An tSraith Shóisearach do Mhúinteoirí

Junior CYCLE for teachers

ETBI BOM training:
Junior cycle and Wellbeing

13th September 2017
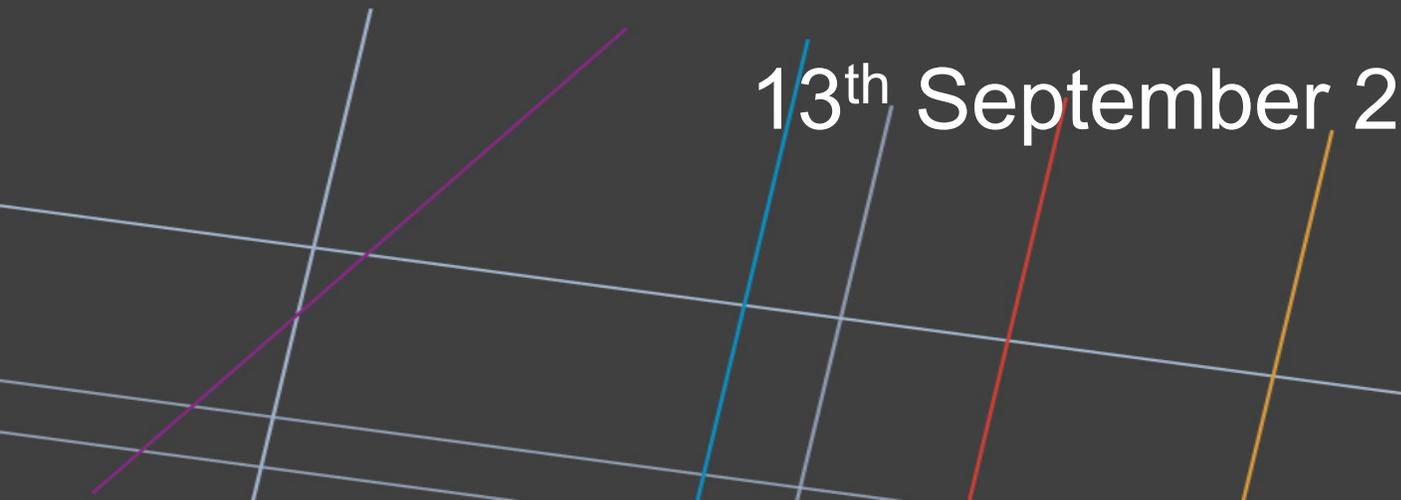
Learning intention:

- At the end of the workshop participants will have a clearer understanding of:

  - Wellbeing in the Junior cycle
  - The multi-faceted aspects of wellbeing
  - Planning a school wellbeing programme
  - School self evaluation, school policies and Wellbeing

Wellbeing – September 2017

- New area of learning.

- Make the school's commitment to wellbeing **visible** to students.

- Includes learning opportunities to enhance the physical, mental, emotional and social wellbeing of students.

- Up to 400 hours will be available for learning in the area of wellbeing beginning with **a minimum of 300 hours of timetabled engagement from 2017**

Junior Cycle vision for wellbeing...

Student wellbeing is present when students **realise their abilities**, take **care** of their physical wellbeing, can **cope** with the normal stresses of life, and have **a sense of purpose** and **belonging** to a wider community

Wellbeing

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Junior CYCLE for teachers

- School mission and ethos
- Physical and social environment
- Classroom culture
- Teaching, learning and assessment

- Student/teacher relationships
- Peer relationships
- Student voice
- Partnerships with parents/guardians, community and wider supports

- CSPE, PE and SPHE
- Guidance
- Other subjects and learning experiences
- Extra-curricular and co-curricular learning

- School policies
- School self-evaluation
- Subject and whole-school planning
- CPD planning

