


Creating Positive Schools from the Inside Out

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Contextual Wellbeing

“A state of health, happiness and positive engagement in life that arises from membership of a healthy social context”

Helen Street, 2017

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The Importance of Contextual Wellbeing

- Nurturing resilience in young people (e.g. Andrew Fuller)
- Learning to read (e.g. Dr Elka Poskiparta, 2003)
- Staying Alive... (e.g. Marmot & Smith, 1990; Andrew V. Wister & Deanna Wanless, 2010)




Contextual Wellbeing [in schools]

“A state of health, happiness and positive engagement [in learning] that arises from membership of an equitable, inclusive and cohesive [school] environment”

Helen Street, 2017

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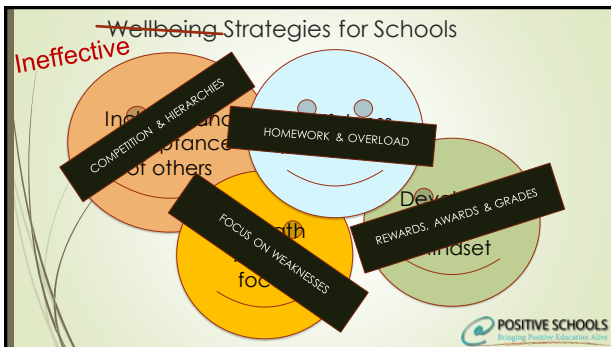
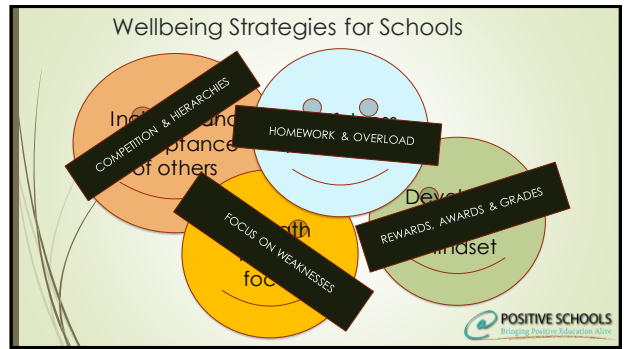
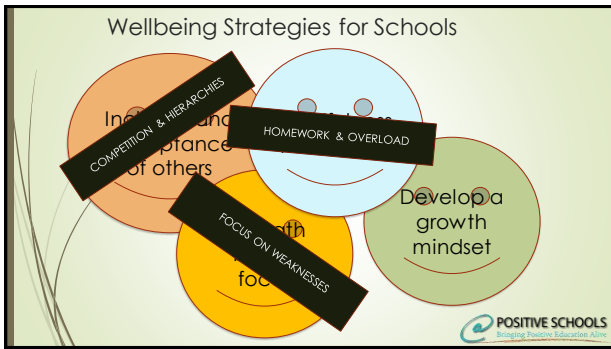
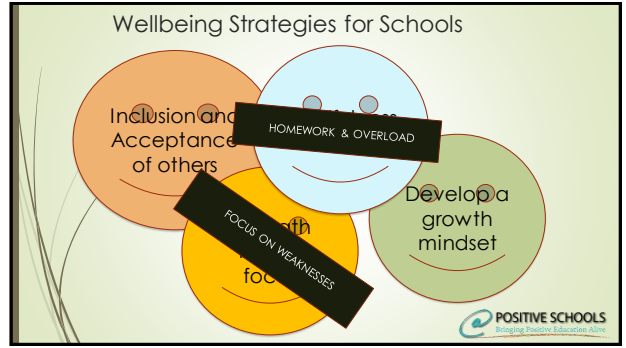
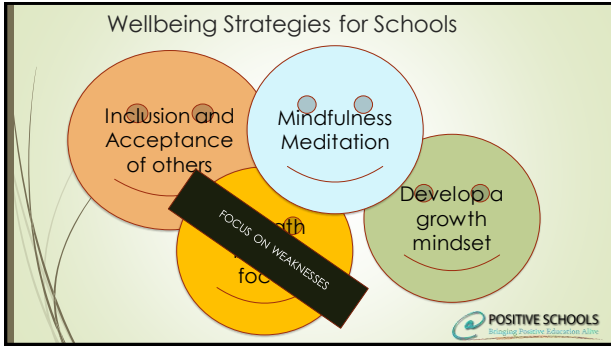

Creating an educational world that supports wellbeing

- Contextual Wellbeing is not a program
- It is a framework for creating real world wellbeing that then supports other programs
- Contextual Wellbeing is about the organic development of wellbeing



Wellbeing Strategies for Schools



The support of wellbeing in schools is **NOT** working well

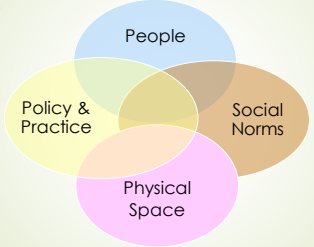
- Measures of success: Exploring the importance of context in the delivery of wellbeing and social and emotional learning programs
 - by Helen Street, 2017
 - in Australian primary and secondary schools in Frydenberg, E. Martin, A.J. and Callie R.J. (Eds) *Social and Emotional Learning in Australia and the Asia Pacific*. Springer Science and Business, Singapore
- Motivation outside in, inside out
 - by Helen Street, 2017
 - in Semp, G., Murray, J. & White, M. (Eds) *Future Directions in Well-being: Education, Organizations, and Culture*. Springer, 2017. (to be published)
- PROGRAMS ARE NOT WORKING AS EXPECTED
 - Weare, K. & Nind, M. (2011)
- Meaningful group membership
 - Baker, J. A., Dilly, L. J., Aupperlee, J. L., & Patti, S. A. (2003).

