

An Integrated Approach to Leading Whole-School Wellbeing in Primary Schools

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Fáilte

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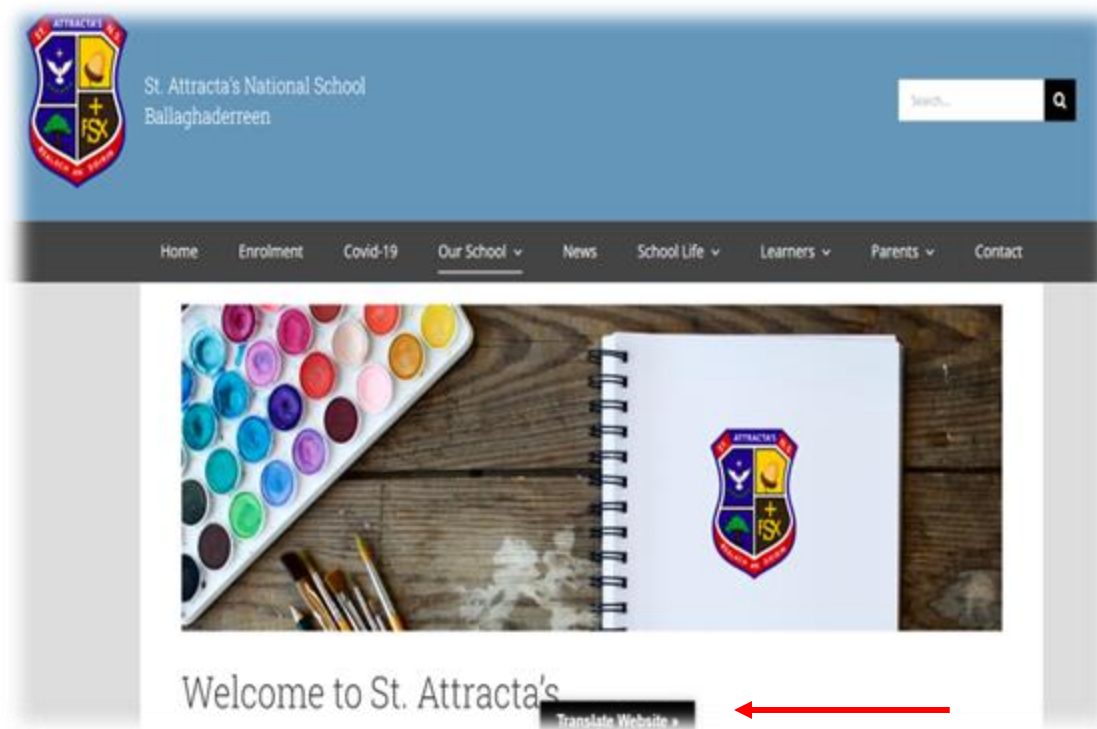
- Experienced Principal, Deputy Principal, Assistant Principal and Teacher
- Experienced Mentor and Coach
- Currently Deputy Principal of a Large DEIS School
- Vere Foster Winner 2009 (Mary Immaculate College)
- B.Ed, PGDEL and M.Ed in Educational Leadership and Management
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- Key Speaker in Mary Immaculate College
- Nurture Teacher (Trainee)
- Co-author of ‘A Primary Teacher’s Guide to Interview Success’





