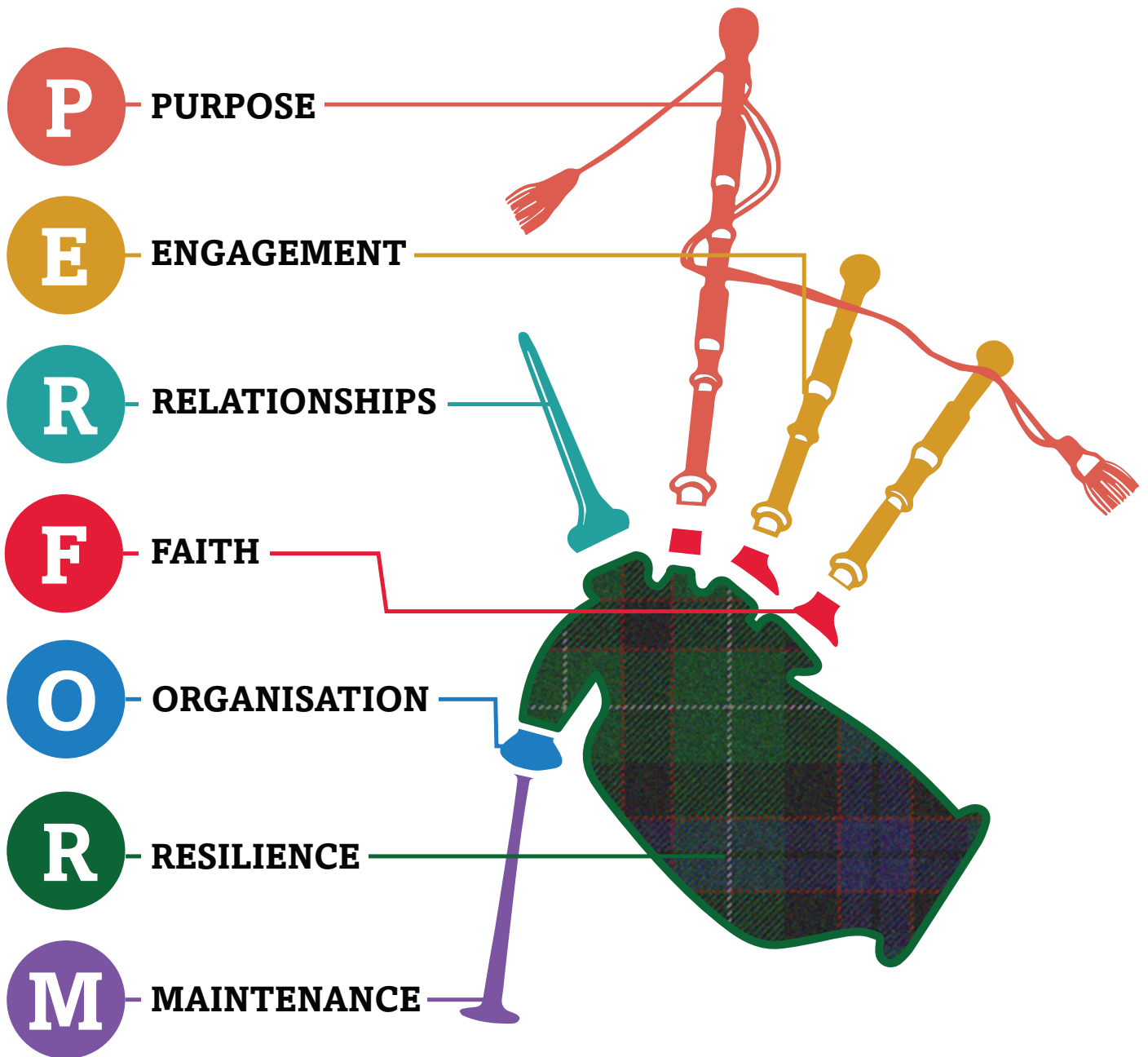





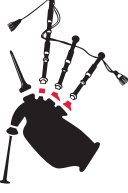





A

# FRAMEWORK FOR WELLBEING

AT SCOTS COLLEGE



FOUNDATIONS	DESCRIPTION	PATHWAYS FOR IMPLEMENTATION	EXAMPLES OF PRACTICES	IB LEARNER PROFILE TRAITS
<b>PURPOSE</b> 	Developing a sense of purpose and meaning. Identifying strengths to support goal setting.	Tutorial programme House/School assemblies Chapel services Leadership	<ul style="list-style-type: none"> <li>• Goal setting</li> <li>• Strengths surveys</li> <li>• Community service</li> <li>• Student voice</li> <li>• Peer support</li> <li>• Leadership opportunities</li> </ul>	Knowledgeable Principled Thinkers Risk Takers
<b>ENGAGEMENT</b> 	Improving student engagement and focus. Fostering positivity.	Classroom practices Tutorial programme House competition House/School assemblies Health/RE curriculum	<ul style="list-style-type: none"> <li>• Student directed activities</li> <li>• Relationship-based teaching strategies</li> <li>• Activities that incorporate creativity</li> <li>• Fostering positivity and mindfulness</li> </ul>	Inquirers Open-minded Thinkers Caring
<b>RELATIONSHIPS</b> 	Developing social skills. Connecting with others. Building positive relationships.	Classroom practices Tutorial programme House/School assemblies Health/RE curriculum Chapel services	<ul style="list-style-type: none"> <li>• Explicit teaching of social skills and values</li> <li>• Collaboration/cooperative learning</li> <li>• Peer support</li> </ul>	Caring Communicators Principled
<b>FAITH</b> 	Embracing our special character, heritage and faith based foundations. Exploring the big questions.	RE curriculum Chapel services Tutorial programme	<ul style="list-style-type: none"> <li>• Understanding Scots' heritage and special character</li> <li>• Reflecting on faith and belief systems</li> </ul>	Principled Inquirers Knowledgeable Open-minded Reflective