ASPECTS OF WELLBEING

CULTURE
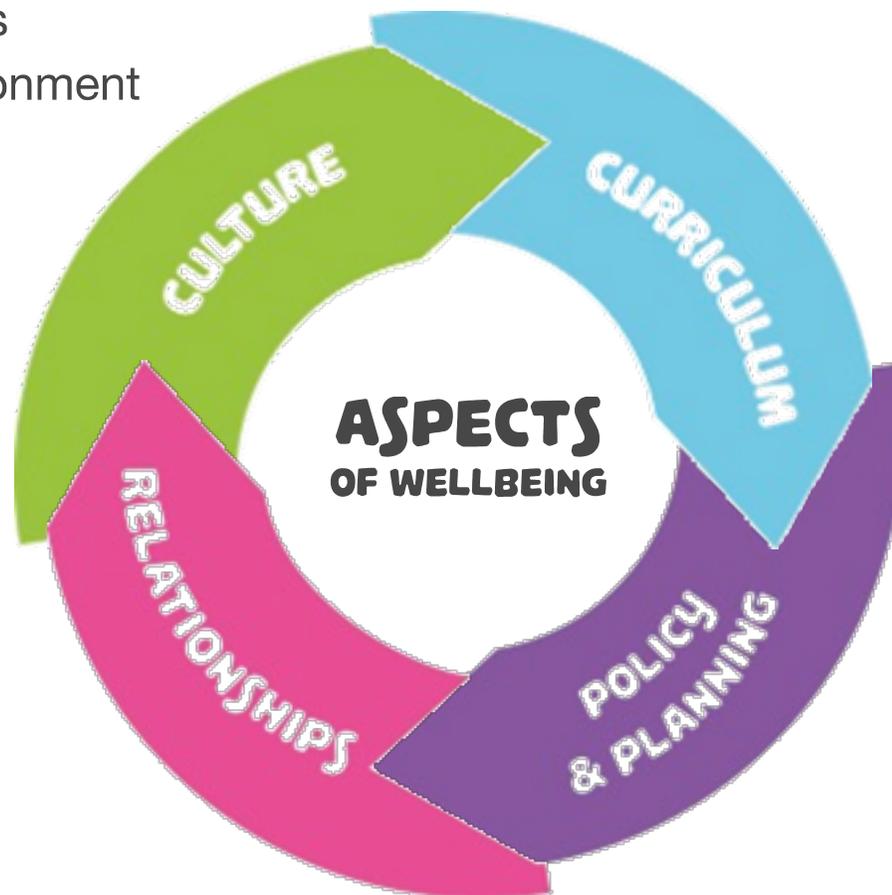
CURRICULUM

RELATIONSHIPS

POLICY & PLANNING

The goal of wellbeing...

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JuniorCYCLE
for teachers

...is human flourishing and flourishing rests on the following...

- Positive emotion
  - Engagement
    - Relationships
      - Meaning
        - Accomplishment
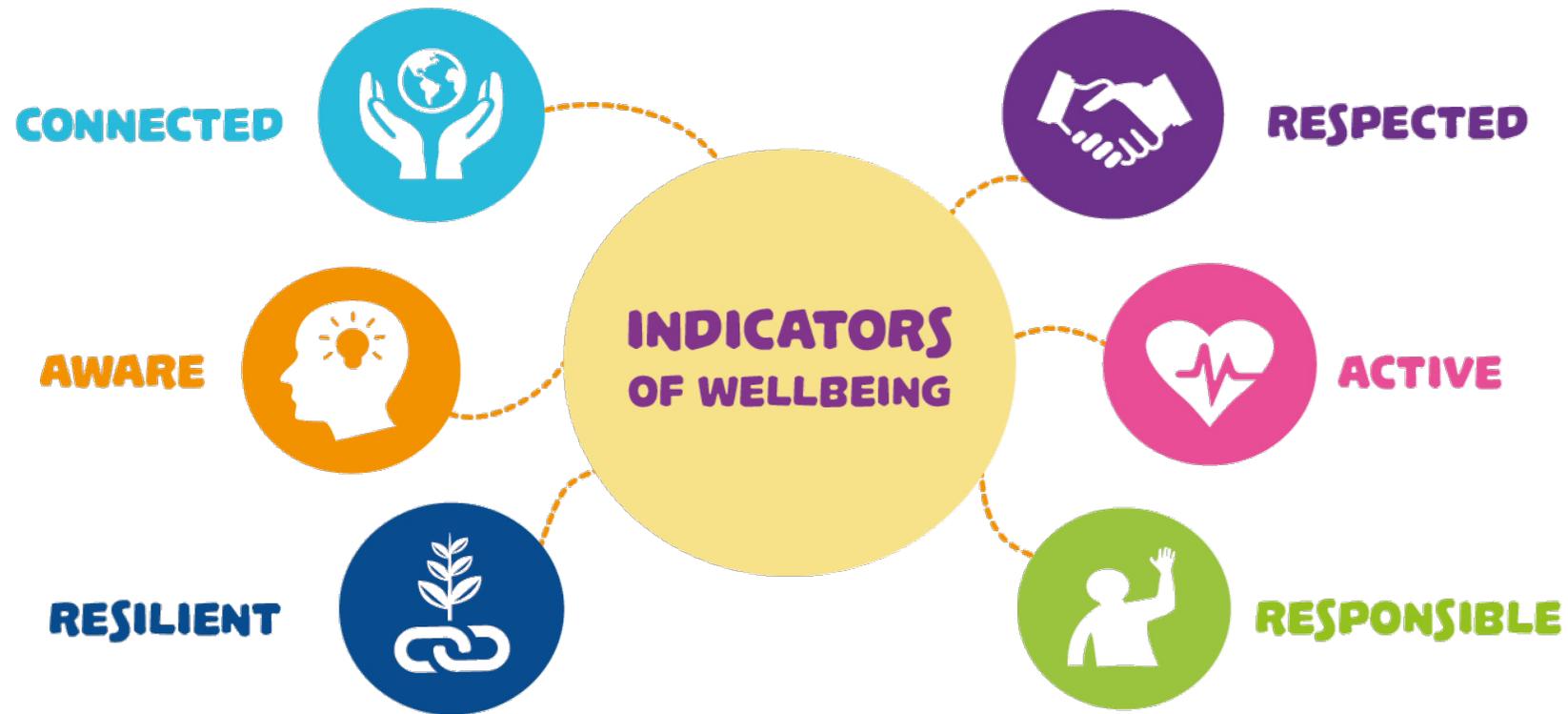
Seligman, M. from the NCCA Wellbeing Guidelines 2017

