

Social and Emotional Well-Being – Sabbatical Report.

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Resilience is the capacity to recover quickly from difficulties; toughness. It is the ability to 'bounce back' from adversity and it is the core to social and emotional well-being. Resilience is the capability to regulate emotions and see failure as helpful feedback.

Can resilience be taught?

"Failure is another stepping stone to greatness", "Failure is trying to move us in another direction", Oprah Winfrey

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NZEI.
The Resilience Institute.
International Baccalaureate Framework. <https://www.ibo.org>*

Purpose:

The reason for the sabbatical was to consider the concepts of resilience and well-being, unpack it, create a vision and investigate how it can be included within our school.

In doing so, a parallel purpose for this sabbatical was to take time for my own personal well-being and spend time with my family.

Background:

Buckland's Beach Intermediate school is....

Research:

Jenny Mosley, a former teacher and now a trainer and author, says that developing students' social and emotional competencies through group activities supports the PYP's aims of preparing students to participate in the world.

Recent research from the IB examined elements of social and emotional wellbeing in IB students aged 10-19, including engagement, perseverance, optimism, connectedness, happiness and satisfaction. Students scored highly, with Primary Years Programme (PYP) students reporting the highest scores, as well as their teachers. The research demonstrated the impact of positive well-being in schools, where students were proud of their work and could share and learn from others. Overall, IB World School leaders considered these factors to be intrinsically related to academic success.

“Students who feel valued and respected for their social, emotional, creative and academic qualities are at the heart of happy, calm and successful schools,” says Jenny. Her Quality Circle Time (QCT) system is a specially-structured session based around speaking, listening and negotiation, aimed at developing the whole child – a key aspect of the PYP.

those who take responsibility for their actions and do things because they align with their own personal values and goals are self-determined, and those who blame others, see themselves as constant victims and do things solely for external approval or recognition are not.

“Don’t lose your nerve! Educators today are beset by pressures, many of which did not exist fifty years ago. I am thinking of regulatory pressures, financial pressures, pressures from society, and so on. Teaching young people is one of the great vocations, perhaps the greatest because it is how we hand our culture and values (in the broadest sense) on to the next generation.”

“In an ordinary life, we hardly realize that we receive a great deal more than we give and it is with gratitude that life becomes rich”. Bonhoffer.

Introduction:

The social and emotional well-being of students and staff is a barometer of a healthy school, and thus is fundamental to ensuring a conducive environment for effective teaching and learning. This document reports an investigation of how social and emotional well-being is developed and supported in IB World Schools in the four IB programmes. Findings are preceded by reviewing four dimensions of this context: definitions of social and emotional wellbeing, social and emotional well-being in young people, an overview of the four programmes of the International Baccalaureate Organization (IBO) and how social and emotional well-being is integrated into each one, and aspects of the curriculum. The larger part of the report then describes outcomes from fieldwork based upon a survey of students in ten IB World Schools, and site visits to a sample of five IB World Schools. The project investigated how social and emotional well-being was developed within all aspects of the curriculum. It explored the well-being of a sample of the student population and considered the ways that social and emotional well-being is conceptualised by school leaders and teachers, before considering how social and emotional well-being is developed within the curriculum, the challenges, constraints and affordances of supporting well-being, and the cultural differences. From this, we report a positive picture of social and emotional well-being; the challenges that are identified tend to be at societal level rather than school or classroom level.

School Programmes:

The International Baccalaureate have developed a model for schools – Social and Emotional Well-Being (SEL).

