

NQT National Programme – Module 3

# Well-being



# Aims for this session

1. Defining Well-being.
2. To further develop your knowledge and understanding of:
  - the National and Regional Context regarding Well-being
  - the meaning of Well-being to both you and your learners.
3. Practical strategies to support your teaching with regarding to Well-being
4. Looking after your own Well-being.
5. To have an overview of professional learning opportunities on a national and regional level linked to Well-being.



# Session 1

This session will focus on:

1. Defining Well-being.
2. To further develop your knowledge and understanding of the National and Regional Context regarding Well-being and the meaning of Well-being to both you and your learners.



What do we mean by well-being



### Activity

In the chat bar please put words you use when talking about well-being.



# Defining well-being



Well-being can be understood as how people feel and how they function, both on a personal and a social level, and how they evaluate their lives as a whole.

New Economics Foundation, *Measuring Wellbeing: A Guide for Practitioners*



# Improving well-being in Wales



# Well-being is everyone's responsibility



# Well-being in the Workplace



Johnson and Johnson, 2010



Google's project Aristotle 2012



Relationships –  
clarity, purpose,  
safety, impact.

Does employees' subjective well-being affect workplace performance (Bryson et al, 2017)

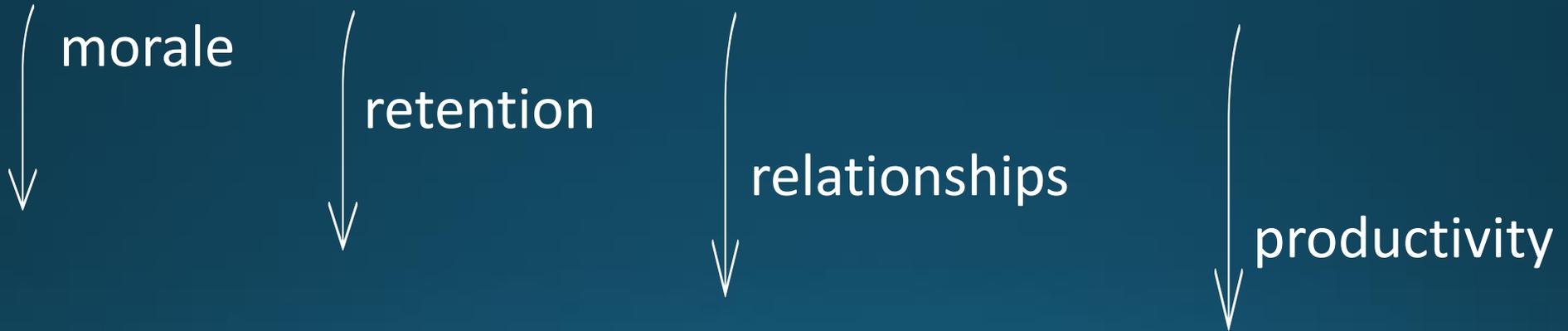


Job satisfaction –  
effectiveness -  
performance





# The Price of Incivility (Porath and Pearson, 2013)





# Staff Well-being in schools



Staff Well-being is Key to School Success  
(Briner and Dewberry, 2007)

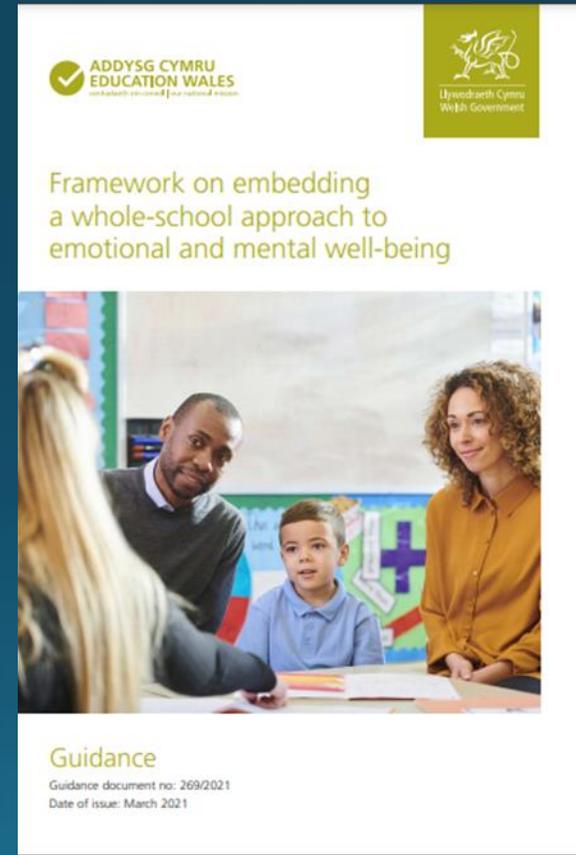
Healthy Teachers, Higher Marks?  
(Education Support, 2014)

