



Strategic Wellbeing Framework



Recommended citation for this resource: Allison, L., Perich, D. & Steven, S. (2021). *CEWA Strategic Wellbeing Framework*. Catholic Education Western Australia. Perth.

Cover Photo: St Francis Xavier Primary School (Geraldton), St Lawrence's Primary School (Bluff Point) and Nagle Catholic College (Geraldton).

Foreword

“Catholic schools educate one in five Australian children. This is an extraordinary contribution to the social fabric of our society and one of the primary ways in which the Catholic Church seeks to play a constructive role in the Australian community.”¹

*The Most Reverend Timothy Costelloe SBD DD,
Archbishop of Perth*

Catholic Education Western Australia (CEWA) believes strongly in nurturing the wellbeing, strengths and gifts of every young person. It does this through Christ-centred, child-focused Catholic pastoral communities that understand that the wellbeing of students is pivotal for successful learning and achievement.

CEWA schools actively promote wellbeing and human flourishing by nurturing spiritual, religious, cognitive, physical, emotional and social development. This is a journey built on a strong foundation of relationships and connections between educators, students, families, their parish and the broader community, recognising that parents and guardians are the first educators of their children.

In consultation with Catholic school leaders, school staff, students and community members, CEWA's Strategic Wellbeing Framework has been created to help facilitate CEWA's strategic vision of flourishing Catholic pastoral communities in Western Australia (WA). This framework looks to enhance and enrich the capabilities, connections and conditions of all schools, their students, staff and communities by understanding that wellbeing is visible, measurable and improvable.

CEWA's Strategic Wellbeing Framework is founded on the latest research around systems wellbeing in education. Furthermore, it has been created through extensive dialogue with the collective wisdom of academic leaders in the field of Catholic Identity, wellbeing science, teacher practice, trauma-informed approaches, positive behaviour support, cultural safety and principal wellbeing.

I trust that all associated with CEWA schools will find this framework informative, inspiring and practical.



Dr Debra Sayce
Executive Director
Catholic Education Western Australia



Christ-centred and child-focused: the Catholic context for wellbeing and pastoral care

“ I have come that they might have life to the full ”

John 10:10

Catholic schools play a vital role in the evangelising mission of the Church. Promoting the wellbeing of all students to reach their God-given potential is a gospel mandate and a moral imperative for Catholic schools. The practice of wellbeing and pastoral care makes the good news of Jesus real and tangible, enabling each child and adult to experience wellbeing in the gift of their humanity and to realise their dignity as a person through a life lived ‘to the full’. This concept is also an essential component of Quality Catholic Education, the visionary framework for CEWA’s system-wide review, improvement and governance practices.

At the centre of this Strategic Wellbeing Framework is CEWA’s vision, namely:

“a Christ-centred and child-focused community of engaged learning environments, inspiring all to live the Gospel”. CEWA seeks “...the development of people from within, freeing them from that conditioning which would prevent them from becoming fully integrated human beings. The school must begin from the principle that its educational program is intentionally directed to the growth of the whole person” (Sacred Congregation for Catholic Education, 1977, section 29).²

This strategic framework, therefore, aims to bring to life wellbeing as a holistic understanding of the person. Wellbeing and pastoral care provide a practical way to demonstrate ‘effective love’^{3,4} through the daily micro-behaviours that convey unconditional positive regard and build the ‘common good’.⁵ By developing capabilities in wellbeing and pastoral care in this way, each member of the school community becomes more human and more Christ-like. The infusion of wellbeing and pastoral care practices within all teaching, learning and social interactions contributes to the development and freeing of each person from within so that they come to share in God’s divine life as an image of Christ and as ‘new creations’.⁶



Defining wellbeing in Catholic schools

The 2007 'Framework for the Development of Pastoral Care in Catholic Schools'⁷ articulated that pastoral care is the foundation and concern of all involved in Catholic education. This resource identified the elements of pastoral care, including ethos and environment, curriculum, education and training, as well as families, partnerships and services. With the advancement of wellbeing sciences within the context of education in recent years, pastoral care continues to be fundamental to all involved in Catholic education. However, it is now expanded and encompassed more broadly within the term 'wellbeing'.

