

Leading Student Wellbeing: An online discussion with the profession

Dr Katherine Dix, Mr Michael Rosenbrock, Dr Pauline Ho
Facilitator: Dr Tanya Vaughan
10 November 2020, Webinar



**EVIDENCE
FOR LEARNING**

Acknowledgement of Country

We would like to acknowledge the traditional custodians of the land on which we meet, and pay our respects to elders past, present and emerging.



What we will cover

This webinar will look at practical recommendations for educators and school leaders.

- Explore the key findings and recommendations drawn from the recently released systematic review on student wellbeing.
- Hear about implementation strategies that are most effective and how these can be implemented in schools to improve student wellbeing and learning.
- Consider ways to build on the evidence from this rigorous review in your system or own school setting.

Overview

How effective are school-based wellbeing interventions for improving the academic and non-academic outcomes of children and young people in mainstream schools?

75

Qualified articles (reported 78 studies) screened from 4,850 studies included in this Review

432

Extracted outcomes (126 Academic and 306 Wellbeing outcomes)



School-aged children (5-18 years old) including children with learning difficulties or disabilities



Majority of studies from US and UK with 26% from Australia (only 1) and elsewhere

- Commissioned in 2019 to appraise the evidence base on student wellbeing and its impact on learning
- Comprehensive meta-analytic review of the evidence on health and wellbeing – 7 school-based intervention types based on VicHealth's strategic imperatives
- Primary outcome is academic achievement. Review included health and wellbeing-related outcomes



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Resources on Student Wellbeing

Social and emotional learning

Moderate impact, moderate cost, based on extensive evidence

SEL approaches have been found to be effective in primary and secondary schools, and early years settings.

State of Evidence
Wellbeing Interventions and Impact on Student Learning
Key messages from a systematic review summarising the impact of school-based wellbeing interventions on student academic and non-academic outcomes



75 Qualified articles (reported 78 studies) screened from 4,850 studies included in this Review

432 Extracted outcomes (126 Academic and 306 Wellbeing outcomes)

School-aged children (5-18 years old) including children with learning difficulties or disabilities

Majority of studies from US and UK with 26% from Australia (only 1) and elsewhere

Wellbeing interventions make a difference to student outcomes
Overall, students in the interventions were up to +4 months ahead in learning (0.31**) compared to students in control groups. Interventions had a moderate positive impact on student wellbeing (0.22**). Programs that promote social-emotional skills positively impact literacy and numeracy with gains of +2 months (0.10*).

To impact academic outcomes, longer programs need to be sustained
However, short duration programs (under 3 months) can impact wellbeing, when well implemented. Programs delivered by teachers can be as effective, if not better than those delivered by expert professionals if teachers are trained and well-supported.

We need more robust evidence in Australia about program impact to identify features of effective implementation
Over 200 programs available to schools but only one Australian study met the inclusion criteria in this review.¹ Over three-quarters of studies related to improving mental wellbeing, while only 18% related to physical wellbeing and 5% on preventing harm. Over 200 different wellbeing outcomes were extracted from the 75 articles, reflecting how 'undefined' wellbeing is in educational research. Even within the narrow criteria of experimental and quasi-experimental designs, the range of research parameters were vast, reflecting the lack of consistency in program evaluation in education.

Effective wellbeing promotion is systemic and usually involves programs that are:
• short; delivered within a Term – thus manageable and sustainable in a crowded curriculum
• universal – building awareness and capacity of the whole community, reduces stigma
• explicitly taught by the trained classroom teacher – building the teacher's capacity first
• delivered in regular sessions – building the student's capacity through practice and repetition
• delivered to groups of students – ranging from 11 students up to classroom size, and
• developmentally differentiated – recognising that wellbeing is influenced by stages in life, particularly during transition and adolescence.

Disadvantaged students benefit most from tailored support
Programs designed to assist disadvantaged students were effective in reducing behavioural problems and internalising symptoms such as anxiety and depression.

Everything that schools do to support student wellbeing counts
All interventions types examined in this review found positive impacts on academic and wellbeing outcomes but those that were most effective:
• foster school belonging and engagement
• provide mentoring
• build social-emotional skills

1 Note: This systematic review presents the best evidence of program impact, not necessarily the best program. Wellbeing programs have been selected for inclusion in this systematic review because they met selection criteria that examines reporting bias and may not be a reflection of their quality. It is important to understand this difference when interpreting the results and outcomes of this systematic review. The full Report and Addendum is available [here](#).

Partners:

