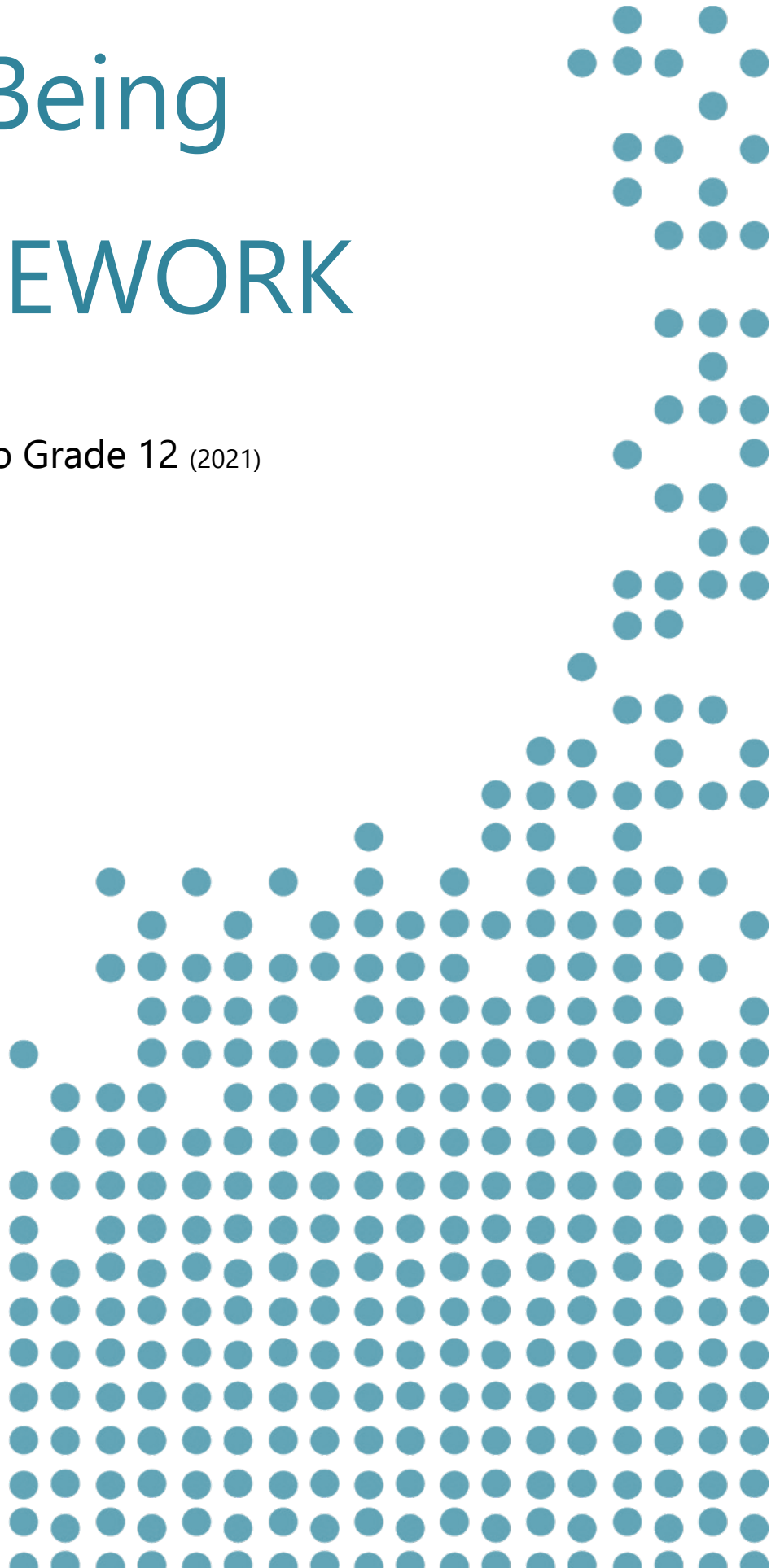




Well-Being FRAMEWORK

Kindergarten to Grade 12 (2021)

