

# CONTEXTUAL WELLBEING

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Positive Schools Initiative

 **POSITIVE SCHOOLS**  
Bringing Positive Education Alive

# Contextual Wellbeing

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

Helen Street, 2017



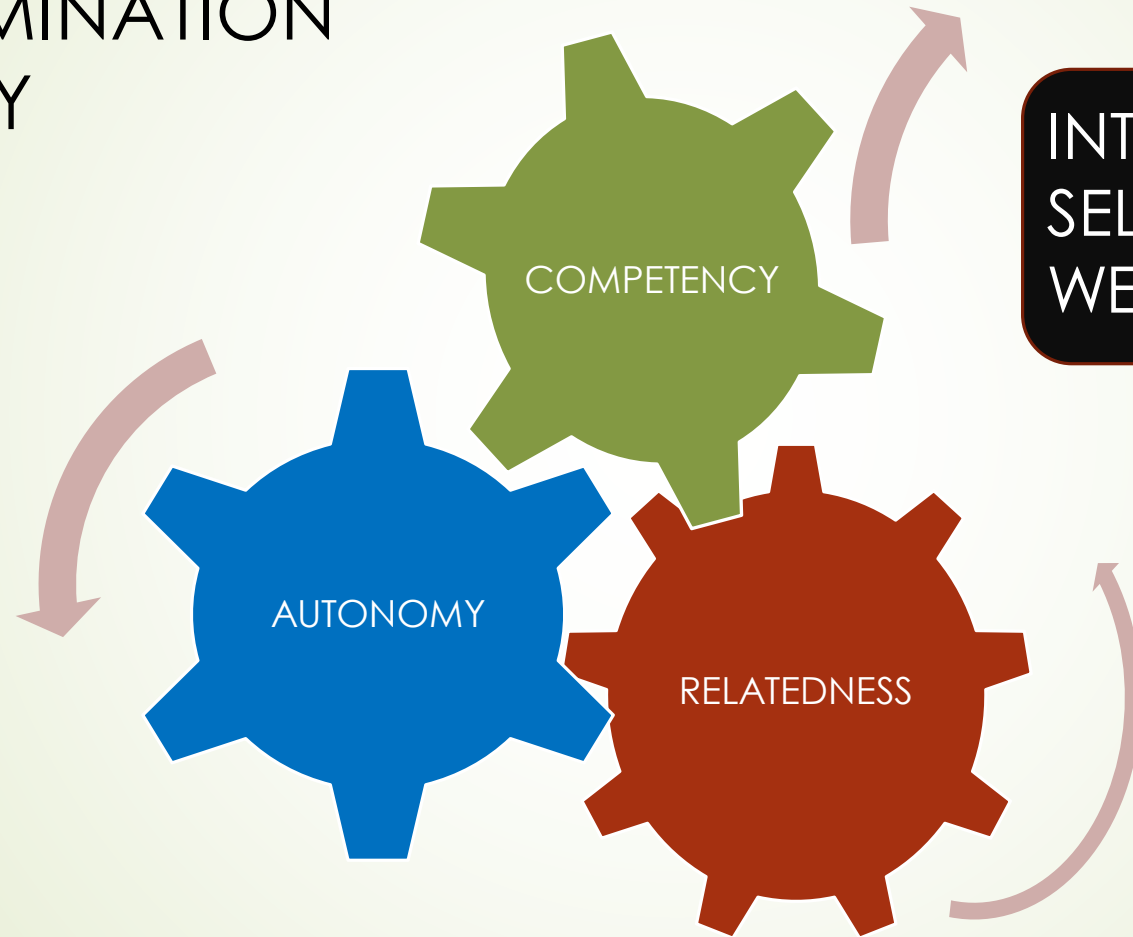
How can we support the development  
of **a context that supports** wellbeing  
in young people in our schools?

