



# DRAFT WELLBEING FRAMEWORK

DOBCEL WELLBEING STANDING COMMITTEE

## Rationale for a Wellbeing Framework:

The Ballarat Diocesan Education vision and mission of 'Fullness of Life for All' implies a growing and expanding sense of wellbeing for all members of the diocese.

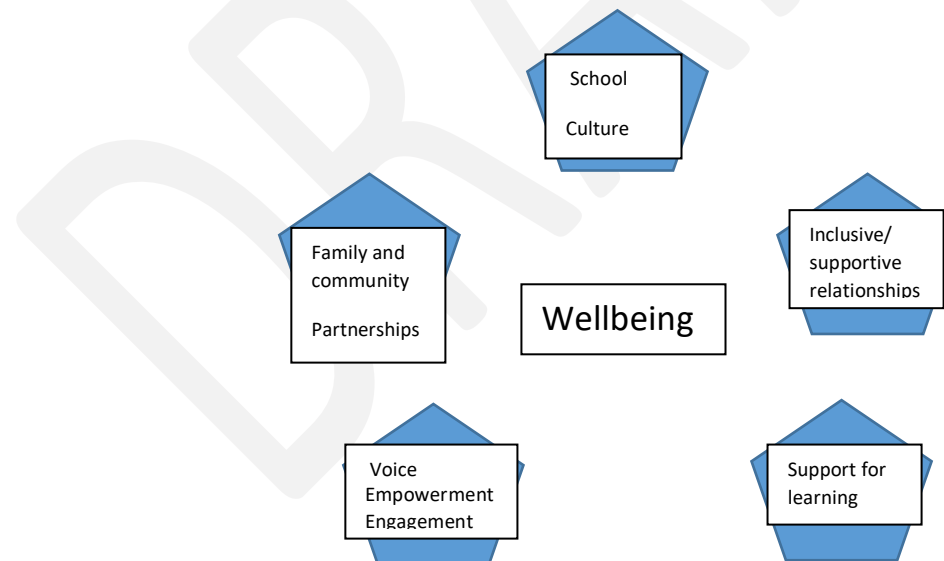
The purpose of this framework is to facilitate the creation of an environment in which the above can be achieved by promoting that which enhances wellbeing and limiting barriers that may restrict the achievement of wellbeing.

### Defining Wellbeing

"Wellbeing is understood to be realising one's unique potential through physical, mental, emotional and spiritual development. Wellbeing incorporates the degree to which a person is functioning effectively and their capacity to cope, learn and thrive" (Excel CEOM).

There are many influences which help to shape a person's wellbeing including the quality of supportive relationships, the degree of choice, achievement of meaningful goals, positive relationships, enjoyment, personal growth and development, health and safety that the person experiences in their daily activities.

### Elements of the Wellbeing Framework in the Diocese of Ballarat:



# Elements of Wellbeing

## **Culture:**

The adoption of strategies to ensure a positive and safe learning environment to encourage staff and students to feel connected, respected and accepted within the school's diverse community.

*John 13:13-15*

*'You call me "Teacher" and "Lord", and rightly so, for that is what I am. Now that I, your Lord and Teacher, have washed your feet, you also should wash one another's feet. I have set you an example that you should do as I have done for you.'*

## **For Staff and Students:**

- Promote a culture of respect, fairness and equality and adherence to the relevant codes of conduct
- Encourage learning opportunities to build student and staff capacity to enhance their own social, emotional and resilience skills
- Work collaboratively with staff and students to create a shared vision and understanding for learning, safety and wellbeing
- Whole-school approaches to wellbeing and positive behaviour with appropriate tiers of support to meet diverse needs
- Regular collection and analysis of data to ensure a positive work life balance for all
- Provision of opportunities for leadership to access learning in quality management support strategies to ensure leadership practices are health giving

## **For Staff:**

- Promote work-life balance for all
- Wellbeing, mindfulness, mental health strategies and stress management strategies and information to be promoted in publications and meetings

## **Inclusion and Supportive Relationships:**

Develop strong, supportive relationships to provide an inclusive environment and greater connection to the community.

