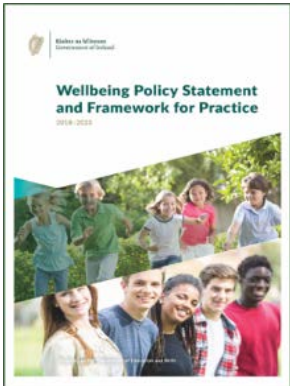


Future Direction of Wellbeing in Education

Deirdre Mc Hugh – Regional Director, National Educational Psychology Service, DES

Orla McGowan – Programme Manager for Education, HSE Strategic Planning and Transformation



Aims:

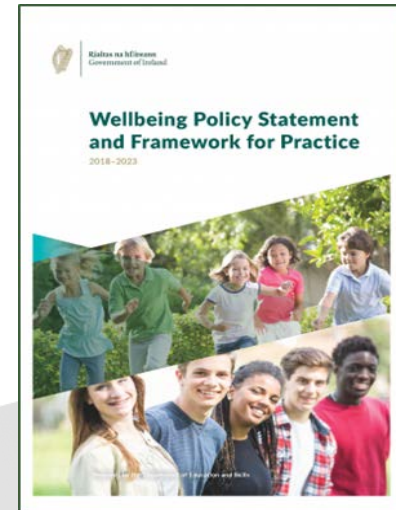


- Share the context and background to wellbeing promotion in Education
- Outline the content of the DES Wellbeing Policy Statement
- Describe best practice in Education
- Outline materials and resources available to schools
- Provide an overview of the work of the HSE:
 - **schools health promotion team**
 - **promoting health and wellbeing in pre-schools**
 - **promoting health and wellbeing Higher Education Institutes.**

Government Strategy - Wellbeing



- Wellbeing promotion is a Government priority - A *Programme for a Partnership Government (2016)*
- Government committed vision of *Better Outcomes Brighter Futures (2014-2020) (DCYA)*
- *Healthy Ireland (DOH/HSE)*
- *Department of Education and Skills - Action Plan for Education 2016-2019*
- Responsibility for the Wellbeing Promotion is a shared responsibility - Government departments and their agencies, and community organisations.

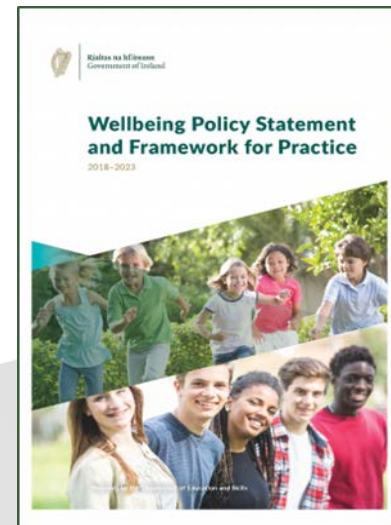


Wellbeing Promotion in the Education System



Goals in reviewing/revising policy and approach:

- Bring greater cohesion and alignment to the existing system
- Ensure that the approach of the Department of Education and Skills is in line with best practice
- Set out the Department of Education and Skills' policy and ambition in relation to Wellbeing Promotion
- Support schools in identifying additional approaches and interventions that promote wellbeing
- Facilitate intra-departmental and inter-departmental coordination



Wellbeing Promotion in the Education System



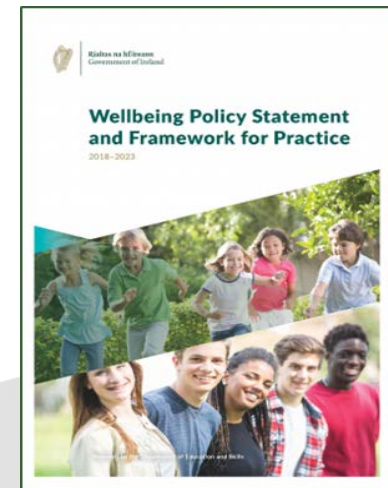
- Our education system is key to equipping children and young people with the knowledge, skills and competencies to deal with challenges that impact on their wellbeing.
- Already a range of curricular measures, guideline documents and approaches implemented in schools.
- Development of wellbeing and social/emotional skills scaffolds academic and cognitive skills development in a relational way (OECD, 2014).