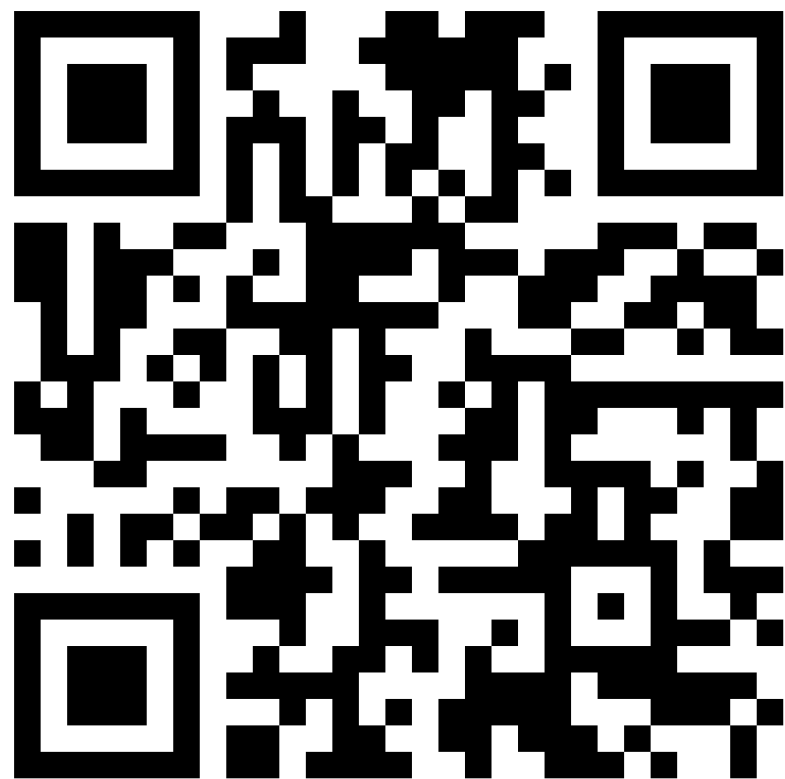
Our School Context

- DEIS Urban Band 1
- 267 Pupils
- 22 Nationalities
- 3 EAL Teachers
- HSCL and SCP
- Welcoming and Innovative Staff
- Since 2018
 - Emergency Reception Orientation Centre (EROC)
 - Families who have endured unimaginable loss and suffering
 - Syria and Afghanistan
 - 6 children currently enrolled
- Since 2022
 - REÁLT Direct Provision
 - Ukrainian pupils have enrolled





Link to Resource Padlet





Session Objectives

- Identify ways to sustain yourself in your leadership capacity
- Explore strategies to enhance wellbeing across the school community
- Consider ways to incorporate and plan for enhanced Wellbeing practices in our schools





What challenges and difficulties are school leaders currently facing?



Mentimeter [Results](#)



What challenges and difficulties are school leaders currently facing?

	Loss of DP Administration Days	Policy and Regulatory Compliance	Ineffective Processes	Inadequate Resources
Mental Health and Wellbeing	Parent-Related Issues	New Curriculum	Resourcing Needs	
	Poorly Performing Staff	Financial Management	Expectations of the Employer	Teacher Retention and Staff Crisis
Student Diversity and Inclusion	Complaints Management	Declining Enrolments	Interpersonal Conflicts	
	Increased Workload	Time Management	Curriculum and Initiative Overload	

Reference: Primary School Leadership: The Case for Urgent Action - A Roadmap to Sustainability (IPPN, 2022)



What are you doing in your school to overcome these challenges?

- Can you think of practical ways to deal with the following challenges in your school?
- Use the chat function.

Increased Workload

Pupil and Staff Wellbeing

**Curriculum and Initiative
Overload**



Our School's Solution Focused Approach to Current Challenges

• Increased Workload

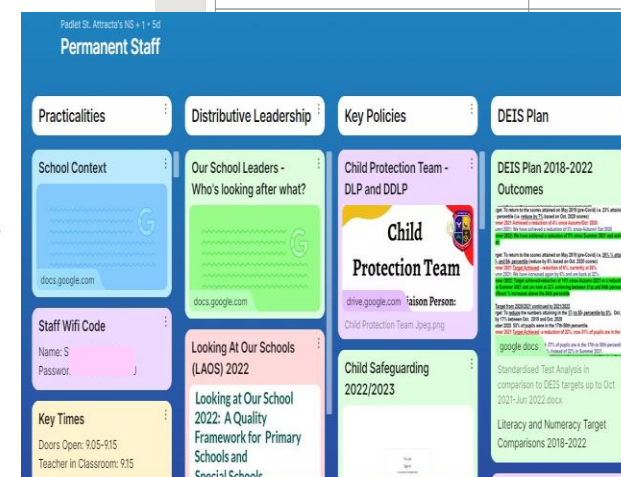
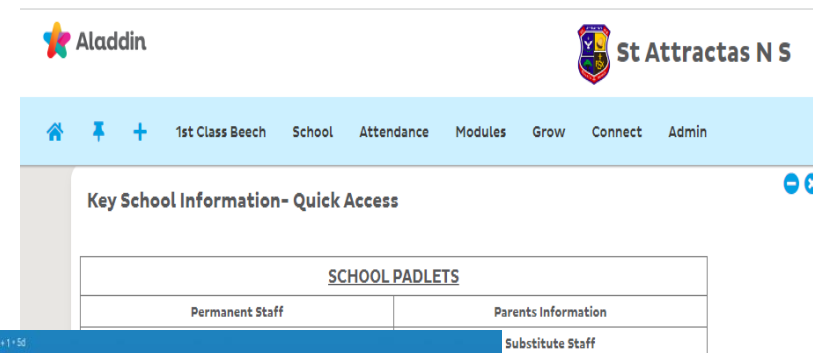
- School Padlet and Aladdin Notice Board – Whole-School Approaches
- Distributed Approach to Leadership ([Succession Planning](#))
- Providing opportunities for teachers to lead, e.g., Digital Learning Team, Accelerated Reading, Wellbeing, Active Flag, etc.
- [Whole-School Approaches to teaching and learning](#)
- In-School Management Team, Teacher Leaders, [Pupil Voice](#) and Parents Association