The Impact of Teacher Absence  
(Estyn, September 2013)



# WSA to Emotional and Mental Well-being Framework

- ✓ Statutory for maintained schools /LA
- ✓ Holistic and consistent approach
- ✓ Build capacity and support schools
- ✓ Clear links with CfW
- ✓ Collaboration & Partnership – Health/LA
- ✓ Community and 3<sup>rd</sup> sector





## Exploring the Professional Standards through the lens of well-being





- **Leadership**...coherence, clarity and a shared commitment
- **Innovation**....ensures a positive climate
- **Collaboration**....builds a climate of mutual support
- **Professional Learning** ....stimulates an appetite for professional learning
- **Pedagogy**...to achieve the best for them (learners) in terms of standards, well-being and progress



# Session 2

In this session we will focus on

- Practical strategies to support your teaching with regarding to Well-being
- Looking after your own Well-being.
- To have an overview of professional learning opportunities on a national and regional level linked to Well-being.



# Wellbeing...



- Wellbeing is multifaceted
- 4 key areas – Physical/Mental/Emotional and Social
- not just one issue to address
- not just one blanket solution
- not a tick box approach
- not simply a targeted approach
- not simply recruiting specialist staff or interventions

# We need to consider..

Curriculum – social and emotional learning goes beyond PSE

Pedagogy – wellbeing fits into good teaching and learning.

Wellbeing policies & practises need to be linked around the cognitive and behavioural systems.

Areas of consideration include ....



# Evidence:

Trying to promote learning and achievement without consideration of health and wellbeing.....  
is like trying to build a house without foundations.



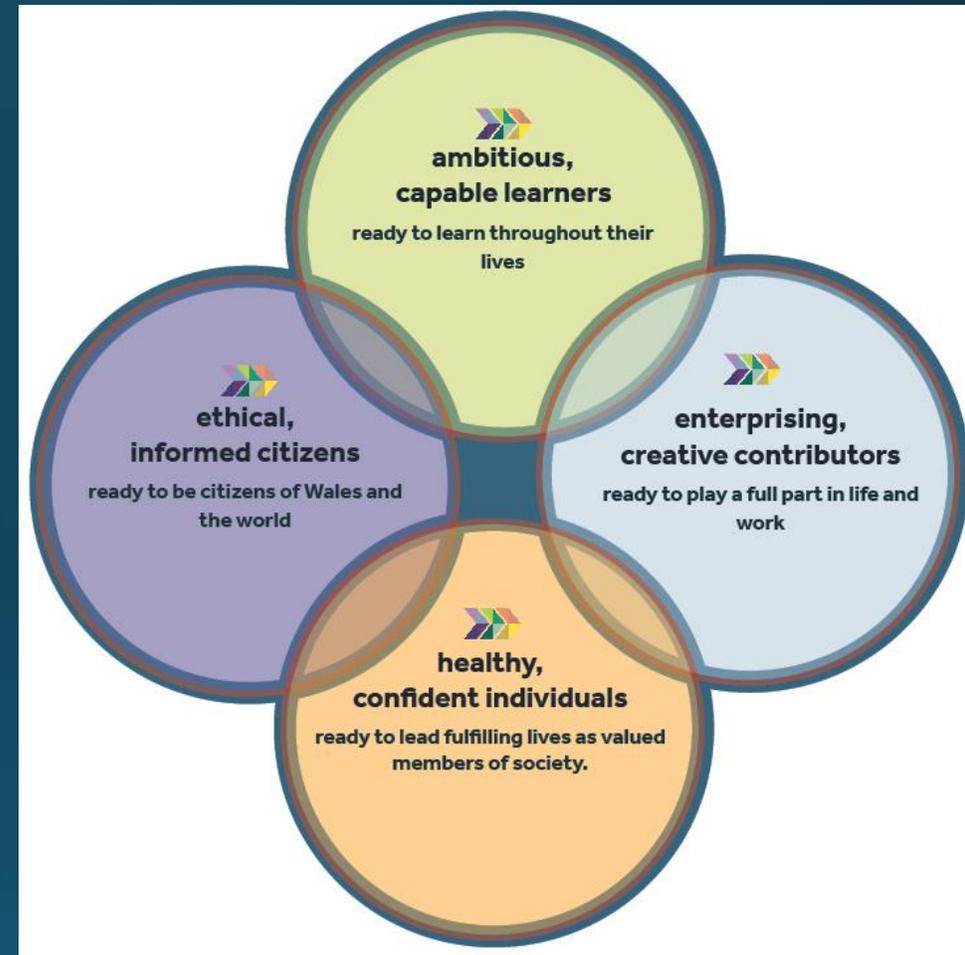
Whose responsibility is Well-being  
within a school setting?