<b>ORGANISATION</b> 	Considering strategies to help with organisation, study skills and work/life balance.	Tutorial programme Knowledge Shop seminars House/School assemblies	<ul style="list-style-type: none"> <li>• Explicit teaching of skills for organisation, managing homework and effective study</li> <li>• Homework clubs and tutorials</li> <li>• Exploring work/life balance</li> </ul>	Thinkers Balanced Communicators
<b>RESILIENCE</b> 	Developing skills and attitudes that underpin resilient behaviour. Coping with challenges.	Tutorial programme Chapel services Health/RE curriculum House/School assemblies EOTC	<ul style="list-style-type: none"> <li>• Explicit teaching of skills and coping strategies in both personal and academic contexts</li> <li>• EOTC and in-school activities that require/address decision-making, acting with courage and self-management</li> </ul>	Thinkers Risk-Takers Balanced Communicators
<b>MAINTENANCE</b> 	Maintaining mental and physical health through exercise, diet, hygiene and personal health choices.	Tutorial programme PE/Health curriculum Sports/cultural activities House/School assemblies EOTC	<ul style="list-style-type: none"> <li>• Physical exercise through PE curriculum, sports/cultural activities and EOTC</li> <li>• Explicit teaching of healthy lifestyle skills (exercise, nutrition, sexual health, hygiene)</li> </ul>	Balanced Caring Knowledgeable Risk Takers

## Background:

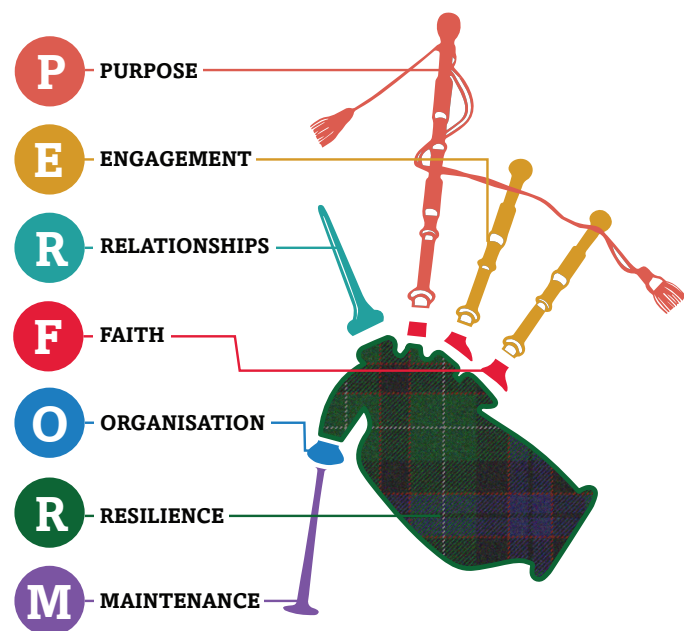
In recent years there has been a surge in interest and research into the area of positive psychology or 'well-being', and its application in the education sector. According to Gable and Haidt (2005) the goal of positive psychology is to "provide the conditions and processes that contribute to flourishing or optimal functioning of people, groups and institutions".