Wellbeing Policy Statement & Framework for Practice



- Wellbeing promotion is central to education
- Builds on established good practice
- Uses the **School Self-Evaluation** process
- Highlights the need for a holistic whole school approach
- Gives a voice to students, parents, teachers and school management
- Needs commitment from all members of school community
- Outlines relevant supports and services available
- Highlights importance of collaboration and partnerships between sectors and agencies



Wellbeing: Definition



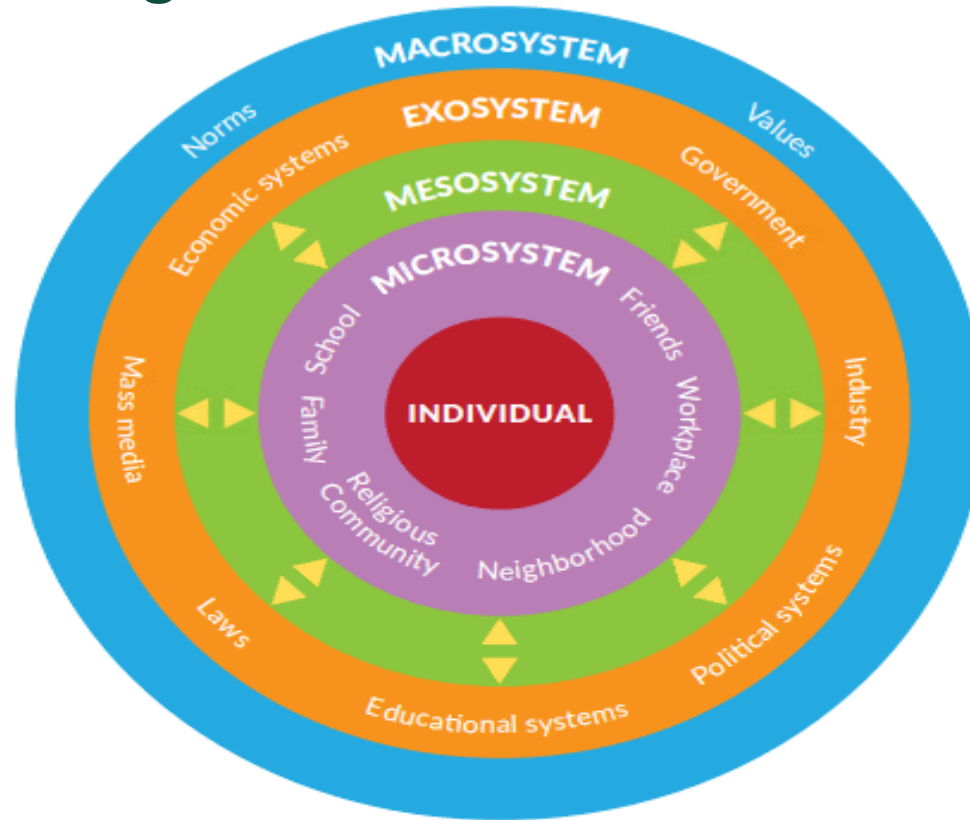
Wellbeing is present when a person

- 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

(adapted from the World Health Organisation (WHO) mental health definition, also adapted for the Junior Cycle Wellbeing Guidelines definition developed by the National Council for Curriculum and Assessment (NCCA))

Bronfenbrenner's Ecological Model of Human Development



INDIVIDUAL

Age, sex, health, etc.

MICROSYSTEM

Immediate environments

Direct interaction in activities, roles and relation with others and objects.

MESOSYSTEM

Connections between systems and microsystems.

EXOSYSTEM

Indirect environments

Systems that influence the individual indirectly through microsystems.