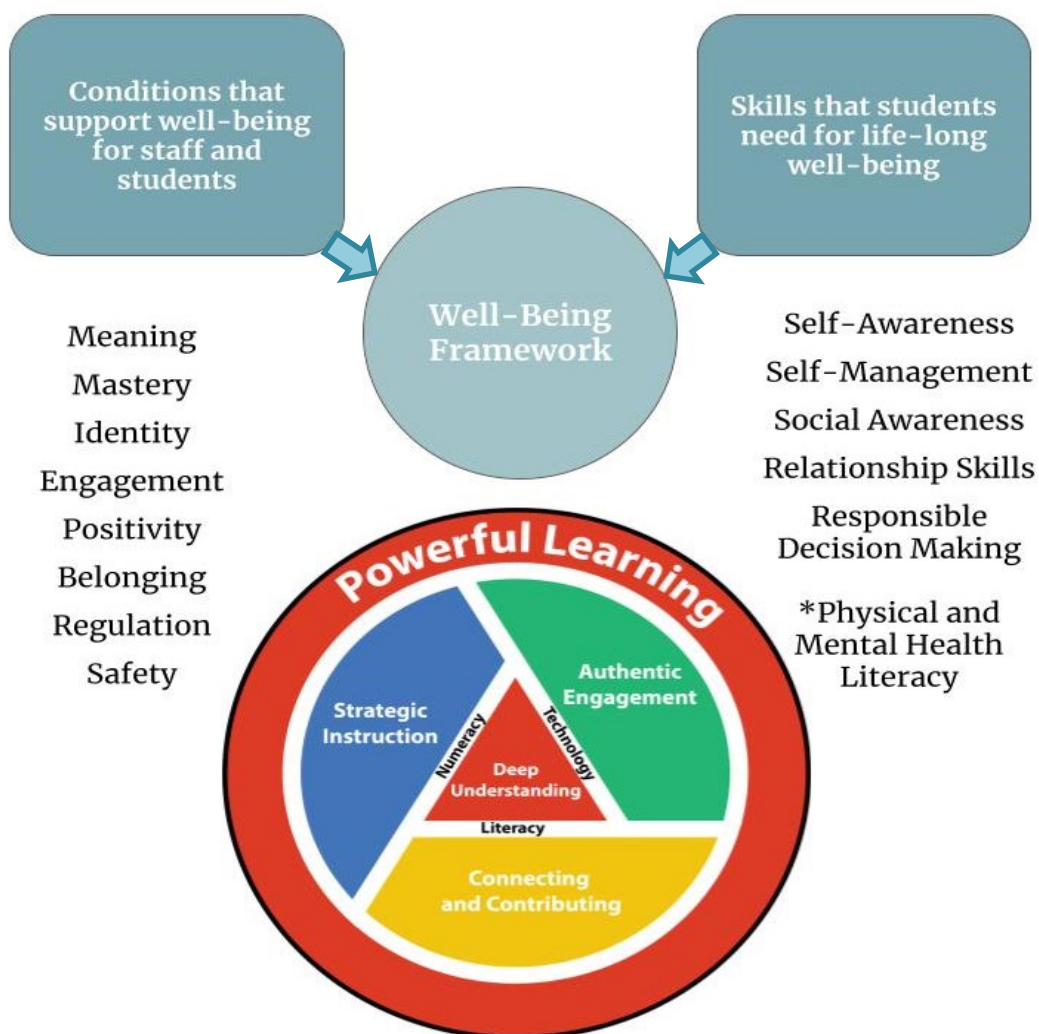


GHSD Well-Being Framework

Overview

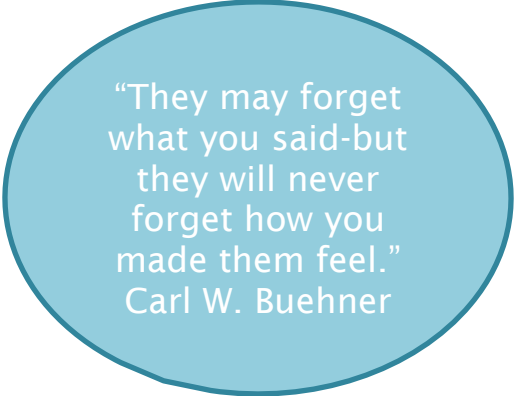
The Well-Being framework is designed to assist GHSD teachers in fostering the well-being of all students. It assists teachers in understanding the importance of creating positive learning environments where students feel connected and valued and to understand the role this plays in learning. The conditions necessary for optimal learning and how to increase the social-emotional functioning of all students are articulated, as part of the Powerful Learning Initiative.

The following is a visual that outlines the conditions that support well-being in the classroom as well as the skills that students need in order to demonstrate well-being.



