Elizabeth Day

Wellbeing in Primary Education: an investigation into the teacher's role in children's wellbeing in the light of education legislation, policy and practice.

WELLBEING IN PRIMARY EDUCATION: AN INVESTIGATION INTO THE TEACHER'S ROLE IN CHILDREN'S WELLBEING IN THE LIGHT OF EDUCATION LEGISLATION, POLICY AND PRACTICE

A thesis submitted for the degree of

Doctor of Education

by

Elizabeth Angela Day

Department of Education

College of Business, Arts and Social Sciences

Brunel University

March 2015

Elizabeth Day

Wellbeing in Primary Education: an investigation into the teacher's role in children's wellbeing in the light of education legislation, policy and practice.

ABSTRACT

There is a growing body of interest in wellbeing across political, educational and social bodies in the UK. The thinking behind this is for human as well as economic reasons, to help people make more informed choices in their lives. There are suggestions to measure wellbeing more often and use that data to help government improve policies and enable companies and individuals to live more productive lives for example by considering being more altruistic to improve personal and family wellbeing during a time of financial austerity (O'Donnell, 2014: 9). There is a fundamental problem however in that there is no common understanding of what wellbeing is across different bodies and agencies, including education, mainly because the term is subjectively defined. Yet teachers are required to report to parents on children's wellbeing and also safeguard their wellbeing, Teachers' Standards 2012 (DfE, 2013), but there are no common measures of wellbeing in use nationally. The purpose of this case study is to try to reduce ambiguity about wellbeing issues through identifying gaps in knowledge in the literature about what wellbeing in schools is. The investigation uses qualitative methods and as an inside researcher, to aid authenticity of data, a two-tier approach to gathering data is taken within a constructivist paradigm. The approach enables three voices to be heard, that of pupils and parents (data set one) and then teachers (data set two). The first pupil theme revealed that pupils had a strong sense of connectedness to the school, friends and teachers while the second theme showed approaches to learning that had resonated with pupils. The theme to emerge from parents was a loving community where they felt enabled to entrust their children to teachers who were passionate about their role and evidenced compassion in their working with children. Themes from teachers revealed responsive and enthused professionals who, through collaboration in action learning sets, influenced transition arrangements and ways they felt they could be further empowered in their role. Wellbeing deriving from empowerment through interconnected relationships within and across the three groups leads to an analysis of the community as one that accepts difference. The significance of this for wellbeing in education and policy is discussed.

Elizabeth Day

Wellbeing in Primary Education: an investigation into the teacher's role in children's wellbeing in the light of education legislation, policy and practice.

CONTENTS

Elizabeth Day   Wellbeing in Primary Education: an investigation into the teacher's
                                 role in children's wellbeing in the light of education legislation,
                                 policy and practice.

Elizabeth Day

Wellbeing in Primary Education: an investigation into the teacher's role in children's wellbeing in the light of education legislation, policy and practice.

Elizabeth Day

Wellbeing in Primary Education: an investigation into the teacher's role in children's wellbeing in the light of education legislation, policy and practice.

Elizabeth Day   Wellbeing in Primary Education: an investigation into the teacher's
                       role in children's wellbeing in the light of education legislation,
                       policy and practice.

Elizabeth Day

Wellbeing in Primary Education: an investigation into the teacher's role in children's wellbeing in the light of education legislation, policy and practice.

Appendices:

List of Tables

List of Figures

Elizabeth Day

Wellbeing in Primary Education: an investigation into the teacher's role in children's wellbeing in the light of education legislation, policy and practice.

GLOSSARY

A community school	The most common form of state school with no religious affiliation in England.
AfA	Achievement for All: This was a successful two year initiative to assist the school to focus on underachievement of vulnerable pupils and where teachers and assistants received focussed training. Teachers were coached in having in-depth "structured conversations" with parents lasting up to one hour.
AfL	Assessment for learning: a multi-strategy approach to formative assessment of pupils' learning during a lesson as well as over time. Its focus is on establishing next steps in learning.
Be a Buddy not a Bully	The strap line of an established anti-bullying initiative in the school where the research was conducted. Every class has a soft toy 'buddy', part of the Buddy Family. Every buddy has 'a story to tell', devised by the children to match the buddy's character. 'Buddy' is sometimes used during Circle Time.
Circle Time	In the school where the research was conducted, Circle Time refers to a 20-30 minute session run once a week by the class teacher. All children and the teacher sit in a circle. Agreed protocols are followed for speaking and it is a time when every child has the opportunity to join in an auditory memory or other game. This is followed by a socialization time, including discussing imaginary or real issues to do with friendships, and often portrayed through the use of puppets.
Community School	The pseudonym name given to the school where the research was conducted.
DSEN	Disability and Special Educational Needs
"Dyvies"	The nickname given by children to classes D, Y and V, the bottom three streams of a comprehensive school referred to in the study.
Helping Hands	This is a new initiative introduced in Community School in September 2014. Everyone in a class, including adults, can put their name on a large hand display in the classroom to indicate that they need help of some kind.

Elizabeth Day

Wellbeing in Primary Education: an investigation into the teacher's role in children's wellbeing in the light of education legislation, policy and practice.

ICT	Information Communication Technology, the name given to that subject by the 2000 National Curriculum. From September 2014 the subject area was renamed Computing.
KFS	An abbreviation for "Be kind, friendly and safe", the three school rules and values that make clear the behaviours expected of pupils.
Kids Café	An annual informal consultation event with light refreshments where pupils and parents write their views on a topic on paper tablecloths.
Inspire Project	An informal, well attended event with a school priority focus for parents to come into classrooms once a term. Pupils write personalised invitations to their parents. A circuit of learning activities are set out for parents to join in with their children with teachers facilitating and supporting.
Me and My Learning	An in-house child self-assessment with target setting on learning, social and emotional behaviours conducted twice a year (see Appendix 1b).
Place2Be	Place2Be is a charity that has worked in Community School for over 5 years. It provides school-based emotional and talking therapeutic services. The charity mainly works in areas of socio-economic deprivation.
PSHCE	Personal, Social, Health and Citizenship Education. The syllabus is agreed at a local level and planned so children receive a curriculum where topics spiral from Nursery to Year 6.
R4L	Ready for Learning is a child focussed self-help initiative in Community School where children aged 5-11 design leaflets "for a younger child" to help them to arrive at school on time and to be ready to learn e.g. promoting 10 hours sleep, "5-a-day" fruit and vegetables; being active; packing your bag the night before.
R4Lf	Ready for life focusses on children aged 7-11 to help them manage money, know about esafety, stranger danger, writing and presenting a good personal profile and acquire study skills.
SEAL	Social and Emotional Aspects of Learning is a national syllabus with very good supporting materials for whole school

	or class use.
SMSC	Spiritual, Moral, Social and Cultural learning (see Appendix 2)
The CHILL	The Child Initiated Learning Location is a large L shaped space in Community School with flexible furniture, access to laptops and an up-to-date reference library for research and enquiry, drama and presentations. Children can be trusted to use the facilities in pairs of small groups while another class is using the space and there may be other users in the area too.
The Shield(s)	Community School's "Quality Lunchtime Award", a large wooden and silver shield for children in Reception, in Key Stage 1 and another for Key Stage 2. One class every week is awarded the shield by lunchtime supervisors for following the rules 'Kind Friendly and Safe' (KFS). The class that wins the shield for their phase the most number of times in a year has their class and teacher's name engraved on the shield.
Th4L	Thinking for Learning. Community School's name for Philosophy for Learning which is planned as a lesson 4 times every term to promote critical thinking and problem solving.

DEDICATION

As this study is, on one level, a story built around teaching children to be kind, friendly and safe (KFS), I am dedicating this thesis to my parents, Colin and Ruth Snaith: my Dad who was very kind teaching me to read when I was "word blind" and my Mum who taught me to be friendly and keep safe. Also to Mrs Lily Horne, my parents' long-standing friend, a very special person, who showed great kindness to my family and me over many years.

I should also like to thank significant people who have inspired me: Jim and Cynthia Wilkinson, Professor Verna Wright and Revd. Dr Selwyn Hughes.

ACKNOWLEGEMENTS

Figure 1: A child's perspective of "Be Kind, Friendly and Safe" (KFS).

This is explained in Chapter 1

CHAPTER 1: INTRODUCTION

1.1 Introduction to Chapter 1

In this section I set out the context of my study and introduce the research question, justifying why it is of interest as a research focus. I also set intentional parameters for my research, important when working with such a broad and multi-faceted topic as Wellbeing. The structure of the study is also presented.

1.2 The Context of This Case Study

This case study is, as Koshy states of all research, "...about generating new knowledge" (Koshy, 2005: 3). It has to do with the debate and practice of developing children's wellbeing in schools in the light of recent and current legislation, policy and practice at national, regional and local school level and is situated in an inner London primary school with the pseudonym "Community School".

> **Main research focus:** Wellbeing in Primary Education: an investigation into the teacher's role in children's wellbeing in the light of education legislation, policy and practice.

This research focus came from my own interest in discovering what areas of learning may best equip children for their primary years and beyond as well as my experience as a head teacher in the great value of involving teachers as partners in school improvement. As a researcher it also derived from a gap, apparent from a review of the literature presented in Chapter 2, that in mainstream research it is not usual for teachers to be consulted on their role, and that of schools, in developing children's wellbeing. So the approach in this study is new.

> **Subsidiary research question:** what are the perspectives of children and parents on the role and place of teachers in developing children's wellbeing through education in primary schools?

Elizabeth Day

Wellbeing in Primary Education: an investigation into the teacher's role in children's wellbeing in the light of education legislation, policy and practice.

The subsidiary research question was developed to assist my two-tiered investigative approach which I decided on in order to set defined and intentional parameters within the qualitative approach of this case study.

As part of **Chapter 2, the Literature Review**, which also forms the Institutional Focussed Study (IFS), I present a theoretical case for the study of wellbeing including a discussion on what wellbeing in education is considered or implied to be and including literature on the teacher's role. I also look at the heated debate on the benefits of wellbeing, or for some, its questionable role, in children's education in the twenty-first century. It was therefore important when planning my research to be systematic and clear about stakeholders' perceptions of teachers' roles in relation to developing children's wellbeing, so consequently I sought the views of key stakeholders, namely children and parents, in the setting.

Chapter Three, Methodology, sets out my data collection design and methodology within a constructivist paradigm to assist my investigative approach and within the context of the rationale for the study. The research approach is important as I considered first, second and third person inquiry as a means of generating new knowledge about wellbeing in the two-tier approach adopted. The views of first pupils and then parents in my first data set provided a range of rich data on wellbeing which, when analysed through thematic analysis, I took as new knowledge to teachers who collaboratively generated further data which I considered third person inquiry as they took on leading the change agenda for improving wellbeing. Also through due process, I derived further themes from teacher data. My dual role as researcher and head teacher is further discussed in Chapter 3 as it is a major factor in the research. Ethical and conflicting aspects needed to be thoroughly addressed in both Methodology, and throughout the thesis. Importantly, consideration of the trustworthiness of the research at every stage including planning for and during data collection and data analysis is discussed (Lincoln and Guba, 1985: 294-301). Furthermore, in Chapter 3, I set the framework I used for thematic analysis (Braun and Clarke, 2006) and illustrate with pupil data, the process I

used, that is, from generating initial codes from pupils' data through to constructing themes and how and why these changed following listening repeatedly to transcripts, as well as from considerable reflection.

In Chapter Four, Results and Discussion: Pupils and Parents, I present and discuss themes from both pupils' and parents' data, refined through systematic thematic analysis. I chose to include key quotations as they more sharply evidenced what children and parents were saying about important factors in developing wellbeing. It was at times preferable to use participants' terminology to my own description; however, I use these to draw out significant issues in the discussion. In Chapter 4 I begin the practice of presenting a reflective pause in a text box as this is viewed by some as one way for an inside researcher to make transparent her thinking and interpretations in the quest for authenticity (Coghlan and Brannick, 2014: 170). I continue this practice in Chapter 5 for the same reason.

Further themes derived from data gathered from teachers' views are discussed in **Chapter Five, Results: Teachers** and in relation to some of the literature. The themes that emerged through my analyses of teachers' data were very different to what I was expecting so the discussion of these in Chapter 5 already begins to present aspects of new knowledge that was emerging. It was therefore a very rewarding chapter to write as teachers' views on their role in relation to children's wellbeing were very clear. As researcher I felt it was teachers' voice I was representing and therefore, third person inquiry in a more powerful way than I had imagined. This left me with some challenges both as head teacher and researcher, some of which I present at the end of Chapter 5 before discussing these challenges more fully in Chapter 6, Conclusions.

Therefore, the two-tier approach with the subsidiary research question being so necessary for the main research question to resonate authentically in this qualitative study, provided a truly iterative yet systematic "journey" through investigation into wellbeing in primary education – from which new and, in my opinion, important knowledge emerges that is highly relevant to educational

Elizabeth Day   Wellbeing in Primary Education: an investigation into the teacher's
                                role in children's wellbeing in the light of education legislation,
                                policy and practice.

issues on the national agenda. These findings along with the limitations of my research are discussed in **Chapter Six, Conclusions.**

A case study story of discovery: While the structure of this case study makes provision for reflection and evaluation of the outcomes of an investigative journey based on the research question, Community School's improvement cycle continues through the short, medium and longer term actions of the action learning sets with teachers, thus providing opportunities for further research by myself or other teachers. So another unexpected outcome that is discussed is that through participating in the action learning sets, teachers in the setting discovered a style of andragogy, or self-directed learning (Marquardt and Waddill, 2004:185-202) which is powerful.

To some extent therefore, this study is part of a story of discovery, akin to setting out to find out something important and in the process uncovering something entirely unexpected that is perhaps as equally important. This, it could well be argued, is the nature of research.

To return to the task and the purpose of this case study, due to its in-depth, situated nature, the findings from educational case study research can be seen as limited to the institution where it is conducted. I argue, however, that because some of the issues raised about the place and role of wellbeing in schools and particularly the lack of clarity even in legislation over what wellbeing is, then these matters alone are of interest and may add to academic debate in a fairly controversial area. Therefore, Bassey's concept of 'fuzzy generalisations' (Bassey, 1999: 52), that is educators and researchers being able to draw on some findings of case study research that is rigorously and ethically conducted in the knowledge that it may or may not be specifically relevant or research, is pertinent. For the findings of this research may add to educational theory being developed in the area of children's wellbeing in schools. Also, as from the onset, I present the study itself as being part of a journey it is highly likely that next steps could be transformational in the setting and beyond, if, as is envisaged, a culture of evidence based practice for teachers as researchers and leaders in education is realised.

Elizabeth Day

Wellbeing in Primary Education: an investigation into the teacher's role in children's wellbeing in the light of education legislation, policy and practice.

The benefits of an integrative approach: It is interesting that Reason and Torbert (2001) refer to the need for an integrative approach to research investigation and inquiry, to assist with interacting authentically with the real world, for example by helping to decide the research agenda as well as exploring who may benefit from it. This is what I propose I am doing by purposefully integrating what Reason and Torbert (2001: 1-37) refer to as first, second and third person inquiry.

- **First person inquiry** is seen in my adopting an investigative approach to research in my own setting, including in this Introduction identifying what is familiar, what drives me, my intentions and world view and how these have formed, and formed me not only through my own engagement with education as a teacher practitioner and leader but also as a learner and researcher.

- **Second person inquiry** is seen through involving pupils and parents through focus group interviews to set the agenda of how children's wellbeing is viewed in the setting and then by involving teachers as partners in the research. By taking this two-tiered approach to data collection and analyses, second person voice is used to share in formulating new knowledge with me as researcher in the area of children's wellbeing in primary education.

- **Third person inquiry** is generated from the outcomes of the second person voices in the actions from the action learning sets with teachers as they take control of negotiating ideas collaboratively for school improvement to do with developing children's wellbeing. Teachers also suggest and decide steps to be taken to implement these ideas in the short, medium and long-term, leaving opportunities for further research and inquiry by them, by other educationalists or by me, so with that comes a sense of a new community of learners with inquiry interests beyond what I presented to them, and yet to be pursued.

1.3 Relevant Background on the Researcher

It has been necessary to set parameters for my research as well as the intentional integrated approaches I am taking epistemologically to generate new knowledge, yet a key understanding in my approach to the research has to be that I hold a dual role, both of a researcher and yet head teacher in the setting where the research is conducted.

It is also significant that I have been head teacher in the setting for over fourteen years and consequently by the nature of the role of a primary school head teacher I hold a position of trust and influence both in the school and wider community. Specifically, this is to do with responsibilities around being in loco parentis for children from the age of three and together with teachers being the next main agent of socialisation in children's lives to that of their parents or carers. A real example of this is that a teacher and an assistant, who were employed by the school in 2013 plus some young parents, were pupils themselves in 2000 when I took up the headship. This creates benefits and strong networks of relationships where parents quite readily give permission for themselves and their children to participate in the research, as do teachers, yet challenges as a researcher due to the familiarity inherent in my role as head teacher.

So it is the human processes and interactions together with the iterative process of research in a single setting that provide both impetus for the research as well as real challenge in terms of ethical considerations of my dual role of researcher and head teacher and the power dynamics involved. This significant issue is addressed from a number of angles throughout the study and so at the onset, to begin to be aware of some of the possible pitfalls of my dual role, it is important that I initially present my own philosophical stance followed by some of the human and professional processes and experiences that have led me to my current educational beliefs and practices.

1.4 My Philosophical Stance

Within a social constructivist paradigm, I believe wholeheartedly that knowledge is constructed (rather than created) "...in and out of interaction between human

Elizabeth Day

Wellbeing in Primary Education: an investigation into the teacher's role in children's wellbeing in the light of education legislation, policy and practice.

beings and their world, and developed and transmitted within an essentially social context" (Crotty, 1997: 43). A constructivist paradigm, where multiple realities are seen as constructed socially, is sometimes referred to as interpretative, as humankind engages with the world it is interpreting. In my opinion, this philosophical stance dovetails very much with what I see as a continuous and potentially energising process for all involved in creating effective learning environments for youngsters. To therefore embark on study at doctoral level including reviewing relevant literature and conducting research within a strong academic frame in a case study, propels me into the role of a researcher in a way that is different to and distinct from that of a school leader of change. Coghlan and Brannick (2014:178) consider that the "inside researcher" needs to know and analyse what is familiar and apply tried and tested processes in the pursuit of authenticity. These processes are integrated into the main body of the research and discussed (see Chapter 3 Methodology). The integrative investigative approach, as discussed above, is also intentionally designed to create new knowledge by authentic and transparent means within a constructivist paradigm.

A no shouting school: An important aspect of what is familiar and that most likely everyone in the setting for my research knows, is my passion and drive for creating systems as well as approaches to all that goes on in the school that will develop children's wellbeing. For example, everyone inducted into the setting at any level is told the school has a "no shouting" policy as a clear way of modelling respect for all. This may benefit children in that in practice a child is rarely shouted at; other implications however, are that some staff, for example, may feel that this is a sign of weakness or feel powerless to discipline a child if positive reward and discipline policies are not fully explained, understood and consistently seen being modelled.

What is familiar is as much an approach developed in an iterative way over a number of years in different settings as much as any specific systems or projects that aim to contribute to children's wellbeing and I therefore aim to tease out from my own professional background and experience some of the

Elizabeth Day   Wellbeing in Primary Education: an investigation into the teacher's
                                 role in children's wellbeing in the light of education legislation,
                                 policy and practice.

beliefs and processes that I think are relevant when considering what may contribute to some of the limiting factors of being an inside researcher.

Educating the whole child is important: As a teacher in secondary and then primary schools for many years, I have come to passionately believe in seeing and developing each child as a person in his or her own right. Educating the whole child is something that attracted me into teaching and then into two headships and motivates me to work with others to empower each child – to be their best, individually as they relate to others, as well as to achieve their best, particularly children who are vulnerable and those who are more likely to be vulnerable.

As a researcher it is important for me to recognise that the passion that drives me has formed over many years and may be interpreted in different ways by the professionals I work with and lead in the school. They come to the setting with their own experiences, views and passions, so to be explicit about my own motivators and relevant background is necessary at the onset for transparency.

1.5 Relevant Professional Background and Experience to what is 'Familiar'

Education is about drawing out as well as giving knowledge and skills: As part of my first degree, 1971-1975, I was inspired through a study of the history of education about the struggle of "education for all" in England up to the 1944 Education Act and then Plowden's powerful vision in 1967 that the child lay at the heart of the educational process (Gillard, 2004). In the spirit of Plowden therefore, in the mid-1970s, I set out in my professional role aiming to draw out children's innate qualities and abilities, gifts and talents as well as to give them relevant tools (knowledge, skills, attributes) to think for themselves and become life-long learners.

The system was failing children: The deep seated passion that drives my research (matched with a gap in the current literature) to find out what factors may contribute to assisting teachers and schools to help all children to be their best as well as to achieve their best, first ignited in the late 1970s when I taught

Elizabeth Day

Wellbeing in Primary Education: an investigation into the teacher's role in children's wellbeing in the light of education legislation, policy and practice.

pupils aged 13-18 Home Economics in an inner city comprehensive school in Leeds. One of my responsibilities was to devise life-skills courses for 15 and 16 year olds who lacked basic literacy and numeracy skills and as a result were unable to take courses leading to any qualification - Certificate of Secondary Education (CSE) or General Certificate in Education (GCSE).

Primarily the life-skills classes I devised and taught were intended to motivate boys and girls from poor and troubled inner-city backgrounds, who were evidently failing in the main school system, and inspire them to learn to read, write, spell, handle numbers, manage money and through practical, usually, cookery sessions, understand the tenets of good nutrition. Some young people also needed to be taught basic hygiene and self-care and some used a school flat to develop home management skills such as budgeting, cooking for friends, washing, ironing, sewing, cleaning a home and safely changing an electric plug. I considered if knowledge was "highly stratified" as proposed by Young (Young, 1971: 36) then these young people, categorised as the least able in this school setting, were for one reason or another relating to social background, denied access to "high status knowledge" (Young 1971:24-41) that I had learnt about while studying for my first degree in education. Through engaging with these youngsters in similar professional ways as I did with their peers who were taking courses leading to a qualification, I realised that seeing these young people make progress personally in confidence in what they could do through a practical approach that they enjoyed as opposed to what they could not do, and taking opportunities to articulate their thoughts, was as rewarding for them as grasping reading, writing and mathematical skills.

The particular groups of students that I taught from the three classes comprising the non-examination stream, "D Y V" (or 'Dyvies' as they unfortunately came to be called by their "examination stream" peers) most definitely sparked a desire in me to see pupils be given more support and opportunities to grow and develop personally at a younger age, especially if they came from backgrounds where they had grown up around domestic violence, crime, prostitution or known neglect or abuse. Even after five years teaching experience, I felt I knew very little about these wider issues affecting children, let alone know what to do

Elizabeth Day

Wellbeing in Primary Education: an investigation into the teacher's role in children's wellbeing in the light of education legislation, policy and practice.

about them in any systematic way. I did however, acquire a strong desire to find out and work with others to put right some of what I felt were "injustices" especially where many students were good at communicating knowledge verbally or those young people who, in my opinion, had untapped entrepreneurial abilities, some of whom easily slipped in and out of crime.

Why was the context of learning through Home Economics important?
Another question I formed as I analysed my thoughts and discussed these with colleagues, was that as the context of learning in the Home Economics department was generally popular with these students, I wondered how much this had to do with the sense of "home and hearth" engendered by the subject, or as Gale (1969) expressed the nature of Home Economics having to do with the whole human cycle of life and representing "pro aris et focis" (Gale, 1969: 35) or a sense of attachment to all that is most dear and venerable. This, I believe, is now highly significant in the light of more current thinking, for example about "the emotionality of teaching" (Riley, 2011: 40) and the evidenced positive effect a teacher's relationship with a youngster may have on that young person if they were not in a situation to attach to a significant adult carer as an infant or during the first three years of life. Indeed, Van der Horst (2011:160) proposes there has been a paradigm shift in thinking about attachment in the form of current attachment theory from its original roots in psychoanalysis and non-attachment can be seen as damaging for both youngsters' wellbeing and academic potential.

While there is no way of directly evidencing that the disaffected 15 and 16 year olds I taught from 1975 to 1981 engaged more with learning basic skills of reading, writing and applied mathematics because the context of learning Home Economics helped to provide a sense of attachment to "all that is dear" as suggested by Gale (see above), and therefore to me as their teacher, maybe the fact that they often mistakenly called me "Mum" holds more significance now in the light of attachment theory than it did 30 years ago.

At the time my thinking and questioning about the injustices the "Dyvie" children faced led me to reflect if perhaps it was "the system" that was failing the "non-

Elizabeth Day

Wellbeing in Primary Education: an investigation into the teacher's role in children's wellbeing in the light of education legislation, policy and practice.

examination" students rather than it being simply the youngsters themselves failing to achieve in the system. It also heightened my own sense of moral purpose and drive as a teacher to stay within the education system to help to change it, to correct the balance for disadvantaged youngsters and ensure that the personal and academic needs of pupils were better met at primary level to help prevent disaffection and under achievement at secondary school.

The educational context mattered: Significantly, also in the mid and late 1970s I was working within an educational culture where, as Pring (2012:30) states, because of the work of the Schools' Council in the 1960s developing a relevant curriculum for all, teachers were perceived much more as thinkers and developers of the curriculum as opposed to "deliverers" of it. He goes on to point out that the involvement of government was negligible compared with the current situation when the Secretary of State for Education holds so much power and influence in what is taught.

1.6 What is 'Familiar' and How It May Effect My Research?

In my opinion the current education system works against a holistic approach to educating children so far as academic achievement is valued over and above any other kind of achievement and where, for example, vocational education is seen as being of lesser value. This can create an unfair, elitist system where young people tend to be valued and categorised according to what they cannot do rather than valued for who they are and for what they can do and achieve. I propose that a different paradigm is needed. Indeed, this is one of the drivers behind all that I do.

In my role as researcher, I appreciate that teachers, parents and pupils may have completely different perspectives to my own. Alternatively, some may hold similar values, essentially for fairness and justice for all children, but may find my drive, enthusiasm and now study at doctoral level, intense and over whelming and therefore respond by aiming to please me rather than state their own perspective – especially as I ultimately determine the outcomes of staff performance appraisal, career progression and salary.

1.7 Further Relevant Educational Theory and Experience

In the early 1990s, further educational study and research for a Master's Degree, at a time I perceived educators needing to respond to "...unprecedented change in every sphere of life" (Day, 1995) assisted to refine and develop my thinking on how to better achieve my high, yet well grounded, aspirations for children.

Personal teaching style change: As I believe that teachers need to be active as opposed to passive agents of socialisation with children, the idea of "person-centred schools" (Munby, 1989) where everyone in a school community feels valued and this is reciprocated by individuals taking on responsibility for the success of the organisation, captured my imagination and drive. This was especially so as Munby purported that person-centred schools were more likely to generate a learning culture within the associated support-orientated organisation compared with organisations more defined by either power or role, as each of these allowed little room for personal initiative under either dominant leadership or rigid expectations. Similarly, Munby (1989:10) states that while achievement-orientated organisations can be made up of internally motivated individuals, in organisations that are support-orientated, high regard is given to the individual rather than to their work alone (Munby, 1989: 10). As a result of such clear challenge, personal change was evidenced initially by my making deliberate adjustments to my own style of teaching to a more relaxed partnership style with children where the power dynamic in my classroom shifted from teacher as the main controller of learning towards the children taking on more responsibility for their learning behaviours. The successful outcomes for the children in terms of improved interest as well as achievement through increased collaboration, internal motivation and purposeful talk (including self-assessment for learning) taught me a memorable lesson of the great value of partnership as a style of leadership and learning. As I moved on to my first headship and then my second I was able, over time, to develop this across two different school communities – children, teachers and teaching assistants, support staff working effectively together with parents, carers and governors to ensure the very best outcomes for all children.

Elizabeth Day

Wellbeing in Primary Education: an investigation into the teacher's role in children's wellbeing in the light of education legislation, policy and practice.

1.8 What Else is Familiar and How This May Effect My Research?

1.8.1. Belief in Person-Centred Schools for Twenty-First Century Learners

"Person-centred schools" is a powerful concept that sits well with my philosophical stance of social constructivism and which, as recorded above, initially unlocked my thinking to challenge and change my own classroom practice as I considered the implications for children and schools of the literature on the very different world in 2020 and beyond (Bridges, 1994; Toffler, 1991).

In headship, the concept of "person-centred schools" moved and motivated me to build school systems centred on empowering others. For me holistic learning approaches have come to encompass valuing everyone in an educational or school setting - to benefit all children and their approaches to learning and life. To me this is different to Fullen (2008: 36) who recommends "...loving and investing in your employees..." in order to be a successful organisation. In schools, it has to do with building effective communities, where everyone can thrive. This relates to primary schools and teachers being the main agent of socialisation for children after their parents and therefore influencing far more than a product, customers or stakeholders. Indeed, teachers and all who work in schools hold the immense privilege of influencing children and young people in ways that will stay with them for the rest of their lives.

I appreciate therefore that my approach to this research may be at odds with a colleague who may not feel as intensely as I do about holistic and iterative approaches to learning. Some may find a "people-centred school" approach too demanding personally. As I hold such deeply seated views it has been important to recognise the issues discussed.

1.8.2 Building a School is an Organic Process in the Context of its Community

This Introduction has so far provided an historic context for the passions and drivers behind my research as well as considering some of the tensions

Elizabeth Day

Wellbeing in Primary Education: an investigation into the teacher's role in children's wellbeing in the light of education legislation, policy and practice.

inherent in the dual role of head teacher and researcher – and how I am accounting for these.

It is therefore important to present the setting for my research; a primary school of 460 pupils which reflects many of the aspects I have identified as familiar. Appointed as head in 2000, the core values and vision of the school that contribute to the ethos and key systems are what I consider central to providing children with a rich education for the lives they live now and for the future.

For me this is not a fixed thing, but rather part of an organic process, taking on board knowledge from others' research, adapting Department for Education (DfE) requirements to the setting and most importantly, working with colleagues, parents and governors to create something meaningful.

This larger than average primary school where I am head teacher as well as researcher is a place where, over 14 years, I have been able to work out my passions and drives to create a "person-centred school" (Munby, 1989). Similarly, the partnership style of teaching, learning and relating that I identified earlier and which significantly changed my own teaching practice and children's engagement in their learning during my research for a Master's Degree in 1995, is something that in this current setting grew into a passion for building an effective community where everyone can thrive if they wish. While building anything of value is always on-going in a cyclical manner, external validation of this passion to empower others is encouraging:

> "The School has a very special ethos based on enabling pupils to be self-reliant, confident learners; it is very successful at empowering children and adults alike."
> Investors in People Review Report (2012: 4)

Building effective relationships where people feel valued is a significant driver in my life, so for example, I see the Parent Representative group I interview as part of my research as a crucially important, diverse group of people to work with me to create a school they know that they have helped to shape. Tapping into a committed group of parents' passions and views is energising and to me, metaphorically speaking, is as organic as making bread, personal, humanly

wholesome and creates vital interconnections that feed into the school's overall wellbeing and growth.

1.9 The Context of My Research: Community Primary School

Parts of section 1.9.1 – 1.9.5 are reproduced by permission of "Kay" (a pseudonym) School Project Manager for Place2Be, a Children's Charity that works in the school. Kay originally gained my permission as head teacher to gather some information on the school as part of a submission from her to Place2Be as exemplary practice in creating a school environment conducive to the values and aims of the charity as they provide therapeutic support for children in schools. It provides an external yet relevant view of the school, adapted with my own commentary and necessary critique.

1.9.1 Extensive Access to Nature in an Urban Location

The school is situated practically underneath a flyover on a busy route into London, but knowing the value that children gain from being outside and in the natural world I envisioned and, over a number of years, created an extensive nature trail comprising nine different areas where children can escape to a world full of wonder and calm, just waiting to be explored.
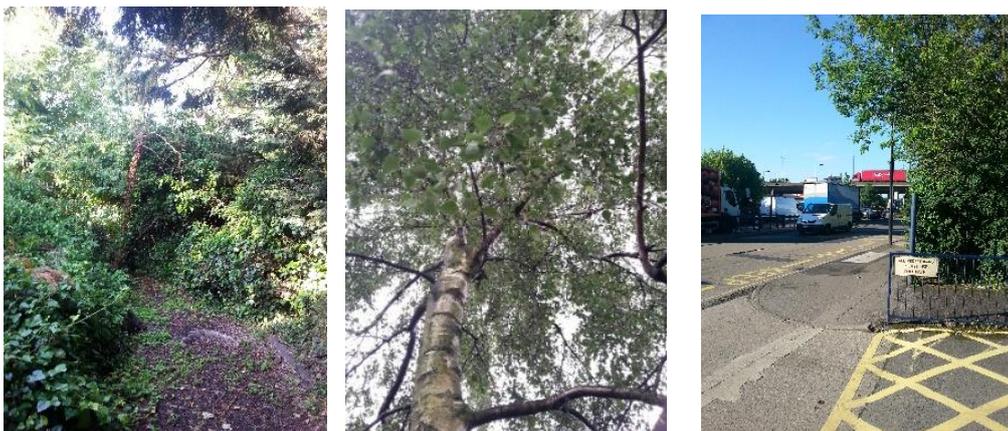
Figure 2   Three pictures contrasting the rich nature inside the school with the busy urban setting and flyover directly outside its gates.

Elizabeth Day

Wellbeing in Primary Education: an investigation into the teacher's role in children's wellbeing in the light of education legislation, policy and practice.

1.9.2. Building Resilience is a Key Factor in Wellbeing

Within the school, displays show how the children have come to understand the meaning of the word "resilience" and how to "be a buddy not a bully". Pupils are encouraged to speak out and with each child's voice being valued there is a culture of knowing to ask, whether that be for food if they are hungry or an opportunity to talk through a friendship problem. In one case, this "speaking out" was an 8-year-old girl who told her story which led to a criminal investigation that discovered she was being groomed on the internet by a 50-year-old man. Due to her disclosure to an adult in the school, a plain clothes police officer was able to meet and arrest the adult predator at the venue he had arranged with the young girl.
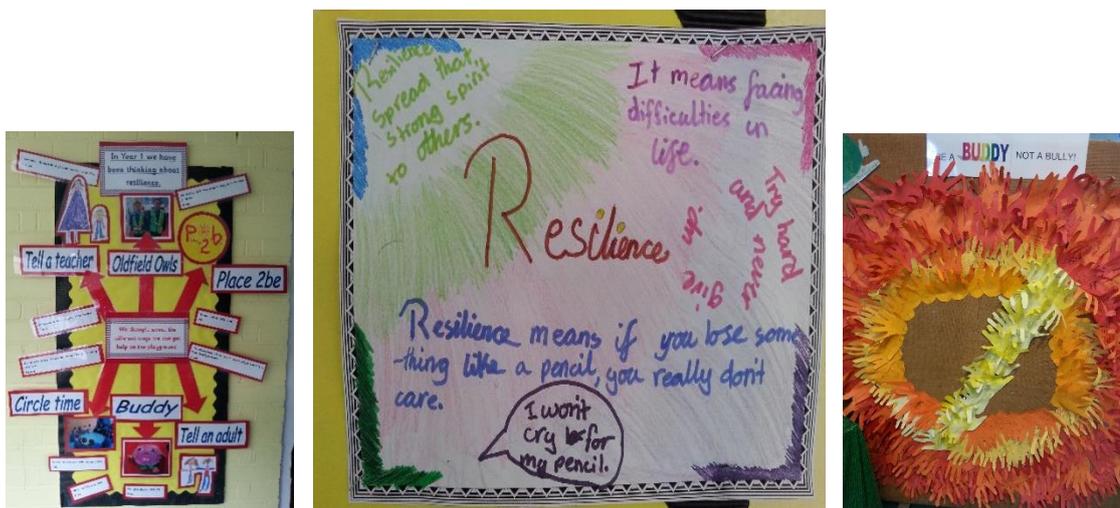
Figure 3   Three displays of children's work on ways they can build their resilience.