*Galatians 6:9*

*‘Let us not become weary in doing good, for at the proper time we will reap a harvest if we do not give up’*

### **For staff and Students:**

- Encourage the formation of meaningful, positive and supportive relationships
- Use of trauma informed practices to promote inclusion
- Promote the use of effective classroom management with positive behavioural norms and organisational support
- Promote the restoration of relationships and assist in the resolution of conflict
- Build an inclusive, empowering environment which encourages choice and positively contributes to a sense of belonging, connectedness and engagement.
- Build a positive, diverse and culturally safe environment to encourage inclusion, connection and respect

### **For Staff:**

- Embed staff team building and collaboration

## **Support for Learning:**

Provide an environment and integrated approach to support the development of knowledge, understanding and skills to enhance resilience and wellbeing.

*Proverbs 22:6*

*“Train up a child in the way he should go; even when he is old he will not depart from it.”*

### **For Students:**

- Explicit teaching and modelling of social emotional skills enabling the self-regulation of emotions and behaviours, using evidence-based practices and whole school approaches.

### **For Staff and Students:**

- Opportunities to exercise choice to enhance self-regulation, decision-making skills and self-motivated engagement in learning
- Creation of a safe environment where staff and students are encouraged to take risks with their learning, leading to life-long learning habits
- Support to develop knowledge, understanding and skills to manage their own health and wellbeing

### **For Staff**

- Coaching and mentoring available to assist staff to improve their learning and teaching approaches
- Regular performance reviews and professional development plan to be devised with staff to assist with career planning and performance improvement

## **Agency, Empowerment and Engagement:**

Students and staff actively contributing to decision-making processes, having the opportunity to express their thoughts and ideas in a safe and supportive environment.

This will increase the magnitude of attention, curiosity, interest, optimism and passion that all members of the school community will experience when participating in school activities.

*Corinthians 9:6*

*‘The point is this: whoever sows sparingly will also reap sparingly and whoever sows bountifully will also reap bountifully’*

### **For Staff and Students:**

- Participation and engagement in scholastic and cultural and community experiences to build on and expand knowledge and skills through meaningful personalised learning experiences
- Provision of opportunities for student and staff voice and choice. Such opportunities should be authentic and provide a voice in matters that affect students and staff
- Use evidence informed, strength-based approaches to actively engage students and staff in enhancing their own wellbeing and learning
- Leadership to actively seek staff and student perspective about safety and wellbeing in order to promote positive learning outcomes
- Collaboration between leadership, students and staff to develop strategies to enhance wellbeing, promote safety and counter violence, bullying and abuse in all online and physical spaces

### **For staff:**

- Share skills, knowledge and experiences with peers within the school and take advantage of opportunities to participate in learning and experiences with staff from other schools
- Take opportunities to reflect honestly about wellbeing issues, health and safety and workload to encourage a healthy workplace
- Celebrate achievements within the staff group

## **Community Partnerships:**

Students, school staff, parents and families are integral members of the school community and partners in student learning. Community services, agencies and groups may also be requested to collaborate in the provision of appropriate services to students and staff.

*Hebrew 10: 24-25*

*And let us consider how we may spur one another on toward love and good deeds, not giving up meeting together, as some are in the habit of doing, but encouraging one another – and all the more as you see the Day approaching.*

### **For Staff:**

- Collaboration and co-operation with families to build and sustain inclusive, respectful relationships and to create a shared understanding of support for learning, safety and wellbeing
- Partnerships with Aboriginal and Torres Strait Islander families and organisations to ensure a culturally safe environment and a reciprocal exchange of knowledge on wellbeing issues
- Monitor and review school capacity to protect the safety and wellbeing of all members of the school community
- Encourage interaction with specialised agencies who are able to provide assistance and knowledge to staff in areas of need.
- Encourage the use of Employee Assistance Program (EAP) counselling services for staff to gain counselling and support where necessary

