# Seven School Wellbeing Pathways that enable all students to PROSPER

Helen McGrath & Toni Noble 2014

## Positivity
Supporting students to develop positivity skills and experience positive emotions

- Provision of opportunities for students to experience and amplify positive emotions & build positive learning environments
- Explicit teaching of the values and skills for:
  - Optimistic thinking, positive tracking & expressing gratitude
  - Mindfulness
  - Empathic responding
- Provision of and opportunities to practise these skills

## Relationships
Supporting students to develop the social skills and pro-social values that underpin positive relationships

- Explicit teaching of social skills and pro-social values
- Provision of opportunities to practise these skills
- Strategies for developing:
  - A safe & supportive school culture
  - Positive teacher-student relationships,
  - Positive peer relationships
  - Positive school-family & school-community relationships

## Outcomes
Provision of an optimal learning environment to enhance students’ outcomes & accomplishment

- Adoption of evidence-informed teaching strategies
- Explicit teaching of skills for:
  - Organisation
  - Goal achievement
  - Persistence and problem-solving
  - Study skills
- Promotion of a Growth mindset

## Strengths
Using strengths-based approaches

- Adoption of strengths-based approaches to organisation, curriculum and planning which results in:
  - Student self knowledge in relation to strengths
  - Student use & further development of their strengths
  - Task differentiation based on students’ character & ability strengths
  - Recognition and application of collective strengths

## Purpose & meaning
Supporting students to develop a sense of purpose and meaning

- Provision of opportunities for students to:
  - participate in student-owned and student-directed activities
  - Be involved with community service or service learning
  - Make contributions to the school through ‘student voice’
  - Undertake roles requiring peer mentoring or peer support
  - Undertake leadership roles
  - Explore spirituality

## Engagement
Enhancing student engagement

- Adoption of:
  - evidence-informed teaching & learning strategies
  - relationship-based teaching strategies
  - activities that incorporate critical & creative thinking
  - curriculum differentiation so students experience ‘flow’

## Resilience
Supporting students to develop the skills and attitudes that underpin resilient behaviour.

- Explicit teaching of skills for:
  - Coping and acting resiliently in both personal and academic contexts
  - Acting with courage
  - Good decision-making
  - Self management

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See Bounce Back Wellbeing & Resilience Program by Helen McGrath & Toni Noble (2011) for a PROSPER K-Year 8 curriculum