

# Pearson Schools Consulting Services



## Embedding wellbeing and resiliency skills into daily classroom practice

### Wellbeing and resiliency user study

Approached by a cluster of Primary and Secondary schools in Queensland, Pearson Schools Consultancy Services developed a wellbeing program to foster teachers' skills in identifying student issues in a more timely and accurate manner, and in embedding a culture of wellbeing and resilience for all members of the school communities.

A 12 month program that included a Launch event - Conference, a series of workshops and masterclasses delivered by high profile expert educational and clinical speakers and assessments of social and emotional wellbeing in students, was developed in collaboration with stakeholders as a means to delivering the expected results for the cluster.

A formative review and appraisal process of the program ensured that the cluster engaged in a program that met success measures and enhanced the wellbeing and resiliency strategies used in the schools.

#### The background

---

A school cluster in Queensland, comprising of Primary and Secondary schools, was seeking a holistic approach to promoting the wellbeing and positivity of students by providing teachers with the skills and strategies to nurture social and emotional learning.

All schools in the network were concerned that without a cultural shift, individual intervention would continue to be reactive and inconsistent. Wellbeing policies and practices were in place, however, a consistent approach towards and shared understanding of the social and emotional wellbeing of students were not.

#### Identified goals

---

After conducting a collaborative **User Needs Analysis**, and spending some time in further understanding the unique student challenges in the schools, the following needs were identified:

1. That classroom teachers need to develop further skills that can be embedded into daily practice, in order to proactively improve wellbeing & resilience.
2. That classroom teachers need to modernise their behaviour management techniques so as to heighten student engagement with the curriculum.
3. That the relationship between the school, the parents and the wider community is improved.
4. To create a safe and nurturing environment for learning to occur.





## Embedding wellbeing & resiliency skills into daily classroom practice

Wellbeing and resiliency user study



### The program

In collaboration with the cluster leadership team, **Pearson Schools Consulting Services** developed a 12 month program that allowed schools to enhance their capacity within their goals.

Furthermore to promote collegiality and ensure that the program was personalised and relevant, the professional learning program included primary educator specific sessions, secondary educator specific sessions and sessions that targeted school leaders.

The program was launched with a two-day conference that introduced the following streams:

1. The everyday of student wellbeing
2. Student behaviour and engagement
3. Community engagement - 'our community rocks!'

During the 12 month program, participants used a range of **assessment and intervention tools**, such as the Social Skills Improvement System (SSIS), and engaged in **professional learning** workshops.

High profile educational experts also delivered a series of masterclasses that explored current research and encouraged creativity.

The following AITSL Australian Professional Standards for Teachers were addressed in this professional learning program:

- Standard 1 Know students and how they learn
- Standard 3 Plan for and implement effective teaching and learning
- Standard 4 Create and maintain supportive and safe learning environments
- Standard 6 Engage in professional learning





## Embedding wellbeing & resiliency skills into daily classroom practice

Wellbeing and resiliency user study

### The program structure

PROGRAM STRUCTURE	INCLUDED FEATURES*:
<p><b>The everyday of student wellbeing</b></p> <ul style="list-style-type: none"> <li>• Bounce Back! basics</li> <li>• Social learning</li> <li>• Sustaining cultural shifts - an advanced class</li> <li>• Whole school approaches to Wellbeing</li> </ul>	<p><b>Launch Conference:</b></p> <ul style="list-style-type: none"> <li>• Face-to-face</li> <li>• Formal</li> <li>• Facilitated</li> <li>• Collaborative</li> <li>• Situated</li> <li>• Certified</li> </ul>
<p><b>Student behaviour and engagement</b></p> <ul style="list-style-type: none"> <li>• Recognising bullying behaviours and victimisation</li> <li>• Student behaviour and engagement</li> <li>• Intervention - When and how</li> </ul>	<p><b>Assessments and interventions:</b></p> <ul style="list-style-type: none"> <li>• Face-to-face and remote elements</li> <li>• Individual</li> <li>• Formal</li> <li>• Self-directed</li> <li>• Personalised</li> </ul>
<p><b>Community engagement - 'our community rocks!'</b></p> <ul style="list-style-type: none"> <li>• The whole-school (and community) Bounce Back! shift</li> <li>• How parents can help</li> </ul>	<p><b>Workshops and Masterclasses:</b></p> <ul style="list-style-type: none"> <li>• Face-to-face</li> <li>• Formal</li> <li>• Facilitated</li> <li>• Collaborative</li> <li>• Situated</li> </ul>

24 MONTHS PROGRAM

\* The table shows features of innovative professional learning and performance & development in alignment with *Global trends in professional learning and performance & development Some implications and ideas for the Australian education system*, AITSL, 2014.





## Embedding wellbeing & resiliency skills into daily classroom practice

Wellbeing and resiliency user study



### Outcomes

Teachers were able to empower students to face challenges in a positive and resilient manner. This fostered a prosocial community where all members were proactive and where dialogue between teachers, students and parents was informed.

The schools reported a marked improvement in student behaviour in the classroom and improved attentiveness.

The learning acquired, inspired school leaders to embark on a professional learning program for aspiring leaders within the cluster that included coaching and mentoring and the development of critical thinking skills.