Well-being has been identified as a key focus at Scots College, so much so that one of the three key College goals established for 2016 is "Promote and support excellent personal well-being and character education for students and staff". Towards the end of 2015, it was proposed that the College should formally adopt a framework for well-being, using Noble and McGrath's PROSPER acronym to outline seven key elements that have been identified as contributing to well-being. More information on Noble and McGrath's research can be found at [www.psywb.com/content/pdf/s13612-015-0030-2.pdf](http://www.psywb.com/content/pdf/s13612-015-0030-2.pdf).

## Rationale for the P-E-R-F-O-R-M Framework:

While Noble and McGrath's PROSPER framework provides a sound basis for creating a well-being programme at a universal level, it is desirable for a more specific, authentic and targeted framework to be applied to Scots, to reflect the unique and special character of this school. The new well-being framework for Scots, "P-E-R-F-O-R-M", has been designed specifically for students and teaching staff of the Scots College community.

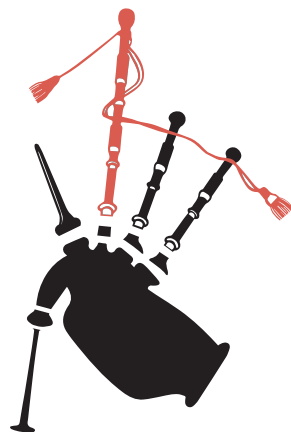
A further benefit of this approach is the close relationship to the IB curriculum. Each of the P-E-R-F-O-R-M elements takes account of the relevant IB Learner Profile attributes.



## A summary of each element of the framework is as follows:

### PURPOSE

For individuals to perform at their best they need to have a sense of purpose. Understanding not just what they are doing but why they are doing it is critical in terms of motivation. Grof (1996) states that "Adolescence is a time when we are confused, self-conscious, eager to explore new possibilities, and wanting desperately to find our niche" (p.4). Teenagers are on a journey to find the self. They are seeking answers to the myriad of questions presented to them in an increasingly complex world.

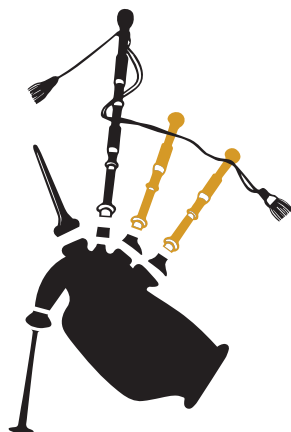


For students, the importance of having clearly defined academic, cultural, sporting and personal goals that are regularly re-visited and assessed cannot be overstated. The process of fostering a sense of purpose involves identifying strengths and exploring the various ways that they can be used for the benefit of self-improvement, contribution to community and the improvement of others. The New Zealand Curriculum identifies Participating and contributing as one of the Key Competencies: "students who participate and contribute in communities have a sense of belonging and the confidence to participate within new contexts. They understand the importance of balancing rights, roles and responsibilities" (The New Zealand Curriculum, 2007, p.12). Activities that allow individuals to showcase their strengths are a powerful way to promote well-being and foster a sense of purpose. Providing opportunities for students to voice their opinions, get involved in service initiatives and contribute to aspects of collegial life through forums such as student councils, assemblies, clubs and societies, help to develop a sense of purpose and meaning during their time at Scots College.

In the same way, for staff, finding meaning and purpose in the workplace is hugely important in terms of satisfaction, performance and overall sense of well-being. This can be achieved by adopting a set of well-defined professional goals that are aligned with schoolwide goals and the objectives of the College. Seeking assistance from designated mentors with career planning and exploring formal professional development opportunities are other important factors in a purpose driven approach to teaching as a career.

### ENGAGEMENT

British academic Steve Wheeler (2011) suggests that "the future of learning is personal". 21st Century teachers must be flexible enough in their approach to cater for the varying needs and interests of students. Engagement leads to enjoyment and enthusiasm about College life. Adopting strategies both within and outside of the classroom that are designed to enhance behavioural, cognitive, social and emotional engagement is a crucial step in fostering well-being at Scots College.



Teachers of the "Digital Natives" generation must accept that the role of the educator has changed. "Today's child is bewildered when he enters the 19th century environment that still characterizes the educational establishment where information

is scarce but ordered and structured by fragmented, classified patterns, subjects and schedules” (McLuhan, 1967). Education is no longer simply about the dissemination of information from teacher to student. Utilising ICT teaching tools in the classroom can engage and motivate learners; our movement towards a 1:1 environment at Scots has helped facilitate this transition as we recognise the needs of the 21st century learner.

