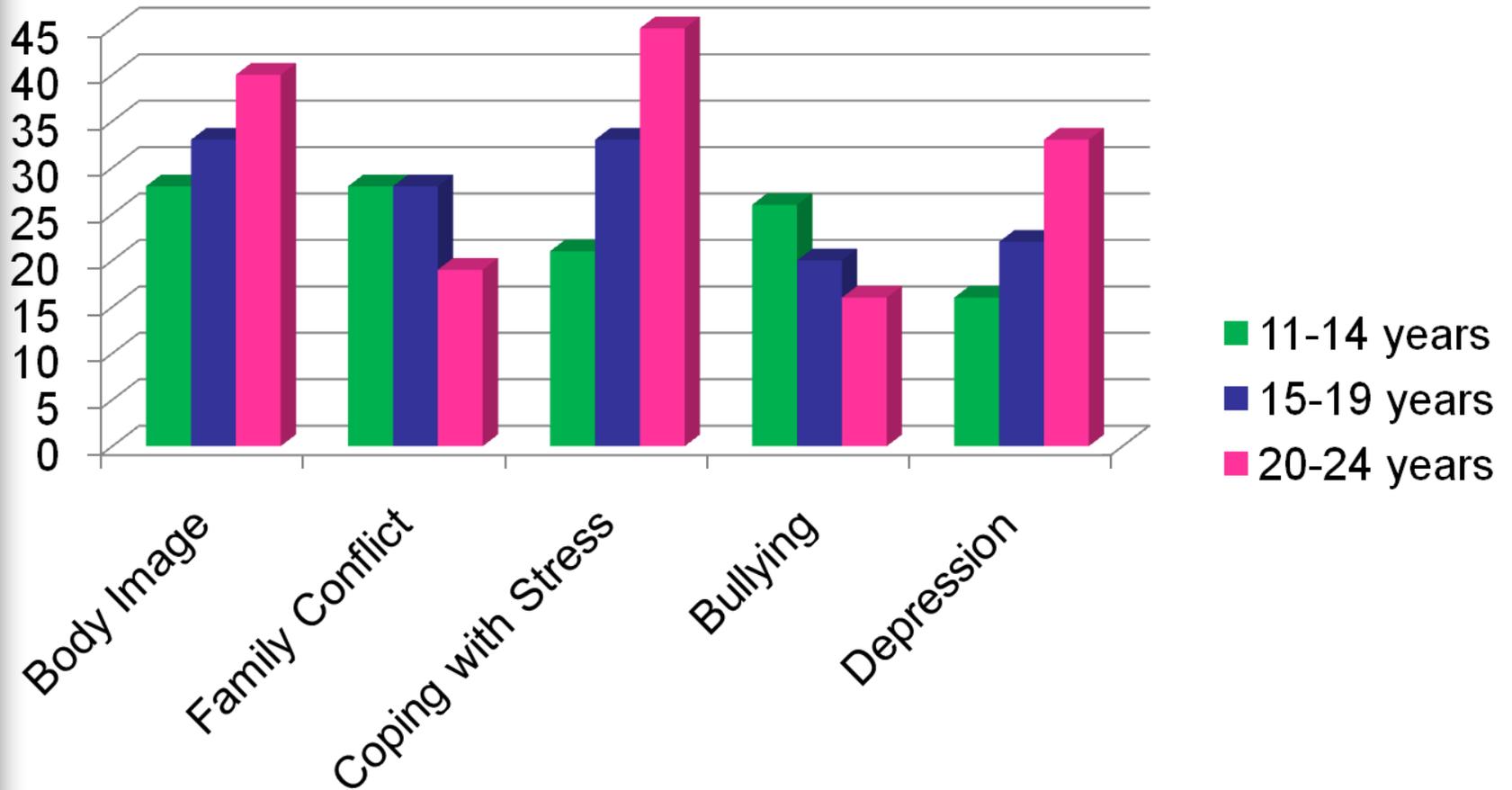


# Rate of change...

30% high school students **(21% boys)**  
engage in **multiple high risk behaviours**  
that interfere with school performance and  
jeopardise their potential for life success  
(Eaton et al, 2008)

