Oide

Tacú leis an bhFoghlaim Ghairmiúil i measc Ceannairí Scoile agus Múinteoirí

Supporting the Professiona Learning of School Leaders and Teachers

Exploring the Wellbeing Policy Statement and Framework for Practice

Online Workshop

Facilitators:

CC BY NC

Expectations and Overview

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Expectations for Online PLE

Screen Name

Mute/Unmute

Cameras On

Breakout Rooms

Questions

Duration of Session

Oide does not give permission for this PLE event to be recorded.

Screenshots are not permitted.

Session Overview

Wellbeing in Education

Online Workshop

Key messages and structure of the Wellbeing Policy Statement and Framework for Practice (WPSFP)

The role of schools in wellbeing promotion

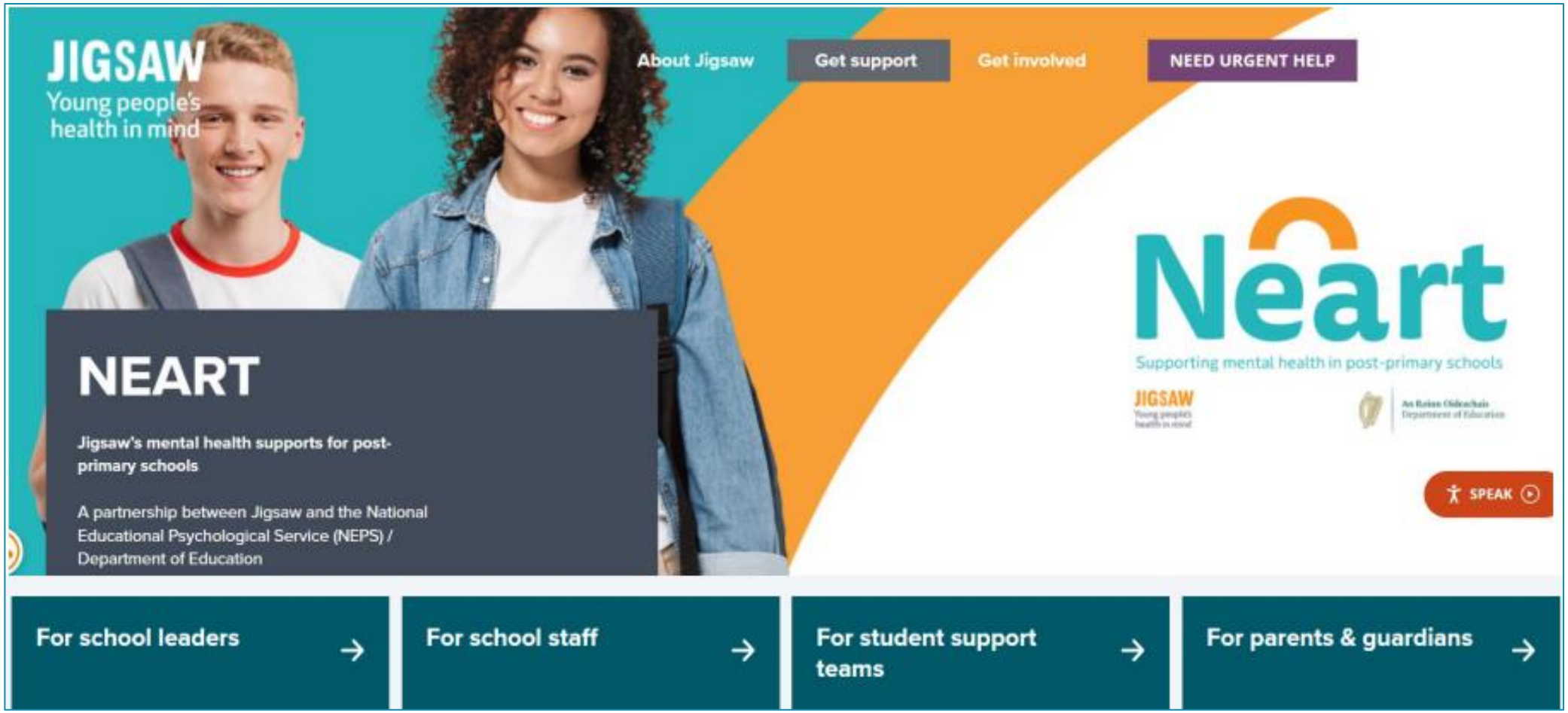
Book walk of the WPSFP

DE requirements of schools

Resources

Questions and evaluation

Neart information for schools



Session Outcomes

Become familiar with the structure and aims of the Wellbeing Policy Statement and Framework for Practice (WPSFP).

Reflect upon practical ways in which schools and teachers support wellbeing.

Acknowledge the link between evidence-based wellbeing promotion and student achievement.

Explore relevant resources available to support schools to fulfil the requirement to review and develop wellbeing promotion.