# 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

# SELF- DETERMINATION THEORY



INTRINSIC MOTIVATION  
SELF-DETERMINATION  
WELLBEING



## SELF-DETERMINATION THEORY

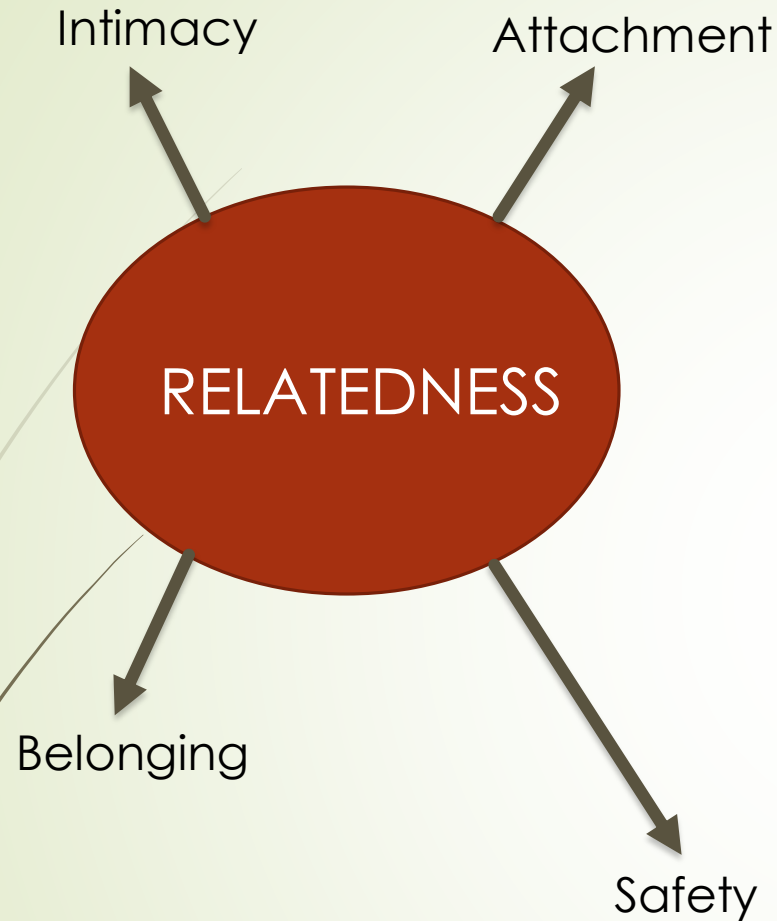
Ryan, R. M. & Deci, E. L. (2017). *Self-determination theory: Basic psychological needs in motivation, development, and wellness*. New York: Guilford Publishing.

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Deci, E. L., & Ryan, R. M. (1985). *Intrinsic motivation and self-determination in human behaviour*. New York: Plenum.

Deci, E. L. (1971). Effects of externally mediated rewards on intrinsic motivation. *Journal of Personality and Social Psychology*, 18(1), 105-115.