• Staff and Pupil Wellbeing

- School Padlet – Whole-School Approaches
- [Staff Newsletter](#) and Pupil Newsletter
- Integration of [Wellbeing Committee](#) and Active Schools Committee
- [Wellbeing School Improvement Plan](#) (link with Framework)
- [Wellbeing Action Plan](#) (Monthly Schedule)
- Linked to [DEIS Plan](#)/ SIP, [Anti-Bullying Policy](#), [Code of Behaviour Policy](#), SPHE and [PE Plans](#)

• Curriculum and Initiative Overload

- School Padlet, Google G-Suite and Aladdin
- Whole-School Planning Calendar (Integrated Approach)
- [School Planning](#) and [Differentiation](#) Template ([DES Preparation for Teaching and Learning](#))
- [PIEW](#) Planning ([IPPN Model](#))
- [Structured Croke Park Meetings](#) – Distributed Leadership





Sustainable Leadership is Key!

As school leaders, how do we achieve and maintain sustainable leadership in our schools?

- Collaboration, communication and consistency (new staff)
- Mutual commitment to school improvement (DEIS/ SSE)
- Shared vision and goals amongst all school stakeholders
- A school culture that supports ‘slow knowing’ and slow growing – Embedded change takes time! ([PIEW Model](#))
- Resourceful principals (instructional and distributed leadership)
- Increased teaching/ non-teaching staff empowerment and involvement
- AI support with workload
- Whole-school approach to [pupil](#) and [staff wellbeing](#) is key!

St. Attracta's N.S. Whole School Approaches Calendar 2022-2023

[illegible]

Literacy-English				
Oral Language	Focus of New Learning	CM	Learning Experiences	Assessment
<p>Learning Outcomes-Oral Language</p> <p>2. Motivation & Choice <i>Choose, listen to, critically respond to and create texts in a range of genres</i></p>	<p>Spoken Text Type</p> <p>Report Writing</p> <p>Oral Reports</p> <p>Structure</p> <p>Asking a variety of questions for exploring and discussing texts and for seeking purpose, e.g., clarifying opinions, explaining, justifying, defending their position (use Bloom's Taxonomy as a questioning tool) Demonstrate a high level of questioning and interviewing Conduct interviews seeking a higher level of detailed information</p> <p>Vocabulary / Question types</p> <ul style="list-style-type: none"> ● Closed Questions ● Who, what, where when... ● Open Questions ● See Bloom's Taxonomy of Question <p>Poems / Rhymes</p>		<p>-Revise good speaker/listener skills</p> <ul style="list-style-type: none"> ● Children TPS with their note taking each morning ● Children present their Reports to the class ● Children will present their Genius Projects to their peers. ● Children will focus on what it takes to be a good speaker and a good listener. ● Children will pose questions to their peers about their individual projects. ● Summarizing Stories they have read 	<p>Self-assessment <i>Checklist; KWL; Rubric; traffic light; WALT; WILF;</i></p> <p>Teacher checklist</p>
<p>5. Vocabulary <i>Critically select and use a wide-ranging, complex oral vocabulary,</i></p>				
Reading	Focus of New Learning		Learning Experiences	Assessment
<p>Learning Outcomes-Reading</p> <p>1. Engagement <i>Develop their interest in and enjoyment of literature and reading in a variety of genres across the curriculum.</i></p>	<p>Phonological Awareness</p> <p><i>Spellings Taken from frequently misspelt words and Fry's Word Lists</i></p> <p>Weekly Spelling and Dictation Groups- 3 groups (1 with SET)</p> <p>201 most commonly misspelt words in English</p> <p>Comprehension Strategy</p>		<p>Phonics, word recognition, and word study;</p> <p>Weekly Spelling and Dictation Groups- 3 groups (1 with SET)</p> <p>Vocabulary</p>	<p>Self-assessment <i>Checklist; KWL; Rubric; traffic light; WALT; WILF;</i></p> <p>Teacher Designed Tasks Teacher Observation</p>