“1. Engagement 2. Perseverance 3. Optimism 4. Connectedness – with family, friends and teachers 5. Happiness 6. Satisfaction a. with self b. with living environment c. with school A short definition of each of these is given below,

together with a brief analysis of the literature pertaining to their relevance for young people. Engagement is described as involvement and interest in an activity – perhaps to the point of optimal experience or ‘flow’ (Csikszentmihalyi, 1990) where the activity becomes all-absorbing to the extent that the individual involved may lose their sense of time. Research has shown that a sense of engagement is important to well-being. Hunter and Csikszentmihalyi (2003) looked at a group of just over 400 adolescents and found that interest and engagement was positively associated with well-being, whilst those who experienced boredom with the world were more likely to suffer from psychological dysfunction. More recently, Bassi, Steca, Monzini, Greco and Delle Fave (2014) reported that in a study of over 400 adolescents aged 15-20, those experiencing engagement reported greater levels of psychological well-being than those who did not. Perseverance describes the tenacity to continue with a task or activity, even though challenges may occur. Perseverance as a character strength has been shown to have a positive relationship with achievement in school (Wagner & Ruch, 2015; Weber & Ruch, 2012). In a recent study Jerrim (2015) has identified perseverance as one of the factors which helps explain differences in PISA scores when comparing children who are second-generation Social and Emotional Well-being in IB World Schools (3-19) - Final Report Page 10 immigrants to Australia from high-performing East Asian countries with children who are Australian natives. Optimism relates to the belief that good things will happen in important areas of life and the sense of hope that the future will be positive. Optimism results in a positive outlook on life, with negative events seen as temporary and surmountable. The links between having a sense of optimism and well-being have been well documented in the literature. Krok (2015) found a positive correlation between optimism and well-being in his study of 211 16-20 year olds in Poland, in that higher levels of optimism led to higher levels of well-being, and lower levels of optimism led to lower levels of positive affect. Ho, Cheung and Cheung (2010) studied over 1800 adolescents aged 12-18 and found a strong connection between meaning in life, optimism and well-being. Those adolescents who had more meaningful goals experienced higher levels of positive affective, which resulted in greater well-being. Connectedness describes the extent to which individuals feel they have people in their lives who love, support, and value them – in this study, those significant others included family, friends and teachers. Feelings of closeness characterise connectedness. Orejudo, Puyuelo, Fernández-Turrado, and Ramos, (2012) found links between optimism and connectedness with family and friends. They studied 386 students, aged between 12 and 19, in Spain and found that factors which contributed to an optimistic outlook differed according to gender. For boys, those factors included positive relations with peers at school. For girls, family communication was more indicative of an optimistic outlook, whilst conflict amongst family members was an indicator of pessimism. Uusitalo-Malmivaara (2012) found a strong relationship between happiness and social relationships for 740 12 year old Finnish children, specifically immediate family members, friends, teachers, and significant others such as sports coaches. ‘Happiness’ is a term frequently used synonymously with ‘well-being’ or with ‘life-satisfaction’ Here the term ‘happiness’ is used specifically to describe a feeling of contentedness with life, encapsulated in positive emotions and experiences such as feeling cheerful, loving life and having fun. The feeling of happiness may come and go, but may still be described as a general disposition. Scoffham and Barnes (2011) argue that happiness is not a ‘bland’ concept, and instead highlight its fundamental

relationship to well-being and the consequent importance of creating conditions for happiness in schools and in the curriculum. Thoilliez (2011) talked to 817 children aged 6-12 in an effort to obtain a first-hand account of what made them happy. Her results focused on five main areas: self, family, school, friendship, and 'the world of make believe'. With the exception of the last point, these are explored in more detail later in this study in the analysis of the MSLSS survey (Huebner, 1994). Satisfaction with life is an umbrella term that describes the cognitive component of well-being. Greater satisfaction with life is related to a variety of constructs such as self-esteem, selfconfidence and lower depression (Huynh, Craig, Janssen, & Pickett, 2013). For the purpose of our investigation we chose to examine satisfaction in three key domains: satisfaction with self, i.e., the degree to which the young person is satisfied with who they are and has a sense of self-esteem; satisfaction with living environment, i.e., the level of contentedness with one's house, neighbourhood, and town (physical living spaces can have a direct impact on one's sense of well-being, and perceptions of neighbourhood surroundings have been strongly associated with positive social and emotional well-being in young adolescents); satisfaction with school, i.e., the degree to which the young person is satisfied with their learning." <https://www.ibo.org/contentassets/318968269ae5441d8df5ae76542817a0/research-continuum-social-and-emotional-well-being-in-ib-world-school-final-report.pdf>

Content/Programme:

Buckland's Beach Intermediate will need to agree to their own Social and Emotional Learning Mission statement. The beginning of this has been investigated:

Draft Statement:

'Buckland's Beach Intermediate School fosters a supportive environment of respect, trust and intercultural understanding. Each student is encouraged and challenged to learn, grow and accomplish personal academic, social and vocational excellence'.