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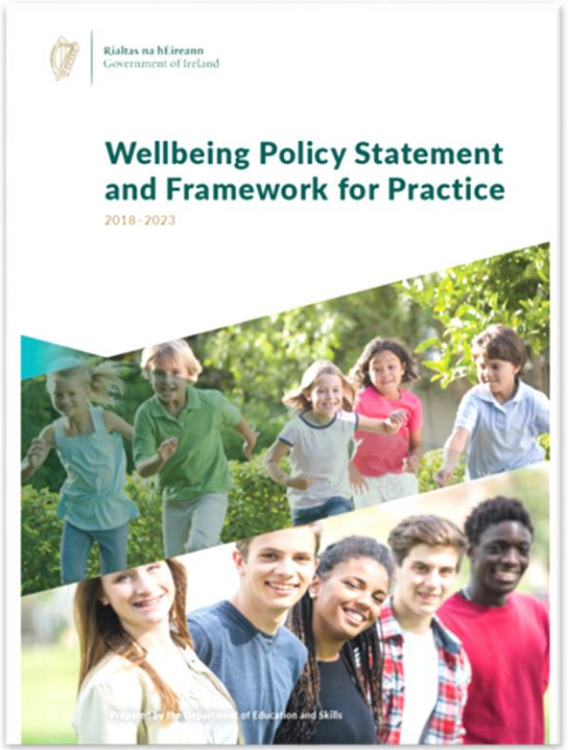
Wellbeing Policy Statement and Framework for Practice



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Wellbeing Policy in Education

Structure of the Framework

01	Section 1: Wellbeing Policy Statement	• Why do we need a Wellbeing Policy Statement and Framework for Practice? • What do we mean by Wellbeing? • The role of schools in Wellbeing Promotion. • Bronfenbrenner's Ecological Model of Human Development • Wellbeing Policy Statement and Framework for Practice: Implementation.
02	Section 2: Wellbeing in Education - Framework for Practice	• Whole School Approach- Four Key Areas of Wellbeing Promotion. • Linking SSE and the Wellbeing Framework for Practice. • Using the SSE Process with the Wellbeing Framework for Practice.

Key Messages

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Developing, nurturing and sustaining our wellbeing is a lifelong process. The definition of wellbeing is multidimensional in nature and needs to be considered less of a state of being and more of a process of well-becoming.

The DE advocates a multicomponent, whole school and preventative approach to wellbeing promotion which involves all members of the school community engaging in a collaborative process of change.

As per Circular 0056/2022, every school is required by 2025, to use the School Self-Evaluation process to initiate a wellbeing promotion review and development cycle.

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Promoting Wellbeing in Schools

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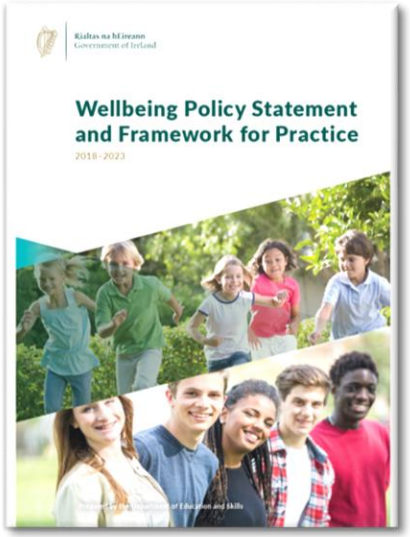
Chat box Reflection

How is wellbeing promoted in our school?

2 minutes

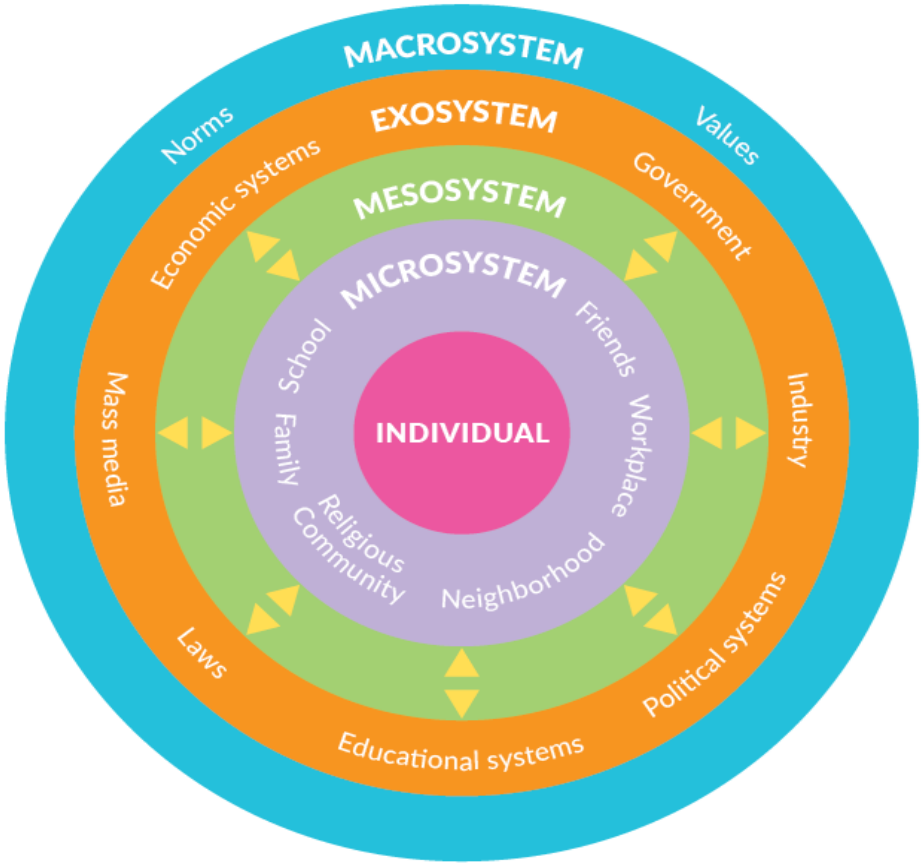
Wellbeing Defined

'Wellbeing is present when a person realises their potential, is resilient in dealing with the normal stresses of their life, takes care of their physical wellbeing and has a sense of purpose, connection and belonging to a wider community.
It is a fluid way of being and needs nurturing throughout life.'