1.9.3. A Culture of Remembering to Build in Time to Reflect Extends to Staff

All employees are offered a regular time of reflection during their busy week; they can rest momentarily in a spirit of quiet reflection to enhance their self-care in the calm setting of the Ecology (Eco) Room next to the nature trail.

Elizabeth Day

Wellbeing in Primary Education: an investigation into the teacher's role in children's wellbeing in the light of education legislation, policy and practice.
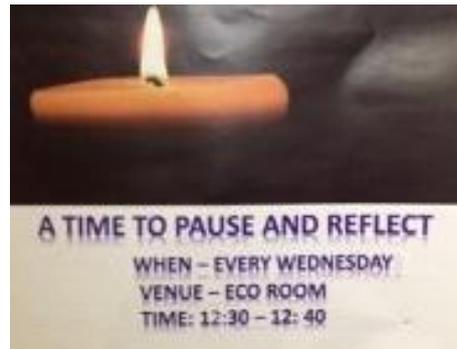
Figure 4   A poster: an opportunity for staff self-care and reflection

A critical lens on the time to pause and reflect is that it is only a short weekly opportunity set aside for staff to choose to be still if they wish. Although the timing was chosen by all staff, it excludes lunchtime supervisors and Early Years staff who necessarily work at this time. This could be seen as tokenistic or to new staff, exclusive, which is not the intention.

1.9.4 Provision for Parents' Wellbeing

Parents approach me personally in times of need and while I aim to listen sensitively and without judgement I do not hold back from saying difficult things but at the same time offer support - through a range of agencies some inside and some outside school, including at times the police. Having "an open door" policy is not without its challenges but as the children message in their poster above on resilience, difficulties in life are better faced.

A team approach including the three administrators in the main school office enhances this low-key yet important aspect of school and community life as they deal confidentially and sensitively with numerous situations that arise for families and alert me to need or potentially unsafe situations.

To build capacity in an area of growing need and also to release my time as head teacher, in 2013 the school appointed a full-time wellbeing leader to take on all child protection and health and safety issues as well as develop more parenting courses and links.

While it may seem a good thing in terms of community wellbeing that some parents use access to the head teacher as a means of support and signposting

Elizabeth Day

Wellbeing in Primary Education: an investigation into the teacher's role in children's wellbeing in the light of education legislation, policy and practice.

to other professionals or agencies, to help them and their children, it could be argued that the time spent on this aspect of a head's role along with accountability of actual or perceived benefit needs to be monitored over a year and reviewed annually to ascertain if aspects of this relational role could be sensitively delegated, for example to the Child Wellbeing Leader or a family's social worker.

1.9.5 The Charity Place2Be Gathers Evidence of Good School Practice

As stated above, in June 2014, the charity Place2Be that uses research and evaluation to develop its model for emotional support for children and that has worked in Community School for 5 years, was gathering evidence of a school that is a good model for developing the whole child - and they gave me permission to share some of their findings in the school which I then necessarily balanced with some critical insights.

A child's perspective

Figure 5   A child's drawing of 'Miss Day' for Place2Be.

I include this picture because the three comments made by the child sum up some of what is important for me and for the school and therefore are also

Elizabeth Day

Wellbeing in Primary Education: an investigation into the teacher's role in children's wellbeing in the light of education legislation, policy and practice.

significant for the purpose of contributing to the authenticity of my research in identifying what is familiar.

- **Calmness:** The child perceives that I speak calmly and as discussed earlier this is in line with the school being a "no shouting school", something I introduced in 2000 when I started as head teacher having seen this example modelled effectively by a head teacher when I was a deputy head teacher. It was also partly to help bring order and calm as the school and children's behaviour were chaotic, but also I believe it was key in changing the adult pupil dynamic to one of mutual respect and partnership. The no shouting rule actually means it is rare for a child to be shouted at or witness another child (or person) being shouted at.

- **KFS:** The child expresses that I "keep us (them) safe" and that I "made KFS", which is the abbreviation of the three simple school rules that are also values: kind, friendly and safe and which all children connect with and take seriously.

    KFS link with free choice learning time: KFS links with clear rewards and consequences for children. At lunchtimes KFS tokens are awarded by supervisors and these add up to house points along with KFS free choice time.

    KFS link with a whole class winning a shield: One class in each key stage each week is chosen by lunchtime supervisors as being model KFS children, remembering manners, playing cooperatively and looking out for others. The class reward is a large shield they are presented with in the weekly hall assembly and proudly display in their class for the week. At the end of every year the class that has won the shield the most number of times over the year has the great joy and reward of having their teacher's and their class name engraved on it.

- **The value of 'the shield':** For many pupils the value they put on the two shields, one in each key stage, is similar to that of a family treasure and

Elizabeth Day

Wellbeing in Primary Education: an investigation into the teacher's role in children's wellbeing in the light of education legislation, policy and practice.

possibly explains why some former pupils like to come back to see the shields from their time at the school on display!

The shield clearly creates a link for children with keeping safe because when the school logo was redesigned seven years ago, the majority of children wanted to incorporate a shield into the design as the symbol of the shield bears so much significance for them – helping children to think about keeping themselves and others safe by being kind, friendly and safe.

Necessary critique of what has been described is that while teaching children to be kind, friendly and safe (KFS) undoubtedly provides strong universal values to aspire to as a code of conduct, it focusses children solely on personal, emotional social and moral aspects of growth and development. Any reference to building resilience to overcome difficulties or for children to be ambitious to achieve their best academically or in sports, is omitted. Indeed, while these aspects may be implicit in Community School's mission statement, "Joy through effective learning for life," it could be argued that there is imbalance that needs to be reconsidered since the school aims to develop the whole child.

The perspective of a visitor:

I was very impressed by the three pupils ….. they were articulate, smart, lively and very confident. A credit to their parents but also hugely to your school. The warm and caring atmosphere is apparent from the front door, and the quiet within the school is really noticeably different from most schools.

A School Governor visiting from Hampton.

The perspective of two teachers

Unlike how other schools can feel Community School always has love and care at its heart.

A Year 4 Teacher

Liz creates a school which is an extension of everyone's family.

A Year 3 Teacher

Elizabeth Day

Wellbeing in Primary Education: an investigation into the teacher's role in children's wellbeing in the light of education legislation, policy and practice.

The perspective of a governor

> *Liz's commitment to Place2Be is there for all to see, within Community Primary and beyond; it testifies to her belief that our children can only access and benefit from the many and varied excellent learning opportunities provided, and achieve their very best, if they feel safe and if they have somewhere to go when they are troubled in any way.*

Chair of Governors

1.9.6 Raiseonline Contextual Data 2013

To further support my argument for addressing all children's wellbeing as part of a holistic approach to learning, I refer to some contextual data on the school. From the most recent validated Raiseonline (Ofsted 2013) the school is described as:

- Slightly larger than the average primary school: January 2012: 421 compared with the national average of 251.

- Similar to the national average for free school meal eligibility: School 26.7% compared with 26.2% nationally.

- In the top 23% of all schools nationally for levels of deprivation (mobile area; a moderate proportion of over-crowded and social housing; high domestic violence; high numbers of 16 year olds on job seekers' allowance).

- 91% of pupils come from ethnic minority backgrounds (highest Polish, then Sri Lankan, Afghan, Iraqi, Indian, Pakistani).

- Over 65% of pupils are known to have English as a Second Language and English is not often spoken at home.

- 4.5% of pupils with disability or special educational needs (DSEN) is lower than the National Average of 10.6%, while at 10.5% the number of children with a Statement of Special Educational Need is higher than the National Average of 7.9%.

  "Its extremely positive ethos, encompassing excellent care for each pupil regardless of their background or ability promotes outstanding

Elizabeth Day

Wellbeing in Primary Education: an investigation into the teacher's role in children's wellbeing in the light of education legislation, policy and practice.

> behaviour and personal development. Pupils show an excellent grasp of what is required to grow up healthily."

Ofsted Report 2011

In the last two Ofsted inspections, inspectors theorised over lower than average numbers of pupils with special educational needs and suggested that the school's approach to pupil wellbeing and providing for children's emotional and social needs contributed significantly to pupils' motivation and outstanding behaviour and therefore possibly to the lower than average numbers of pupils with special educational needs.

1.9.7 The School Population

Children come from a mixture of council houses and flats as well as some owner occupied properties with gardens. There are some "short term lets" available in the area, so new families can arrive throughout the year. Sometimes these families are refugees from various parts of the world. There is a teacher who co-ordinates a programme of study for refugee and mobile children and their families. In 2013 - 2014 the school started to offer parents English lessons and in July, eight parents took examinations in English for Speakers of Other Languages (ESOL) with costs being covered by the school where voluntary contributions were not sufficient.

1.9.8. Identifying Other Familiar Aspects: Assessing Wellbeing at Community Primary

Child self-assessment was developed: In 2008, senior leaders took half a day to look at adapting a teacher annual assessment on each child's learning, conduct (or social) and emotional behaviours to a child-friendly version. The child version was trialled with children and adapted until it was suitable and with a slightly different version for key stage 2 compared with key stage 1 to ensure "happy" and "safe" were considered as two different aspects of school and out-of-school life.

The original adult assessment of child learning, emotional and conduct (social) characteristics: This came from a DfES publication "Supporting

Elizabeth Day

Wellbeing in Primary Education: an investigation into the teacher's role in children's wellbeing in the light of education legislation, policy and practice.

School Improvement" (DfES, 2001) and the "Record Sheet" for teachers in that publication came out of research conducted by the University of Birmingham School Of Education Assessment Research Unit and commissioned by the Qualifications and Curriculum Authority (QCA) (DfES, 2001: 10-11). The criteria on that sheet are in the style of Objective List Theory (OLT) and with examples of types of behaviours (see Appendix 1a). Note: Community School renamed the original Record Sheet, the Annual Assessment of Learning, Social and Emotional Behaviours and added a colour code to adapt the assessment into an annual cumulative record on each pupil's wellbeing, but no other changes were made, for example, to any of the criteria in the three areas of behaviours.

As part of a fuller discussion on the challenges of measuring wellbeing, OLT is described and discussed in detail in Chapter 2 and further in Chapter 6.

The Annual Assessment of Learning, Social and Emotional Behaviours was adapted to meet a need for clear, useful analysis of wellbeing:

As head teacher, when the QCA booklet landed on my desk in 2001 at the same time as I was considering the great need for a) better analysing each child's emotional, social and learning characteristics and b) measuring children's progress in these areas over time, I could immediately see the potential of the Record Sheet (later renamed by Community School, the Annual Assessment of Learning, Social and Emotional Behaviours) to do both. On reflection, it felt like a moment of quiet inspiration, "a tool" that I could see the potential of, for a purpose slightly adapted to what was originally intended.

I shared my thinking with senior leaders and intrigued by the level of research and development that had already gone into the then named Record Sheet, I adapted it to become an annual assessment conducted by class teachers on each child by colour coding each year's assessment. This proved popular with staff especially for transition from one year to another and useful for me for reference to track if a child's behaviour changed. It was also commended as outstanding practice by Ofsted in 2006 for its brevity and effectiveness in

measuring child wellbeing. I went on to share the assessment of wellbeing with colleague head teachers locally.

Interestingly, and something I also address in Chapter 6, Conclusions, the "Record Sheet" as an outcome of the Birmingham research (DfES, 2001) was to support pupils' emotional and behavioural development (DfES, 2001: 2); pupil wellbeing was not referred to in the document. I adopted the phrase "measuring wellbeing" as did the Ofsted team who came into the school in 2006 and liked it and its positive impact on whole school development and ethos.

Being innovative with child self-assessment: In 2008, while devising the child version, Me and My Learning, the challenge for senior leaders was to keep the same categories of teacher assessment for comparison yet help children to engage in self-assessment and reflection to set their own targets in each of the three areas. Having trialled the child version and adapted it over two years, since 2010, all children aged 5-7 years (Key Stage 1) and 7-11 years (Key Stage 2) respectively, use the self-assessment twice a year in October and February (See Appendix 1b for a sample of the Key Stage 1 version). The results are analysed by class teachers with year leaders directly before Parent Consultation Evenings to allow for communications with the parent on anything that may arise (see Appendix 1c for teacher summary evaluation and planned actions). Each class and year group then adapt their planning to address any significant areas through Circle Time or Social and Emotional Aspects of Learning (SEAL) or Personal, Social, Health and Citizenship Education (PSHCE), or different areas of the Curriculum, and feed back to their line manager on progress. Senior leaders use this feedback to identify patterns and trends as part of whole school evaluation and target setting for improvement.

Useful data emerges to strategically plan interventions: As a whole school the main issue that recurred between 2010 and 2012 was approximately 30% of children across the school worried about making mistakes. We addressed this as a whole school as it seemed incongruent with the school's approach to learning and wellbeing, however it was evident that this was how the children were emotionally engaging with academic learning. The focus on resilience and

F.A.I.L. (first attempt in learning) initiatives plus intentional dialogue with parents seemed to have contributed to an improvement in this area so in 2013–2014 when less than 10% of pupils recorded they worried about making mistakes.

The other useful aspect of this biannual pupil self-assessment was it enabled a teacher to identify individuals that may have yet unseen issues; for example, if a child indicated she was not safe outside of school. Sometimes when investigated, this was something simple such as a child not liking the traffic and needing help with road safety, but more often it was to do with what a child was experiencing at home.

The children liked the assessment. It linked affective areas such as emotional and social development with physical aspects such as feeling or being safe as well as with some indicators relating to cognitive development. Recently a straw poll with a range of children indicated they liked doing the assessment and considered it important. As some of my research with teachers and children included reference to Me and My Learning, it was extremely interesting how they viewed these questionnaires and their ideas for developing them.

Ofsted stated children's self-assessment of wellbeing was innovative practice: In 2011, the Ofsted report referred to the adult annual assessment and child version conducted, analysed and acted upon twice a year, as innovative practice.

KFS link helped to make Me and Me Learning self-assessment quietly dynamic: From my head teacher perspective it was clear that an assessment originating from research conducted at Birmingham University on emotional, conduct (social) and learning characteristics that I adapted to what I perceived to be Community School's specific needs, initially helped me to create a useful framework for whole school change when, in 2001, the school was still at a stage of crisis management of behaviour. It then developed into a useful tool to help me realise my vision for all pupils. This included devising a child self-assessment format so that when I introduced "KFS" as an abbreviation as well as a mnemonic for the school rules as described above, then linking KFS with

Elizabeth Day

Wellbeing in Primary Education: an investigation into the teacher's role in children's wellbeing in the light of education legislation, policy and practice.

Me and My Learning became quietly dynamic and reciprocally effective. As a leader it is not usually possible to predict such a positive response to an initiative but it is wise to heed what does work for children and this response was most definitely a "bottom-up" movement led by pupils.

1.9.9 A Summary of the School Ethos: Unpicking Kind, Friendly, Safe (KFS)

A diagram in Appendix 2 summarises the school's ethos based around being kind, friendly and safe. It is a summary of the emphases that have helped to create the school's identity.

SMSC: Over three years, as a staff, we looked at the spiritual aspect of Spiritual, Moral, Social and Cultural development and consulted with the Parent Representative (Rep) group. This led to:

- Purposely building in specific times for more reflection for children.
- Every class booking out the tepee, an inside viewing bay, and a covered outdoor decked area, to allow groups of children to use these original facilities overlooking the Bird Watch Area of the nature trail for quiet reflection on the changing seasons – or anything they wish.
- Every class having a class reflection book that any child could write or draw in at any time to record anything that was meaningful to them and this class book would move through the school with them.
- More regular use of a nearby outdoor activity centre to complement the school's extensive nature trail as a way of providing physical and emotional resilience-building as well as team work in a different setting.

Community School's "Love Story":

> "You work with love here; you can feel it all around."

A Portuguese mother's quiet comment to me one bright October Saturday morning during an undisturbed moment in a Family Learning Day took me by surprise and yet made me think. At the time teachers and other staff were fully absorbed interacting with children engaged in Circus Skills and a variety of fun activities and I (to whom she was directing her enquiring comment as if she

Elizabeth Day

Wellbeing in Primary Education: an investigation into the teacher's role in children's wellbeing in the light of education legislation, policy and practice.

wanted a response) was holding her toddler son's two hands as he tried to stand. As it would have felt a little shallow to have just thanked her as if it was simply a complement, and knowing she was a practising Catholic by faith, I quietly told her I love God and pray for the children and school as others do too and I believe that makes a difference. After considered thought, I shared this parent's comment with senior leaders and eventually with all staff as I felt it was a spontaneous, yet heartfelt comment about how everyone interacts meaningfully together and which contributes to an atmosphere that children like and benefit from and that some parents notice.

The different types of love as expressed in Greek had fascinated me since first learning about them myself as a child: agape: God's love; storge: family love; philia: friendship love and eros: romantic and sexual love. Sharing the names was initially a very natural and quite light hearted thing developed with children for a Valentine Day assembly and display. As it seemed to capture both boys' and girls' interest and we all wondered where "loving ice-cream" might or might not fit in the frame, I began to consider if the interest could be useful for social and emotional or other learning. Generally, children also fully understood that not everyone believed in God, but for those who did, agape meaning "unconditional love" or loving someone when they least deserve it, was an apt descriptor. This led me to consider the possible use of the Greek words to help children understand the different boundaries that exist to help relationships work well. So we developed the concept over time and I consulted the Parent Representative group.

As a result, when I give a head teacher general introductory talk to children in Years 5 and 6 prior to sex education lessons with their teachers, I use the Greek words on different types of love, something most children are now fairly familiar with, as a framework for setting the context of sex education lessons they will receive from their teachers and which we call Relationship, Health and Reproduction Learning.

Community and Charity: Connections to the school's community as well as communities abroad are partially through charity work and projects: The Community Gardens on site; a local Care Home link; Operation Wellfound;

Elizabeth Day

Wellbeing in Primary Education: an investigation into the teacher's role in children's wellbeing in the light of education legislation, policy and practice.

Shelter, for whom the children raise money by baking and auctioning Gingerbread Houses; Banardos; The Rosie Dwyer Foundation, a charity named after a staff member's 20-year-old daughter who died – and as part of ACE Africa; The Trussell Trust Food Banks. A teacher holds a responsibility for developing charity work and making sure involvement means children learn and promote being responsible, for example, with water and how raising small amounts of money can make a big difference to others' lives.

KFS Whole School Systems that support emotional, academic and physical wellbeing are set out in diagrammatic form in Appendix 2. For example, links can be seen to whole school rewards and expectations such as the Being a Buddy, not a Bully initiative is a clear expectation as part of KFS. Consequences for choosing to be a bully are set out in separate Behaviour Policy and Procedures as are explanations and rewards for Special Pupil on Track or S.P.O.T awards.

Behaviour grids partially support the S.P.O.T. initiative so children are ranked in their learning behaviours and thereby help to indicate where social and emotional interventions may be needed for the lowest ranked children. It also gives a comparative measure of behaviours over time.

R4L and R4Lf are two initiatives that resonated with pupils' understanding and desire to achieve. Ready for Learning (R4L) started from a competition for 6-11 year olds to devise a booklet for a younger child on how to be "ready for learning", including getting 10 hours sleep, eating healthy food, playing and exercising, packing your bag the night before school and putting out your uniform. Each year the competition had a slightly different focus, so if it was maths, children included specific learning such as "know your times tables" or some children were very creative and worked out exactly what time they needed to set their alarm and leave the house to walk to school. R4L and R4Lf are child-friendly initiatives to do with aspects of wellbeing relating to children learning self-care and thinking ahead as well as organisational skills that ideally would be a parent's role.

Charity in action in the school community: So all children can be "R4L" a parent-led uniform recycling project supports all parents in being able to afford

Elizabeth Day

Wellbeing in Primary Education: an investigation into the teacher's role in children's wellbeing in the light of education legislation, policy and practice.

school uniform for their child. Also at times the school discreetly buys a whole school uniform for a child to help a parent, or provides money for a pair of damaged shoes (and then the shoe cleaning kit!).

Ready for Life (R4Lf) is an extension of R4L as it is mainly for KS2 pupils (7-11 years) and includes money management, personal care and safety e.g. cyberbullying and safe internet use.

Th4L (Thinking or Philosophy for Learning) and Critical Thinking are included in the whole school ethos as both are aimed to empower children to think creatively, deeply and differently. Critical Thinking is an initiative where Bloom's Taxonomy (Bloom, Madaus, and Hastings, 1981) is used to plan learning for higher order thinking with challenges for all pupils, not just the brightest. Professor Valsa Koshy of Brunel University tutored two Community School teachers in this approach and as a whole school focus to further raise standards for all pupils, especially those capable of higher levels of attainment. In 2013-2014, the school bought in 4 hours of training from Dr Carol Portman Smith, also from Brunel University. Progress of all pupils in the school in reading, writing and mathematics, except Year 5 in writing, was above national expectations and SATs results in KS2 in 2014 were exceptional, especially for both boys and girls attaining at the higher levels of 5 and 6 and a high proportion of pupils making 3 levels of progress since KS1 instead of the expected 2 levels of progress. This high attainment, in the main, was from low and very low levels on entry to the school in Nursery, Reception or afterwards.

So although embedded in an ethos of being KFS, children are intentionally encouraged to use their brains creatively and increase their capacity to learn and achieve well. Th4L and Critical Thinking are having great effects on both teachers and children. The challenge is to keep up this enthusiasm and momentum by tried and tested methods of listening to pupils, teachers and parents as outlined in Whole School Ethos Model (Appendix 2).

Personal, Social, Health and Citizenship Education (PSHCE) and Social, Emotional Aspects of Learning (SEAL): At Community Primary both PSHCE and SEAL combine to form the status of "a core subject" alongside English and Mathematics, Science and Computing. This directly relates to the school's

Elizabeth Day

Wellbeing in Primary Education: an investigation into the teacher's role in children's wellbeing in the light of education legislation, policy and practice.

catchment being in the top 23% for levels of deprivation compared with all schools nationally and is also reflected in the level of responsibility and pay of the leaders for the stated areas. They are taught for 8 of any term's 12 weeks, the other 4 lessons being given to Th4L. In addition, for 20 minutes once a week every class has Circle Time with an emphasis on socialising through games as well as time to develop friendship strategies and help children to bond as a class group.

Helping Hands: This is a new initiative introduced in September 2014 where everyone in a class, including the adults, can put their name on a large hand display that is in the classroom to indicate they need help of some kind. It may be help to wash some paint brushes or it may be help as they feel they are getting behind with a task. This augments existing "telling" systems about bullying or a friendship difficulty through a Telling Box and similarly a Place2Be request box for a 15 minute Place2Talk session during a break time.

Head Teacher and Researcher: a discussion

Appendix 2 contextualises much of what is familiar to me as a head teacher and is necessary to present as part of this doctoral thesis as I recognise I will be very much "part" of the research as children, parents and teachers will be affected by knowing my drives and passions.

As discussed at the beginning of this section, some of the thinking for these important matters originated for me many years ago when I wanted to become part of addressing what I considered social injustices for youngsters who were unable to read, write or engage sufficiently to take any formal examination at 16 years of age.

The purpose of this research however, is to investigate the place and role of teachers in developing all children's wellbeing in primary schools and that is also my interest and drive. For authenticity as an "inside researcher" I have chosen to position myself in the first instance by identifying "what is familiar" (Coghlan and Brannick, 2014) and this is where the model I devised to represent the school's ethos (see Appendix 2) is important for drawing out shared language and concepts in the setting that will influence interviewees to

Elizabeth Day

Wellbeing in Primary Education: an investigation into the teacher's role in children's wellbeing in the light of education legislation, policy and practice.

some degree, be they children, parents or teachers. They will hold their own views and passions and drivers so I therefore aim to welcome all data that I collect for analysis and consider views that are opposed either between individuals or to what I so strongly consider as being part of the ethos of Community School. This is also part of building trustworthiness into the research (Lincoln and Guba, 1985: 294-301).

Clearly my own journey as a teacher and head teacher has led me to believe in the importance of the teacher's role in developing the wellbeing of all children and as a secondary agent of socialisation, to complement and work alongside parents in their primary role. The Teachers' Standards 2012 (DfE, 2013) require teachers to safeguard children and report to parents on children's wellbeing. Legislation on the teacher's role in safeguarding is quite clearly defined, the most recent being "Keeping Children Safe in Education" (DfE, 2014). However, from immersing myself in the literature as presented in the next chapter, despite much activity surrounding it and raising the profile of wellbeing in England in the last 10-15 years, there is no consensus of opinion through research or in legislation on what wellbeing is or the terminology used to describe it or indeed on how it may be measured. This is very relevant to the fact that teachers are now explicitly required to report to parents on children's wellbeing.

The following chapter is used to analyse the term wellbeing as seen in government sponsored and other research as well looking at wellbeing in legislation. Academic debate on wellbeing is also discussed with some of the philosophical thinking behind its now popular and varied use. However, the discussion and debate of the literature around wellbeing aims to maintain a central focus on the part wellbeing plays in educating children and young people and from this backdrop consider the role of teachers in relation to this. There is undoubtedly much debate about wellbeing so the journey of discovery, referred to at the beginning of this chapter, continues into the next.

CHAPTER 2: LITERATURE REVIEW AND IFS

This chapter also comprises the Institutional Focussed Study (IFS) as it provides relevant background to the research in the form of a review of the literature including legislation and policy.

2.1 Setting the Scene

The purpose of this section is to provide relevant background to the investigation into wellbeing in primary education by looking at literature that feeds into the understanding of wellbeing as well as debates surrounding it and therefore, from my perspective, why it warrants further research in a primary school.

2.2 Design of the Literature Review

In line with what Maxwell (2006) states about an effective literature review, the relevance of literature to the topic as opposed to attempting comprehensive coverage is what eventually led me to fine tune the design of the literature review for this case study. The process involved refining my area of interest in holistic approaches to education though developing children's wellbeing and also setting boundaries for my main research focus which is:

> Wellbeing in Primary Education: an investigation into the teacher's role in children's wellbeing in the light of education legislation, policy and practice.

A study of the relevant literature began to show a gap in the knowledge of teachers' own views on their role and that of schools in developing children's wellbeing, Furthermore, while there is considerable literature on the need to develop children's wellbeing and legislation, policy and guidance on developing children's wellbeing, there is no consensus on what wellbeing is. The Teachers' Standards (DfE, 2013) require teachers to report to parents and carers on their children's wellbeing and literature shows that wellbeing is a term that is interpreted subjectively depending on context and what it may be associated

Elizabeth Day

Wellbeing in Primary Education: an investigation into the teacher's role in children's wellbeing in the light of education legislation, policy and practice.

with, for example, emotional wellbeing or health and wellbeing (Ereaut and Whiting, 2008; Watson et al, 2012). It therefore became necessary to establish a subsidiary research question to draw out from children and parents their perceptions of wellbeing as it is being developed in the particular school setting:

> What are the perspectives of children and parents on the
> role and place of teachers in developing children's
> wellbeing through education in primary schools?

This useful two-tier approach brings clarity to the research by enabling two sets of data as part of sequentially investigating wellbeing in a single primary school context. This enables a focus on developing valuable new knowledge through case study.

The design of the Literature Review was therefore shaped by the following:

2.3 My Rationale: A Theoretical Case for the Research including literature,
     research and debates over the last 10-15 years

2.4 Towards a Definition of Wellbeing

2.5 The Educational Context of Wellbeing

2.6 Wellbeing in Government Legislation and Policy

2.7 The Teacher's Role in Relation to Wellbeing

2.8 Gaps in the literature

2.3 My Rationale: A Theoretical Case for the Research

This section presents arguments and literature comprising a theoretical case for the research. It starts with the importance of educating the whole child in the light of literature on the needs of twenty-first century learners and citizens. There is a discussion of literature on holistic approaches to learning including the relational importance for learners of their teachers and whether or not these

factors contribute significantly to pupils' wellbeing as part of an effective educational paradigm for the twenty-first century. Furthermore, serious attention is given to the debate around wellbeing and a culture of wellbeing in schools being damaging to children (Eccleston and Hayes, 2009: x). This leads to an exploration of the effect of the use of the term wellbeing in legislation and policy over ten to fifteen years, with particular emphasis on *Every Child Matters* (ECM) (DfES, 2004a), a key policy framework that was used to implement the 2004 Children Act (DfES, 2004). Consideration of "the behaviours" of the word wellbeing as an outcome of a government initiated discourse analysis also provides further background for understanding the word wellbeing, its breadth of use and yet limitations. As wellbeing was used in legislation and policy documents over a period of time, it is considered significant that wellbeing is used twice in the Teachers' Standards 2012 (DfE, 2013) and is discussed in this section to further argue a theoretical case for research into the teacher's role in pupils' wellbeing as a term that is both hard to define and open to interpretation.

As put forward in Chapter 1, a new paradigm is needed in our education system where children are valued in a holistic way for who they are as well as what they can achieve. It was argued that this is in tune with the needs of twenty-first

century learners and citizens where, for example, employees are given information to make shared decisions with managers and a person's temperament is seen to be as important as their qualifications (Bridges, 1994). It could be further argued that young people's healthy understanding of themselves, of others and their communities both locally and globally, can specifically contribute to Bridge's vision of a "de-jobbed" world as a way of organising work (Bridges, 1994: 1). Bridges' writing was before the inception of social media which, 20 years on, is already changing the face of how and when people organise their work and lives. Although today "the job" still does exist, Bridges' vision has to do with a world where ways of relating to organising work is conceptually different, where hierarchy virtually disappears and connectedness and commitment are important. For example, some days a person may lead a team on a project and other days she or he may be on a different project as a team player and co-project worker.

In educational terms, Miller (1998) describes how holistic approaches to learning can help to provide balance, inclusion and a sense of connection for all children. Balance so that a teacher can incorporate different styles of learning, for example, transmission where the teacher provides essential factual information in a generally one-way form of communication. Whereas transaction as a mode of learning involves children more in the process of learning, for example, in problem solving and discovery. Transformational learning is the term Miller uses to describe deep connections pupils may make with learning beyond the intellect or emotions, for example moral and spiritual or physical or aesthetic. Miller refers to this as nurturing the inner life for pupils (Miller, 1998: 46) where all pupils can feel included.

As primary teachers are important secondary agents of social and emotional socialisation after parents or first caregivers (Horner and Wallace, 2013; Morris et al, 2013) it is therefore important to fully understand the relational importance of teachers in all types of learning children experience in a primary school setting. Consequently, part of the rationale of this study is to develop an understanding of holistic approaches to learning in primary schools and from the findings of my research contribute new knowledge on developing children's wellbeing which is relevant to an effective educational paradigm for the twenty-first century.

In order to envisage a paradigm to which an understanding of wellbeing contributes effectively for learners, it is very important to consider defining the term and thereby interrogate the concept to see if in fact wellbeing is a useful and understandable construct to contribute to the process of forming a revised theoretical framework for education.

Academics Ecclestone and Hayes (2009) track the stages of a process they describe, from their perspective, over forty years towards "a therapeutic ethos" (Ecclestone and Hayes, 2009: x). They argue this ethos is damaging

Elizabeth Day

Wellbeing in Primary Education: an investigation into the teacher's role in children's wellbeing in the light of education legislation, policy and practice.

youngsters and students across all sectors of education because "...populist orthodoxies reflect and reinforce the concept of a "diminished self"" (Ecclestone and Hayes, 2009: xi). However, Ecclestone (2007: 464) states that it is not wellbeing in schools that is the issue, but rather normalising therapeutic interventions around self-esteem and related emotional wellbeing as opposed to developing human potential and resilience. She believes the culture surrounding the rapid growth of emotional literacy, emotional intelligence and wellbeing, including subtle attitudes of creating a blame culture, are damaging both in the short and long-term. This view needs to be considered seriously. It contributes to a case for my research and assists in providing essential background to the debate where conflicting views on wellbeing, what it is and its role, are considered.

Wellbeing is a contested space, a controversial area with no clear definition. Over the last ten to fifteen years, the term has made its way into government legislation, policy documents and key reports. As to why this is the case, significantly, Watson et al (2012) consider that an effect of the United Nations Children's Fund study on child wellbeing in rich countries (UNICEF, 2007) led to an almost unquestioning recognition of the need to address and develop child wellbeing in the UK (Watson et al 2012: 1). It was a large scale international study that proposed that in each of six areas, but especially quality of relationships, behaviour and risks and subjective wellbeing, children's lives and experience in the United Kingdom (UK) were less favourable and happy (UNICEF, 2007).

Interestingly the UNICEF study (2007) did not consider children's exposure to violence in the home, as victims as well as witnesses, so while the report did refer to the fact that children's mental and emotional wellbeing may not be fully reflected, as domestic violence works against child wellbeing and development to various degrees (Yoo and Huang, 2012), in my view, it is a significant omission in such a large scale study at the beginning of the Twenty-First Century.

Elizabeth Day

Wellbeing in Primary Education: an investigation into the teacher's role in children's wellbeing in the light of education legislation, policy and practice.

Furthermore, in 2001, in the inner London Borough where the school where I am conducting my research is located, a Health Related Behaviour Survey (HRBS), a pupil self-completion questionnaire, used by the School Health Education Unit (SHEU) since 1988, was conducted across 28 primary schools who opted to complete the survey out of a total of 60 primary schools. A question on exposure to violence was added to this London Borough's survey: 2083 pupils out of the 3007 surveyed completed a question on violence at home. As one-quarter of these children aged 9 and 10 reported experiencing some degree of violence at home during the previous month, the scale was deemed to be a public health issue with actions required across agencies, including schools, in the borough (Stewart et al, 2003).

Therefore, I draw on this significant data (albeit from research using a national survey slightly adapted for a local level) for discussion in this research because it is highly relevant to the debate on wellbeing when it is acknowledged that domestic violence affects all aspects of an individual's life (Yoo and Huang, 2012; Stewart et al, 2003).

As for other national initiatives relating to wellbeing in the UK, *Every Child Matters* (ECM) was a key policy framework (DfES, 2004a) that was used to implement the 2004 Children Act (DfES, 2004). Together these heralded a new way of different agencies working together with the aim of streamlining children's services and which came about as a direct response to the inquiry led by Lord Laming into the tragic death of Victoria Climbié (DfES, 2003). So from this point of view, improving how agencies work together more effectively to safeguard children was foundational to the 2004 Children Act. It therefore implied improved wellbeing for children but was not primarily directed at developing the wellbeing of all children, whereas the five outcomes of ECM (DfES, 2004a) are expressed in one form or another of wellbeing but with only one of the five using the actual term wellbeing: being healthy; staying safe; enjoying and achieving; making a positive contribution and economic wellbeing (DfES, 2004a). It is fair to state in the context of moving towards a definition of wellbeing that the five outcomes of the ECM agenda contributed little to any

clearer understanding or definition of wellbeing – for teachers and schools, other agencies, parents, governors, children and young people.

From a personal perspective, as a practitioner in a school at the time, I welcomed uncritically the whole focus and practice of the ECM agenda with its relentless spotlight on improved outcomes for children and, in the absence of any other term, except perhaps "welfare" (which seemed too narrow and out-dated), I instinctively embraced what I am now naming "the wellbeing agenda" as a way of communicating with a whole range of people, including parents, teachers and children, just what it was we were doing. So without clearly defining the term for myself, I willingly accepted its elusive nature to "hop onto the wellbeing bandwagon" and promote such things as, for example, staff working more in partnership with parents; justifying to governors subsidising the annual residential trip for 10 year olds by £3,000 and creating a new role for a "Health Mentor" in the school. This position was to aid child wellbeing and support teachers and assistants in their "front line" work with children.

A personal reflection, however, to add to the debate, is that improved academic and personal outcomes for children in the school setting (as judged by Ofsted in 2006 and again in 2011) were, in my opinion, made more possible to drive, implement and energise by being able to use a term like wellbeing to capture my own as well as others' drive and imagination. As this review of the literature moves on to look at defining wellbeing by deconstructing it as a concept, my personal reflection on the role and effect of wellbeing in one school setting may take on more meaning than being merely an anecdotal reflection.