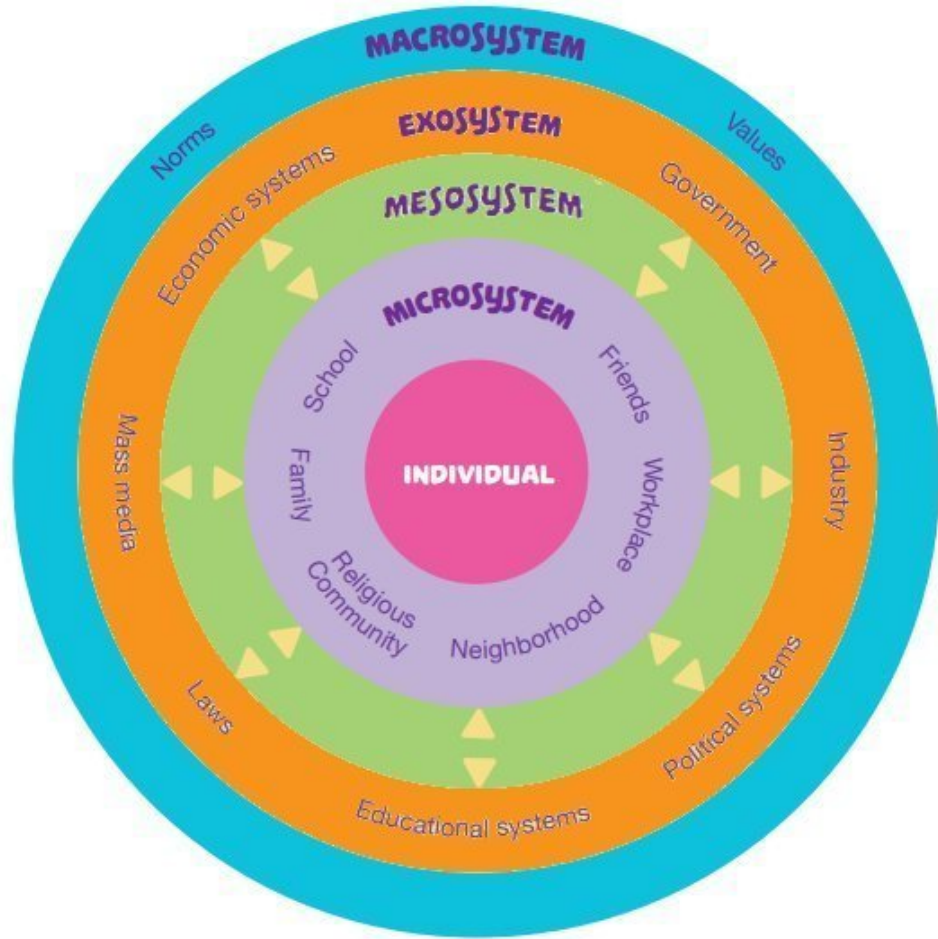
MACROSYSTEM

Social ideologies and values of cultures and subcultures.

TECHNO-SUBSYSTEM

Media influences
Computers
Internet
Portable devices
Social media
TV, phone

Bronfenbrenner's Ecological Model of Human Development



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Age, sex, health, etc.

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Implementation - 7 High level Actions



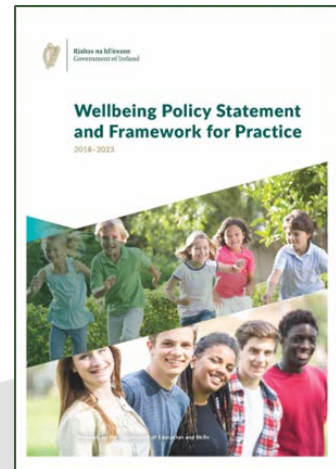
1. Strengthen and align structures within and between relevant departments
2. Schools to engage with and embed a Self-Evaluation Wellbeing Promotion Process which builds professional capacity and collaborative cultures
3. Provide accessible programme of support for all schools to address school identified needs
4. Consider current and future teachers' needs
5. Measure Success - Evaluation Framework
6. Improve supports at key points of transition
7. Wellbeing of Teachers

Wellbeing Promotion Policy: Ambition and Vision



By 2023 all schools and centres for education:

- Will choose Wellbeing for School Self Evaluation and engage in a Wellbeing Promoting Process
- Will provide evidence-informed approaches and support, appropriate to need, to enhance the wellbeing of all
- **Will attend CPD on the Wellbeing Promoting Process**



Best Practice: Whole School



A Whole School Approach

All in the school community are engaging in a collaborative process to improve areas of school life that impact on wellbeing.