Engaged students are far more likely to develop the attributes of an independent learner, take risks, extend themselves and encounter experiences beyond the curriculum. The majority of students thrive when given opportunities to take part in self-directed activities and incorporate personal interests. This has already been demonstrated at Scots through the adoption of learning tools such as the Howard Gardner inspired Pirozzo Learning Matrix and the MYP Personal Project. Current teaching practice suggests that relationship-based teaching strategies incorporating creativity in the classroom, leads to greater engagement, focus and fulfilment. Students can employ learned strategies to improve their focus in the classroom; this is an important component in developing engagement within the student community.

At a personal level for teaching staff, realising and developing a passion for their profession is a powerful step to ensuring engagement levels are high. Teaching analyst and consultant Dr. Fred Jones states “As a teacher I have come to the frightening conclusion that I am the decisive element in the classroom. It is my personal approach that creates the climate. It is my daily mood that makes the weather.” (2007, p. 13). By focusing on ‘Engagement’ as a foundation of well-being, staff can be encouraged to connect their strengths and motivations to their teaching practice which, in turn, inspires students to become more engaged.

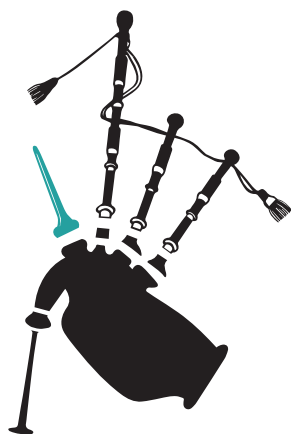
## RELATIONSHIPS

A school can be defined and measured by the strength of its relationships (including peer relationships, teacher-student relationships, staff relationships and parent-school relationships) and the quality of communication. Relational development is a critical aspect of education.

The tutorial programme and aspects of the academic curriculum continue to incorporate explicit teaching of social skills and values which contribute to relational development. A

restorative approach to behaviour management via “The Scots Way” ensures that relationships are central to pastoral care and that we discipline with dignity. Healthy and positive relationships (built on honesty, integrity and trust) foster a greater sense of well-being and boost performance levels. According to the summary findings of a 2013 meeting of the International Boys’ Schools Coalition, relationships are the number one priority for teachers in boys’ schools: “If boys feel you know them, if boys feel you care about them, they will work and achieve well. Conversely the opposite feelings lead to disengagement and failure” (2013, p.1). Classroom strategies for relational development include activities that require collaboration and cooperative learning. EOTC is a powerful platform for enhancing relationships between students and with staff.

Positive parent-school relationships are highly valued at Scots. As such, clear communication protocols have been established and with both formal and informal opportunities for face-to-face interactions. Established groups such as the Parents’ Association provide opportunities for parents to play an active role as members of the College community.



A truly culturally sensitive approach to education extends beyond our bi-cultural heritage. We cannot ignore the fact that we are an increasingly multi-cultural society. Aspects of the kura-kaupapa maori movement, especially the focus on strengthening ties between schools and families, can and should be applied to ensure that positive relationships are established and continue to flourish.

The collegial atmosphere for staff can continue to be improved by providing regular social opportunities via organising bodies such as the Staff Association. Other opportunities involve team building exercises via external consultants and continuing to explore and define our staff culture.

## FAITH

“May we treasure our heritage of beliefs and values in this school” (Scots College school prayer). Dr James Gibb’s vision for Scots was the creation of a Christian College that would be independent of the secular state system. One hundred years on, it is important that the special character of the College continues to be recognised and celebrated through such pathways as weekly chapel services, pastoral programmes, A Chosen Generation (student-led fellowship group) and RE lessons.

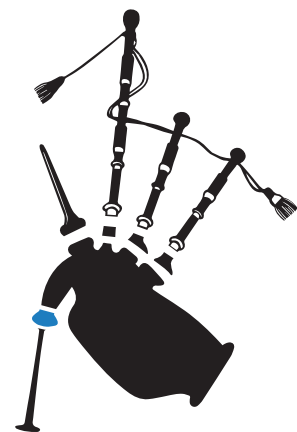
According to the New Zealand Curriculum (2007), values are “deeply held beliefs about what is important or desirable. They are expressed through the ways in which people think and act.” (p.10). The ultimate goal is to enrich the learning experience of students by moving beyond being mere facilitators of information, instead seeking to become transformative educators who teach from the heart. As Hansen (2001) notes “a person who really knows and believes something understands it and lives by it. It becomes part of them and the way they view the world” (p. 56). Teaching can be the most fulfilling and rewarding career if teachers adopt the philosophy of teaching who they are: “True contentment comes when we act in alignment with one set of values at work, at home, and in the community” (Manby, 2011, p.183).

