Embedded Wellbeing Inquiry

Marcus Wicher - Principal at Auburn South Primary School
Darien Hunte - Mental Health and Wellbeing Leader and Year 4 Classroom Teacher
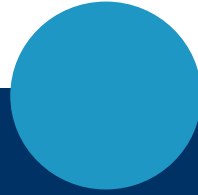**Ella Tregaskis** - Mental Health and Wellbeing Leader and Year 2 Classroom Teacher
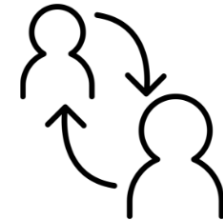
Learning Intentions

How can I support staff to embed wellbeing into the curriculum in a meaningful way?

Success Criteria

I can reflect as a leader on the role that I might play in enhancing wellbeing learning and practice within my school.

Turn and Talk

What is wellbeing at your school?
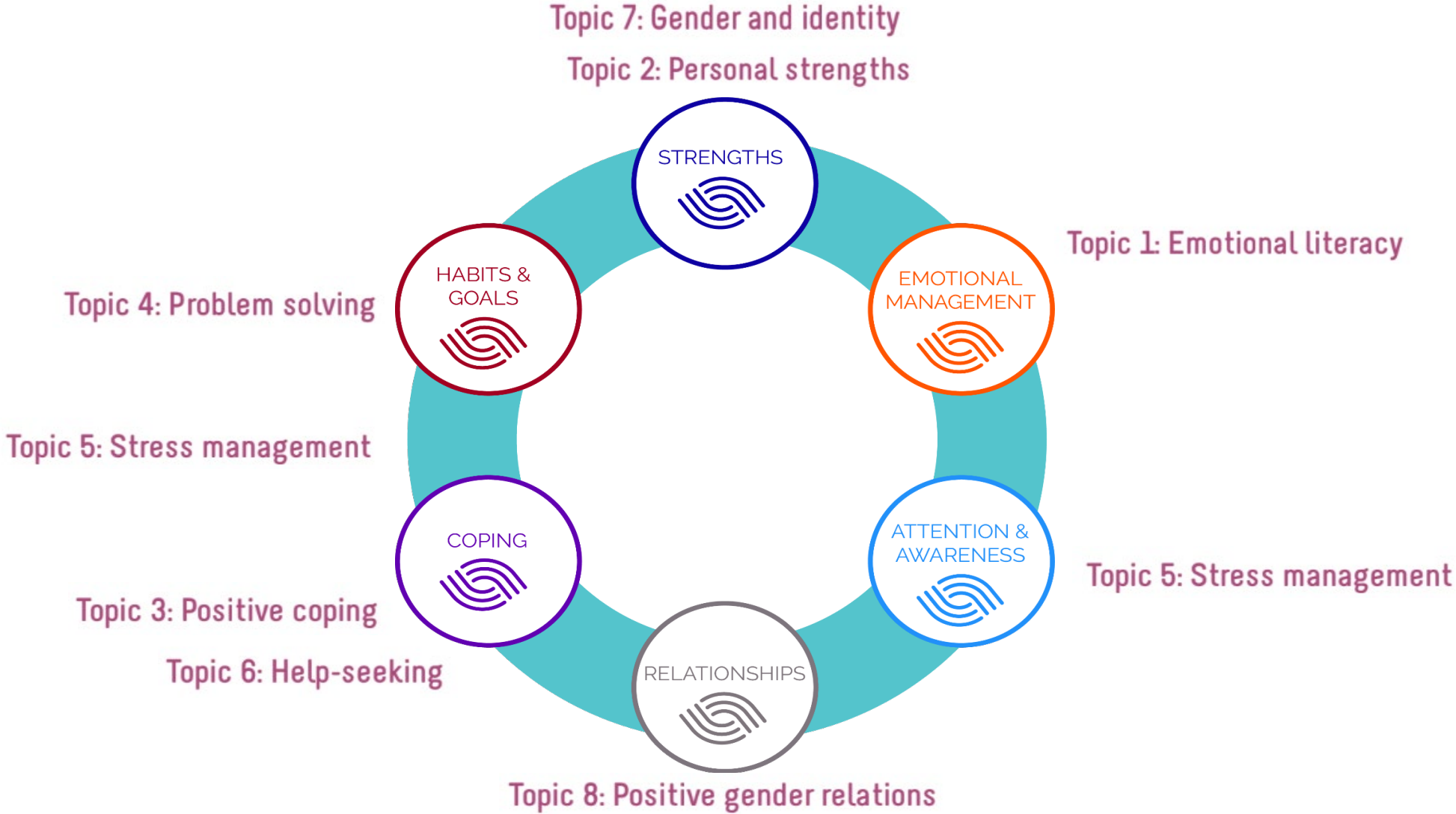
How do you define wellbeing within your school context?
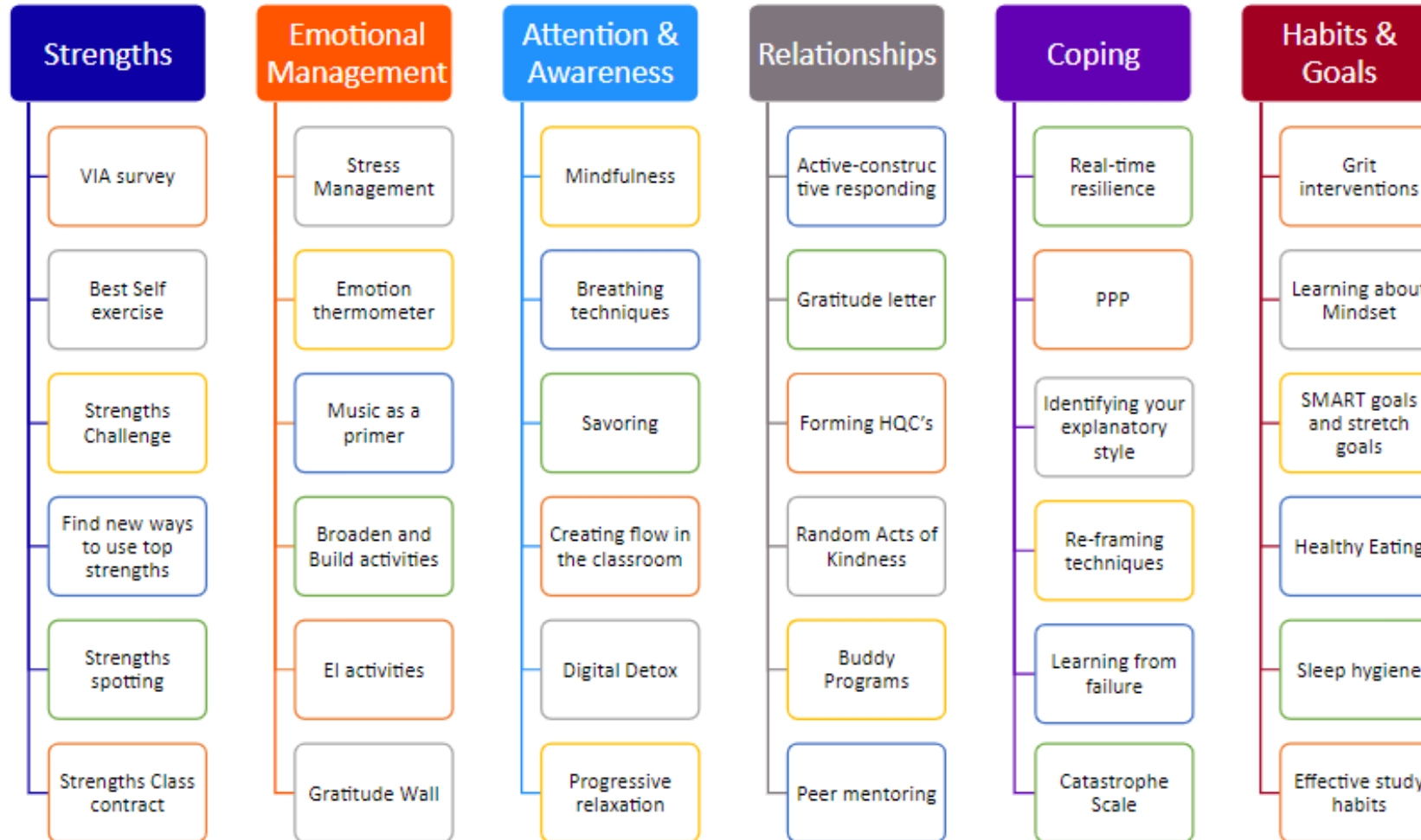
What is wellbeing at ASPS?
SEARCH Framework