- School Self-evaluation established process in schools – focus now on Wellbeing Promotion
- Cyclical, self-reflection process of development, implementation and review of practice in relation to wellbeing promotion



Best Practice: Multi-component

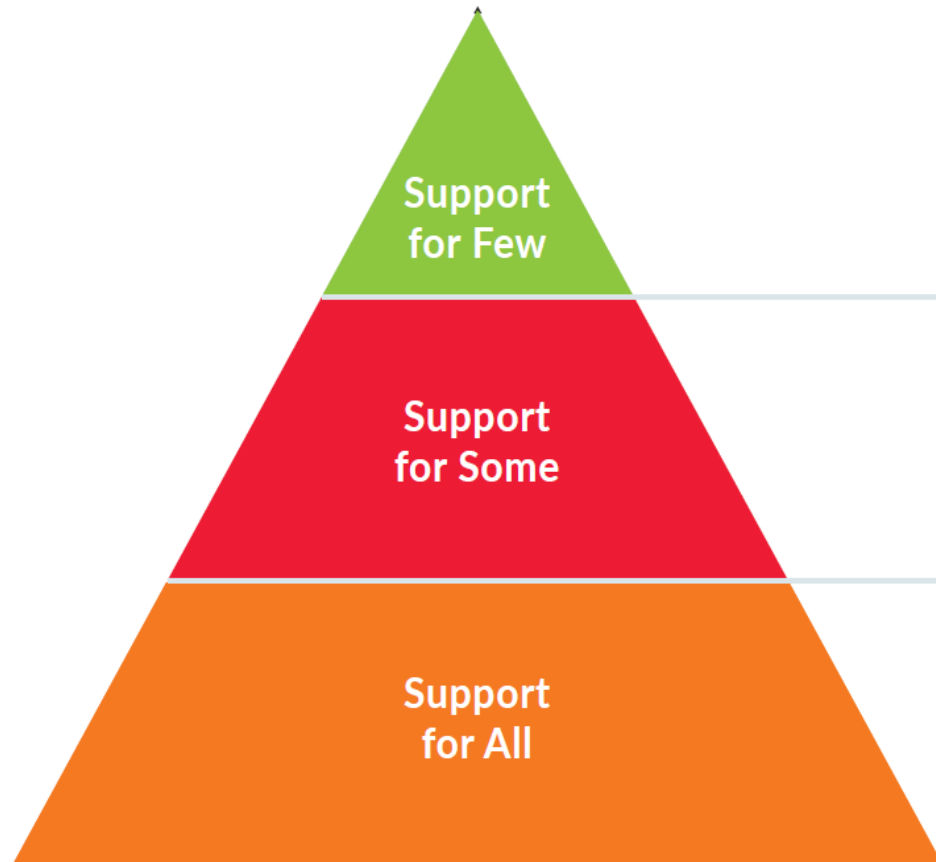
Four key areas of wellbeing promotion:

- **Culture and environment**
- **Curriculum (teaching and learning)**
- **Policy and planning**
- **Relationships and Partnerships**



Best Practice:

Preventative - Universal and Targeted Approaches



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.


School Self Evaluation and Wellbeing Policy



- To implement the wellbeing policy every school is required by 2023, to use the School Self-evaluation process to initiate a wellbeing promotion review and development cycle
- Select Wellbeing Promotion as a topic for School Self-Evaluation (SSE)



Some fundamental principles of school self-evaluation

- 
- SSE provides a process which schools may use to manage and implement change
 - All schools are on a journey of improvement
 - SSE is a way for schools to identify and develop their priorities
 - SSE is a collaborative process of whole-school reflection
 - Schools are best placed to shape their own improvement agenda
 - The context for each school is different –SSE will look different

How the SSE process can be used to reflect on wellbeing provision in schools



Critical SSE Questions

How well are we doing?

