



Government of South Australia
Department of Education and Children's Services

'Kia ora koutou katoa—greetings to you all' was Pip Woodward's Maori welcome at the 'Thriving at our place' professional learning day (see page 2)

Wellbeing for Learning: one goal, many strategies

Wellbeing for Learning continues to be the direction for work in 2009 to further embed and sustain use of the DECS Learner Wellbeing Framework for birth to year 12.

The critical relationship between wellbeing and learning is becoming increasingly apparent through site inquiries to improve learner engagement and achievement by including a strategic focus on wellbeing. While this will not surprise many people working in care and education, it is

useful to remember that research often tests out and confirms our intuitions. Indeed, Professor Noralou Roos from the Manitoba Centre for Health Policy, speaking in Adelaide in 2008, described the purpose of research as being 'to attach numbers to the obvious, to make it undeniable'. Appropriate strategies can then follow.

Fifty seven preschools, schools and children's centres, some beginning in 2008 and others beginning this year, are undertaking local and clustered inquiries as a catalyst for reflective practice. Included in this edition is a list of the sites and, for the 2008–2009 sites, a brief outline of their inquiry focus. Given that more than 50 sites expressed an interest in participating in the 2009–2010 inquiry, many sites are clearly acting on their intention to increase their future focus on wellbeing, articulated in the 2007 Learner Wellbeing Framework evaluation.

A professional learning program will culminate in showcases for a broader DECS audience, with the first being on 31 July 2009. Central Learner Wellbeing Project Officers are supporting sites/regions as follows:

Regions	Project Officers
Barossa	Sherylee Dawe <i>Manager</i>
Murray and Mallee; Northern Adelaide; Adelaide Hills	Victoria Willcox <i>Project Officer</i>
Eastern Adelaide; Western Adelaide; Limestone Coast; Yorke and Mid-North	Pip Field <i>Project Officer</i>
Southern Adelaide; Eyre and Western; Far North and Aboriginal Lands; Fleurieu and Kangaroo Island	Inara Gehling <i>Project Officer</i>

Contact details can be found on the back page of this newsletter. ●



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2009–2010 Wellbeing for learning inquiry sites

Adelaide Secondary School of English
Birdwood High School
Campbelltown Primary School
East Murray Area School
Edward John Eyre High School
Elizabeth Grove Children's Centre
Eudunda Area School
Glenelg School
Hackham East Primary School

Heathfield High School
Horrocks Hill Hub (Watervale, Saddleworth, Auburn, Farrell Flat, Manoora Primary Schools)
Kalangadoo Primary School
Kangaroo Inn Area School
Kaurna Plains Pre-school
Leigh Creek Area School
Marryatville High School

Meadows Primary School
Mid-North Education Centre
Parafield Gardens Kindergarten
Pt Lincoln High School
Quorn Area School
Two Wells Primary School
Victor Harbor Primary School
Wynn Vale Primary School
Willunga High School

Please circulate to:

- key contacts: wellbeing, drug strategy
- site leaders
- curriculum leadership teams
- parent committees
- educators
- resource centre
- SSOs / ECWs



Thriving at our place

Trevor Radloff, Director of School Effectiveness and Support, opened our professional learning day, 'Thriving at our place', on 7 November and welcomed Pip Woodward as the keynote speaker.

Pip, who led professional learning in educator and learner wellbeing at the New Zealand Ministry of Education for six years, used the Maori meeting house as a metaphor to illustrate the connections to the DECS Learner Wellbeing Framework. The four main rooms represent: *Taha hinengaro*—mental and emotional wellbeing; *Taha whanau*—social wellbeing; *Taha Tinana*—physical wellbeing; and *Taha wairua*—spiritual wellbeing.

Pip's keynote address confirmed the importance of creating a whole school approach to learner wellbeing. Her statements and questions included:

- > Quality teaching and learning occurs when student and staff wellbeing are a priority.
- > You cannot have students as continuous learners and effective collaborators without teachers having the same characteristics (Michael Fullan).
- > Resilience is a process not a program: it comes from a discovered self, not a constructed self.
- > Resilience is about capacity building. It is a strengths-based paradigm, a shift from 'risk focus' research.
- > What are you doing to actively promote wellbeing of staff, students and children?
- > What makes you feel valued?
- > What makes you feel connected?
- > What makes you feel safe and secure?

In considering the challenges, we need to recognise that a paradigm shift occurs when a question asked within an existing paradigm can only be answered outside that paradigm. ●

Pip Woodward speaking with participants during the professional learning day.

2008–2009 Wellbeing for learning sites

Site	Inquiry focus
Angle Vale PS	Involving all staff in discussions about mapping current practice to the Learner Wellbeing domains of practice, leading to a research inquiry focusing on partnerships and student voice
Ardtornish PS	Exploring how to create more opportunities for staff to reflect on current practice related to cognitive wellbeing and involving learner's voices at a deeper level through circle time
Barmera Kindergarten	Further developing and building active, supportive and safe play-based learning environments, using observation scales that connect teacher practice and children's learning (see <i>Reflect Respect Relate</i> resource)
Brighton SS	Creating a 'small schools' team structure to personalise approaches to student wellbeing, with student forum representatives actively suggesting how this will promote a sense of identity and belonging
Brompton PS	Investigating pedagogies that maximise learners' engagement and involvement for successful maths achievement, with strong links to the curriculum/pedagogy and learning environment domains
Eastern Fleurieu—Strathalbyn PS	Building a consistent approach to quality teaching and learning by developing a 'tribes' learning community, with a workplace characterised by trusting, respectful relationships with and between staff, learners and community
Eden Hills Kindergarten and Blackwood Kindergarten	Valuing an optimistic, strengths-based inquiry approach to support wellbeing of children who attend multiple care/educational centres, where children voice their feelings within their different settings
Flagstaff Hill Schools	Exploring what learner wellbeing means for staff, and how their daily practice is impacting on it with the aim of gaining information about levels of implementation of wellbeing pedagogy
Goolwa PS	Linking values to improved learning outcomes for all students by building school and community relationships with joint development and promotion of school values, vision and purpose