Links to Respectful Relationships

Wellbeing Practices within the SEARCH Framework

Strengths	Emotional Management	Attention & Awareness	Relationships	Coping	Habits & Goals
VIA survey	Stress Management	Mindfulness	Active-constructive responding	Real-time resilience	Grit interventions
Best Self exercise	Emotion thermometer	Breathing techniques	Gratitude letter	PPP	Learning about Mindset
Strengths Challenge	Music as a primer	Savoring	Forming HQC's	Identifying your explanatory style	SMART goals and stretch goals
Find new ways to use top strengths	Broaden and Build activities	Creating flow in the classroom	Random Acts of Kindness	Re-framing techniques	Healthy Eating
Strengths spotting	EI activities	Digital Detox	Buddy Programs	Learning from failure	Sleep hygiene
Strengths Class contract	Gratitude Wall	Progressive relaxation	Peer mentoring	Catastrophe Scale	Effective study habits

Current Challenges

- Reliance on wellbeing programs

- Wellbeing practice is decontextualized (practice without the learning)

- Competing priorities

- Wellbeing practice (lessons/activities) is largely informal

- Incidental & inconsistent connections to learning (teacher dependent)

- Teacher and leader
  - training and knowledge

FISO 2.0
Framework for improving student outcomes

Workshop Overview

Learning Intention and success criteria

Introduction and Context

Embedded Wellbeing Inquiry

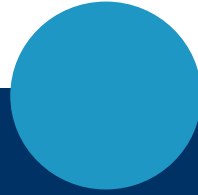**Examples of Embedded Wellbeing Inquiry**

Learning in action

Why Inquiry?

Engaging in a wellbeing practice such as mindfulness without learning about mindfulness is not dissimilar to simply giving students the equation in mathematics. They'll feel good or they'll get the answer – but they won't know why.