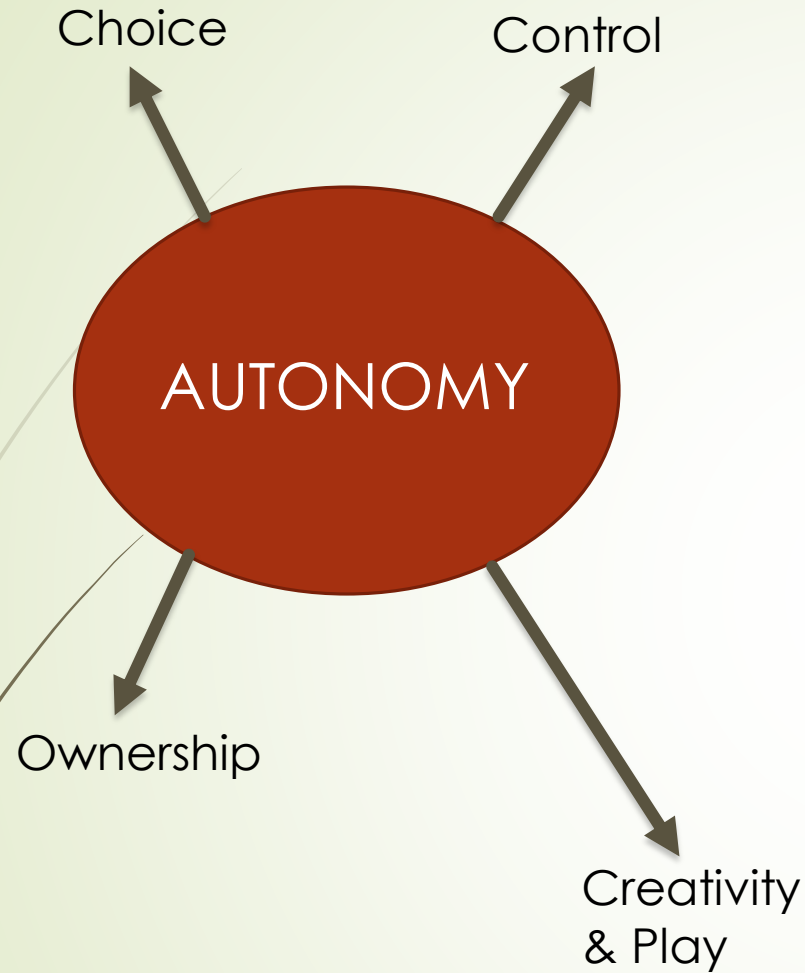
SUPPORTED BY

- Cohesion Building
- Social Time & Play
- Collaborative Learning
- Trust and Respect

CHALLENGED BY

- Hierarchies
- Competition
- Public Naming and Shaming
- Sub-groups and Out Groups
- Academic Time Pressures
- Social Media

Street, H. (2004) Childhood wellbeing in the classroom: the importance of a nurturing environment in Smith, L. & Riley, D. (eds) Checking The Pulse. ACEL/ACE: Armidale, Australia