Learner Wellbeing



Site	Inquiry focus
Hackam West Children's Centre	Using the 'Let's read' program in partnership with the Smith Family to promote and build literacy and oral language skills, aiding children and families in school transition
Hallett Cove East PS	Using strengths-based inquiry on whether respectful, collaborative relationships between learners and colleagues in purposeful, challenging environments enhance site wellbeing and student achievement
Kangaroo Island Community Education, Penneshaw Campus	Advancing wellbeing and learning by building a culture of reduced anxiety that addresses issues of isolation, belonging and engagement and involves school staff and parents, supported by agencies
Lockleys North PS	Exploring how our curriculum, pedagogy and common understandings promote the links between learning and wellbeing and build a culture of engagement and achievement
Loxton North Kindergarten	Programming to meet the wellbeing and learning needs of individual children by highlighting in discussions among staff and parents the partnerships, curriculum and pedagogy domains of practice in the Learner Wellbeing Framework
Magill PS	Building a quality teaching and learning environment, where a culture of trust encourages students to actively explore and participate in designing quality learning programs
Noarlunga Downs PS	Using drumming to engage and create a sustainable learning culture that builds on strengths and interests, involves staff, students and parents, and provides a sense of cohesion, belonging and stress relief
Oakbank Area School	Increasing student engagement in the learning process, with an initial focus on math pedagogies, exploring methodologies which more actively engage a greater range of learners in rigorous learning
Pennington Junior PS	Exploring whether sharing children's experiences through narrative increases confidence in our New Arrivals and supports them and their families in their transition to our school community
Port Wakefield PS	Focusing on wellbeing by involving all students in leadership opportunities and consulting them about establishing student wellbeing groups in areas of importance to them, including sports, promotion, etc.
Regency Park School	Examining how we can use the partnerships domain and the physical, social and emotional dimensions to form effective partnerships and maintain a supportive culture in preparing to move to a new site
Salisbury Downs PS	Making coherent and explicit a range of connected initiatives, programs and practices under the umbrella of learner wellbeing, and focusing on consistent teaching practices to enhance wellbeing and learning
Salisbury North West PS	Using an engagement tool, based on the 'circle of courage' and developed by staff with their classes, to provide baseline data and direction for a research focus on generosity, belonging, independence or mastery
St James Park Kindergarten	Gathering rich data through learner voice, captured through one-on-one interviews and a parent wellbeing questionnaire, to inform further action in the inquiry process to improve wellbeing
Tanunda PS	Building a culture of teacher self-appraisal, with teachers determining personal learning goals and recognising their links to wellbeing, to improve student engagement, achievement and wellbeing
Victor Harbor HS	Improving wellbeing and learning by building a learning community in which students, parents and community are consulted when exploring strategies to improve student attendance and engagement
Woodville PS and Centre for Hearing Impaired	Questioning whether the student review process is successful in identifying students' needs in the five dimensions, whilst recognising the positive impact of the Learner Wellbeing domains on teacher practice
Woodville West Kindergarten	Involving all staff in reflecting deeply on and about their practice, to enhance learning and wellbeing for children, by asking questions, planning for improvement and reflecting further ●



Drug Strategy

Peer-led alcohol education in the Middle Years initiative

Encouraging young people to delay their first experimentation with alcohol or to consider non-use are worthwhile goals for drug education in the Middle Years. Peer leaders can deliver powerful messages to students when they act as co-facilitators of evidence-based information programs in which strategies for decision-making are demonstrated.

The DEEWR-funded peer-led alcohol education in the Middle Years initiative builds onto the student leadership skills developed under the National School Drug Education Strategy Forums project, as well as the North on Target (NOT) peer mentoring program that has been running in northern suburbs schools for some years. The following schools are developing and documenting models

of good practice in peer-led alcohol education to inform and empower students:

- > Craigmores South Primary School
- > Elizabeth Downs Primary School
- > Gawler Primary School
- > Hewett Primary School
- > Playford Primary School
- > Munno Para Primary School.

Schools are taking an inquiry approach to embed further drug education and student voice in their school structures and wellbeing initiatives. They will share their work through various avenues, including the showcase of Adolescence and alcohol initiatives on 7 September at the Education Development Centre, Hindmarsh. ●

Counsellor Sharyn Tompkins and Elizabeth Downs North on Target peer leaders



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Enclosed is an updated **Drug Strategy resource brochure**. Further copies can be downloaded from the Resources section of the Drug Strategy website.



Look in your school for a pack from the **National Cannabis Prevention and Information Centre (NCPIC)** containing cannabis information brochures which can be ordered or downloaded from <http://ncpic.org.au/workforce/cannabisinfo/resources>

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www.decs.sa.gov.au/learnerwellbeing • www.decs.sa.gov.au/drugstrategy



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