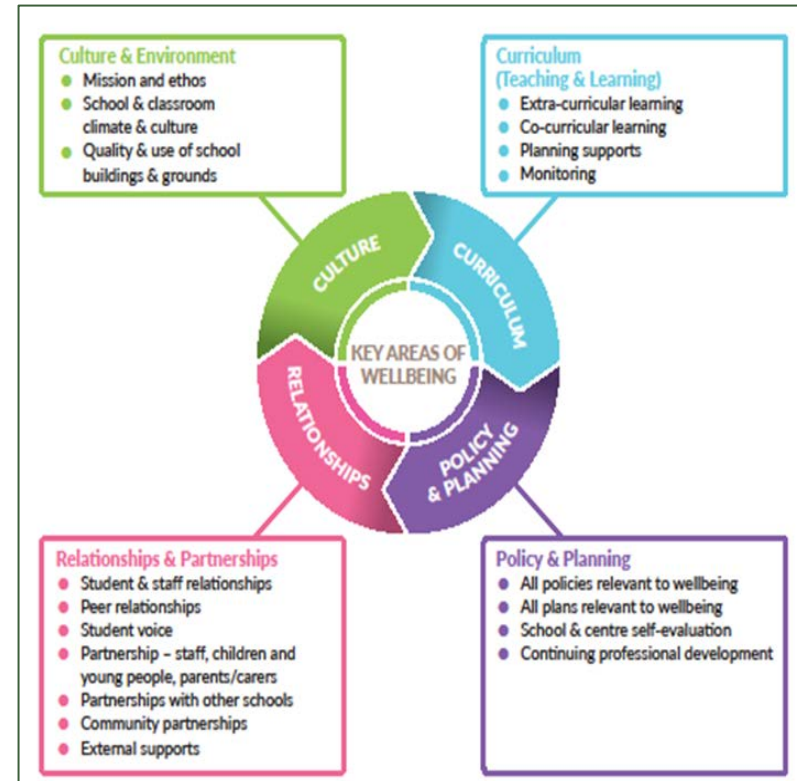
What are our strengths?

What are our areas for improvement?

How can we improve?

Four areas of wellbeing promotion:

1. Culture and Environment
2. Curriculum (Teaching and Learning)
3. Policy and Planning
4. Relationships and Partnerships



Four areas of wellbeing promotion:

- 1. Culture and Environment**
- 2. Curriculum (Teaching and Learning)**
- 3. Policy and Planning**
- 4. Relationships and Partnerships**

Choose a method that will work for you:

- 1. Professional collaborative review**
- 2. Checklists**
- 3. Questionnaires**
- 4. Interviews**
- 5. Focus groups**
- 6. Reflection sheets**
- 7. Samples of students' work**
- 8. Other sources of evidence**