**Influence of fast changing social norms in  
online environments?**

# What concerns young people?



# Relative to your students' wellbeing concerns, how effective is your school's pastoral care strategy?

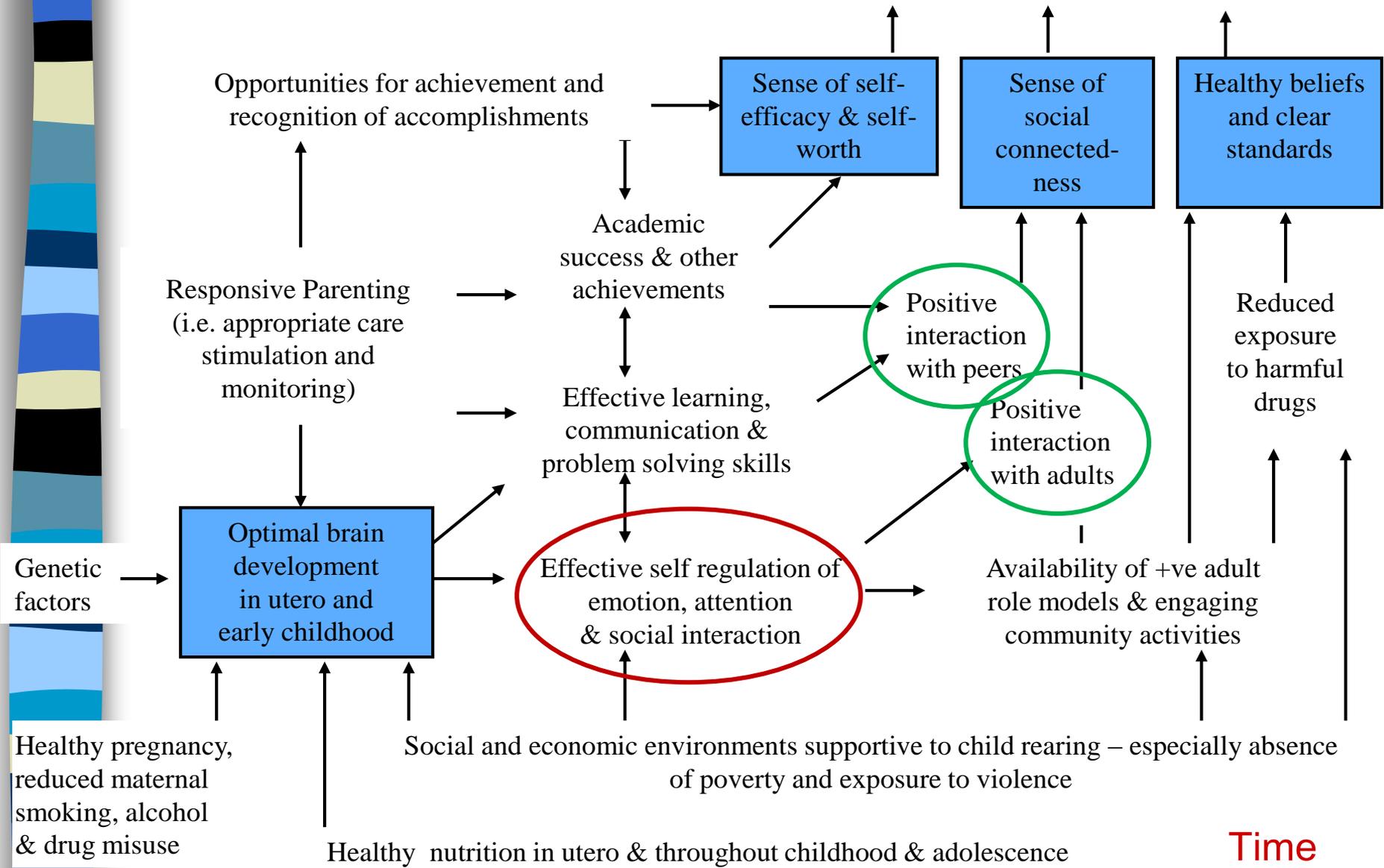
10 – outstanding

5 – piece meal

1 – pretty limited



# Personal achievement, social competence and emotional resilience





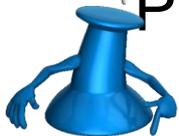
**What are some of the  
most important  
outcomes of pastoral care  
at your school?**



# Pastoral care outcomes?



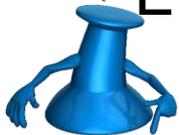
Promoting health and safety



Building resilience



Enhancing academic care



Strengthening social capital

# Pastoral care outcomes?



**Promoting health and safety**

Building resilience

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# Health and Safety

A state of positive physical, emotional, social and cognitive wellbeing, avoiding injury and having a sense of personal agency, and life satisfaction.