POSITIVE SCHOOLS
Bringing Positive Education Alive


How can we create **contextual wellbeing** within our school communities?



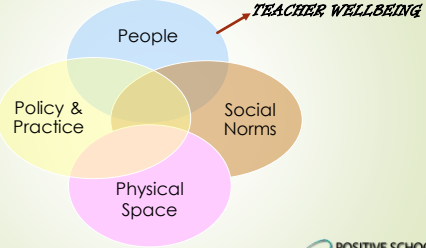
Creating Contextual Wellbeing in Schools



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Creating Contextual Wellbeing in Schools



TEACHER WELLBEING

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Supporting Staff

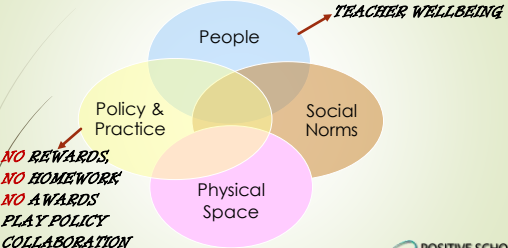
- Work life balance
- Social and emotional learning
- Stress management
- Class management
- Staff cohesion/ peer support
- Autonomy
- Competency

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Flourishing teachers create flourishing classrooms


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Creating Contextual Wellbeing in Schools



TEACHER WELLBEING


*NO REWARDS,
NO HOMEWORK,
NO AWARDS
PLAY POLICY
COLLABORATION*



Policy and Practice

1. From Differentiation to Equity

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HOMework

- Inequity due to different home environments and levels of family support
- NO research support for value of primary school homework on learning (Victorian Department of Education)
- Limited support for high school homework

ABILITY GROUPING IN SCHOOLS

- Lower groups REDUCED SELF-ESTEEM (Davidson, 2009)
- Teacher expectations altered by group identification - groups become a SELF-FULFILLING PROPHECY (Bernier, 2007)
- INEQUITY in teacher quality, opportunity and status (Davidson, 2009)

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Policy and Practice

1. From Differentiation to Equity

2. From Extrinsic Rewards to Intrinsic Motivation

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Policy and Practice

1. From Differentiation to Equity

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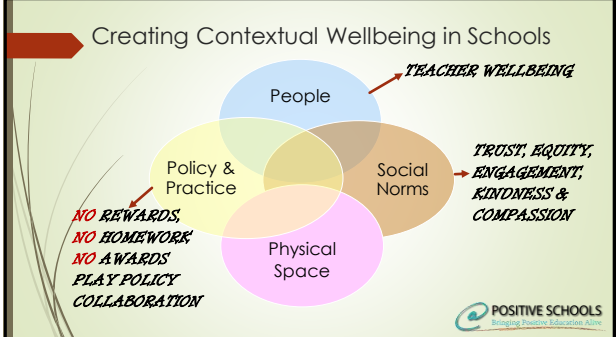
3. From Structured Time to Creative Time

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Healthy policy and practice supports equitable learning where everyone is included, and everyone feels they belong

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Creating Contextual Wellbeing in Schools

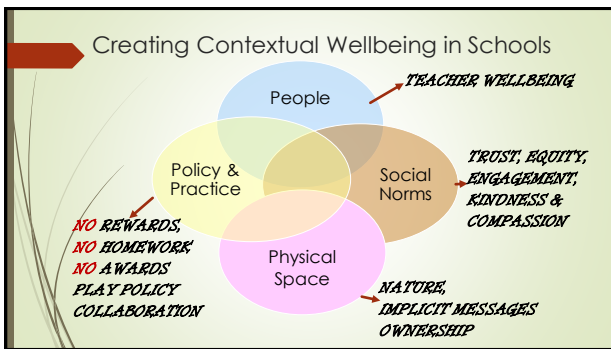


TEACHER WELLBEING

TRUST, EQUITY, ENGAGEMENT, KINDNESS & COMPASSION

NO REWARDS, NO HOMEWORK, NO AWARDS, PLAY POLICY COLLABORATION

POSITIVE SCHOOLS



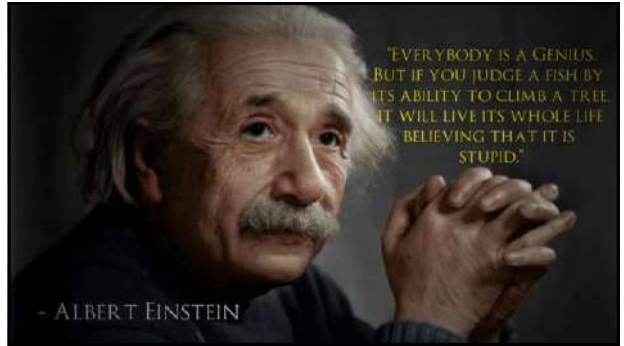
Improving school climate, not just security, is key to violence prevention

Research has consistently shown that positive school climate is a strong predictor of school safety.

When students have healthy peer relationships, teachers they trust, and school policies that they perceive as fair, they are more likely to feel safe in the school and less likely to misbehave...

...it is important to consider how the use of security measures and discipline practices that are meant to enhance safety might actually decrease it.

F. Chris Curran, Assistant Professor of Public Policy, University of Maryland, Baltimore County
The Conversation, May 21, 2018



Contextual Wellbeing in Your School



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