What is the International Baccalaureate Learner Profile?

At the centre of international education in the IB framework are students with their own learning styles, strengths and limitations. Students come to school with combinations of unique and shared patterns of values, knowledge and experience of the world and their place in it. These students are branching out into their own future pathway. At an IB school, we need to promote open communication based on understanding and respect, (the IB encourages students to become active, compassionate lifelong learners). We need to consider life-wide learning. Where learning is open to new ideas and various future pathways. An IB education is holistic in nature - it is concerned with the whole person and their uniqueness. Along with cognitive development, IB programmes and qualifications address students' social, emotional and physical well-being. They value and offer opportunities for students to become active and caring members of local, national and global communities; they focus attention on the processes and the outcomes of internationally minded learning described in the IB learner profile. The learner profile is the IB's mission in action. It requires IB learners to strive to become:

- inquirers
- knowledgeable
- thinkers
- communicators
- principled
- open-minded
- caring
- risk-takers
- balanced
- reflective (ibo.org)

The International Baccalaureate have developed a model for schools – Social and Emotional Well-Being (SEL):

A relational approach to conflict or wrongdoing consists of 4 Key Questions: • What has happened? • Who has been affected? • How can we involve everyone who has been affected in finding a way forward? • How can everyone do things differently in the future?

Restorative approach is key to learning and growing with SEL.

The potential advantages of restorative approaches in the school setting include: • A safer, more caring environment. • A more effective teaching and learning environment. • A greater commitment by everyone to taking the time to listen to one another. • A reduction in bullying and other interpersonal conflicts. • A greater awareness of the importance of connectedness to young people. • The need to belong and feel valued by peers and significant adults. • Greater emphasis on responses to inappropriate behaviour that seek to reconnect, and not further disconnect, young people. • Reductions in fixed term and permanent exclusions. • A greater confidence in the staff team to deal with challenging situations. • An increased belief in the ability of young people to take responsibility for their choices, and more people giving them opportunities to do so.

Building our potential – Social and Emotional Learning (SEL):

Resilience is ‘...the capacity to cope with change and challenge and to bounce back during difficult times’. A number of protective factors are identified as promoting resilience. These include: • Sense of belonging • Sense of security • Social connectedness, and • Communication At BBI, good pastoral care underpins everything we do as teachers: our classroom preparation and practice, our supervision of our co-curricular activities and our tutoring. Our House system, and in particular our Year groups and teams, provide an excellent forum for promoting the wellbeing of our students. Partnerships with classroom teachers, parents and other members of the school community. Social and Emotional Learning is about young people: their health and wellbeing. It helps schools to support young people to achieve their goals, build relationships and cope with challenges. SEL is a framework that aims to promote mental health, prevent problems and enable early intervention.

Next Steps:

The next steps are to share the discoveries, undergo our own research, commit to set readings, and develop our own strategic plan, with the Board of Trustees, senior staff and staff.

Eventually, to implement a school wide Social and Emotional Well-Being Framework for teaching and learning.

Research questions:

1. What is the well-being of the sample student population?
2. In what ways do IB World School leaders and teachers interpret well-being and what significance do they attach to the development of well-being in schools?
3. How do curriculum managers construct a curriculum that supports students' well-being? a. What components of the curriculum, including the learner profile, are oriented towards promoting/supporting well-being? b. To what extent do other IB documents contribute to creating an atmosphere favourable to well-being? c. What other documents or programmes contribute to creating an atmosphere favourable to well-being, and in what ways?
4. To what extent do schools use the existing curriculum to create a culture that supports well-being? a. What are the teachers' perceptions of the challenges in achieving well-being in the sample schools? What are the practices that constrain or support well-being? b. How does the learner profile contribute to supporting well-being?
5. What are the cultural differences in expectations for students' well-being?