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JuniorCYCLE
for teachers

ASPECTS OF WELLBEING

KEY SKILLS

STATEMENTS OF LEARNING

PRINCIPLES FOR JUNIOR CYCLE EDUCATION

WELLBEING

Staying well

Being literate

Being creative

Being numerate

Managing information & thinking

Working with others

Communicating

Managing myself

Culture

Policy & Planning

Curriculum

Relationships

ACTIVE

Wellbeing Indicators:

- School mission and ethos
- Physical and social environment
- Classroom culture
- Teaching, learning and assessment

CULTURE

ASPECTS
OF WELLBEING

"The school culture is a complex pattern of norms, attitudes, beliefs, behaviours, values, ceremonies, traditions and myths that are deeply ingrained in the very core of the organisation... "

(Barth 2007)

- School mission and ethos
- Physical and social environment
- Classroom culture
- Teaching, learning and assessment

- Student/teacher relationships

  Peer relationships

  Student voice

  Partnerships with parents/guardians, community and wider supports

ASPECTS
OF WELLBEING

CULTURE

RELATIONSHIPS

Relationships in the school community...

Connectedness to school

Teacher Pupil relationship

Peer relationships

Exploring Appendix H

APPENDIX H: WELLBEING IN JUNIOR CYCLE: SELF-EVALUATION QUESTIONNAIRE FOR SCHOOL MANAGEMENT AND STAFF[84]

Activity 6

Appendix H: Culture

Teaching, learning and assessment	Students are actively engaged in their learning and enjoy being at school.	
	Students receive regular formative feedback about their learning and how they can improve.	
	Students have regular opportunities to talk about their learning and what helps them to learn.	
	Teachers use active methodologies to develop the key skills in their subjects.	
	Teaching and learning is differentiated and provides an appropriate challenge to enable all students to engage and experience success.	

How teaching happens matters…

Teachers can play a particularly important role in raising children's self esteem, motivation and confidence by the way they organise teaching and learning