## Appendix 1: Alignment with Australian Education Standards

Elements of Wellbeing Practice	Australian Professional Standards for Teachers (AITSL)	Child Safe Standards	Characteristics of a Highly Effective Catholic School (CHECS)	Australian Curriculum
<b>Leadership &amp; School Culture</b> School leaders are in a unique position to set and drive the culture of the school, to promote staff and student wellbeing and to improve learning, behaviour and academic results by working on a collaborative whole school approach to health and wellness.	Standard 4, 6 & 7	Standard 1,2,3,4,6,7	1.1, 1.2, 1.3, 2.1, 2.3, 3.1, 3.2, 3.3, 4.5, 5.2, 5.4	Personal & Social Capability Health and Physical capability-Contributing to healthy and active communities & communicating and interacting for health and wellbeing
<b>Inclusion and Supportive Relationships</b> The school community having a high regard and value of respect, diversity, safety and wellbeing resulting in a widespread feeling of being connected and accepted within the school community. Strong supportive relationships provide safe and inclusive environment for students to enhance the environment for learning.	Standard 1, 4, & 5	Standard 3, 6 & 7	5.1	Personal & Social Capability, Health and Physical Activity – Being healthy, safe and active Communicating and Interacting for health and wellbeing
<b>Enhancing Learning</b> Schools have a responsibility to teach, model, build behaviour practices and implement curriculum requirements that support a learning environment where the connection of	Standard 1, 2, 3, 4 & 5	Standard 7	2.1, 4.1, 4.2, 4.3, 5.2, 5.3	Personal & Social Capability Health & Physical Activity – Being healthy, safe and active



learning about health and wellbeing is supported by alignment of action across a whole school approach.				
<b>Engagement and Empowerment</b> The magnitude of attention, curiosity, interest, optimism and passion that students and staff show when they are learning. The level of motivation demonstrated when participating in school activities. Students and staff are actively contributing to decision making processes and collectively influencing outcomes by sharing views, ideas and concerns and actively participating in schools, communities and the education system.	Standard 1, 2, 3, 4, 5, 6	Standard 5, 7	4.1, 4.2, 4.3, 5.4	Personal & Social Capability Health & Physical Activity – communicating and interacting for health and wellbeing
<b>Community Partnerships</b> The school includes and consults with parents, families and community groups as integral members of the school community and partners in learning	Standard 4, 7	Standard 6,7	2.1, 2.2, 4.5, 5.4	Personal & Social Capability Health & Physical Capability -contributing to healthy and active communities

There are two major approaches to defining wellbeing. The first relates to the subjective measure of feeling good and experiencing positive emotions. The second relates to our ability to function and flourish as a member of society.

All students have the right to feel safe and be safe. The wellbeing of children in our care will always be our first priority and we do not and will not tolerate child abuse. We aim to create a child-safe and child-friendly environment where children are free to enjoy life to the full without any concern for their safety. There is particular attention paid to the most vulnerable children, including Aboriginal and Torres Strait Islander children, children from culturally and/or linguistically diverse backgrounds, and children with a disability.

How can schools positively influence the wellbeing of students?

The wellbeing and learning of students is positively impacted by the quality of positive relationships. Positive relationships with adults in the school and with students at all levels increases engagement and motivation. (Hattie, 2009) Relationships may be enhanced by the use of whole school strategies, frameworks and philosophies. Such curriculum and strategies explicitly teach behaviour, mood management, recognition and naming of emotions and regulation of emotion. Positive relationships foster connectedness and feelings of belonging. These relationships are characterised by constructive interactions that provide enthusiastic and genuine support.

Student's learning and engagement is positively impacted by the provision of choice. This has been shown to enhance motivation, interest and commitment to tasks. The provision of choice supports self-regulation, self-discipline and achievement. When students have choice and opportunities to engage in activities that are of interest and value to them, their wellbeing is improved. (Anderson, 2016)

Similarly, the use of student voice in a meaningful way ensures that young people are participating in school life in an engaged and purposeful manner and this aspect also meets one of the requirements of the Child Safe Standards. "Authentic' student voice....should encourage young people's active participation in shared decision making and consequent actions (Fielding, 2001; Hargreaves, 2005; Holdsworth, 2005). The attention to authentic student voice leads to increased student agency and a sense of equal participation in learning which in turn improves student motivation.

“Student resilience and wellbeing are essential for both academic and social development, and are optimised by safe, supportive and respectful learning environments. Schools share this responsibility with the whole community.

Not only do confident and resilient children with a capacity for emotional intelligence perform better academically, these skills can also contribute to their ability to create strong bonds and supportive communities, and to maintain healthy relationships and responsible lifestyles.” Australian Government, Department of Education: Student Resilience and Wellbeing

DRAFT