



Teaching for Wellbeing

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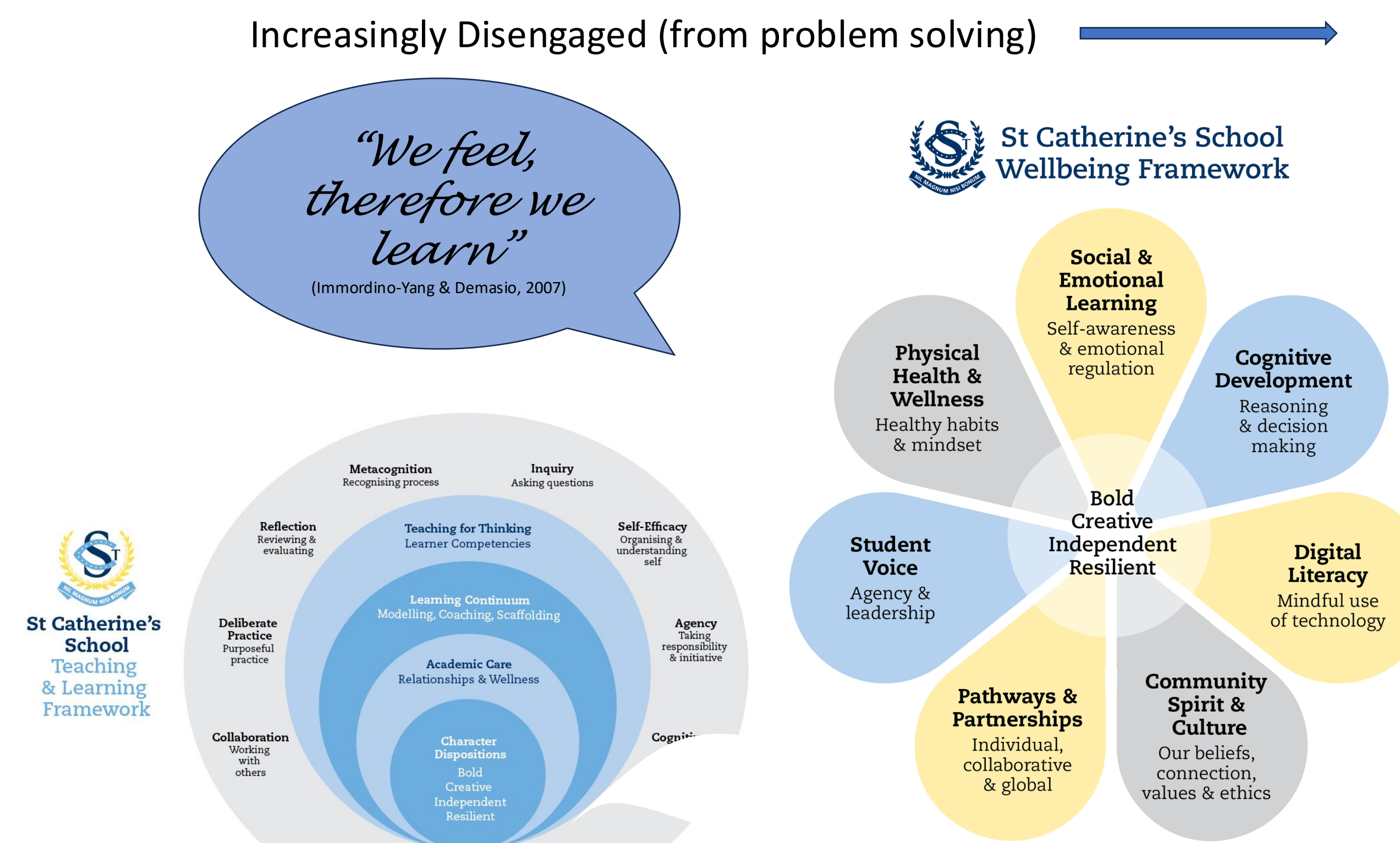
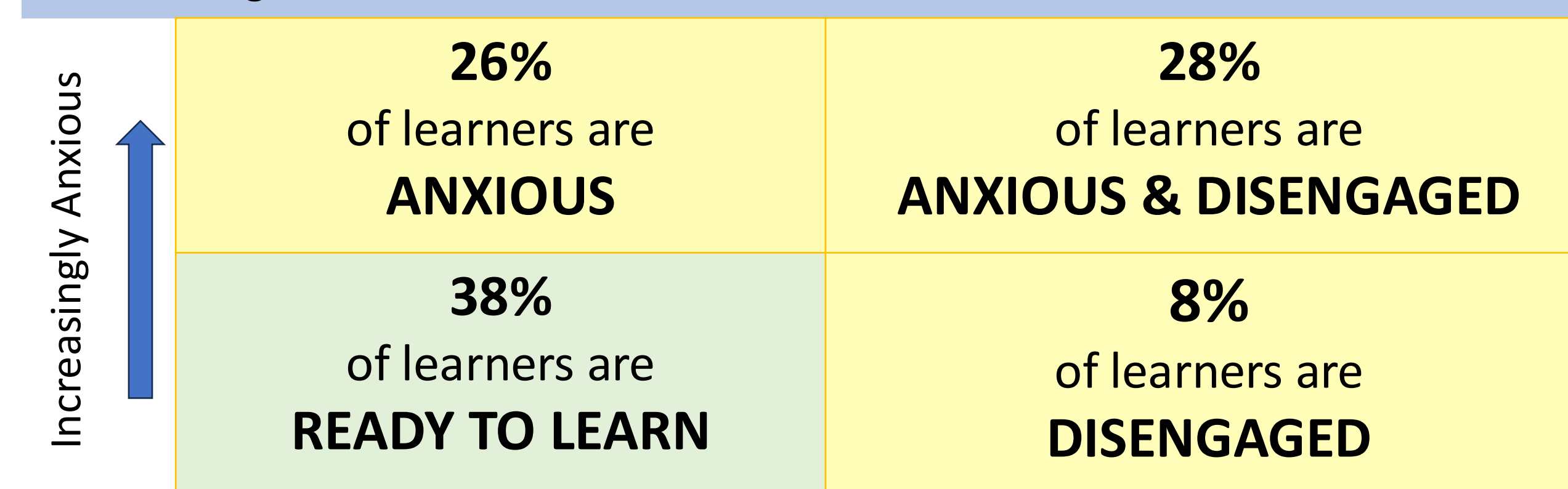
BACKGROUND & CONTEXT