**EVERYONE!**

# AOLE Health & Wellbeing

## CfW:

- Purpose and values based
- Build people not simply content coverage
- Consolidate and apply 'knowledge' (know that **and** know how to) that matters
- Responsive to young people's concerns
- Health and Wellbeing parity with other Areas of Learning and Experience
- Values experiential learning
- Purpose-driven pedagogy – engaged young people
- Assessment that enables not labels
- Extended professionalism
- Constructive accountability



# Do we have a system that...

*believe in themselves and their abilities*

*resilience, improves mind-sets and encourages individuals to grow, thrive and be motivated.*

## *self-worth and belief*

*Improves mental health and wellbeing*

*every individual's leadership and learning skills*

**improve economic stability**

*to engage positively with their local community*

*Positively influences social inclusion*

# What does this mean for our learners?

- Do all learners leave school with transferable skills, knowledge and ability that enables them to achieve their ambitions for their future?
- Are learners able to be resourceful and enterprising and offer creative ideas and solutions valued and respected by the community, world and business?
- Do learners know what it means to be a part of a wider world, responsible for self and others; able to make informed choices based on ethics and understanding?
- Are learners confident, resilient, wise and mindful of how both physical and mental health is vital to having a happy life and can they build positive thinking habits?
- Can learners develop their resilience to cope with life's challenges and complexities and reflect and move forward?
- Are learners aware of their decision making skills and their inner and outer strengths?
- Can learners PROTECT themselves and have a healthy understanding of what a positive and a safe relationship is, and how they can create and nurture new relationships for themselves.
- Can they relate to others?
- Do they have the capacity to self-regulate their emotions and establish structures, routines, boundaries?

# And for the work force....

- Empowerment and confidence to build real relationships with learners, get to know them, care about them and learn from them.
- Re-evaluate and / or reaffirm core values of the schools in regards to staff and learner wellbeing
- Build in reflection time on a regular basis
- Confident in modelling empathic conversations with learners, peers and wider community
- Support from a system that allows them to use and apply their skills both as a teacher and a person, to do what is best for each and every learner.
- Creative freedom to design and adapt and their teaching environment and resources to inspire both their own and their learner's interest in learning.
- Encouragement to look beyond the academic and into to practical application of their knowledge and skills and to collaborate with new people and sectors beyond the traditional school/education environment.