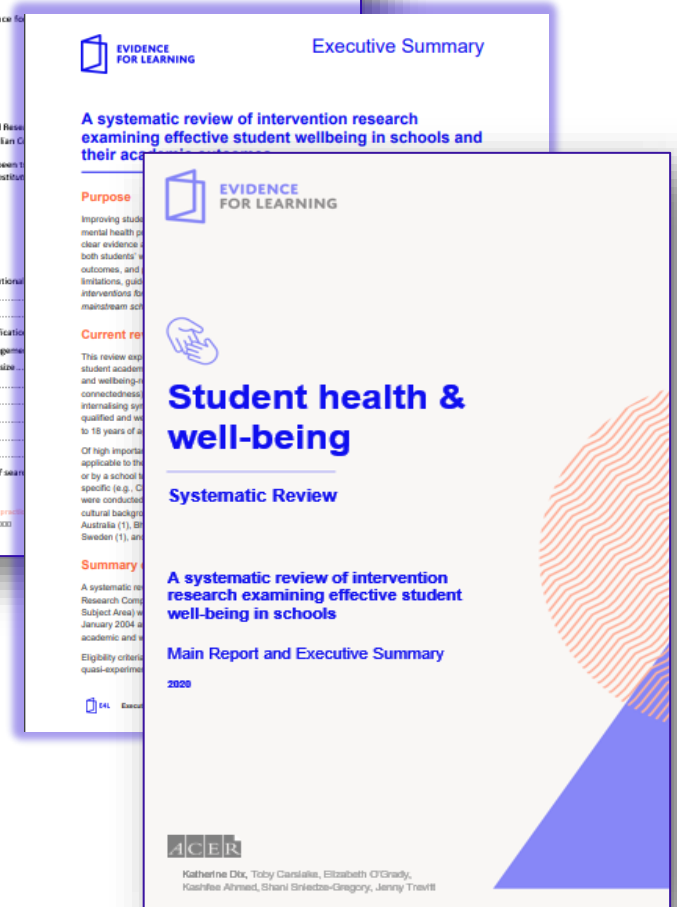
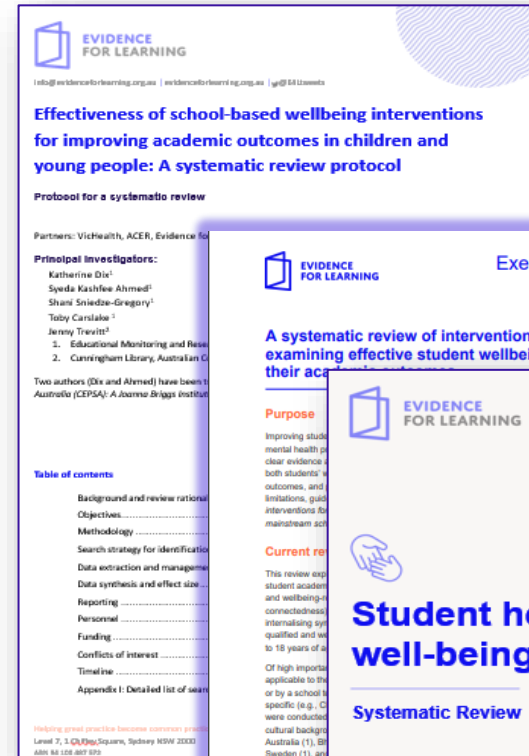
Average cost
\$ \$ \$ \$ \$

Evidence security
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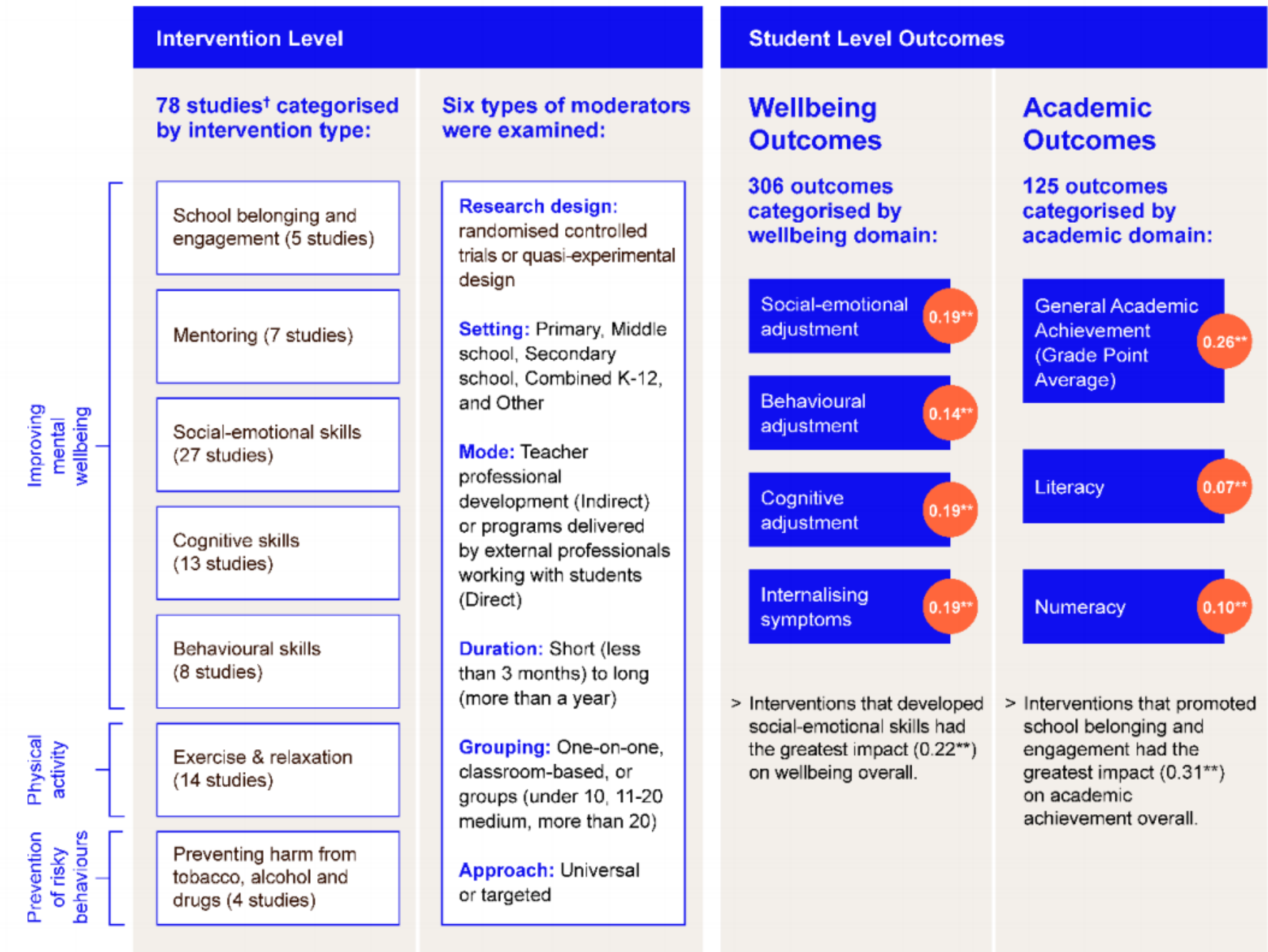
Months' impact
+4

Legend
0.31** = Hedges g
** = significance at $p < .001$
* = significance at $p < .05$