Finally, consult the student and parent community towards implementing a SEL programme across Bucklands Beach Intermediate. Professional Development will be planned and the programme will be implemented in 2019.

'Communication about a student, communication about student issues, communication about student learning, must be through the student not the parent as we are training the student for adulthood.'

Summary:

When shifting perspective...or changing attitudes.

Know yourself.....value yourself.....know your environmentplan.....act and experience outcomes.....and consistently reflect....

When in doubt, breath out and STOP. Stop and breath, think, observe, proceed.

People often search for meaning in life. Many find the answer by being a member of a religious or spiritual group. Some find meaning by being active in a cause (e.g. 'save the whales', women's refuge, helping the homeless or volunteerism). For many of us, we find meaning in life by devotion to our families. Finding and fostering our own meaning enriches our existence. When we discover a way of doing this, it helps us to focus on the bigger picture, rather than on our everyday routine. The ability to do this is an important factor in building resilience and finding happiness.

"The greatest discovery is that a person can change their future by merely changing their attitude."

Readings and References:

“Resilience in Schools and Education” ...

PEAK, Secrets from the new science of expertise, Anders, Ericsson, 2016.

*The Importance of not giving a f**k, Manson*

Sweet Success, Sally Blundell 2018.

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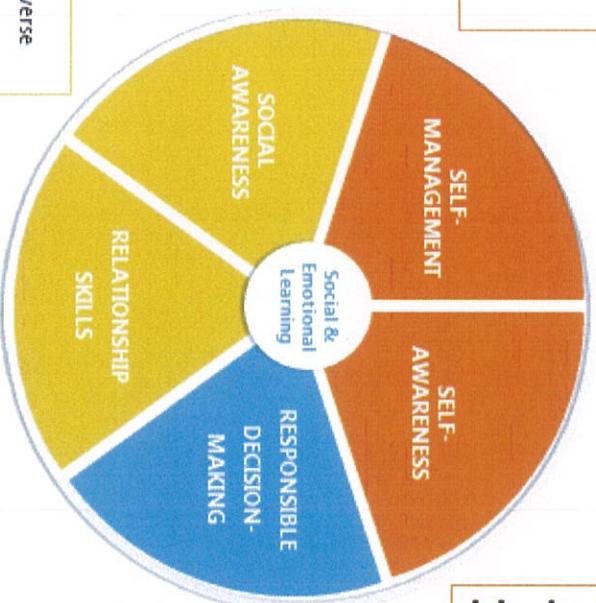
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The Science of Happiness, Dr, Tony Fernando,
<https://www.youtube.com/watch?v=-71koNsCEds>

“The greatest discovery is that a person can change their future by merely changing their attitude.”

SEL Core Competencies



- Self-Management**
- Regulating one's emotions
 - Managing stress
 - Self-control
 - Self-motivation
 - Stress management
 - Setting and achieving goals

- Social Awareness**
- Perspective taking
 - Empathy
 - Respecting diversity
 - Understanding social and ethical norms of behavior
 - Recognizing family, school, and community supports

- Relationship Skills**
- Building relationships with diverse individuals and groups
 - Communicating clearly
 - Working cooperatively
 - Resolving conflicts
 - Seeking help

- Self-Awareness**
- Labeling one's feelings
 - Relating feelings and thoughts to behavior
 - Accurate self-assessment of strengths and challenges
 - Self-efficacy
 - Optimism

- Responsible Decision-Making**
- Considering the well-being of self and others
 - Recognizing one's responsibility to behave ethically
 - Basing decisions on safety, social and ethical considerations
 - Evaluating realistic consequences of various actions
 - Making constructive, safe choices for self, relationships and school

SEL Social & Emotional Learning

11/07/2014
Austin Independent School District

Source: CASEL, Knowledge Alliance