Inquiry = Construction of Knowledge

By focussing on what students learn, rather than "wellbeing interventions" we place positive education in a learning discourse rather than a health/illness discourse.
(Lindsay Oades)

Embedding Wellbeing into Units of Inquiry

Year level: 2

|	Who we are	How the world works	Sharing the planet	How we organise ourselves	Where we are in place and time	How we express ourselves
Central idea	*Relationships develop through interaction and communication.*	*Observing and experimenting helps people understand scientific principles.*	*Human and natural factors can change the life cycle of living things.*	*Events can be enhanced by the organisation and contribution of members.*	*Homes reflect personal journeys.*	*Creativity is a tool for expression and enjoyment.*
Lines of inquiry	• Growth Mindset • Developing and maintaining relationships	• Changing states of matter (Causation, Change) • Recording, analysing and communicating observations (Causation)	• Life cycles as a process of change • Human and natural impacts on life cycles	• Roles and responsibilities in the creation and organisation of an event (Responsibility, Function) • The evaluation of events (Causation)	• What makes a home (Form, Perspective) • Personal journeys (Connection)	• Creative thinking (Form) • The use of imagination to express ourselves (Perspective)
Visible Wellbeing Pathway link	**Emotional Management** An inquiry into emotions and how we can best manage them in order to maintain and develop positive relationships.. **RR Topic 1:** Emotional Literacy **Habits and Goals** **RR Topic 6:** Help Seeking **Wellbeing Practice to support:**	**Attention and Awareness** An inquiry into how bringing our attention and awareness to the present can impact our observations. **RR Topic 3:** Positive Coping **RR Topic 5:** Stress Management **Wellbeing Practice to support:**	**Habits and Goals** An inquiry into how habits and goals impact living things. **RR Topic 4:** Problem Solving **Wellbeing Practice to support:**	**Strengths** Inquiry into how strengths can support the creation of an event. **RR Topic 2:** Personal strengths **Wellbeing Practice to support:** Exploring and developing a greater understanding of strengths. Students spot strengths in others. Students notice and apply their identified strengths.	**Coping** Inquiry into how people cope throughout their personal journeys **RR Topic 3:** Positive Coping **Wellbeing Practice to support:**	**Relationships** An inquiry into how our interests and relationships support our creativity. **RR Topic4:** Problem Solving **Wellbeing Practice to support:** Role play before students work with others and reflect. Active constructive responding (supportive, enthusiastic and authentic).

What makes your school unique?

Note down:
- What programs do you engage with?
- What approaches do you take?
- Circle something that is a strength for your school (an embedded practice)
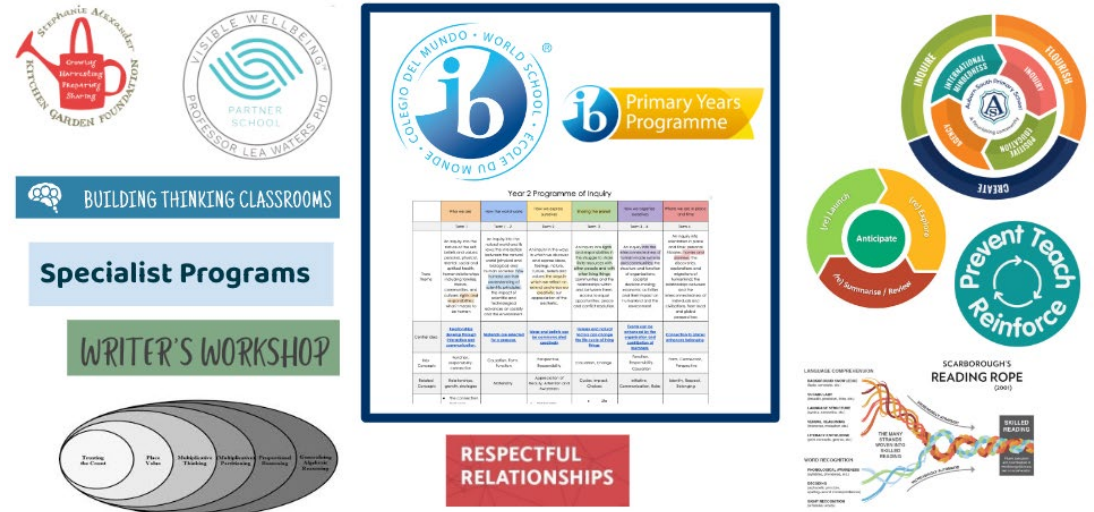
Embedding Wellbeing into Units of Inquiry

Year 2 Programme of Inquiry

	Who we are	How the world works	How we express ourselves	Sharing the planet	How we organize ourselves	Where we are in place and time
	Term 1	Term 1 - 2	Term 2	Term 3	Term 3 - 4	Term 4
Trans Theme	An inquiry into the nature of the self; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities, and cultures; rights and responsibilities; what it means to be human	An inquiry into the natural world and its laws; the interaction between the natural world (physical and biological) and human societies; how humans use their understanding of scientific principles; the impact of scientific and technological advances on society and the environment.	An inquiry in the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.	An inquiry into rights and responsibilities in the struggle to share finite resources with other people and with other living things; communities and the relationships within and between them; access to equal opportunities; peace and conflict resolution.	An inquiry into the interconnectedness of human-made systems and communities; the structure and function of organisations; societal decision-making; economic activities and their impact on humankind and the environment.	An inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; the relationships between and the interconnectedness of individuals and civilisations, from local and global perspectives
Central Idea	**Relationships develop through interaction and communication.**	**Materials are selected for a purpose.**	**Ideas and beliefs can be communicated creatively**	**Human and natural factors can change the life cycle of living things.**	**Events can be enhanced by the organisation and contribution of members.**	**Belonging is created through journeys and connections to places.**

Embedding Wellbeing into Units of Inquiry

Where we are in place and time

Belonging is created through journeys and connections to places.