Intervention type	Academic overall	Numeracy	Literacy	GRA/ Other	Wellbeing overall	Social-emotional	Behavioural	Cognitive	Internalising
Improving mental wellbeing: belonging & engagement	0.31	-0.03	0.12 g = 0.36	0.36	0.21	0.18	0.1	0.24	0.23
Improving mental wellbeing: Mentoring	0.17	0.11	0.03	0.35	0.16	0.15	0.05	0.26	
Improving mental wellbeing: Social-emotional skills	0.16	0.1	0.1	0.35	0.22	0.16	0.22	0.23	0.24
Improving mental wellbeing: Cognitive skills	0.11	0.04	0.04	0.21	0.09	0.16	0.03	0.09	0.08
Improving mental wellbeing: Behavioural skills	0.1	0.04	0.05	0.17	0.12	0.06	0.11	0.14	0.2
Encouraging physical activity: Exercise & relaxation	0.2	0.24	0.1	0.21	0.18	0.13	0.23	0.21	0.13
Preventing harm from tobacco, alcohol & drugs	0.13	0.15	0	0.13	0.16	0.04	0.13	0.19	
School setting	Academic overall	Numeracy	Literacy	GRA/ Other	Wellbeing overall	Social-emotional	Behavioural	Cognitive	Internalising
Primary	0.1	0.08	0.07	0.21	0.19	0.15	0.18	0.2	0.18
Middle	0.18	0.24	0.07	0.22	0.18	0.13	0.14	0.2	0.21



Outcomes overview



†Two of the 75 included articles reported multiple studies.

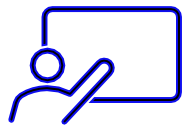
**Effect sizes shown as Hedge's g, p < 0.01 significance

Key messages



Wellbeing interventions make a difference to student outcomes

Students were up to +4 months ahead in learning (0.31) compared to students in control groups. Interventions had a moderate positive impact on student wellbeing (0.22) and those that promote social-emotional skills positively impact literacy and numeracy with gains of +2 months (0.10*).



Everything that schools do to support student wellbeing counts

Interventions that are most effect are school belonging and engagement, mentoring, and social-emotional skills.



Disadvantaged students benefit most from tailored support

Programs designed to assist disadvantaged students were effective in reducing behavioural problems and internalising symptoms such as anxiety and depression. These should be delivered as targeted support complemented by universal programs.

What does this look like for implementation in schools?

Effective wellbeing promotion is systemic and are usually:

- Short and delivered within a term – thus manageable and sustainable. Shorter programs (<3 months) appear to be more effective than longer programs (one year or more) for both academic and wellbeing outcomes
- Universal – building awareness and capacity of the whole community
- Explicitly taught by the trained classroom teacher – building teachers capacity first. Indirect interventions delivered by teachers who are trained were marginally more effective than direct interventions by expert professionals in impacting wellbeing
- Delivered in regular sessions – building student's capacity through practice and repetition
- Delivered to groups of students – ranging from 11 students up to classroom size
- Developmentally differentiated – recognising that wellbeing is influenced by stages

Have your questions ready for our panel of experts:



**Dr Tanya Vaughan,
Evidence for
Learning**



**Dr Pauline Ho,
Evidence for
Learning**



**Dr Katherine Dix,
ACER**




**Michael Rosenbrock,
Wodonga Senior
Secondary College**

Wellbeing in context

I would like to hear case studies and see examples of the programs that had the greatest impact in secondary and/or regional context.









WODONGA SENIOR SECONDARY COLLEGE

Every Student, Every Opportunity, Success for All



Remote Learning – Supporting our students

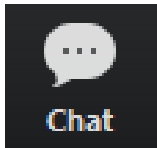
The structure for Remote Learning at Wodonga Senior Secondary College is designed to balance the following student needs to ensure that every student is supported to be successful.

 Mental health & wellbeing	 Safety & security	 Physical health
 Connectedness & community	Student needs in remote learning	 Engagement with learning
 Metacognition & self-regulation	 Academic learning & growth	 Aspirations & pathways

Student health and wellbeing

Do you have a question
for our panel?

Enter into the chat box.



Wellbeing in COVID-19 pandemic environment

How do we support students' wellbeing in the environment of the COVID-19 pandemic?

How does the digital divide effect students' wellbeing?



Coronavirus: Adapting to changes

Educators play a significant role in supporting students' mental health and wellbeing in a changing learning environment.

It can be difficult to know what to prioritise when trying to adapt to multiple changes. Mental health underpins a learning community's ability to be resilient and continue to learn during change.

Educators play an important role in supporting students' social and emotional wellbeing and can encourage them to seek support from wellbeing professionals if needed.

This resource provides educators with practical guidance on how to:

- simplify things within your control
- focus on social and emotional learning
- try to be positive
- talk through challenges
- notice when a student is struggling
- follow-up with disengaged students
- acknowledge your boundaries.

It also provides schools with practical guidance on how to:

- make wellbeing services visible
- strengthen relationships with families
- prioritise mental health and wellbeing.

Educators

Simplify the things within your control

During a time when your learning community may need to adapt to significant change, think about the things you can control and try and simplify them.

Try not to put too much pressure on yourself, your students or others around you.

Break tasks down into manageable chunks and give as much notice as possible about transitions and changes to routines and environments.

Communicate regularly and openly with students about changes to reduce concern and uncertainty.

Focus on social and emotional learning

Work with leadership to make sure each student has an ongoing relationship with a teacher.

Invite students to reflect on what they're finding challenging and what they're enjoying about the changes.

Celebrate what's going well, share bewilderment and listen to students' feelings.

Be You has a range of online [fact sheets](#) and [Professional Learning](#) modules for educators to help them support the mental health and wellbeing of children and young people.