At the beginning of their discourse analysis commissioned by the Department for Children, Schools and Families (DCSF) into wellbeing, from research conducted both inside and outside the DCFS, Ereaut and Whiting (2008) developed what they refer to as "the behaviours" of the word wellbeing, which I paraphrase below:

Wellbeing is:

- A concrete noun so something that can be improved, delivered, threatened

- A word that has no obvious opposite: 'lack of wellbeing' rather than 'unwellbeing'

- Often attached to a set phrase: health and wellbeing

- Something general around something more defined: children's health and wider wellbeing

And can:

- Be attached to specific groups: children's wellbeing; employee wellbeing

- Be a word with a range of parts: emotional, physical, social, economic

- Act as an adjective or qualifier for a noun: wellbeing measurement, wellbeing agenda, wellbeing benefits

- Act as a word that is an extender like 'etc.': x and x and wellbeing

- Act as an aspiration so it is never criticised or argued that it is a bad thing

(Ereaut and Whiting, 2008: 6)

It is the last observation on real-life usage of wellbeing as an aspiration that supports my reflection on how in my school setting I embraced the ECM wellbeing agenda uncritically and, in the absence of a better term, repeatedly and passionately used the word wellbeing to focus and motivate others in the school community to improve both personal and academic outcomes for all children. ECM had to be applied and evidenced, but it also instinctively "felt right" and, in my opinion as a head teacher, provided a cohesive vehicle for change where agencies came together around the child - which was at the time energising. Also, as Ereaut and Whiting (2008) point out, as an aspiration, wellbeing and especially improving child wellbeing is hard to criticise.

Wellbeing as a word has many meanings. Watson et al (2012) specifically and with some rigour, tease out social and emotional wellbeing (SEWB) as a broad way of categorising the many meanings in much UK policy and initiatives and, as illustrated when looking at the five outcomes of ECM - the implicit aspects of wellbeing as well as the one explicit term used. As examples, of SEWB being

Elizabeth Day

Wellbeing in Primary Education: an investigation into the teacher's role in children's wellbeing in the light of education legislation, policy and practice.

used as a broad category, Watson et al (2102) make reference amongst others, to the Healthy Schools' agenda - *National Healthy Schools Standard Promoting Emotional Health and Wellbeing (DfEE, 2005) and* Social and Emotional Aspects of Learning (SEAL) (DfES, 2005c), both significant initiatives and to be considered in an evaluative way later in this section *2.5 Wellbeing in Government Legislation and Policy.*

The rationale for research into teachers' role in wellbeing through a case study approach is clear, when the word with multi-definitions, a quite ambiguous term, has been in wide use in government legislation and communications for over a decade and where there is controversy amongst academics, not only on what wellbeing is, but also its role (and even the morality of its role) in children's education.

In addition, updated Teachers' Standards 2012 (DfE, 2013) still included, as part of teachers' professional role, the responsibility to communicate with parents on pupils' wellbeing as well as on their achievements and to consider safeguarding pupils' wellbeing. I propose that the changing demands in the role of teachers over the last decade in regard to children's wellbeing (including safeguarding) not only provokes debate but is worthy of this investigation through case study research.

Indeed, the design of the data collection for the research takes account of the fact that, as the literature shows, the term wellbeing is subjectively defined in different contexts. A two-tier approach facilitates teachers being able to engage in some deep thinking and learning around their role in relation to wellbeing as perceived by parents and children and in the light of requirements of legislation, policy and practice.

To this end the review of the literature assisted the refining of the research question, decisions on research design and methodology including data collection and analyses. It also helped to facilitate what is at the heart of this research, teachers discussing and deciding for themselves actions to overcome some of the barriers to fulfilling their role in developing children's wellbeing and

reporting to parents on it. In this way, the investigation through a case study approach brings together the literature, legislation, policies and debate to provide a unique approach to ascertaining new knowledge in the area.

A final case for my rationale for this research is that the focus is on all children's wellbeing in schools and not just those who may be deemed to be more vulnerable because of, for example, data already presented relating to domestic violence in the home or other commonly recognised limiting educational factors such as poverty, as historically measured by free school meals.

Having considered the contested space of wellbeing and other factors that contribute to a theoretical case for research into the the teacher's role in relation to children's wellbeing, there is a need to look more closely at how wellbeing can be defined in order to bring clarity of understanding.

2.4 Towards a Definition of Wellbeing

This section looks at sets of beliefs and values surrounding wellbeing that are grouped into five discourse analyses as conducted by Ereaut and Whiting (2008) for the DCFS. Each discourse provides a different setting for the use of the term, its understanding and effects and yet also illustrates how discourses can interrelate. Within this frame, other literature and research on wellbeing contribute to defining the parameters and meanings of the term by complementing concepts in each discourse and thus enhance understanding in the quest towards a definition.

The five discourse analyses as presented by Ereaut and Whiting (2008) are:

- **Philosophical** – wellbeing as an idealised ambition taken from Aristotle's view of realising individual potential rather than a real state to be measured.
- **Medical** – physical, mental or emotional wellbeing, as a dominant use of the word wellbeing.

- **Operationalised** - for example, wellbeing simplified into the ECM five outcomes and indicators.

- **Sustainability** – wellbeing seen as the need to live within environmental limits now and wellbeing for all in the future.

- **Holism** – where wellbeing moves beyond the body and emotions to involve spirituality and again incongruent with being measured
  (Ereaut and Whiting, 2008:12).

These five discourses provide a broad yet strong base for understanding and therefore defining wellbeing as a concept that is in wide use in everyday life as well as in government documents, including those relating to children and their education.

A review of each discourse begins by looking at the philosophical discourse as wellbeing has a long history stretching back to Aristotle. While Ereaut and Whiting (2008) categorise this view of wellbeing as a state not to be measured, in Australia, Ransome (2010) discusses developing meaningful indicators to measure poverty and social deprivation according to a person's ability to actively and freely choose as implicated in Aristotle's concept of personal wellbeing (*eudeamonia*) – or he says it could be another model (Ransome, 2010: 43). He suggests drawing on Aristotle's ideas of cultivating internal resources for living well to achieve both intellectual excellence and excellence of character and implies that further research into measuring these is desirable (Ransome, 2010:51). Measuring wellbeing is discussed later in this chapter, in section 2.5. It is pertinent that since Ereaut and Whiting (2008) researched for their discourse analysis, research is emerging where measurable indicators of wellbeing are being considered from its philosophical base.

Wellbeing as categorised by Ereaut and Whiting (2008) within the medical discourse came from DCFS customer research with parents and young people where wellbeing was found to be associated with health as a dominant meaning even when wellbeing stood alone and was not directly linked with health. They point out that as early as 1947, The World Health Organisation (WHO) included

wellbeing in its definition of health and since that time (and in many Department of Health Policy Documents) there has been further movement in associating mind (psychology) with the body and also social aspects of health with what they say was once a medical model based purely on science (Ereaut and Whiting, 2008:11).

Schickler (2005) however, argues that health and wellbeing are different concepts that may either stand alone as much as be seen working together within the medical field (Schickler, 2005:217). She also says it is important for health professionals in particular to make this distinction as it has to do with helping patients to feel good about themselves mentally and spiritually even if they have a disease that means physically they do not have health. She makes two further very good points about wellbeing as distinct from health which are to do with the need to draw others (in the medical setting, family members) into the process of helping a patient towards wellbeing thereby assisting their ability to be resilient and to reflect constructively. She also comments that both health professionals and teachers need to understand their own wellbeing because their personal behaviours affect the wellbeing of those they care for (Schickler, 2005:226).

A further discourse, operationalised wellbeing, can be seen to be useful for defining characteristics for measuring wellbeing which can involve simplification, for example, into the five ECM outcomes and indicators referred to in the last section. Ereaut and Whiting observed this particular aspect of wellbeing as part of the ECM agenda as something that remains within the domain of the DCSF whereas outside the department the medical interpretation of "wellbeing" prevails as does "emotional wellbeing" Ereaut and Whiting (2008:11).

To continue a review of the five discourses, sustainability and holism are particularly pertinent at the beginning of the twenty-first century. They raise the question of collective or community wellbeing, both now and in the future, and where they fit in terms of our current educational paradigm, the curriculum as well as whose responsibility it is to develop them and with what level of accountability, if any, to do so.

While all five wellbeing discourses presented in the study interrelate, these two have particular links in an ever changing world where human beings, and therefore education, need to find the capacity to grapple with the challenges they present. I consider that these challenges to do with environmental sustainability and relationships, between and across countries, could possibly be as momentous for the world as the changes that affected every sphere of life when industrialists learnt to adapt and make good use of the transformations brought by steam power, machine tools and necessary transitions from wood and other bio-fuels to coal during the Industrial Revolution in the Western world in the late eighteenth and early nineteenth centuries.

Thomas and Evans (2010) report there is extensive recognition that Gross Domestic Product (GDP) is not the best gauge of a country's wellbeing and that the UK's 2010 Budget Report stated the government's commitment to creating improved measures of wellbeing and sustainability such as those gathered by the Department for Environment, Food and Rural Affairs (Defra), and with the Office for National Statistics (ONS). How three indicators change over time are reckoned to give the most complete picture of wellbeing and progress. These are: quality of life, sustainable development and the environment (Thomas and Evans, 2010: 29). It is valuable to see wellbeing within a global context of sustainability of the environment as it is a twenty-first century issue for which I propose a new educational paradigm is needed to effectively address some very real changes and challenges to conventional global thinking and relating.

I suggest that wellbeing within a discourse of holism is also very much a twenty-first century concern as Moser (2009) states, "In the light of sustainable development requirements, environmental psychology has an increasing role to play in addressing people–environment congruity" (Moser, 2009: 351). I propose that emerging holistic approaches such as systems ecology are very much in line with new cultural thinking about more effective ways people can relate with and within their environments (Jorgensen, 2012).

In terms of learning and relating within a frame of holism, it should be remembered that recent developments in neuroscience reflect that planned social and emotional aspects of learning, in terms of a caring classroom environment where there is a positive climate for learning and good relationships, can help a pupil's working memory make connections through established neural routes or pathways. In turn, this creates the potential for what is learnt to become part of permanent memory rather than being lost due to non-engagement. The part of the brain that is responsible for attention and awareness and processing memorable learning is the reticular activating system (RAS) (Dixon, 2010: 4).

So while healthy development of self may be a well-established part of educational psychology and understanding (Maslow, 1954; Mead,1961), Dixon (2010) presents an important perspective that relates to wellbeing as part of a holistic approach to learning and developing a child's potential academically, socially and emotionally. The areas are interrelated and I propose also cross into their potential to relate effectively with others and within their environment as discussed above (Moser, 2009; Jorgensen, 2012).

Holism also involves other areas like spirituality. Some write of a growing recognition of the role of spirituality or spiritual intelligence in human wellbeing (MacGilchrist et al 2004: 118-122). Tacey (2004) writes of a Spiritual Revolution that he believes is creating a new social situation not identifiable in traditional religious camps or in humanist or scientific arenas (Tacey, 2004: 1). Palmer (1998) writes on a trend he and other researchers observe among younger people to connect more with the spiritual aspects of life and wellbeing. Of spirituality he says it is "... the ancient and abiding human quest for connectedness with something larger and more trustworthy than our egos – with our own souls, with one another, with the worlds of history and nature, with the invisible winds of the spirit, with the mystery of being alive." (Palmer,1998: 6). He recognises that a greater consciousness of spirituality in all aspects of school life and curriculum is a potential vehicle for change in the education system. These views add to the case of wellbeing being defined within a holistic

Elizabeth Day

Wellbeing in Primary Education: an investigation into the teacher's role in children's wellbeing in the light of education legislation, policy and practice.

discourse at an individual and relational level as well as with the environment and a definition that is in tune with the needs of twenty-first century learners.

To continue the interrogation of the concept of wellbeing Ereaut and Whiting (2008:1) state that wellbeing is "...a cultural construct and represents a shifting set of meanings .... what a group or groups of people collectively agree makes 'a good life'". Their definition has a wide base, drawing from areas such as the food sector and marketing as well as work and education, where wellbeing is often seen as being integral to, as well as an outcome of, personal development.

Significantly though, investigating wellbeing as a concept in scientific communications, Ereaut and Whiting (2008: 4) assert that within "...the positive psychology movement..." wellbeing is accepted as something that "is" and therefore worthy of investigation. Whereas, they state, Bath University's MSc in Well-Being and Human Development does not accept this stance, seeing wellbeing more as Ereaut and Whiting do, as a social and cultural construct.

Ereaut and Whiting's (2008) analyses begin to deconstruct the concept of wellbeing in a way that brings clarity into the process of academic research into wellbeing, For the purpose of my research it helps to provide useful theoretical frames to assist in working towards a definition. This is despite their recommendations to the DCFS, to devise a strategy to manage their stance on wellbeing given the increasing importance allotted to the term in government policy and communications, were unfortunately not taken up. It is also therefore, a justification for further research into wellbeing in an educational context to explore implications of the five frames.

Ereaut and Whiting's imagery (2008: 5) of wellbeing having a "... 'holograph' quality" illustrates well the "attractive nature" and effect of the diverse use of the term depending on context and perspective. Yet their view that "...it looks like a solid construct, but when we approach it, it fragments or disappears" (Ereaut and Whiting, 2008: 5), is limiting. Whereas Watson et al (2012: 6) grapple with

the concept of wellbeing more effectively by taking a range of theoretical tools from philosophy and philosophical concepts to deconstruct wellbeing as a concept and yet draw on a range of other disciplines such as psychology, sociology, childhood studies, law, ethics and education to act as contexts for wellbeing.

It is Watson et al's interrogation of the concept of wellbeing, along the lines of deconstruction of any concept, which they refer to as following its "genealogy" (Watson et al, 2012: 5) that interprets it as a concept that is experienced as it interacts with other concepts and becomes known as a concept itself as the particular indivisible parts are conveyed as a whole. While this is highly theoretical, it does provide an understandable theoretical frame for explaining the different contexts and meanings of the term wellbeing as it is used and, as a concept, is synthesised as it interrelates with other concepts across disciplines such as commerce, science, work, education and other fields and as discussed as part of Ereaut and Whiting's (2008) research outlined above. Although it should be remembered that one of Ereaut and Whiting's views was that because of its multi-faceted nature and interpretations, the construct of the

Based on the literature on deconstruction, which they use to illustrate wellbeing's interrelated nature with different fields and concepts, Watson et al (2012: 11) give examples of wellbeing interrelating. Flourishing, education, happiness, being and psychology are examples with each subject area comprising different disciplines relating to wellbeing, for example, psychology, welfare studies, childhood studies. This allows for some of the complexities and nuances of wellbeing as a concept to be understood, albeit subjectively, as it crosses and interacts with different disciplines.

In summary, Watson et al (2012: 13) propose that wellbeing is
1. Subjectively experienced
 2. Contextual and embedded
 3. Relational

Elizabeth Day

Wellbeing in Primary Education: an investigation into the teacher's role in children's wellbeing in the light of education legislation, policy and practice.

These valuable ideas, concepts and interrelationships between categories of wellbeing provide sound theoretical insight into the term wellbeing and assist to support further research in a school setting into the teacher's role in developing wellbeing from a more informed perspective.

To draw together discussion on defining wellbeing in this section, it is significant that Ereaut and Whiting's (2008) discourse analysis revealed that from DCFS research with parents and young people, wellbeing was dominantly associated within the medical discourse as health and wellbeing and also, outside the DCFS, as emotional wellbeing. Yet, Schickler (2005) skilfully leads an argument that while wellbeing and health can co-exist, in the context of health professionals, it is important for them to distinguish between them in order to ensure patients' wellbeing (mental and emotional) is good even when their bodies may not be well.

While the clarity that is brought by Watson et al's (2012) categorising of all the interrelationships and levels of wellbeing as social and emotional wellbeing (SEWB), from my own initial analyses and with reference to my premise that a new educational paradigm is needed for learners in which wellbeing plays a role, I propose the following working definition:

> Wellbeing is a desirable state for a person or people group that
> may affect body, soul, mind or spirit and is often associated with
> various aspects of life and relationships to do with individual or
> collective human potential, for example social and emotional wellbeing.
> While wellbeing is subjectively experienced it is possible to provide
> generic criteria for measuring aspects of wellbeing.

To draw together discussions in this section and add a new dimension of educational thinking to the various definitions and understandings of wellbeing, and in particular, children's wellbeing, both now and in the future, the concept of wellbeing encompassing human potential, either individual or as a people group is very important for children and their education in relation to sustainability and holism. For although the nature of the concept of wellbeing is disputed, as

discussed when looking at Ereaut and Whiting's (2008) view that the concept "disappears" on interrogation compared with Watson et al's (2012) theoretical stance that the the concept is synthesised into something new as it interrelates in and across different disciplines, I argue that wellbeing as defined by the potential of individuals and people groups in and between countries, can, over time, contribute effectively to a new educational paradigm in the twenty-first century. Thomas and Evans (2010) reported that the UK's 2010 Budget Report stated the government's drive to improve measures of wellbeing and sustainability, how three indicators change over time to give the most complete picture of wellbeing and progress from data gathered by Defra, and with the ONS. The measures: quality of life, sustainable development and the environment (Thomas and Evans, 2010: 29) are valuable descriptors of wellbeing seen within a global context of sustainability as it is an issue for which I propose a new educational paradigm is needed to effectively address some very real changes and challenges to conventional global thinking and relating.

Similarly, Moser's (2009) view was discussed, that environmental psychology has a clear role "…in addressing people–environment congruity" (Moser, 2009: 351). It was also seen that holistic approaches such as systems ecology are in line with new cultural thinking about more effective ways people can relate with and within their environments (Jorgensen, 2012). This must be reflected in a twenty-first century educational paradigm.

Furthermore, among the five discourses, holism was also seen in spirituality or spiritual intelligence in human wellbeing (MacGilchrist et al 2004: 118-122) and a new social situation not identifiable in traditional religious camps or in humanist or scientific arenas (Tacey, 2004: 1). Indeed, Palmer (1998) recognised that a greater consciousness of spirituality in all aspects of school life and curriculum is a potential vehicle for change in the education system Palmer (1998: 6).

I propose that as teachers and schools grapple with the concept of wellbeing in its various forms and fields, it can have a formative effect and ongoing influence

on all areas of a child's learning and potential through a curriculum shaped by a knowledge of the five discourses discussed and in tune with an understanding of the changing world in which they are growing up.

2.5 The Educational Context of Wellbeing

The literature review of wellbeing in relation to a new educational paradigm continues and key thinking around wellbeing is now considered that gives further perspective to the body of knowledge about what types of learning are associated with wellbeing and the place and role of wellbeing in children's education. Having deconstructed the term wellbeing and its multi-faceted meanings in section 2.4, research and current thinking around wellbeing within the affective domain of learning are discussed and the debate about its importance compared with the cognitive domain of Bloom's original taxonomy of learning (Bloom, Madaus, & Hastings, 1981). The discussion leads into consideration of implications for education and therefore our thinking and pedagogy as educators. Furthermore, the heated debate on the place and role of wellbeing in schools is revisited by considering opposing views (Peterson et al, 2000; Eccleston and Hayes, 2009; Hyland, 2010; Watson et al, 2012) as well as the influence of legislation on developing emotional literacy in schools against a backdrop of "the standards agenda" (Mansell, 2007: 247-248). The teacher's role is then considered in the light of research findings on teachers and teaching in relation to wellbeing in the UK and in Europe.

Current research shows the need for schools and the teaching community to be more active in their role of developing young people's affective areas of learning. Bolin et al (2005: 154) argue that, despite "wide acceptance" of the three classifications of educational objectives pioneered by Bloom (Bloom 1956): cognitive, affective, and psychomotor, educators have mainly ignored the affective domain to focus instead on cognitive aspects.

To be clear, the term "wellbeing" is not synonymous with "affective" but emotional and social wellbeing may be categorised within the affective domain

of learning. It is recognised that it is the interrelationship and possible interdependence between the affective and cognitive domains that is of interest in this research in the area of children's wellbeing.

Similarly, Fontana (1998) calls the area of self and feelings that lead to psychological health and how individuals experience their lives, the *being* area of learning. He identifies the being area as one of two interconnected and, in his opinion, equally important areas of learning, the other being the *knowing* area, which he says is to do with modes of thinking and acquiring knowledge and which is sampled by examinations. The interrelationship of the knowing area and being area takes on new significance in the light of Dixon's insights discussed above in section 2.4, on the importance of emotionally conducive learning environments RAS (Dixon, 2010) to memorable learning - and should not be forgotten so that one domain is not considered more important than the other.

The main opposing stance to developing youngsters' wellbeing in schools which is viewed as a deficit model of a diminished-self (Ecclestone and Hayes, 2009). It is a view characterised by their concern about developing emotional literacy and wellbeing across all sectors of education in England (Ecclestone and Hayes, 2009: ix).

Hyland (2010) however says that while their concerns are earnest, they are overstated and largely unfounded. Hyland says it is inevitable that in a (post-16) educational climate driven by "prescriptive skill talk and behaviourist competence outcomes," (Hyland, 2010: 519) affective areas of learning would emerge out of a necessity. Hyland aims to take a more considered approach and introduces the concept of mindfulness, that is, strategies used in adult education to "re-connect" the cognitive and affective aspects of education (Hyland, 2010: 517). He refers to the Children's Plan (DCFS 2007a, b) and the Social and Emotional Aspects of Learning (SEAL) (DfES, 2005b) being full of recommendations to schools to fulfil their duty to enhance children and young people's wellbeing "...particularly at transition points in their lives." (Children's

Elizabeth Day

Wellbeing in Primary Education: an investigation into the teacher's role in children's wellbeing in the light of education legislation, policy and practice.

Plan Executive Summary, DCFS, 2007b: 19). And there are practical approaches given in both documents.

Similarly, Cigman (2008: 540) observes that,

> "…a standards agenda involves identifying and possibly shaming children and schools that fail. The social consequences of educational failure include disaffection, delinquency, violence and so on: the very problems that the standards' agenda set out to address …It was this concern that led to a supplementary agenda focusing on so-called non-cognitive traits like confidence, motivation, resilience, well-being and self-esteem...The idea emerged that there are necessary affective conditions for learning, and that these can be usefully boosted, heightened or enhanced."

Cigman (2008) also gives examples of how focussing on non-cognitive traits such as those listed above, enhances the chances of children who present as having poor self-esteem both in what they achieve and also in life. Whereas, it is these very non-cognitive, affective traits that Ecclestone and Hayes (2009) argue comprise what is (and has been for many years) wrong with government and policy-makers' approaches to devising legislation and initiatives that create and underpin. "...the concept of a 'diminished self' .... (that are reflected in) ...labels such as ...'vulnerable learners'...'learners with complex needs'...emotionally fragile." (Ecclestone and Hayes, 2009: xi). I agree with Hyland's view that it is an argument that needs to be heard because it is a balance between the cognitive and affective areas of education that as educators we need to be aiming for, and, in my opinion researching into - and not forgetting the psychomotor aspects of education as presented at the beginning of this section in The Educational Context of Wellbeing, The Affective Domain, as part of Bloom's original classification of educational objectives (Bloom, 1956).

Peterson et al (2000) agree with this view of imbalance between the cognitive and affective and point out that the lack of consensus among educators about the theoretical significance of affective areas of learning has contributed to a narrowing of objectives by which youngsters' learning outcomes are measured. As a teacher, I suggest that, apart from in early years' education (3 – 5 years) in

England this culture has also led to a narrowing of the curriculum across the school phases. In support of this view, Mansell (2007) effectively argues that, to some degree or other, the school curriculum is necessarily limited in a culture engendered by various governments' recent means of holding schools to account, chiefly by test results, because it inevitably leads to a culture of teaching towards tests – which thwarts the time and creativity that teachers and schools can give to children's overall development and education (Mansell, 2007: 247-248). This is a heated debate, and from my experience and observations, close to the heart of many teachers and leaders. The challenge of course, as Mansell (2007) also comments, is to have a robust approach and case in arguing for valid alternative means of accountability that will bring the release to teachers' and schools' own professionalism that he advocates will benefit children's education and achievement.

The above argument very much supports my own stance where teachers and schools themselves need to "grasp the agenda" and school based research is one way to do this. My own research recognises that for the purpose of educational research the term wellbeing may be categorised effectively within the affective domain as it is linked to emotional and social aspects of learning. However, in recognition of different types of learning that take place, wellbeing may also be seen interfacing within the cognitive or psychomotor domains of learning. This is illustrated in Community School's approach to having high expectations for children's growth and achievement academically (Critical Thinking), through sports (new fitness levels and assessments) as well as to children's personal emotional and social development (See Chapter 1, Introduction and Appendix 2 Whole School Ethos). All three areas can be viewed separately and yet are also interrelated and could be the basis of further research into wellbeing in and across the three different educational domains identified by Bloom (1956): cognitive, affective and psychomotor.

To return to the research question, "Wellbeing in Primary Education: an investigation into the teacher's role in children's wellbeing in the light of education legislation, policy and practice", McNess et al (2003) reported on two

Economic and Social Research Council funded projects: the PACE Project, 1989 to 1996 and The ENCOMPASS project, 1998 to 2000. The former, the Primary Assessment, Curriculum and Experience (PACE) was a longitudinal study focussed purely on primary teachers in England and reviewed practice following legislation after the 1988 Education Reform Act. Whereas the second study, Education and National Culture: a comparative study of pupil attitudes to secondary schooling (ENCOMPASS) extended the focus into lower secondary schooling (mainly of 14 year-olds) in France and Denmark as well as England. Both were to do with not just the situations as researched at that time, but also the direction of the policy-making of that time.

McNess et al (2003) consider some tensions faced by teachers including increasing accountability along with the standards agenda as well as some of the more naturally occurring dichotomies of the professional role of teachers such as being relaxed and in control yet stressed and tired. McNess et al (2003: 244-245) draw out their view, based on research, that the affective and emotional aspects of being a teacher are key to being a good teacher. They also present a model to illustrate the changing dimensions of curriculum, pedagogy and assessment from a "sociocultural model" including social and emotional aspects of learning conducive to a child-centred approach to a performance-orientated, transmission model of learning. The study found that primary teachers in England experienced a decrease in personal fulfilment along with freedom to make professional choices due to increasing feelings of priorities being imposed from outside through legislation and policies. "...the affective domain (for pupils) has been reduced in preference to the academic" (McNess et al, 2003: 249).

Similarly, the ENCOMPASS Project found that compared with their European counterparts in France and Denmark, teachers in English lower secondary schools experienced an increasing externally imposed model of performance and resulting tensions tended to undermine their professional confidence. McNess et al (2003: 256) therefore argue stridently that for governments to achieve adaptable lifelong learners from the student population, then the

restrictions identified need to be lifted to enable teachers' creativity to benefit learners, whatever their age.

It could be said therefore that the McNess et al's research (2003) indicated the 'direction of travel' of legislation and policy, the effective competing with and undermining the affective and that further research is therefore warranted.

To draw together the discussions in this section, despite the continuing heated debate among educators about the importance of the affective areas of learning, undoubtedly over the last ten to fifteen years there has been a move through both legislation and academic research towards teachers and schools paying more attention to children's wellbeing. Significantly, findings from research relevant to my research question showed that teachers' own wellbeing had been adversely affected by the the standards agenda in England. Findings showed that decreased personal fulfilment among primary teachers and reduced freedom to make professional choices were caused by increasing feelings of priorities being imposed from outside through legislation and policies (McNess et al, 2003: 249). An educational case for further research into the teacher's role in relation to wellbeing in a school setting is clear in the light of the heated disagreement about the role and function of emotional literacy and from other research, the tensions evident over it in the educational arena.

2.6 Wellbeing in Government Legislation and Policy

The literature review for this investigation into the teacher's role in children's wellbeing moves on to consider three important categories of theories around wellbeing developed in philosophy (Parfit, 1984). It is used to give insights into theorising in curricula and pedagogical approaches resulting from government legislation such as The Children Act (2004) and The Children's Plan (DCFS, 2007a) as well as policies such as Every Child Matters (ECM) (DfES, 2004a) and early intervention to address affective areas of learning. Also the relevance of a fourth, more flexible model is also looked at (Ransome, 2010; Saunders et al, 2008). The section also draws on the thinking that the wellbeing debate as

we know it now, grew to a great extent out of New Labour policies and approaches (Watson et al, 2012) and then the shift from 2010 and the Coalition Government's lens on wellbeing that led to pupil premium to help tackle poverty and inequality (DfE, 2014). Five 'lenses' of child wellbeing that emerged from Dartington Social Research Unit (Axford et al, 2009: 372) are looked at critically and the influence of these on policy makers. In addition, important terminology covering both environmental and pedagogical aspects of wellbeing are discussed. The section concludes with consideration of the influence on legislation and policy on the teacher's role including the pedagogical role of the teacher.

Axford et al, (2009) analysed different concepts of child wellbeing around five 'lenses' identified through their research at Dartington Social Research Unit, namely: needs, poverty, quality of life, social exclusion and children's rights (Axford et al, 2009: 372). Just as it has been seen that there is no common understanding of wellbeing, there are also changeable perceptions by policy-makers of these five different areas, but Axford et al point out that there was consistency in the UK (as well as in other countries) in favouring Objective List Theory (OLT) definitions such as are found in *Every Child Matters* outcomes:

Objective List Theory is one of three categories of theories to have been developed in contemporary philosophy (Parfit, 1984) and philosophical ethics (Gasper, 2004):

Hedonistic dialogues of wellbeing around happiness and feelings of pain and pleasure are commonly referred to as 'subjective wellbeing' (Eid and Larsen, 2008). These are disputed as not being sustainable models of wellbeing because not everything that brings happiness or pleasure for a time may be good for longer term wellbeing personally and in relating (Watson et al 2012: 19).

Desire Theories are also seen as subjective models of wellbeing but not as focussed on the ego, more of fulfilment of one's true self as Aristotle purported (Nussbaum, 1992: 221). One philosophical approach views desire theories as founded on the notion that preference fulfilment nearly always or usually brings

Elizabeth Day

Wellbeing in Primary Education: an investigation into the teacher's role in children's wellbeing in the light of education legislation, policy and practice.

satisfaction, for example, with one's achievements in life (Gasper 2004: 7). Fletcher (2013) proposes a new taxonomy for theories of wellbeing, theorising that an enumerative pluralistic theory of wellbeing comprises things that enhance wellbeing such as friendship, happiness, achievement and pleasure (Fletcher, 2013: 219). This, he says, is opposed to an Enumerative monistic theory of Hedonism and different to an Explanatory Desire-fulfilment theory. Whereas Ransome (2010) considers that, "Both hedonistic and desire satisfaction theories of wellbeing source their evaluative foundations in the utilitarian ethical tradition, and together dominate the evaluative foundations of contemporary wellbeing research." (Ransome, 2010: 42). Understanding these approaches is very important for understanding policy makers' dilemmas in creating accountability for, or measuring, wellbeing.

Objective List Theories (OLTs) have to do with using objective lists of items to define personal wellbeing and yet don't necessarily exclude hedonistic frames of happiness or desire theories of fulfilment to do with living well (Ransome, 2010: 42). Philosopher, Nussbaum devised two levels of what she called, "The thick vague theory of conceptions (of the good)" (Nussbaum, 1992: 216). The first is a list of ten aspects of being human and distinct from animals, for example cognitive capability and humour. Level two is a list of ten related capabilities including, having bodily health, living a long life and relating well with other human beings, animals and the natural world (Nussbaum, 1992: 222). Nussbaum's lists, aimed at policy makers and legislators, support what she considers are the essentials of Aristotle's views of what it is to be human (Nussbaum, 1992: 221). So this is different to personal wellbeing, to assist policy makers to create good societies, but Watson et al (2012) criticise Nussbaum's ideals for being too universal and say she does not go far enough in considering collective right over the good (Watson et al, 2012: .20).

On the other hand, Walker (2006) contributes to the debate and advocates a capability based theory for social justice for educational policy makers, applying objective list theory to what she calls, "a (provisional) situated list of educational capabilities." (Walker, 2006:170-171). Walker selects eight capabilities that are particular to gender inequality in South African Schools to contribute to

improved wellbeing where there is violence and harassment of girls by male peers and teachers. Walker sets out to provoke further discussion and research into using this approach for theorising in education and creating pedagogy, for example the use of an active inquiry approach to acquire knowledge but also what knowledge is included or left out of the school curriculum (Walker, 2006: 163 and181).

Significantly for schools and curricula policy-makers, Sen (1992) sees education as one of, "a relatively small number of centrally important beings and doings that are crucial to well-being." (Sen, 1992: 44). This is in the context of what freedoms and opportunities are available to each person to fulfil their human potential, or as Sen advocates, "equalities of capabilities" as opposed to equality of income to address equality and wellbeing in our societies (Sen, 1992: 81). Taylor et al (2003) support this view by stating, "At issue is that in the pedagogical relationship produced between teacher and pupils, there is the possibility to enhance agency but also the possibility to deny agency. We need to have the means to know and understand the difference and the impact on capability. To answer this, we arguably need both capability theorizing and additional theorizing about learning and about identity formation." (Taylor et al, 2003: 83). This view raises the question what curricula and pedagogical approaches best assist children to acquire the social and conceptual competences. It is also pertinent in considering the nature of my research into different perceptions of the role and place of wellbeing in schools and from teachers' perspectives, to what extent curriculum legislation, policy and practice in wellbeing support pupils' education in primary schools.

While this debate is highly theoretical, it is also pertinent to this research as I proposed in the Introduction that a new paradigm is needed in education in which wellbeing plays a significant part in a cohesive and understandable way and therefore, in the light of the above, the usefulness of OLT in contributing to a new theoretical approach in education needs to be considered as part of the process.

Towards the end of Chapter 1, Introduction, a practical example of assessing pupil wellbeing was given when I presented the context of the school setting (see Appendices 1a, 1b and 1c). Both the adult format and children's self-assessments are criterion referenced with the original adult criterion for measuring children's learning, emotional and conduct (social) behaviours developed by QCA commissioned researchers from the University of Birmingham and derived from OLT criterion. Following consultation with teachers, examples of types of behaviour the criterion describe were added by the Birmingham team (QCA, 2001). As head of Community School, in 2002, I took the published assessment format and adapted it to enable a cumulative annual assessment, colour coded by year, on each child by their class teacher on two sides of an A4 sheet of paper. It was useful, particularly as a cumulative assessment and for transition from one year to the next. As Ofsted in 2006 commended this assessment format as being an outstanding example of practice, then senior leaders and I consulted our own children and devised child-friendly self-assessed versions that are conducted twice a year. At the next inspection in 2011, Ofsted inspectors again commended the child versions as innovative, exemplary practice.

It is always the evaluations of these assessments and actions taken from the analyses that benefit children and assist school growth. For the purpose of this study, it is interesting that the Birmingham research team devised and trialled OLT criterion with teachers in order to produce relevant assessments for 13 years later they are being used to good effect in Community School and other local schools with whom I have shared the assessments. For both adult and child versions the opportunity to reflect and set targets based on the criterion is also highly effective in terms of individual and groups but also for the benefit of the whole school community, including parents.

From this example, I can conclude that when planned, researched and integrated well, OLT can be profoundly helpful in practice. The example also illustrates the potential holistic benefits for individuals, groups and the whole community should not be underestimated. The far reaching effect is that a

Elizabeth Day

Wellbeing in Primary Education: an investigation into the teacher's role in children's wellbeing in the light of education legislation, policy and practice.

culture of reflection and expectation of self-empowerment and resilience is developed among children and teachers, and in my view, this can only be a good thing.

Interestingly, Ransome (2010) presents a fourth model that he says, "... has recently emerged that shifts discussion away from the traditional theoretical presumption of foundational monism, towards a more flexible pluralist approach to personal wellbeing." (Ransome, 2010: 42-43). Saunders et al. (2008) proposed a new plural approach to measuring social disadvantage in Australia, using wider aspects of deprivation and social exclusion rather than narrow, traditional definitions of poverty based on income. (Saunders et al. 2008: 176–7).

