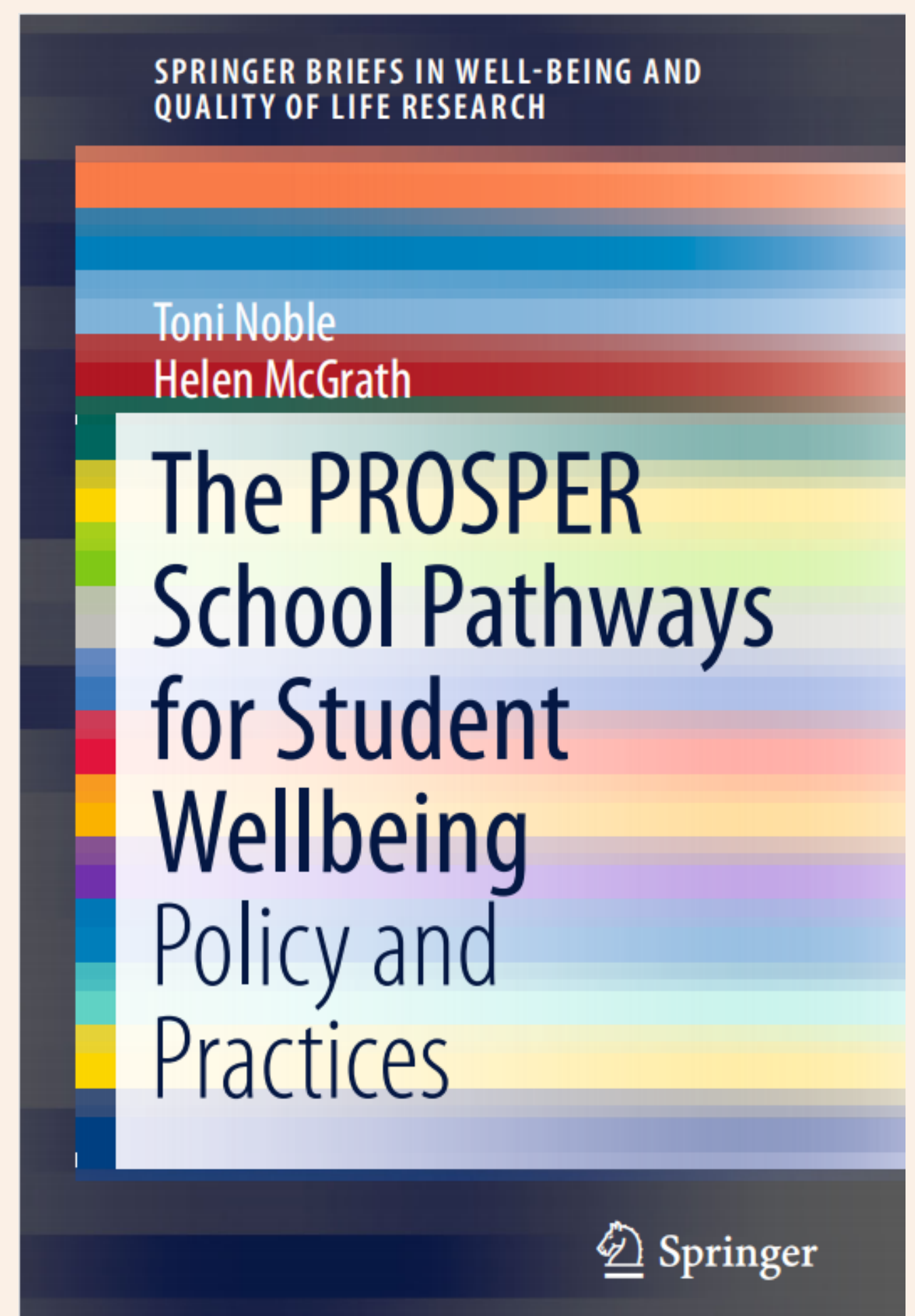


The PROSPER School Pathways for Student Wellbeing Policy and Practices

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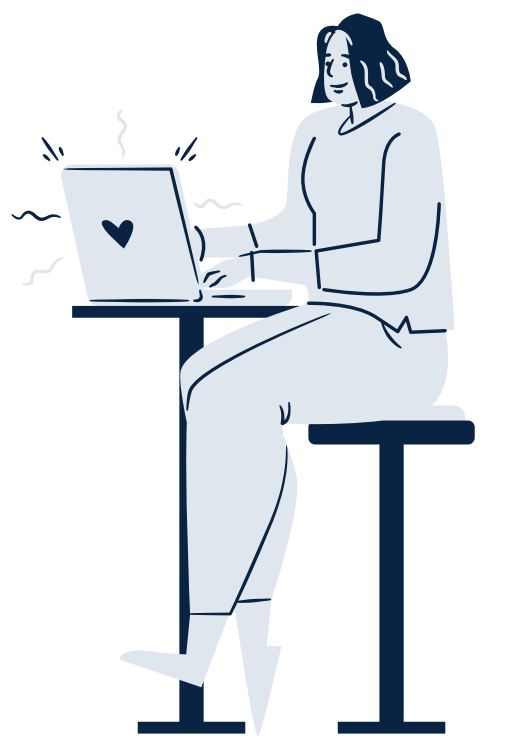
AN OVERVIEW

The core of education is happiness and wellbeing, and it is the key to achieving success in social-emotional and intellectual learning, as well as in life. The success of a school's cooperation with families in its school community, as well as local community groups and agencies, is critical to providing an education for student welfare. The book is described with a new concept-PROSPER framework beginning with the seven multifaceted components that jointly contribute to wellbeing. The PROSPER is divided into seven components which are Positivity, Relationships, Outcomes, Strengths, Purpose, Engagement, and Resilience. Through these seven parts, guide the school and family on how to develop students' wellbeing. Finally, comparing with the traditional education policy, and describe a summary of the benefits and policy actions of a student well-being policy.



- Chapter 1 Student Skills for Happiness and Wellbeing
- Chapter 2 The Prosper Framework for Student Wellbeing
- Chapter 3 Policy Development for Student Wellbeing

CH.1-STUDENT SKILLS FOR HAPPINESS AND WELLBEING



The importance of student wellbeing

1. Children's diagnose mental disorder will affect their adult lives. In addition, Mental health affects physical health
2. Mental illness is a terrible loss from a humanitarian standpoint, but it also has a financial cost.
3. One of the most pressing concerns for all schools throughout the world should be how to best enhance their students' feeling of well-being, not only their academic success, so that they can thrive and prosper