- Toorak, Melbourne
- K-12, Independent
- Single Sex Girls School, 630 students (430 senior school)

Identifying Our Need:

- Resilience survey data from 2023: better than national average but increase from previous years.
- Teacher observations on student efficacy, resilience and academic buoyancy (PLTs).
- Principal data on student reasons for psychologist visits: increase in academic anxiety.

How do we shift the notion of teaching for wellbeing from individual case management and reactive 'triaging' to a proactive alignment with our teaching and learning framework?



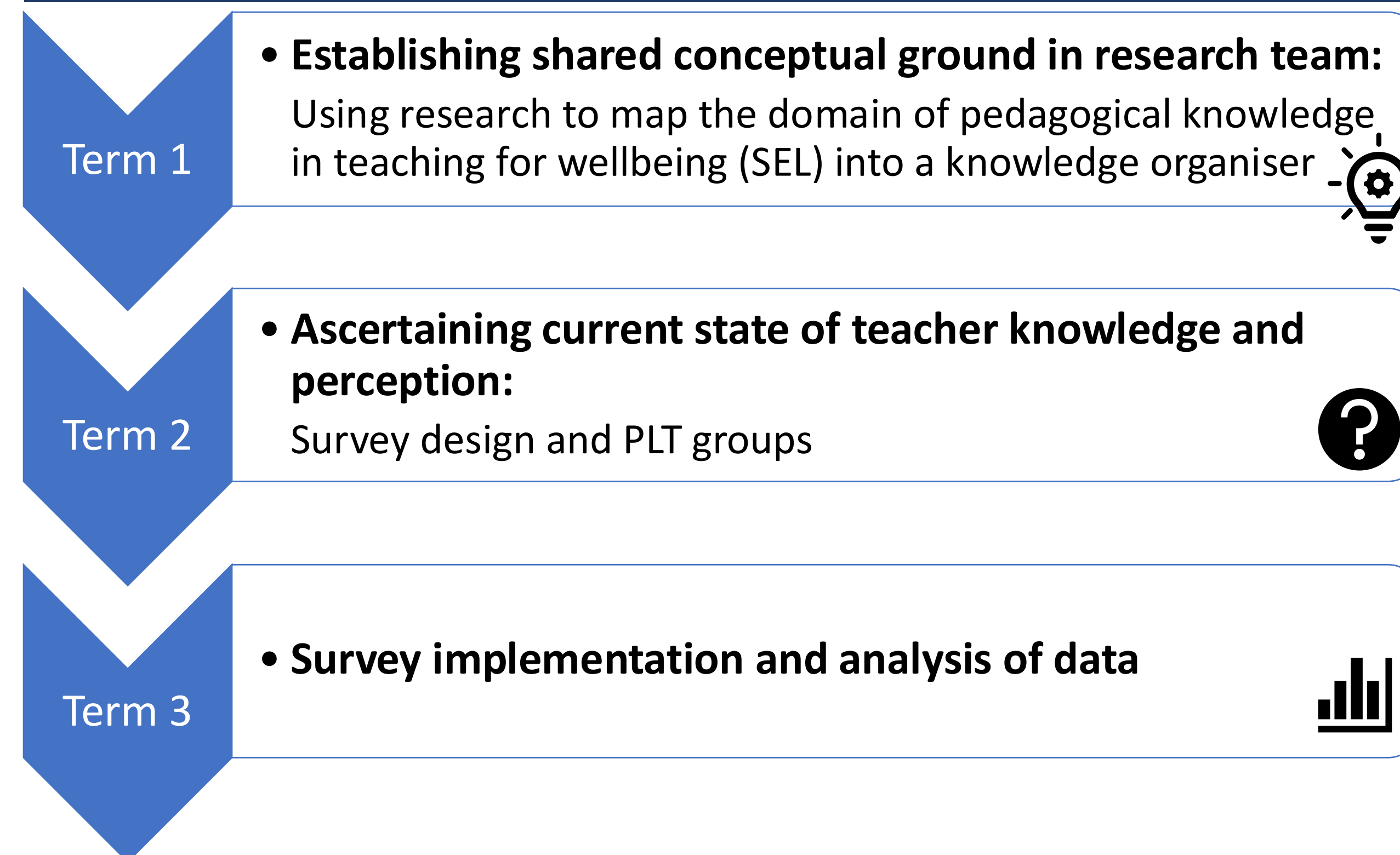
RESEARCH QUESTIONS

How can we develop knowledge of teaching for wellbeing?