The World Health Organisation (WHO) definitions of wellbeing in 1997 and1998 included a range: social, emotional, physical, spiritual, societal, mental, and economic (WHO 1999). It also recognised the holistic nature of health and wellbeing that all aspects of which they comprise are interrelated and usually subjective to people's abilities to achieve their hopes and goals. The WHO called for 'health promoting' schools and with UNESCO, the World Bank and others it produced *Creating an Environment for Emotional and Social Well-Being*, a guide to psycho social environment in schools (WHO, 1999). This proposed wellbeing involved the whole school community (WHO, 1999: 68) and, comment Watson et al, "...is enshrined in SEAL" (Watson et al: 44). This is a programme used in many schools to promote social and emotional skills and learning. The report was influential in the UK 'Healthy Schools' programme set up in 1999 – a joint initiative between the Department for Education and Department of Health. It took a whole school and whole child approach to health, including emotional health and wellbeing.

With regard to the Healthy School programme and the Social and Emotional Aspects of Learning (DfES, 2005b), Schagen et al (2005b) found that both initiatives were introduced as separate 'add on' entities and with insufficient training for teachers to enable these valuable resources to be the basis for pupils' increased well-being and with direct links to improved academic

achievement. Another finding in relation to the National Healthy School Standard (NHSS) was that pupils needed to be listened to more so the NHSS became more relevant to them rather than just rolling out the programme, as when they were listened to, research indicated that they valued that (Schagen et al, 2005b: 704).

On a global level, further influence from outside the UK was to affect policy: a report from the Organisation for Economic Co-operation and Development (OECD) recommended that governments should reallocate money to projects supporting and improving wellbeing according to sound evaluations of programmes (OECD, 2009, p163)

Wellbeing Policy in England began to take a new direction following a formal investigation across children's services into the death of Victoria Climbié, the child who was terribly abused and in time killed by her great aunt and the man with whom they lived. The Government published a Green Paper called *Every Child Matters* (DfES, 2003b) that focussed on preventative services including more support for families and carers; interventions prior to crises; tackling weak accountability and integration between services and placing more value on people working with children.

It prompted a debate about services for children, young people and families on a level previously unheard of and there was extensive consultation with people working in children's services as well as with parents, children and young people. As a participant in one of the consultation meetings with head teachers in one of the boroughs where Victoria had resided for a time, it was a searching inquiry with a determination to improve services for children.

Following the consultation, the Government published *Every child matters: The next steps*, and then passed the Children Act 2004 which provided the legal grounding for ground breaking changes in how services around children operate and interrelate.

"Joined-up thinking" across services was a key catch phrase of the time and the five priority outcomes became their 'creed': being healthy, staying safe, enjoying

Elizabeth Day

Wellbeing in Primary Education: an investigation into the teacher's role in children's wellbeing in the light of education legislation, policy and practice.

and achieving, making a positive contribution to society and achieving economic wellbeing. It is interesting that the Children Act refers specifically to three types of wellbeing: emotional, social and economic and two types of health: physical and mental. Whereas the five outcomes are clear and could be used across all children's services, there is, I believe, ambiguity in the terminology of the Act in relation to the three areas of wellbeing, which I discussed at length in Section 2 based on Ereaut and Whiting's (2008) discourse analysis on wellbeing.

To remedy poor communication and accountability between services, each of the five outcomes had a detailed structure attached requiring multi-agency partnerships working together to achieve the outcomes. The agencies in partnership could include children's centres, early years, schools, children's social work services, primary and secondary health services, play work, and Child and Adolescent Mental Health services (CAMHS).

Every Child Matters (ECM) (DfES, 2004a) was therefore, the policy designed to implement the 2004 Children Act and promoted completely new ways of inter-agency working around the child (see Section 2). The 2004 Act clearly was a significant piece of legislation and, together with ECM policy framework, made clear links between the importance of improved educational achievements with wellbeing (spelt well-being) (DfES, 2004a: 8). As presented in Section 2, wellbeing was implicit in the names of four of the five outcomes: being healthy; staying safe; enjoying and achieving and making a positive contribution and explicit in the fifth, economic wellbeing

Simon et al (2010) state that ECM revisited Plowden's original ideas of child-centred education in opposition to the prevailing culture of targets and created a situation for professionals, including teachers, to rethink who we educate, how and where it occurs (Simon et al 2010: 106). They also comment in the same context that the idea of services working together around neighbourhood focussed schools was first conceived by Plowden. While this may be true, it is significant to realise the difference, that the political agenda behind the 2004 Children Act and the ECM agenda was part of a comprehensive strategy embracing healthcare, employment and education to lift children and families

Elizabeth Day

Wellbeing in Primary Education: an investigation into the teacher's role in children's wellbeing in the light of education legislation, policy and practice.

out of poverty (Simon and Ward: 90). This strategy behind the legislation and policy, is the difference compared with Plowden. It also was a multi-faceted strategy stretching from national to local to school and neighbourhood level (DCFS, 2004a: 6).

Indeed, Watson et al (2012) comment that the Blair government's aim was "...to be the first generation to end child poverty" (Watson et al: 43). So child wellbeing became embroiled in a discussion to do with poverty and wealth redistribution to the end of gaining a more thorough insight into the numerous issues affecting children's lives and potential and from this perspective it is possible to see how the term 'wellbeing' took on a new dimension of its own, yet still mainly undefined.

With the momentum that the term wellbeing was gaining at the time, in 2002 the Department for Education and Skills (DfES) commissioned Southampton University Health Education Unit to undertake comprehensive research on how children's emotional and social competence and wellbeing could most effectively be developed at local and national level. It gathered evidence from reviewing wide-ranging research publications, interviewing 'experts in the field' such as Antidote and worked with a cross-section of local authorities, all five of which were recognised for good work in the area (DfES, 2003).

One of the outcomes of the study was it proposed developing a common language because the range of terms used and across various agencies was found to be difficult. After considering advantages and disadvantages of terms two groups of terminology were recommended to cover both environmental and pedagogic features:

"emotional and social wellbeing"

"emotional and social competence"

A reflection of these two categories is that the first relates to *a state* of emotional and social "being" and the second *to having capability* at different levels and in that way could lead to measuring wellbeing, maybe along the lines of capabilities associated with Objective List Theories or Fletcher's proposed

new taxonomy for Enumerative pluralistic theory, already discussed (Fletcher, 2013).

The Southampton study recommendation also included linking emotional and social competence with comparable terms such as "emotional intelligence", "emotional literacy" and "mental health". Certainly, the introduction of the term "competence" is useful as it relates to knowledge and skills as well as attitudes and behavioural aspects that could aid development in schools and across other settings.

From my perspective and those expressed by colleagues in education, the term "mental health" has become more integrated into the vocabulary of the profession compared with ten to fifteen years ago simply because inter-agency working and communications about different aspects of mental health have led to an improved understanding. Whether or not teachers perceive their role as being responsible for developing children's good mental health needs to be explored, as the Southampton study did not make this explicit. It was stated, however, that teachers' emotional and social needs needed to be considered as an integral part and that at the time of the study teachers were under a lot of strain.

Other recommendations from this wide-ranging study included local authorities deciding on a frame for their work, for example the National Healthy Schools Standard (NHSS) or behaviour support. A whole school approach emerged as crucial and one that promoted case studies to gather evidence on related improved academic achievement and encompassing strategies for meeting the needs of children with behavioural and emotional difficulties. Models of successful multi-agency working were put forward as exemplars to promote cohesive team working involving parents as well as the community. Addressing emotional and social wellbeing and competence early and targeting children with specific needs was proposed as well as the need for a determination to address these areas more rigorously in secondary schools. Specific programmes to teach affective areas of learning were recommended to be introduced for all schools. Not surprisingly, evidence was put forward that a

Elizabeth Day

Wellbeing in Primary Education: an investigation into the teacher's role in children's wellbeing in the light of education legislation, policy and practice.

school's climate and environment is the main determinant of children's levels of emotional and social wellbeing and competence.

While some of the more general recommendations of the findings of the Southampton University Health Education Unit can be seen to have supported the development of such things as the National Healthy School Standard at a local level, with such rich data and recommendations especially about promoting a common terminology around wellbeing across services, it does seem like a missed opportunity. It is therefore important to me as a researcher that my research is in tune with the spirit of this research and the recommendations that more case studies and other research be conducted into wellbeing around how it affects academic achievement and also around teachers' views and perceptions of their role in developing children's wellbeing.

A further result of government initiatives around wellbeing, underpinned by the Children Act 2004 duty to cooperate was that Children's Trusts were created to bring together and focus on all services for children and young people in an area. Children's Trust and the term "Children's Trust arrangements" also included the concept of the all-encompassing change needed to deliver improved integrated services – a massive change process. Lord Laming's Victoria Climbié Inquiry in 2003 had made clear that the most significant change must be in a direct line of accountability to make responsibilities explicit at every level for the wellbeing of children, especially those who are vulnerable. The guidance on this, published first in 2005 and revised in 2008, intended to clarify the roles and responsibilities of the Director of Children's Services and the Lead Member for Children's Services, within the structure of local authority accountability and leadership to improve children's wellbeing. In the wider local area, they were to lead and promote local partnering arrangements, including those forming the basis of the local Children's Trust, the Children and Young People's Plan, information sharing databases, the Local Safeguarding Children Board and any section 75 arrangements relating to children's health (DCFS 2008). These responsibilities were to be key to unifying partners and bringing services together to make each local area the best place for children to grow up.

Elizabeth Day

Wellbeing in Primary Education: an investigation into the teacher's role in children's wellbeing in the light of education legislation, policy and practice.

In 2008, when the revised guidance on the duty to cooperate was published, more responsibility was put onto Children's Trust partners to advocate and take responsibility for achieving measurable improvements for children across all five ECM outcomes. In addition to promoting agencies working more effectively together, it defended early intervention to "narrow the gap" and involve schools in the strategic work of the Children's Trusts (DCFS, 2008: 5-11). The remit given to Children's Trusts is just one example of when common terminology would have been useful. Whereas what occurred in practice, from first-hand experience within my own locality, common criteria were developed for example around safeguarding children to enable evaluative judgements across agencies around the levels of risk. This was a seismic improvement and as a direct result of Lord Laming's Victoria Climbié Inquiry in 2003 to make responsibilities explicit at every level for the wellbeing of children, especially those who are vulnerable and as embodied in the 2004 Children Act. However, a strategic lead is still needed on a shared inter-agency vocabulary on emotional and social wellbeing and emotional and social competencies.

It was the Children's Plan: Building brighter futures 2007 and in the spirit of The Children Act 2004, that set high requirements for Children's Trusts to deliver measurable improvements for all children and young people. By 2010, it was expected that local authorities would have in place consistent, high quality arrangements for identification and early intervention for all children and young people who needed extra help and made clear the role of local authorities to drive change in the areas of inter-agency governance and arrangements for cooperation as well as integrated strategy through joint planning and pooling budgets and integrated processes that involved joint working underpinned by shared processes and language. The emergence of the Common Assessment Framework (CAF) recommended in the Green Paper, Every Child Matters, set out to ensure integrated front-line delivery organised around the child, young person or family rather than professional boundaries or existing agencies. Lead professionals and clarity on information sharing meant that agencies, including schools did begin to work more closely, with clearer communications around the child and family.

The Children's Plan (DCSF, 2007a) therefore was a policy document with a vision for the next ten years and aimed to eradicate child poverty by 2020, yet without a detailed timeline. It aimed at establishing good habits in childhood to lead to longer term wellbeing and, with an emphasis on supporting parents as it is parents not governments that bring up children (DCSF, 2007b: 7). The vision in brief was to make England, "the best place in the world for children to grow up" (DCSF, 2007b: 3). These aims would be achieved with the help of a wide range of specific government policies, many that would impact on Every Child Matters and with £850 million of investment. (DCFS, 2007a).

Watson et al (2012: 45) comment that by this time "wellbeing" had blurred into "welldoing" yet more change and challenge was afoot under a new government with one of the first and yet immediate acts being to remove the terms "children and families" from the DCFS title, signalling a massive shift from the Labour government's approaches to tackling poverty and putting inter-agency working firmly into legislation.

Since the Coalition Government formed in 2010 there has been a movement away from ECM and the five outcomes as explicit outcomes, to more implicit terminology regarding children's wellbeing as embedded in terms such as "improving outcomes for children and young people" (DfE, 2011), the driver in both the Education Act 2011 and the Special Educational Needs Information Act 2011 and in the context of the importance of teaching, which also happens to be the title of the White Paper published in 2010. The role of teachers in actively developing children's affective areas of learning had again become very unclear, although teachers' accountability for children's behaviour and achievements is heightened as has schools' responsibility: "...thoughtful and wide-ranging promotion of the pupils' spiritual, moral, social and cultural development enables them to thrive in a supportive, highly cohesive learning community." (Ofsted, 2012: 23).

In 2011, Sarah Teather, Minister of State for Children and Families response to the UNICEF report on Children's Wellbeing (2011) made reference to free education for disadvantaged two year olds, extra funding for poorer pupils

through the pupil premium, and "transforming our education system to raise standards and equip all pupils with the skills they need to succeed." (DfE and Teather, 2011:1) As opposed to wellbeing, happiness of pupils was mentioned in the context of providing an Early Intervention Grant to assist towards future attainment so there is reference to an affective outcome as opposed to affective learning.

By 2013, the 2007 aspirations to halve child poverty in England by 2010 had not been realised and therefore also those for eradicating poverty by 2020. In fact, in response to the Child Poverty Act 2010, in April 2012, the Government published its first child poverty strategy *A New Approach to Child Poverty: Tackling the Causes of Disadvantage and Transforming Families' Lives.* It was based on an independent study and recommendations by Frank Field MP as well as consultation with local communities, voluntary groups and charities for their views on a new strategy to tackle the root causes of poverty and disadvantage.

In setting up new Health and Well-Being Boards (April 2012) working with General Practitioners (GPs) and operating in all areas in a non-statutory basis, wellbeing was approached from a health aspect as part of the new poverty strategy's determination to ensure robust early intervention in the Foundation Years, 0 – 5. However, children's life-chances were to be measured in terms of cognitive, physical and emotional development at ages 3 and 5, so there would be a more holistic approach to children's education, which is encouraging.

The Coalition Government introduced some considerable legislation, strategies and bodies relating to children and families despite the change in title of the Education Department, and while the term wellbeing was not well defined, there was a sense in policy documents that the whole child was being considered in terms of life-chances.

As early as 2008, the then shadow Education Secretary, Michael Gove wrote passionately about the Pupil Premium as a means of recognising differences, tackling poverty and targeting vulnerable pupils, stating that, "It can thus make

school reform what it should always be, an exercise in making opportunity more equal" (Gove, 2008: 88). The strategy to provide money, 2014-2015, £1,300 per disadvantaged pupil (any pupil who had ever been on free school meals during the last 6 years) and £1,900 for every Looked After Child, was firmly in place (DfE, 2014) it was up to educators to decide for themselves how to prioritise the money available to address children's wellbeing as well as improved achievement. While this is relevant to the research investigation into the teacher's role in children's wellbeing, policy and thinking were decided centrally, leaving didactic aspects within monetary confines to teachers and with high levels of accountability for closing the achievement gap for disadvantaged pupils.

It is evident from a review of the literature around different governments' legislation and policy that the expectation on teachers to be responsible for developing children's wellbeing, working across agencies to do so, has increased as has their accountability, illustrated in the Teachers' Standards 2012 (DfE, 2013). Yet, as seen earlier, research conducted even prior to 2000, the PACE and ENCOMPASS studies, showed that for teachers in England their freedom to make professional choices had decreased due to the move from a child-centred to a performance orientated expectation and that the academic took precedent over the affective domain for learners (McNess et al, 2003: 244-245). This was seen to be "the direction of travel" of government legislation and policy. Yet, the same piece of research stated that the affective and emotional aspects of being a teacher are key to being a good teacher. It is this tension that I will explore while gathering data with teachers on the effect of legislation and policy on their ability to effectively develop children's wellbeing.

From my own perspective, children's wellbeing both as a state and their potential state is encapsulated in the desirable qualities children acquire through their relationships with teachers, schools and their experiences within the education system throughout their lives. The educational paradigm for this needs to be one in tune with current thinking around learning experiences that are transformative by drawing on affective and spiritual dimensions of learning as well as cognitive (Buchanan and Hyde, 2008; Sewell, 2009) as opposed to

purely engaging both the affective and cognitive domains (Hyland, 2010). Bloom's psychomotor domain of learning also must be considered a necessary part of any child's wellbeing. Within the paradigm, spiritual aspects of development could be integrated across each of the areas, for example through reflection and creating greater awareness of others and their needs.

Taylor et al (2003) envisage the pedagogical relationship between the teacher and pupil acting as an enhancing agency and incorporating capability theorising and additional theorising. Capability theorising is to do with, for example, measuring wellbeing to identify areas for growth and as necessary incorporate capabilities targeted at social justice (Saunders et al, 2008: 176). Additional theorising is to do with for example, the content of the curriculum and type of learning to best promote healthy development of the self as well as relating to others and the environment and to benefit societies (Sen, 1992: 44).

Theories surrounding wellbeing derived from contemporary philosophy (Parfit, 1984) such as OLT, hedonistic dialogue and desire theories, explored in this section, were seen to be behind much of the wellbeing policy and legislation in New Labour's era. Various capabilities, including those relating to being human, to health, cognitive proficiency and humour, were muted (Nussbaum, 1992: 222) and the need to consider collective right over "the good" (Watson et al, 2012: 20). Human potential and social justice were also seen reflected through the ECM, SEAL and Healthy Schools' agendas along with discussions of theorising in education and pedagogy through, for example, using an active inquiry approach in acquiring knowledge – what is included and not included in the school curriculum (Walker, 2006: 163 and 181). For the purpose of this research, the teacher's role in children's wellbeing, the exploration of theorising behind legislation and policy contributes significantly to a case for a holistic approach to education within an educational paradigm that enables transformative learning for individuals, groups and communities. It also embraces two understandings of particular importance, namely:

- "equalities of capabilities" as opposed to equality of income (Sen, 1992: 44; and the agency for this through the teacher/pupil relationship (Taylor et al, 2003: 83);

Elizabeth Day

Wellbeing in Primary Education: an investigation into the teacher's role in children's wellbeing in the light of education legislation, policy and practice.

- consideration of curricula and pedagogical approaches that best assist pupils to acquire social and conceptual competencies that draw on affective and spiritual dimensions of learning as well as cognitive (Buchanan and Hyde, 2008; Sewell, 2008; Hyland, 2010).

A missed opportunity by the DfES (2003) of not taking up recommendations of the Southampton University Health Unit research to start to use common terminology on wellbeing in two groups that covered both environmental and pedagogical features, namely emotional and social wellbeing and emotional and social competencies, could be said to have held back a more defined approach to wellbeing across agencies. This could have been a means to have developed effective ways of deciding, developing and measuring competencies of different aspects wellbeing across educational sectors rather than leaving the terminology around wellbeing open to personal interpretation and emphases. Some wellbeing related criterion were of course produced for areas in ECM, Healthy Schools and SEAL delivery and assessment, but lacked the the sense of cohesiveness envisaged in the recommendations.

These conclusions in Section 2.6, Wellbeing in Government Legislation and Policy, provide a good backdrop to considering the literature in the next section, The Teacher's Role in Wellbeing. As the teacher's role and relationship has been identified in the literature as an important agency for developing a range of aspects of children's wellbeing, this will be looked at more closely as well as other literature contributes to the debate.

2.7 The Teacher's Role in Wellbeing

In this section the literature around teachers' role in wellbeing begins by looking at the statutory position and teachers being part of universal services available for provision of children's mental health. Provision to equip teachers with the training and knowledge necessary to conduct their role in relation to mental health and wellbeing is also considered. The significance of teacher-pupil relationships documented through research and studies is revisited, picking up again the discussion in the conclusions in the previous section on teachers as

the agency for children's wellbeing and in particular the importance of building resilience.

As discussed in the rationale for my research, two requirements in the Teachers' Standards 2012 (DfE, 2013), safeguarding children's wellbeing and also reporting to parents on pupils' wellbeing, are expectations of teachers' professional role. Indeed, teachers' role was clearly placed in Tier 1, part of universal services for all children, in a four-tier strategic framework of Child and Adolescent Mental Health Services (CAMHS) (DCFS, 2010) used for planning, commissioning and delivering services. Teachers may not have been consulted on their role in Tier 1 services, however, as presented in the last section, 2.6, in 2003 Every Child Matters (ECM) (DfES,2004b) set out a central framework for reforming children's services, including Children's Trust arrangements and the five outcomes (being healthy, staying safe, enjoying and achieving, making a positive contribution and achieving economic wellbeing). The 2004 Children Act then gave statutory force to these. Schools and teachers were therefore given a frame through which they were to deliver wellbeing. The National Healthy Schools Standard (NHSS) (DfEE, 2005) also explicitly supported schools and teachers in their role as did another wellbeing programme, Social and Emotional Aspects of Learning (SEAL) (DfES, 2005c). Yet, inconsistencies in the type and quality of training for teachers, for example, when the NHSS and SEAL were introduced both initiatives were introduced as separate 'add on' entities and with insufficient training for teachers to enable these excellent resources to be the basis for pupils' increased well-being and with direct links to improved academic achievement (Schagen et al, 2005b: 698-700). Another finding in relation to the NHSS was that pupils valued being listened to but unfortunately research found that the programme was just rolled out with insufficient provision for pupils to be listened to (Schagen et al, 2005b: 704). In relation to teachers' role in wellbeing, it would seem that developing teachers' and pupils' wellbeing was hindered by the way the programmes were introduced and neither teacher or pupil voice considered.

Regarding the role of teachers as part of Tier 1 universal services, the reality was, and still is, that the four tiers were used in mixed ways as opposed to a

linear hierarchical way, so, for example, Tier 1 operating at the same time as Tier 2 where a child may access targeted Tier 2 support through counselling while still receiving some mentoring at Tier 1 within the school environment. Even Tier 3, specialist CAMHS services, may be drawn upon if while in Tier 1 or 2 services, for example, if a child starts to hear voices or hallucinates. Teachers' role within Tier 1 was and is, vital in the process, yet training for specific aspects of pupils' emotional and social wellbeing is seen to have varied. From experience in the London Borough where Community School is situated, a national curriculum was available for personal, social health education (PSHE) and Citizenship but it was local interpretations of this that provided some age appropriate materials for teachers to use that could support a deeper understanding of safety and wellbeing. However, standards varied within and across schools as did assessment of pupils' needs and implementation of PSHE, citizenship and SEAL. The NHSS did require adherence to requirements plus evidence of criteria met to reach the Healthy Schools standard, including anti-bullying, but there were only general measurements of children's emotional and social wellbeing and this contributed to both input and outcomes being piecemeal.

Returning to the theme of the DfES' lost opportunity to implement Southampton University Health Unit's (DfES, 2003) recommendation to use common terminology on wellbeing in two groups that covered both environmental and pedagogical features, namely emotional and social wellbeing and emotional and social competencies, the latter aspect, competencies could be a way of measuring wellbeing in different contexts and appropriate to age. In Chapter 1 Community School's measures were discussed with examples in Appendices 1a, 1b and 1c. These measure emotional, social and learning competencies so their usefulness in the setting is the link between emotional and social learning and competencies with academic learning competencies; information that can be triangulated with achievement and attendance. In addition, the two safeguarding screening questions, as a measure of how safe a pupil feels, are always seriously considered on a stand-alone basis.

Teachers as well as parents are recognised to be important agents for socialising children. Research into teachers' roles in developing children's emotional competencies (Sutton and Wheatley, 2003) found that teachers' own emotions as well as the emotional climate of the classroom affect academic success. Whereas further research into developing young children's emotional competencies, children's ability to understand and regulate emotions, enabled researchers to define and name emotional competencies and relate these to social and academic success in school (Denham et al, 2012). These can be summarised as:

Emotion regulation: abilities to handle emotions in productive ways; being aware of feelings and monitoring and modifying them when necessary.

Emotion knowledge: preschool children who can apply emotion knowledge in emotionally charged situations are more responsive to their peers, are rated by their teachers as more likeable by their peers, more socially skilled and less aggressive. It also relates to pre-academic achievement.

(Denham et al, 2012: 138)

Outcomes of research by Havighurst et al (2010) through an emotion socialising programme called "Tuning into Kids" in Melbourne, Australia also showed parent modelling of emotions as well as their own reactions to children's emotions were seen to affect children and their emotional knowledge positively. Parents' intentional teaching about emotions was seen to be an important factor in developing children's emotional competencies to better self regulate their emotional life. Negative behaviours of children also improved. These findings were also seen to be true across different socio-economic and ethnic groups (Havighurst et al, 2010).

From their research with pre-school children and their teachers, Denham et al (2012) brought out teachers' role as main agents of child socialisation as well as parents to develop children's emotional competencies as an essential foundation for social as well as cognitive development in the future. Outcomes of Meyer and Turner's (2007) research identified teachers' role in "emotional scaffolding" by looking more closely at the pedagogical role of teachers in

linking children's emotional responses with cognitive learning in the classroom setting. Park (2014) further developed the theme of teachers' significant role in emotional scaffolding of children's learning with examples of teachers skilfully drawing children into co-constructing learning with the teacher through the teacher using techniques such as repeated questioning using varied vocabulary, aiming questions at particular children and also asking for non-verbal responses to engage thinking with emotional expression.

The change in conceptual understanding of teachers' role in developing children's emotional competencies to emotional scaffolding of learning is important as it is a relational matter and one that is reciprocal. Indeed, Spilt, et al (2011) draw on theories of interpersonal relationships from the Transactional Model of Stress and Coping of Lazarus (1991) to do with teachers' need for "relatedness" with pupils (Spilt et al, 2011: 461). This is seen as also leading to teacher wellbeing in the long run.

Teacher professional and personal self-esteem derived from teacher-pupil relationships is seen to feed into their intrinsic motivation and good work attitude (Wagner and French 2010). This is seen as necessary in order for pupils to also develop self-motivation.

Teachers' role in relation to wellbeing, their own and that of their pupils' emotional connectivity with social and cognitive learning, can be seen to be challenged by increased expectations and accountabilities. This is augmented by tensions and stress as a result of rapid change in a changing political landscape evidenced by ever increasing involvement of government in what is taught and their means of holding teachers and schools to account. Significantly teachers' ability to make professional choices about what may benefit children has seen to have become restricted (McNess et al, 2003: 244).

In addition, based on his research into poor development of self-concept especially during 0-5 years, Qualter (2003) proposed that schools are desirable settings for preventing problems and mental health issues in the future, but there is little evidence that schools or teachers have been consulted or involved in any systematic way in this understanding of their role in this important area.

Spratt et al, (2006: 14) argue for a fundamental change in (Scottish) schools to one of being more responsible for children's wellbeing in order to prevent problems in later life. This view supports Qualter's and yet there is no evidence of teachers' understanding of this or that their views have been sought.

Promoting resilience, prevention and early intervention were main themes of the National Health Service's publication of Future in Mind (2014), a report form the work of a Taskforce into children's mental health and wellbeing. In the introduction to the report Norman Lamb, Minister of State for Care and Support called for a culture change, whole child and family approach from pregnancy and infant through to adolescence and beyond to establish behaviour that supports good mental health.

The vision included improving access to effective support, care for the most vulnerable and developing the workforce.

The role of physical health was linked with mental wellbeing and naming a Mental Health lead for schools to lead and develop whole school approaches. The quality of teaching through Personal Social and Health Education (PSHE) was seen as key as was tacking bullying, cyber bulling and child sexual exploitation. Teachers were named alongside other universal service providers such as health visitors and Sure Start Centres in their role in mental health promotion and preventing. The Healthy Children Programme 5-19 was seen as having a crucial role in supporting emotional and mental health needs of children and young people. Similarly, the new Ofsted framework 'Better Inspections for All' was haled as supporting this framework through introducing a new measure of personal development.

The World Health Organisation (WHO) (2014) define mental health as "…a state of well-being in which every individual realises his or her own potential, can cope with normal stresses of life, can work productively and fruitfully and is able to make a contribution to her or his community." (WHO 2014: 1). Furthermore, the WHO (2014) stresses positive aspects of health as, "…a state of complete physical, mental and social well-being and not merely the absence of disease or infirmity." (WHO 2014: 1).

This is highly significant with regard to the role of teachers in pupils' wellbeing and in relation to legislation, policy and practice as well as in the light of matters discussed in the rational for this case study, an argument for a new educational paradigm encompassing the whole child. Indeed, the literature discussed in this section contributes towards the case for a new approach to education in the twenty-first century.

To conclude the discussion on teachers' role in children's wellbeing in this section, literature on the teachers' role with regard to developing pupils' resilience is discussed.

A culture of building resilience in pupils in schools in the London Borough where Community School is situated, grew out of a Building Learning Power agenda and movement in the late 1990s and the 2000s, headed by Guy Claxton, Bill Lucas and Maryl Chambers (Claxton et al 2005: 4-7). This was also in the educational context of Carol Dweck's Growth Mindset research and literature linking emotional awareness to creativity and thereby overall attainment as well as achievement (Dweck, 2000; 2012). Indeed, in the mid-2000s, resilience was presented as one or The Four Rs Framework: resilience, resourcefulness, reflectiveness and reciprocity. Whereas, in the ensuing years, in a climate of growing awareness of teachers' role in developing children's wellbeing that contributes to their health and in particular, mental health, resilience can be seen as the main attribute to assist pupils cope with stresses in life and also to be able to contribute to others and their communities, as referred to in the WHO (2014) definitions of mental health and health above.

The 4 Rs Framework showed that teachers' classrooms where resourcefulness, or being able and ready to learn in different ways, is planned and taught, pupils build a capacity to become resourceful (Claxton et al, 2005: 4). Similarly, where reflective habits are taught, pupils are enabled to become more strategic about learning and where reciprocity is intentionally taught, pupils gain attributes to sometimes work alone and sometimes with others (Claxton et al, 2005: 4-7). Thus children's capacity to be resilient, to cope, to overcome difficulties and contribute can be enhanced by learning resourcefulness, reflexivity and reciprocity. It is interesting that Denham et al (2012) identified a link between

Elizabeth Day

Wellbeing in Primary Education: an investigation into the teacher's role in children's wellbeing in the light of education legislation, policy and practice.

young children's emotional competencies, their ability to regulate emotions and social and academic achievement in schools as this adds weight to the argument for teaching components of resilience to children as it affects their ability to achieve and future potential in life.

Sagor (2002) purports that integrating resilient-building contexts into classrooms and children's experiences means they will be equipped with what he calls "the antibody" of resilience and for "uncertain futures" (Sagor, 2002: 42). Working with teachers, Sagor (2002) identified characteristics in children who are resilient as being social, optimistic, energetic, cooperative, inquisitive, attentive, punctual and on task (Sagor, 2002: 38). His work was comprehensive and he summarised components of resilience as building feelings of competence, belonging, usefulness, potency and optimism – CBUPO (Sagor, 2002: 39). It is interesting that many of the strategies Sagor identified to address specific needs were already in place in schools, for example, belonging to a sports team, pupils taking on roles to be useful and pupils involved in their own assessment. It emerged that recognising, identifying and then systematically using targeted strategies to address CBUPO needs in a coordinated whole school approach had greater impact than piecemeal strategies. From his research, Sagor recommended a continuous review of strategies, critically analysing results, to check for effectiveness and involving pupils in adapting strategies to enable resilience to be built (Sagor, 2002: 43).

Bernard (1999) defined the resilient child as one who "works well, plays well, loves well, and expects well" (Benard, 1999: 44). Furthermore, Bernard (1999) identified four attributes he said resilient children usually have: a) **social competence** comprising responsiveness, flexibility, empathy, communication skills and a sense of humour; b) **problem-solving skills** demonstrating the ability to think conceptually and reflectively and look for alternative solutions for both academic and social problems where a pupil can see themselves in control and being resourceful in gaining help from others; c) **autonomy**, defined as possessing a sense of personal identity and having control over the environment, especially where children have grown up witnessing addiction in adults; d) **a sense of purpose** as in having educational aspirations and a sense

of coherence in the direction of travel of life – that it will work out (Benard, 1999: 44). Interestingly, and differently to Sagor (2002), Benard (1999) drew out aspects of school life and culture that could assist youngsters to engage and thereby learn to become more resilient. Teachers' ability to recognise their own strengths and resilience was seen as vital and some named strategies that contributed to building a culture to promote resilience were pupils being involved in curriculum planning, being given time to respond to questions, cross-age mentoring and service in the community. It was also the bonding of peers and to their community that he said could assist in enabling all the traits of resiliency to be developed- social competence, problem solving, autonomy and a sense of anticipation for the future (Benard, 1999: 44).

Bondy and McKenzie (1999) refer to teachers' role in resilience-building, based on outcomes of research in a challenging Chicago urban elementary school with mainly black children, as "social reconstructionist teaching" (Bondy and McKenzie, 1999: 129). Their work bore out findings in others' research such as Benard (1999) into building resilience including the importance of teachers own resilience, increasing social bonding between peers and also teaching life skills such as cooperation and problem-solving. High expectations for behaviour and setting clear consistent boundaries were also found to be important as was students feeling valued through "unconditional positive regard" (Bondy and McKenzie, 1999: 132). The first year teacher who was the subject of research as he learnt social reconstruction teaching approaches, expressed that the basis of his own resilience was having and maintaining the the right attitude (Bondy and McKenzie, 1999: 147). This illustrates and reinforces the important role of modelling teachers have in building pupils' resilience, itself an identifiable component of pupils' wellbeing.

The statutory role of the teachers in relation to children's wellbeing discussed in this section evidenced clear expectations through recent legislation in the Teachers' Standards 2012 (DfE, 2013) as well as set out as part of Children and Adolescent Mental Health Services (CAMHS) Tier 1 universal services for all children (DCFS, 2010) and through reforms springing from Every Child Matters (ECM) (DfES, 2004b) and the Children Act 2004.

Provision to equip teachers in their role in relation to wellbeing was looked at
critically as both the National Healthy Schools Standard (NHSS) (DfEE, 2005)
and Social and Emotional Aspects of Learning (SEAL) (DfES, 2005c) were seen
to be introduced with insufficient training or consultation with teachers (Schagen
et al, 2005b).

Further hindrances to teachers and schools in relation to teachers' role in
developing children's wellbeing was a lack of a shared vocabulary with other
services on wellbeing and any shared measures of emotional and social
competencies in relation to wellbeing. However, research into teachers' role in
developing children's emotional competencies, identified as emotion regulation
and emotion knowledge, found that teachers' own emotions as well as the
emotional climate of the classroom affect academic success (Sutton and
Wheatley, 2003; Denham et al, 2012).

Parents as teachers of emotional knowledge was seen as important in
modelling regulating emotions to develop emotional competencies and improve
negative behaviours (Havighurst et al, 2010). This is significant as teachers' role
as main agents of socialisation, as well as parents, was seen as an essential
foundation for social as well as cognitive development of pupils in the future
(Denham et al, 2012).

Most interestingly however, is the link made with teachers' pedagogical role
emotional scaffolding of pupils' learning by skilfully co-constructing learning with
pupils in a classroom setting using strategies such as repeated questioning
using varied vocabulary and some non-verbal responses to engage pupils'
emotional connection with concepts differently but effectively (Park, 2014).
Similarly, research showed that teachers' professional and personal self-esteem
derived from teacher-pupil relationships and fed into intrinsic motivation which in
turn is necessary for pupils to also develop self-motivation (Wagner and French,
2010).

Increased expectations and accountabilities of teachers and resulting tensions
in their role in relation to wellbeing, their own and their pupils' emotional
connectivity with cognitive learning, were also identified from research (McNess

Elizabeth Day

Wellbeing in Primary Education: an investigation into the teacher's role in children's wellbeing in the light of education legislation, policy and practice.

et al, 2003: 244). Yet, in relation to the need for healthy development of self-concept aged 0-5 years, Qualter (2003) proposed that schools are desirable settings for preventing future mental health problems, but it was identified through the discussion in this section that very little was being done in any systematic way to enable this.