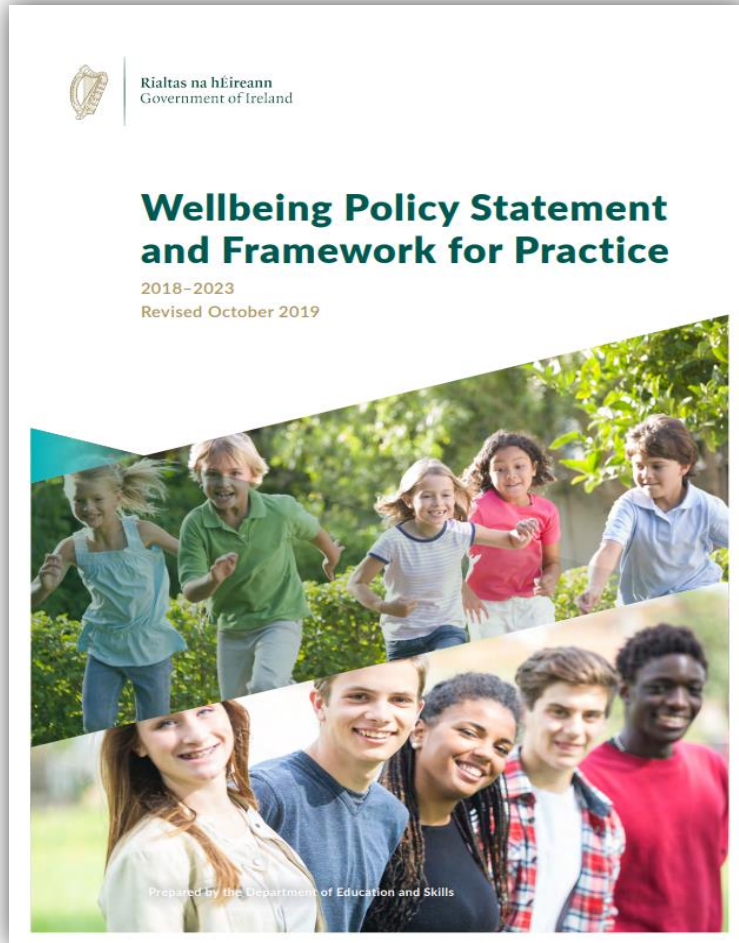


Any Questions? – Chat Function





What is Wellbeing?



Wellbeing is present when a person *realises their potential*, is *resilient in dealing* with the normal *stresses* of their life, takes care of their *physical wellbeing* and has a sense of *purpose, connection and belonging* to a wider community. It is a fluid way of being and needs nurturing throughout life.

(World Health Organisation (WHO), 2001)

Wellbeing Policy Statement and Framework for Practice – pg. 10



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Differentiation and The Continuum of Support

Whole-School Wellbeing Strategies and Anti-Bullying Policy

PE – Active Flag, FMS and Extra-Curricular Activities

Social and Cultural Inclusion

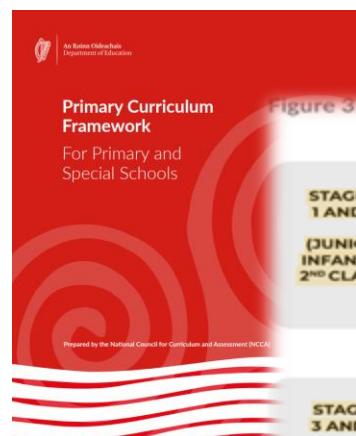
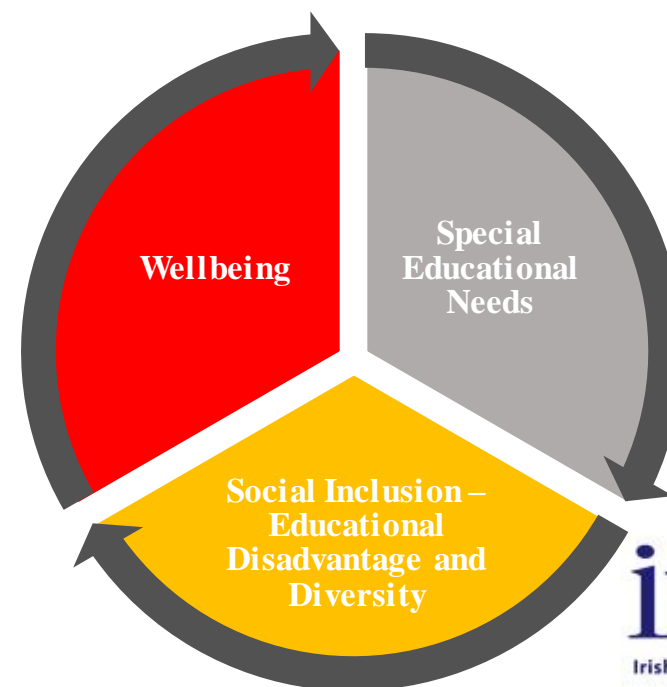