Removing negative factors and preventing mental illness are critical pathways to wellbeing. However, the focus also requires the promotion of mental health.⁸ Mental health is defined by the World Health Organisation (2004)⁹ as "...a state of wellbeing in which an individual realises his or her own abilities, can cope with the normal stresses of life, can work productively and is able to make a contribution to his or her community" (p.12). Wellbeing is a multi-dimensional construct defined as the combination of feeling good, functioning well and doing good for others¹⁰ and within a Catholic pastoral community, connecting to God. Every member of a school community is responsible for the wellbeing of both themselves and others.

Higher subjective wellbeing is associated with better mental and physical health, better sleep, immunity and increased coping skills. In addition, people report being more productive, motivated, cooperative, pro-social and charitable, and feeling less stressed, depressed and anxious.^{11, 12, 13}

To flourish is the most optimal positive deviation of the wellbeing continuum. CEWA's vision is that each and every person lives life fully, experiencing the abundance of God's love and participating in all parts of human society. This is the vision for a Catholic pastoral community and the foundation of CEWA's Strategic Wellbeing Framework which builds on the Child Safe Framework (theory and practices that ensure safe Catholic schools) and the Vision for Learning (a pedagogical resource to optimise student learning).



Student wellbeing and learning

The absence of wellbeing and presence of mental illness can profoundly impact the educational outcomes for students.¹⁴ Student wellbeing, by contrast, is synergistic with student learning,¹⁵ with wellbeing both facilitating and predicting academic achievement.¹⁶ When students feel good, have their psychological and social needs met, and are situated in environments that promote a wellbeing culture, they will be more ready to learn, function better as a learner, and academically benefit.^{17, 18}

Staff wellbeing

Educators have considerable influence over a student's educational experience,¹⁹ including a student's wellbeing.²⁰ Yet school leaders and educators experience high levels of burnout, stress and emotional labour.²¹ The wellbeing of educators and all staff working in Catholic education is a priority, with research suggesting that fostering wellbeing through the workplace can influence both individual employee wellbeing and organisational outcomes²² whilst simultaneously positively impacting students.

Our integral approach

CEWA's approach to wellbeing is:

- **Christ-centred** - This strategy is located within a Catholic context and permeates every element of wellbeing.
- **Values-based** - Wellbeing exists when a group of people live out a set of values that are founded on tenets of Catholic faith, respect for human dignity, and the common good.
- **Relational** - Wellbeing is grounded and optimised through interpersonal relationships and not purely from individual skill development.
- **Whole School** - Wellbeing occurs within the individual, between groups of people (such as classrooms), and the school as a collective that include families and the parish community.
- **Customisable** - Wellbeing endeavours are tailored to the needs, aspirations and opportunities experienced by individuals, groups and communities. It is up to each of these to envision a wellbeing journey that suits their circumstances, priorities, and resources.
- **Inclusive** - Wellbeing approaches are developmentally appropriate, trauma-informed and culturally safe, meeting the social, emotional and behavioural needs of all.
- **Data-informed** - Wellbeing measurement informs baseline data, guides evidence-based interventions and processes, and demonstrates progress and impact.
- **Multi-tiered** - Wellbeing is developed through a multi-tiered support system with responses designed along a continuum of promotion, prevention and early intervention.

Strategy design

The formative and potentially transformative Strategic Wellbeing Framework is supported by equally powerful tools and practices. It is the aim of this strategy to describe how these interventions, tools and practices can be adopted by every Catholic school in WA.