Future in Mind (2014) was discussed as a publication intended to start a culture change in thinking about prevention and early intervention in health and mental health and promoting resilience across services including in schools. The need for a strategic mental health leader in every school, robust curricula in relation to personal, social and health learning to tackle bullying in all its forms and children sexual exploitation once more made teachers' as well as schools' roles and responsibilities very clear– for the whole child. This is in line with the supposition presented in Chapter One of this thesis, the need for a new educational paradigm with wellbeing of the whole child at its core.

Teachers' significant role in developing children's wellbeing in relation to enabling good mental health for all round development and achievement was seen through outcomes of research into building resilience in different age and socio-economic settings. Various components of resilience were identified dependent on different pupils' needs, such as building social competence and problem solving and aspects such as these taught and modelled (Bondy and McKenzie,1998; Benard, 1999; Sagor, 2002).

Threaded throughout the literature and research on teachers' role in children's wellbeing is the importance of the reciprocal relationship between teachers and pupils and to some extent, parents with whom teachers, especially those in primary school settings, share the agency of socialisation of children.

2.8 Gaps in the Literature

The scene was set in this Literature Review by acknowledging the debates surrounding the contested space of developing child wellbeing in schools (Watson et al, 2012; Ecclestone and Hayes, 2009). The main research question was framed to establish an investigation into teachers' role in wellbeing in the

light of legislation, policy and practice in the schools and due to the subjective interpretation of wellbeing in different contexts, a subsidiary research question was necessary to establish wellbeing from the perspectives of children and parents on the role and place of teachers in developing children's wellbeing through education in primary schools. This prompted a two-tier approach to data collection and analysis that framed the case study and as such the literature review was designed to support a theoretical case relevant to the parameters of research.

In Section 2.3, as part of my rationale I stated it is important to educate the whole child and wellbeing sits well within that paradigm. While I argue a strong case for this, from current thinking such as in Future in Mind (2014) aimed at making a culture change across children's and families' services, it is now clear that more educational research is needed to support the reality of this.

Holistic approaches to learning can help to provide balance, inclusion and a sense of connection for all children (Miller, 1998). As an outcome of the literature review I now comment that developing wellbeing is for all pupils but this needs further defining through research including exploring if and how wellbeing can be meaningfully measured.

There is also a need to seriously consider Ecclestone's concerns that normalising therapeutic interventions in schools around self-esteem and related emotional wellbeing is to the detriment of developing human potential and resilience (Ecclestone, 2007: 464). This is in direct opposition to Qualter (2003) whose research into the poor development of the self-concept between the ages of 0-5 years showed that schools are appropriate settings for preventing mental health problems in the future. Yet, there is little evidence that Qualter consulted schools' or teachers' views on this, so there is a gap in the research and literature which my research can contribute to.

As part of developing children's wellbeing, the resilience-building role of teachers with children in various settings and across different cultural and socio-economic groups was also therefore discussed in the literature.

Elizabeth Day

Wellbeing in Primary Education: an investigation into the teacher's role in children's wellbeing in the light of education legislation, policy and practice.

However, nationally, teachers' and schools' roles in relation to wellbeing were not made clear enough. Expectations rose for developing pupils' wellbeing as a result of the Children Act (DfES, 2004a) and Every Child Matters (ECM) (DfES, 2004b), but understanding of teachers' role did not necessarily follow as agencies explored working together more effectively to benefit children. Similarly, the "the five outcomes" of ECM: being healthy; staying safe; enjoying and achieving; making a positive contribution and economic wellbeing all related to whole child growth and wellbeing, but a gap was evident in the literature over the national thinking shift and change in the teacher's role in relation to developing children's wellbeing. This relates to specific contexts also, for example research into teachers developing children's wellbeing in an area of high domestic violence such as the setting this research is being conducted.

Training of teachers for their new role for example in teaching Social Emotional Aspects of Learning (SEAL) (DfES, 2005b; DCFS, 2007b) varied across local authorities. Teachers in Community School, the setting for this research, were trained to use SEAL by the school's Personal, Social, Health Education Leader but nationally only ad hoc information was gathered on teachers' views on the value of this or identifying further training needs. Also, due to the unreasonable pace of change driven by the political agenda that persisted, experience taught that this was one of many initiatives schools took on board that was part of the wider school improvement agenda, ultimately to help children achieve better and better test results. To this end therefore, the teacher's role in developing children's wellbeing remained unexplored.

A comprehensive discourse analysis conducted by Ereaut and Whiting in 2008 that looked at the behaviours of the word wellbeing included such information as it being hard to criticise improving children's wellbeing but the research did not inform or enlighten schools or teachers on their role.

The rationale for my research to explore teachers' role in wellbeing is further justified because of the updated Teachers' Standards 2012 (DfE, 2013) that still included as part of teachers' professional role safeguarding children's wellbeing and also to report to parents on pupils' wellbeing.

Furthermore, this supports my view that an investigation is needed into teachers' role developing the wellbeing of all children and not just the most vulnerable children.

In section, 2.6, looking at Government sponsored research into developing wellbeing effectively, I identified further gaps in the literature that support my rationale for this research. The Southampton Health Education Study (Weare and Gray, 2003) stated teachers could not transmit emotional and social competence if they are stressed – which is what evidence at that time was showing, teachers were stressed (Weare and Gray, 2003: 7). This was reported but no further work was developed to address this important finding in relation to teachers and their capacity to develop children's wellbeing.

Interestingly, when tracking the development of wellbeing in legislation, policy and resources, a gap remained on developing anything systematic from the Southampton Health Education Study recommendations (Weare and Gray, 2003): to develop a common language across all government departments and agencies and from this a means to measure wellbeing. The latter suggestion was to use two terms to include both environmental and pedagogical areas:

-        emotional and social wellbeing (underlying factors that enable competencies to be developed);
-        emotional and social competence (foci on learning and teaching knowledge, skills and attitudes) and the competencies to be measurable.

Having presented a case for my research and in the context of a review of relevant literature, in the following chapter I look at and present the design of a two-tiered approach to data collection and analyses to support sound evaluation of wellbeing in order to add to the growing body of knowledge around the contested space of developing child wellbeing in schools (Watson et al, 2012; Ecclestone and Hayes, 2009).

To continue to be transparent in my dual role as researcher and head teacher, I also build on the discussion of what is familiar to me in my professional role of head teacher as well as personal drivers in the setting where I gathered the data as researcher.

CHAPTER 3: METHODOLOGY

3.1 Introduction

In the previous chapters I presented the background and case for an investigation into wellbeing in a primary school setting both from a personal professional perspective and then from a review of legislation and policy and relevant literature. From this a gap was identified in current literature and research and in the light of current legislation in the Teacher Standards 2012 (DfE, 2013) on requirements of teachers in regard to pupil wellbeing. This gap was teachers' views on the place of wellbeing in primary schools and their role in relation to this.

This chapter presents the rationale for this case study and explains the development of the research question. The research approach taken is discussed and the methodological stance set out. The data collection method is presented and justified as well as the design of the data analysis so the methodology is seen as a cohesive process deriving from my philosophical positioning as well as facilitating original research in the area.

3.2 Development of a Rationale for this Case Study

In Chapter 1, Introduction, I traced (with relevance to this study) the development of my own moral purpose and passion to provide young people with an education fit for purpose for the Twenty-First Century. This included, early in my teaching career, the experience of teaching disaffected 15 and 16 year olds, nicknamed by their peers, "The Dyvies" due to the labelling of their classes, D, Y and V. These students were unable to take any examination so within the home economics department where I worked they attended classes to learn basic skills such as reading, writing and handling money through life-skills courses that I devised around practical cookery and home management. Three main issues emerged from these experiences that are pertinent to the rationale for this research:

- **PUPILS ACHIEVED WHEN THEY ENJOYED THE CONTEXT OF LEARNING**
- **VALUING THE RELATIONSHIP:** Youngsters attached value to coming to my classes and thereby the relationship with me as their teacher.
- **SOCIAL INJUSTICE:** A sense of trying to understand the social and school contexts that may have contributed to these young people, mainly boys, ending up near to the expected age for leaving school yet barely able to read, write or be numerate - comprising part of a group of pupils nationally that were denied access to "high status knowledge" (M. Young, 1971: 24-41).

Eventually, after a number of years these formative learning experiences as a teacher and then leader contributed to an intentional change in my own teaching style as a result of conducting class based research into pupil self-assessment in a primary school setting, as part of a Masters' Degree. Social need was not as high among the 7 and 8 year olds in the school where I taught, so social injustice was not a particular factor, but 27 different nationalities of pupils in the 500 pupil school and a high proportion with English as Another Language, meant I needed to reconsider the context of learning to best engage these pupils in what was a very formal setting.

The self-learning described is in line with what Reason and Torbert (2001) refer to as adopting an inquiring approach in life or first person inquiry, acting out of awareness and purposefully. Coghlan and Brannick (2014) state that such approaches can either lead the researcher "upstream" where they question and reform their own professional and world-view or "downstream" inquiring into their own behaviours, how they relate and act in the world (Coghlan and Brannick, 2014: 7-8). Over the period of my research for my Master's Degree and evaluating outcomes first person inquiry led me into both: "upstream" inquiry in that I engaged philosophically with Munby's "child-centeredness" as opposed to mainly teacher-centred learning approaches (Munby, 1989: 4). This led to new knowledge for me about transferring power for learning from the teacher to children. It also led me "downstream" into intentionally changing my

Elizabeth Day

Wellbeing in Primary Education: an investigation into the teacher's role in children's wellbeing in the light of education legislation, policy and practice.

practice to try out some more informal methods, for example, developing a storytelling culture in the classroom which provided a more meaningful context for learning where the majority of children could progress and succeed into more formal learning such as writing. In addition, it empowered pupils to self-assess their own and others' learning progress in low-key but important ways and this was because the power dynamic in the classroom was changing from teacher to children in small but noticeable ways.

The main new personal and professional knowledge that emerged from this inquiry and that feeds into the rationale for my current research was:

INVOLVING PUPILS IN SELF-ASSESSMENT: This meant planning for children's affective learning more systematically in order to complement cognitive aspects of progress (Fontana, 1988).

PRACTICAL RELEVANCE OF LEARNING THEORIES: As a professional it was important to "seize the agenda" for change as more knowledge was becoming available and being understood about children learning in social settings (Vygotsky, 1978; Bruner and Haste, 1987). For example, the importance of speech in piecing together meaning for children was better appreciated.

THE IMPORTANCE OF RELATIONSHIPS IN A SCHOOL: The importance and potentially powerfully positive nature of the relationship of teachers with children as the secondary agent for socialisation after their parents or carers was taking on greater meaning for me and fascinated me – just as it had done with the disaffected teenagers 15 years earlier.

I went on to extend my own thinking and learning around "person-centred" schools (Munby,1989) that are "support-orientated" around the needs of all the people who comprise the setting and where this is usually reciprocated through commitment to the success of the school. This is very different to schools where cultures are mainly power, role or achievement orientated (Handy,1995: 45-79). In Handy's model, a culture dominated by power is hierarchical and leadership strongly controls how things are done leaving individuals inhibited from taking the initiative. Role orientated settings can also be hierarchical but control is

Elizabeth Day

Wellbeing in Primary Education: an investigation into the teacher's role in children's wellbeing in the light of education legislation, policy and practice.

through systems and structures; whereas in achievement-orientated schools there can be a persistent drive on outcomes getting better and better. I also realised that aspects of each of these named cultures needed to exist in any school to some degree and indeed Handy discusses this, but for me the logic of creating a person-centred school which was chiefly support-orientated, offered an ideal model and environment for educating the whole child – an identified personal drive.

Over the next 15 years I consciously developed my own leadership style in two headships around the concept of developing person-centred school cultures which in turn created child-centred environments and I explained this in part by using the terminology "the oxygen mask principle" where an adult on an aeroplane is advised to put on her or his oxygen mask before fitting their child's. (Refer to Chapter 1).

However, the factors I identified that contributed to the rationale for my current research into wellbeing which sits within the paradigm of educating the whole child, have so far been generated from "first person inquiry" (Coghlan and Brannick, 2014: 7) and over a period of time. A holistic and iterative approach to education is so important to me that an outcome of this research is to contribute to a new educational paradigm where the needs of the whole child are put into perspective and effectively addressed for their needs as learners now, and for them in the world that they are growing up into, in the twenty-first century.

In Chapter Two, the Literature Review, I tracked the development of my drive to address learners' needs holistically from my standpoint of educating the whole child (Miller, 1998; Horner and Wallace, 2013; Morris et al, 2013) to the term wellbeing being used in government documents (Every Child Matters, DfES, 2003b; The Children Act, DfES, 2004a; The Children's Plan, DCFS, 2007b) and international publications and surveys (WHO,1999; UNESCO 2007).

My own understanding about the relevance of holistic approaches to education further opened up beyond individual and school level through a study of the literature regarding a country's wellbeing being measured over time in terms of quality of life; sustainable development and the environment (Thomas and

Evans, 2010: 29; Moser, 2009). This added to my drive for the case that wellbeing was ideally defined within a holistic discourse at an individual and relational level as well as with the environment.

It was also important to set parameters for understanding the term wellbeing and to look at research into its various interpretations subjectively (Watson et al, 2012) or when attached to another word such as "economic wellbeing" (Every Child Matters 2003b). This became particularly pertinent when the Teachers' Standards in 2011 and then 2012 included that teachers needed to report to parents on children's wellbeing as well as safeguard pupils' wellbeing (DfE, 2013), as despite government funded research into wellbeing (Ereaut and Whiting 2008) there was no consensus on what wellbeing was. Indeed, Ereaut and Whiting viewed it as a "social and cultural construction" (Ereaut and Whiting 2008: 4).

A review of the literature showed that there was no research in the area of teachers' views on their role in developing children's wellbeing. At the end of Chapter 2 I made a case for doing so based on, for example, research that shows in an atmosphere of the increasing accountability teachers' ability to make professional choices about what may benefit children was seen to have become restricted and more performance orientated (McNess et al 2003: 244 - 245). Similarly, the outcome of other research was the proposal that schools are ideal settings for preventing problems and mental health issues later in life (Qualter, 2003) but there is no evidence that schools or teachers were consulted in this research.

So the rationale for my research developed from professional questions and observations that arose early in my career and were refined through experience of working with a range of youngsters of different ages and backgrounds and incorporating inquiry through action research. A study of the literature also created a need for research into the area of wellbeing in primary schools and in particular, the teacher's role and their views on this.

An important factor in developing the rationale was that while my prior practice as a teacher and leader had developed through first-person inquiry and the new knowledge I gained had influenced others, in this research I needed to aim to

conduct second person inquiry and through sharing the power of knowledge production with others, generate new knowledge to contribute to the debate in an area of increasing interest.

3.3 The Research Question

The research question emerged from the iterative process described above of personal professional questioning and inquiry that convinced me a new educational paradigm is needed for the twenty-first century and one that considers the child as a whole, their overall wellbeing. The gap in the literature on teachers' views on developing children's wellbeing and their role in this also contributed to the research question as in mainstream research it is not usual for teachers to be consulted. So the approach in this study is new.

Main research focus:

> Wellbeing in Primary Education: an investigation into the teacher's role in children's wellbeing in the light of education legislation, policy and practice.

My research focus also derived from my own interest in discovering what areas of learning may best equip children for their primary years and beyond as well as experience as a head teacher of the great value of involving teachers as partners in school improvement. Hence, in Community School, there is a culture of support and empowering teachers (see Chapter 1, 1.8 and 1.9).

> **Subsidiary research question:**
> What are the perspectives of children and parents on the role and place of teachers in developing children's wellbeing through education in primary schools?

The subsidiary research question was developed to assist my two-tiered investigative approach which I decided on in order to set defined and intentional parameters within the qualitative approach of this case study.

3.4 The Research Approach

It interesting that Reason and Torbert (2001) refer to the need for an integrative approach to research investigation and inquiry, to assist with interacting authentically with the real world. This is what I propose I am doing by purposefully integrating what Reason and Torbert (2001: 1-37) refer to as first, second and third person inquiry. This was discussed in detail in Chapter One as part of an intentional strategy to build the investigation into wellbeing through my own inquiry approaches, facilitating that of pupils and parents and taking these findings to teachers. This in turn enabled third person inquiry by teachers setting the agenda for change in the school in important aspects of wellbeing and which demonstrated a professional learning community ready to take on more challenge and further inquiry themselves. Considering from extensive research and analysis by Watson et al (2012: 13) wellbeing was found to be subjectively experienced; contextual and embedded as well as relational, the different lenses comprising data set one (pupils and parents) and data set two (teachers) provided authentic perceptions of wellbeing, which helped to decide the research agenda as well as exploring who may benefit from it.

Coghlan and Brannick (2014) consider that the "inside researcher" (Coghlan and Brannick, 2014: 14) needs to know and analyse what is familiar and apply tried and tested processes in the pursuit of authenticity (Coghlan and Brannick, 2014: 178). These processes were integrated into the main body of the research and included:

- Recognising and discussing "what is familiar "to me.
- Repeating the exercise of asking questions about wellbeing to 3 different audiences: pupils, parents and teachers.

- Letting outcomes of pupils' and parents' views set the agenda on wellbeing for teachers so data could either confirm or contradict interpretations.

- Being transparent with all participants about the nature of my study.

- Consulting participants about the accuracy of transcriptions and intended meaning.

- Aiming to challenge and test my own assumptions where this was appropriate so my own closeness to the topic was clear and open to critique.

- Set my own reflections and views apart by presenting these in a box.

- Aiming to set my interpretations and outcomes in the context of scholarly theory (Coghlan and Brannick, 2014).

The integrative investigative approach, as discussed above, is also intentionally designed to create new knowledge by authentic and transparent means within a constructivist paradigm.

3.4.1 Ontological and Epistemological Issues

Crotty (2006) states that epistemology is the nature of knowledge – how we know what we know (Crotty, 2006: 8) and that ontology is the study of being, concerned with the nature of existence (Crotty, 2006: 10). Objectivist epistemology purports that meaningful reality exists separate to any consciousness of it whereas constructionism does not accept this view of knowledge existing and that it can be discovered but rather, that meaning is constructed and people may construct meaning over the same thing in different ways and through different interpretations of the same thing. My epistemological stance is within the latter paradigm.

My ontological stance is that I believe knowledge is socially constructed and there are "…multiple social constructions of meaning and knowledge." (Mertons, 1998: 11). Therefore the type of research I conducted was "socially and experientially based," (Denzin and Lincoln, 1994: 110). Within a constructivist (or sometimes referred to interpretivist) paradigm, reality is viewed as subjective and it is "multiple" as seen by the participants in the study (Cresswell, 2004: 5).

Elizabeth Day

Wellbeing in Primary Education: an investigation into the teacher's role in children's wellbeing in the light of education legislation, policy and practice.

It is looking at as "lived experience" and reality coming out of engagement with others on the topic. And as Lapan et al (2012: 3) state, reality is complicated as well as socially constructed so it is important to be open to change during the

process. The epistemological assumption within this paradigm therefore is that as researcher I interact with "the researched" and as already presented above, I accept that the social dialogue and interface inherent in this inductive process is value laden and biased, yet it will generate new knowledge (Koshy, 2005).

Ontology and epistemology have been likened to the foundations of a house as they determine everything else to do with the research, where it starts, the direction it takes and ultimately where it sits within the wider academic arena (Grix, 2004). So for example, in this study my ontological and epistemological perspective determined the nature of my research question in two parts; the main one in the form of an investigation and the subsidiary question purposely designed to provide a data set from two sources, pupils and parents. By using results from this data set analysed by thematic analyses to present to teachers, the final results from the main research investigation, were socially constructed using a three tiered approach. New knowledge was generated from various perceptions of social realities surrounding children's wellbeing in the setting. Throughout the study, I give examples of how I as researcher interacted with the children and adults involved and indeed I make explicit such things as the power dynamics inherent in those relationships, yet the steps I took throughout to be transparent.

3.4.2 Qualitative Methods

Qualitative methods such as interviews and observations are prevalent in the constructivist (or interpretivist) paradigm as researchers believe meaning is constructed through interactions between the researcher and the researched. Qualitative methods are usually used to inquire into and thereby understand aspects of social life and practice (Brikci et al, 2007) and are to do with establishing the varied experiences, perceptions and viewpoints of those being researched, hence the terminology research with a "real world" focus (Robson, 2011: xiii).

Bassey (2000) states that one of the differences between the positivist research paradigm in which quantitative methods are employed and the interpretative (constructivist) research paradigm where qualitative methods are used is that in the latter, meanings and interpretations of meanings can change through social

intercourse, whereas in the former, "…discoveries about the reality of human actions can be expressed as factual statements – statements about people, about events and about relationships between them." (Bassey, 2000: 42). As my research is an investigation into an area, the place of wellbeing in primary schools, it sits within a constructivist paradigm where new knowledge is being constructed through social interactions, questions and discussions via focus groups and action learning sets.

The methods used typically generated words not numbers as data for analysis, although counting and numbers are not excluded from qualitative data analysis.

A Failed Questionnaire Led to Deeper More Relevant Thinking

As some academics advocate that a case study approach lends itself to a variety of research methods including mixed methods to gain an insight into the complexity of issues in an area (Bassey, 2000; Denscombe, 2007) and provide a pragmatic justification (Robson, 2011: 30), I did initially trial a questionnaire across the whole adult employed school population plus governors, but only 17 out of a possible 70 online responses were completed. Some questions were left blank thus making it simply not feasible to use data from a small proportion of staff in different roles and two governors. However, the thinking and organisational aspects of designing the questionnaire and then trialling it did assist me refine my question outlines for the focus groups that I went on to do, first with pupils and then with parents. In fact it was the failure of the questionnaires that enabled me to see the possible usefulness of a three-tiered approach producing two data sets, the final one being with teachers. Furthermore, I knew that relationships in the school were good and I had received a warm and positive response from teachers for conducting semi-structured interviews for data collection for my Education Doctorate Portfolio. Mostly though, I was pleased to choose two research methods within a

constructivist paradigm (focus groups and action learning sets) that facilitated an integrative and more in-depth approach to my research inquiry. As discussed above, this was in line with what Reason and Torbert (2001) refer to as assisting with interacting authentically with the real world, for example by helping to decide the research agenda as well as exploring whom may benefit from it. This was critical having decided that I wanted to conduct second and third person inquiry as well as first person inquiry (Reason and Torbert, 2001).

3.4.3 Case Study Approach

Denscombe (2008) advocates a case study approach to research for helping to see how "…the many parts affect one another." (Denscombe, 2008: 36). So data collected on the workings of relationships and social processes can help to unpick the complexities of situations and provide the source of new knowledge rather than simply looking at the outcomes.

Furthermore, Bassey (2007) sets out the use of educational case studies as a main strategy for developing theory to affect educational policy and thereby improve practice. Bassey is famous for creating the term "fuzzy generalisations" as a way of both explaining and justifying to critics of case studies (Hargreaves,1996) that while generalizable findings from individual case studies may not be drawn, he argues "fuzzy generalisations" are "…a firm reminder that there are many variables, for example, which determine whether learning takes place." (Bassey, 2007: 51). In making this point, Bassey acknowledges that his unique term includes a degree of uncertainty that is not accepted in scientific generalisations and yet he argues that this should not exclude the new knowledge derived through case study being accepted as part of the academic body of knowledge in an area. Indeed, Bassey argues that far from providing unreliable knowledge, findings from case study contribute to "the truth ethic of research" by situating the knowledge in context and circumstance so that if transferred it "may" produce similar findings or improvements, depending on other contributing factors (Bassey, 2007: 52).

Robson (2011) states that to some extent all projects are kind of case studies as they are particular to situations, people and times (Robson, 2007: 147). He

draws out the fact that flexibility of design is important, even the fact that in some case studies there may be opportunity for sampling and firmer control which would lend itself to experimenting but that observation as well as unstructured interactions with participants could also be used to draw out deeper understanding. As discussed above, I chose not to use mixed methods as I intentionally wanted to involve participants in dialogue to create the agenda for the investigation.

While allowing for flexible design, all case studies need to set parameters so before presenting this I list why I did not choose three other approaches within a social constructivist paradigm:

1. **An ethnographic study** of another setting or context was not feasible as I worked full-time in the school where I conducted my research. So referencing ethnographic techniques as an inside researcher to analyse the prevailing ethos and culture of my own setting was useful but a full ethnographic study was not suitable either for the nature of what I was researching, as it would have taken a long time to observe, record and collect and then recollect data on wellbeing in a completely new setting, or for the practicality of physically moving settings.

2. **An action research project** was considered as I did want to stand back and reflect on the practice of wellbeing in my school to improve understanding and practice in the light of the Teachers' Standards 2012 (DfE, 2013) but this was not a suitable whole approach for the investigation into teachers' role in relation to children's wellbeing. Instead, I decided to incorporate aspects of action research through using action learning sets as a style of investigation with teachers, as results from data set one that I presented to them as themes, set the agenda for that. In this way, teachers then set the agenda for improving their own practice and systems in the school in quite specific ways as in action research. In addition, analyses of their discussions led to further understanding and knowledge about current good practice in the area of children's wellbeing, yet new knowledge about what more needed to be done and why. Again there is a similarity to action research, through

Elizabeth Day

Wellbeing in Primary Education: an investigation into the teacher's role in children's wellbeing in the light of education legislation, policy and practice.

constantly refining practice through rigorous enquiry (Koshy, 2005; Taber, 2007) but it is not purely or only an action research project.

3. **Grounded theory research** was not suitable either at a strategy level or in the style of analysing data. I was clear that the purpose of this qualitative research was not to develop theory but rather to create new knowledge on the teacher's role in children's wellbeing that may influence thinking, policy and practice. An investigation into wellbeing and the teacher's role in this was part of a holistic approach to understanding as well as creating relevant learning opportunities for pupils in the twenty-first century. The systematic and coordinated approach of grounded theory research was very attractive so I did draw on this aspect in deciding on the three tier approach I used to collect my data, but that was the only aspect. For analysis of the data I collected, I adopted a thematic approach and this is not associated with a particular theoretical framework as is grounded theory (Robson, 2007: 475).

The parameters of this case study were:

- "The case" was an investigation into developing children's wellbeing in a primary school setting where I am head teacher.

- The area of particular interest in the investigation was teachers' views on their role in developing children's wellbeing.

- It included and presented as a model with explanations, an analysis of the school's ethos and culture and looked at the challenges and at times the benefits of the dual role of head teacher and researcher. This and "what is familiar" (Coghlan and Brannick, 2014: 178) was very pertinent as I aimed for transparency to aid authenticity.

- It included a review of current literature on wellbeing in schools in this country as well as other developed countries.

- It also included past and current legislation in this country on wellbeing in schools.

- It adopted a three-tier approach to data collection from which two data sets were derived.

- Following a "failed questionnaire" I devised on wellbeing part of the deeper thinking this led to was asking questions relating to how wellbeing was subjectively experienced by pupils, parents and teachers and not about what it was. Also others had begun to identify a similar gap in the research on wellbeing (Mashford-Scott et al, 2012: 239-240).

- Thematic analysis was used to reduce data and interpret meaning from interactions with participants.

- A flexible approach was taken so that best use was made of unexpected matters that arose, for example, when children started to interview me at the end of a focus group.

By being specific about the parameters of this case study I was able to focus on "the case" and as Griz (2004) states, the context of the case study is crucial (Grix, 2004: 51). This leads onto the next section where I discuss why it was appropriate to conduct the study in the setting where I am the head teacher.

3.5   Methodological Issues in the Design of this Study

As my aim all along was to study in-depth the case itself (Stake, 1995) whilst the school setting was not "the case" it provided the physical and social boundaries as well as the historical and institutional location (Denscombe, 1998) necessary for the comprehensive investigation I envisaged. I had been head teacher in the setting since 2000 and the school had embraced and addressed the many educational and social changes brought about through The Children Act (2004) and the Every Child Matters agenda. And professionally I was actively involved with multi-disciplinary teams in investigating how the new inter-agency workings might best function within the inner London local authority where I worked (Vulnerable Children's Steering Group 2004-2008; on the local Educational Safeguarding Committee 20011- current). In addition, with colleagues from my school, I headed sharing whole school practice in health matters relating to child wellbeing, for example, the school's child-friendly social, emotional and learning self-assessments and the adult versions at a local Healthy Schools' Conference and at a local Head teacher's Conference (2006). Then latterly, I was asked to speak on Child Wellbeing at a "Better Outcomes

New Directions" (BOND) Conference in 2013 and shared a platform with Edward Timpson, Minister for Children and Families. So while I could have explored conducting my study in another setting or across a few schools in the local authority, to some extent, what was going on in the setting, including feedback from other professionals, parents, staff and children, indicated to me that my own setting, Community Primary School, with its increasing roll and the demands that was bringing, presented an ideal case to study. Finally, while I fully support action research as a method to improve practice, as a first person inquirer (Reason and Torbert, 2001) I really wanted to conduct an in-depth study into wellbeing and take the interesting conversations I was having with children, parents, staff as well as Ofsted inspectors (2006, 2011) to a different level.

My aim therefore was, backed by academic rigour and investigation and through the processes of involving the voices of others in creating new knowledge in the area, I would develop and learn as a professional, as child wellbeing was so much a part of the holistic approaches to education that I had found to be very productive and foundational for all children, not just disadvantaged pupils. I wanted to be able to communicate about this area of wellbeing with more clarity and authority as well as bring some in-depth challenge to my own understanding of wellbeing as well as that of others. This meant I needed to conduct the study where "the case" presented itself, in my school.

One of the methodological issues that arose therefore in the design of the study was that of my dual role in the research which meant that from the onset I needed to learn how to do this authentically through tried and accepted methods. I therefore, unreservedly adopted approaches set out by Coghlan and Brannick (2014) as well as Bell (1998) to address "the "I"" behind the perception and practice of research (Bell, 1998: 180). These strategies were presented from Chapter 1 and are summarised in section 3.8.1 below.

Elizabeth Day

Wellbeing in Primary Education: an investigation into the teacher's role in children's wellbeing in the light of education legislation, policy and practice.

3.5.1 The Research Context

My dual role as head teacher and researcher means understanding the research context is important.

The school context (Ofsted Raisonline, validated data, 2013)

- A larger than average primary school: 421 pupils (February 2015 470 pupils)

- High deprivation: top 23% levels of deprivation (high domestic violence)

- High mobility is slowing: moved from 49% Reception to Year 6 to 35% in Year 6 in 2 years

- 91% ethnic minority pupils

- 65% pupils go home to families for whom English is not spoken as a first language

- Free School Meal (FSM) numbers are quite high at 29%

- Special Educational Needs numbers are in line with the national average of 22%

- Refer to Chapter One, Introduction and current number of 100 children being monitored for child protection (see Appendix 3 with anonymous data on types of abuse and neglect)

In Chapter 1 I discussed

- The school mission "Joy through effective learning for life."
- My belief in person-centred schools with a support orientated culture.
- The importance of the quality of relationships at every level to create a caring, stimulating community of learners.

The school site itself is relevant to the nature and type of research as its outdoor and indoor spaces provide an unusual range of resources in an urban, inner London setting that contribute to enhancing children's emotional, social, physical and academic wellbeing.

- A new wood clad Early Years' block nestling into the first two areas of an extensive nature trail, comprising 4 classrooms and incorporating an

ecology (Eco) field studies room for the whole school, an outside covered viewing deck and inside viewing area, 'the teepee' for all pupils to use for reflection on nature and the seasons.

- The remaining 7 parts of the nature trail including an outside classroom, community garden, "Sherlock Woods", "The Waterway" and pond as well as a "Thinking Tree".

- A Practical Room for 'Plot to Pot' food preparation, messy art and textiles' learning plus engineering lessons given by external providers.

- The C.H.I.L.L. (Child Initiated Learning Location), a large L shaped flexible learning area with a reference library, laptop computers and modern flexible furniture.

- Two sports' fields, a playing field, a music room and 4 garden growing areas.

3.5.2   A Three-Pronged Approach: Researching Pupils' and Parents' Views and then Teachers

The relevance of a "three pronged approach" was to derive rich data from focus groups with pupils and parents which, when analysed, provide unique insights into pupils and parents views of what wellbeing is for them in the setting and also provide data to form revised definitions of wellbeing. Through thematic analyses these distilled views then provide a strong basis for discussing with teachers via action learning sets, their role in developing children's wellbeing in the context of the national picture of wellbeing and yet based on what pupils and parents said about wellbeing in terms of helping children to be their best as well as achieve their best in the setting and over time. Teacher's interpretations and discussions therefore provide distinctive data for both further thematic analyses as well as short and longer term actions to improve their own practice and school systems in relation to children's wellbeing.

3.5.3 Recruitment and Sampling

For practical and reasons of time, social researchers often need to decide on a smaller group representative of a sample category in a school (Denscombe, 2007). The researcher needs to ensure the sample group is representative of

the whole group, if this is a desirable factor. Probability or non-probability sampling techniques can be employed and this is for the researcher to justify (Denscombe, 2007). The sampling technique employed for this research was "probability" sampling, as I had an idea that the participants in each of the three groups were a representative cross section of that group.

The sampling method for the three groups of participants in my research was governed by practical aspects of life in a primary school setting: children when a cross-section of 10 and 11 year olds could reasonably be taken off timetable; parents when a representative group were all available at the same time and teachers when those comprising the sample could be released from teaching to have non-pressured time.

So in each case, the sample for the three groups of participants emerged as those who were available and willing to be involved in my research and apart from being able to communicate in English at a reasonable level, there were no other restrictions or selection methods employed (Denscombe, 2007).

The Sample

Children: The sample children totalled 11 out of 43 children in year 6, a representative yet purposeful sample, comprising two focus groups of 7 and 4 respectively on two separate days. Three more children were anticipated in the second group but for reasons of absence in one case and lost permission slips, they were not able to participate.

There were 2 boys, one being of mixed race, White and Black Caribbean and one Other Asian and 9 girls representative of some of the main different ethnic groups in the school, namely: Pakistani (2), Iraqi (1), Black Nigerian (1), Black Caribbean (2), Other Black African (1), White British and Polish (1) and Arab (1).

All of the children were representative as although none joined at the start of Nursery there is high mobility in the area and the school:

- one child joined in November of the Nursery year;

- one joined in September to start Reception;

- 4 joined in September to start Year 1;

- 1 joined in September to start Year 2;

- another child started in the September of Year 3;

- another joined in the January of Year 3;

- one child joined in January of Year 4;

- one child joined at the end of Year 4.

Two children interviewed were on the Special Educational Needs Register and a different two received free school meals.

Parents

As part of an established parent representative group, 8 parents initially consented to be part of the focus group and 5 turned up on the day. The sample was varied in that one had been a parent for most of the 13 years I had been at the school, another for 10 years and the remaining 3 parents for between 1-5 years. They also represented some of the different ethnic groups: Pakistani, Arab, Somali, South African and White British. None of the parents were male but this was to do with circumstance as none were available to attend, however, it was suggested to parents that they consult other parents on the types of questions that would be asked (see Appendix 5) as this was normal practice so they had the opportunity to discuss the questions with partners, husbands and other parents. The parent representatives always took seriously their role in informally consulting other parents.

Teachers

The sample of 13 teachers was representative of the 21 teachers in the school as there was only one male teacher and he was in one of the groups. Similarly there were 6 White British teachers and 1 Nigerian and the remaining were all born in the UK and from different ethnic descent: 2 Indian; 2 Black Caribbean; 1 Finnish and Indian and 1 Irish.

The sample comprised a complete mixture in terms of length of service as a teacher and length of time at Community School. 7 teachers, so just over half, had worked at Community School since being newly qualified teachers and within that group, 2 had been at the school for 9 years each and 1 for just 3 years. Two teachers had been in the school for one and two terms respectively but one had returned to a management position having left the school 11 years ago after 3 years' service

Chart showing variation in the sample of teachers

Group 1

Teacher	Gender	Length of service	Length of time at Community Primary
1	Female	9 years	9 years
2	Female	13 years	2 terms
3	Female	9 years	5 years
4	Female	15 years	1 term
5	Female	6 years	6 years
6	Female	6 years	4 years

Group 2

Teacher	Gender	Length of service	Length of time at Community Primary
1	Female	5 years	5 years
2	Female	20 years	13 years
3	Female	5 years	5 years

4	Male	15 years	8 years
5	Female	3 years	3 years
6	Female	5 years	5 years
7	Female	9 years	9 years

3.5.4 Data Collection Methods

Focus groups

Focus groups, sometimes called focus group interviews, were more appropriate for interviewing pupils and parents to collect data for the first data set than doing so through semi-structured or structured interviews, for as Robson (2011) states they are, "A highly efficient technique for qualitative data collection since the

amount and range of data is increased." (Robson, 2011: 294). In addition, I wanted to find out the views of these groups and felt they may enjoy the process more as a group so the quality of the data may be improved by this important factor.