# Your role....

- Delivering a curriculum to meet the well-being needs of the learner.
- Creating a learning environment to meet the well-being needs of the learner.
- Role modelling – how to look after your own well-being.
- Knowing when to ask for help/guidance/support

# Teaching and Learning Strategies in the classroom – what can I do?

1. Inclusive & Equitable
2. Know who your vulnerable learners are
3. Empathy - WIN / Catch it...Match It
4. Relationship and Connection
5. Modelling your behaviour
6. Meet & Greet – morning / end of day
7. Structure and Rules – school policies
8. Sensory Environment
9. Staff Wellbeing & Self Care
10. Stay Curious
11. Validate and attune
12. Tone of voice
13. WOW – walls/daily reflections



## Quick wins

- ✓ Mindfulness
- ✓ Yoga
- ✓ 3 minutes of Play / 7 minutes of listening
- ✓ Visual supports
- ✓ Rupture & Repair
- ✓ Circle Time
- ✓ Sand /clay/play/block therapy
- ✓ Drawing and Talking
- ✓ Emotional Regulation Key Interventions.
- ✓ ELSA and SEAL
- ✓ Outdoor Activities

# How can we measure learner well-being?

## For all Learners:

- PASS Survey
- HAPPEN Survey
- SHREN
- Bespoke school/classroom questionnaires
- Learner Forums
- SDQ's
- Resilience Surveys
- 5 Ways to Wellbeing

## For learners needing a targeted approach

- BOXALL PROFILE
- MOTIONAL
- THRIVE
- SDQ's
- RESILIENCE'S /REGULATION

Examples of Learner  
Questionnaires/Observations  
for you to explore

# The Leuven Scale of Well-being

Wellbeing refers to feeling at ease, being spontaneous and free of emotional tensions and is crucial to secure 'mental health'. Wellbeing is linked to self-confidence, a good degree of self-esteem and resilience.

Involvement refers to being intensely engaged in activities and is considered to be a necessary condition for deep level learning and development.

**1. Extremely Low** - The child clearly shows signs of discomfort such as crying or screaming. They may look dejected, sad, frightened or angry. The child does not respond to the environment, avoids contact and is withdrawn.

**2. Low** - The posture, facial expression and actions indicate that the child does not feel at ease. However, the signals are less explicit than under level 1 or the sense of discomfort is not expressed the whole time.

**3. Moderate** - The child has a neutral posture. Facial expression and posture show little or no emotion. There are no signs indicating sadness or pleasure, comfort or discomfort.

**4. High** - The child shows obvious signs of satisfaction (as listed under level 5). However, these signals are not constantly present with the same intensity.

**5. Extremely High** - The child looks happy and cheerful, smiles, cries out with pleasure. They may be lively and full of energy. Actions can be spontaneous and expressive. The child may talk to him/herself, play with sounds, hum, sing. The child appears relaxed and does not show any signs of stress or tension. He / she is open and accessible to the environment. The child expresses self-confidence and self-assurance.

## The Stirling Children's Wellbeing Scale

Here are some statements or descriptions about how you might have been feeling or thinking about things over the past couple of weeks.

For each one please put a tick in the box which best describes your thoughts and feelings; there are not right or wrong answers.

	Statements	Never	Not much of the time	Some of the time	Quite a lot of the time	All of the time
1	I think good things will happen in my life	1	2	3	4	5
2	I have always told the truth	1	2	3	4	5
3	I've been able to make choices easily	1	2	3	4	5
4	I can find lots of fun things to do	1	2	3	4	5
5	I feel that I am good at some things	1	2	3	4	5
6	I think lots of people care about me	1	2	3	4	5
7	I like everyone I have met	1	2	3	4	5
8	I think there are many things I can be proud of	1	2	3	4	5
9	I've been feeling calm	1	2	3	4	5
10	I've been in a good mood	1	2	3	4	5
11	I enjoy what each new day brings	1	2	3	4	5
12	I've been getting on well with people	1	2	3	4	5
13	I always share my sweets	1	2	3	4	5
14	I've been cheerful about things	1	2	3	4	5
15	I've been feeling relaxed	1	2	3	4	5

### SCWBS Key

#### Wellbeing Sub-components and Related Items

Wellbeing Sub-Component	Item	Related Item on the SCWBS
Positive Emotional State	9	I've been feeling calm
	14	I've been feeling cheerful about things
	15	I've been feeling relaxed
	10	I've been in a good mood
	12	I've been getting on well with people
	11	I enjoy what each new day brings
Positive Outlook	8	I think there are many things that I can be proud of.
	5	I feel that I am good at some things
	1	I think good things will happen in my life
	4	I can find lots of fun things to do
	6	I think lots of people care for me
	3	I've been able to make choices easily

Each item is scored 1 to 5.