WPSFP, p. 10

Bronfenbrenner's Ecological Model of Human Development



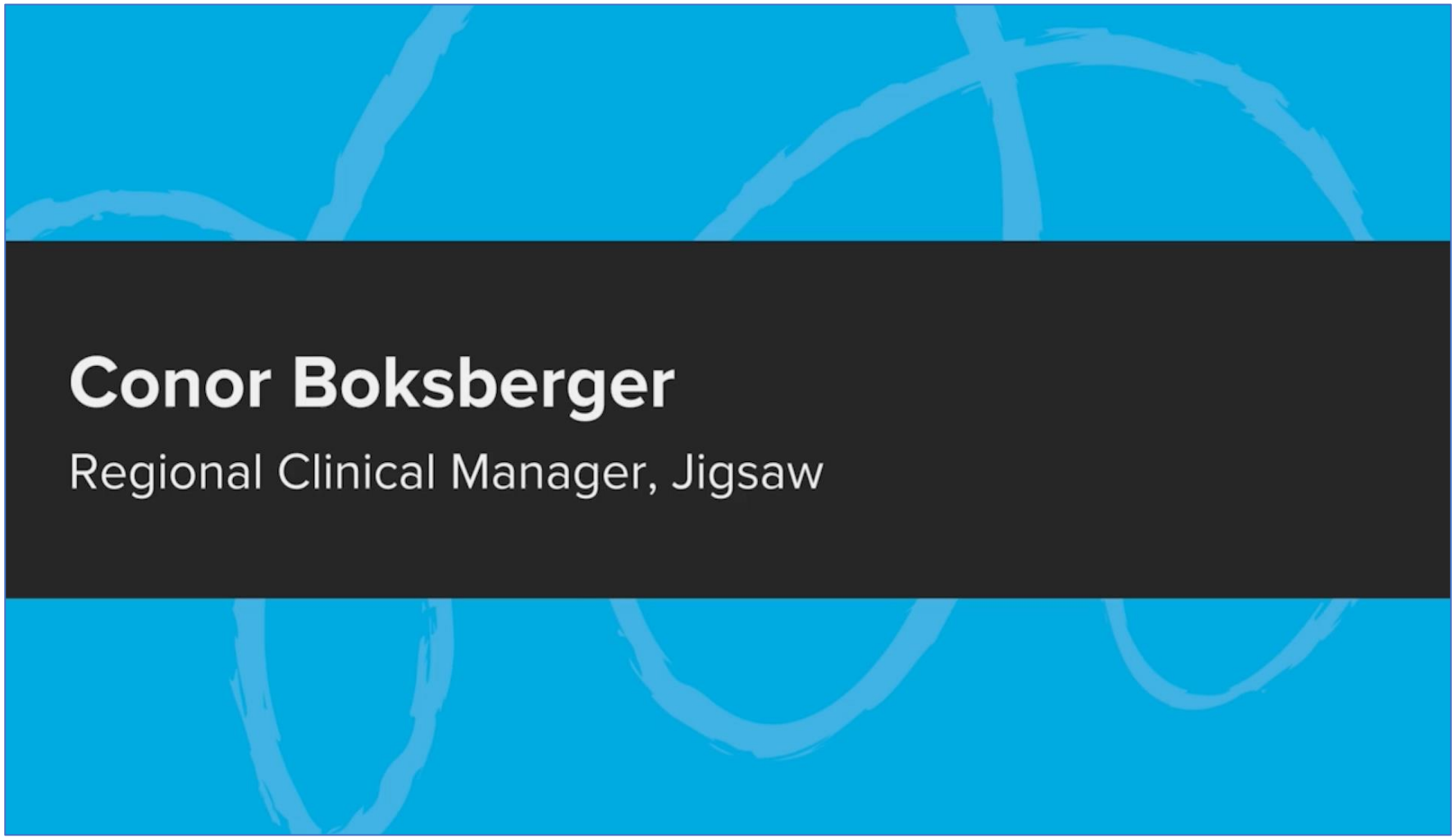
Risk and Protective Factors

'Protective factors have been found to promote positive outcomes for children and young people, even when they have been exposed to risk factors. (Cooper, Jacobs, 2011)

Within the school context, therefore, implementing a preventative wellbeing promotion process that has a focus on strengthening school-based protective factors and minimising school-based risk factors is recommended.'

WPSFP, p.13

Risk Factors & Protective Factors



Risk Factors

- disengagement, absenteeism, isolation and alienation
- violence/aggression, bullying and relationship difficulties
- low achievement/learning difficulties/special educational needs including social, emotional and behavioural needs
- cultural differences
- school transitions
- poor connection between family and school
- harsh and inconsistent discipline
- lack of opportunity to develop social and emotional learning, including problem solving and coping skills.

Protective Factors

- positive relationships with peers and teachers
- a sense of belonging, security and connectedness to school
- opportunities for social and emotional learning
- opportunities for the development of knowledge and skills providing a sense of mastery
- fostering expectations, recognising contributions, effort and achievement
- wellbeing of school personnel
- protocols and support systems that proactively support children and their families
- opportunities to develop the necessary skills to cope with using online technology
- opportunities to develop skills to manage stress

Break Out Room - Risk and Protective Factors

What protective factors exist in your school?