Figure 3: Curriculum areas and subjects

STAGES 1 AND 2 (JUNIOR INFANTS - 2 ND CLASS)	LANGUAGE (IRISH AND ENGLISH)	MATHEMATICS, SCIENCE AND TECHNOLOGY EDUCATION	WELLBEING	ARTS EDUCATION*	SOCIAL AND ENVIRONMENTAL EDUCATION	RELIGIOUS/ ETHICAL/ MULTI-BELIEF EDUCATION - PATRON'S PROGRAMME
STAGES 3 AND 4 (3 RD - 6 TH CLASS)	IRISH ENGLISH MODERN FOREIGN LANGUAGES	MATHEMATICS SCIENCE AND TECHNOLOGY	PHYSICAL AND HEALTH EDUCATION SOCIAL, PERSONAL AND VALUES EDUCATION	VISUAL ARTS MUSIC DRAMA (AND OTHER ASPECTS, E.G. DANCE, FILM AND DIGITAL MEDIA)	HISTORY GEOGRAPHY	RELIGIOUS/ ETHICAL/ MULTI-BELIEF EDUCATION - PATRON'S PROGRAMME





Wellbeing Risk Factors in the School Setting

In the school setting, wellbeing risk factors include:

- Disengagement, absenteeism, isolation and alienation
- Violence/aggression, bullying and relationship difficulties
- Low achievement/learning difficulties/special educational needs including social, emotional and behavioural needs
- Cultural differences
- School transitions
- Poor connection between family and school
- Harsh and inconsistent discipline
- Lack of opportunity to develop social and emotional learning, including problem solving and coping skills

How do we prevent these risks from happening in our school?

- Complete and [analyse](#) pupil wellbeing questionnaires
- Collaboratively implementing our [Wellbeing Action Plan](#) and [DEIS Plan](#)
- Identify target pupils/ at risk pupils ([Continuum of Support](#))
- Imperative that teachers implement the steps outlined in key policies (ISMT and Padlet)
- Communicate key policies and strategies regularly (Padlet, Aladdin, G-Suite and Croke Park)

RETENTION AND WELLBEING – there may be some overlap with attendance and transitions				
TARGETS				
Based on an evidential review of retention practices 2021-2023				
1. To maintain a 100% pupil retention rate for the duration of this DEIS Plan 2023-2026. 2. To improve year-on-year the Pupil Wellbeing Survey scores				
ACTIONS				
Measure/s	Who? Class? Person?	Lead Responsibility Person	When completed?	Resources
Implement actions listed in Anti-Bullying Policy	All classes	Wellbeing Team	Ongoing	Anti-Bullying Policy
Involve pupils in the implementation and monitoring of the wellbeing actions including Wellbeing presentation to classes by pupils Pupil Voice Committee	All classes	Wellbeing Team & Pupil Voice Committee	Ongoing	Wellbeing policy and framework
Active School Flag activities	All classes	AP2 & ASF Committee	Ongoing Wellbeing week 2023	ASF Programme
Celebrate success and teamwork across the school through assemblies -School assemblies for 3rd to 6th class -School assemblies for junior infants to 2nd class -Use of certificates to promote positive aspects of partaking in school activities	All Classes 3rd-6th class teachers Jun Inf to 2nd Class teachers	Add Name Add Name	Final Thurs. of each month	
Build up relationships and connections with families through regular coffee mornings with target families Teddy Bears Picnic Easter Egg Hunt School concerts/shows Open Day for new infants Open hour for new families of pupils starting in other classes	HSCL, SCP	HSCL	Ongoing	
Celebrate pupil achievements -notice board; Class Twitter accounts; class rewards; Principal awards at assembly	All teachers	HSCL		
Annual DEIS Numeracy and Literacy Summer Camps	Camp Organiser			
After School Clubs	HSCL & SCP			
Explore homework club on Monday to Thursday				
Monitoring: <ul style="list-style-type: none">• Using baseline and targets as guide, progress will be measured on a termly basis and end-of-year basis.• Progress will be monitored by HSCL, class teacher, and, at whole school level, by the SET team and the Principal.• Outcomes will feed into the adjustment of the targets and/or actions.				