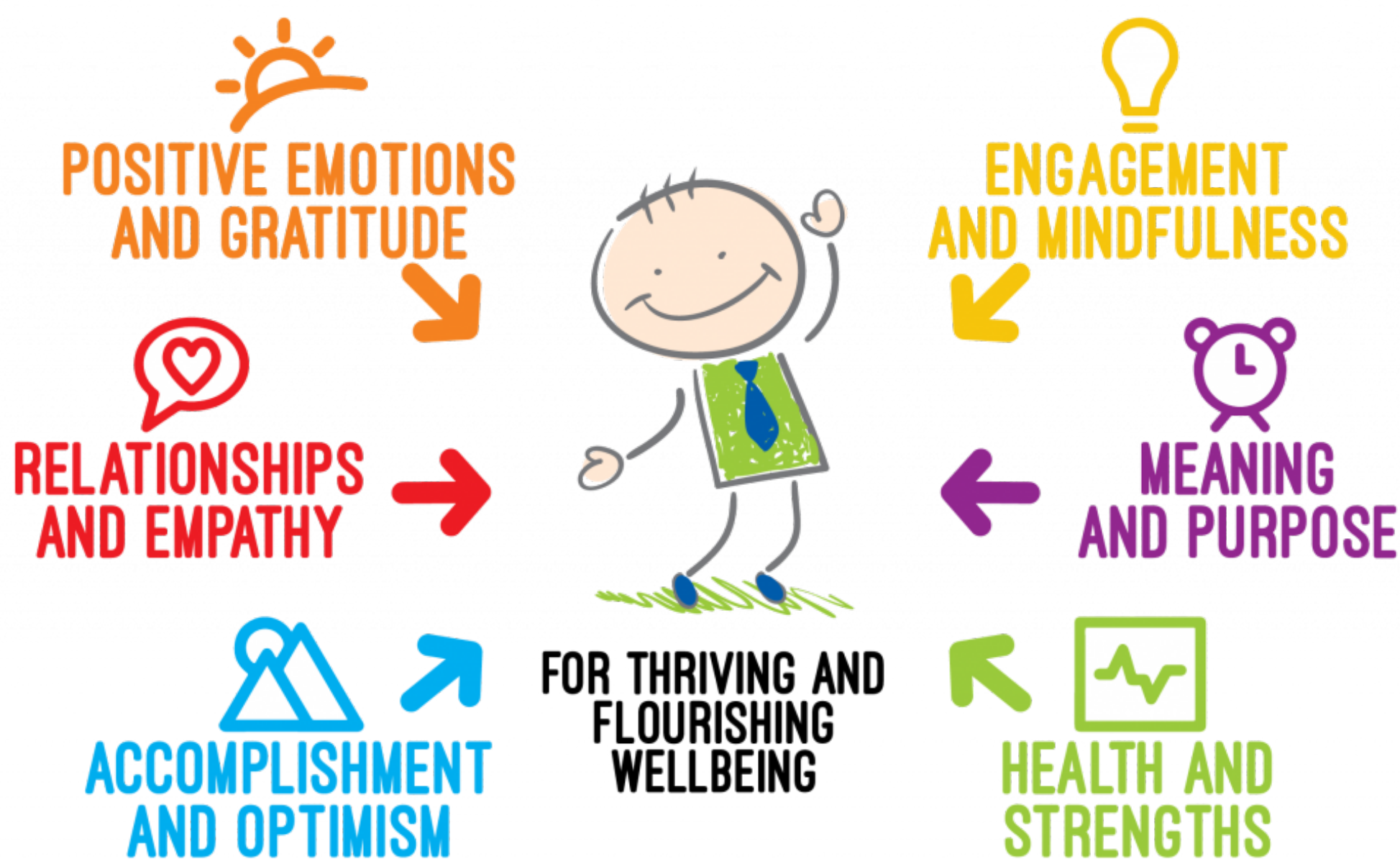


Image source: Positive Education & Student Wellbeing - Student Wellbeing

Four pillars for student wellbeing in United Nations 21 century (Delors, 1996)

- learning to live together
- learning to know,
- learning to do and
- learning to be

10 skills for wellbeing

2. Ways of working (learning to do)
(a) Communication
(b) Collaboration and teamwork

3. Tools for working
(a) Information and communications technology (ICT)
(b) Information literacy (includes research on sources, evidence, biases, etc.)

4. Skills for living in the world (learning to live together)
(a) Citizenship-local and global
(b) Life and career
(c) Personal and social responsibility (including cultural awareness and competence).

CHAPTER 2 The Prosper Framework for Student Wellbeing

PROSPER Framework in the School Context:

Positivity: good emotion at school and positive mindset

Relationships: have good relationships. Teacher, peers and parents

Outcomes: have abilities to do schoolwork and make progress toward goals

Strengths: entails self-awareness of one's character and ability qualities, as well as an understanding of how to utilise these strengths in various situations

Purpose: people believe that what they learned in school is valuable and can be connected with greater cognition

Engagement: students are interested in and integrating into school life and learning activities

Resilience: possessing the ability to 'bounce back' after losses, blunders, and challenges, as well as being courageous in the face of adversity; "a focus on explicitly teaching coping skills and implementing support structures" (p. 26).



Encouraging POSITIVITY