With delivery partners:

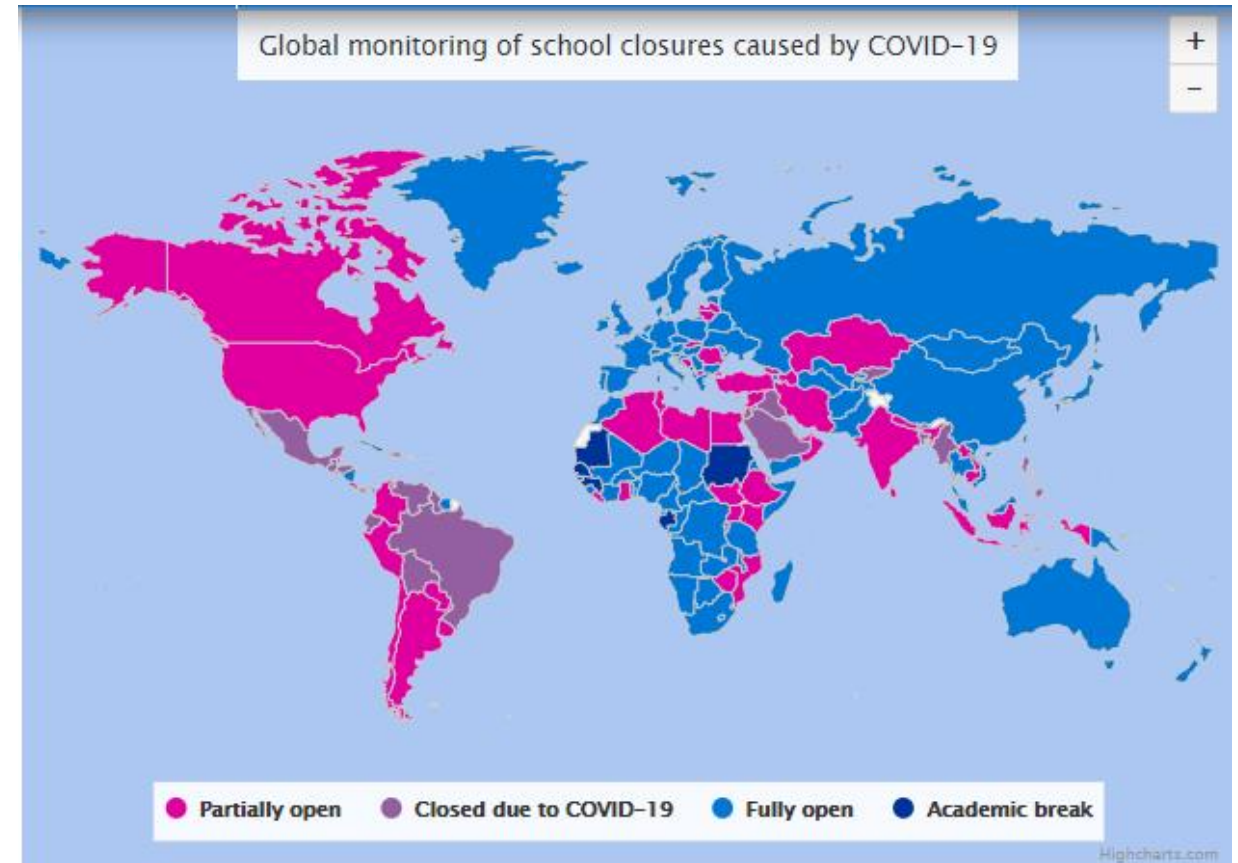


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Educational crises and impact on student wellbeing

- Studies have shown that educational disruptions can lead to **long-lasting effects on socio-emotional and academic development** e.g., the Victorian Black Saturday bushfires (Bryant et al., 2019), Hurricane Katrina where displaced students experienced PTSD (Eaton, 2007).
- The more time students spend away from schools, **the higher learning loss and risk and exposure to violence and abuse expected**, particularly for children from disadvantaged circumstances (Cullinane and Montacute, 2020; Grattan, 2020; UNESCO, 2020).
- **Teachers are also subject to the challenges** faced by the general population, and their additional pressures because of their professional role in supporting students (Muller & Goldenberg, 2020)



*As of 8 Nov 2020:
224,068,338 affected learners
12.8% of total enrolled learners*

Australian SEL Programs Directory

beyou.edu.au/resources/tools-and-guides/about-programs-directory

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bounce

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Bounce Back!

Bounce Back! has been developed to support schools and teachers in their efforts to promote positive mental health and ...

Learn more

YEAR 3 - 6

Connect 3 Program for Children

The Connect 3 program covers:
Week 1 - the concept of resilience (how to bounce back when things aren't going well) and ...

Learn more

Lifetime of Wellbeing Program

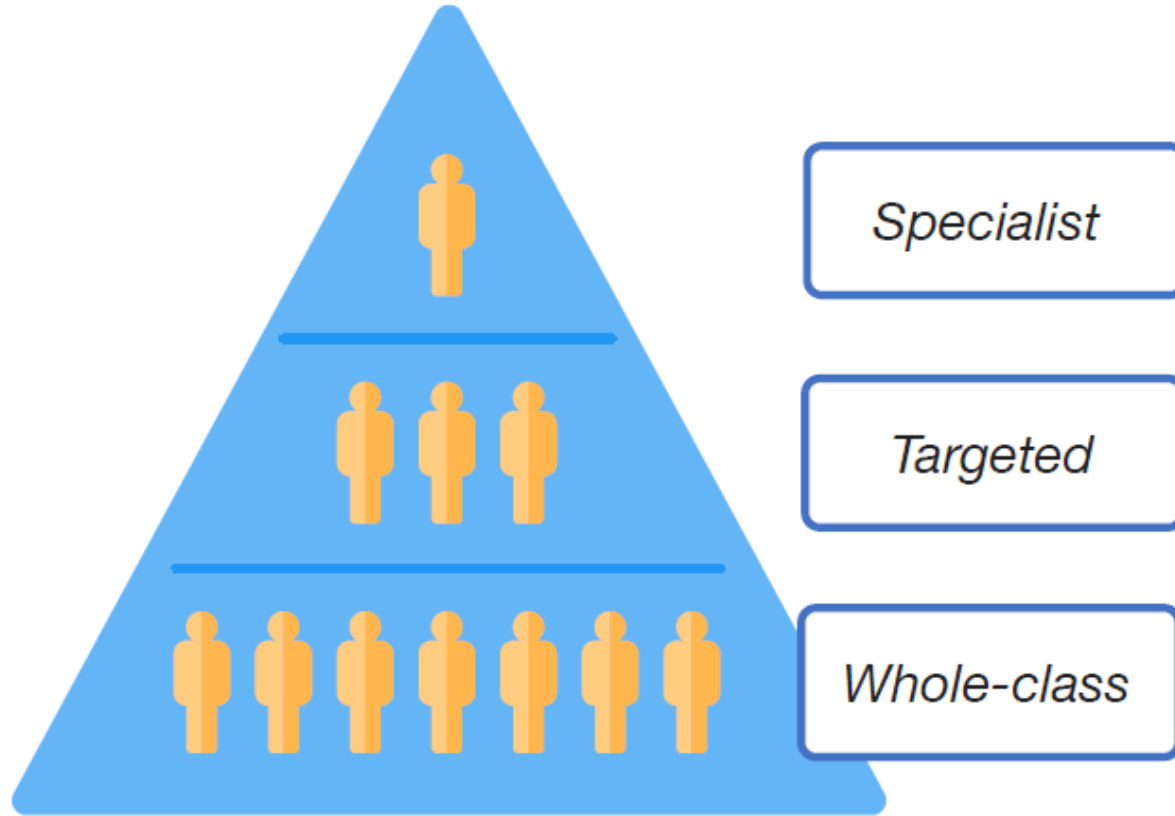
The aim of the Love Me Love You programs is to help develop a strong understanding of what can positively and negatively...