Why is this framework being developed?

Golden Hills believes that continuous school improvement and student success depends on the culture and quality of instruction in classrooms. The purpose of this framework is to support educators in creating a culture of well-being as the foundation for all learning. The framework also supports educators in understanding the role of social emotional skills such as managing one's emotions, coping with setbacks and solving problems is an integral part of academic success.



"They may forget
what you said-but
they will never
forget how you
made them feel."
Carl W. Buehner

The Framework will:

- Highlight the importance of safe, caring and welcoming classroom environments
- Address the importance of school connectedness and positive peer and teacher-student relationships.
- Outline and define the classroom conditions necessary for students to thrive
- Guide teacher practice in how to foster social-emotional development
- Identify research-based resources that focus on Social-emotional growth

Well-Being Framework Beliefs and Assumptions

Well-Being is defined in Golden Hills School Division as a state in which the individual flourishes, realizing his or her own potential, is emotionally agile and able to thrive despite the normal stressors of daily life, can work productively and fruitfully, and can make a meaningful contribution to his or her own community.

The “Well-Being” of students is the driver behind Powerful Learning. “Neuroscience is showing us that a sense of belonging plays a huge role in learning and protection against stress” (New Pedagogies for Deep Learning). Furthermore, the brain thrives in a learning environment where being accepted and valued are inherent. Learning occurs when the brain feels safe and unthreatened.

Tranter et.al. describe well-being as a multi-faceted construct involving both a subjective aspect that is felt in the moment and a series of attitudes, skills and attributes, that increase the likelihood that well-being will be experienced in the future. (pg 8) In order for students to achieve “Deep Understanding” (Fulan) and “Well-Being” the environment needs to support it and the students need the skills to achieve it.

Guiding Principle 1

Conditions that support well-being:

When physiological needs and safety and security needs are met, a base is formed allowing students to gain the confidence necessary to move to the next phase in their learning progression. Tranter et.al in the Third Path describes a relationship-based approach to student well-being and achievement. He identifies 8 focus areas in aligning well-being with academic achievement.

1. Safety - Students require physical and emotional safety. They need to know the adults in their lives truly care and are responsive to their needs.
2. Regulation- School provides an opportunity to help students realize their stress response, understand its impact and develop successful strategies for regulation.
3. Belonging- Belonging can be strengthened by increasing the number and depth of connecting experiences that the student has with the school, their educators and their peers.
4. Positivity- Positivity is about spreading the joy of learning and believing in the uniqueness and potential of each student that leads them to be motivated and open to discovery.
5. Engagement - Engagement is about being fully open to learning, connected to others, able to take on complex challenges and reach conclusions that are thoughtful and accurate.
6. Identity - Experiences at school are important for students to form an identity that is their own as well as to come to appreciate and support similarities and differences between themselves and others.

7. **Mastery-** In order to develop a sense of self-efficacy students need regular and accurate feedback enabling them to recognize the value of effort and experience success.
8. **Meaning -** Students are much more likely to commit to lifelong learning and personal development when they are able to experience the intrinsic value of the activities, they are engaged in.

Guiding Principle 2

Skills that students need for life-long well-being:

The Social Emotional component of this framework is informed by research and evidence-based practice. CASEL (Collaborative for Academic Social Emotional Learning) has researched evidenced based Social Emotional programs and outlined their effectiveness (see link below). Extensive research demonstrates that school-based Social Emotional Learning programs can promote and enhance students' connection to school, positive behavior, and academic achievement (Durlak et al., 2011).



Self-Awareness - The abilities to understand one's own emotions, thoughts, and values and how they influence behavior across contexts. This includes capacities to recognize one's strengths and limitations with a well-grounded sense of confidence and purpose.

Self-Management- The abilities to manage one's own emotions, thoughts, and behaviors effectively in different situations and to achieve goals and aspirations. This includes the capacities to delay gratification, manage stress, and feel motivation and agency to accomplish personal and collective goals.

Responsible-Decision Making- The abilities to make caring and constructive choices about personal behavior and social interactions across diverse situations. This includes the capacities to consider ethical standards and the safety concerns, and to evaluate the benefits and consequences of various actions for personal, social, and collective well-being.

Relationship Skills- The abilities to establish and maintain healthy and supportive relationships and to effectively navigate settings with diverse individuals and groups. This includes the capacities to communicate clearly, listen actively, cooperate, work collaboratively, navigate settings with differing social and cultural demands and opportunities, provide leadership, and seek or offer help when needed.