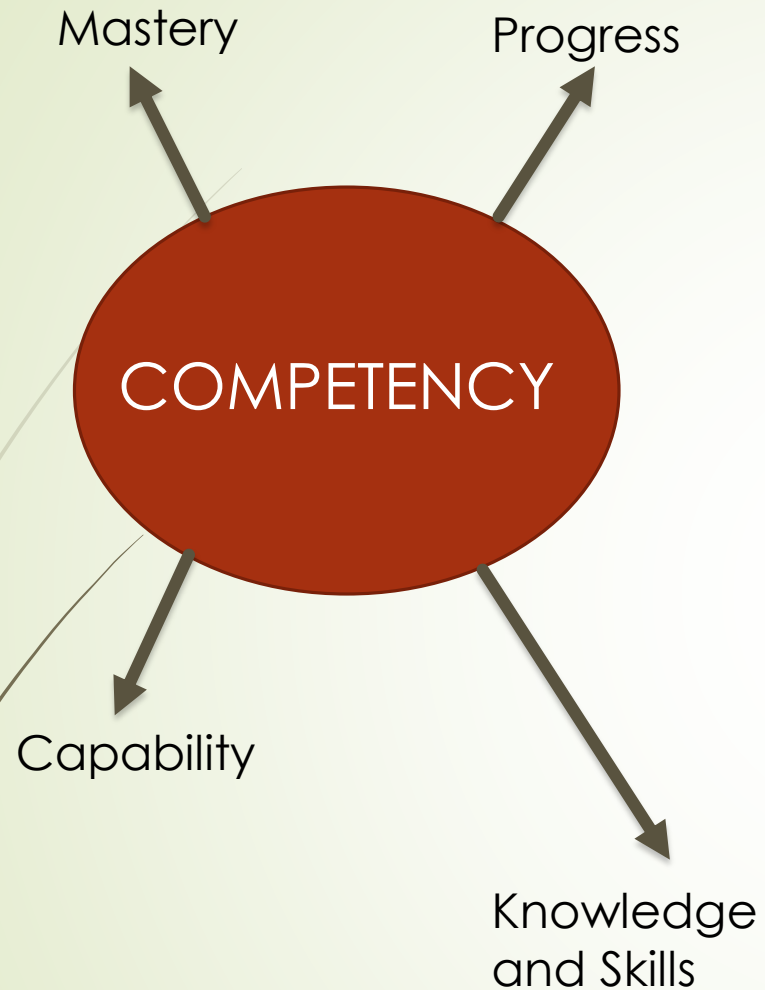


SUPPORTED BY  
Student Voice  
Self-reflection  
Free Time and Play  
Flexible Timetable  
Being Involved in School Life

CHALLENGED BY  
Extrinsic Rewards and Awards  
Grades  
Excessive Content  
High Structure  
Teacher in Control

Whitebread, D. (2012) *The Importance of Play: a report on the value of children's play with a series of policy recommendations*. TIE. April, 2012

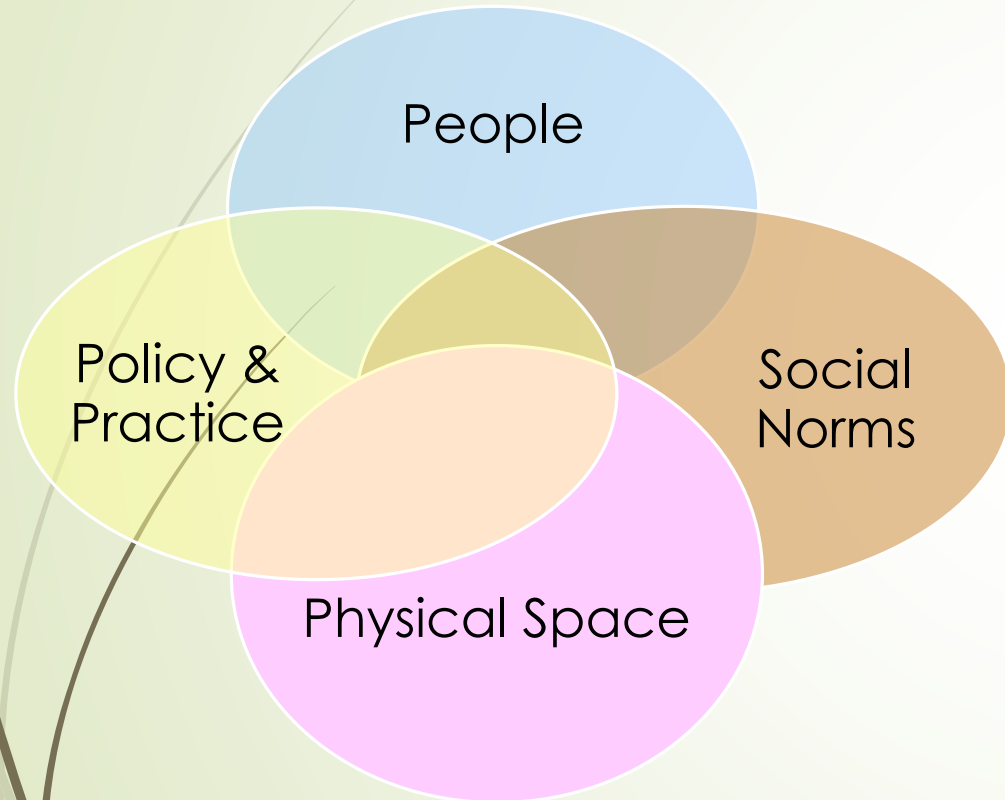




SUPPORTED BY  
Strength Based Feedback  
Self-reflection  
Relevancy  
Encouragement

CHALLENGED BY  
Extrinsic Rewards and Awards  
Forced Competition  
Problem/Deficit Focused Feedback  
Lack of Feedback

# Contextual Wellbeing in Your School



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