Skills for Social progress OECD from Junior Cycle Wellbeing Guidelines. p.32
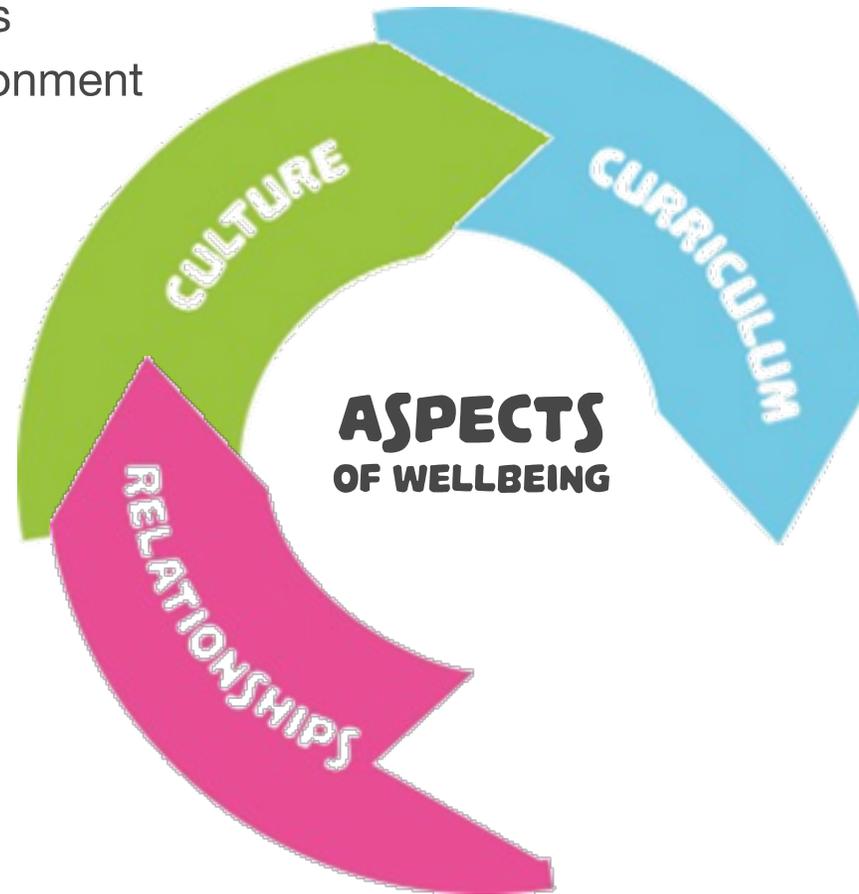
The area of learning called wellbeing will incorporate…

- Learning currently included in CSPE, PE and SPHE

- other areas which a school may choose (e.g. guidance/wellbeing related learning)

