

TURNING HEADS

Document for a Wellbeing Evaluation Framework prepared for Bluewave International

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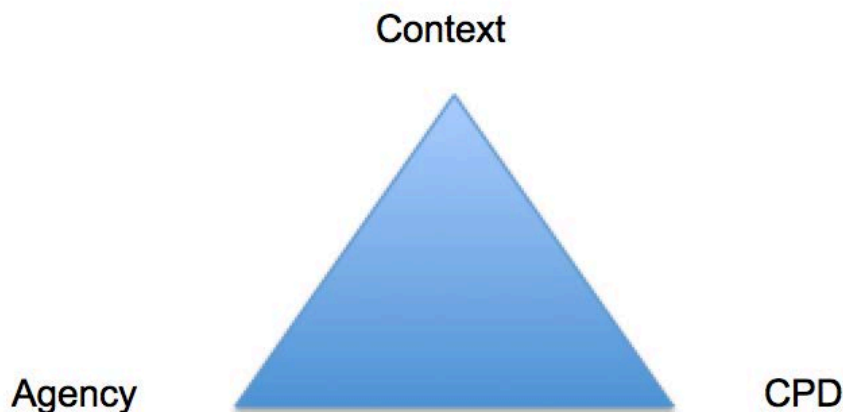
What is Wellbeing?

It is normally associated with mental health which in turn is defined as:

Mental health is defined as a state of wellbeing in which every individual realizes his or her own potential, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to her or his community. (WHO 2014)

Rationale:

The Evaluation Framework is based on the following model:



Agency:

This relates to the school's/academy's direct action to respond to presenting problems. At a pupil level, it will include the person with responsibility for safeguarding, the pastoral system and the SEN Lead. It will identify a nominated person(s) who is/are mandated to initiate action. There will also be an updated list of support agencies and these will relate to clear protocols for action.

If a counsellor is employed, then again there will be clear protocols in place for referral. A failure to do this will overload the possibilities for response. It would be expected that such a person would be trained and also have supervision.

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With staff, the responsibilities of line managers with reference to wellbeing will be explicit. Experience has shown that coaching can be beneficial though its success will depend on the underpinning development of such coaches.

Context:

Schools/academies are dynamic places. There are huge demands made upon them to generate results. However, in what ways has strategic planning considered the wellbeing of students?

Has the curriculum been developed to include wellbeing? For example, has training been given in dealing with depression, boundaries, safe people, work life balance and even study skills that support such wellbeing. In essence has the school developed a context, which reduces stress and provides education around how to use the brain?

How are staff are managed and monitored? What are the policies and what are the support systems that secure their effective contribution and fulfilment?

Continuing Professional Development (CPD):

Professional Development in this area should include both the raising of awareness and tools for initial response. The Evaluation Framework should explore related CPD and identified gaps. In turn these will inform CPD within overall strategic planning allied to effective evaluation of impact.

The Evaluation Framework is based on the presumption that there has been some appropriate training and it will explore its impact and dissemination.

The Evaluation Framework seeks to enable a school/academy to:

- Reflect on current practice, protocols and provision
- To undertake a gap analysis in their response to well-being
- To provide evidence to a third party of current and intended provision for wellbeing
- To ensure that staff and students receive appropriate support where necessary
- To inform strategic planning
- To provide an evaluation of wellbeing and in turn support learning and teaching
- To develop a network of liaison, referral and support from appropriate external agencies