Learn more

Over 200+ wellbeing programs available in Australia

Program Name As at August 2020	Topics															Evidence quality with first author and year (20yy) * study included in review
	Students	Parents	Educators/staff	Leaders	Early Learning	Primary school	Secondary school	Bullying and cyber safety	Families and parenting education	Mindfulness	Social and emotional learning	General mental wellbeing	Connectedness and relationships	Resilience	Seeking support	
#GameOn	x						x	x								low
1-2-3 Magic & Emotion Coaching		x			x	x			x							high: Bradley 03
5-Week Mindful Breathing Program by Breathe Project	x		x			x	x			x	x					low
6 Kinds of Best Program (Values Education Toolkit)	x				x	x					x					low
7 - Everyday Wellness	x	x	x	x		x	x				x		x			low
Active Families Active Schools	x	x			x	x					x	x				medium: Keegan 17
Adult Resilience	x						x		x	x		x	x			low
Animal Fun	x				x						x					high: Piek 15; Piek 13; Piek 10
Aussie Optimism Program	x					x	x				x		x			high: Johnson 14; Kennedy 15; Morrison 13; Myles-Pallister 14; Pophillat 16; Quayle 01; Roberts 03, 04; Roberts 10; Roberts 11; Roberts 18; Rooney 13; Rooney 06; Tennant 17

Tiered approach for implementing wellbeing support



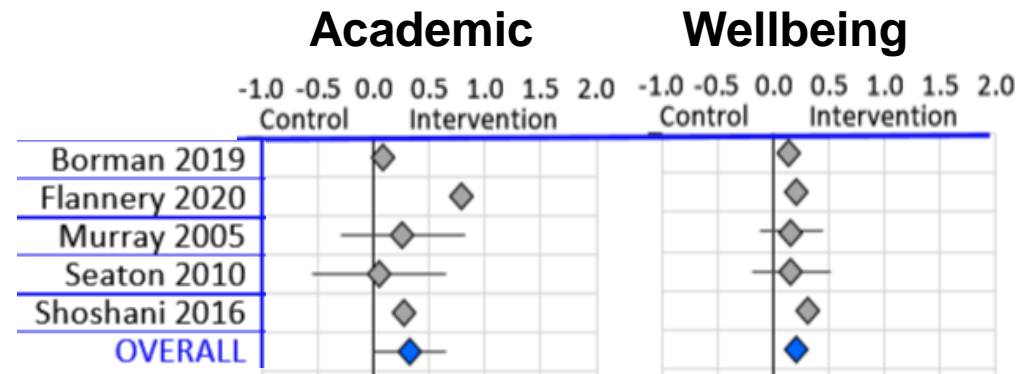
Specialist support. Some students will need a specialist intervention delivered by a trained professional.

Targeted interventions. If students require additional support beyond what can be offered by whole class teaching, a targeted or one to one intervention could provide the intensive focus required for the student to make progress.

Whole-class teaching. If you have evidence that a student requires further support, the starting point needs to be consideration of the classroom teaching that they receive. Have you maximised their opportunity to access the best possible teaching you can offer.