What risk factors exist in your school?

How might you further enhance these protective factors?

How might you reduce these risk factors?

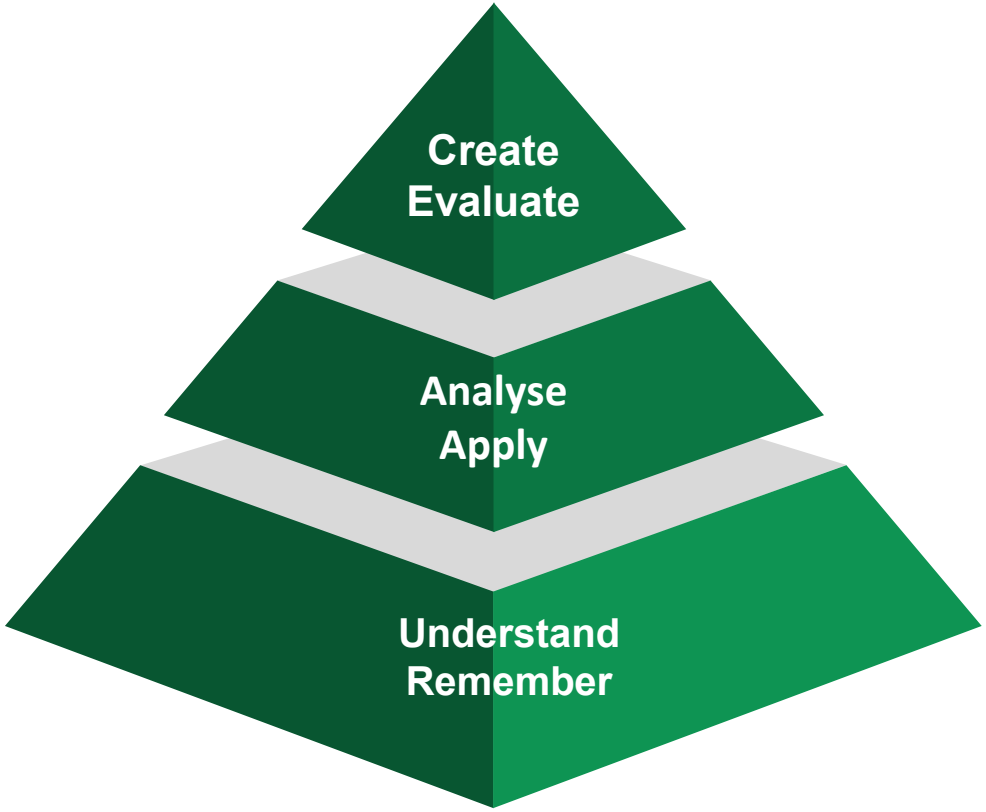
6 minutes

Students have to Maslow before they can Bloom

Oide

MASLOW

BLOOM



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School Wellbeing Promotion Approach

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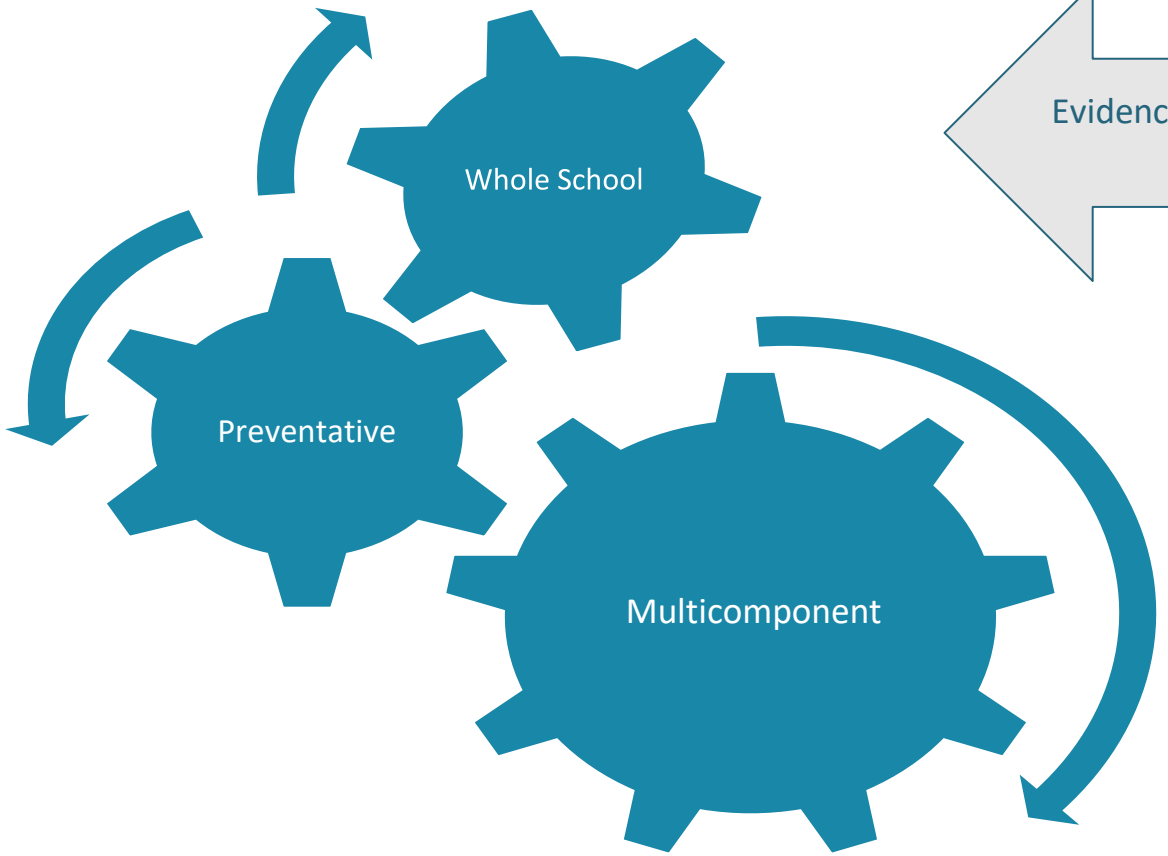
School Wellbeing Promotion Approach