Fredrickson (2009) describes that Positive meanings and optimistic attitudes that elicit positive emotions are referred to as "positivity." People who experience and express good emotions more frequently than others are more resilient (Fredrickson & Tugade, 2004). In order to let students have positive emotions, schools should ensure students feel belonging, feel safe, feel satisfied in learning and feel amused.

Savouring

-thinking closely about the positive sentiments and sensations involved in actively enhancing and prolonging a pleasurable experience or mood

- (a) Savouring by sharing experiences with other people
- (b) Memory-Building
- (c) Self-Congratulation
- (d) Sharpening Sensory-Perceptions



Image source: Nothing about us without us: Student wellbeing (core-ed.org)

The attitudes and skills of positive mindset:

- Positive tracking
- Positive conversion
- Using an optimistic explanatory style
- Having a Sense of Hope
- Gratitude and Appreciation
- Mindfulness
- Savouring



Building Positive RELATIONSHIPS



Building Positive:

Student-Peer Relationships: Friendships can give students a sense of belonging and safety, as well as affirmation and, when necessary, social and practical support. Friendships also provide a setting for kids to practise and enhance social skills, as well as build empathy and socio-moral reasoning.

Student-Teacher Relationships: How students feel about an respond to school and their coursework is heavily influence by the strength of their connections with their teachers.



According to the British Cohort Study the best predictor of a child becoming a satisfied and happy adult is not their academic achievement but their emotional health in childhood (Layard & Hagell, 2015).