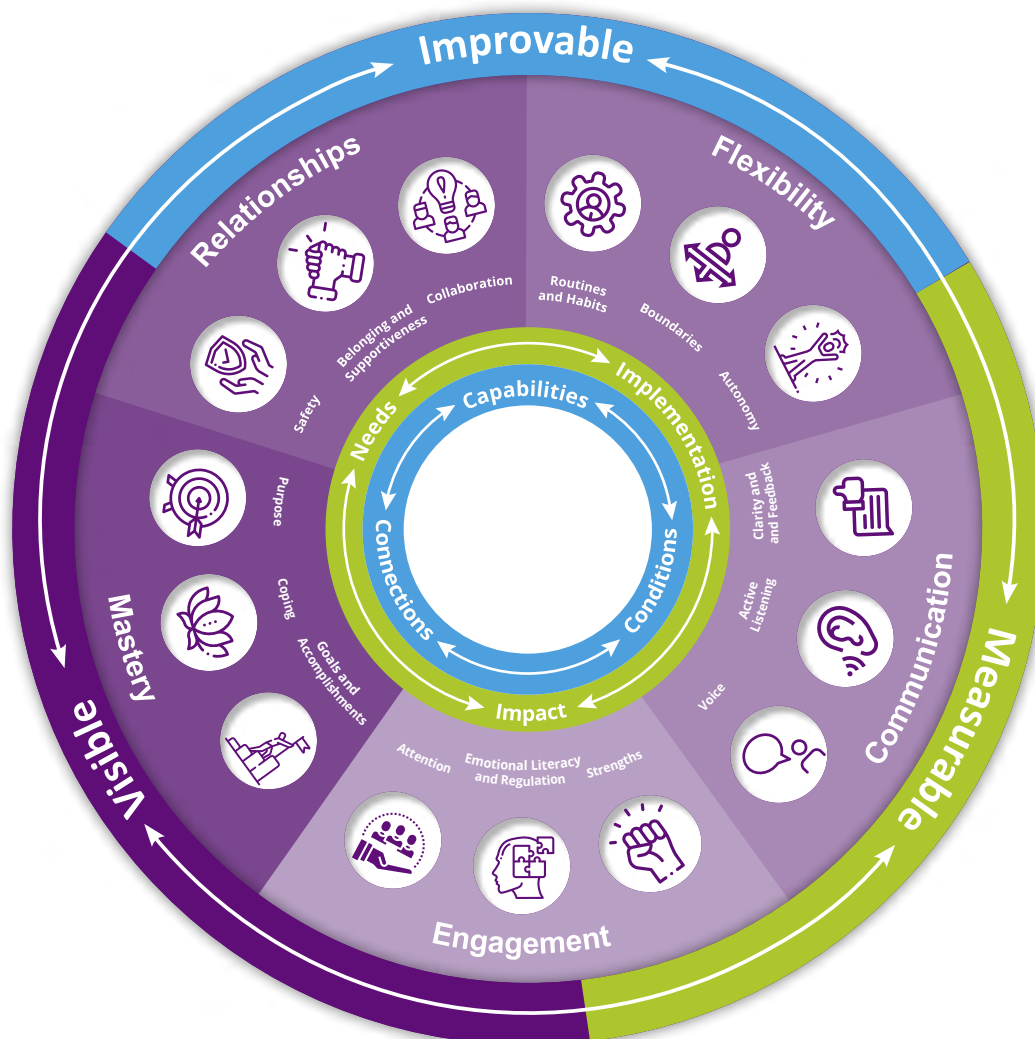
To achieve optimised wellbeing in a way that is Christ-centred and child-focused, it is important to conceptualise and articulate wellbeing as:

1. Improvable

2. Visible

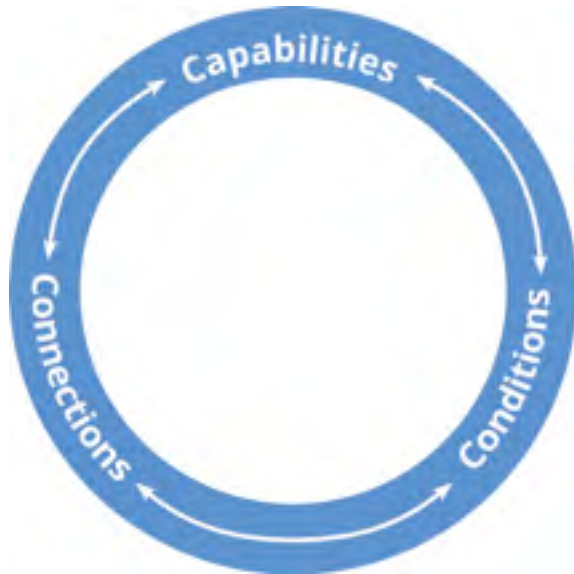
3. Measurable

The diagram below, adapted from *The Flourishing Classroom System Observation Framework*,²³ illustrates the strategy design.



Wellbeing is improvable

Wellbeing is enhanced when there is a fit between the person, the group, and their context.²⁴ Wellbeing is, therefore, something that sits within, between and among²⁵ those in a Catholic pastoral community. Given this, wellbeing can be improved at three levels within Catholic schools, these being capabilities, connections and conditions.



Wellbeing capabilities:

Capabilities reside within students, educators, school leaders, parents and families. Capabilities such as attitudes, skills, knowledge and behaviour (that all relate to wellbeing) can be improved by learning and applied practice.

Wellbeing connections:

Connections occur between people through healthy respectful relationships. Connections can be improved through high levels of physical and psychological safety, a strong sense of belonging and a spiritual connection with God.

Wellbeing conditions:

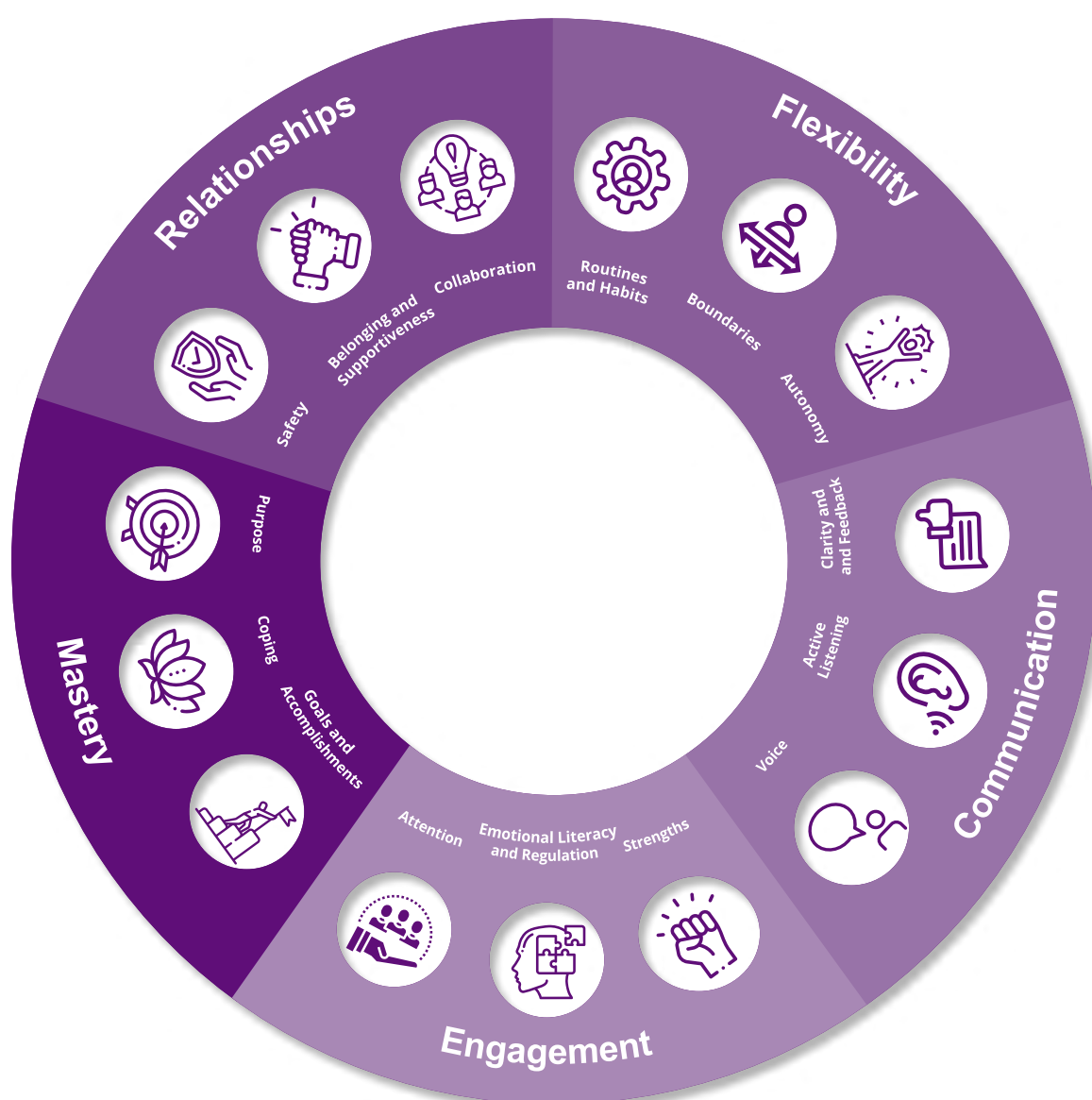
Conditions relate to the elements of a group, classroom or school environment that interact to build a context that supports wellbeing. These conditions can be improved through school leadership, teacher practice, and the design and function of classrooms and other learning spaces.