An Inquiry into:

- Connection to Country and Place (Connection)
- The different perspectives of home (Perspective)
- How personal journeys impact the feeling of 'home' (Causation)
- **An inquiry into respectful communication with others (Visible Wellbeing: Relationships)**

During our unit of inquiry 'Where we are in place and time', students focused on the concept of belonging and how it is created through connections to places. This allowed students to explore connection to Country and place.

In addition, the different perspectives of home and how personal journeys impact the feeling of 'home'. During the inquiry when students shared the journey behind a personal artefact, they had the opportunity to trial 'Active Constructive Responding' a technique to support respectful communication with others.

Embedded into our unit of inquiry assessment

Connection to Country and place	Ready to learn	Names layers of Country and place	Describes layers of Country and place	Describes connection to Country and place	Explains impact of connection to Country and place
The different perspectives of home	Ready to learn	Shares perspective on what feels like home	Describes other perspectives of home	Compares between others' and own perspectives of home	Explains why there are different perspectives of home
How personal journeys impact the feeling of 'home'	Ready to learn	Shares an artefact from own home	Describes the journey behind artefacts	Connects artefacts to the feeling of 'home'	Explains how people's personal journeys impact their feeling of 'home'
Respectful communication with others	Ready to learn	Names parts of 'active, constructive responding'	Experiments with 'active, constructive responding'	Uses 'active, constructive responding' when communicating with peers	Reflects on how 'active, constructive responding' helps us communicate positively

Within Numeracy

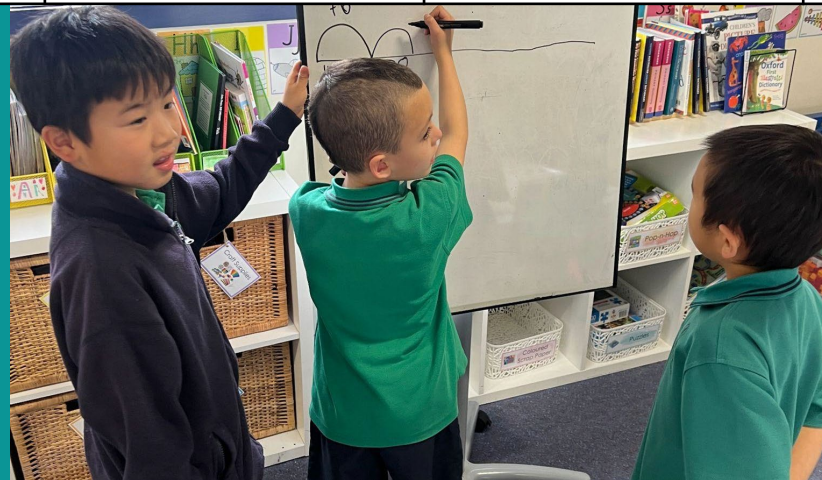| An inquiry into the role that attention and awareness plays in enhancing the effectiveness of our thinking classroom groupings.	I am ready to learn	I have my own ideas that I can contribute to the group	I am aware that people have ideas that are different to my own	I value the contributions of others by asking them questions	I am able to reflect on how the contributions of others' impact my learning and thinking

Embedding Wellbeing into Writing Units

Projection of Opinion Article Unit

| Unit of Study	Opinion Articles
Duration	10 weeks
Primary Goals	1. For students to use their critical thinking skills to construct meaningful opinion pieces. 2. Students will be able to include a range of persuasive strategies to convince a reader. 3. Students will be able to talk about the strategies they use to convince their readers.
Secondary Goals	*Writing Quality, Writing Habits, Revision, Community of Writers, Editing/Conventions* 1. Writing process: Students will be able to choose ideas/issues to write about that are meaningful 2. Community of writers: Students will publish opinion pieces for a particular audience beyond the classroom 3. Writing process: To create good titles and by lines (use 1 word, 1 phrase, 1 sentence thinking tool) 4. Habits/ Revision: Students will independently revise using DRAFT 5. Conventions: Uses conventions of dialogue when quoting
Writing Celebration Focus	Students will create 3 Opinion articles By the end of the unit, students will select **one** article they are proud of to be included on the celebration website. This website will be shared with the school community

"People use their passions to lead and create change"

"Communities of purpose collaborate to achieve goals"

Wellbeing link to - Emotional
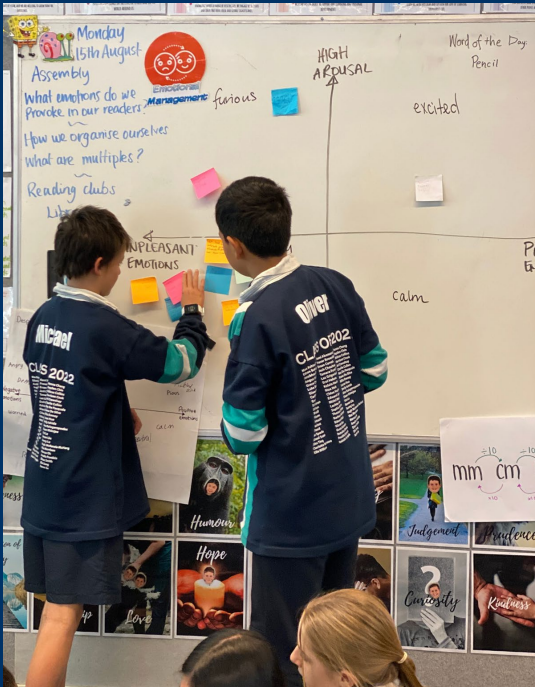
An inquiry into how being aware of emotions can persuade our readers