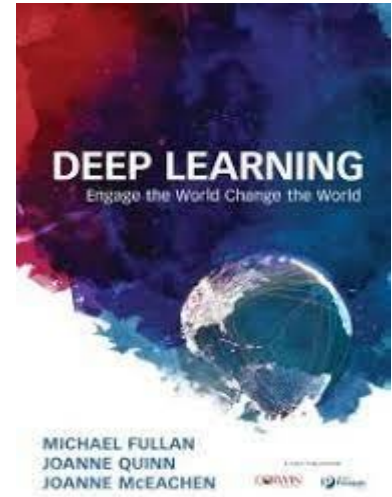
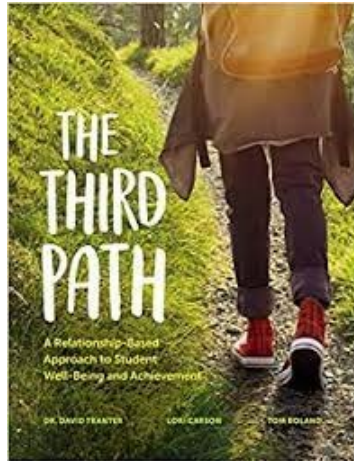
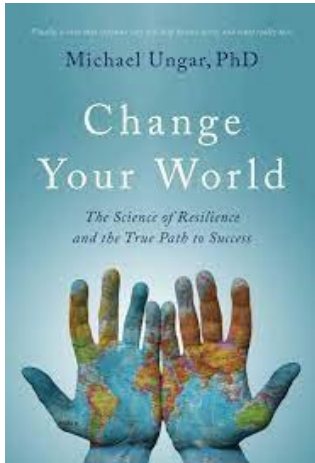
Social Awareness- The abilities to understand the perspectives of and empathize with others, including those from diverse backgrounds, cultures and contexts. This includes the capacities to feel compassion for others, understand broader historical and social norms for behavior in different settings, and recognize family, school and community resources and supports.

In Conclusion...

Golden Hills recognizes the potential for competing agendas between academic achievement and well-being. Research strongly suggests that in fact academic and well-being are not competing but are in fact interconnected and both contribute equally to students' overall success. In other words, The Well-Being strategy developed in GHSD defines what well-being is and encourages teachers to first understand the "Why" behind each component of well-being. Educators play an important role in both creating the conditions that support well-being and teaching the students the skills that they need to thrive. Well-being can be thought of as the lens teachers use to find those teachable moments that foster student well-being.

Conditions that Support Learning Resources

The following are recommended readings & other resources that can assist teachers in their knowledge and understanding, as well as some their implementation of SEL.



Appendix B

Skills that students need for lifelong well-being

Social emotional learning can be fostered in your classroom both through evidence-based programming in its entirety or using teachable moments.

Evidence Based Programming

MINDUP

Mindup establishes core practices of deep breathing and attentive listening to enhance students' self awareness, focus attention, promote self-regulation and reduced stress. There are 15 structured lessons for prekindergarten to grade eight. There are suggested lessons to support mathematics, physical education, health, science, literature.

PATHS

Promoting Alternative Thinking Strategies program promotes peaceful conflict resolution, emotion regulation, empathy and responsible decision making. It is designed for use in Kindergarten through to sixth grade. Each lesson is scripted with family handouts. It is a Universal Classwide curriculum with 40-52 lessons per grade.

SUPERFLEX CURRICULUM

Superflex contains lessons, activities, character profiles and materials to create personalized Superflex Superhero for your students. Kids learn they each have a flexible-thinking superhero inside their brains. This program helps students use strategies to promote self regulation, social thinking and related social skills.

**STRONG START-
STRONGKIDS**

This curriculum helps students develop social emotional skills they need to develop a strong foundation for school success. Students learn about emotions, managing their emotions, managing anger, and problem solving. The program runs for 10-12 weeks that includes lesson plans, handouts and worksheets.

THE FOURTH R

The Fourth R is a health education curriculum for students in grade 7-8. It is comprised of units covering personal safety, substance use, addictions, human development, sexual health, and healthy eating. The first units focus on teaching healthy relationship skills, social awareness, and decision making skills. There is guidance for educators and includes short video clips.