Wellbeing is visible

To effectively improve wellbeing within a Catholic pastoral community, it is helpful to articulate and describe the improvable wellbeing elements that can be observed. The diagram below highlights five dimensions and 15 sub-dimensions²⁵ that are the visible elements of wellbeing, whether as capabilities, connections or conditions. These sub-dimensions are underpinned by Catholic Identity, are interconnected, act in synergy with each other, and have a cumulative impact on wellbeing.




The Flourishing Classroom System Observation Framework
(Allison, Kern, Jarden & Waters, 2021)






Relationships




| | | |
|---|-------------------------------------|---|
|  | Safety | Physical and psychological safety with early identification of perceived physical or psychological dangers |
|  | Belonging and Supportiveness | Meaningful and quality connection, the provision of practical help, emotional support, compassion, empathy or encouragement |
|  | Collaboration | Cooperative behaviours that achieve shared outcomes, with sensitivity to the needs of other members |




Flexibility

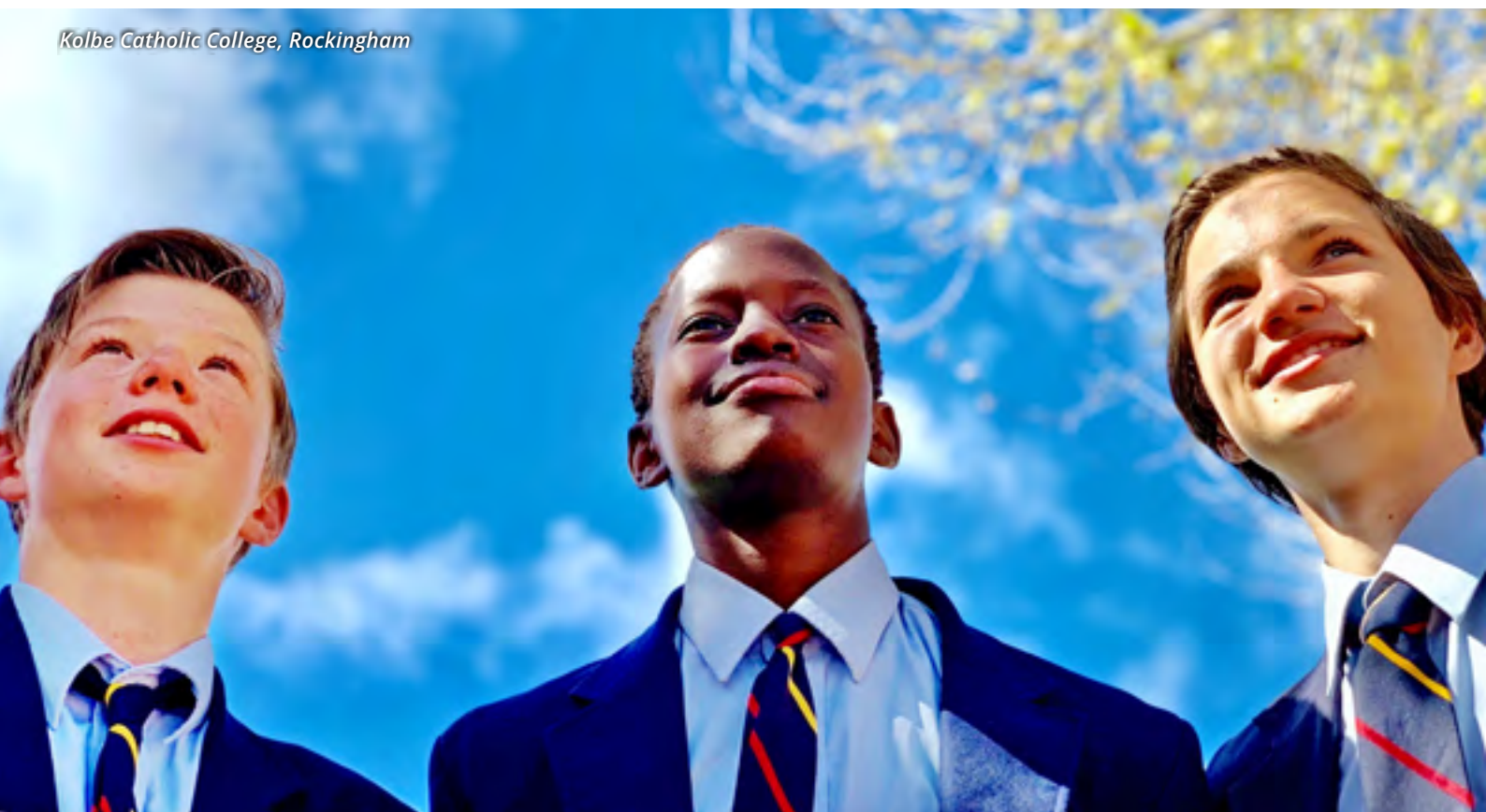
| | | |
|---|----------------------------|--|
|  | Routines and Habits | Clear routines and procedures, with a predictable rhythm through structured behaviours and activities done repeatedly and regularly |
|  | Boundaries | Clear expectations, rules or limits that indicate safe and permissible ways to behave, with clear and appropriate responses when those limits are passed |
|  | Autonomy | A state of independence and self-direction experienced by acting from choice rather than pressure from others |

Communication

| | | |
|---|-----------------------------|---|
|  | Voice | Students, staff and parents have the opportunity to express their views, contribute their views, have these views listened to respectfully, and appropriately acted upon |
|  | Active Listening | Paying close attention to what is said, hearing and responding in ways that demonstrate understanding, a desire to learn from others |
|  | Clarity and Feedback | Instructions and suggested actions are clear and easy to understand, information or opinion is regularly given, effort and achievement are acknowledged to constructively support improvement |

| Engagement | | |
|---|-----------------------------------|--|
|  | Attention | The general existence of alertness, the ability to selectively focus on certain aspects of the environment and manage distractions |
|  | Emotional Literacy and Regulation | The ability to perceive, understand, express and use strategies to regulate heightened emotions and promote desired emotions |
|  | Strengths | Positive qualities including attributes, skills and abilities that foster energy, motivation and performance |

| Mastery | | |
|---|---------------------------|--|
|  | Purpose | Clear rationale and relevance for why things are done or exist with activities directly related to effective learning and/or wellbeing |
|  | Coping | The use of strategies to manage the demands of challenging or unpleasant situations |
|  | Goals and Accomplishments | A commitment to achieving clear aims and intentions that are worked towards and met with effort |