Furthermore, I felt the group dynamics of focus groups could help to counteract the inevitable power dynamic inherent in my role of head as well as researcher and therefore the style of the informal group interview and discussions with a focus could assist the pupils and parents to speak openly.

A disadvantage of focus groups I considered was pupils or parents being overly influenced by group dynamics, so opposing views not represented, however, in a pilot focus group conducted with year 5 pupils I found that pupils did speak out with opposing views for example, a disagreement over whether maths was enjoyable. Similarly when conducting the three focus groups, different viewpoints were expressed and for example negative experiences recounted as well as positive. So "credibility" (Lincoln and Guba,1985) was considered.

I was not overly concerned about the size of the groups as there is no consensus on the ideal size of a focus group (Robson, 2011) and each group

took on its own dynamic and indeed energy and direction, which is what I was hoping for.

I used an audio recorder which was highly sensitive and using it did not interfere with the group discussions.

I had initially decided to use repeated listening as a way to draw out themes for the pupil data, however, the data was so rich, I had the recordings, both just over an hour long, transcribed. Although most of the children in the focus groups did return to the school for visits early in the Autumn Term, they did not want to see the transcripts, even though they were given the opportunity.

I transcribed the parents' focus group interviews within two weeks of the session and then had participants check transcripts for correctness, especially where there was over talking and this worked well. Each parent took a transcript and wrote small amendments, which was useful, as four of the parents' first

language was not English, so it gave them opportunity to write what they meant to say and the final transcripts reflected their comments.

Action Learning Sets

Action learning is a form of reflective inquiry to look into an issue in depth and is facilitated by an action learning coach. It attracted me as a method of data collection from teachers as it can be used as part of the action planning, plan-do-review cycle and as Marquardt and Waddill, (2004: 185) state, it can, "…significantly increase the speed and quality of individual, team and organisational learning."

I had not used this form of inquiry previously, but aware that teachers at the school were usually interested in professional dialogue I was intrigued by Marquardt and Waddill's (2004) analysis that it incorporates to some degree five adult learning frames: behaviourist, cognitivist, humanist, social and constructivist. Knowles (1984: 12) characterises adult learning (andragogy) as opposed to children's learning (pedagogy) by stating that:

- Adult learning is self-directing.

Elizabeth Day

Wellbeing in Primary Education: an investigation into the teacher's role in children's wellbeing in the light of education legislation, policy and practice.

- Adults' experiences make them rich resources for each other.

- Adults' readiness to learn can be initiated by good role models.

- Adults enter an educational activity with problem-centred approaches to learning.

- The more compelling motivators for adults are internal such as self-esteem, recognition, better quality of life.

Ultimately it was the holistic approach to gathering data, incorporating the five main learning frames as stated above, and within a framework of three phases for the participants that intuitively attracted me to the strength of style of an action learning set for this particular research. The first part of the framework was setting the ground rules for the session and presenting a complete summary of my work thus far in 3 slides through a PowerPoint showing the context of literature and legislation on one slide and analyses of one data set from two groups on two slides.

I was fortunate to have a co-facilitator, the Project Manager, Kay, from the charity Place2Be who works in the school, as teachers are used to seeking her advice as a place to think about an issue to do with a child, their behaviour or relationships. Kay's role was ideal as an objective adult in the arena of discussions to occasionally challenge or question and, as it emerged to visually keep a record of important issues and actions on a flipchart.

Having identified and clarified the matter of wellbeing as the focus of discussion and themes that emerged from children and parents, in part one of the action learning set, the second part was the discussion around the various questions I posed from the themes for data set one and the final part was summing up the specific actions each group decided.

3.5.5 Ethical Considerations and the Researcher's Dual Role

Ethical considerations are necessary throughout the cycle of any research (Walker and Haslet, 2002). Ethics has to do with the power dynamics between the researcher and the participants so no person should be made to feel vulnerable or demeaned by the person conducting the research. Ethical considerations may include:

- initial planning including who may be affected by the research and how they may be affected (Stringer, 2007);

- asking questions of others who have conducted similar research;

- gaining ethics approval;

- acquiring consent from participants;

- conducting the research;

- "being actively ethical" in the spirit of the approval granted while making decisions on the many issues that may arise e.g. a child says she has lost her consent paper and still wants to take part. Unless the parent can be contacted and the purpose and parameters of the research fully understood so informed consent can be given, the child would not be able to participate;

- making an effort to show participants the transcripts or outcomes of the research.

Furthermore, participants who are volunteers in social research should be guaranteed anonymity and confidentiality (Opie, 2004). While there is disagreement about the similarities and differences between anonymity and confidentiality (Bell, 2005; Sapsford and Jupp,1998) it is important that, as far as possible, no participant can be identified or others know what response was given by which respondent. As I was an inside researcher, I did know, particularly with children, which child gave certain responses but this was kept confidential, except in the case of one child where I asked him after the focus group if I could share the comments he made about two particular teachers, with them. He said he'd "love that" and I also checked with his parent that this was all right.

Bassey (1999) discusses three aspects of the ethics of research:

1. Respect for democracy where in a democratic society there is the freedom to inquire and express ideas including views that are critical of others and to publish outcomes of research. Those freedoms, Bassey says, need to be subject to the ethics of respect for truth as well as respect for individuals.

Elizabeth Day

Wellbeing in Primary Education: an investigation into the teacher's role in children's wellbeing in the light of education legislation, policy and practice.

2. Respect for truth is to do with not intentionally or unintentionally deceiving yourself or others when gathering data, analysing it or reporting results.

3. Respect for persons refers to acknowledging that initial ownership of the data is with the person giving the data, and Bassey says this means respecting the dignity and privacy of others (Bassey, 2009 p 74).

For my case study research where I had a dual role of head teacher as well as researcher, the ethics of that had to be addressed from the onset and then throughout the study, so starting in Chapter 1, Introduction, I spent some considerable time identifying what Coghlan and Brannick (2014) refer to as "what is familiar" to me as a researcher. This was so the assumptions I make as well as strong views I held were transparent. This was a necessary process, for as the research process unfolded, I began to realise that for most of the participants, namely pupils, parents and teachers, I was part of the research by the fact of my other role in relation to each group but also the interpersonal relationships we enjoyed on an individual basis.

Ethical Issues with Pupils

As the school has a high proportion of vulnerable pupils (1 in every 4.5 children identified with a medical issue, neglect or child protection matter) and the timing of the sessions to gather data through focus groups was just a day or two prior to leaving the school, it was important to make provision for any child who may become upset or disclose a sensitive issue. As this was considered a "low risk" I made available a member of the welfare staff in a different room nearby to assist if necessary. While the provision was not needed, it is part of "normal practice" for one child to take another to see a member of the welfare staff and it was an important ethical consideration. Another factor that helped to minimise risk or distress or embarrassment was that I am trained in child protection. I felt this contributed to raising protection and awareness factors at an appropriate level for the child participants in that I could gauge the emotional level of the discussions so as not to stifle spontaneity from children yet help to avoid inducing unnecessary emotionality. I am also experienced in receiving

disclosures if that did occur, so a child could then be offered support without embarrassment.

For the Year 6 children who were just about to leave the school, it became clear that their attachments were to me as well as to their teachers and friends and that was to do with the expectations children had of me as their head teacher and their attachment to the ethos and values of the school. So that family-like bond needed to be acknowledged, yet clearly the children felt free to speak openly and in one of the groups the children started to question and interview me, which I felt indicated from an ethical point of view that respect was mutually reciprocated.

With parental permission I conducted a pilot focus group with some Year 5 pupils, partly for content and timing, but also to try to gauge any ethical matters I had not thought through. Although these pupils were slightly younger than the

planned research group, I realised that for some quieter children they waited to see what other pupils said before they spoke and these children usually agreed with what was being said, until one boy took courage and said he didn't agree with a particular point. What I learnt from this was that some children may be hesitant to state a view point so I was careful to be clear with the Year 6 pupils comprising the two focus groups that they needed to say what they actually thought and felt. However, these groups of pupils clearly felt free to express their views without reservation, but the pilot group was a useful exercise.

Although I did invite Year 6 pupils back to the school to see the transcripts of what they said, even though some pupils did return in the Autumn Term, they did not wish to look at the transcripts.

Ethical Issues with Parents

Confidentiality and respect for views different to mine were the main issues I made clear at the onset of data gathering through a focus group with an established group of parent representatives. As one parent used the opportunity to tell me about a concern she had had for 2 months and was embarrassed by the nature of her concern, when I was analysing the transcripts I discovered

what Bell (1998) had to say about a potential "red herring" that it gave me an opportunity to be vulnerable and reflective as a researcher. Bell argues that as an inside-researcher, problems can emerge when dealing with perceptual issues that relate to being who we are in our practice and to ignore this in order to maintain the "high ground of rigour" can rob the research of other interpretations of reality that can in fact add new dimensions of understanding (Bell, 1998: 179).

I feel this is a good example of some of the "messy ethical aspects" of research where it was not so much the content of what the parent was saying but the difficulty in ascertaining in such a group setting exactly what her concern was, but to have asked her to see me separately or at a different time also did not seem appropriate.

Another ethical matter with parents was that each parent had the opportunity to read the transcripts of what was recorded and make any changes they wished.

In some cases, some over talking meant exactly what was said was lost and in other cases, matters relating to speaking English as another language, parents wanted to correct and make clear what they said. In one case I sat with a parent and went through the transcript with her to ensure the words accurately represented the meaning she originally intended. Opportunity for reading and adapting transcripts was very important from an ethical stance of being active in showing respect.

Ethical Issues with Teachers

Teachers saw outcomes of the action learning sets in the form of notes for action and none wanted to see the transcripts although these were made available in the staffroom. They pursued the actions agreed and asked questions about the progress of the research. Teachers all read my research findings and none said they felt misrepresented or they had meant to say something else. They were in agreement that the style of action learning sets as something they see is useful at every level in a school and for inter-school collaboration on issues, so the ethical case here is that teachers were

Elizabeth Day

Wellbeing in Primary Education: an investigation into the teacher's role in children's wellbeing in the light of education legislation, policy and practice.

respected and it gave opportunity for their collective voice to be heard in a different and quite powerful way.

Having a known professional person as a co-facilitator for the action learning sets with teachers also contributed to the ethical gathering of data as she interjected occasionally with comments such as "Is there anything else?" This added a different objective dimension which I propose also assisted in providing credibility to data gathered.

Dual Role

In addition to being explicit about what was familiar to me as this would inevitably affect the research and my journey of realising during some of the data collection sessions that the quality of relationships with participants in fact led to some rich data because of the trust already established, there were three specific strategies that also added to the authenticity of this research as an inside researcher:

- One strategy was a three tier approach to data collection so by reducing themes from two sources to create data set one to take to teachers, the final data gathered from teachers was very rich as what they were presented with from data set one was the findings of the data, but the views were those of pupils and then parents. The reduction process of data on wellbeing was conducted three times: once each with pupils' parents and then teachers' data.

- Another strategy within a constructivist paradigm was to plan first, secondary and third person inquiry. As first person inquiry I inquired into the literature and legislation around wellbeing. I then investigated views of pupils and parents, the outcomes of which became second person inquiry as I took these to teachers to interrogate and consider. Third person inquiry took place as the power dynamic for knowledge creation was shared with teachers as they took charge of the learning agenda from what was presented to them. My further analyses of their data into themes contributed to creating new knowledge that is being shared with others through this thesis as well as at a conference (Better Outcomes

New Directions, BOND Conference, Westminster Central Hall November 2013) and through sharing locally and publishing articles on the new knowledge which may contribute to policy (Labour Party Working Party on Developing Children's Wellbeing and Mental Health).

- A further strategy that aided transparency was having a co-facilitator for data collection from teachers as this created an objective presence, someone already known to teachers through providing an impartial service, a "place to think" about children or their behaviour. Expectation for her role was to occasionally pose questions as a critical friend to further facilitate teachers' thinking processes during the action learning sets, but not steer or interfere in these. This worked well and from my perspective helped to provide balance to any intensity any teacher may perceive as I was not only a researcher but also their head teacher who ultimately determined their appraisal and pay outcomes every year. So it was a low-key but important ethical consideration in enabling teachers to talk freely. Kay's role was entirely professional and teachers seemed to enjoy this aspect of having a co-facilitator to question and challenge so it strengthened the research (Bassey, 2000: 76).

    In addition, Kay volunteered to read the data alongside my findings and while she did not challenge my interpretations she offered me professional dialogue around some of the matters that arose, for example, over transition arrangements as part of the action plan, she asked me if teachers would be involving pupils in the final decisions, which they did.

Ethics Committee Approval

Having gained permission of the "gatekeeper" to permit my research in the school, Community School's Chair of Governors, on 22nd May 2013 before conducting the research, I submitted an application with that permission letter to the Brunel University Research Ethics Committee. Approval was received from Dr Richard Godfrey, Chair of the Committee, in a letter dated 11th July 2013

(see Appendix 10). The process took about eight weeks with one small change which was to simplify the description of the study for participants.

3.6 Practicalities of collecting data – the nature of the Professional Doctorate

In each case of data collection, I combined Robson's (2004) advice for conducting interviews with some of my own relevant information and at the start of the focus groups and action learning sets made the following clear:

- The nature of the study and where I was studying.
- That the outcomes of my research would help Community School and other schools develop and improve.
- Why participants had been chosen.
- Reassured participants about confidentiality.
- Stated they should feel free to give their views as there were no right or wrong answers.
- I explained the need to record the discussions so they could be transcribed

The Pupils

Focus groups with Year 6 pupils needed to be arranged on the last two days before they left the school, so although I had opportunity to brief all the Year 6 children about the focus groups and answer any questions, various pupils were out of school on visits to new schools or different school activities or trips so that was problematic making sure all children had the opportunity. Children knew that names would be pulled out of a hat if too many pupils wanted to be in the focus groups. In addition, I arranged briefing sessions at different times for parents who would be giving their written consent. This was not as systematic as I should have liked but I did manage to speak to parents. I also made telephone calls to assist the process as the formality of paperwork was daunting for some parents. A number of children were disappointed they could not participate as parental permission did not actually come back despite much effort on my and their part. Two children with permission were absent and another child was very late arriving so could not participate.

Elizabeth Day

Wellbeing in Primary Education: an investigation into the teacher's role in children's wellbeing in the light of education legislation, policy and practice.

The stresses of dealing with disappointed children and chasing up parents was a reminder to me that the school is in an area of moderate to high deprivation and I could have made more effort to include having the paperwork translated into different languages to aid communications.

The Parents

With a Parent Representative Group established for over a year and used to freely giving their views to help shape policy and practice, getting parents together with permission for my research was easier than it was getting informed permission for pupils. The major project they tackled with me and the relevant subject leader in 2012-2013 was Sex Education and the process brought together 10 parents from very different ethnic and faith and non-religious backgrounds, who, together with the help of a consultant, created a policy they all owned and were able to promote with other parents. It meant that 99 of the 105 children in Years 5 and 6 gained parental permission to take lessons in Relationships, Health and Reproduction as opposed to less than half of children the previous year. I refer to that project here as the process was immensely bonding as adults and parents on a topic they chose out of three. While during the focus group, the power dynamic between me as head and they as parents was possibly more evident than in any of the other interviews, I felt the empowerment, trust and understanding of each other they gained as a group the previous year, along with my own role then of being on a learning curve with them because how we had been approaching sex education with parents previously was not working, contributed to balance the inevitable deference to me as head teacher. Eight parents intended to participate in the focus groups but on the day only five parents were able to attend on the day due to child sickness, a work and family commitment. One parent also brought her three year old as her child care arrangements had let her down, but this potential distraction actually worked all right as he played quietly and ate snacks.

There was a problem on the day and that was my recording device that I keep in a locked filing cabinet was not there. I needed to quickly find another device

that was not as powerful, locate batteries as it was not mains powered and trust it would continue working. It was a stressful time as I do not usually store my recording device anywhere else. I did find it eventually in a locked cabinet in my home. The recording was satisfactory but not nearly as good a quality recording as that of the other focus groups and much harder to transcribe, but parents contributed to checking. I felt my human error on the day was counteracted by the parents' commitment to making sure that transcripts reflected what they said and meant.

The Teachers

As already discussed, by taking charge of their release from class by suggesting reallocating teaching assistant time, giving up preparation time or management time, or swopping specialist teaching times, the 13 teachers involved eased many of the practical issues around getting two groups together in one place at one time and in a frame of mind to have meaningful professional dialogue. This was energising for me as both a researcher and head teacher and felt like a wonderful way to spend a Wednesday afternoon with groups of professionals who "really wanted to do this". The caretaker made sure I had a flip chart and pens and Kay helped me to set out the furniture. This meant that I felt focussed and able to keep my introduction to the topic supported by PowerPoint slides, brief allowing plenty of time for discussions around the questions I prepared, but also questions they raised themselves.

As head teacher I considered that training and other briefings with teachers are not always smooth-running, but then as a researcher, I realised that teachers were interested, keen, enthused and this style of adult learning must be attractive, something to be repeated.

3.7   Data Collection: A Reflexive Process

Every data collection activity was very enjoyable in its own way and mainly because of the surprises that each brought:

Pupils: their level of attachment to the school and especially the meaning they attached to the school badge and shield plus their clear comments on what and

who had helped them and what they had not liked was refreshing and insightful. I was also surprised and slightly disarmed when they started to interview me! It was all a bit more personal than I had imagined and I became personally and professionally immersed with the children in both focus groups. Bell (1998) lists the qualities needed as an action researcher, namely self-reflection with vulnerability as well as tolerance and humility (Bell, 1998: 10-12). Those were the qualities the dialogue between and with the children drew out of me and helped me realise afresh the huge privilege we have as educators to influence and help to shape the lives of children and young people. And at times I resisted reacting emotionally to what they were saying because it was very powerful.in terms of human relationships both with their teachers and their friends, and with me. Coghlan and Brannick (2014) say that "core skills" of a researcher are self-awareness and sensitivity to what you experience yourself and your thought processes (Coghlan and Brannick, 2014: 38-39). So, my reflection is that I did not anticipate the depth of first person learning I would experience and then how through analyses this would feed into second person inquiry, as discussed earlier in this chapter.

Parents: Although the focus group started on time as planned, the problem I faced with not finding my recorder in its usual place and having to locate an alternative device definitely affected the focus group with parents in that I felt flustered. I did however, appreciate that parents had given up time from work or commitments to participate, and the knowledge they were an established group really helped in what could have been a stressful situation. I reflected in detail in Chapter 4 Results and in an earlier section of this chapter on the parent who presented a potential "red herring" which served to unnerve me as a researcher not because she had a concern she wanted me to listen to but because she was speaking in a way that made it extremely difficult to understand what the exact problem was and it was taking up a lot of time. However, once again, allowing something to take place that was not anticipated helped me to understand that interpretations of reality can in fact add new dimensions of understanding (Bell, 1998: 179). For example, group dynamics meant that another parent intervened to make a suggestion which brought balance and perspective to "the reality" of what was being discussed. This is in line with what

Robson (2011) says about focus groups that participants themselves can moderate discussions.

I was quite shocked at my own initial internal reaction when parents started to use the words passion and compassion as qualities they saw in me and in teachers and liked, for example, to see these alongside "strictness". My initial thinking was that they meant that teachers show "care" for children, yet the more I listened, the more I realised they meant what they said and that these powerful words, passion and compassion, described what is at the heart of good teachers and teaching and what helps to motivate children. This also linked with what pupils said about feeling connected to their teachers and memorable learning, for example, outdoors, when teachers had been innovative.

Teachers

My own learning through the action learning sets was that the teachers at Community School have a thirst for andragogy that I had not realised the extent of, which is a very stark thing to realise as I lead on their professional development linked to appraisal. On further reflection and taking perspective, as discussed, I realised that due to the person-centred paradigm driving the whole school ethos, relationships and quality of collaboration, teachers are already empowered to some degree to self-direct their learning and the style of action learning sets gave them a collective means to think more freely and most importantly to imagine and create new solutions, sometimes to problems that arose from their own questions, for example over better communication needed with parents over transition.

In conclusion therefore, the research method with teachers generated third person inquiry as they took ownership of knowledge creation both alongside but also separate to me. This was in a different dimension to other tried and tested school development planning practices as it seemed to tap into the passions they do hold for their roles, to be innovative and make a difference for children – despite the relentless counterproductive change agenda in the wider

educational scene and with all the unnecessary stress and activity that can bring. The teachers were empowered to be agents to empower.

3.8 Data Analysis

3.8.1 Data Analysis Design

As my philosophical stance is constructivist, thematic analysis seemed an ideal fit within this paradigm for analysing data from focus group interviews. This was important as part of an overall process of analysing data to:

 a) use themes and the thinking they represent to adapt my working definition of wellbeing as interpreted from the two different participant groups – pupils and parents (see Appendix 7 for an example of a coded transcript);

b) use refined data themes from the two different groups to present to teachers as part of two action learning sets to draw out teachers' thinking on their role in relation to children's wellbeing which, through further thematic analysis, aims to provide rich data on the teacher's role in wellbeing;

c) use themes from the action learning sets to again adapt my working definition of wellbeing;

d) be reflective on the agreed actions to be taken by the school to support teachers in their role.

Braun and Clarke (2006: 78) argue that while thematic analysis is "...a foundational method for qualitative analysis" it can be seen as a method in its own right and not just a general technique that may be used within other analytical techniques such as grounded theory or narrative analysis. Their work created understanding of the suitability of thematic analysis as a frame for researchers to use that can be theoretically and methodologically strong.

Thematic analysis assists the researcher to identify, organise and through analysis, discover patterns within the data. These patterns may then be interpreted into themes according to relevance to the research question, albeit as perceived by the researcher, so that some things are considered as important or even vital to the research. A systematic approach is taken, yet

rather than grouping words or quantifying patterns as a computer program could facilitate (Robson, 2002: 466); Braun and Clarke (2006) make explicit the active role of the researcher in making decisions about choosing patterns and themes. It involves the researcher being immersed in the data so that making connections relevant to the research questions becomes a creative process, yet one with integrity, as the researcher has also absorbed the literature in the area of study.

From my own perspective, in Chapter One I identified some of my own theoretical interests that, fuelled by a passion for social justice for disadvantaged youngsters, drive my thinking and motivations around my area of research, children's wellbeing. I have set out my stance as a researcher within a social constructivist paradigm which, in my opinion, dovetails well with what I view as a head teacher as the continuous process of developing a creative learning environment for youngsters to flourish in all aspects of their lives. In this respect the two roles of researcher and head teacher seem conducive, however to be an effective researcher I also needed to identify and analyse in Chapter One what is familiar (Coghlan and Brannick 2014), some of what it is that I bring to the research that may affect how teachers, parents and children respond to my questions and to me, especially in terms of power dynamics and what they may consciously or unconsciously say to please me. For brevity, I summarise some aspects already identified:

- My passion and drive developed over a long time for creating systems as well as approaches to all that goes on in a school that will contribute in some way to develop children's wellbeing for example, being "a no shouting school" which means in practice a child is rarely shouted at. Some may well disagree with this stance and some staff or parents may even feel their power or authority is diminished by the stance, but may not outwardly say so.

- Some may interpret my passion and drive for children to be their best as well achieve their best in a number of ways, for example, as being overwhelming and too demanding and may therefore not feel able to be authentic in their own responses, especially as in the school setting I ultimately make decisions on teachers' progression and pay.

Elizabeth Day

Wellbeing in Primary Education: an investigation into the teacher's role in children's wellbeing in the light of education legislation, policy and practice.

- A similar belief I hold is to develop each child in his or her own right while at primary school, so they can make the most of opportunities at High School and beyond; that is I really aim to live out the school's mission "Joy through effective learning for life". Again, this ideal may come across as too intense for some parents, teachers or children who may consider a less lofty; more grounded aim could be more relevant.

- Educating the whole child is a passion I hold and this is mainly out-of-step with the majority of educational paradigms for the last 40 years where curricula and assessment have narrowed. Also the role of the teacher as thinkers and developers of the curriculum has diminished to that of a deliverer of a curriculum and with the Secretary of State for Education alone holding so much power and influence in what is taught (Pring, 2012: 30).

- My mission is to influence others to consider the benefits of providing what I consider to be a more balanced, whole-child approach for every child and where the power dynamic between teacher and child for a child's learning is shared, thus empowering every child.

- While the above ideal receives some recognition and support from teachers, the status quo of the now 4 year old large L-shaped space, a Child Initiated Learning Location (the CHILL) in the school, comprising flexible furniture, laptops in two trolleys and a library reference area is that it is rarely used for the creative, in-depth cross-curricular investigations and projects it was refurbished to facilitate; these occur but are the exception as opposed to the culture change teachers and I originally envisaged.

- My view is that the above example represents one of the many tensions facing schools when the national change agenda seems to challenge and at times supersede the educational agenda, which is shocking! As for parents, they possibly just want their children taught well and may not be interested in the thinking behind a particular learning area. I am aware that the majority of children like learning in the CHILL and evidence indicates they respect the different, more

Elizabeth Day

Wellbeing in Primary Education: an investigation into the teacher's role in children's wellbeing in the light of education legislation, policy and practice.

independent learning ethos that is an expectation in the CHILL. Whereas in classrooms usually 30 children sit at 15 tables formed into groups for mainly 'desk-based' work with a fair amount of interactivity, including purposeful talk and role play, but all with the goal of eventually achieving a good or better pass level in tests at the age of 11 years. This approach is much like their parents, grandparents and possibly great-grandparents did 60 or so years ago.

- The generational difference is that by the year 2000 there is evidence of a move to a more performance orientated than child-centred education system where the affective domain for pupils has been reduced in preference for the cognitive or academic domain and, in one of two such studies, this is seen in England compared with other European countries such as France and Denmark (McNess et al: 249). Significant to my research is that the increasingly externally imposed model of performance resulted in tensions that tended to undermine the professional confidence of teachers.

I bring these preconceived paradigms and interests to my data analysis whether implicitly or explicitly and these affect how I code and decide patterns that are important to my research question.

I therefore make a case that during the process of analysing data I am not free of my epistemological view, so that while searching the ideas and concepts presented in the data I recognise that to some degree I already had partially formulated the theory behind the outcomes of my analysis before I began the process. This stated, my analysis was not however, a theoretical thematic analysis to organise data into predetermined codes but rather an inductive approach where the themes identified relate to the data themselves.

As one of the parameters for this case study is that wellbeing is subjectively experienced, contextual, embedded and relational (Watson et al, 2012: 13), understanding why thematic analysis was used for analysing data derived from three sources is important. Through systematic analysis at each stage, wellbeing as experienced by pupils and parents was taken to teachers as

indicators of how these stakeholders perceived wellbeing in the context of
school and learning as well as in relation to teachers and the school community.
Teachers used findings from these subjective perceptions of wellbeing to reflect
on their role. Through action learning sets, which facilitated deep thinking and
learning around the findings from data set one (pupils and parents), teachers
reciprocally reflected on their role in relation to children's wellbeing (and in the
light of legislation, policy and practice). During this process, teachers also
revealed their perceptions of wellbeing including giving attention to their own
wellbeing as people and professionals.

To strengthen confidence in the findings from inductive processes used
(Bassey, 2000: 76), in discussion of my findings from data set one (pupils and
parents) and data set two (teachers), I highlight significant features that emerge
within or across the two data sets from the raw data. In this way the credibility of
the findings is supported through a process of triangulation relevant to the
research and inductive processes that were conducted systematically.

Earlier in this chapter I discussed why I took a case study approach compared
with other approaches including a grounded theory approach, so it is relevant to
state that I recognise in researching pupils' and parents' everyday experiences
to gather data on wellbeing, to some extent, it draws on aspects of grounded
theory methodology to help unravel the topic wellbeing. However, it is does not
do this in the great detail a fully grounded theory approach would adopt (Braun
and Clarke, 2006: 80).

Braun and Clarke set out six steps for conducting a thematic analysis as follows:

Phase	Description of the Process
1. Familiarising yourself with your data:	Transcribing data (if necessary), reading and re-reading that data, noting down initial ideas.
2. Generating initial codes:	Creating interesting features of the data in a systematic fashion across the entire data set, collating data relevant to each code.
3. Searching for themes:	Collating codes into potential themes, gathering all data relevant to each potential theme.
4. Reviewing themes:	Checking if the themes work in relation to the coded extracts (Level 1) and the entire data set (Level 2), generating a thematic 'map' of the analysis.
5. Defining and naming themes:	Ongoing analysis to refine the specifics of each theme, and the overall story the analysis tells, generating clear definitions and names for each theme.
6. Producing the report:	The final opportunity for analysis. Selection of vivid, compelling extract examples, final analysis of selected extracts, relating back of the analysis to the research question and literature, producing a scholarly report of the analysis.

Table 1   Braun and Clarke (2006: 87): Six steps for conducting a thematic analysis

Elizabeth Day

Wellbeing in Primary Education: an investigation into the teacher's role in children's wellbeing in the light of education legislation, policy and practice.

3.8.2 The Data Analysis Process

While the same data analysis process was undertaken for two data sets, one with two groups of pupils and one with parents, the analyses with resulting main and sub themes were conducted separately. This was in preparation for further research with teachers through action learning sets.

Having studied carefully how the themes work in relation to the coded extracts (Level 1) and the entire data set (Level 2) as set out in Braun and Clarke's model for conducting thematic analysis, as presented above, the emerging themes and sub themes told the overall story in relation to the pupil focus group data.

Phase 1: Familiarisation with Data Set 1 (Two pupil focus groups)

My initial process following Braun and Clarke's framework involved immersing myself in the data which I did by repeated listening to both recordings of the two focus groups with pupils. Repeated listening meant that the more I listened the more I "heard" what different children were saying. I also transcribed phrases and sentences from everything that children said onto a spread sheet, initially simply to organise responses into "obvious categories", some related to the actual questions (see Appendix 6) and as an aide memoire for analysing, not with the intention of using these as codes.

The challenging side of repeated listening for me as a researcher was that I found it hard to stay in role as researcher as so much of what the children said was extremely personal to them, the school, teachers and to me as their head teacher. This is understandable in one sense as to the interviewees I was their head teacher, some of whom were just about to leave the school after being there for 7 or 8 years, the majority of their lives. The strength of bonds all the children felt whether they were relatively new to the school or not was tangibly strong. I had not prepared myself for the depth of feeling and attachment the children showed and spoke about and the effect of that on me personally and professionally as a head teacher even though I had conducted a pilot focus group with some Year 5 pupils.

Even beyond the attachment the children felt and expressed and poignant moments, for example, when some recalled feeling let down by a teacher, with both groups, the sense of camaraderie evident amongst the children was quite moving and as a head teacher, something you would want to see expressed in the wholesome way it was. This became a problem for me as a researcher, particularly in the first focus group as I struggled with the feeling that I ought to try to remain more objective so the children would be more likely to say what they honestly felt rather than what they maybe thought I would want to hear. However, after making sure I asked open questions and reiterating I wanted their honest answers, I finally relaxed into the role of "head teacher who was also researching" as this is what I inevitably was in relationship to each child, and I now argue and later evidence, actually contributes to the research.

As I had very much been part of the interviews I was already immersed in the data so repeated listening assisted me to think more deeply about what children were saying. Thus the interpretative process was a multifaceted one as my initial thoughts and possible codes emerged that could help to shape the rest of the analysis.

Phase 2: Generating initial codes

During the second phase I decided on codes I had begun to identify in Phase 1 and added other codes. I did not restrict the number of codes at this stage or limit data to a certain number of codes to include all the sentences and phrases transcribed from repeated listening of the two recordings. These codes varied from semantic descriptors of the school through to potentially latent themes where for example, graphic descriptions of peer bonding and reflections of painful but good personal change already gave 'clues' to possible patterns that may become a theme or incorporated in a theme as it seemed very significant to the research question.

The 35 codes were:

Relationships with peers	Attitudes and approaches	Building resilience
Stories of learning they enjoyed	Gifts and talents	Outdoor learning lessons
Subjects they liked learning	Clubs/activities they liked	My story
Didn't enjoy	Ways they preferred learning	Schools 'then'' and 'now'
Things that helped settling in	Roles when learning	Stories of school
Forms of encouragement	Descriptions of the school	Stories of past students and now
Coping with 'failing'	Stories of being shouted at	Improvements at this school
Bullying	Modelling	Fairness
Stories of gaining confidence	Stories of personal change	Stories of Circle Time
The value of talking	Stories of how they feel treated.	

Phase 3: Searching for themes

Having organised the different codes that helped me to become very familiar
with the data in the form of phrases and sentences transcribed onto spread
sheets, I engaged in listening to both recordings again on a number of
occasions with the coded data visible in order to help me reflect and pause to
think and search for patterns which are socially constructed from, in this case,
the meanings pupils made of their experiences. This was a different approach
to that described by Robson (2011) on a thematic coding approach (Robson,
2011: 467) where themes are formed from grouping codes with similar labels.
The decisions I took, in line with that described by Braun and Clarke (2006),

Elizabeth Day

Wellbeing in Primary Education: an investigation into the teacher's role in children's wellbeing in the light of education legislation, policy and practice.

were patterns from which something important emerged in relation to my research question. Prevalence of themes was not seen as important as themes relevant to pupils' wellbeing as they experienced during their time at the school and teachers' roles in that.

On a practical level I experimented with possible themes by writing themes onto Post-it Notes so I could more easily manipulate these physically on a very long bench. The challenge was to refine the groupings into some sort of thematic map that represented significant thinking (as I interpreted it) in relation to the research question from the data yet remaining entirely open and flexible for something new or different to emerge.

Stories as possible themes came up as interesting insights into wellbeing from children's perspectives so, for example, I started to consider in relation to children's wellbeing:

- Stories of starting school and coping with feeling vulnerable and new

- Stories of what they enjoyed

- Stories of the school and why for example it's like a second home

- Stories of teachers and "rights and wrongs"

- Their own stories merging with school life and ways

- Stories of memorable learning

- Children asking me about my story when I was their age

While this was a useful way to consider the material, the themes were actually reduced categories, too broad and with too much overlap between groups meaning that wellbeing aspects became blurred, so I left this idea. This process led to further thinking and two main themes emerged:

Bonding: While important, I had not previously to conducting this research considered bonding while at primary school to be such a significant aspect. I saw it in a new light from children's perspectives and in relation to their

Elizabeth Day

Wellbeing in Primary Education: an investigation into the teacher's role in children's wellbeing in the light of education legislation, policy and practice.

wellbeing and therefore their ability to achieve personally and together with others. From pupil data from both focus groups however, it seemed to be foundational in the children's ability to "Find joy through effective learning for life," which is the school's mission but which also represents my own passion for a holistic approach to learning which I identified as "something familiar" in the Introduction as part of my pursuit of authenticity as an "inside researcher" (Coghlan and Brannick, 2014: 178). This theme needed further grounding as children bond to someone or something, but before I did this, I took time in the next phase to reflect on what sub-themes could be.

Learning: This theme represented considerable thinking from children, for example on all types of learning and development, relational, from aspects being modelled, personal, academic, preferred styles and the overall experience of primary school in preparation for high school and life. As a mere label it could appear bland but as a theme, the multifaceted nature of what it represented required further thinking while listening to the recordings again and looking at the coded transcripts.

Phase 4: Reviewing themes

Before making decisions on sub-themes I took some time to have the recordings transcribed as I felt I wanted to be able to thoroughly check the material and reconsider main themes in relation to the coded extracts and entire data set (see 35 codes in the chart above).

