Seven School Wellbeing Pathways that enable all students to PROSPER

Helen McGrath & Toni Noble 2014

WELLBEING PATHWAYS	SCHOOL AND CLASSROOM PRACTICES & STRUCTURES

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:
	   o Optimistic thinking, positive tracking & expressing gratitude
	   o Mindfulness
	   o 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

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