MENTAL HEALTH LITERACY

The goal for school mental health is to improve literacy among students, educators, and school staff. It comprises of understanding how to foster and maintain good mental health, understanding mental disorders and treatments, decreasing stigma and understanding how to seek help effectively. The program is designed for grade nine students.

Appendix C Strategies to Infuse SEL

The following are recommended lessons, books and resource links to infuse Social Emotional Learning.

NOT SURE OF SOURCE



Critical and
creative thinking
(executive
functioning)



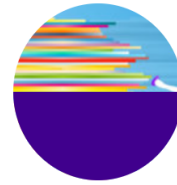
Healthy relationship
skills



Identification and
management of
emotions



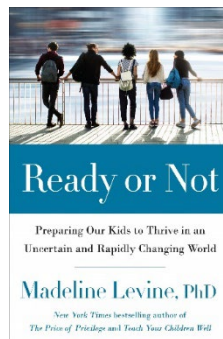
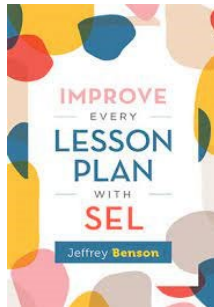
Positive motivation
and perseverance



Self-awareness
and sense of
identity



Stress
management and
coping



**Everyday Mental Health
Classroom Resource**

From School Mental Health Ontario and
the Elementary Teachers' Federation of Ontario

Sample activities to support Social and emotional learning

Lessons taken from CASEL.org

Self-Awareness

Accurately Recognizing One's Own Feelings and Thoughts and Their Influence on Behaviors	
Students will be able to...	Correctly label their own emotions.
	Recognize that emotions are temporary and can and will change.
	Recognize that emotions can affect their behavior.
	Recognize that behavior can affect emotions (including that it is possible to improve how one feels).
	Recognize that emotions have physical effects.
What teachers can do in Lessons and Instruction	Provide age-appropriate vocabulary words. (e.g., happy, sad, hurt, mad for young children. elated, blue/down, rejected/disappointed, angry/irate for older children).
	Have older students generate age-appropriate vocabulary words that extend their emotions vocabulary.
	Lead class activity that asks student to identify feelings they might have in different situations using age-appropriate vocabulary (e.g., lead age-appropriate discussions using questions such as, "How would you feel if you got all As on your report card?" "How would you feel if a favorite relative took you out for ice cream?" "How would you feel if your pet was very sick?" "How would you feel if your friend...").
	Use a literature selection to have older students identify with a time they had the same feelings and how they handled them.
	Have students make age-appropriate face to depict feeling/emotion.
	Provide scenarios and ask students how each situation or experience might make them feel.
	Discuss age-appropriate physical and emotional cues of a certain feeling/emotion (i.e. the physical cues that help them know when they're feeling angry, happy, sad, etc.).
	Ask students to discuss a time when they felt ____ (expect age-appropriate examples – "I was sad when I couldn't get a puppy". "I was mad when my brother broke my trophy". "I was disappointed when I didn't get the summer job I wanted").
	Ask students to brainstorm age-appropriate things they can do to improve the way they feel. (e.g., "ask my mommy for a hug," "play with my dog," "talk to my friend," "listen to happy music").

(CASEL, 2017)

	Set up small-group discussions that allow students to discuss how and why emotions can influence our behaviors (e.g., what happens when we get angry?).
	Use an age-appropriate book to discuss the characters' feelings and how those feelings affected others and the outcome of the story.
	Lead age-appropriate class discussion about how emotions can improve by changing our behavior (e.g., "What can we do to make ourselves feel better when we're feeling sad?" Younger children may respond, "Play with our sister or brother," "Go to mom for a hug," "Sing a happy song." Older children or teens may say, "Dance to up music," "Speak to a friend about the situation," "Do something nice for someone else").
What teachers can do through Ongoing Teaching Practices	Set up a peace corner where kids can go and reflect on their feelings.
	Listen deeply to what students say and reflect what you heard about their feelings, e.g., "It sounds like you're feeling very frustrated right now...."
	Routinely talk about physical and emotional cues that tell us how we're feeling in different situations in age-appropriate ways. E.g., with younger children, "You're feeling really excited right now, I can tell by the big smile on your face. How can you tell on the inside you're feeling happy?" With older children, "I can tell by the way you're fidgeting right now that you might be a little nervous. How can you tell on the inside that you're feeling nervous?"
	Talk about one's own feelings in an age-appropriate way and how you knew what you were feeling, how it influenced behavior....
	Routinely encourage middle and high school students to reflect and analyze in journals or in pair shares how their thoughts and emotions affect decision-making and responsible behavior.
	Routinely ask questions in age-appropriate ways when students are experiencing different feelings to help them identify and express those feelings.
	When students are experiencing negative emotions, routinely ask, "Would you like to change the way you feel? What are some things you might be able to do right now to change the way you feel?"
	Routinely encourage students to write in journals or share with partners in pair shares to reflect on their feelings and how their feelings affected their own behavior as well as the impact of their feelings and actions on others.
	Younger children can role play the feelings of characters or their own feelings and talk about the way they look and feel. As feelings become more complex, routinely acting or role playing can be a powerful way to express those emotions.