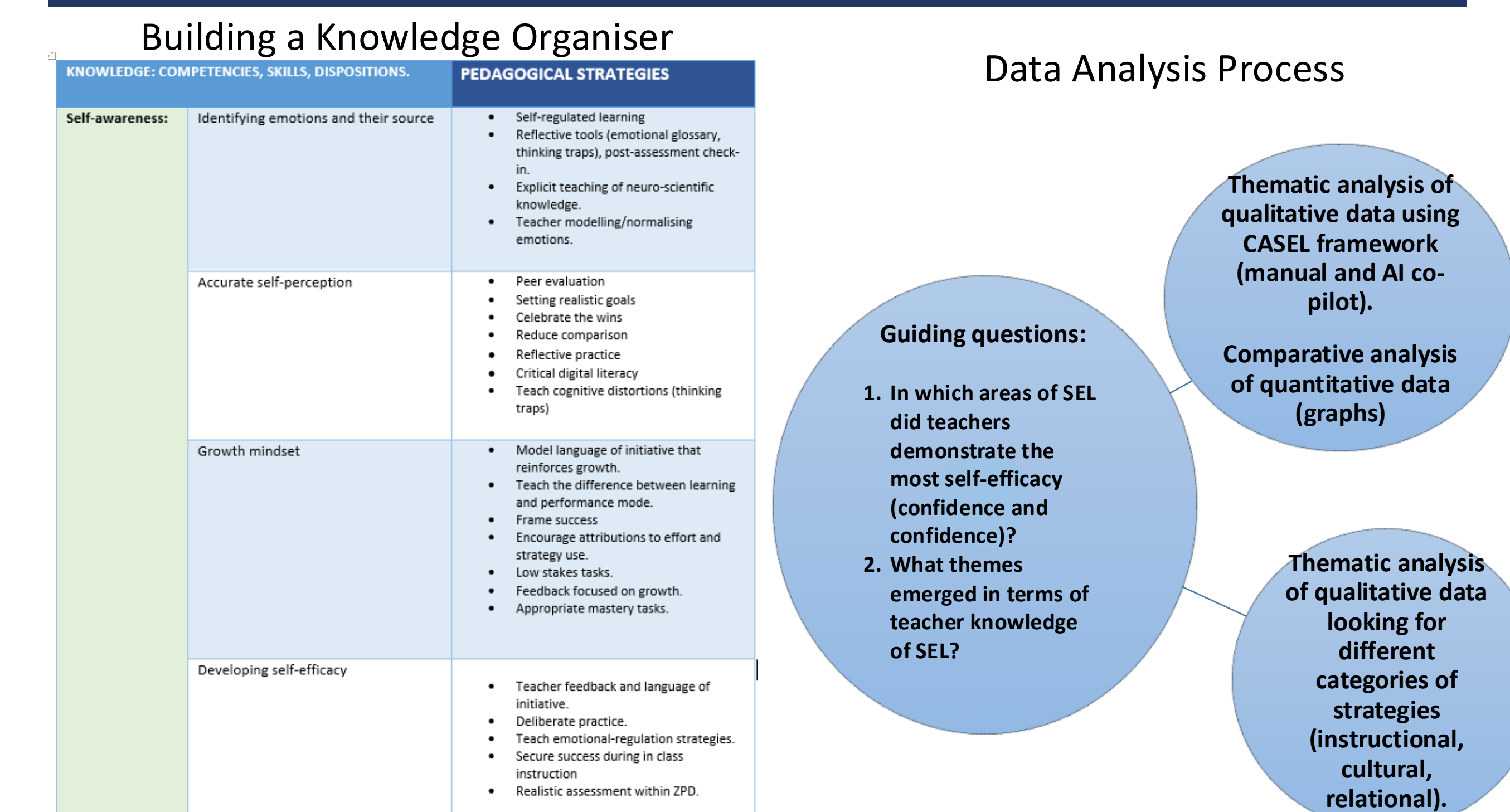
What is the current state of teacher knowledge, values and sense of efficacy in teaching for wellbeing amongst our teaching staff?

What strategies can we use to enhance the link between social, emotional and cognitive learning in the classroom?