Evidence- based international research and best practice p.13-16

Whole School Approach

Key Roles and Responsibilities:

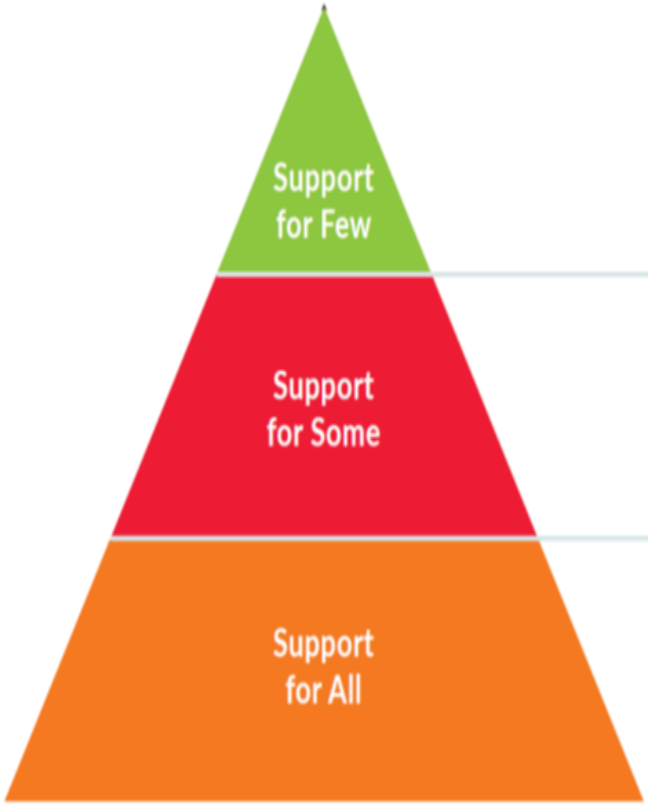
Whole school community

All stakeholders, staff, parents, students, B.O.M

School leaders

Wellbeing promotion is a 'shared community responsibility and is everybody's business'
(DE 2018, p. 1)

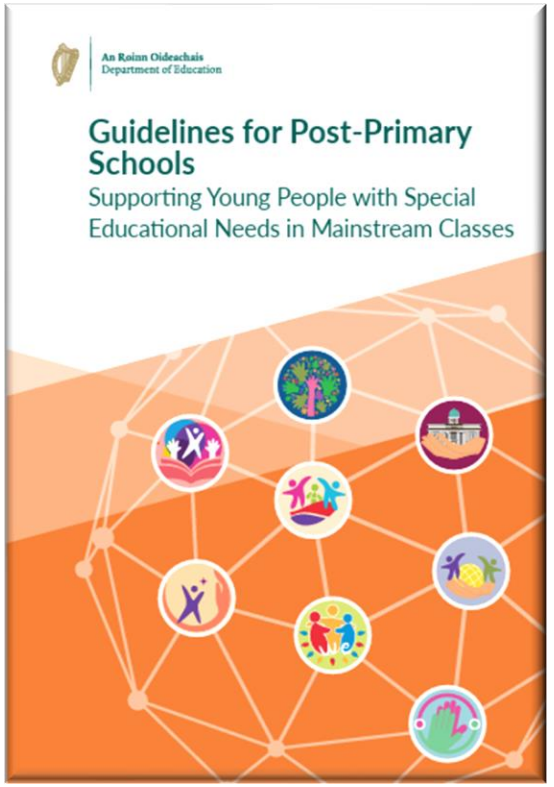
Preventative Approach



School Support Plus for Few:
Individualised, targeted intervention for children and young people with more complex and enduring needs.

School Support for Some:
Identification, targeted prevention and early intervention for those at risk.

Whole School and Classroom Support for All:
Whole school support for wellbeing promotion that includes prevention and development of social and emotional competence & coping skills for all.