Wellbeing is measurable

An ‘outcomes first’ approach requires Catholic pastoral communities to work backwards from the desired wellbeing impact by first identifying the problem that needs solving or the solution being sought. The accurate measuring of three important components (needs, implementation, impact) ensures that data is guiding and driving wellbeing improvement.



| Needs | Implementation | Impact |
|--|---|--|
| <i>Needs</i> are identified by reviewing or collecting school data. Catholic schools can explore the strengths and opportunities reflected in their data and implement an inquiry process with their community to inform wellbeing priorities and interventions. | <i>Implementation</i> is examined and ensured through high implementation fidelity. This occurs when school systems, processes and interventions for wellbeing are adopted according to their efficacy and evidence base. | <i>Impact</i> is evaluated and reviewed to determine the effects, outputs and outcomes of the wellbeing approach. This may be measured through self-reporting, observation, response to intervention data, school data, climate data and wellbeing data. |



Wellbeing Change Improvement Cycle

The Wellbeing Change Improvement Cycle supports leaders and educators to action effective processes that lead to the most effective and impactful wellbeing outcomes.

Given wellbeing is improvable, visible and measurable, the process for actioning wellbeing change commences with each school considering the actual stage of readiness in which they place themselves.

School leaders and educators should be able to review this cycle and discern the most appropriate actions to take based on their current context and progress to date. It is important to emphasise, however, that no matter where the school places itself in terms of its readiness, transformational change takes time and is both cyclic and ongoing in nature.



READY FOR CHANGE



CREATE URGENCY

School leaders believe that wellbeing should be a priority in the school. They recognise and articulate wellbeing as a strategic school goal.

- Ensure the principal and school leadership endorse and support the need for wellbeing improvement and are actively involved.
- Increase the knowledge and understanding with the leadership team, staff, students and the school community for the reasons why wellbeing is important through student education, parent education and professional development.
- Explore how wellbeing is currently aligned with the school's improvement plan.



BUILD ACCOUNTABILITY

There is a clear leader for wellbeing in the school. The school wellbeing leader guides a wellbeing team whose members are competent to initiate wellbeing change in the school.

- Identify a member of senior leadership with responsibility for wellbeing in the school.
- Establish or delegate to an existing team the authority to lead and implement a wellbeing action plan.
- Consider student membership on the wellbeing team to capture and act on student voice.
- Provide the school wellbeing team with professional development to lead wellbeing in a Catholic school.

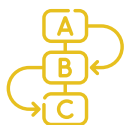


DECIDE BASED ON DATA

The wellbeing team gathers, analyses and uses information and data to identify a starting position. Stakeholders have been engaged and are invited to share their insights to identify opportunities for wellbeing improvement.

- Discover what existing school data tells you about wellbeing in the school.
- Gather information to identify the strengths, needs or opportunities to improve school wellbeing through self-assessment.
- Enquire into the school community's aspirations for wellbeing in the school.
- Identify and collect any relevant additional data that might be needed.
- Based on data, decide what are the desired wellbeing changes in the school.

ACTING ON CHANGE



PRIORITISE ACTIONS TO TAKE

The wellbeing team identifies the priorities and set goals that are important to the school community and determines actions that are likely to provide quick wins to motivate and build on early success.

- Consider if the wellbeing change being implemented will achieve school goals and is suitable in the school setting.
- Consider where the wellbeing change is placed and connected within a multi-tiered system of support framework.
- Review or develop systems and processes in the school to support the wellbeing change.
- Determine what professional development is needed to support staff to action the chosen priorities, needs and goals.