DES (2015) A Framework for Junior Cycle, p.22
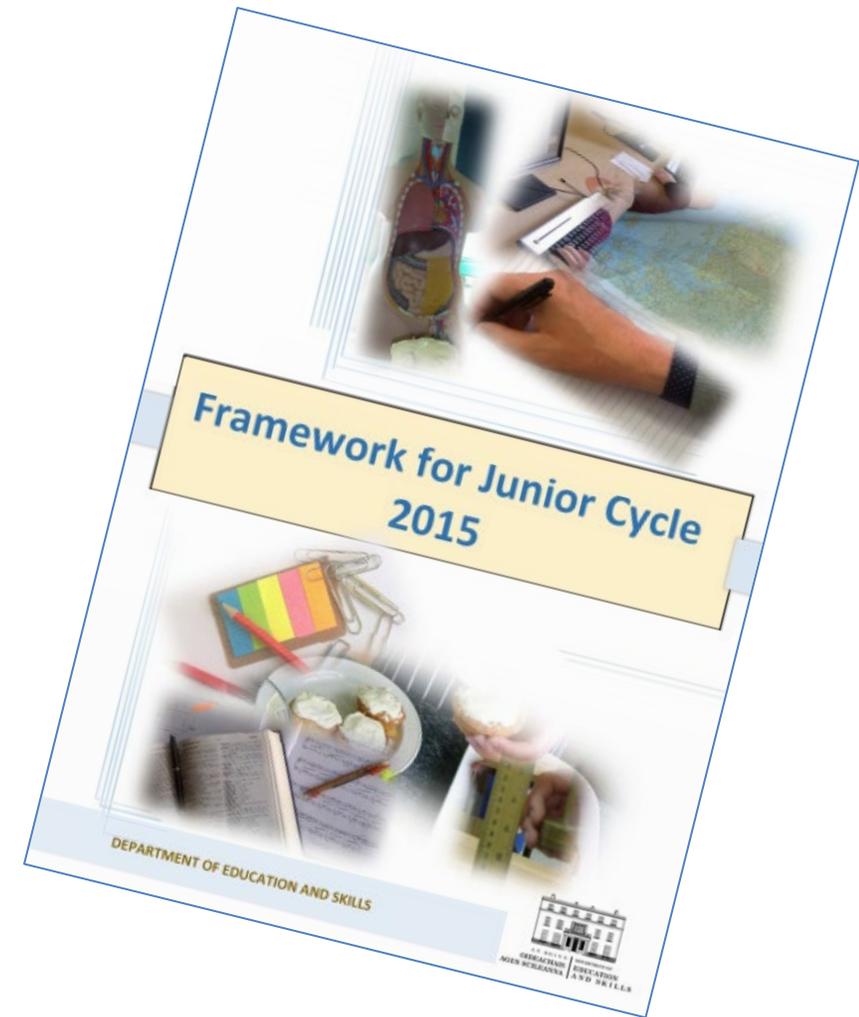
Wellbeing planning principles
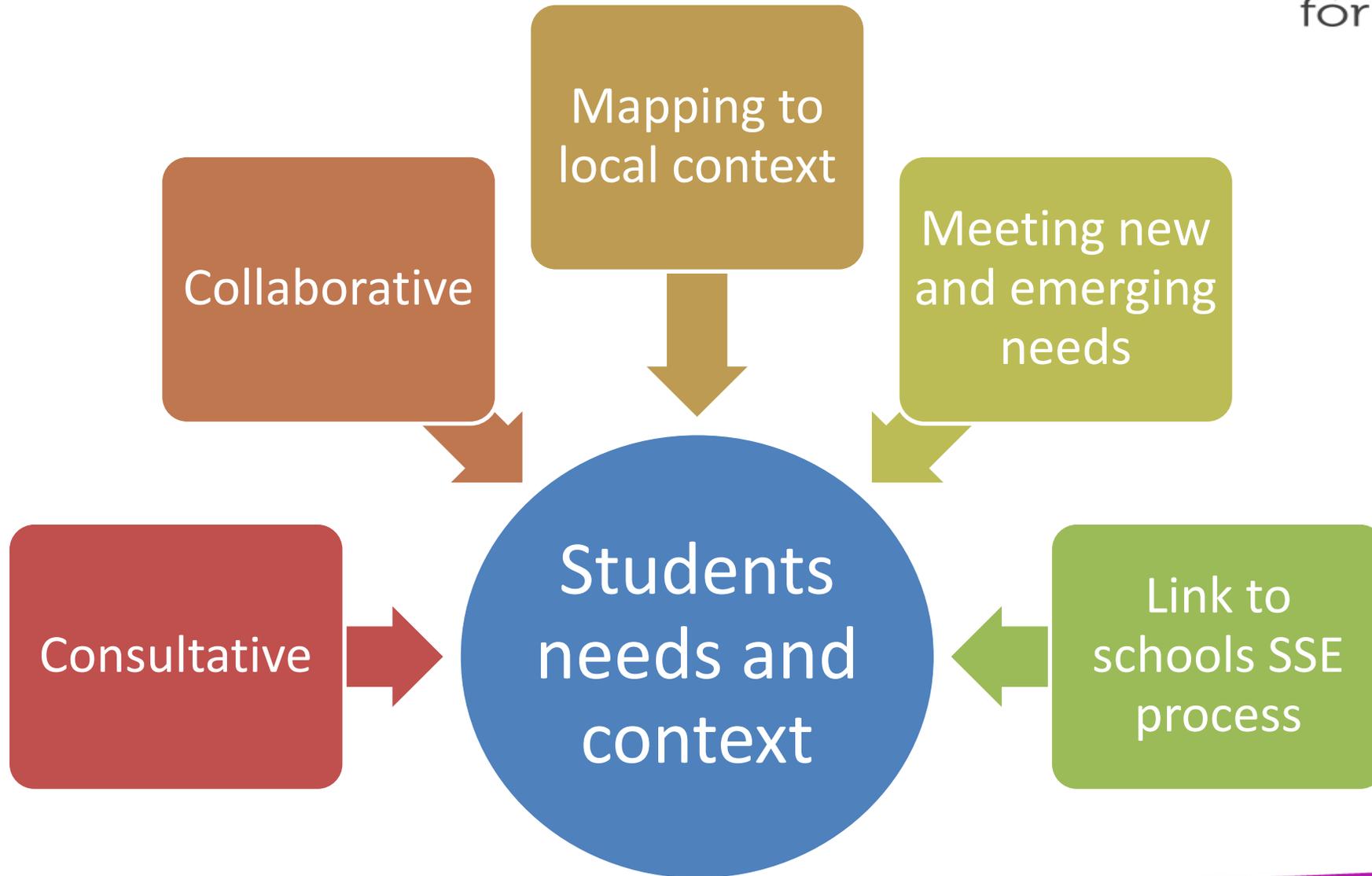
Developing a Wellbeing programme

Organise a workshop to engage whole staff (appendix C, D and H)

Consultations: students and parents (Appendix E, F, and G)

Invite members of the school community to form a Wellbeing team

School community reflect on SSE questions

Results of consultations collated and shared with community

Team to focus on action plan to support students wellbeing

Regular evaluation (Appendix H)

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Reflection questions for planning the programme:

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for teachers

♦ *What are we already doing that promotes Junior Cycle wellbeing?*

♦ *How well are we doing?* ***And how do we know****?*

♦ *How can we find our strengths and areas for improvement?*

- School mission and ethos
- Physical and social environment
- Classroom culture
- Teaching, learning and assessment