The minimum for the scale is 12 and the maximum 60.

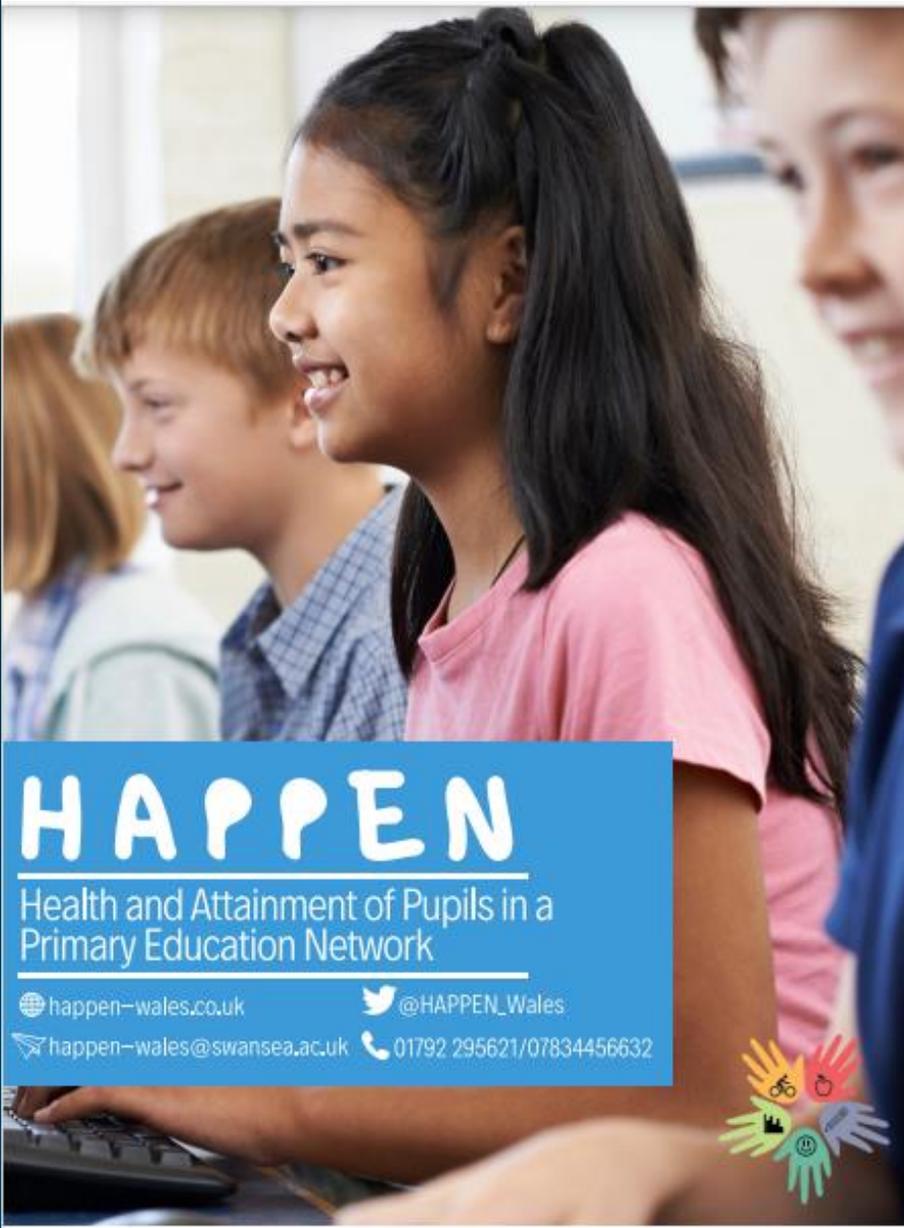
Currently the mean average score is 44 with 50% of all scores within the range of 39 and 48.