This led to a change in emphases in the two main themes to:

1. Connectedness
2. Approaches to Learning

I felt that supported by sub themes both the main themes could represent the distilled thinking that emerged from the two pupil focus groups. So with the first theme, Connectedness, emerged as a more encompassing theme than Bonding. For example, a child spoke of connectedness through so many stories about their time at the school, one wanting me to reiterate "the school story" of how it used to be a farm and others wanting to know my own story from when I

was their age to now, made me consider just how much the children connected to the school and for each, what it represented for them – many happy memories and of what they have learnt holistically as young people and that they wanted to carry with them. Connectedness to the school building and what the school represented for children as well as connectedness to peers and adults provided a fuller theme than Bonding.

I also looked and listened carefully to what and to whom the children said they bonded. "Everyone bonds... We're bigger than a family; we're everything," sums up many references to peer relationships and for a relatively new and initially volatile child, "Other friends helped me to know how to react." Friendship as a sub-theme supported the views on connectedness.

How a teacher had helped a child concentrate on being who she was and not on her debilitating skin condition, stood out and along with other recounts of enjoying being themselves, this led to the subtheme, Being Myself also supporting a main theme, Connectedness. References to a teacher being a good teacher because she "connects with everyone" not rushing a child but taking time to understand what she was saying, also seemed significant as a demonstration of a teacher showing compassion among many similar comments about how paying attention to a child's wellbeing and overall development potentially helped a child to achieve well. So compassion emerged into a sub-theme to support the main theme connectedness.

Approaches to Learning as opposed to Learning on its own came about as a theme through listening to the tone of speech children used when referring to different types of memorable or enjoyable learning as it helped me to realise how they view important learning as personal change for one from "having a'itude" (attitude) in Year 4 to wanting something better for himself, to life skills gained when a raft a group made at an outdoor centre collapsed. One child also saw "being turned into a level 4" by a teacher as very important learning. Whereas memorable learning that had resonated with children encompassed outdoor learning, for example, measuring a spider's web and logs from all angles in the nature trail, science experiments, researching as a group, numerous school visits and especially school plays. "I think it was we had fun,"

one boy said. They also spoke of humour between themselves during learning as helpful and memorable, so this theme was a significant sub-theme to qualify the main theme.

Innovation linked to Resonance also supported the main theme Approaches to Learning. With meaningful sub themes, both main themes formed a thematic map of the analysis.

Phase 5: Defining and naming themes:

These themes were much sharper and seemed to represent much of the children's thinking succinctly and which I interpreted in relation to the research question, the teacher's role in developing children's wellbeing.

In phase 5 I also began to consider how the themes may be relevant to my planned action learning sets with teachers and once I had completed a similar thematic analysis on a focus group with parents.

Phase 6: Producing the report, at this stage, a revised definition of Wellbeing for the next stage of the research

In Chapter 4, Results I present a thorough analysis of the main and subthemes in the form of a report and linked to relevant literature and where applicable, legislation. I use extracts from the data to relate back to the research question as well as to look forward to the final data collection with teachers.

Parents' Data was also analysed by thematic analysis and the results presented along with extracts and discussion to support the themes in Chapter 4.

Further to this and following systematic thematic analysis, results, analysis and reflection of teachers' data is presented in Chapter 5, thus completing the two tier approach to this investigation before final discussion and conclusions in Chapter 6. It proved to be an effective design for data collection and analyses as illustrated below:

DATA SET ONE

Data on wellbeing collected through focus group interviews with 2 groups of Y6 pupils.

Data on wellbeing gathered through a focus group interview with an established Parent Representative group.

Thematic analysis

Braun and Clarke 2006 model

Thematic analysis

Braun and Clarke 2006 model

2 main themes with sub-themes.

1 main theme with sub-themes.

DATA SET TWO

A summary of literature, legislation and the national picture on wellbeing in schools presented to teachers with pupil and parent themes and quotations on wellbeing.

Data gathered on wellbeing with 2 groups of teachers through

ACTIONLEARNING SETS

Thematic analysis

Braun and Clarke 2006 model

2 main themes with sub-themes.

Figure 6   Data design flowchart

Bearing in mind the subjective nature of wellbeing discussed in Chapter 2, the Literature Review, the above two-tier process enabled rigour in this qualitative study by taking the themes from Data Set One, derived from two sources (pupils and parents) to inform participants involved in data collection for Data Set Two (teachers). By the time the final thematic analysis from Data Set Two was conducted there was a thoroughness in the data on wellbeing as it was distilled through three sources, therefore when the new knowledge from this research emerged, it came from systematic inquiry within a constructivist paradigm, where new knowledge was actively constructed through intentional methods and approaches. This was supported by an extensive review of the literature including consideration of legislation and policy as well as statutory requirements in relation to the role and expectations of teachers.

The methodology chosen also effectively facilitated addressing the identified gap in the literature, teachers' views on their role in relation to developing, reporting on and safeguarding children's wellbeing, as the two-tier approach using three sources for collection of data, meant that when teachers participated in action learning sets, they were actively involved in the process, collaboratively and with a problem solving approach so I propose that they contributed more deeply on wellbeing and their role in relation to this than if they had been directly asked questions through more formal structured or semi-structured interviews.

The results presented in Chapters 4 (Pupils and Parents) and Chapter 5 (Teachers) provoked considerable discussion and in relation to issues that were raised in the Literature Review. Some of the discussion showed the interrelated nature of data from the three different sources and some, mainly teachers' data, was new. This mix of some data affirming or complementing other data while some new data providing challenge and contrast provided an ideal base for new knowledge to come out of the research. And while as a researcher, in Chapter 6, Conclusions, I discuss the limitations of my research, a case study conducted in one setting, the new knowledge that came out is challenging, both to me as a head teacher as I am primarily the person responsible for setting the direction for managing change in the organisation and this research indicated change

was needed to fulfil the professional vision and thirst of teachers. Also as a

researcher so much emerged from teachers' data that warrants further study

and research, so this also needs exploring and as head teacher considering

how best to facilitate research by others as well as myself both in and beyond

the setting.   Yet it is my view that the chosen methodology had much to do with

creating an effective framework for the enquiry from which new knowledge

could emerge. I believe this is supported by the two results chapters that follow

as well as by conclusions in Chapter 6.

CHAPTER 4: RESULTS AND DISCUSSIONS

Pupils' and Parents' Views on Wellbeing

4.1 Introduction to Chapter 4 Results

The two-tier approach to data collection described in Chapter 3 Methodology produced two data sets. The first was derived from children and parents; the second came from teachers in the context of an Action Learning Set.

In part one of Chapter 4, I present results through thematic analysis from data set one of interviews through focus groups with children and parents which were designed to gain perspectives to answer the subsidiary research question.

As authentic primary source data to feed into the main investigation, teachers' role in children's wellbeing, children's and then parents' views are each represented as two main themes with subsidiary themes.

As stated in the Introduction, to aid the authenticity of my research as an inside researcher, in Chapters 4 and 5 I use an approach suggested by Coghlan and Brannick (2014) which is to separate personal reflections and insights from the main text by using a text box (Coghlan and Brannick, 2014: 170). I view this as part of the iterative process of insider qualitative research and to an extent it adds insights into my thinking and direction of travel as discussions around themes derived from two data sets contribute to new knowledge emerging.

Elizabeth Day

Wellbeing in Primary Education: an investigation into the teacher's role in children's wellbeing in the light of education legislation, policy and practice.

4.2 Themes from Children's Data

Connectedness and Approaches to Learning were the two over-arching themes to emerge from my analyses of data collection with children as they aptly capture some of their deep thinking around what matters to them and what was significant as well as memorable in their time at the school. These two main themes, both with respective important subthemes, relate to the literature review in that wellbeing was seen to be interpreted in a subjective way depending on context:

> …what a group or groups of people collectively agree makes 'a good life'"
> (Ereaut and Whiting, 2008: 1)

The emergent themes began to conceptualise the meaning of what Year 6 children, who were just about to leave the school, perceived wellbeing to be.

CONNECTEDNESS

FRIENDSHIP   BEING MYSELF   COMPASSION

Figure 7 Children's themes one

First main theme: Connectedness

> Everyone bonds.

Misbah described what she felt was central to the school and she said it as if trying to find the language to describe the strength of attachment she and others being interviewed said they experienced, their perceived reality of what

could metaphorically be called "the DNA" of the school, the essence of what matters to a child in his or her world.

> *…the class feels like a family and I'm going to high school...and what I've learned is quite important.*

Danya's statement above represented what a number of children in both focus groups expressed, that is their sense of belonging "like a family" to the school with its stories and its history.

Farah stated:

> *I've been to like about three primary schools and this one is my favourite one 'cos everyone is just like so friendly. This is the only school like I feel I'm proper, like I'm actually a part of the school because like everybody um is friendly, everybody like work with me and just try and help me get better and better.*

Farah's comment on the school and the quality of relationships she found contributed to Connectedness as a main theme and seemed to spring from honest self-reflection and sense of appreciation. It was expressed in a way that communicated that it was important to her, as if what she experienced enhanced her own sense of identity and belonging or connectedness that she recognised as something for her own good.

Relating to the role of teachers in children's wellbeing and Connectedness, in Chapter 1 I discussed the improved understanding and importance of "the emotionality of teaching" (Riley, 2011: 40.) and the evidenced positive effect a teacher's relationship with a youngster may have on that young person particularly if they were not in a situation to attach to a significant adult carer as an infant or during the first three years of life. The context of this school setting where every 1 in 4.5 children are identified with some form of child protection concern including emotional or physical neglect means that the need to cerebrally understand and strategically plan to enable teachers to create an environment that is conducive to children being able to connect emotionally with their teacher and peers is paramount. Furthermore, the paradigm shift Van der

Horst purports there has been in thinking about attachment theory (Van der Horst, 2011) from its original roots in psychoanalysis (Van der Horst, 2011: 160) and that non-attachment can be seen as damaging for both youngsters' wellbeing and academic potential, is pertinent in that Farah, a child who goes home to a family who do not speak English as a first language, achieved highly within the range expected level for 11 year olds in the SATs in 2013.

From children's perspectives, their depth of connectedness to the school was evident in their relationships with their teachers. For example:

Danya: *And you're showing everyone you don't want to leave and you care about your teachers and how……*

Misbah: *Like you care…for me it's more than missing my friends cos I'm gonna leave your school and the teachers that I've been with for like so many years that have helped me and stuff, it's not just missing your friends 'cos you can always talk to them if you wanted you could like get their number and call them, but your teachers it's like once you're gone the only way you can see them again is if you come back and that's not all the time… sometimes that's what makes you cry as well.*

On the matter of the importance of the relational role of the teacher in wellbeing, the children demonstrated they particularly valued the relationship they had with me as their head teacher.

This was seen at the very end of the first focus group when children began to interview me about what moving to high school was like when I was a child, how I felt about that, who supported me in the process and if "in those days" a cane was used as a form of discipline. On one hand as their head teacher this seemed a very natural thing considering the reciprocal warmth of relationship we enjoyed and the children were just about to leave the school. On the other hand, as researcher it was disarming as I had not expected it.

A thematic analysis of data also showed a deep sense of connection in children's lives, a holistic attachment not just through their relationships with their friends and teachers but to "the school" itself, for example its history and

symbols such as the school logo and "the shield", clearly held great meaning for all the children.

For example,   *What was Community before it was a school?*

Stephen's simple and unexpected question at the very beginning of the second focus group session, when I paused routinely to ask if any of the children had any questions, was surprising and yet provided rich understanding of his strength of relationship and bonding with "the school". He was asking me as his head teacher to recount again the well-known story of the school being built on cornfields and the song bird on the school badge holding a piece of corn symbolising sharing the joy you can find through learning, with others. It also communicated a sense of attachment and of belonging to the school and its values. Just one day before leaving his primary school, Stephen wanted to rehear the school's story from me, his head teacher, in the way a child might like to hear a familiar family story from his own parent.

I found the relational aspect of being researcher merged with the relational aspect of being head teacher to this child who was so expressive about his strong attachment to the school and to a degree I had not realised prior to conducting the research focus group. This in turn led to some self-reflection that I had not found this out until Stephen was just about to leave and the realisation that my main foci had been Stephen's improved time-keeping, behaviour and standard of work and not at all realising these came out of his attachment to the school through his relationships with teachers including me. So this was new knowledge for me about Stephen's overall emotional, social and academic wellbeing but also a humbling experience as it is the very thing I was researching, but this correlates with what Bell (1978) lists as another "prize" of being self-reflective and prepared to be vulnerable as an action researcher (Bell, 1978: 90).

Undoubtedly for the purpose of this research, the relational aspect in the teacher's role in children's wellbeing is important and perhaps even more important than might first appear. With reference to the literature and teachers'

Elizabeth Day

Wellbeing in Primary Education: an investigation into the teacher's role in children's wellbeing in the light of education legislation, policy and practice.

role in relation to wellbeing, their own and their pupils' connectivity with social and cognitive learning (Spilt et al, 2011: 461) Stephen's case evidences these important components of connectedness.

It was striking how important Stephen's "heritage" from the school mattered to him as he was a child whose attendance at school until he was 10 years' old was on average 50%, despite relentless interventions and warnings as well as support. Stephen came from an unstable home background where he and his mother needed to keep moving and at different times they were without electricity, water or money for transport or even food. As Stephen's circumstances changed when he was ten, he attended school and went on to achieve slightly above expected levels in reading, writing and mathematics SATs at age eleven. Since going to high school Stephen returned to the school on three occasions to tell office staff, teachers and me how he was getting on and significantly, to ask what had changed. He clearly meant in the buildings as well as with teachers.

My interpretation of the data is that "the school" and the connections it held for this young boy helped him to gain a positive sense of attachment to significant adults through meaningful relationships and values where his own background and upbringing up to the age to ten, lacked the capacity to provide him with physical and emotional stability. "The school" provided him with a building that helped to physically give him a sense of stability and continuity as well as a heritage he clearly felt proud to own: a sense of connectedness, of being part of "a story" he felt had significance and value. This links with the literature in that Bolin et al (2005) argue that the teaching community need to be more active in developing young people's affective areas of learning, having mainly focussed on the cognitive areas. So from these results, the significance of the main theme Connectedness takes on further meaning with the literature around the role of schools and therefore teachers, to correct the imbalance of focusing on cognitive areas or youngsters' development rather than three equally important domains, cognitive, affective and psychomotor as identified by Bloom's original taxonomy and research (Bloom, Maudaus and Hastings, 1981).

Sub-theme: Friendship

Teachers' role in developing children's wellbeing by creating an environment conducive to emotional connectivity was discussed in the literature review (Meyer and Turner, 2007; Denham et al, 2012). Social competence was also identified by Benard (1999) as an attribute of resilience, an important factor in wellbeing.

Two children's comments illustrate the clear link they experience between friendship and the need to be connected and feel supported within the connectedness of a community.

Farah: *In Community …I've enjoyed like having loads of friends that support me and help me….'cos like most of my friends, I've known them from like reception …sometimes we laugh about when we were in reception, silly things we used to do like throw sand in each other's hair and stuff. It was all fun and now that we're leaving it's like we'll, some of us are still going to the same high school but it's like we're leaving like a family.*

Hana: *It's like a second home*

Graham et al's (2013) quantitative study of the benefits of cross ethnic friendships in urban middle schools in the United States, showed that such friendship as Hana and Farah described across the 27 ethnic groups in this school setting, predict less vulnerability at individual student level; something which is highly important in any school and especially those in urban settings – such as described in Chapter 1 Introduction about Community School.

Similarly, cross-age friendships were recognised from analysis of pupils' data as something that indicated to pupils' deeper connections they enjoyed seeing and being part of beyond their own peer group.

Friendship was also named as a way of dealing with and managing bullying. The children interviewed did not feel overwhelmed by it and felt that bullying

Elizabeth Day

Wellbeing in Primary Education: an investigation into the teacher's role in children's wellbeing in the light of education legislation, policy and practice.

being dealt with firmly had improved over their years at the school. For example, Stephen said:

> *"Be a Buddy Not a Bully" has helped people like be friends with people they don't normally get along with and they don't bully people 'cos they know how other people feel … it's helped people think about other people instead of their self all the time.*

As presented in the literature review, Bondy and McKenzie (1999) looked at the teacher's role in social reconstruction for pupils in a challenging inner city setting with high deprivation, for example, setting clear and consistent boundaries and increasing social bonding to help prevent unsafe behaviours. Some social reconstruction was evident in Danya's story before as well as after she arrived at Community School. When aged just 6 years old she was given a managed move to her previous school for uncontrollable, disruptive behaviour. While it took a turbulent year during Year 5 in Community School to, in her words, "know how to react" or gain communication and friendship skills, the fact that she named friendship as being "bigger than a family" illustrates that some social reconstruction had taken place for her in two schools. It also demonstrates similar findings to Graham et al's (2013) research discussed above, that cross-ethnic friendships such as she enjoyed at Community School, can predict less vulnerability at individual student level. It also shows how the sub-theme, Friendship, is quite powerfully inter-connected to the main theme Connectedness.

Yet in contrast, another child, Olly described her quite difficult journey at Community School from arriving in the middle of Year 2 and not feeling "at home" for over a term. Neither was there any recollection for her of a class buddy, a system in place specifically to help children settle in, but rather of her sitting by herself. However, all-important friendships did develop and for the purpose of analysis, did support the sub-theme of Friendship which in turn supported the main theme Connectedness, albeit that for one child it took a longer time.

Children also recognised school systems and teachers who assisted them to acquire social competencies such as responsiveness and communication skills to articulate how they felt (Benard, 1999). This was the Me and My Learning bi-annual self-assessments (see Appendix 1b) of emotional, social and learning competencies. in one child's words "…the sheets like they're honest," children recognised that reflection on how they had changed helped to build their confidence, including social competencies in relation to friendships.

Sub-theme: Being Myself

The sub-theme of Being Myself emerged as a component of the main theme Connectedness through data describing personal growth and overcoming difficulties, moving towards a sense of personal identity and autonomy (Benard, 1999: 44). For example, Aya said:

> *I can concentrate on what I am and not on my skin*
> *problems-being myself.*

Aya was referring to a debilitating skin condition that she was no longer self-conscious about as she felt connected to the school and its values (kind, friendly and safe). She also went on to express what other children had also referred to as "my time to shine" when she was given the opportunity to be the main character in a play. She said "I made more friends and everyone could get what I was good at."

The expression "your time to shine" derived from a child, Hana, talking to her teacher about not picking things up as quickly as other children and she recalled the teacher saying*:*

> *"Don't worry, you still have loads of time to shine."*

This encouraging comment a child recalled a teacher had said became an expression other children liked and used, something other children aspired to, their own time to shine. This supports findings from Benard's (1999) research in teachers intentionally building school cultures to enable attributes in children that contribute to building resilience, that is having educational aspirations, a

sense of direction of travel, a building brick towards developing determination to achieve.

In relation to the sub-theme Being Myself, children spoke of the nuances of developing a healthy self-concept. For example, Farah said:

> *Some people in our class they don't really like let their self*
> *out of their shell in their class like they're always quiet …but*
> *when it comes to sport and PE they let their self out, they*
> *feel they can let their selves out.*

Through her research, Warin, (2011) found that whatever psychologists defined as a healthy development of self, something that only exists within a social context or rather something that is carried around and is discovered and developed through multiple experiences, for youngsters much relied on having opportunities to reflect in and out of school on their social relationships so children noticing others' self attributes became a component of the sub-theme. Children's responses already referred to having time in school to reflect bi-annually on questions relating to their wellbeing (See Appendices 1b, Me and My Learning), possibly have contributed to creating an environment in the school of being accepted and being more ready to accept others.

Sub-theme: Compassion

The sub-theme compassion was identifiable through thematic analysis and in fact crossed themes, such as in the last example for Being Myself, where a teacher's encouraging comment to a child not to worry, that she still had time to shine, connected with the child in an aspirational way and also her peers, as the teacher said it in a kindly and caring, sensitive manner.

Bondy and McKenzie (1999) describe a first year's teacher's resilience building approaches he learnt to apply in a challenging school setting as working with unconditional positive regard and encouragement (Bondy and McKenzie, 1999: 131). In other words, to see beyond a pupil's poor behaviours and offer consistent care determinedly and positively. I align this approach, with

Elizabeth Day

Wellbeing in Primary Education: an investigation into the teacher's role in children's wellbeing in the light of education legislation, policy and practice.

compassion, an approach that can help a child to connect with self-belief and engage more optimistically.

Stephen described two teachers who acted compassionately towards him so the effect was transformational for him. One example was:

> *Do you remember when I was in Year 4, I had a'itude? ….*
> *I came in from break one day and I'd just been so bad,*
> *said really bad stuff to some kids and I just didn't know*
> *why and I came in and saw those things…yer …Me and*
> *My Learning we had to do every term set out on the desks*
> *where you like say how you're getting on and I wanted to*
> *walk back out again. I thought, "Nar, Nar, I can't do that;*
> *it'll be never, never, never." Mr Nash said to have a go and*
> *then later he took me to one side and we had this chat like*
> *for about 15 minutes and Mr Nash really made me think.*
> *And later on I thought, "Do I want to go on being the one*
> *when Mr Nash goes out the classroom he says, watch so*
> *and so and oh yes, Stephen?"*

The teacher's role connecting with this child and the child with his own motivations emanated from practical compassion, or as Bondy and McKenzie (1999) express this quality, unconditional positive regard. Stephen clearly expressed his personal development and wellbeing being developed through connecting with first of all his own negative and self-condemnatory feelings he said he had towards completing a self-reflection assessment on his wellbeing. As a result of his distress at facing the effect of his poor behaviours towards other children, the powerful effect of connecting with his teacher "made him think" and allowed him to self-reflect more positively. The compassion shown by Mr Nash to Stephen by giving him time one-to-one during a break to talk and reflect clearly instigated this sense of connection that "grounded" Stephen and his turbulent emotions he was finding too much to cope with himself.

I found myself as both head teacher and researcher very moved by this young boy's honesty about his struggles when he had known so much instability in the first 10 years of his life, evidenced by his average 50% attendance.

It also bears out what Warin's research (2011) found that opportunities for self-reflection are an important part of healthy development of self. Most importantly however is the compassion demonstrated by the teacher for Stephen who clearly was troubled by his self-reflection. This is in line with the school's approach to person-centred schools (Munby, 1989) but also seeing each child as an individual with holistic learning needs. I had understood that a person-centred school tended to relax power dynamics in all relationships in a setting and especially the teacher/child dynamic but what is new for me is that I had not seen until this data occurred as part of my results that the concept of person-centred schools possibly does most likely contribute to creating an environment conducive to compassionate relationships.

The change Stephen then went on to make during the rest of Year 4 and within a relatively short space of time was very significant and with his permission I told Mr Nash about what Stephen said in the focus group interview - who reflected himself that such events must occur in children's lives as they relate to teachers and it is great to be told of just one.

The second example Stephen used was his Year 5 teacher, Miss Poole's caring relationship where she set clear, consistent boundaries with him and that helped him to continue the change in his attitude and behaviour he started to make in Year 4. He commented that this teacher "connects with every child" and his explanation of how she visited him in his classroom when he moved in to Year 6, made the difference for him.

While Stephen once again expressed his struggles in Year 5 yet he clearly connected with Miss Poole. The compassion she showed to him and to others profoundly affected him. He indicated he attached to her and in line with Van der Horst (2011), the lack of attachment he experienced as a child was being compensated for, first by Mr Nash in Year 4 and then at a crucial time of personal motivation to change for Stephen, through the strong connections he established with Miss Poole. The fact that he clearly appreciated her presence and care when she went to see him in his class in Year 6 serves to strengthen the understanding that, through analysis, Compassion presented as a sub-theme feeds into Connectedness as an over-arching theme, in regard to the

vital role of compassion evidenced during a critical time of transition for Stephen.

> I believe Stephen was expressing a type of love and affection for his teacher, family love or storge as the Greek word denotes (see Appendix 2).

The compassion shown by two very different teachers for Stephen instigated a deep connectivity that empowered him to reason for himself and come through a turbulent time before transition to high school.

The sub-themes of Friendship, Being Myself and Compassion clearly fed into the main theme of Connectedness as illustrated by the children's extracts. Teachers' role in developing a sense of Connectedness was identified by the children as what contributed to their wellbeing

- through learning to relate and develop friendships which helped to create an environment where pupils self-reflect and tried to make wise choices over behaviours;
- through being accepted for who they are (being myself);
- through responding to compassion, a type of love, similar to that known in a family, shown by different teachers in different ways.

In the literature review I referred to Palmer (1998) who presented a growing trend among young Australians to connect more with the spiritual aspects of life and wellbeing. Of spirituality he says it is "... the ancient and abiding human quest for connectedness with something larger and more trustworthy than our egos – with our own souls, with one another, with the worlds of history and nature, with the invisible winds of the spirit, with the mystery of being alive." (Palmer, 1998: 6). I make the case that these views add to the case of teachers' role in children's wellbeing being defined within a holistic discourse at an individual and relational level as well as with the environment. It is a definition that is in tune with the needs of twenty-first century learners.

As this research is an investigation into wellbeing in primary education with the view to coming to a clearer position of the teacher's role, it is appropriate at this

point of presenting the analyses of the first part of my first data set to relook at
my own working definition of wellbeing based on my reading in the literature:

> Wellbeing is a desirable state for a person or people group
> that may affect body, soul, mind or spirit and is often
> associated with various aspects of life and relationships to do
> with individual or collective human potential, for example
> social and emotional wellbeing. While wellbeing is
> subjectively experienced, it is possible to provide generic
> criteria for measuring aspects of wellbeing depending on
> context.

While my own definition is comprehensive and to some extent "safe" in its
parameters, I feel that the aspects coming out of analysis of my data collection
from children are far more expressive, for example, Connectedness emerged as
a hugely important aspect to enable children to be equipped to reach their
potential or not and which the chosen quotations illustrate graphically as
opposed to being at a purely theoretical level. So far, Friendships, Being Myself
and Compassion, as three sub-themes also provide criteria that contribute to
Connectedness and which could be used to gauge or measure the quality of
Connectedness. At the end of this section, I therefore present a definition of
Wellbeing in terms of what has emerged from all the results with children.

Second Main Theme: Approaches to Learning

The second over-arching theme, Approaches to Learning, is now looked at in
more detail together with the subthemes, Resonance and Innovation. In this
case I argue the main theme could not exist without the subthemes and that
each of these is reliant on the other for meaning.

APPROACHES TO LEARNING

RESONANCE   INNOVATION
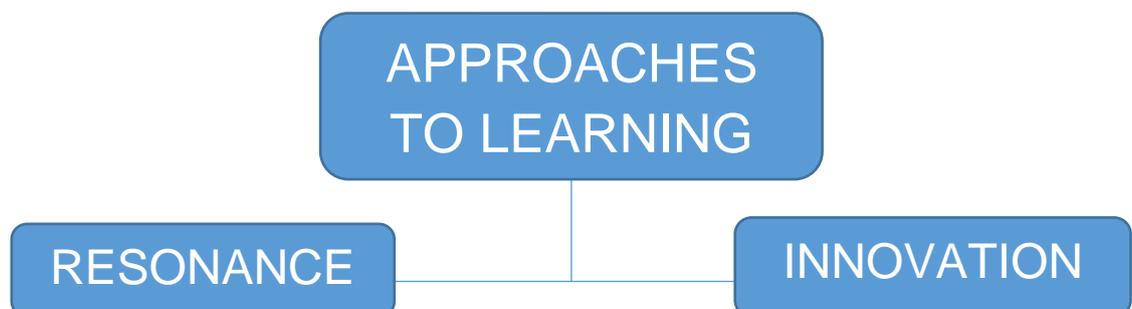
Figure 8   Children's themes two

Elizabeth Day

Wellbeing in Primary Education: an investigation into the teacher's role in children's wellbeing in the light of education legislation, policy and practice.

De Souza (2005) argues that effective learning occurs when the cognitive, affective and spiritual dimensions have complementary roles in youngsters' lives. This holistic model for learning is contrary to the outcomes-based culture of the National Curriculum 1988 and beyond. Yet I propose it is an approach to learning that is gaining interest and momentum both in the UK and Australia: Morris (2010); Buchanan and Hyde (2008). An example of this is seen in a child's response to learning outdoors.

Zac said:

> *I think I like Community because there are more ways to learn things, not just writing down …it was better than just learning in class, like it wasn't just a bland classroom we were in, it was nature around us.*

The feeling conveyed in Zac's response to learning outdoors, is that by comparison a classroom is bland. There is a sense therefore in this reflection that the approach to learning with nature around is innovative compared with learning in a classroom, as it added a new dimension that was better for learning "in different ways". In this discussion of findings, it is also linked to a sub-theme, resonance, in the next section, as measuring and investigating outdoors made further connections between the affective and cognitive domains so learning was memorable for Zac and other children. Through dialogue children indicated that stimulation of their senses in the outdoor nature trail and the practical task of measuring, assisted to create an emotional response in them so their affective state was conducive to better engaging with cognitive aspects of learning. This meant that knowledge gained was retained partially because of the setting in which it was learnt and, in Zac's case, contributed to above expected levels of attainment in all areas two years later at the end of Key Stage 2. From a holistic perspective, the stimulating environment, that "wasn't a bland classroom" but rather "nature around us" could be said to have evoked a spiritual response and awareness that benefited Zac and others.

Another significant approach to learning at Community School that could be considered aligning approaches to learning with innovation is developing a

culture of a growth mind-set (Dweck, 2012). As discussed in Chapter 2. Literature Review, this paradigm presents that intelligence is not fixed so making mistakes is integral to learning and developing. Professor Dweck found in numerous studies that students with a growth mind-set improve more academically and with other skills; they may also be less aggressive and more socially interactive.

Many of the children interviewed identified their own growth through learning that F.A.I.L. means first attempt in learning. One child said:

> *…you never fail in your work because practice makes perfect and even though you don't understand you might do it another day, another week, another month 'cos we always go and revise our work so we never fail.*

The child's choice of language demonstrates the cumulative nature of building resilience over time. While one child interviewed expressed a fear of failure, developing a growth mind-set is an approach to learning at the school designed to build pupils' resilience and that the majority of pupils interviewed identified as something positive and helpful.

Another emotional aspect of learning that contributed to the main theme Approaches to Learning was children's views expressed about bullying.

Farah said

> *(Be a Buddy not a Bully) … teaches you to be truthful to others and how you want to be treated and it shows that if you do bully it shows you're not really a nice person and if some people think they are cool they're just being wrong 'cos they're going to the wrong side and not the good side.*

The innovative approach was using alliteration to create a whole school culture of positively promoting being friendly and other-centred as opposed to causing damage to another emanating from an unhealthy self-image. School data showed the initiative "Be a Buddy not a Bully" (see Chapter 1 and Appendix 2) contributed to reducing bullying and Farah's personal reflection spoke of the type of thinking and learning that also helped to reduce bullying. However, one

child was very confident to put her view forward that she did not think people who bully do learn in the main, but they stop because they "…are going to get into serious trouble". Stephen reinforced this view by saying:

> *(bullying is) …. better because the teachers are now like really strict about bullying. They're doing like really bad consequences to stop bullying so 'cos of these consequences people like don't want them to happen to them so they stop bullying.*

This thinking contributed to the main theme Approaches to Learning, even if the learning was linked to a deterrent; there was an emotional connection that improved social relations as the deterrent helped to prevent bullying recurring.

A fourth approach identified by pupils as contributing to their connecting with learning was drama as a way of providing total immersion in a story that children were all a part of together. In both focus groups children expressed their love for being part of a play, working as team and how in the main the kind of learning was meaningful because there was a lot to memorise but also opportunity to express yourself as well as the fun of taking different roles.

Holistic approaches to learning discussed through outdoor learning, creating a growth mind-set, setting boundaries through dealing "strictly" with bullying and also intentionally using drama, provided meaningful and memorable learning. The school through its ethos and teachers through their creativity facilitated these approaches. Both sub-themes, Resonance and Innovation exist because of the main theme Approaches to Learning.

Sub-theme: Resonance

Falkner (2007) states that emotion is considered to be involved in differentiating significant experiences from less relevant ones, and in assisting their transformation into long-term memory. This 'resonant' learning is what I propose Farah animatedly describes.

> *…the beginning of Year 6 I didn't even know what nouns or pronouns were but them Miss Ness and Miss Tea taught me..and pushed me how to do like these different kind of things and our French kind of got good*

Elizabeth Day

Wellbeing in Primary Education: an investigation into the teacher's role in children's wellbeing in the light of education legislation, policy and practice.

> *'cos we went to France in November last year and when we were there we did different things. We went to a waffle shop, a factory, I mean we went to different Christmas shops, but the one thing we got to hang out with our friends in our group and we worked as team mates to see how much money we had got, how much I should spend on this and how much on that…*

Teachers' role in building Farah's resilience to learn parts of speech, plus the different kinds of learning through holistic experiences built into a trip they facilitated, evidence what Falkner (2007) purports that emotion distinguishes significant experiences from those less meaningful. The emotional aspects described also connected to social aspects of being together in a different and exciting environment, hands on collaborative support working in a different currency and appreciating the two teachers' approaches to encouraging different kinds of learning.

For Farah, a second language learner, this memorable experience not only improved her skills, knowledge and confidence but indeed resonated with her as an unforgettable experience, hence Resonance was placed as an integral part of the main theme Approaches to Learning.

A number of children referred to wider aspects of learning that resonated with them such as enjoying new challenges through clubs:

> *I've enjoyed being at this school, I've learnt different things I haven't learnt before and having different clubs like street dance or sometimes athletics.*

Other memorable activities recounted were "lots of competitions" referring to sports' events where children represented the school often at other local schools as well as events further afield.

Emotional engagement is clearly seen to be part of the social, emotional and in this example, physical learning children recall – just as Falkner (2008) purports.

In contrast to positive emotional engagement a child commented:

> *I hate it when I have my hand up for ages and the teacher doesn't even notice. It can make you feel overlooked.*

Elizabeth Day

Wellbeing in Primary Education: an investigation into the teacher's role in children's wellbeing in the light of education legislation, policy and practice.

This demotivating type of learning resonated with the child as she had a negative emotional reaction and her voice needed to be heard. It was in direct response to my question to the children about what they did not like about the school. As head teacher the child's view has already been discussed with teachers to spread the more effective and equitable practice of children answering questions, for example by using named "lolly sticks" and for group work and feedback, post-it notes to be used more often so every voice is heard.

Linked to teachers' role in facilitating children's memorable learning that resonates through emotional connections made from first-hand experience on a trip or challenge through clubs and competitions, innovation is seen as an approach to learning.

Sub-theme: Innovation

> *In science we did more experiments and maths I remember we went outside and measured things …. I think we went into the nature trail and measured like logs and you know like spider webs that we found …like corner to corner, different corners. I think it was we had fun doing it!*

Zac description mirrored an innovative approach, referred to by other children, to create and use an extensive nature trail to springboard enjoyable, investigative learning across the curriculum that in time helped Zac achieve well above expected levels in Reading, Writing and Mathematics in the Standard Achievement Tests (SATs).

In relation to outdoor learning at a local centre Leyla, spoke animatedly of team work as a raft that a group of children built fell apart and the children took risks, within the safety of wearing life jackets and having whistles to blow, to work together to help a girl whose hand and wrist were badly knocked, even though "…*you felt like you were drowning but you actually weren't.*"

Leyla's dramatic recount was in response to being asked how the children had been helped to prepare for high school and for life. As all the children joined in the story, it was clear that they all made the connection between everything

going wrong, trying to help each other, taking safety precautions (life jackets) and learning to work as a team while waiting for a speed boat to come and rescue them all.

While this type of outdoor learning is now a part of many children's learning nationally, I suggest that at Community School the reason it is innovative is because of the school's intentional choice to use it to build physical as well as emotional resilience in the children to help them to be "Ready for Life" (see Appendix 2). Also, it was an outcome of subject leaders looking at developing spiritual aspects of children's development and in sharp contrast to opportunities inside school to reflect. Team activities outdoors especially when things went wrong when making a raft, provided opportunities to connect meaningfully with other children, to take care, to keep safe, yet from that place of safety to take risks, to trust others, to be other-centred – and to have fun, while drawing out these vital personal and life skills.

