

A term by term approach to supporting wellbeing across the Bays Cluster

Term 1	Term 2
<p>Focus: whole staff cluster learning about the importance of Positive Education, Character Education (Strengths) and Mindfulness</p>	<p>Focus: embedding the concepts around Positive Education</p>
<p>Key actions:</p> <ul style="list-style-type: none"> ● selecting wellbeing champions; ● identifying character strengths in staff using the VIA survey, at both an individual level and a school level; ● developing new understandings as staff explored the character strengths they were strong in and those that needed developing; ● building a consistent use of character strength language 	<p>Key actions:</p> <ul style="list-style-type: none"> ● building understandings about wellbeing and mindfulness strategies; ● sharing of teaching resources, practice and ideas; ● focusing on staff 'living' wellbeing in order to ensure that it began to be embedded across schools; ● developing classroom resources for inclusion in a 'How to?' guide for character education, with support from Lucy.
<p>Ongoing evaluation and monitoring:</p> <ul style="list-style-type: none"> ● identifying strategies that schools were already using to promote wellbeing using a situation analysis process; ● focusing on the nine key concepts that ERO has identified as being desired outcomes for student wellbeing. 	<p>Ongoing evaluation and monitoring:</p> <ul style="list-style-type: none"> ● wellbeing champions completed the Coursera MOOC course titled "Teaching Character and Creating Positive Classrooms"; ● all staff completed the Assessing Wellbeing in Education (AWE) survey;
Term 3	Term 4
<p>Focus: implementation of character strengths programmes in classrooms</p>	<p>Focus: evaluation and planning for next steps</p>
<p>Key Actions:</p> <ul style="list-style-type: none"> ● participating in mindfulness sessions; ● aligning library books with character strengths for use in classroom teaching programmes - cluster librarians developed a collaborative resource, ● identifying people who are role models and high achievers and exploring their achievements through the lens of character strengths ● engaging in World Character Day; 	<p>Key actions:</p> <ul style="list-style-type: none"> ● evaluating the pilot programme using the SWOT analysis framework; ● collating staff perspectives and reflections; ● ending the year with a strong character strength focus in teaching and learning programmes; ● developing beginning of year (2017) teaching and learning programmes with a character strength focus. ● developed school based action plans to individualise wellbeing programmes to each school
<p>Ongoing monitoring and evaluation:</p> <ul style="list-style-type: none"> ● continued refinement of 'How to?' guide ● cluster staff meetings focused on best practices ● gathering student voice 	<p>Ongoing monitoring and evaluation:</p> <ul style="list-style-type: none"> ● staff and student wellbeing survey completed to provide baseline data to inform 2017 programmes