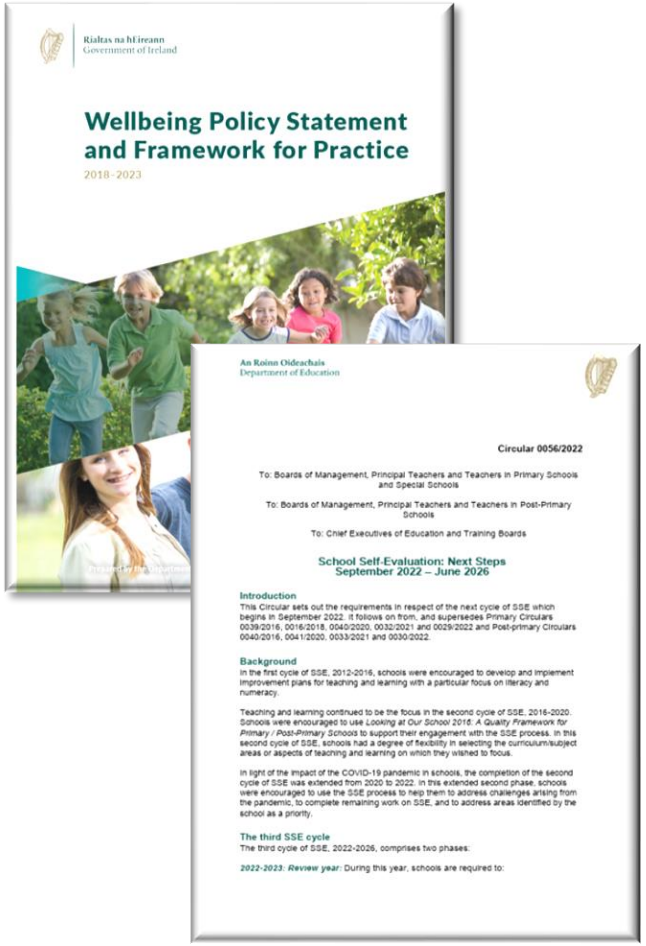
Multicomponent Approach - 4 Key Areas

What are schools required to do?

Schools were asked to include Wellbeing Promotion as a focus for School Self-Evaluation by 2025.

This is not a separate policy and forms part of schools' existing School Self-Evaluation Process.

Circular 56/2022

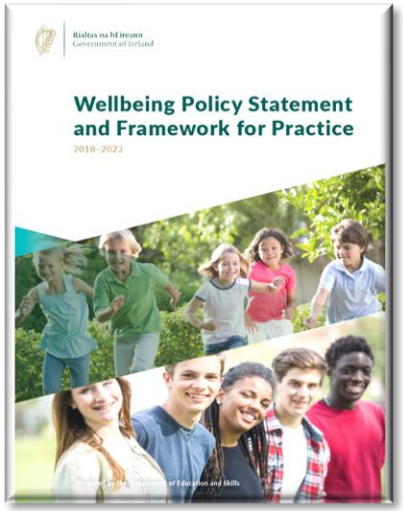


DEIS School: Expectations

This is not a separate policy and forms part of schools' existing School Self-Evaluation Process.

It is not to be viewed as a separate process.

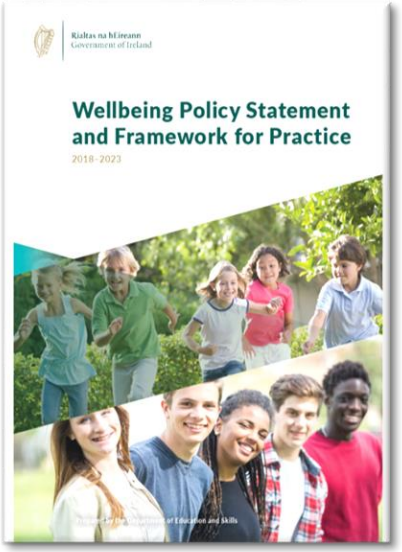
Circular 34/2023



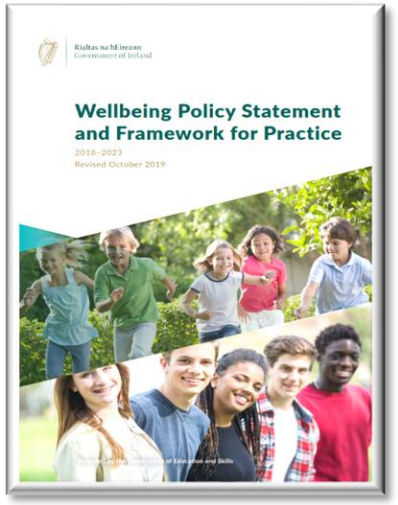
Schools are required to

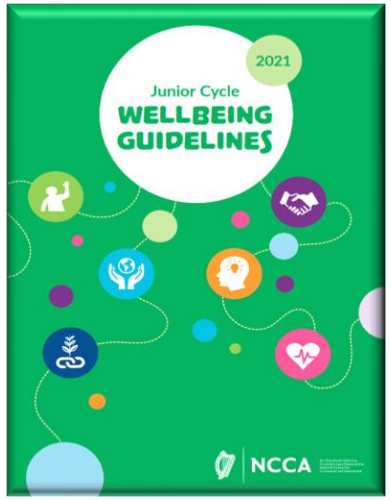
'..*use the six step SSE process with the Wellbeing in Education Framework for Practice, to* ***consider their existing provision for wellbeing*** *under each of the four key areas (culture and environment, curriculum, policy and planning, and relationships and partnerships), and* ***to devise and implement a plan for improvement in one key area,*** *as appropriate for the school.'*