Example 1: Belonging and engagement

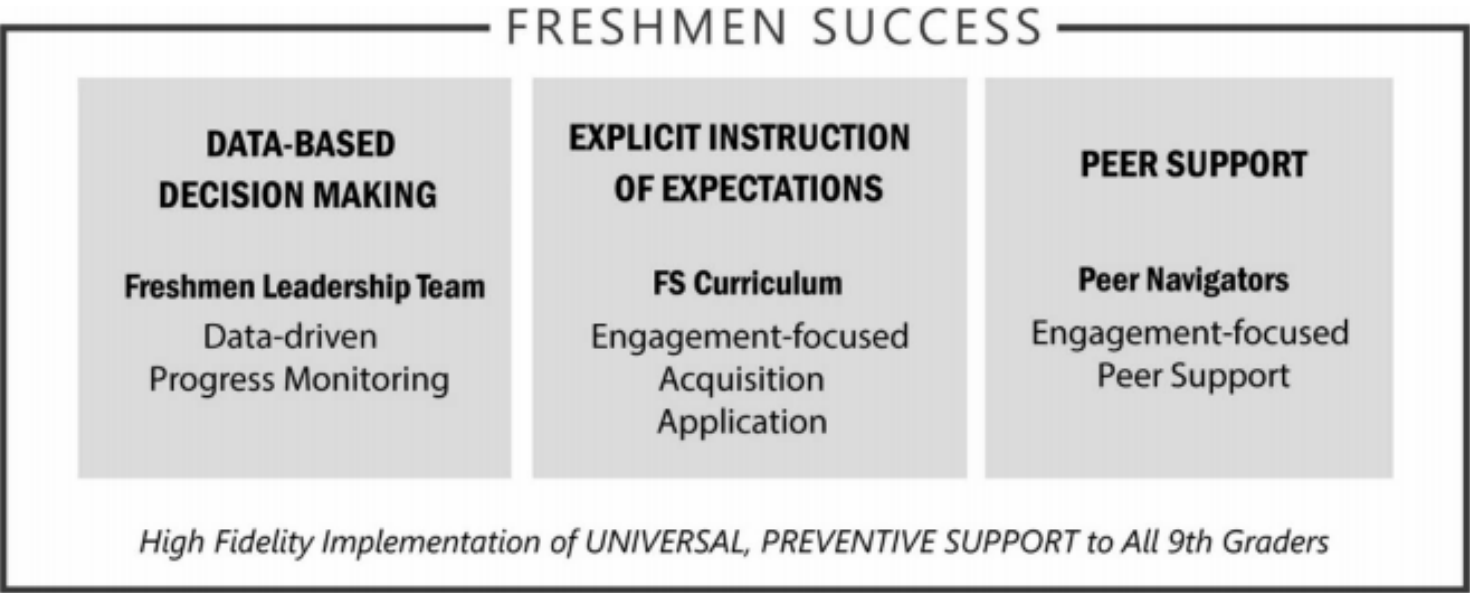
DESIGN					PARTICIPANTS		SETTING		INTERVENTION				
Author (year)	Country	Design	Risk of bias	N	Age Mean (SD), range in years	% Boys	Grade	Type	Name	Mode	Duration	Grouping	Approach
Improving mental wellbeing: Belonging & engagement (5 studies)													
Borman 2019	USA	RCT	High	11 schools 1304 students	not stated	51	6	M	Writing to belong	Direct	Moderate	Classroom	Targeted: Academic risk
Flannery 2020	USA	RCT	High	4 schools 1588 students	14	50	9	S	Freshmen Success	Indirect	Short	Classroom	Targeted: Academic risk
Murray 2005	USA	QE	High	1 school 48 students	not stated	75	9-12	S	Teacher-Student Relationship	Indirect	Moderate	One to one	Targeted: Academic risk
Seaton 2010	USA	QE	High	1 school 40 students	15-17	0	9	S	Check & Connect Student Engagement Program	Indirect	Short	One to one	Targeted: Academic risk
Shoshani 2016	Israel	QE	High	6 schools 2517 students	13.5 (0.7), 11.9-14.9	50	7-9	M	Maytiv positive psychology school program	Indirect	Moderate	Classroom	Universal



A Tier 1 approach to increase 9th Grade engagement and success

Freshman Success aims to increase the engagement and performance of 9th graders in high school.

This study (1,588 students) across 4 schools found high impact on academic (0.79) and on wellbeing outcomes (0.20).

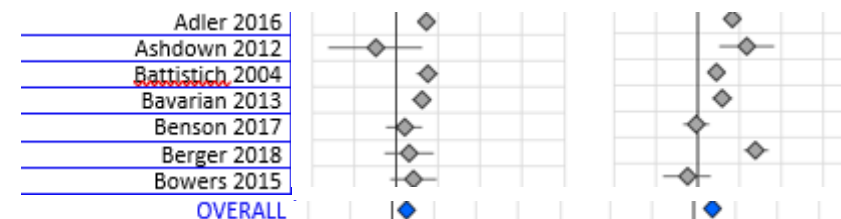


Example 2: Social and emotional learning

DESIGN				PARTICIPANTS		SETTING		INTERVENTION						OUTCOMES				
Author (year)	Country	Design	Risk of bias	N	Age Mean (SD), range in years	% Boys	Grade	Type	Name	Mode	Duration	Grouping	Approach	Academic	Social-emotional	Cognitive	Behavioural	Internalising
							P: primary M: middle S: secondary C: Combined K-12 O: Other & Special											
Improving mental wellbeing: Social-emotional skills (27 studies)																		
Adler 2016	Mexico	RCT	High	70 schools 68762 students	16.2 (1.1), 13-26	48	10-11	S	Bienestar Curriculum	Indirect	Long	Classroom	Universal	3				3
	Peru	RCT	High	694 schools 694153 students	15.4 (0.8), 11-28	47	7-11	S	Friendly Schools					3				3
	Bhutan	RCT	High	18 schools 8385 students	15.1 (2.2), 10-24	46	9-12	S	Life Skills curriculum					3				3
Ashdown 2012	Australia	RCT	High	1 school <u>99 students</u>	5-6	55	P-1	P	You Can Do It!	Indirect	Short	Classroom	Targeted: Disadvantaged	2	4		2	2
Battistich 2004	USA	QE	High	6 schools 525 students	not stated	46	3-5	P	CDP: Child Development Project	Indirect	Long	Classroom	Targeted: Disadvantaged	1	2	1	4	
Bavarian 2013	USA	RCT	High	14 schools 247 teachers 1170 students	not stated	47	3-8	P	Positive Action	Indirect	Long	Classroom	Targeted: Disadvantaged	2		2		
Benson 2017	USA	QE	High	1 school 369 students	not stated	49	K-5	P	Second Step: K-5	Indirect	Short	Classroom	Targeted: Academic risk	2	1	2		
Berger 2018	Tanzania	QE	High	1 school 183 students	12.5 (0.9), 11-14	49	4-6	P	ESPS: ERSAB-Stress-Prosocal	Indirect	Moderate	Classroom	Targeted: Academic risk	1	1	1	2	2
Bowers 2015	USA	QE	High	1 school 201 students	13.2 (0.4), 12-15	51	8	M	SSS: Student Success Skills	Indirect	Short	Classroom	Targeted: Academic risk	1		3		

Academic

Wellbeing



Nurture Groups: an SEL intervention in primary schools

Nurture Groups is a short-term, school-based intervention targeted at individual children beginning school who are displaying social, emotional and/or behavioural difficulties. The proposed theory of change is to enhance children relationship attachment to improve social and emotional wellbeing.

The evaluation involving 384 children, aged 5-6 from 30 schools found effect sizes of 0.53 on wellbeing outcomes but no evidence of effects was found for academic outcomes.

Intervention: Small group of students (10-12 max) are taken out of the mainstream classroom for 1 period each day for a limited time over one school year to a 'nurture room'. This might involve sharing of news, emotional literacy sessions, turn-taking games, group activities, formal curriculum tasks, or nurture 'breakfast'.