The core value related to the relationships:

- Compassion
- Cooperation
- Acceptance of differences
- Respect for others
- Friendliness
- Honesty
- Fairness
- Responsibility

Positive high quality teacher-student relationships

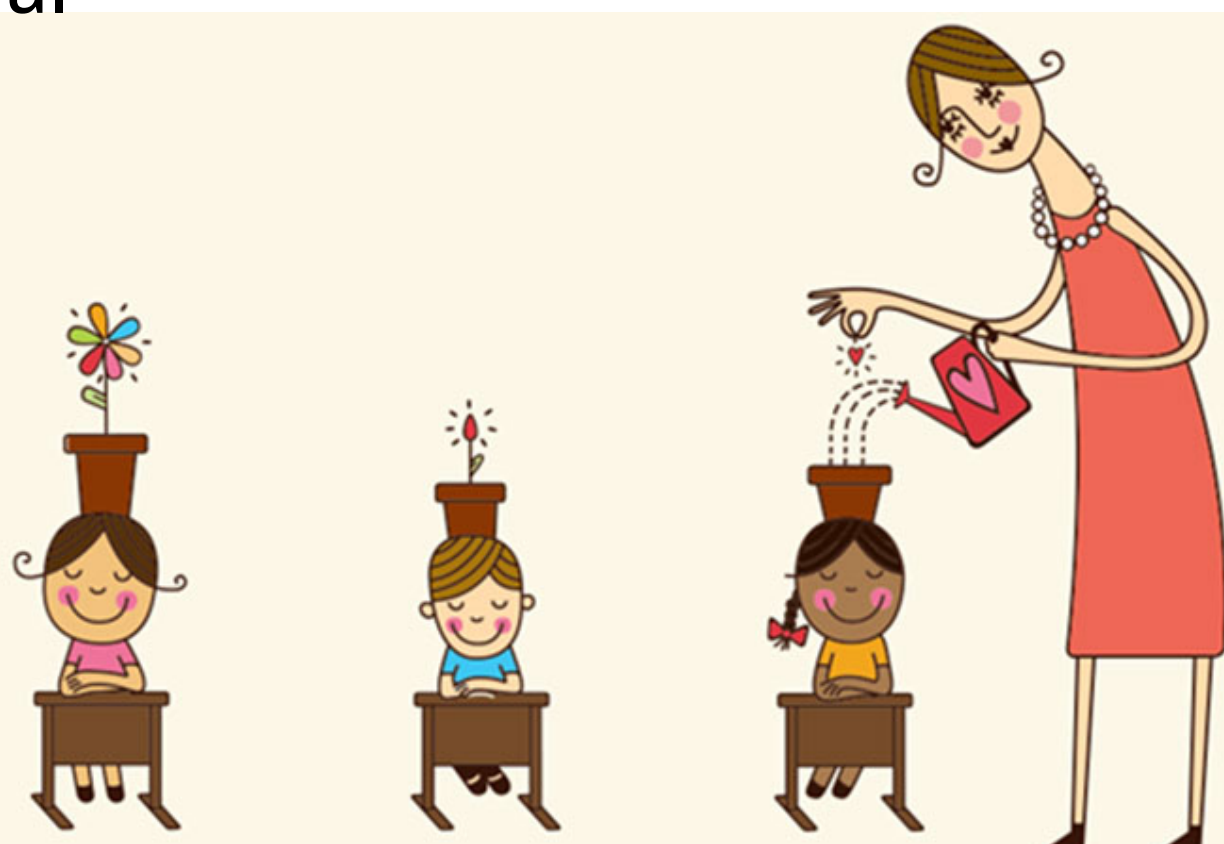
- Low levels of teacher-student conflict
- Low levels of student dependency
- High levels of mutually respectful behaviour
- Teacher acceptance, warmth, caring and closeness and predictability
- High levels of teacher support for the student

Teaching the Social-Emotional Skills that Underpin Positive Peer Relationships:

(i) Using Cooperative Learning to teach and enable practice of Social-emotional Skills

(ii) Using Cooperative Games to teach social-emotional skills.

(iii) Using children's literature to teach social-emotional skills



Facilitating OUTCOMES

Schools in countries attach great importance to students outcomes, however, "research shows that the psychological factors encapsulated in PROSPER are critical for achieving positive learning outcomes and ongoing academic success" (Noble & McGrath, 2016, p. 54). So students with positive emotions in a positive atmosphere of school are very important to their outcomes. Also, students take part in pairs or small groups which benefit and practise their performance. Johnson and Johnson (2009); Roseth et al. (2008) indicate that when classroom activities incorporate cooperative rather than competitive or individualistic aims, students are often more motivated and achieve greater academic performance.