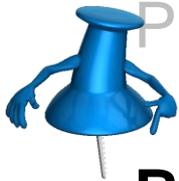




# What does health and safety look like in practice?

- Consistent classroom action to reduce bullying
- Explicitly teach classroom routines
- Routines rather than teacher becomes the classroom manager ie: students know what to expect
- Respond to poor behaviour – eg: Good Behaviour Game

# Pastoral care outcomes?



Promoting health and safety

**Building resilience**

Enhancing academic care

Strengthening social capital

# Resiliency

Ability to successfully cope with or overcome risk and develop competence and protective factors

(Mancini & Bonanno 2006).



# Behavioural mistakes

Treat social mistakes in the same way that we treat other learning errors...





# Characteristics of resilience

- Good problem-solving and coping skills
- Able to maintain a positive outlook towards life
- Able to learn from mistakes and failures
- Have positive perceptions of themselves and their abilities
- Know when and how to ask others for help

(Fergus & Zimmerman 2005; Olsson et al 2003).



# What does resilience look like in practice?

- Learned “help selfness”
- What is it that you would like my help with
- Learning is about making mistakes
- Learning challenges with good scaffolding

# Pastoral care outcomes?

Promoting health and safety

Building resilience



**Enhancing academic care**

Strengthening social capital



# Academic care

## Academic Care is influenced by:

- Personal qualities of teachers and their relationships with students
- The curriculum promotes meaningful participation and positive learning experiences
- The school's organisational structure -> safety, support, trust, guidance and challenge
- Links with the broader community



# Teacher behaviours and 'YES' to learning

## Most Likely

When my  
teacher:

- Smiles at me
- Says hello to me
- Talks to me
- Shows me he/she is proud of me
- Takes an interest in what I do

## ...Also

When my  
teacher:

- Organises a fun activity
- Notices my effort
- Sets interesting work
- Encourages me to join in
- Helps me learn from my mistakes



**If you don't like a  
student, keep trying  
until you do.**

Positive relationships  
are the 'oil of learning'

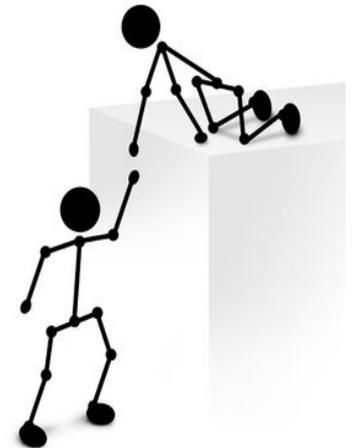


# What does academic care look like in practice?

- Positively state expectations – explicitly teach social instruction
- 3-5 expectations – consistent with school eg: STAR safety, teamwork, achievement and respect - *aim for STARs*
- Embed choice eg: order of activities, where to work

# Sample Relational Messages

Possible Message	How to Develop It
I am interested in you	Use of observation and narration
I can be a helper	Indicate verbally "I am here to help you with that if you need me"
I am consistent	Establish and maintain schedule and support
I will support you	Maintain contact and composure even when child is upset
I am safe	Create contexts where it is okay to make mistakes



# Pastoral care outcomes?

Promoting health and wellbeing

Building resilience

Enhancing academic care



**Strengthening social capital**



# Social capital

Social capital is the networks of trust, responsibility, and support that exist between members of the school community, and jointly held values and attitudes.

# Implications for practice?

## Students as pastoral carers...

- Clear ethos of behavioural expectations
- Students feel fairly treated, welcome and develop close relations
- Diffusion of responsibility – engage everyone
- Hot spots help
- Students leading change...
- Practise, practise... social inoculation theory  
... with socially credible peers





# When less is more...

- Based on students' needs
- Matched to outcomes
- *Warp and weft* delivery of pastoral care
- Consistent whole school delivery across years
- Balance of active and reactive
- Sequential pastoral care delivery



# Next practice?

- Peers as pastoral carers
- Academic care
- Online help provision and problems...
- Social information processing
- Pastoral care of staff / parents
- Diffusion of responsibility? Peer supporter threshold
- Prepared for 'chaos'



What do you need to:

- **Start doing?**
- **Stop doing?**
- **Keep doing?**
- **Do more of?**