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Learning and wellbeing framework



Happy, healthy and confident young people are vital in securing a strong future for Queensland.

Foreword

Learning and wellbeing are inextricably linked — students learn best when their wellbeing is optimised, and they develop a strong sense of wellbeing when they experience success in learning.

Happy, healthy and confident young people are vital in securing a strong future for Queensland, which is why the *Learning and Wellbeing Framework* will be used in Queensland state schools from 2012.

Students themselves identify schooling as a key influence on their wellbeing. Whether it is the positive impact of a great teacher, an inspirational and engaging classroom lesson or that bit of extra support provided at just the right time — there is no doubt that a student's experience at school has a significant impact on their wellbeing.

In turn, schools are only too aware that students with high levels of wellbeing make better learners — they demonstrate more effective academic, social and emotional functioning and generally engage in more appropriate behaviour at school.

Parents and carers have the most significant impact on their child's wellbeing, and their partnership and active participation in school activities are welcomed and encouraged.

This framework connects the elements of curriculum, environment, policy and community that enhance wellbeing for learning and life — complementing the exceptional work already happening in state schools.

It identifies ways to support students and it will be a useful, important and practical resource for state schools to improve outcomes for all students.

Wellbeing is both central to learning and an outcome of learning. It is multidimensional and characterised by feeling well and functioning well.

Introduction

Principals and school staff support wellbeing by building a positive learning culture — providing challenging, interactive and engaging learning experiences and by nurturing relationships with families and the wider community. Students support their own wellbeing by being actively involved in their school and community — and research on resilience shows a sense of belonging is critical for young people.

The *Learning and Wellbeing Framework* for all Queensland state schools incorporates aspects of current practice and supports schools to:

- acknowledge the importance of wellbeing to the learning process
- develop a rich school culture and positive ethos that creates a sense of belonging and self-responsibility, leading to positive behaviour, improved student attendance and achievement
- embed social and emotional capabilities within the general curriculum
- improve educational outcomes for all students.

Optimising wellbeing within the school context requires a whole-school approach that covers practices in four domains:

1. learning environment
2. curriculum and pedagogy
3. policies and procedures
4. partnerships.



wellbeing for learning and life

Learning environment

The core business of schools is to provide students with a rich learning environment that is open, respectful, caring and safe.

This ideal learning environment optimises wellbeing. It reflects a positive school ethos that makes the school an exciting, stimulating and welcoming place.

Schools do this by:

- developing and communicating an explicit commitment to wellbeing
- acknowledging individual differences and providing opportunities for all students to learn and succeed
- ensuring students have opportunities to participate in school decision-making processes
- applying consistent school-wide rules and consequences that are:
 - collaboratively developed with students and the broader school community
 - clearly explained
 - positively enforced
 - rewarding of good behaviour
- providing pastoral care for students
- maintaining a physical space, including cyber environment that maximises staff and student safety
- supporting staff wellbeing.

Links and ideas:

- whole-school commitment to wellbeing
 - *Health Promoting Schools*
 - *National Safe Schools Framework*
- *Schoolwide Positive Behaviour Support*
- student participation
 - class meetings
 - student councils
- structures to support pastoral care
 - year level coordinators
 - lessons that develop social and emotional capabilities
 - peer support systems such as buddying.

Curriculum and pedagogy

Quality classroom teaching has a profound influence on student learning and wellbeing.

Curriculum that builds the foundations for wellbeing:

- explicitly teaches social and emotional capabilities
- equips students with the knowledge, skills, attitudes and strategies to understand and manage themselves and their relationships.

Schools do this by:

- embedding social and emotional competencies within lessons across the curriculum from Prep to Year 12
- providing students with appropriate curriculum that builds a foundation for lifelong learning.

Pedagogy that enhances wellbeing:

- builds positive relationships between teacher and students
- is responsive to the individual needs of students.

Teachers do this by:

- demonstrating respect for their students as individuals
- providing opportunities for students to:
 - build on their strengths
 - use their preferred learning styles
 - work cooperatively in groups
 - negotiate what they learn.

Links and ideas:

- *Personal and Social Capability* is a general capability within the Australian Curriculum which identifies age-appropriate concepts that can be taught throughout the years of schooling in:
 - self-awareness
 - self-management
 - social awareness
 - social management.
- the *Queensland Curriculum* provides guidance in:
 - embedding social and emotional capabilities within the learning area of Health and Physical Education
 - covering health topics through the curriculum.



Wellbeing is enhanced when it is embedded in the curriculum and taught by the regular classroom teacher.

Policies and procedures

Policies and procedures enable schools to make good decisions that optimise wellbeing.

Policy intentions are transformed into action by school staff, students and the wider community.

Schools do this by:

- involving students in school decision-making about governance and policy
- involving students and parents in the regular review of school policies and procedures, and the determination of computer use, class and playground rules
- encouraging students to take active steps in tackling bullying, prejudice and other behaviours that have a negative impact on wellbeing
- aligning policy and curriculum.

All Education Queensland policies and procedures support the development of a positive school ethos to optimise learning and wellbeing — directly or indirectly and in varying degrees.

Links and ideas:

The following Education Queensland policies and procedures play a significant role in helping schools develop environments that are engaging, supportive and conducive to learning:

- *Inclusive Education*
- *Safe, Supportive and Disciplined School Environment*
- *Smart Choices — Healthy Food and Drink Supply Strategy for Queensland Schools*
- *Smart Moves — Physical Activity Programs in Queensland State Schools.*

There are also specific procedures that help schools promote healthy behaviours or identify and support individuals or groups of students requiring extra support:

- *Administration of Medication in Schools*
- *Anaphylaxis Guidelines for Queensland State Schools*
- *Control of Head Lice (Pediculosis) in Schools*
- *CPR for Life in Schools*
- *Developing a Sun Safety Strategy*
- *Drug Education and Intervention in Schools*
- *HIV, Hepatitis C and Sexuality Transmissible Infections*
- *Management of Prescribed Contagious Conditions*
- *Management of Students with Specialised Needs*
- *Student Protection*
- *Supporting Students' Mental Health and Wellbeing*
- *Road Safety in and around Schools.*

Partnerships

Productive partnerships expand the knowledge, skills and resources available in schools.

Schools expand their capacity to support the wellbeing of students by nurturing partnerships with and between:

- students
- teachers
- parents and carers
- support staff
- community groups.

Schools do this by:

- sharing curriculum plans and aligning pedagogical practices, particularly between primary and secondary schools
- facilitating productive partnerships between teachers, parents, carers and students
- recognising that parents play an integral role in the education of their children, supporting both learning and wellbeing
- working with parents to optimise student learning and wellbeing
- engaging a range of school-based services and external agencies to support students and their families
- recognising the diversity in their parent and carer community and choosing approaches that reach out to all.

Links and ideas:

The *Learning and Wellbeing Guidelines: Support Services* provide an overview of the range of personnel that may be available to support school communities.

The Learning and Wellbeing School Planning and Evaluation Tool assists schools to assess their current practice and priorities, and inform ongoing planning.