Cooperative learning environment:

- Improving student performance
- Foster a responsibility for ownself and team member
- Achieving more academic success



Competitive environment:

- Engaging in self-handicapping behaviour
- With lower achievement
- Destroying the relationship with classmates

What Are Some Types of Strengths in Kids?

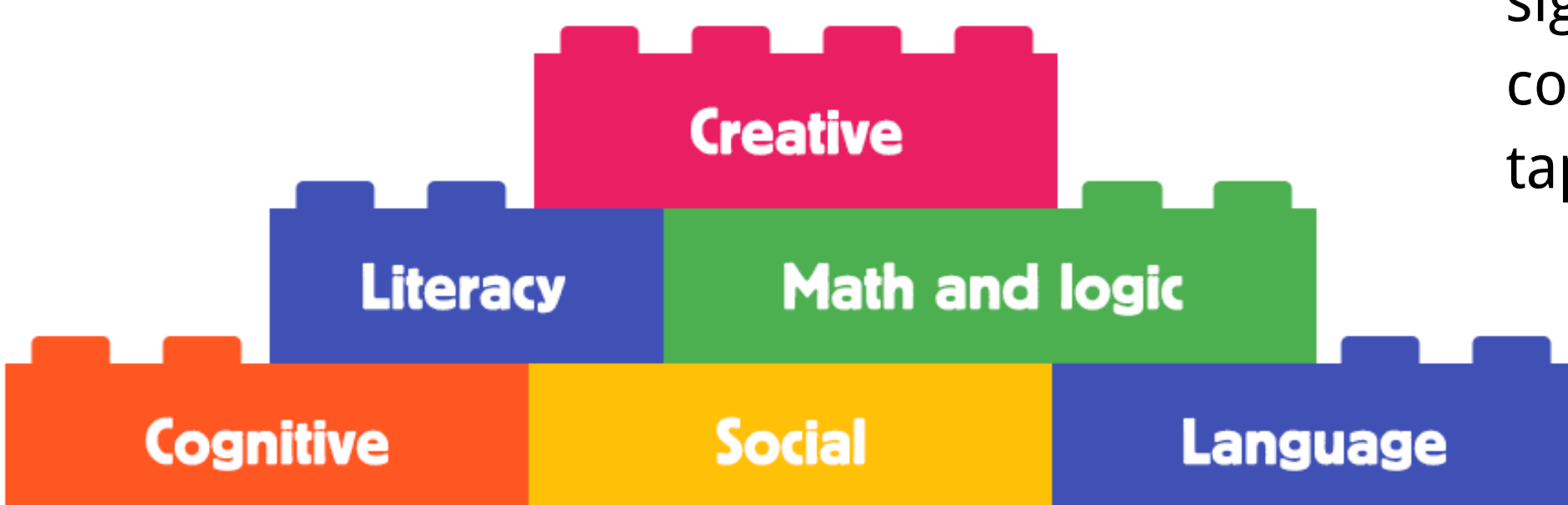


Image source:Opinion | The Misguided Drive to Measure 'Learning Outcomes' - The New York Times (nytimes.com))

Focusing on STRENGTHS

According to the findings, the advantage-based strategy will not neglect deficiencies, but rather will assist students in achieving achievements by developing their strengths, understanding and controlling their limitations (Noble & McGrath, 2016). People who leverage their advantages at work find it easier to learn, perform at a higher level, have greater motivation and self-confidence, and perform well at work.

Ways: 1. Teachers help students play to their strengths.

2. Design and implement educational programmes and environments that allow students to first explore and then utilise their abilities in a productive and fulfilling manner.

3. Urges students to recognise that any activity that does not utilise one of their inherent strengths may necessitate a significant amount of additional effort to gain competency and mastery in the domains tapped by that strength.

Self respect

Self-knowledge-more focus on their strengths instead of limitations

Self management-balance pride with humility, have defined moral beliefs and make an effort to live up to them

Self-protection- protect their physical and psychological safety and their reputation

Self-kindness-self care and self support

Self-confidence-Take a positive and optimistic attitude to meet challenges and make efforts to what you need

Self-trust-trust their own judgment and have faith in themselves

Respect and Compassion for Others- treat others with respect and compassion and acknowledge their right to dignity



Image source:Opinion | The Misguided Drive to Measure 'Learning Outcomes' - The New York Times (nytimes.com)

Collective Strengths

According to Hipp and Huffman 2010, "a focus on the collective strengths of everyone in the school contributes to the development of a professional learning community"

Ability Strengths

"Each person has an intelligence profile that is a description of their relative strengths and weaknesses across the eight intelligence" (Noble & McGrath, 2016, p. 57).