#### Social Desirability Sub-Scale

Item	Related Item on the SCWBS
2	I have always told the truth
7	I like everyone I have met
13	I always share my sweets

Each item is scored 1 to 5.

Overall scores of 3 or 14/15 on this sub-scale would indicate that the participant's wellbeing scores should be treated with caution.



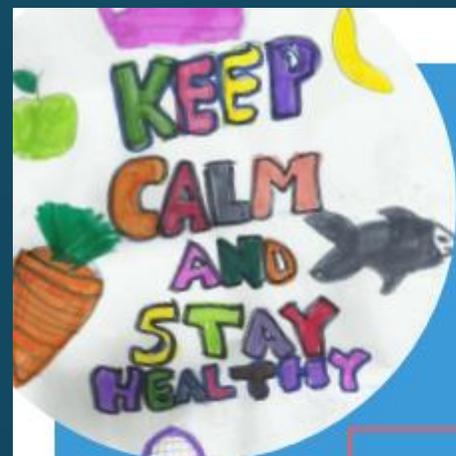
# HAPPEN

Health and Attainment of Pupils in a  
Primary Education Network

 [happen-wales.co.uk](https://happen-wales.co.uk)

 @HAPPEN\_Wales

 [happen-wales@swansea.ac.uk](mailto:happen-wales@swansea.ac.uk)  01792 295621/07834456632



## HOW TO JOIN

If you are interested in joining HAPPEN, please register your interest at:

<https://happen-wales.co.uk/membership-what-is-involved/>

Once registered, we will send you all the information needed to begin.

We will then invite you to run the HAPPEN Survey with your years 4, 5 and 6. Once completed, we will send you an individual report showing the overall picture of health and wellbeing in your school.

How to run the survey and the information you need can be found here:

<https://happen-wales.co.uk/thehappensurvey/>



# Staff Questionnaire



## Workplace wellbeing snapshot survey

So that you can support your workforce in the ways that are the most useful to them at this time, we recommend that you regularly ask your employees how they are doing. We have developed this suggested set of questions in collaboration with The Department for Work and Pensions, to give a quick snapshot of how people are doing with respect to different aspects of wellbeing.

You can find out more at [whatworkswellbeing.org](https://whatworkswellbeing.org). If you would like tailored help to measure your results, get in touch at [info@whatworkswellbeing.org](mailto:info@whatworkswellbeing.org).

### The recommended questions and scales

For each of these questions I'd like you to give an answer on a scale of 0 to 10, where 0 is "not at all" and 10 is "completely"...

- Overall, how satisfied are you with your life nowadays?

Not at all										Completely
0	1	2	3	4	5	6	7	8	9	10

- Overall, to what extent do you feel that the things you do in your life are worthwhile?

Not at all										Completely
0	1	2	3	4	5	6	7	8	9	10

- Overall, how happy did you feel yesterday?

Not at all										Completely
0	1	2	3	4	5	6	7	8	9	10

- Overall, how anxious did you feel yesterday?