(CASEL, 2017)

Accurately Assessing One's Interests, Strengths and Limitations, and Possessing a Well-Grounded Sense of Self-Efficacy and Optimism	
Students will be able to...	Identify their interests and strengths, and build on those.
	Be aware of their own positive qualities and values.
	Demonstrate interest in trying new things.
	Express confidence (where appropriate) that they can handle both daily tasks and challenges effectively and maintain optimism about their future.
What teachers can do in Lessons and Instruction	Ask students to identify personal strengths and weaknesses they'd like to work on in a picture (possibly young children, but really any age group) or in a written essay (older children and teens). With teens, encourage more elaborate media/video productions, etc.
	Have students complete an age-appropriate project to identify their interests or strengths (e.g., draw a picture, write an essay to share with a parent at home or in pair share, create a video or other media project).
What teachers can do through Ongoing Teaching Practices	Create age-appropriate class roles and responsibilities that emphasize individual strengths, areas to improve, and personal and group goals.
	Establish clear, age-appropriate norms and consequences so students can see the impact of their own actions and behaviors on outcomes.
	Ask age-appropriate questions that help students reflect on their own strengths and interests. E.g., "I can tell you're really enjoying this. Can you tell me what about this is making you so happy?" "I can tell you're really proud of how you did. Can you tell me what about this you're most proud of?"
	Provide age-appropriate authentic feedback and ask open-ended questions that invite students to engage in deeper reflection about their own strengths and interests.
	Tell students routinely why you the teacher feel happy/optimistic for them and their future.

(CASEL, 2017)

Self-Management

Regulating One's Emotions, Cognitions, and Behaviors	
Students will be able to...	Monitor and regulate emotions effectively.
	Use awareness of emotions as a guide to decision-making.
	Motivate oneself.
	Cope well with stress and anxiety.
	Exercise self-control and delay gratification.
	Express emotions appropriately.
What teachers can do in Lessons and Instruction	Teach the THINK process to help students recognize responsible social media use before posting an unkind or untrue remark about a person because you are upset. T—is it true, H—is it helpful, I—is it inspiring, N—is it necessary, K—is it kind. This activity could be part of the class norms as well.
	Lead students in an age-appropriate discussion of how to use their awareness of emotions to guide decision-making. With younger children this might mean thinking about what adult they can ask for help or support when they are sad or angry. For older children/teens this might mean helping students think about pausing before making a decision at all, when they are feeling angry or hurt, because it is better to make important decisions when we are feeling calm.
	Lead discussions about positive, age-appropriate ways we can express our feelings (e.g., put our feelings into words, draw a picture or write about how we feel, create an art or media project, show our feelings through dance).
	Teach effective, age-appropriate self-management techniques (belly breathing, yoga, counting to ten, self-talk, relaxation exercises, mental rehearsal).
	Have students brainstorm age-appropriate ways to motivate themselves.
What teachers can do through Ongoing Teaching Practices	Routinely practice age-appropriate self-management techniques as a regular part of the school day (e.g., start class with a deep breathing exercise).
	Establish a separate space in the classroom for individual self-management (e.g., cozy corner, happy place, cool-down corner, reading corner).
	As a teacher, consistently model effective self-management in an age-appropriate way for students ("I'm feeling a little frustrated, so I'm going to stop and take a breath before I decide what to do next.").