Character Strengths

Teachers can help students to identify their character strengths. A signature strength is a firmly held personality feature that characterises one's core identity. Using our signature strengths is thought to give us more energy.

Fostering a Sense of PURPOSE

Two notions of purpose and meaning have the same goal in mind: to regard one's life as being driven by a larger goal. "Motivating students to find purpose and meaning in their life is seen as a critical step in enhancing their sense of wellbeing" (Noble & McGrath, 2016, p.69). Also, a sense of purpose encourages intellectual perseverance and improved academic achievements.



How to do: 1. participate in student action team
2. have a full understanding of their character and ability

According to Moran (2011), young individuals will not be able to develop, make sense of, or utilise their relative strengths and weaknesses across the eight intelligences if they lack self-awareness.

3. Community service (or service learning)

Improving pupils' academic skills, information transfer to 'real-world settings,' critical thinking skills, a sense of personal and societal responsibility and civic participation, social skills, and empathy (Elias et al. 2006; Hanson et al. 2003; Astin et al. 1999; Eyler and Giles 1999).

Enhancing ENGAGEMENT

Defined as an observable manifestation of student motivation to learn (Fredericks et al. 2004; Meyer and Turner 2002).

Related to: student attendance
academic resilience
and school completion;

Four perspective of student engagement:

- behavioural engagement,
- emotional engagement,
- cognitive engagement
- add social engagement