METHODS



ANALYSIS & RESULTS



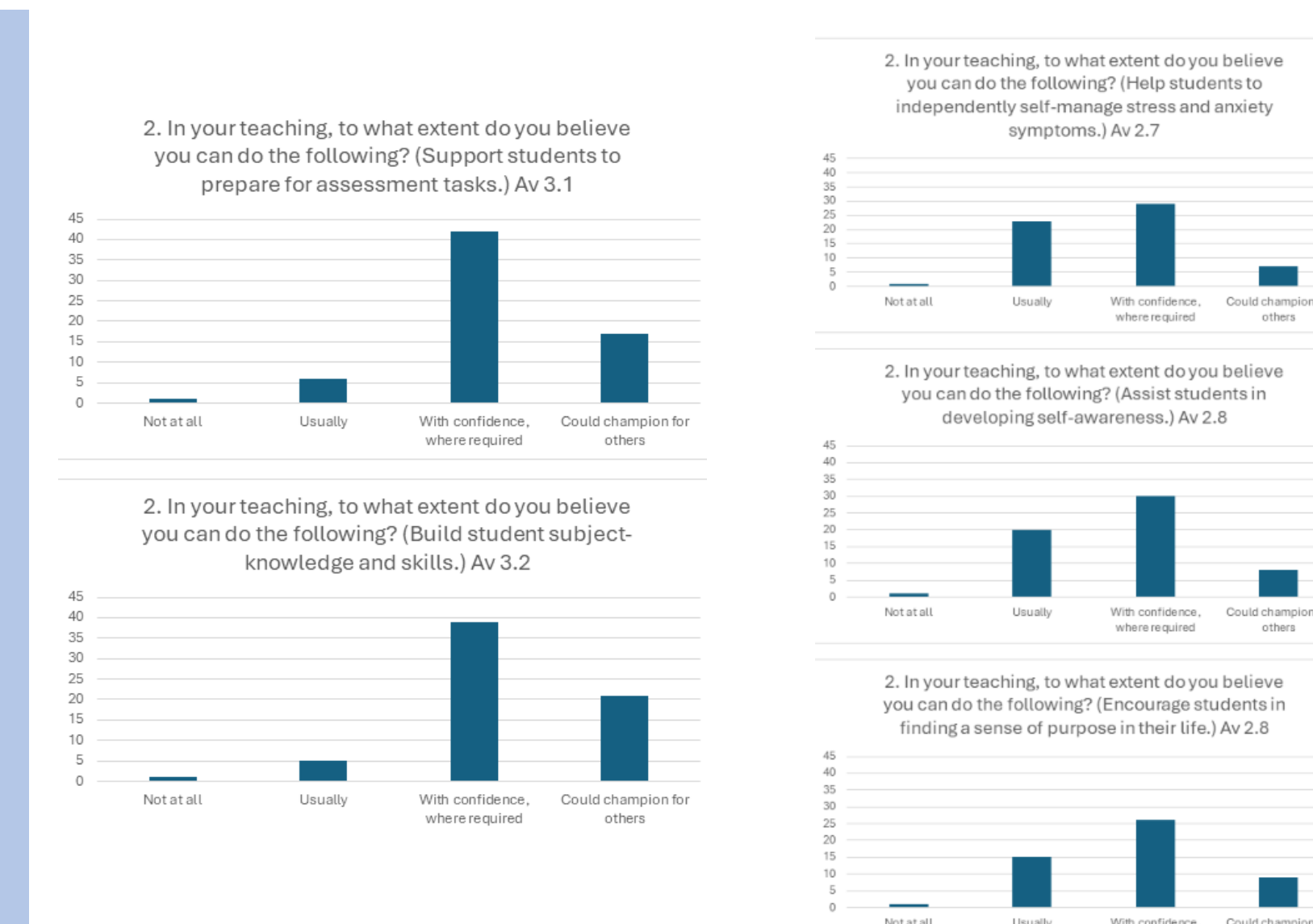
Quantitative Self-Efficacy Data

Items with a 3+ average:

Questions focusing on teachers working to build student cognitive and social capacity through explicit scaffolding and modelling.