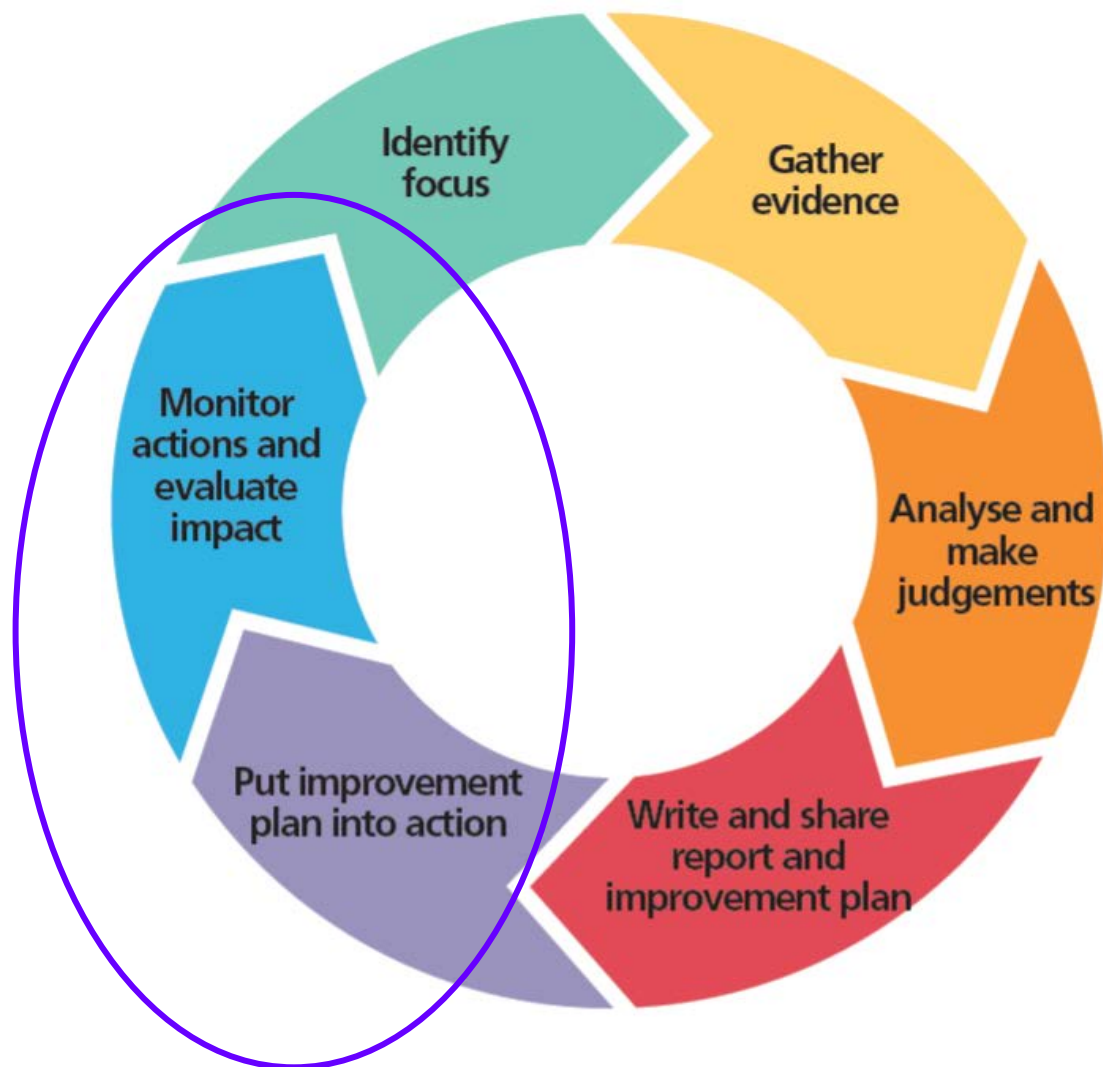
WELLBEING PROMOTION INDICATORS OF SUCCESS IN 4 KEY AREA





What have we learned?

- **Actions?**
- **Who?**
- **When?**



Acting on your plan:

- Every classroom
- Every teacher
- Every day

**Monitoring:
Evaluate impact
and change if
necessary**

Wellbeing CPD Subgroup -Plan and provide for national roll out of professional development to embed wellbeing promotion through School Self Evaluation process

Led by **Teacher Education Section** convened Nov 2018

- HSE, Education Programme
- Inspectorate
- Junior Cycle for Teachers (JCT)
- National Educational Psychological Service (NEPS)
- National Council for Special Education Regional Support Service
- Professional Development Service for Teachers (PDST)

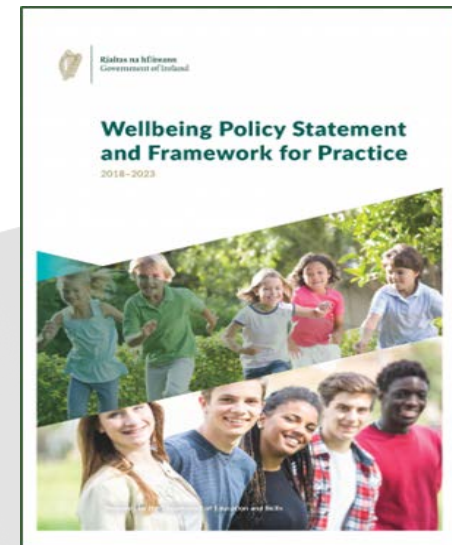


Supports and Programmes to help schools

Guidelines and tools in development by DES with the support of HPS:



- Statements of Effective Practice
- Evaluation Tools: Parent/Carer, Children and Young People and Staff Questionnaires
- Focus Group Guidelines – voice of stakeholders
- School Improvement Plan
- Revised circular on use of programmes/external facilitators
- Catalogue of supports