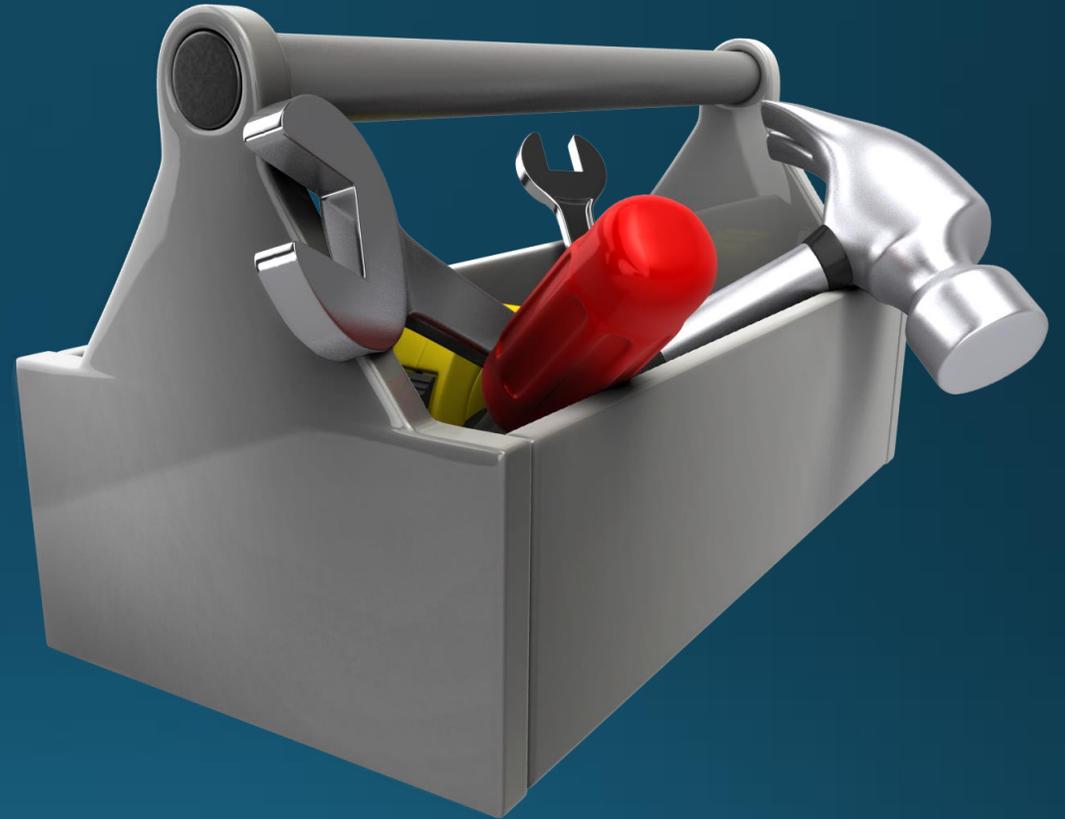
Not at all										Completely
0	1	2	3	4	5	6	7	8	9	10

Reference

<https://whatworkswellbeing.org/category/employee-snapshot-survey/>

# Your Self care and RESILIENCE TOOLKIT

- ✓ Ability to stop and reflect
  - ✓ Time Out and Space
  - ✓ 5 ways to wellbeing
  - ✓ Being OK
  - ✓ Don't try and fix
  - ✓ Relationships and Key Emotional Support
  - ✓ Self Awareness
  - ✓ Signposting and asking for help
  - ✓ Talking to Others
- = Resilient



# Understanding the 5 Ways to Well-being

Source – BCUHB/Public health Wales)



**Bod yn sylwgar**  
**Take notice**



**Cysylltu**  
**Connect**



**Bod yn fywiog**  
**Be active**



**Dal ati i ddysgu**  
**Keep learning**



**Rhol**  
**Give**



**Pum ffordd at les**  
**Five ways to wellbeing**

# Your next steps.....



- Develop your skills and confidence - Relationships, connection and empathy.
- In your classroom create an environment that is safe and warm.
- See beyond the presenting need and what you see - One size does not fit all
- Your Self Care and how you further develop your own wellbeing and resilience.

# Regional Contacts and resources

- John Welch- [John.C.Welch@cscjes.org.uk](mailto:John.C.Welch@cscjes.org.uk) CSC PL offer can be accessed here:
- Kath Bevan- [kathryn.bevan@sewaleseas.org.uk](mailto:kathryn.bevan@sewaleseas.org.uk) EAS PL offer can be accessed here: [EAS Supporting Our Schools \(google.com\)](#)
- Sharon Williams- [SharonWilliams@gwegogledd.cymru](mailto:SharonWilliams@gwegogledd.cymru) GWE PL offer can be accessed here:
- Cressy Morgan- [Cressy.Morgan@erw.cymru](mailto:Cressy.Morgan@erw.cymru) ERW PL offer can be accessed here:

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