Engagement in wellbeing

What way can I engage my students during well-being time? I find they get rowdy and don't want to settle down...

Social and emotional learning

Moderate impact, moderate cost, based on extensive evidence

Average cost

\$ \$ \$ \$ \$

Evidence security

🔒 🔒 🔒 🔒 🔒

Months' impact

+4

SEL approaches have been found to be effective in primary and secondary schools, and early years settings.

Early Childhood

Approaches specific to Early Childhood Education

Home / The Toolkits / All Approaches - Full Toolkit

Social and emotional learning strategies

Moderate impact, moderate cost, based on very limited evidence

Not all interventions are equally effective at improving early learning outcomes.

Average cost
\$ \$ \$ \$ \$

Evidence security
🔒 🔒 🔒 🔒 🔒

Months' impact
+3



Coronavirus (COVID-19): Supporting early learning communities

Educators looking after young children play an important role during the coronavirus outbreak.

Early learning services have some unique challenges as they deal with the coronavirus (COVID-19) outbreak.

To begin with, educators can't practise social distancing when working with young children. Young children may also seek out educators for additional comfort during this time. They may ask questions about the outbreak or want to share what they understand about the changes happening around them.

What affects young children is how the adults around them feel and respond. This resource provides information to help you look after children's, and your own, mental health during the outbreak.

Looking after yourself

During this time of change, it's important to look after yourself so you're in a better position to look after the children in your care.

Focus on your service's strengths

Be confident in knowing that early learning services already have strengths that will help you get through the outbreak. For example, strong health and safety policies, including hygiene practices.

Be kind

As your learning community works through the challenges, it's important to be kind, compassionate and patient with each other – skills that you already practise every day as educators.

Get your information from trusted sources

Think about where you get your information, as it can impact on your mental health.

Use trusted sources such as the Australian Government's [Coronavirus \(COVID-19\) health alert](#) and [Health Direct](#) websites, the [World Health Organization](#), and information from peak bodies such as [Early Childhood Australia](#).

Consider limiting your news and social media consumption if it's impacting on your mental health.

Manage your stress levels

To manage your stress levels, try to maintain your routines, know your limits, debrief with trusted colleagues, family or friends, and find ways to stay engaged and connected during the outbreak.

The Be You website provides information on [wellbeing tools](#) and how to practise [mindfulness](#), which can help with stress management.

With delivery partners:  

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Answering your questions from the panel.....



Take home messages

- Wellbeing programs can impact both wellbeing and learning.
- Schools should consider both universal approaches to support all students and tailored, targeted support for students who are likely to be more impacted.
- Prioritising strategies for school connectedness (whole community), mentoring support and building social emotional skills are likely to have the greatest impact.

Implementing evidence-based strategies to improve student wellbeing

LONG READS ▾

Authors: [Pauline Ho](#), [Katherine Dix](#)

04 November 2020

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Scheduling shorter programs of up to one term is a common ingredient of effective implementation. ©Dragon Images/Shutterstock

Most educators would agree that wellbeing programs help children and young people become better learners. However, there is little robust evidence available (Taylor et al., 2017) about its impact on student academic outcomes.

Upcoming E4L webinars

Using data and evidence to identify students at risk of disengagement



Webinar: Tuesday, November 17, 5pm - 6pm AEDT

You'll:

- Explore key findings from a systematic global literature review on the predictors of disengagement from school
- Hear from six school leaders about the data and processes that their schools used during 2020 to identify students at risk of disengagement
- Reflect on the supports provided to students during 2020 to take a preventative approach to disengagement.

Have your questions ready for our panel of school leaders:



Trish Bulluss,
Seymour
College(P-12)



Donna Geritz,
Western Port
Secondary College



Gail Hardman,
Seymour
College (P-12)



Jodie Parsons,
Sunshine
College



Michael Rosenbrock,
Wodonga Senior
Secondary College



Frank Vetere,
Footscray High
School

Register now

2021 Webinar series

Tell us what you would like us to explore in 2021 when completing the feedback survey sent to you after tonight's webinar.

Where to now?



Tell us what you think – a survey will be sent to you after this webinar



Get in touch

tvaughan@evidenceforlearning.org.au
pho@evidenceforlearning.org.au



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Leading Student Wellbeing- resources and additional questions



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Further resources and links

Evidence for Learning resources

Teaching & Learning Toolkit – [Social and emotional learning](#) and [Australasian Research Summaries](#)

Early Childhood Education Toolkit - [Social and emotional learning strategies](#) and [Australasian Research Summaries](#)

Guidance reports - <https://www.evidenceforlearning.org.au/guidance-reports/>

Implementation resources

Sharples, J., Albers, B., Fraser, S., Deeble, M., & Vaughan, T. (2019). *Putting Evidence to Work: A school's Guide to Implementation*. In. Retrieved from <https://evidenceforlearning.org.au/guidance-reports/putting-evidence-to-work-a-schools-guide-to-implementation/>

Inclusion resources

inclusionED - www.autismcrc.com.au/inclusionED and [approaches-by-organisation/inclusioned/inclusioned-practices/](#)

Davies, K., & Henderson, P. (2020). Special Educational Needs in Mainstream Schools. Retrieved from https://educationendowmentfoundation.org.uk/public/files/Publications/Send/EEF_Special_Educational_Needs_in_Mainstream_Schools_Guidance_Report.pdf

Questions from the webinar

Did any studies look at Restorative Justice processes and practices and how these might effect wellbeing (social, emotional and motivational) growth) of students?

Not included in the review. Here are some studies could be helpful:

Disrupting the School-to-Prison Pipeline

<https://search.ebscohost.com/login.aspx?direct=true&AuthType=ip,sso&db=eric&AN=ED568846&site=ehost-live&authtype=sso&custid=s4842115>

Restorative Justice in U.S. Schools: A Research Review

WestEd

<https://search.ebscohost.com/login.aspx?direct=true&AuthType=ip,sso&db=eric&AN=ED596786&site=ehost-live&authtype=sso&custid=s4842115>




Questions from the webinar

Such care for students and staff but I wonder who has been looking after the leadership team?