(CASEL, 2017)

	Give students age-appropriate, authentic praise for self-management (e.g., "I saw the way you waited your turn just now [e.g., to hold the bunny, to look in the microscope]. I know you were excited and it was hard to do, but I saw you take a breath. I'm proud of you, and you should be proud of yourself.").
	Give students age-appropriate support and/or authentic praise for expressing emotions appropriately (e.g., "I know you're angry at her, right now for _____. What are some calm ways you could tell her what you're upset about?" or "I know you were feeling sad about what happened, earlier. I was proud of you for... going to the peace corner and drawing that picture about what happened/coming to talk to me about it.").
	Routinely encourage students to save a desired activity or experience (e.g., eating a cookie, going out with a friend) until they have completed tasks or duties (e.g., cleaning up after play time or finishing their homework).
Setting and Achieving Personal and Educational Goals	
Students will be able to...	Establish and work toward the achievement of positive and realistic goals (both short- and long-term).
	Develop a plan and action steps with reasonable timeframes for completion.
	Analyze how current decisions may impact goal achievement.
	Monitor and sustain progress toward goal achievement, using motivational strategies and celebrating successes.
What teachers can do in Lessons and Instruction	Teach students a lesson on procedures for class transitions and create class goals for improving the time it takes to complete them.
	Teach students a lesson on how to use certain equipment and resources appropriately. Use a lesson to establish rules for how equipment should be put away.
	Over the course of several weeks, have students work on individual goal projects using goals they identify for themselves. Have them monitor and document their progress for several weeks.
	Teach students to identify what is known about a lesson topic or objective and to identify what they need to know to understand the lesson objective, then how to set a goal to achieve that learning.
	Define "perseverance" as a vocabulary word.
	During a lesson talk about how you motivate yourself when you need to.
What teachers	Routinely develop and complete age-appropriate, short-term classroom goals (reduce time taken during transitions, put supplies away more quickly for young children, get settled after the bell

(CASEL, 2017)

can do through Ongoing Teaching Practices	rings for older children).
	Routinely teach students how to use equipment and resources appropriately.
	Routinely provide authentic praise to students when you observe them managing themselves well (e.g., regulating their emotions by taking a breath, taking a break to think about a decision, etc.).
	Routinely model and talk about your own goals.
	Routinely work with the class to establish and complete class projects.
	Students can also be taught to self-assess progress toward their learning goals, which is a powerful strategy that promotes academic growth and should be an instructional routine in classroom grades 4-12.
Persevering in Addressing Challenges	
Students will be able to...	Anticipate possible barriers to the achievement of a goal and identify ways to overcome them.
	Persevere by expending additional effort, extending timeframes, identifying alternative paths to goal achievement, and/or seeking help from others.
What teachers can do in Lessons and Instruction	Lead a discussion in which the teacher asks questions that encourage students to reflect on barriers they may encounter and that also help them think about ways they can overcome them. Lead a discussion (ask questions) about who might be able to help or what other resources might be available.
	Use biographies to discuss how people persevered through hard times to turn their lives around or reach a goal.
	Create age-appropriate class projects requiring effort, and encourage completion.
What teachers can do through Ongoing Teaching Practices	Routinely notice and discuss with students when they are being perseverant.
	Help students think through and suggest alternatives when students encounter challenges.
	Routinely ask questions that encourage students to reflect on barriers they may encounter and that also help them think about ways they can overcome them, in any difficult situation they are facing.
	Routinely ask students who might be able to help them in various situations or what other resources might be available.

(CASEL,2017)

	Routinely encourage students to write in journals or share with partner in pair shares to reflect why their efforts in certain situations succeeded or failed and what they might do differently in the future.
	Give authentic feedback when students persevere (e.g., "I know how hard that was, but you never gave up. You kept on going. I'm very proud of you, and you should be proud of yourself").
	Offer to help when needed.

(CASEL, 2017)

References

- Advancing Social and emotional learning - casel. (n.d.). <https://casel.org/> (2017)
- Benson, J. (2022). *Improve every lesson plan with SEL*. Hawker Brownlow Education.
- Fullan, M., Quinn, J., & McEachen, J. (2018). *Deep learning: Engage the world, change the world*. Corwin, a SAGE Company.
- Hattie, J. (2019). *Visible learning for teachers: Maximizing Impact on learning*. Routledge.
- Levine, M. (2021). *Ready or not: Preparing our kids to thrive in an uncertain world*. Harper Perennial.
- Tranter, D., Carson, L., & Boland, T. (2018). *The third path: Educator strategy guides*. Nelson Education Ltd.
- Ungar, M. (2019). *Change your world: The science of resilience and the True Path to success*. Sutherland House.