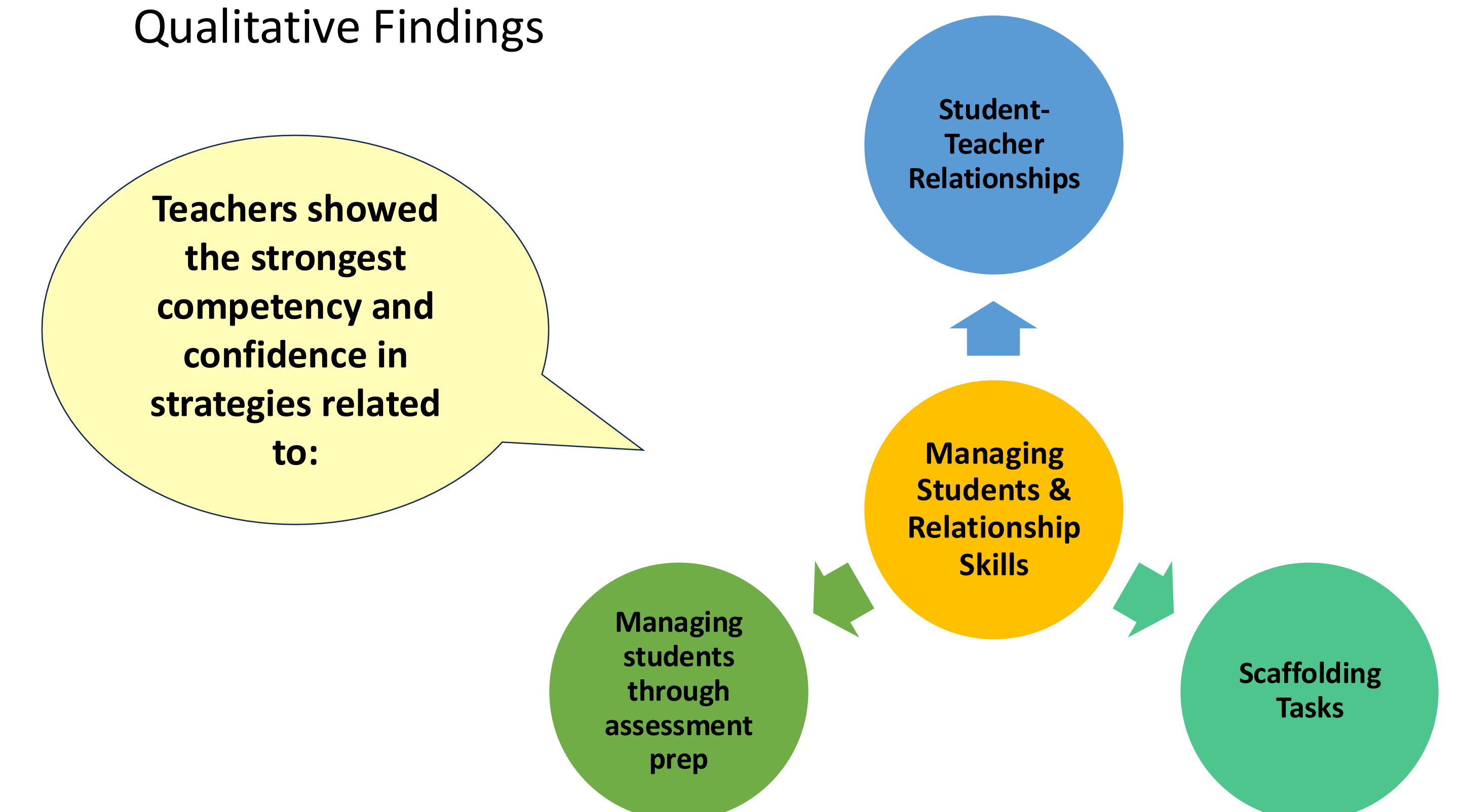
Items with 3- average.

Strategies which develop student emotional regulation, and self-awareness.



ANALYSIS & RESULTS (cont.)

Qualitative Findings



IMPLICATIONS FOR TEACHING & LEARNING



LIMITATIONS & BENEFITS

Limitations	Benefits
• Survey was optional • Survey relied on self-reporting to measure competence • SEL is a complex, nuanced construct – difficult to capture • Lack of consensus over some terminology (e.g. 'inclusive')	• Confirmed our staff strengths: instructional and relational capacity • Assisted us in identifying what was noted anecdotally and in teacher PLTs (i.e., difficulty in addressing learned helplessness, perfectionism and panic contagion that results in anxiety).

NEXT STEPS

Potential Theoretical Directions:

- Self-Regulated Learning S. Barr (SRL; M. Pittman (Connected Curriculum)

Links to Other School Initiatives:

- Year 9 signature programs; academic advisory, co-curricular; staff wellbeing & sustainability

Future Research:

- Using SRL strategies to enhance the link between teaching for thinking and wellbeing
- Staff PL through action research