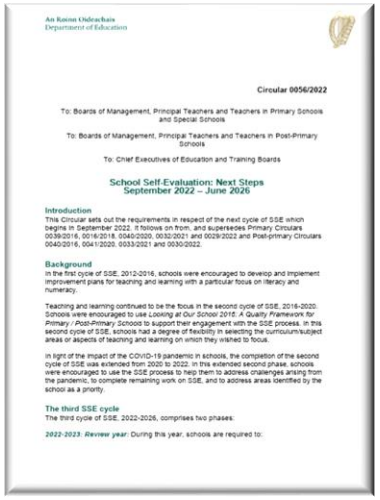
WPSFP, p.37

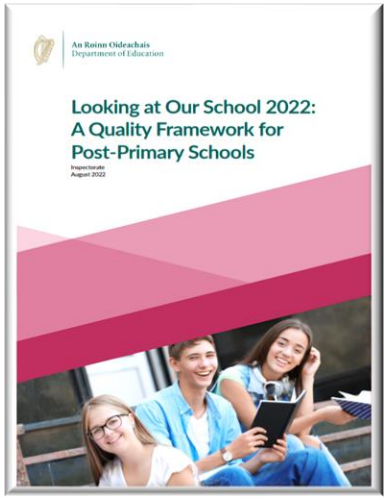


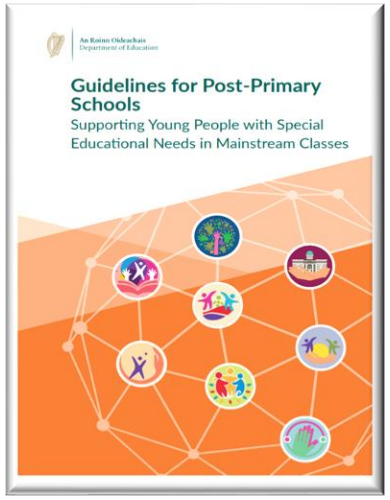
Resources

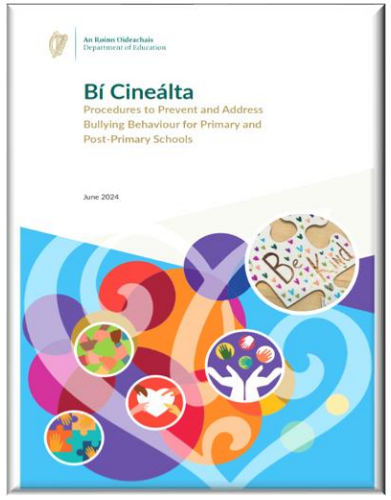

Wellbeing Policy Statement and Framework for Practice
2018 - 2023
Revised October 2019

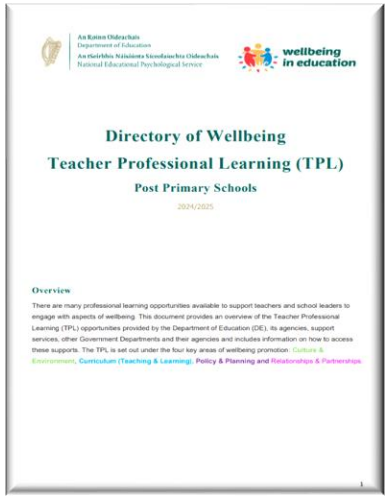

2021
Junior Cycle
WELLBEING GUIDELINES
NCCA

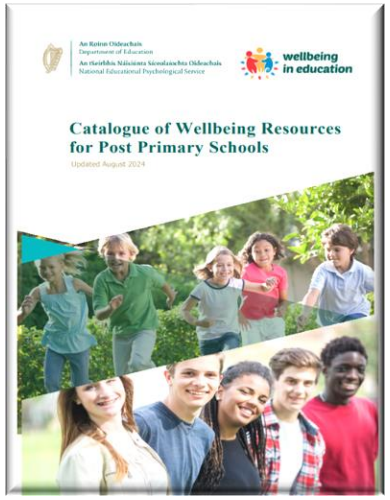

An Roinn Oideachais
Department of Education
Circular 0056/2022
School Self-Evaluation: Next Steps
September 2022 – June 2026
Introduction
Background
The third SSE cycle


An Roinn Oideachais
Department of Education
Looking at Our School 2022:
A Quality Framework for
Post-Primary Schools


An Roinn Oideachais
Department of Education
Guidelines for Post-Primary Schools
Supporting Young People with Special Educational Needs in Mainstream Classes


An Roinn Oideachais
Department of Education
Bí Cineálta
Procedures to Prevent and Address Bullying Behaviour for Primary and Post-Primary Schools
June 2024


An Roinn Oideachais
Department of Education
An tSeirbhís Náisiúnta Síceolaíochta Oideachais
National Educational Psychological Service
wellbeing in education
Directory of Wellbeing
Teacher Professional Learning (TPL)
Post Primary Schools
2024/2025
Overview


An Roinn Oideachais
Department of Education
An tSeirbhís Náisiúnta Síceolaíochta Oideachais
National Educational Psychological Service
wellbeing in education
Catalogue of Wellbeing Resources for Post Primary Schools
Updated August 2024