- CSPE, PE and SPHE
- Guidance
- Other subjects and learning experiences
- Extra-curricular and co-curricular learning

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- Peer relationships
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- School policies
- School self-evaluation
- Subject and whole-school planning
- CPD planning

CULTURE

CURRICULUM

ASPECTS
OF WELLBEING
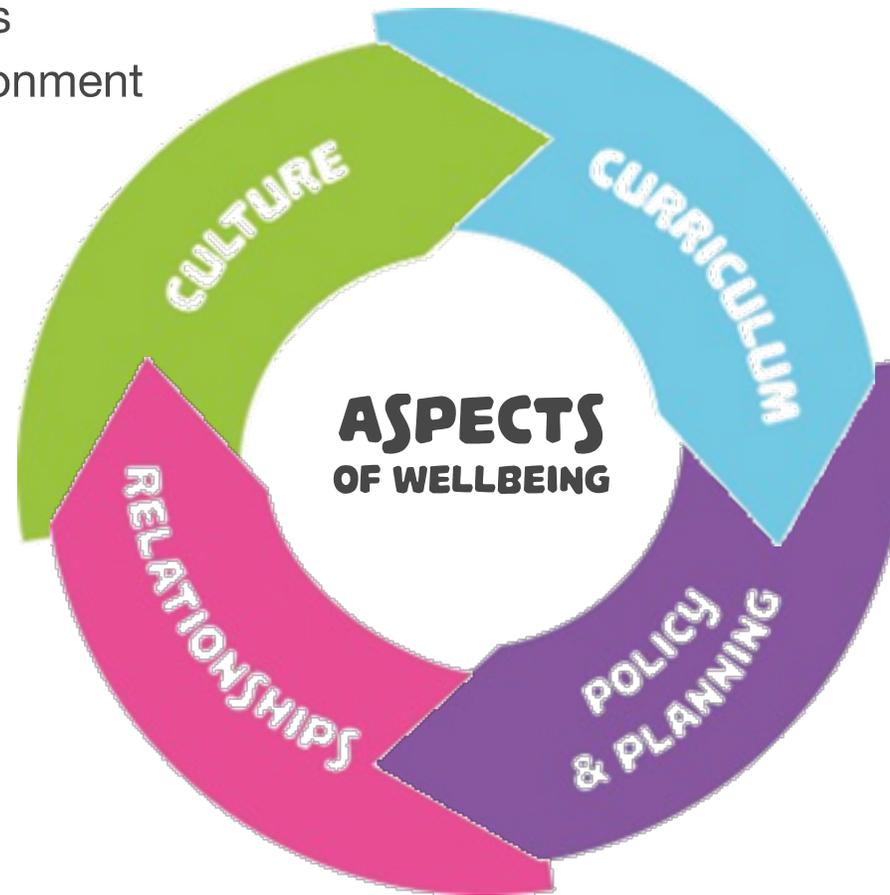
RELATIONSHIPS

POLICY & PLANNING

Wellbeing is a *process* not a product…

Policies

Curriculum

Culture

Relationships
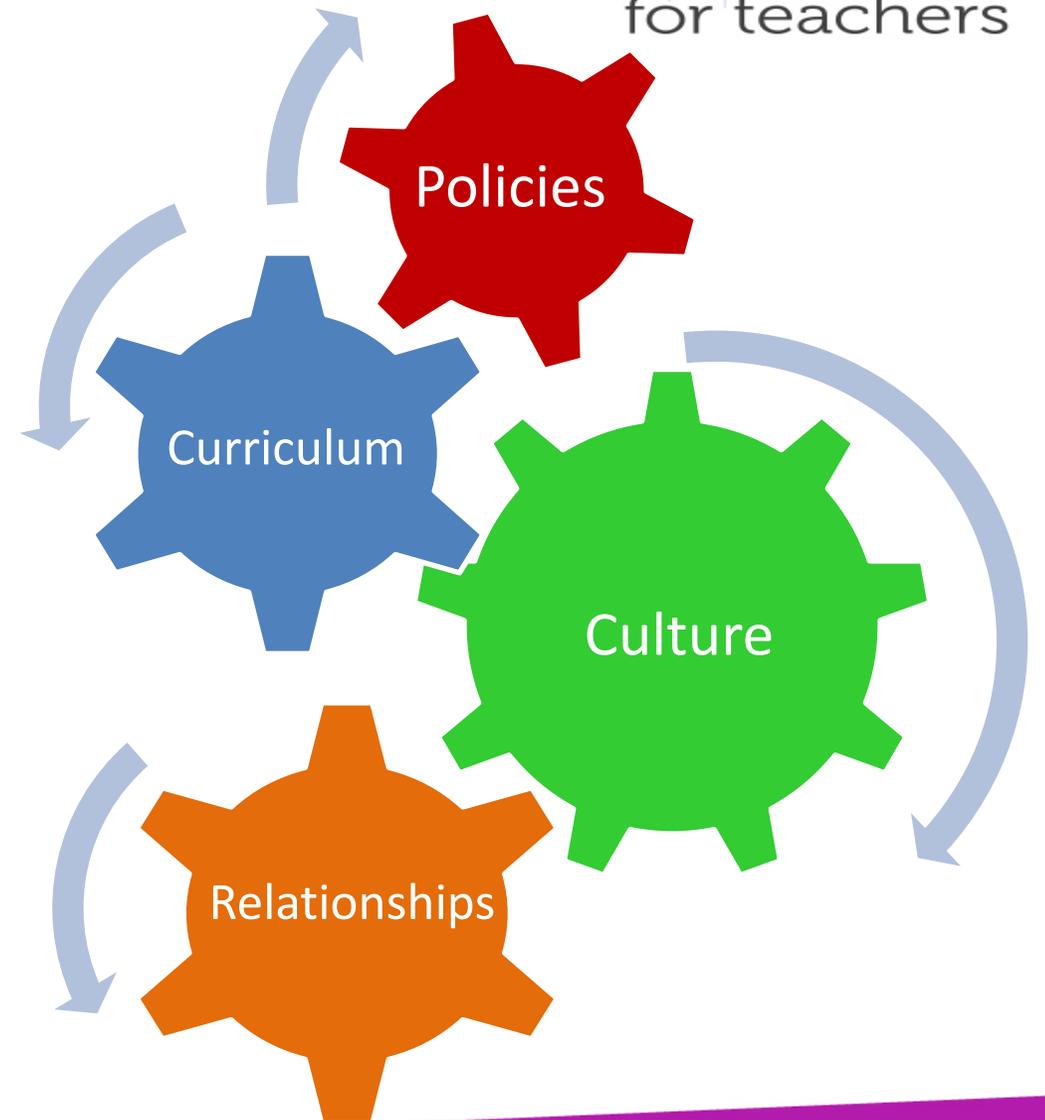
Circular 40/2016 Continuing Implementation of School Self-Evaluation 2016-2020 - Post Primary

- In the next cycle of school self-evaluation (2016-2020), schools should continue to focus on **teaching and learning**

- Schools have **flexibility** to focus their school self-evaluation on aspects of teaching and learning according to the needs of the school

- Most schools will use the process to assist them in introducing and embedding relevant aspects of the **Junior Cycle Framework**, as outlined in circular 0015/2017

- Schools should select **a minimum of two and a maximum of four** aspects of teaching and learning as the focus for their self-evaluation process from 2016 to 2020.

◆ Schools should use the teaching and learning section of

Looking at Our School 2016: A Quality Framework for Post-primary Schools

……….. as a **benchmark** when reflecting on and evaluating their current practice.

LOOKING AT OUR SCHOOL 2016 and student wellbeing

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Junior**CYCLE** for teachers

- Holistic view of learning – broad, balanced, challenging, responsive to learners' needs

- Students **well-being as intrinsic** to this holistic view of learning, both as an *outcome of learning and as an enabler of learning.*

- It recognises the **crucial role of schools** in promoting and nurturing students well-being through their practices in the key areas *of school environment, curriculum, policies and partnerships.*

LOOKING AT OUR SCHOOL 2016
A Quality Framework for Post-Primary Schools

There is overwhelming evidence that students learn more effectively, including their academic subjects, if they are happy in their work, believe in themselves and feel that the school is supporting them.

Weare, K. (2000)

School policies provide the compass by which the school navigates its way.

The wellbeing guidelines p.27

School BOM meeting: reviewing policies

Activity 10

Policy review with a wellbeing lens.