Scots provides regular opportunities for the College community to explore faith and spirituality, and to reflect on their own personal worldview. This is significant in helping both students and staff to find meaning and purpose in their daily lives.

## ORGANISATION

In this increasingly fast-paced, results-driven era, the emphasis on building the ‘All-Round Man’ can create organisational challenges, not to mention high levels of stress and anxiety for students, staff and families. To cope with these pressures, students require explicit coaching in the areas of organisation, time management and maintaining a healthy work/ life balance. This is a key focus of our tutorial programme, particularly in the transitional years of the Middle School.

For staff, being organised and expressing “withitness” or “classroom awareness, alertness, intuition, and confidence” (Pressman, 2011) is critical in being effective in the classroom. Charles’ (2011) findings concur: “management of classroom



organisation, lesson delivery, and attention to individual students were more effective than punishment or other known sanctions used to enforce proper behaviour” (p.xxix).

Maintaining optimum levels of organisation can be seen as increasingly challenging for members of staff. The Scots PCT programme, staff induction process, mentoring and appraisal practices are some examples of supporting practices that already take place at the College to aid organisation. Further opportunities will be explored for professional development in this area.

## RESILIENCE

Encountering adversity is a fact of life. How individuals cope with significant challenges stems from their capacity to respond positively and to readily adapt to change. Developing resilience is crucial for both social and academic success in school and in a professional capacity.

At Scots the explicit teaching of resilience skills and coping strategies is an important aspect of our pastoral, RE and Health programmes. EOTC experiences provide opportunities for students to develop coping strategies, build resilience levels, act with courage and take responsible risks in challenging circumstances.

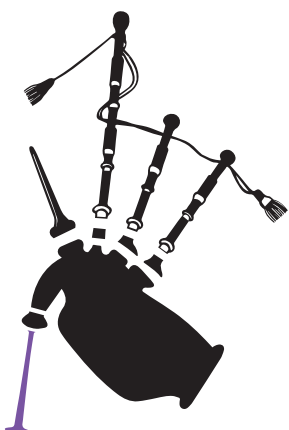
Teaching is a giving profession – because of this, it takes from you. Developing resilience, especially as a beginning teacher, is vital for survival in the profession. A study conducted in 2003 found that “new teachers at risk of leaving the profession express strong dissatisfaction with their teaching assignments and frustration with the politics of their profession, the lack of adequate resources, and inadequate mentoring support” (McIntyre, 2003). For staff at Scots, our mentoring and appraisal processes are currently being reviewed and developed to ensure that staff feel supported and valued. Professional guidance is available through the confidential counselling services of the Chaplain and external agencies as required. These support networks help staff, facing adverse circumstances, to build resilience.

## MAINTENANCE

Maintaining a healthy body and mind is central to well-being. Me kori tonu (‘Be Active’) is a pathway to well-being, promoted by the Mental Health Foundation of New Zealand recognising that physical activity influences mental state.

At Scots, a broad range of opportunities are offered for all members of the community to stay fit and active. PE classes, along with wide-ranging sports and cultural programmes allow students to regularly step outside of the classroom to exercise. The Health curriculum, together with the weekly tutorial programme, provides an outlet for examining the importance of maintaining a healthy life-style and making sensible and informed choices with regards to nutrition, hygiene, drugs and alcohol and sexual health.

For staff, initiatives such as Zumba, yoga and Scots Fit classes provide opportunities to bring together teaching and non-teaching staff, strengthening our sense of collegiality, raising energy levels and reducing stress.



## Conclusion

There are a myriad of pathways that the school can utilise to facilitate a pastoral programme that has far-reaching effects. The P-E-R-F-O-R-M framework is a development tool that will capture the unique essence of Scots and the College community. P-E-R-F-O-R-M will foster well-being, supporting and encouraging teachers and students to realise their potential. Its success will be determined by the willingness of the whole school community to embrace this approach. As Kurt Hahn notes “We are crew, not passengers. Students and teachers are strengthened by acts of consequential service to others.”

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## Will Struthers,

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