- Sustainable work hours - Mental health is seen to decline in women who work more than 38 hours per week and men who work over 43.5 hours per week (Dinh, Strazdins, & Welsh, 2017).
- Grow social capital at your school – which are the strength of informal and formal partnerships with networks of schools and organisations. Social capital is correlated with increased perceptions of job satisfaction and general health (Riley, 2019).
- Meditation has been shown to significantly increase self-reported measures of wellbeing (May, Ostafin, & Snippe, 2019).
- Writing and expressing your gratitude to others three times a week can increase emotional well being (O'Connell, O'Shea, & Gallagher, 2017).

RESOURCES IN ACTION

LEADERSHIP IN ACTION
ISSUE #04 2020



Fostering your Wellbeing

Wellbeing is defined as the quality of a person's life, this includes how a leader feels and functions across several areas, including cognitive, emotional, physical and spiritual wellbeing (NSW Department of Education, 2020). The Leadership Profiles outline that leaders are 'committed to their own...personal health and wellbeing in order to manage the complexity of the role' (AITSL, 2015, p. 1). Leaders with high levels of proficiency can be seen to 'model the importance of health and wellbeing, watch for signs of stress in self and others and take action to address it' (AITSL, 2015, p.1).

The challenge of maintaining sustainable work hours

Striving to maintain a work life balance can be challenging as a leader, with school principals in Australia working upwards of 56 hours per week on average during the school term and about 25% of leaders working more than 61-65 hours per week (Riley, 2019, p. 14). Mental health is seen to decline in women who work more than 38 hours per week and men who work over 43.5 hours per week (Dinh, Strazdins, & Welsh, 2017). These hours were lower for those that engaged in high amounts of unpaid work (above 28 hours) with 31.3 hours for women and 42 hours for men (Dinh et al., 2017). In contrast to the demands of the role, leaders report significantly higher job satisfaction than those in other roles (Riley, 2019, p. 16).

Considering the impact that long hours can have on leaders' wellbeing it is important to find ways to ensure sustainability within the leadership role. The two greatest concerns expressed by leaders is the amount of work and lack of time to focus on teaching and leading (Riley, 2019, p. 16). Social capital is correlated with increased perceptions of job satisfaction, confidence, autonomy and general health (Riley, 2019, p. 23). Social capital is also correlated with decreased perceptions of emotional demands, stress, burnout and depressive symptoms (Riley, 2019, p. 23).

Social capital

Social capital can be defined as the strength of informal and formal partnerships with networks of schools and organisations. These are mutually beneficial partnerships which act to support the school/s and the school/s or organisation (Caldwell & Harris, 2008). Leaders across Australia have reported that their greatest sources of support after partners and friends is their colleagues in their workplace followed by another school leader (professional relationship or

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Questions from the webinar

You have said the about a term long intervention may look best - was there any comparison between the 1 off 1 day external presenter versus the regular timetabled longer time intervention.

From implementation science we know that a longer intervention that involves coaching will have a greater chance of improving students' wellbeing.

Summary of key findings
of a scoping review of
Implementation in
Education

SEL Resources

beyou.edu.au/fact-sheets

Fact Sheets are accessible through the following seven themes:

- [Wellbeing](#)
- [Development](#)
- [Social and emotional learning](#)
- [Relationships](#)
- [Mental health issues and conditions](#)
- [Mental health support](#)
- [Grief, trauma and critical incidents](#)



Resources to promote social-emotional learning and wellbeing

BETLS observation tool – for children at risk

<https://beyou.edu.au/resources/tools-and-guides>

COVID-19 – Schools: Adapting to changes

<https://beyou.edu.au/resources/news/coronavirus-schools-adapting-to-changes>

COVID-19 – Supporting schools

<https://beyou.edu.au/resources/news/covid-19-supporting-schools>

COVID-19 – Supporting early learning communities

<https://beyou.edu.au/resources/news/covid-19-supporting-early-learning-communities>

Monitoring whole-school wellbeing promotion

<https://www.acer.org/au/discover/article/a-new-tool-to-monitor-whole-school-mental-health-promotion>



Tools for young people to manage their mental health

beyou.edu.au/resources/tools-and-guides/wellbeing-tools-for-students

[Yarn Safe](#): Safe space for Aboriginal and Torres Strait Islander teens to talk about mental health and social and emotional wellbeing.

[BeyondNow](#): A safety plan app that can be accessed when experiencing suicidal thoughts or heading towards a suicidal crisis.

[Breakup ShakeUp](#): An app that provides ideas for fun, easy things to do to help young people cope after a breakup.

[Digital Dog](#): A suite of online mobile apps, websites and games to help lower depression, lower suicide risk, reduce stress and promote wellbeing.

[MoodGYM](#): An online program that helps young people learn about cognitive behaviour therapy skills for preventing and coping with depression.

[Smiling Mind](#): A modern meditation for young people. It's a unique web and app-based program, designed to help bring balance to young lives.

[The BRAVE program](#): Online program supporting young people who are experiencing anxiety, as well as their families.

[ReachOut](#): Practical support, tools and tips to help young people get through anything from everyday questions through to tough times.

[Bullying. No Way!](#): Tailored online information for students about bullying.

[Headspace](#): Tailored information for 12 to 25-year-olds relating to general mental health, physical health, work and study, and drugs and alcohol.

[Office of the eSafety Commissioner](#): A suit of classroom resources providing primary and secondary students with dedicated content to help empower them to safely explore the online world.

[The Check-in app](#): helps young people to take the fear out of having a conversation with a friend who might be struggling.

[Q Life](#): Australia's first nationally-oriented counselling and referral service for people who are lesbian, gay, bisexual, trans, and/or intersex (LGBTI) provides early intervention, peer-supported telephone and web-based services to people of all ages across the full breadth of people's bodies, genders, relationships, sexualities and lived experiences.

Pre-service educators in higher education and VET

beyou.edu.au/get-started/pre-service-educators

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info@evidenceforlearning.org.au | evidenceforlearning.org.au | @E4Ltweets