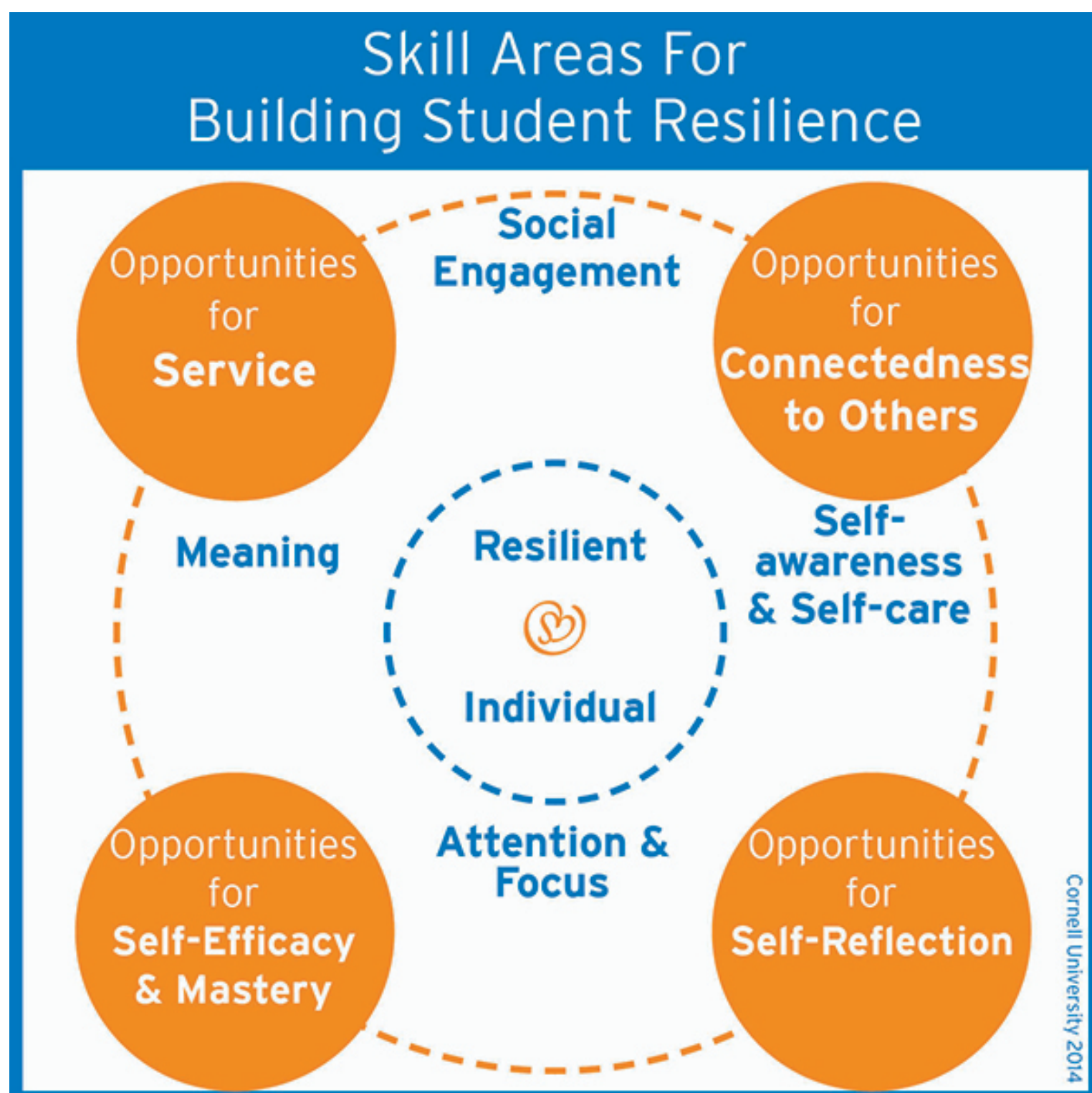


Image source: Building Resilience | Cornell Health

Teaching RESILIENCE

- Adversity faced by students: family or friendship changes or losses, poor academic performance and setbacks and disappointments; poverty and disadvantage, abuse or serious illness
- The resilient skills: optimistic thinking skills, helpful thinking skills, adaptive distancing skills

According to McGrath and Noble (2011), optimistic thinking skills, helpful thinking skills, adaptive distancing skills, using humour, and requesting help when needed are all resilient abilities that may be taught to students.

Student wellbeing has always been the focus of the school. PROSPER as an organizing framework can assist schools and teachers to promote the all-around development of students. PROSPER is not a programme in the school setting, but rather an organizing framework for evidence-based school and classroom practises that promote student well-being and foster safe and supportive school environments (Noble & McGrath, 2016). PROSPER is easier to guide schools and teachers focusing on students' mindset, relationship, outcomes, strengths, purpose, engagement and resilience.

REVIEW

Prosper.

Traditional educational policies:

- Focus on the education of children and young people up to age 18
- Main educational debate-access to, and the quality of a country's compulsory education system
- Focus on standardized academic tests-reading, speaking, listening, and writing.
- Global standard-Programme for International Student Assessments (PISA)

Potential Risks of a Student Wellbeing Policy

- Too idealistic
- High cost
- Hard to establish causal relationships
- Insufficient data

An evidence-informed approach:

1. Selecting a Program
2. Planning and preparing for implementation
3. Implementation
4. Sustaining the program
5. Improving the program

Disadvantages of traditional educational policies:

"Children's developmental needs for leisure, pleasure and sleep were often ignored"(Noble & McGrath, 2016), then it leads to the decline of students' happiness. According to the British Cohort Study, a kid's mental health in childhood is the best predictor of that child becoming a satisfied and happy adult (Layard and Hagell 2015).