Exploring the Wellbeing Promotion Process

Where do we begin?

- [Whole School Shared Vision](#) (staff, parents/ guardians, pupils, BOM and community)
- Multi-Component Approach ([4 Key Areas](#) on pg. 16)
- Preventative Measures (Proactive Approach using [Indicators of Success](#))
- [Wellbeing Statements of Effective Practice](#) (pgs. 42-49)
- Regular Communication, [Collaboration](#) and Policy Implementation
- How are you [embedding](#) and leading wellbeing promotion in your school?

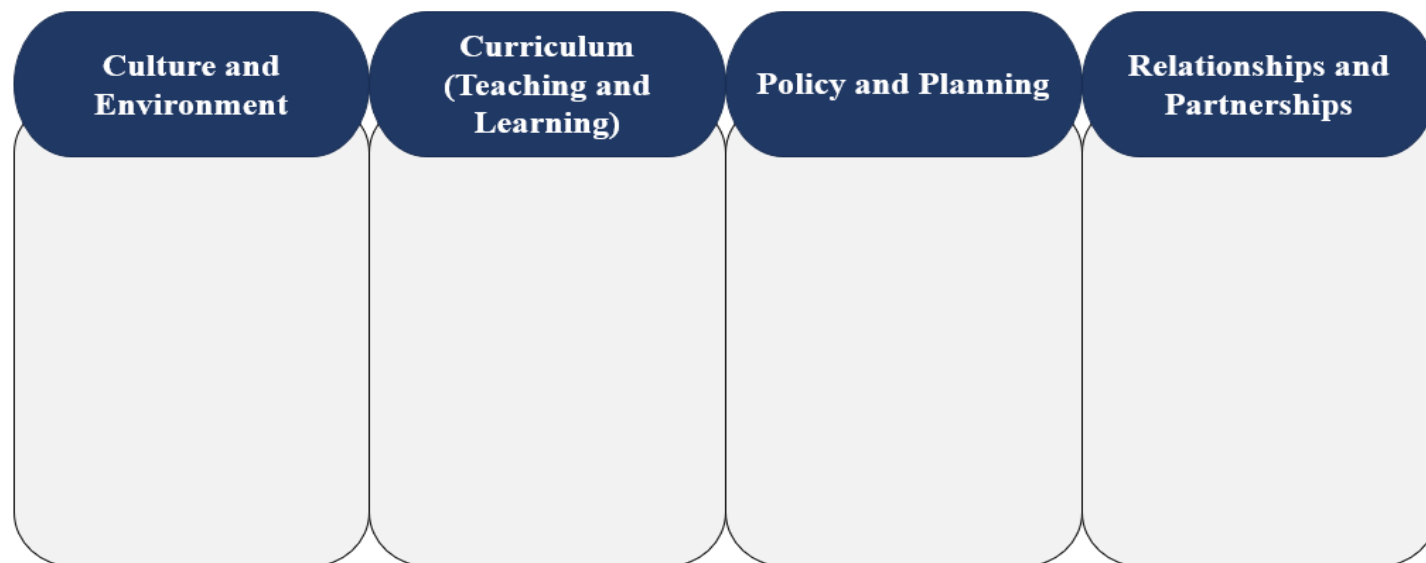


Figure 2: Whole School Approach - Four Key Areas Wellbeing Promotion





Exploring the Wellbeing Promotion Process

How do we embed and lead whole-school wellbeing promotion in our school?