Oide Website QR Code

Oide

Questions

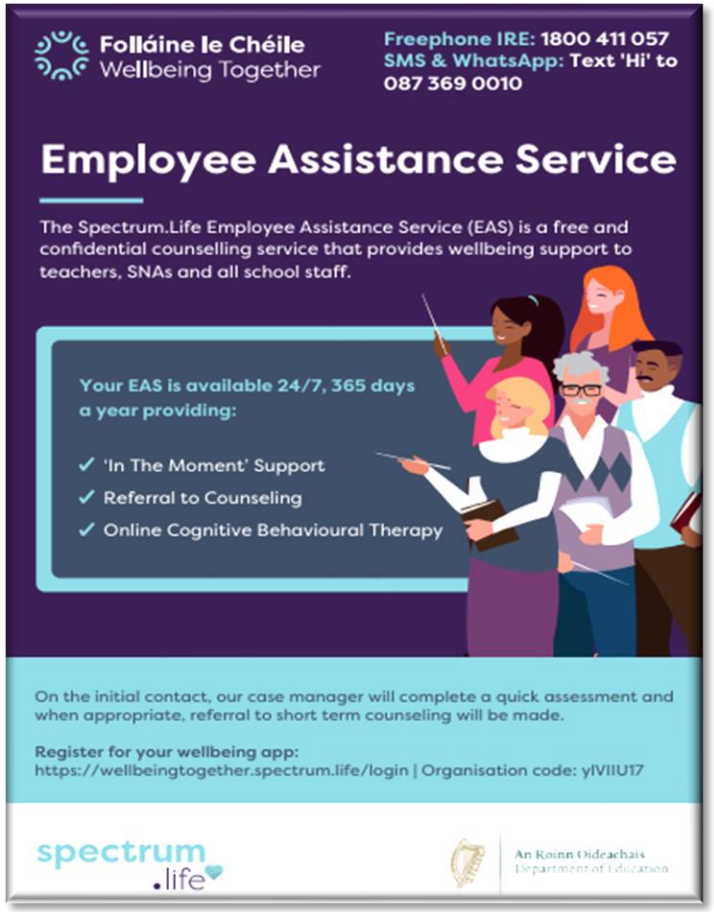
Employee Assistance Service

Folláine le Chéile
Wellbeing Together

CALL 1800 411 057

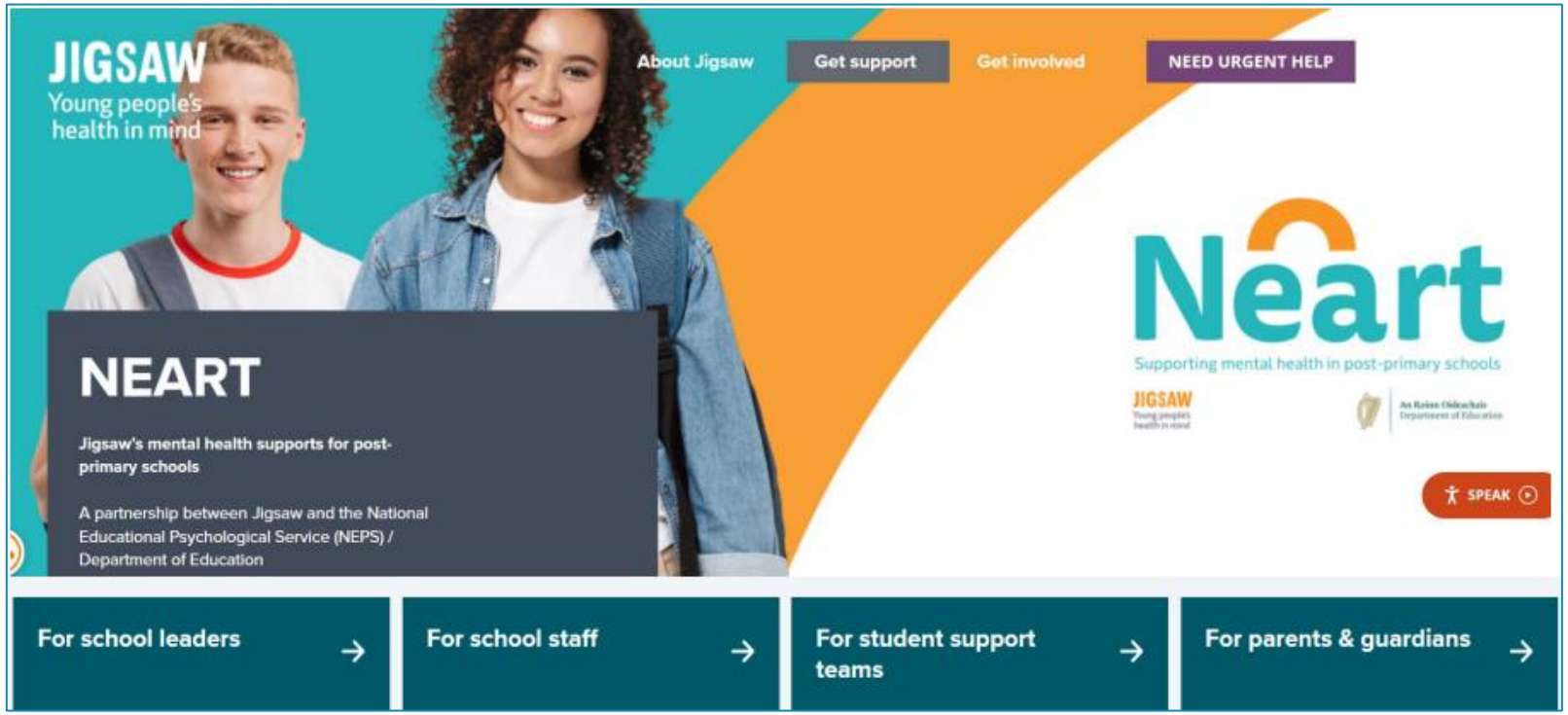
Text ‘Hi’ to 087 369 0010 to avail of EAS support SMS & WhatsApp

www.gov.ie



How schools and parents/guardians can register with Neart

Go to Neart homepage



Workshop Evaluation

Post-primary Wellbeing in Education/ Folláine san Oideachas

Thank you for your participation.