- **Questions to ask:**
- How are policies **developed**?
- How are policies written? Is the **language accessible** to all? Is it punitive or positive in tone?
- How are they **shared**?
- Are they **explained** and made accessible to all?
- Are they linked to **a shared set of values**?
- How are they enacted?

pg. 36 Wellbeing guidelines

Wellbeing is a *process* not a product…

…it is a journey travelled by the whole school community.
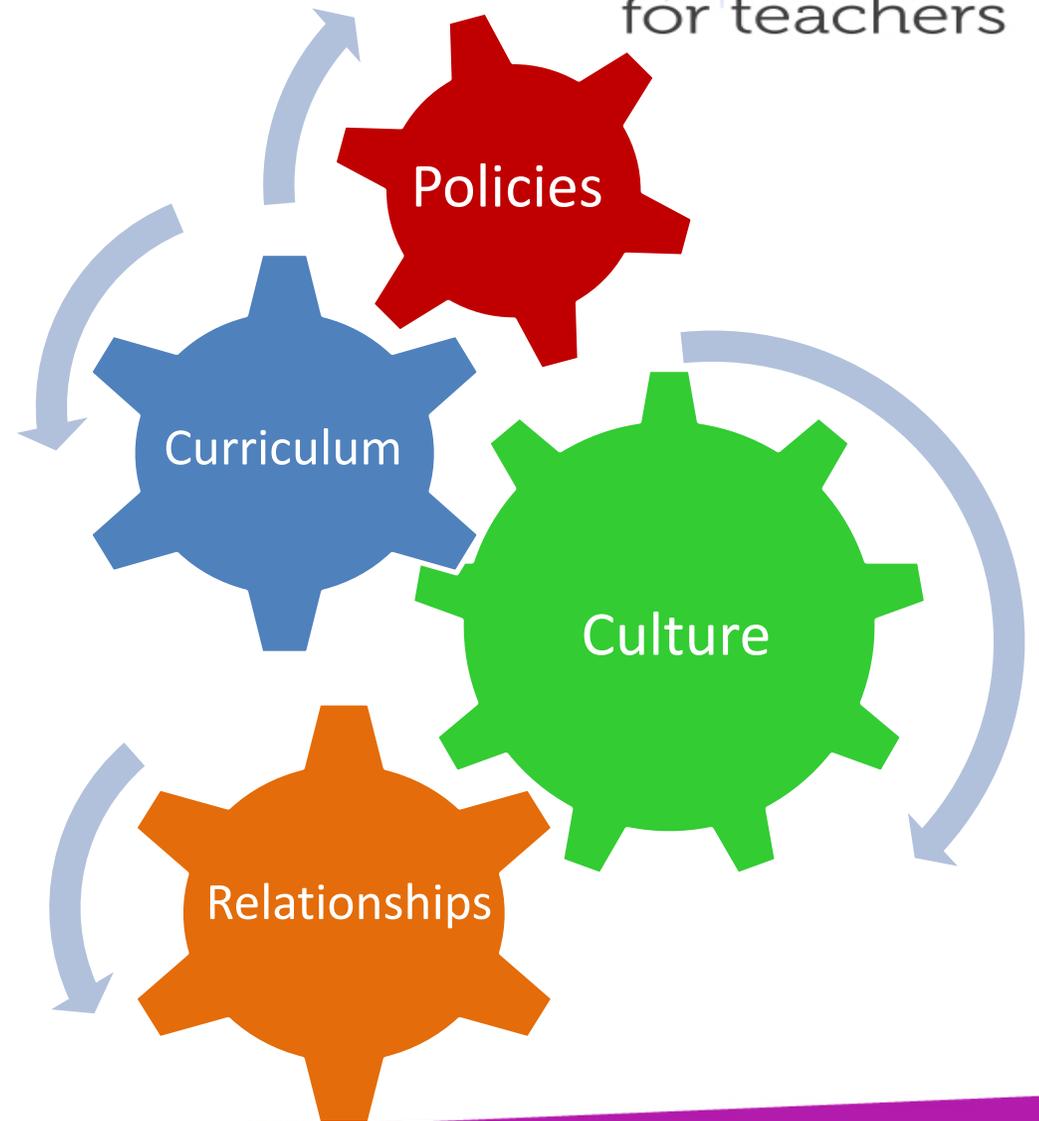
Planning for aspects of wellbeing 2017

An tSraith Shóisearach do Mhúinteoirí

Junior CYCLE for teachers

Culture
- Examine the culture in your school:
- Focus on teaching and learning ?

Relationships
- Look at relationships as they are central to wellbeing in school

Curriculum
- Implement a 300 hour programme

Policies
- Create or review a policy using a wellbeing lens

Possible key points to be shared at a staff meeting

- How teaching, learning and assessment happen, impacts on students wellbeing

- The schools wellbeing programme requires a ***multifaceted** approach for implementation*

- Wellbeing is a **process** not a product

- It is a journey that the school community travels together and will evolve over time

Learning intention:

- At the end of the workshop participants will have a clearer understanding of:

  - ◆ Wellbeing in the Junior cycle
  - ◆ Wellbeing curricular requirements for the school timetable
  - ◆ Planning a wellbeing programme in the school