Example 1: Culture and Environment – School and Classroom Climate and Culture

- ✓ Whole-School Approach underpinned by collaborative practice - Distributed Leadership, ISM Team, Pupil Voice Committee, [Structured Croke Park Meetings](#), [Whole-School Planning Calendar](#), etc.
- ✓ Examples on Padlet: DEIS Plan, Annual Wellbeing Questionnaire, Wellbeing SIP and Integrated Wellbeing Action Plan

Example 2: Policy and Planning – All Policies Relevant to Wellbeing

- ✓ [Anti-Bullying Policy](#) (inclusive of [Inspectorate's recommendations](#))
- ✓ [Physical Education](#) and [SPHE 2 Year Plan](#)
- ✓ Wellbeing School Improvement Plan
- ✓ DEIS Plan - [Retention and Wellbeing](#) (Questionnaire Comparison)
- ✓ Wellbeing Action Plan – Our Implementation Tool

Example 3: Relationships and Partnerships – Student Voice

- ✓ [Pupil Voice Committee](#) – [Monthly Meetings](#) and Agreed Actions
- ✓ Voice Topics of Importance - Healthy Eating, Homework, [Wellbeing](#), [Green Schools](#), Uniforms, Numeracy, Literacy, Fundraisers, [School Events](#), etc.
- ✓ Pupil Leadership during [School Assemblies](#)
- ✓ [What's Up @ Attracta's](#) Half-Term School Magazine

Figure 2: Whole School Approach - Four Key Areas Wellbeing Promotion





Leading Change in Wellbeing Education

Using the practices outlined in this session, can you identify **three new opportunities** of best practice that you could utilise in promoting Wellbeing in your school. Discuss.

How will you lead change in current school practices?

- Engage in change using the 6 step process of school self-evaluation.
- Use Croke Park and Staff Meetings to establish staff focus groups to promote change in wellbeing practices, e.g., staff discussions, action planning, collaborative planning using SMART(F) targets, etc.
- Implementation of change, e.g., embedding targets set out in your working document, utilising a whole-school evaluation tool and regular reflective practice/ discussions.



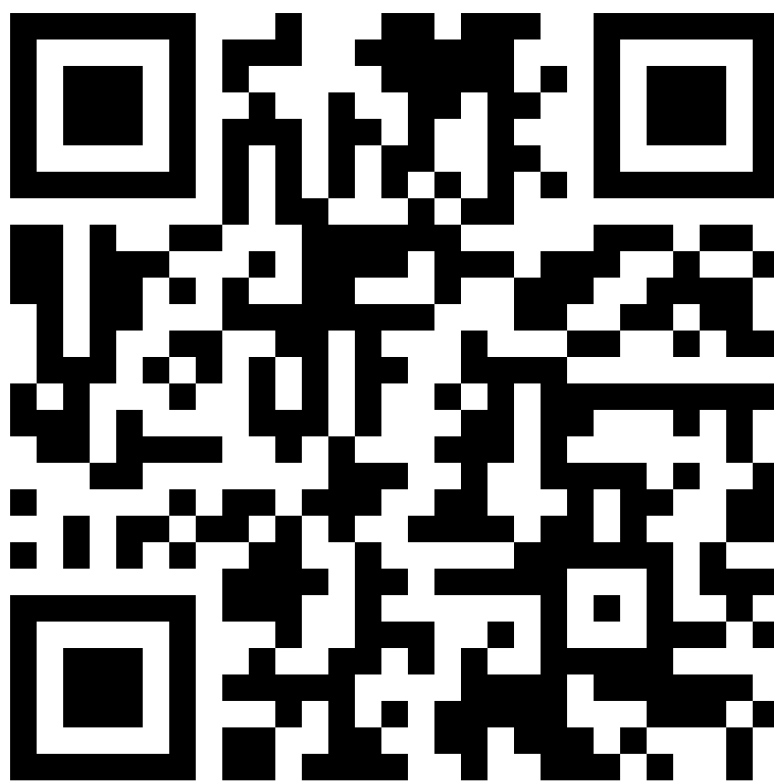


Any Questions? – Chat Function





Link to Resource Padlet





References

- Department of Education and Skills (DES) (2019) ‘Wellbeing Policy Statement and Framework for Practice’, Dublin: DES.
- Department of Education and Skills/Health Service Executive/Department of Health Ireland (2015) ‘Wellbeing in Primary Schools; Guidelines for Mental Health Promotion’, Dublin: HSE
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- McGovern, E. (2015) ‘From aspiration, to succession and transition: An exploratory study of the fundamental principles of sustainable leadership in Irish primary education’. Doctorate of Education thesis, Dublin City University.
- St. Attracta’s NS, Ballaghaderreen, Co. Roscommon ([Website](#) and Resources)