- Emotional language
    - Reading mentor texts and identifying the emotion it is trying to provoke in its readers
    - Reflection on how emotion was used to persuade readers in their own writing
- Word Study
    - Structured word inquiry into naming language of emotions, synonyms and connotations
    - Emotional granularity chart to identify levels on intensity and pleasure in emotions
- Using features (images, colour etc) to provoke emotions
    - Intentional use of images
    - Making connections between colours and emotions
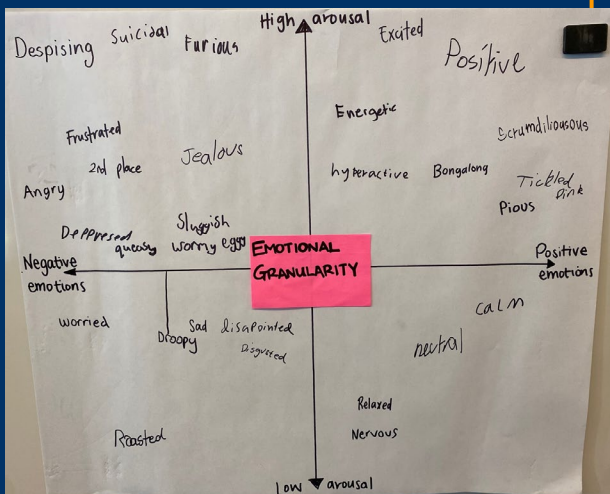
"Wouldn't you love someone to talk about your feelings to?" (Grace H, 2022)

Which emotions were you trying to provoke in your reader?

I used the emotion guilt to provoke the reader because guilt is a really high arousal emotion and that can spark something strong inside the reader.

Inquiry into how we can identify the strengths of an author.
- Conferences (with teacher, with peers)
- Reading mentor texts to identify strengths of the author

Inquiry into how we can set specific goals to improve our writing habits.
- Goal setting through conferencing
- Establishing working habits in class time
- Reflecting on work to set goals for improvement

An inquiry into how being aware of emotions can persuade our readers.
- Connotations
- Identifying and using emotional language
- Using features (images, colour, etc) to provoke emotions

Inquiry into how we can manage setbacks and changes to our plans.
- Use our diaries to note due dates
- Strategies when things go wrong
- How to revise and edit our work

Inquiry into how we can be aware of what brings attention to our text from the readers.
- Headlines
- Visual elements - images, colours
- Paragraphs
- Using pronouns to make readers feel involved
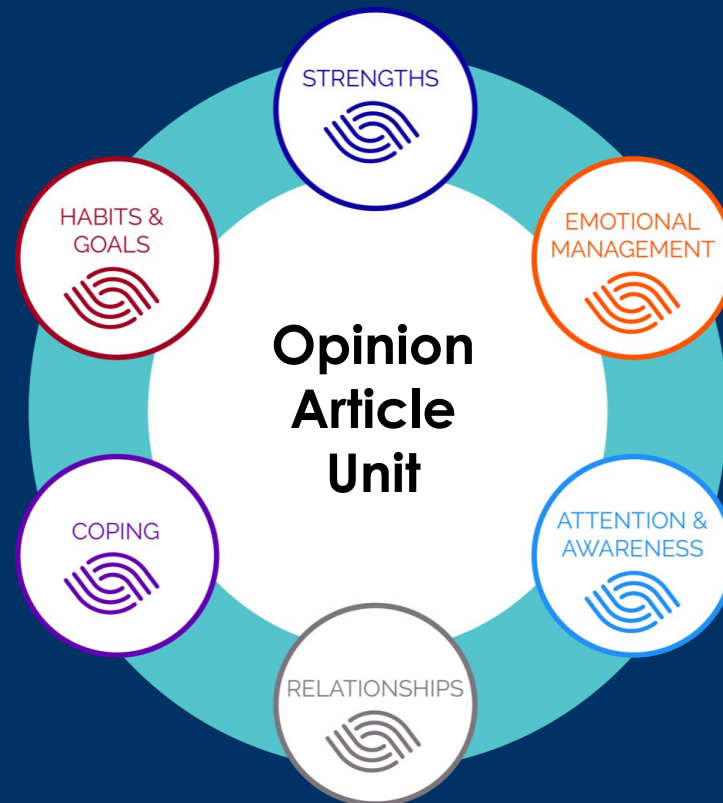
STRENGTHS

EMOTIONAL MANAGEMENT

HABITS & GOALS

Opinion Article Unit

COPING

ATTENTION & AWARENESS

RELATIONSHIPS

Inquiry into how the relationships we have can influence the topics we write about.
- Selecting meaningful topics to read and write
- Using personal experiences as a persuasive technique

Workshop Overview

Learning Intention and success criteria

Introduction and Context

Embedded Wellbeing Inquiry

Examples of Embedded Wellbeing Inquiry

Learning in action

Opportunities for embedding wellbeing into learning

- Identify a learning area within your school that is currently 'humming' where there could be potentially be some redesign where wellbeing isn't explicitly present.
  - What might be the opportunities of embedding wellbeing within this current strength?
  - Who do you need to speak to?
  - What support might you need?