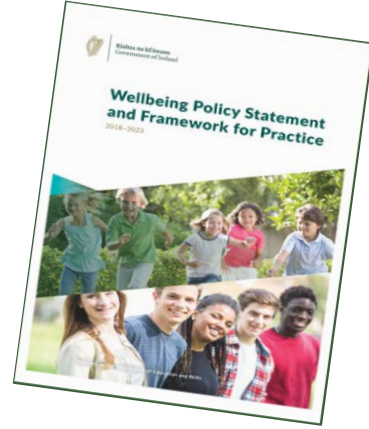


➤ CPD for schools

- Professional Development Service for Teachers (PDST), Junior Cycle Teachers (JCT), HSE Schools Health Team, Inspectorate, NEPS
 - Wellbeing resources and map of CPD available to all
- Research Project 2019-20 lead by (PDST),
 - In school sustainable model of support involving 30 schools



Monitoring Wellbeing Promotion



Department **Wellbeing Steering Committee** - oversight of implementation, coordination and review of *Wellbeing Policy and Framework for Practice*.

- Curriculum and Assessment Policy (CAP) Unit,
- Teacher Education Section (TES),
- Inspectorate
- National Educational Psychological Service (NEPS)

Department Implementation Management group- Support decision making and co –ordination

Aims

- Update on the integration of Health Promoting Schools into the DES Wellbeing Promotion Process
- Provide overview of how the HSE Schools team will support implementation
- Update on the Healthy Campus initiative for Higher Education Institutes.
- Update on health and wellbeing promotion in the pre-school sector - Healthy Ireland Smart Start Programme.



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HealthPromotingSchools Scoileanna Cothaithe Sláinte

- Run on a national basis by the HSE since 2012 with support from Department of Education and Skills
- 20% of primary schools and 20% of post-primary schools involved
- Health Promoting Schools now integrated into the DES Wellbeing Framework for Practice



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Integrating HPS into the Wellbeing Promotion Process

- Both based on the WHO model for Health Promoting Schools
- Both process based initiatives to promote health and wellbeing
- Both adopt a ‘whole school approach’ (Four Key Areas)
- Both for the whole school community
- Wellbeing Promotion Process – developed by Education and mandatory for all schools



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Future Direction for Wellbeing Promotion

- Health Promoting Schools will cease as a separate initiative.
- Health Promoting Schools flags will be discontinued by the end of 2019.
- HPS Coordinator training will be replaced in 2019-2020 by Wellbeing Learning and Sharing Events.
- Long-term direction for CPD will be jointly agreed with the DES and its support services in 2020.
- Joint approach to training design and resource development



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HSE Training for Schools

Primary	Post-Primary
Wellbeing Learning and Sharing	Wellbeing Learning and Sharing
Healthy Eating Policy Development	Healthy Food Made Easy (cooking programme)
Promoting Wellbeing through Physical Activity	MindOut 2
Zippy's Friends (5-7 year olds)	Know the Score (Substance Use Resource)
Minding Your Wellbeing	Minding Your Wellbeing



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SPHE Resource: Junior Cycle SPHE

- 21 Units of Learning
- Each Unit of Learning lasts 4-6 weeks
- Based on the NCCA SPHE Short Course Specification
- Development group: PDST, JCT, NEPS, HSE Primary Care (Psychology), Irish Heart Foundation, Irish Cancer Society, BeLong To and others.
- Phase Two Pilot – Autumn 2019
- Published online in 2020



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Research Informing Practice

National Surveys

- Health Behaviour of School Aged Children Surveys
- Growing Up In Ireland Survey
- European School Survey Project on Alcohol and other Drugs
- PISA Reports on Wellbeing
- My World (2012) and forthcoming survey in 2019.

Evaluation of CPD Steering Committee led by DES



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Research Informing Practice

- TEACH - RSE Teacher Professional Development for RSE Research Project

Dr. Kay Maunsell, Institute of Education, DCU

- Secondary Analysis of GUI

Dr. Anne Nolan and Professor Emer Smyth, ESRI



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Healthy Ireland Smart Start

- Health Promotion, Emotional Wellbeing, Physical Activity, Healthy Eating, Oral Health and Health and Safety.
- 21 hours of training for pre-school practitioners delivered by the National Childhood Network
- 584 pre-school services have received recognition since 2015
- Review with key stakeholders planned for 2019



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Healthy Campus in Higher Education Institutes

Partnership project with the Department of Health

- Healthy Campus Network - 3 meetings
- Healthy Campus Charter for HEIs.
- Healthy Campus Framework for HEIs.



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Questions



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