Different Domains of Student Development

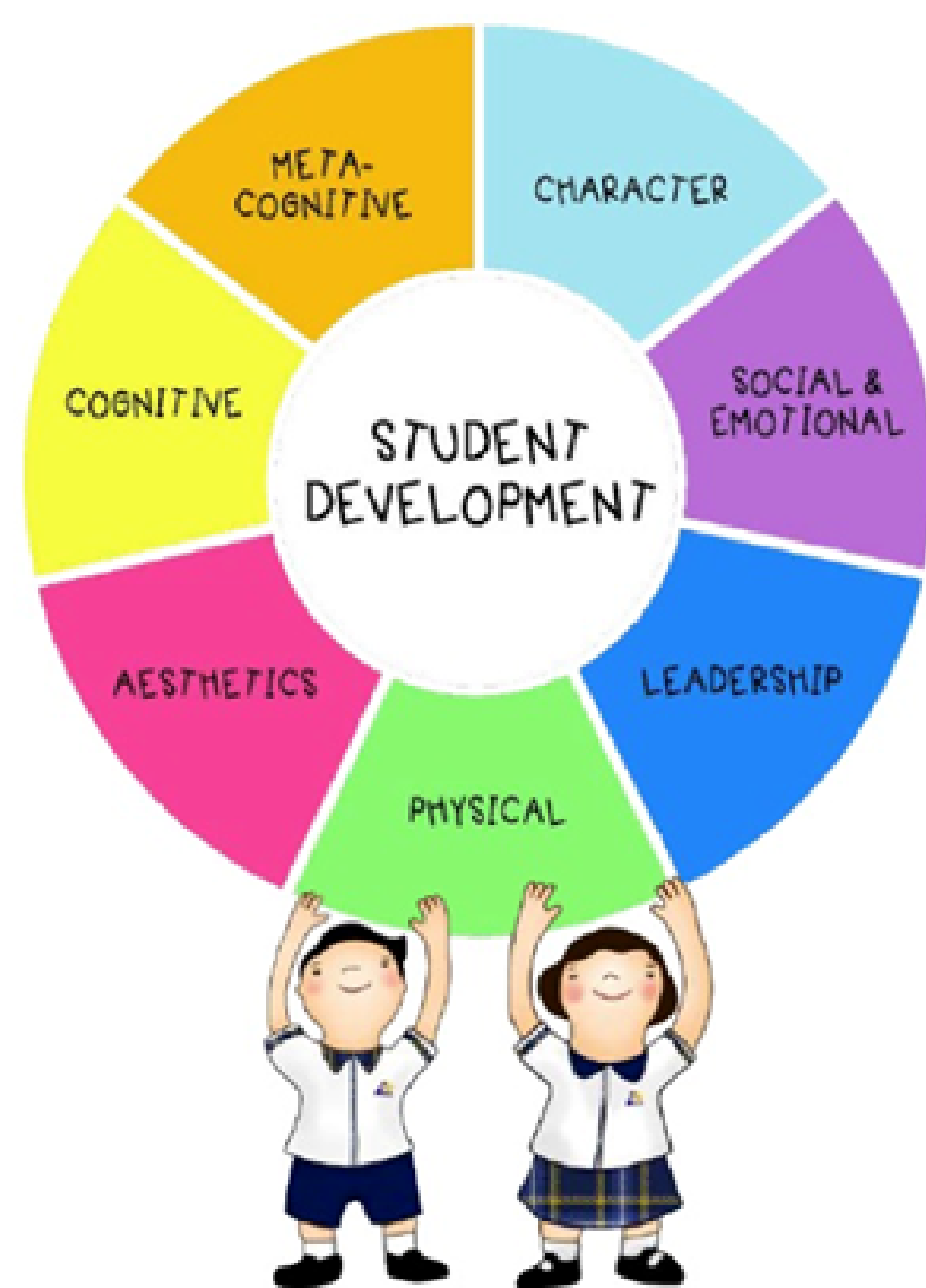
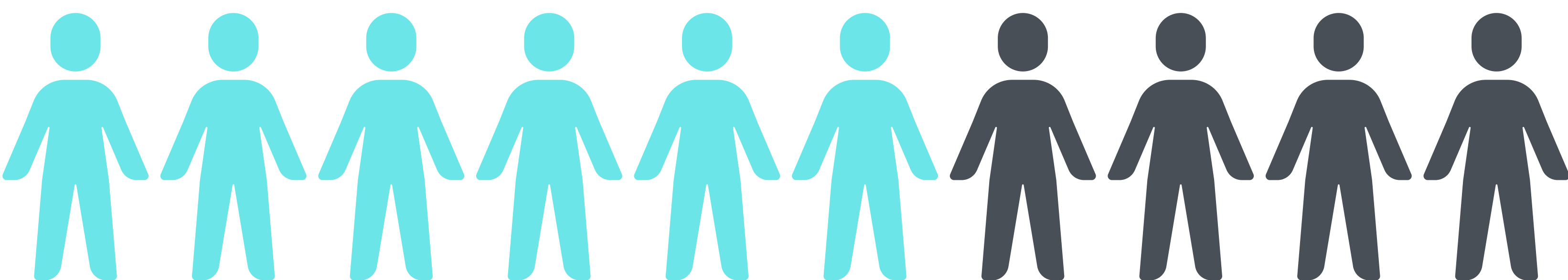


Image source: Programmes (moe.edu.sg)



Policy Actions for Educational Policy Development for Student Wellbeing

(i) Establishing a platform for a framework policy for educating for student wellbeing

(ii) Collaboratively develop the framework with educational communities

(iii) Facilitating support for policy implementation in schools

- Implementation plan
- School Leadership.
- Encourage the appointment of a Leader, Director or Coordinator for student wellbeing in each school
- Adopt a whole school approach
- Consider choosing a whole-school social-emotional learning program
- Develop a professional learning plan
- Measure and document change
- Involve Parents
- Teacher Education



Question:

- What other factors do you think for students' wellbeing?
- What educational policies do you think are unreasonable in your country or in the school where you work?

Reference:

Noble, T. & McGrath, H. (2016). The PROSPER school pathways for student wellbeing policy and practices. Springer. DOI 10.1007/978-3-319-21795-6