- If your school is already further down the path in terms of embedding wellbeing and learning as one;
  - What are the next steps to further enhance the great work that you're already doing?
  - Who do you need to speak to?
  - What support might you need?

<mark>Providing them with a template for this</mark>

Thank you

Marcus Wicher   Marcus.Wicher@education.vic.gov.au

Darien Hunte   Darien.Hunte@education.vic.gov.au

Ella Tregaskis   Ella.Tregaskis@education.vic.gov.au

BELONGING
Community of Practice

- 22 schools (primary, secondary, P-12)
- Mental Health Wellbeing Leaders
- Mental Health Practitioners
- Student Wellbeing Engagement Officer

Alpine-Towong Network

Jody Grimmond (SEIL)
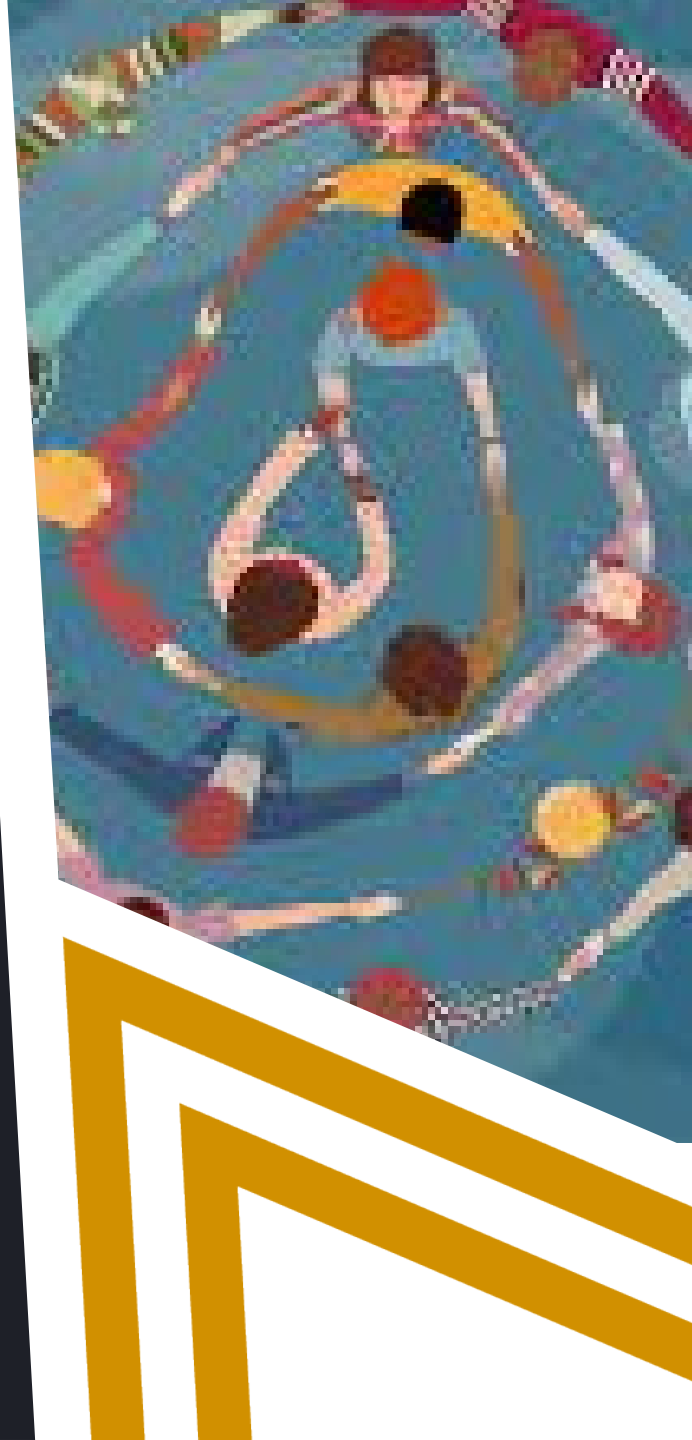
Orientation to our network, our vision and each other

Network vision -

Everyone belongs to the Alpine-Towong learning community.

Students belong in their classrooms and schools.

Staff belong in their schools and network.

We work collaboratively to challenge and support the development and growth of every member.

ALPINE TOWONG NETWORK 2024

OUR WAYS OF WORKING

Termly Alpine Towong Network Meetings
Full day, face to face
Offsite and school venues
All schools represented
Principal Community of Practice
Collaborative working time
Focus is based on Network AIP and identified priorities

Network Check-In
Once a term
After school for 90 minutes
Clusters connecting online
Sharing knowledge
Connecting on the work
Policy & Initiatives Updates
Setting up for the next term

Learning Walk and Talks
Completed once a term
Afternoon session
Completed as a cluster activity
Rotate across nominated cluster schools
LWT template on Teams used to capture observations, reflections and feedback
Nominated facilitator assists principal
Leaders and teachers encouraged to participate

Need to know Q&A
Optional & topical
Accessing expert knowledge
Based on the needs of the group
In response to new information
Online before school
Find out how it impacts you and what you need to do.

Our Vision:
Everyone belongs to the Alpine Towong learning community - students, staff and families. We work collaboratively to challenge and support the development and growth of every member.