ENGAGE COLLABORATORS

The wellbeing team works with a coalition of internal and external partnerships to maximise success, foster relationships and enable a culturally respectful, welcoming and inclusive approach.

- Share the vision for wellbeing change with the school community.
- Identify contributors who represent perspectives from outside the school community (church, sport, community, business).
- Create or expand family partnerships to strengthen wellbeing change and ensure it is inclusive and culturally respectful.
- Seek out and empower wellbeing champions within the school who are enthusiastic as early adopters of the wellbeing change.
- Establish internal and external coaching support to enhance growth.



IMPLEMENT CHANGE

The wellbeing team and staff action wellbeing change with flexibility and empathy for context. They monitor implementation fidelity and address challenges as they arise.

- Ensure the wellbeing change being implemented is aligned with Catholic identity.
- Adopt a process to confirm the wellbeing change is theoretically sound, evidence-based and has been shown to have an impact in other settings.
- Design the wellbeing change to be inclusive, culturally safe, trauma-informed and developmentally appropriate.
- Aim for high implementation fidelity to optimise the effectiveness of the wellbeing change.

GROWING FROM CHANGE



EVALUATE IMPACT

The wellbeing team and staff assess if the wellbeing intervention is effective and delivered optimally to maximise impact.

- Continuously monitor progress through data and student, staff and parent voice.
- Review implementation fidelity to ensure effectiveness is optimised.
- Review school systems and processes that ensure efficiency and alignment.
- Evaluate results and consider if the intervention is sustainable over time in the school setting.



APPRECIATE AND CELEBRATE

The wellbeing team, staff and students take time to notice, celebrate and share what's going well across the various levels of the school and the positive progress being made with school wellbeing.

- Create opportunities to share what staff and students are trying.
- Report on the progress being made over time.
- Embrace and learn from change efforts that did not have the intended impact.
- Share good news and successes through staff meetings, department meetings, professional learning communities, school newsletters, display of student work and activities, assemblies etc.



REFINE THEN EXPAND

The wellbeing team, staff and students consider barriers and enablers at individual, team and systems levels, while exploring and seeking opportunities to expand.

- Align interventions across a scoped sequence of practice.
- Scale up or broaden wellbeing interventions.
- Use data as feedback to pursue further growth opportunities.
- Identify new interventions based on priorities or needs.

System support for CEWA schools

For more information on actioning wellbeing improvement in your school and implementing the CEWA Strategic Wellbeing Framework, please refer to the **CEWA Psychology, Safety and Wellbeing SharePoint**. The Psychology, Safety and Wellbeing Team can provide further professional development, consultation, coaching and resources to support Catholic schools in WA.

We wish you all the best on your wellbeing journey.



Afterword and acknowledgements

Catholic Education Western Australia is at the forefront of international, whole-system work on embedding wellbeing in an entire population at a state-wide level. Furthermore, we are very pleased to operationalise a Christ-centred and child-focused approach to wellbeing and offer truly practical and transformative pastoral care to all children in Catholic schools within WA. Finally, we appreciate the support for this venture from the many individuals and groups who deeply believe in the value of this work, and who have contributed generously of their time, expertise and passion.

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| Professor Tim Lewis | University of Missouri |
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CEWA Leadership Reference Group

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Student Reference Group

Special thanks are extended to the students from Mater Dei College (Edgewater), St Anthony's Catholic Primary School (Wanneroo) and Ursula Frayne Catholic College (Victoria Park) for their honesty, energy and wisdom in contributing their voices to this framework.

Educator Reference Group

Special thanks are also extended to the participants of the 2020 and 2021 CEWA Leaders of Wellbeing course for their feedback, enthusiasm and willingness to pilot this framework while it was under construction.

Project Support

Anne-Marie Fort
Bronwen Frangs

With gratitude to the Australian Government Choice and Affordability Grant, and the University of Melbourne, Centre for Wellbeing Science PhD program which made the development of this framework possible.



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