Our values:
- Respect
- Collaboration
- Integrity

Our virtues:
- Transparent
- Supportive
- Committed
- Open to learning mindset

We are Informed By:
- Lyn Sharratt- Clarity
- Vivianne Robinson: Virtuous Leadership
- Kelly-Ann Allen - Belonging

Making it work on a Wednesday

WED

NETWORK ENGAGEMENT & COMMITMENT

Network Day week 2 full day

Area Principal Forum week 4

Collaborative CoP week 6 Wed AM

Network executive meeting week 7 AM

Cluster LWT week 8 PM

Network Executive de-brief 4-5pm

Belonging CoP week 6 Thu AM

Network Check-in week 8 3.30-5pm

EXPECTED COMMITMENT TO COLLABORATION AND LEARNING:
- Attend all four Alpine-Towong Network days (Principal. Leadership Team members optional & encouraged
- State wide Principal Conference (Principal. Leadership Team members optional)
- One Learning Walk and Talk a term (Principal or school representative)
- Collaborative or Belonging CoP (Principal or staff representative)
- Online Cluster Check-in

GOAL:
Increase students' sense of belonging in their learning and in their school.

KIS:
Improve application of evidence-based strategies to provide more precise and purposeful teaching and learning informed by formative assessment and feedback.

KIS:
Improve application of evidence-based strategies to monitor and support student wellbeing and to promote a positive climate.

Use this link for school information and contacts within our network

For detailed documents and plans go to the Alpine Towong Network Microsoft Teams Site

Orientation to our network, our vision and each other

We believe…
We understand…
Therefore we will…

Everyone belongs to the Alpine-Towong Network Learning Community.

We believe everyone is part of our learning community and has a voice and a role that is valued.	We believe that everyone feels welcomed and accepted.
We understand everyone comes with different skills, knowledge, experience and ideas to share in a collaborative and safe, positive environment.	We understand that belonging is a core component of our professional network.
Therefore, we will value and celebrate our time together, to build an inclusive Alpine-Towong Learning Community.	Therefore, we will all be supportive of each other.

Victorian Academy
of Teaching and Leadership

Students belong in their classrooms and school.

We believe that all students should feel safe, valued and connected to their community.

We understand that this is not currently the case for all of our students.

Therefore, we will provide environments where safety of all is paramount. We connect with each of our students, staff, and parents daily and we establish strong connections and relationships.

Staff belong in their schools and network.	
We believe all staff have voice and impact in and beyond their school.	We believe that everyone has something to contribute.
We understand that belonging depends on being valued, respected and a sense of connectedness.	We understand that it takes time to develop a sense of belonging.
Therefore, we will commit to working collaboratively to challenge and support all staff to have impact and belong.	Therefore, we will create an environment to promote connections, trust, collaboration and belonging.

We work collaboratively to challenge and support the development and growth of every member

We believe we can all learn from each other and make positive contributions to our network.

We understand that this takes individual effort to actively contribute and be open to growth.

Therefore, we will commit to the network by turning up and participating fully.

Alpine-Towong Network AIP Alignment

Overall Goal: Increase students' sense of belonging in their learning and in their school

Key Improvement strategy: Improve application of evidence-based strategies to monitor and support student wellbeing and to promote a positive climate.

AIP Targets:

Decrease proportion of students in Years 7-12 with 20 or more ABSENT days from 57% to 50% in 2024 (Attendance)

PRIMARY:

Increase Network positive endorsement for **Student Voice & Agency** on STUDENT SURVEY from 63% to 66% in 2024

Increase Network positive endorsement for **Connectedness** on STUDENT SURVEY from 73% to 77% in 2024

SECONDARY:

Maintain Network positive endorsement for **Student Voice & Agency** on STUDENT SURVEY at 50% in 2024

Maintain Network positive endorsement for **Connectedness** on STUDENT SURVEY at 52% in 2024

REVIEW DATA FROM NETWORK AIP TARGET AND ASSESS AGAINST SCHOOL RESULTS

3 Key Targets – Alpine Towong AIP
Increase students' sense of belonging in their learning and in their school

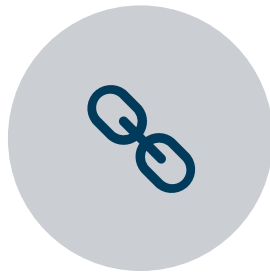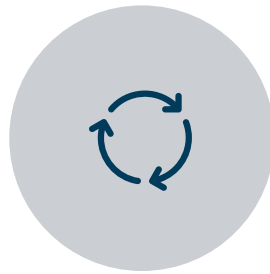STUDENT VOICE
AND AGENCY

CONNECTEDNESS

ATTENDANCE

Shared Intentions of the Belonging CoP

LINK TO
NETWORK VISION

COLLABORATION

BELONGING
RESOURCES

STRENGTHENING
IMPLEMENTATION

Professional Reading

Boosting School Belonging – Practical strategies to help adolescents feel like they belong at school.
Kelly-Ann Allen and Peggy Kern

- Module 1 – Connecting with teachers

- **Learning Intentions:**

- Explain the challenges involved in connecting with teachers

- Recognise the importance of building rapport between students and teachers

- Identify and apply the strategies to develop positive student teacher relationships

- **Success Criteria:**

- Your group will provide a short summary of the section of text you read

- Your group will be able to draw connections between new ideas and prior knowledge

- Your group will share ideas/suggestions that have connected, extended and/or challenged

Use the: Connect, Extend, Challenge Protocol
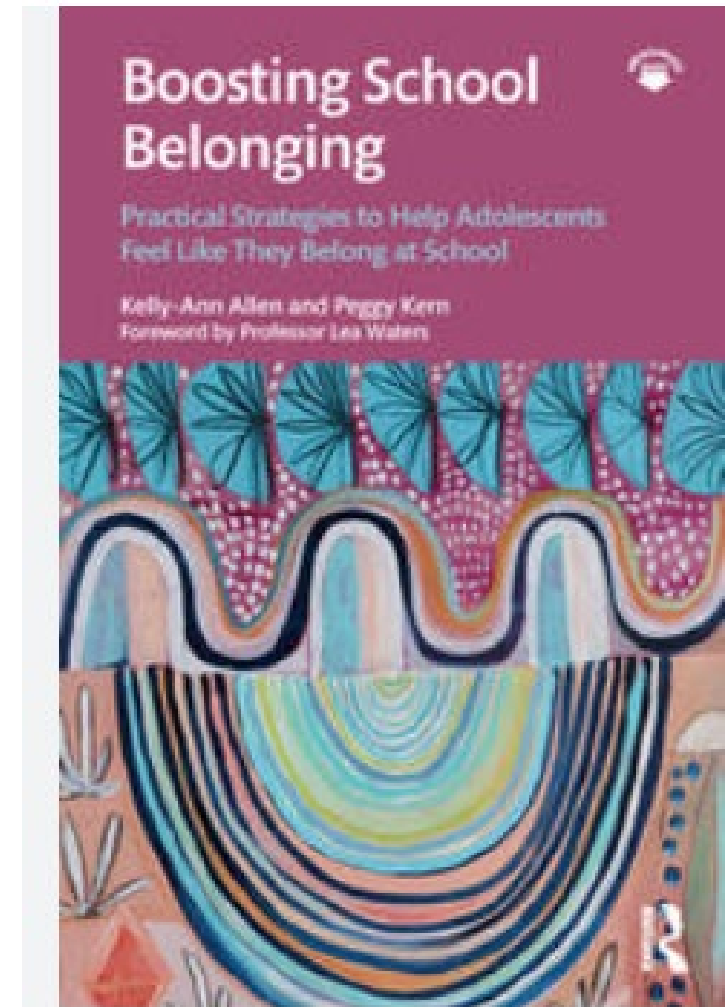
A PLC approach to our CoP work

REVIEW DATA FROM NETWORK AIP TARGET AND ASSESS AGAINST SCHOOL RESULTS

USE FURTHER SCHOOL-BASED EVIDENCE TO IDENTIFY PROBLEM

DEVELOP AN INQUIRY QUESTION ABOUT THE PROBLEM

AGREE ON A PLAN OF ACTION TO INTERVENE ON THE PROBLEM

APPLY THE PLAN IN YOUR SCHOOL / CLASSROOM

CONNECT WITH COP MEMBERS TO SUPPORT IMPLEMENTATION

GATHER EVIDENCE OF OUTCOMES AND SHARE THEM WITH YOUR COP

IDENTIFY STRENGTHS AND NEEDS AND PLAN THE NEXT INQUIRY CYCLE

Taking an inquiry approach

? Will building teacher-student relationships increase attendance data for 4-6 students?

? Does the quality of teacher- student relationships determine attendance at school?

? Does participation in specialised programs improve connections to school and improve attendance?

Victorian Academy
of Teaching and Leadership
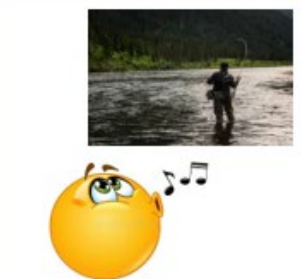
IMPROVING NETWORK DATA…

One school at a time…
One teacher at a time…
One class at a time…
One student at a time…
One story at a time…

Timestamp	Name	What class are you in?	[I feel like I belong at Myrtleford P-12 College]	[I feel like teachers are interested in my life]	[I know my teachers well]	[I feel connected to my class]	[I feel connected to my year level]	[I feel connected to the secondary school]	[I always want to attend school]	[I feel supported at Myrtleford P-12 College]	[Does a teacher follow up if I am absent]
#1	Student 1	9	Sometimes	Rarely	Mostly	Always	Sometimes	Mostly	Rarely	Sometimes	Rarely
#2	Student 1	9	Sometimes	Rarely	Sometimes	Always	Always	Mostly	Sometimes	Mostly	Mostly
#1	Student 2	9	Sometimes	Rarely	Sometimes	Sometimes	Mostly	Sometimes	Sometimes	Sometimes	Mostly
#2	Student 2	9	Sometimes	Sometimes	Mostly	Sometimes	Sometimes	Rarely	Sometimes	Mostly	Mostly
#1	Student 3	9	Always	Rarely	Sometimes	Mostly	Always	Always	Sometimes	Sometimes	Always
#2	Student 3	9	Mostly	Mostly	Mostly	Mostly	Mostly	Mostly	Mostly	Mostly	Always
#1	Student 4	9	Rarely	Sometimes	Mostly	Rarely	Sometimes	Sometimes	Rarely	Mostly	Sometimes
#2	Student 4	9	Mostly	Sometimes	Mostly	Mostly	Always	Mostly	Always	Sometimes	

Orientation to our network, our vision and each other

Network vision -

Everyone belongs to the Alpine-Towong learning community.

Students belong in their classrooms and schools.

Staff belong in their schools and network.

We work collaboratively to challenge and support the development and growth of every member.

Thank you

Victorian Academy
of Teaching and Leadership