Skills such as confidence, motivation, resilience, and self-esteem are typical non-cognitive traits which Cigman (2008) states are necessary affective conditions that can be heightened or enhanced for learning and that were referred to in Chapter 2, The Literature Review (Cigman, 2008: 540). They are also the type of skills that social analyst Bridges argues will be uppermost in "the de-jobbed" working environment post 2020 (Bridges, 1994: 92).

In another setting or with a different group of children, necessary parts of the main theme, teachers' Approaches to Learning could be made up by other components, whereas in Community School setting, the analysis of data gathered from two groups of children led to teachers' role in enabling resonance and innovation which are integral to the main theme. In my view, this indicates depth in what children expressed wellbeing to be – engaging emotionally in meaningful learning that resonates and as the child commented "I think it was because it was fun." The teacher's role in developing pupils' wellbeing in this way was facilitator of the approaches and as an agent to skilfully enable non-cognitive traits such confidence, taking risks, resilience, trust and cooperation to be learnt and built.

I therefore conclude this first section of results of Data Set One with a definition of wellbeing based on the findings that emerged from my analysis of children's data including some of the nuances of teachers' role in developing children's wellbeing:

> Wellbeing is connecting with friends, family, teachers and your school and being accepted so you can be yourself and receive love and guidance from others that will help you reach your potential. Meaningful, real life learning, especially interesting and innovative experiences that help to feed curiosity and build resilience, can increase wellbeing as these resonate with you and are more likely to be useful in the future because you've had fun and learnt to work safely with others, yet also to take reasonable risks.

It emerged teachers' role is one of facilitating children's wellbeing through creating a supportive environment necessary for children to establish meaningful relationships with peers. Part of this was seen through teachers modelling good relationships with children within a stable community. The quality of teacher/pupil relationships were shown to be even more important than might have originally appeared, as teachers' compassion shown in different ways was linked to children connecting and engaging with healthy development of self, so children were more accepting of themselves, more motivated and aspirational. Compassion was identified as sometimes listening so a child was better able to self-reflect positively and sometimes in practical ways such as offering meaningful encouragement or visiting a child when he moved to his next class. Interestingly, affective traits identified as being developed or heighted through teacher/pupil relationships also linked to children being better able to be other-centred as seen in one child commenting how certain subjects, sports and PE, helped some quieter children, in her words, "to let their selves out." Clearly she saw this as a positive thing she was pleased to see. Furthermore, being able to be other-centred was seen through an example when a raft that a team of children were building fell apart and one of the team hurt her wrist quite badly. In Appendix 2, Whole School Ethos, spiritual aspects

Elizabeth Day

Wellbeing in Primary Education: an investigation into the teacher's role in children's wellbeing in the light of education legislation, policy and practice.

of children's overall development are identified in being able to be other-centred.

When things went wrong, children displayed altruistic characteristics in being able to put another child's needs before their own while establishing the reality of the situation. In hindsight, some of the relative risks children took to ensure the safety of one child were seen as memorable and "fun", peppered with a sense of goodwill, courage and humour. These non-cognitive traits are undoubtedly building blocks of resilience, discussed in Chapter 2, the Literature Review as being an important part of teachers' role in developing pupils' wellbeing. Resonant learning seen in innovative approaches in science and maths investigations outdoors was also described as memorable and as "fun". Here, a child's emotional response to the context of learning resonated cognitively from what was learnt two years previously.

4.3 Themes from Parents' Data

The results in this next part of Data Set One were derived from a focus group I held with parents. It comprised one main theme A Loving Community and four subthemes: Interconnectedness, Commitment to Growth, Giving Trust and Respectful.

Figure 9   Parents' themes

Main Theme: A Loving Community

Analyses of stories from parents about themselves, their children and the value they put on relationships led to the main theme, A Loving Community. Parents spoke of the usefulness for them of classes in English, maths and ICT as they were then able to help their children. This was an important part for them of being in a supportive community where they could learn and be empowered as parents.

In answer to the question what parents would say to someone bringing their child to the school for the first time, Parent 3 expressed a sense of being accepted in a family. She said:

> *It is a very, it's a family, a community, it feels like a family. Everyone feels in a safe environment. They receive the kids well in this school. …we are like a small family, we can talk to the teachers, we can talk to the teaching assistants, we can talk to the cleaners. I feel it's like my family. I feel more attached to Community than my kids now!* (laughs, as clearly exaggerating to make a point).

In contrast, Parent 5 said there were problems with bad language in her child's class. A dialogue ensued for a long time, yet it indicated strength of relationship between Parent 5 and me; a trust from her that I would want to know and resolve the issue which was out-of-character from what she had known of the school.

This potential "red herring" in my research interview allowed an opportunity for me to be vulnerable and reflective as a researcher and as Bell (1998) states:

"Descend into the swamp of important problems and non-rigorous enquiry" (Bell, 1998: 185) during which I became exposed as "…an agent that can make mistakes…. alive in the world which I share with others" (Bell, 1998: 185).

Elizabeth Day

Wellbeing in Primary Education: an investigation into the teacher's role in children's wellbeing in the light of education legislation, policy and practice.

The problem raised contributes to the main theme, A Loving Community, where problems can be aired, as it grounds it in the personal, social and environmental context that Bell refers to as understanding the actuality of the research process. Bell argues that as an inside-researcher, problems can emerge when dealing with perceptual issues that relate to being who we are in our practice and to ignore this in order to maintain the "high ground of rigour" can rob the research of other interpretations of reality that can in fact add new dimensions of understanding (Bell, 1998: 179).

Qualities identified as part of A Loving Community were compassion and passion.

Parent 4 said:

> *It's a real caring ethos from when I first came to the school I think it was partly you in terms of leadership and showing real compassion and passion for the school and everyone passionate here and getting to know the children quickly as well. I know you addressed Andrea by her name straightaway and I thought "Woo".*

This comment specifically supported the trail of my evidence-making of what was familiar to me, my passion and drives, in Chapter 1, Introduction, as a way of clarifying the influences and views that I brought as an inside researcher (Coghlan and Brannick, 2014). For example, the concept of "person-centred schools" that motivated me to build school systems centred on empowering others (Munby 1989) as opposed to the main driver being narrowly achievement-orientated. Holistic learning approaches have come to encompass valuing everyone in an educational or school setting - to benefit all children and build effective communities, where everyone can thrive. This is where the drivers of passion and compassion are derived and this parent and others valued the role of teachers in working with their children from the onset with passion.

Sub-theme: Interconnectedness

Symbiosis derives from the scientific world and is a concept for something living

and dynamic that works for good. I use it here metaphorically to describe results that evidence aspects of positive and growing understanding and interconnectedness among parents as well as between parents and the school, that are energising and help to create, yet also maintain, the loving community that parents described they valued but also identified with and felt part of.

Parent 2:   *Parents in the playground as well are really welcoming. Yes, everyone is friendly. You know we're living in London; you don't look at anybody 'cos they think you're crazy and you know as soon as you walk into the school you're just in this community that everybody likes each other, everybody gets along.*

Interconnected relationships were seen working for good in that change and transition were two threads in most of the stories parents told about their children and this is depicted through the next sub-theme, Commitment to Growth.

Sub-theme: Commitment to Growth

A parent spoke at length of how a teacher, Miss Poole brought unrealised potential and confidence out in her son, Mosin, who had moved to High School...

Another parent spoke of her teenage son:

> *He's a gifted and talented child, he's very confident. He's very, very confident. He went to Community School …. He became a fine young man. KS1 he wasn't that confident, remember he was bullied. In Reception I was in here a lot, seeing the teachers. He had very bad memories. He was actually behind. By Year 6 he improved.*

Researcher: *Bullying certainly stopped didn't it? It took a while.*

Parent 1:   *Yes, it took a while, it took a while.*

This was a poignant moment when my role as head of the school and

researcher merged. The woman's son was nastily bullied, physically jumped on and emotionally excluded by other children, when only in Reception, a quite unusual age for such intense treatment by other children. It was dealt with very firmly but took until the end of key stage one, over two years, to stamp out completely the child being picked on and him being able to socialise freely.

The parent being able to talk about her older son with such perspective communicated to me a tangible sense of community and commitment to growth as she trusted me as head and worked with me and others in the school who had supported her son. She was also quite happy to bring her younger son to the school which further demonstrated her commitment to the school as a community and to her children's growth.

Parent 2 also talked of seeing a commitment to growth:

> …*a real change in children, KS1 to KS2, a change in their mind sets.*

She said she appreciated the school helping her child *"…how to sort things out"* as she he felt this was important for high school:

> *I'm so glad you guys think about that transition*.

Developing children's confidence was another theme that emerged from parents. For example, Parent 3 said:

> *I think of Shamiya… and now she can stand in front of people – in assemblies, so it shows Community children grow in confidence. That really matters when kids go to high school. It's good to see that will help them to adapt in high school.*

Parents spoke with passion over the commitment to growth, which was powerful and links with the next sub-theme, Giving Trust. At the core of the main theme, A Loving Community, Giving Trust emerged as a sub-theme and links with the passion expressed by parents as they spoke of the school's commitment to growth of their children to transition with the skills they felt were needed for high school. Even in the case of the now recognised gifted and talented teenager

who was badly bullied in Reception at Community School, his mother recounted working closely with the school to see the situation change, which took tenacity but mainly also, trust, which is also the next sub-theme that emerged.

Sub-theme: Giving Trust

Transitions emerged as a pivotal time for parents, at each stage of a child's schooling from one year to the next.

Speaking of when her daughter first started school in the context of her seeing passion and compassion for children in the head teacher, Parent 4 said:

I felt more confident to let her go (child age 4 years).

From responses within the group and this parent's quiet and serious voice tone, coupled with passion as she spoke, trust in the school and especially teachers, is viewed as a key ingredient for a parent in the rights of passage of a child from her own care into a school environment; indeed, as head teacher it was a reminder of the privilege to be entrusted with what a parent usually most loves and values – their child. The parent quickly moved on from this very personal contribution to the discussions to speak of a practical way the school had addressed her daughter's eating problem, where trust was the key quality needed and both in this case and the one where a child was bullied, the parents were not disappointed, even if in the bullying case "it took a while".

These two instances, giving trust to teachers when starting school and working through a child being bullied, clearly shed light on teachers' significant role in children's wellbeing from parents' perspectives.

The attachment bond between child and parent is known to be key to the healthy development of any child (as discussed in Chapter 1 Van der Horst, 2011), so the weighty responsibility of teachers when parents "hand over their children" to them has implications for the moral and ethical responsibilities of teachers and that of head teachers to ensure that teachers understand the importance of being entrusted with any child.

Analyses of transcripts led to a fourth sub-theme, Respectful, which became

Elizabeth Day

Wellbeing in Primary Education: an investigation into the teacher's role in children's wellbeing in the light of education legislation, policy and practice.

evident as giving trust would not be easily done without respectful, reciprocal relationships.

Sub-theme: Respectful

Parent 2 demonstrated great respect for a particular teacher:

> *She's a perfect mix of being really strict and making sure children feel cared for, a lot of compassion. It's very, very hard to come by. I think you have teachers that are really compassionate but some children take advantage of that or you have other teachers that are really strict, get the job done but don't bond as well with the children…but with the teacher she's got at the moment, she's got that perfect mix of compassion and strictness, which is fantastic*

The tone of the whole comment was one of respect within a loving community.

Another example was Parent 1 who talked about her son not just having friends but feeling he could really talk to friends. It further supports the sub-theme Respectful as this was the tone of the conversation. Parents often speak of friends playing together or of children liking their friends, but it was significant that the parent spoke of a boy liking to talk to his friends as it denotes a respectful culture where children, in this case boys, liked talking.

A further way a parent described respect was when Parent 2 spoke of her daughter coming home and saying, "I got so many 'well-dones' today," or "I was recognised for doing this."

She also spoke of the care by the teachers and in every year group her daughter had been in, that she was recognised for doing well. The parent went on to say she knew that children working at "all the different levels" were recognised for their achievements which meant that they responded well within this culture of recognition and respect for individual children.

A further example of the sub-theme Respectful that emerged was Parent 4 speaking about the value of Place2Talk (15 minutes to talk about friendships or any issues) provided by the charity Place2Be and referred to in Chapter 1,

Introduction. The parent said her daughter liked it **"as a special time"** to sit with her friends, maybe draw or paint, but mainly the parent felt it was good for the children to know they would be treated well. She also spoke about a friend of her daughter who she went with who talked about "other things". She perceived that her daughter's friend used the space to talk to the adult in charge. This contributed to the sub-theme Respectful as evidence of the school being respectful of children and their different individual needs.

Themes from parents' data make clear the aspects of a child's wellbeing they prize, namely they and their child being part of a loving community. This would indicate two things in relation to teachers' role: one is that teachers, including a head teacher, play an important part in establishing and modelling positive relationships and also that teachers do not exist in isolation in relation to children's wellbeing, hence the symbiotic nature of a community that is loving as there is positive interconnectedness. This was important as it led to parents feeling more confident to "hand their child over" to teachers and as they transition. Teachers' role in commitment to children's growth is an aspect of developing their wellbeing and being able to tackle bullying in conjunction with a parent meant that giving trust was identified as a theme to emerge from the interconnected nature of the community and parent and teacher relationships as well as pupil teacher relationships. Respectful was seen to play a significant part in a teacher's enabling role in child wellbeing as they offered clear boundaries and "strictness" mixed with compassion. Pupils feeling able to talk with their friends, as opposed to just play with them, was identified as important in their wellbeing and provision for a child to access an adult to talk was also seen as a necessary part of developing their wellbeing as part of a strengthening model that helps to build resilience.

To return to a definition of wellbeing from parents' views and main themes:

> Wellbeing for you and your child is feeling able to entrust a school to bring out the best in your child personally and academically as part of a loving community characterised by strong interconnected relationships where teachers are passionate about teaching and compassionate in their approaches with

Elizabeth Day

Wellbeing in Primary Education: an investigation into the teacher's role in children's wellbeing in the light of education legislation, policy and practice.

children; they and their parents feel welcomed and valued, able to talk with anyone in the school and the school is committed to working with parents to see their children grow and enabled to reach their potential.

The examples given to illustrate the main and sub-themes from interviews with parents contributed with those from interviews with pupils to create background to take to teachers on how wellbeing was perceived by these stakeholders.

4.4 Pupil-Teacher Relational Aspects in the Themes in Data Set One

It is interesting that main themes derived from pupils' data Connectedness and Approaches to Learning, each with related sub-themes, held at their core the significance of teacher-pupil relationships as well as pupils' relationships to "the school". The latter bond was also accompanied by an attachment to school symbols such as the songbird and shield of the school logo; the wheat denoting the school's history of being built on farmland, as well as connections to "the school" itself for most children interviewed, particularly the values comprising the school rules, Kind, Friendly and Safe and related systems embedded in rewards and consequences. Yet it was teachers who were variously named by pupils as being compassionate intermediaries in examples illustrating Connectedness and coupled with intentional innovation in Approaches to Learning. These qualities were also evidenced where there were "disconnects", for example a child recounting grappling to establish friendships when entering the school mid-year.

Similarly, parents' relationships with me as head teacher, with teachers as well as with "the school", were central in the main theme A Loving Community and which was further defined in the titles of sub-themes of Interconnectedness and Respectful derived from analyses of data from parents. These were also seen to be true when Parent 5 felt able to use the focus group forum to talk to me about a temporary situation in a classroom where teacher-pupil relationships were not working. Quotations from parents illustrated the importance expressed by them of teacher relationships with their children, for example in both sub-themes, Giving Trust and Commitment to Growth. Teachers' passion for their role and compassion for children were named explicitly by parents with

examples of how they saw these qualities in teachers' approaches and relationships with children. Through analyses, these therefore contributed to the parent sub-theme Interconnectedness which supported the main parent theme, A Loving Community. Passion in teachers was implicit in pupils' data and seen in the two main pupil themes, Connectedness and Approaches to Learning. Compassion was also a named pupil sub-theme, supporting a main theme Connectedness.

Quantitative and qualitative data from research conducted with youngsters 12–15 years old by Marsh (2012) showed that teacher-pupil relationships were central to pupils' sense of belonging and hence their motivation to learn and achieve. In her research, Marsh also referred to the kind of atmosphere conducive for learning that quality relationships engendered (Marsh 2012: 162), so despite the age difference of pupils in her study compared with those in mine, in some respects the findings are not dissimilar. However, in my research, I introduced the scientific word, symbiosis, as a metaphor denoting a living and dynamic community, to encapsulate the interconnectedness that parents conveyed they experienced at Community Primary School and supporting the main theme, A Loving Community. So in this respect, it is the relationships within and across the school community and not only the teacher-pupil that fed into pupils being motivated to learn and achieve and that contributed to pupils' personal sense and awareness of their wellbeing. Findings from my research present a view that in their role, teachers do not function in isolation in developing children's wellbeing but rather contribute to, and benefit from, a school community that is interconnected in meaningful ways, including through relationships.

In her study Marsh (2012) poses questions about the implications for leadership and management in schools that her research findings on the teacher-pupil relationship create and therefore teachers' role in relation to children's wellbeing. The next section, Teachers' Results and Discussions, goes some way towards further pursuing this argument through my research and in the light of legislation and policy presented in Chapter 2. I then also go on to address the matter more fully in Chapter 6 Conclusions.

Elizabeth Day

Wellbeing in Primary Education: an investigation into the teacher's role in children's wellbeing in the light of education legislation, policy and practice.

CHAPTER 5 RESULTS AND DISCUSSIONS

Teachers' views on their role in wellbeing

The results in this chapter relate directly to my research investigation into wellbeing in primary education and specifically the teacher's role within this in the context of education legislation, policy and practice.

The results presented and discussed in Chapter 4 of pupils' and then parents' views on wellbeing, feed into the data presented and discussed in this section and therefore also with the research question and literature discussed in Chapter 2, the Literature Review.

From this iterative process new knowledge began to emerge from the analyses of the themes considered as a whole. The final analyses and new knowledge and implications are then discussed more fully in Chapter 6, Conclusions.

5.1 A Co-Facilitator

On Wednesday 4th March 2014, I felt very fortunate to run two action learning sets with two different groups of teachers, six in the first group and seven in the second, each session being an hour long. As stated and discussed in Chapter 3, Methodology, Kay, the Project Manager for the Place2Be Children's Charity assisted me to facilitate the groups as her presence seemed a natural part of school culture as teachers visit her from time to time to think through solutions to pupils' behavioural, emotional or social needs. Boundaries were agreed for Kay's participation in the two sessions to assist me to facilitate teachers' thinking – something she is extremely well practised in and which I felt gave an opportunity to strengthen the integrity of the data as Kay only had one role of co-facilitator, whereas I inevitably had two, head teacher and researcher.

It was excellent having a co-facilitator, for as well as contributing useful questions such as "What else do you think?" she took on the role of scribe so we were able to see the progress of the discussion visually – which helped. As

researcher I also felt Kay provided an objective element to my gathering data as my role as head teacher was very visible, although teachers were well aware the purpose of the action learning sets was for research to improve understanding and practice.

5.2 Introduction to the Action Learning Sets

Having presented the groups with a PowerPoint diagram summarising the national and statutory background to Wellbeing (see Appendix 8) this culminated in me having teachers consider the two expectations of the current Teachers' Standards 2012 (DfE, 2013) in regard to wellbeing:

- Communicate effectively with parents with regard to pupils' achievements and well-being.
- …having regard for the need to safeguard pupils' wellbeing in accordance with statutory provisions.

I also presented pupil and parent views in thematic form from my analyses as they were at that time. This was in line with what Reason and Torbett (2001) refer to as second person inquiry as part of an integrative approach to research investigation - to assist with interacting authentically with the real world. The outcomes of the second person voices led to this third-person inquiry as action learning sets in which teachers generated actions as they took control of negotiating ideas collaboratively for school improvement to do with developing children's wellbeing.

I had made clear to both groups of teachers that one of the purposes of the action learning sets was to come up with some actions we could address as a school in regard to any of the views represented in either the themes or quotations I used from the pupil and parent data or any of their own thoughts - either relating to the themes presented or their own to do with wellbeing in the school.

Teachers also suggested and decided steps to be taken to implement these ideas in the short, medium and long-term, leaving opportunities for further

research and inquiry by them, by others or by me. With that came a sense of a new community of learners with inquiry interests beyond what I presented to them, and yet to be pursued.

I had some set questions ready to ask teachers to give a steer to the action learning sets (see Appendix 6) and yet I wanted the discussions to also have a life or direction of their own so that the data would be authentic and not contrived.

5.3 The Findings

Two main themes emerged; the first with three sub-themes and the second also with three sub-themes. The first main theme and subthemes were:

Figure 10   Teachers' themes one.

First Main theme: Responsive Professionals

Teachers' responsiveness as professionals was initially evident in the attitude and willingness of thirteen of the nineteen teachers there were in the school to find and make time to be part of the action learning sets one Wednesday afternoon while school was still in session and children needed teaching in all 15 classes. I had consulted with teachers if they would prefer to use regular staff meeting time for the action learning sets or for me to try to arrange cover so they could be released from their classes or commitments. They unanimously felt release was the best option to give them some focussed time and as it was not that easy to find cover for six and then seven teachers at one

Elizabeth Day

Wellbeing in Primary Education: an investigation into the teacher's role in children's wellbeing in the light of education legislation, policy and practice.

time, I found they volunteered to swap planning and preparation time, some arranged their own cover via teaching assistants and three in fact gave up their non-teaching scheduled time to participate.

I found this very altruistic of the teachers, not just in loyalty towards me and the school but towards their own role as educators, wanting to be part of research that could make a difference. So teachers' proactive team approach was very affirming for me as head teacher. As a researcher it was useful as it meant the sessions were not rushed due to the teachers' being proactive and responsive.

Furthermore, a hallmark of both sessions was the sense of collegiality and at times humour and fun that came out of some of the teachers' honest answers. They were in the main very relaxed and confident yet reflective.

From my own reflection, I considered that in both sessions there was evidence of teachers finding joy through being part of this action learning set and that is our school's vision, for everyone in the school community to find "Joy through effective Learning for Life" (see Appendix 2 Whole School Ethos Model). This was further affirmed when afterwards, and in the main on a one-to-one basis, feedback from teachers was very positive asking if we could do something like this again as it was better than brainstorming; one person said they loved having the time to think like this and another that it had really made her think. There was clearly huge enjoyment, more than I had expected and therefore for me as a head teacher it served to further increase my high regard for these teachers, and as researcher, respect for teachers as well as for the profession.

Sub-theme: Empowerment

With regard to a teacher's responsibility to safeguard children's wellbeing some strong views were expressed, for example, Teacher 1 felt there needed to be a central place where all the information that comes in to the school to different people is stored, so things would not get missed out, some information not given to the teacher.

She said:

> *we need to be really clear… I'd quite like to know what it was that happened years back so I can build a whole picture in my head and I know it's sensitive, but just to have that big picture*

Both Teacher 2 and Teacher 3 brought into the discussion that they felt they needed to be more involved in child protection on a "need to know" basis.

As a researcher, there was a very clear logic between the statutory role and responsibilities of teachers and what they were saying and as illustrated by the theme Empowerment. As head teacher, considering the highly efficient child protection systems and detailed chronological confidential filing systems in Community School, which we share as good practice with other schools, and which all staff become part of when referring in writing the slightest concern to the child protection lead, it was concerning to see that this very system was causing teachers to feel they were not sufficiently informed as new pieces of information were relayed to other staff members. Part of teachers' role in regard to children's wellbeing is they hold confidential pastoral records on every child in their class and note in that file if there is a separate child protection file on a child. There is also a Confidential File held in the main office for filtering information prior to filing. Relevant staff are named and alerted to read any confidential information that may come in on a child, within 3 days of it being put into that file.

As researcher, I drew this part of the action learning set together *by saying what* we needed to do for an overall action was to completely review "need to know" information and this was part of teachers' role in confidentiality.

Other matters discussed around this topic included the feasibility of using the school data base to report and hold more information confidentially. The other implications of this for the school were that a formal discussion was needed on information sharing with and to the Wellbeing Leader. Also, it was agreed when information is shared confidentially one on one or by using a confidential password protected electronic file, the teacher must record the meeting date or information and log a relevant sentence in the teacher confidential pastoral file.

While teachers themselves generated the actions of most of the other topics, as head teacher it was appropriate for me to respond over this statutory matter where the very good school systems seemed to be actually hindering teachers from doing what they are required to do by the Teacher Standards (2011) and mainly because it had become someone else's main job in Community School to do all child protection and decide for herself the "need to know" basis of teachers or other staff. As head I am always kept informed. Exploration to shift the balance to improve teacher knowledge was needed.

As a researcher it brought to light the need for teachers to be given more trust as well as information on the issue of confidentiality around child protection, still on a "need to know" basis, but to empower them to lead in this area especially, as the teacher said, so they can relate appropriately to parents and children.

Some teachers noted that when I as head teacher was the sole child protection lead they felt informed and information was more co-ordinated, but the school has grown and there are new roles and systems, so the action learning set gave teachers a forum to reflect and discuss a crucial aspect of their role in relation to wellbeing that is a statutory responsibility for them.

The theme Empowerment also came from teachers discussing the need to be able to have a proper conversation with a parent as this was often problematic on the playground, for example, when they were dismissing children and there were still four children in their charge waiting for their parent or carer.

There was an agreement amongst teachers that the school system of parents needing to go to the office to set up a meeting was, in their words, "great".

However, one teacher reiterated the problem that arises when dismissing children at the end of the day when three or four parent want to see her, or vice versa, and concluded that the parents would need to be asked to make an appointment through the office.

Elizabeth Day

Wellbeing in Primary Education: an investigation into the teacher's role in children's wellbeing in the light of education legislation, policy and practice.

She said:

> *Yes, teachers setting boundaries…..And I think if you can do that you will be able to be more professional 'cos you won't be overwhelmed by people just bombarding.*

The theme of teachers wanting to further improve dialogue and communications with parents recurred in both action learning sets.

The outcome of this discussion that took place among teachers was that for their own wellbeing and professionalism, for all teachers to set boundaries by remembering to use school procedures and try to handle those potentially pressured times of trying to speak to one or more parents who either try to "catch you" or as a teacher a quick word would be valuable. The problem arose of the playground not being a suitable venue at the end of a day when either you have a meeting to get to or a number of children still in your care and need to be with them to look with them for their parent or carer.

While the above point may have seemed an organisational matter, it is to do with teachers' role in children's wellbeing as 425 children are handed over to their parents or carers at the end of the day by 15 teachers. This safeguarding matter has to take priority over anything else. Setting boundaries, it was felt by both groups of teachers, is one way teachers can empower themselves to lead and be more in control of when they have professional conversations about a child as well as where that takes place. At the same time teachers did feel it would be useful to know they could have a "there and then" option for an important matter, so two teaching assistants on call and available to take over up to two teachers' end-of-day seeing off of all 30 children, could also be useful to release them to meet more formally with a parent indoors.

Sub-theme: Passion

There was an intensity and passion in comments made by different teachers during their discussions in an action learning set, initially around making sure in their role in developing children's wellbeing they make children feel valued. The comments included the importance of sending home Praise Postcards to recognise a child's achievement or improvement. A teacher commented this

made her feel more positive and in her words, "passionate". She went on to clarify that it was fulfilling for her to do this especially for quieter children because:

> *We do recognise you and we know when you are in the classroom. Just because you don't speak as loudly as others we still recognise and value what you do.*

She felt strongly this was an important part of the teacher's role in developing all children's wellbeing, that quieter children knew they are valued.

The same teacher also remarked that children can often be quiet because they are going through some tough times. For example, she said:

> *I think as teachers we have to be quite alert.*

I felt it was appropriate for me to tune into the teacher's comment around teachers' role in children's wellbeing by being "quite alert" to children who may be very quiet and who may not be the usual or expected children who may be struggling. A newly recommended "Helping Hands" initiative had been suggested by a visiting educational psychologist the previous day to help address just such a problem and we were thinking about developing this theme of helping hands across the school.   Teachers were interested in another possible school system to support teachers' quite obvious passion for making sure every child's voice is heard.

Another example of teachers' having and sharing passion was a teacher who talked about teachers' role in modelling their own passions for making a difference. She recounted she did this in an assembly about her voluntary work in India and Kay about a canoeing challenge to raise money for a charity. She said:

> *…it was really nice to share that with the children. They were asking me loads of questions afterwards so I was passionate about something and you know it's good for the children...*

As researcher, I was fascinated by this teacher's view on teachers and adults modelling their own passions and choices to children and as both head and researcher I wanted to explore teachers' views on ways to help to keep their

personal and professional passions alive as having, and not being shy in demonstrating, passion seemed to emerge as a key professional quality in giving due regard to their own wellbeing as well as being a model for children.

Regarding keeping their passion for teaching and developing children's wellbeing alive, teachers spoke of systems in place to support their work/life balance as being important for their own wellbeing. Examples given included having a little extra marking time if needed; two higher level teaching assistants to provide class cover. Pilates "as an extra" on a Friday was also referred to as was the Wednesday lunchtime Reflection opportunity. Teachers felt strongly and one said:

> *I've never been in a school with such good feeling for work/life balance. I genuinely find it refreshing.*

A discussion on bells and a knock on the door from the caretaker to remind teachers to get ready to leave were spoken about as a help to prioritise and be flexible on essentials.

The theme of Passion, of teachers' concern for quieter children feeling valued and teachers sharing some of the things they are passionate about themselves including their own charity activities, were easily identified by teachers. The theme of Passion directly linked with what parents said they wanted to see in teachers along with compassion and that contributed to the main theme from interviews with parents – A Loving Community. Similarly, from pupils' data, resonance of their experiences of teachers "going out or their way" and illustrated by numerous examples of teachers connecting with pupils emotionally, which inspired or encouraged pupils, illuminated the qualities in teachers of passion for their role and compassion for children in developing them and their wellbeing. This is part of the main theme from pupils' data, Connectedness, supported by compassion deriving from teachers' passion. As a significant finding for influencing children's wellbeing, derived from within and across both data sets and from all raw data, it is an example of strengthening the confidence in overall findings and is a form of triangulation (Bassey, 2000: 86).

Teachers expressing self-care to manage their own wellbeing and enjoying spending time together and supporting each other as a way to help keep their passion for their involvement with children alive, was really quite explicit. It supported the main theme, Responsive Professionals and complemented the sub-theme Empowerment as data inferred that when teachers were able to keep their passion for teaching children alive they were empowered to be the professionals responsive to children and parents needs that they wanted to be.

The two points I became part of the discussion as head teacher were justified and not the times to be aiming to try to remain objective as researcher, for example, the newly suggested Helping Hands initiative was proposed for the very reason of helping all children and staff if they wished, but especially quieter children, ask for help, so it was appropriate to tune into the way teachers were taking the discussion. Also, when I asked teachers about their own wellbeing including work-life balance to assist to keep their passion for educating children alive, this was to probe into the reality for them and I was quite surprised at the flow of comments and reflections that ensued. The teachers in fact made suggestions for further developing activities together and these became part of the Action Learning Set Action Plan (see Appendix 9).

Sub-theme: Freedom

The sub-theme Freedom emerged from teachers' discussions on remaining passionate and recognising conditions for encouraging the passion they identify is so necessary to keep alive in order to teach in a way they want to, valuing each child and sharing something of themselves, for example, a charity activity they are involved with and passionate about.

The discussion moved on to the pressures teachers feel, for example, time deadlines and things that can sap their energy. From this emerged the sub-theme, Freedom. One teacher said:

> *You know like it means you can't spend longer on what*
> *they're interested in and you don't have quite so much*

Elizabeth Day

Wellbeing in Primary Education: an investigation into the teacher's role in children's wellbeing in the light of education legislation, policy and practice.

freedom to go I know that this would be better for them
than to move on…. yeah bit more flexible.

Teachers made suggestions about blocking subjects and spoke of how effective the annual Art Week is for stirring their own as well as children's passions for learning about and copying the style of artists. A week of science was an example given by a teacher who felt the children could "…get really passionate about it."

Another teacher felt that having time to organise more debates could give her more freedom to be enthusiastic.

In the previous section, teacher self-care and wellbeing came into discussions in the sub-theme Empowerment. I presented data where teachers spoke clearly about school systems they valued such as a daily bell to remind them to go home as they felt this helped them to look after themselves and their own emotional wellbeing which in turn assisted them to keep their passion for their role alive. In this section, Freedom emerged as a sub-theme as teachers took their collaborative thinking a step further and grappled with the realisation from their own experiences with what children responded to best. Creative possibilities through teaching and learning not being so bound to timetables or by the number of subject areas taught in one day or through further trialling of more concentrated learning times of a subject area, were spoken about with some anticipation of "what could be".

This need and desire for freedom corresponds with researchers' views I discussed in Chapter 2, the Literature Review. Primary Assessment, Curriculum and Experience (PACE), a longitudinal study, 1989 to 1996, focussing purely on primary teachers in England, research by McNess et al (2003), and also Education National Culture: a comparative study of pupil attitudes to secondary schooling (ENCOMPASS), 1998-2000, that extended the focus into lower secondary schooling in France and Denmark as well as England, purported that the affective and emotional aspects of being a teacher were key to being a good teacher (McNess et al, 2003: 244 -245). They also presented a model to illustrate the changing dimensions of curriculum, pedagogy and assessment from a "sociocultural model" including social and emotional aspects of learning

Elizabeth Day

Wellbeing in Primary Education: an investigation into the teacher's role in children's wellbeing in the light of education legislation, policy and practice.

conducive to a child-centred approach to one of a performance-orientated, transmission model of learning. The study found that primary teachers in England experienced a decrease in personal fulfilment along with freedom to make professional choices due to increasing feelings of priorities being imposed from outside through legislation and policies. "...the affective domain (for pupils) has been reduced in preference to the academic" (McNess et al, 2003: 249).

Similarly, the ENCOMPASS Project found that compared with their European counterparts in France and Denmark, teachers in English lower secondary schools experienced an increasing externally imposed model of performance and that resulting tensions tended to undermine their professional confidence. McNess et al therefore argued stridently that for governments to achieve adaptable lifelong learners from the student population, then the restrictions identified needed to be lifted to enable teachers' creativity to benefit learners, whatever their age (McNess et al, 2003: 256).

While these longitudinal studies referenced large scale, country-wide research at a macro level, the principle of teachers' freedom to use professional judgment to benefit children being restricted by outside pressures and expectations is the same as expressed by teachers at a micro level during my research.

In the Literature Review, I stated that McNess et al's research (2003) indicated the "direction of travel" of legislation and policy, the effective competing with and undermining the affective and that further research was therefore warranted. It is this very aspect that teachers grappled with during these discussions as part of the action learning set.

Research into teacher wellbeing and educational outcomes for pupils by Spilt et al (2011) also concluded that a teacher's wellbeing and level of stress most likely influences a teacher's ability to form personal relationships with children - something which they state is evidenced to be a vital human characteristic and

at primary level can be quite intensive compared with teacher/pupil relationships at secondary level (Spilt et al, 2011: 461).

As researcher I instinctively probed teachers' thinking further as their views emerged and the benefits of collaborative workings were evident. I asked if we needed to change our mind-set to facilitate change as they had described. What emerged was creating more freedom and flexibility within existing external requirements and restraints and that seemed to be an adequate solution to the problem for them. However, in Conclusions, I propose that the professional role of teachers is reconsidered to include far greater freedom to trial, pilot and innovate through class based research into these very issues.

During the action learning set I could see a clear link emerging between having greater freedom in professional choices and keeping passion for the role and children and their learning alive. Empowerment, Freedom and Passion complement the main theme Responsive Professionals as an indication that teachers would value greater openness and independence to be inventive. As researcher, I therefore picked up on the relatedness of passion and freedom to inquire further into teachers' thinking.

Teachers named team teaching as one way to fuel their passion for teaching and also teaching their own specialisms, for example, Computing or History. Other thinking was around holding subject days once a term enabling children from across the school to choose a subject they are really passionate about and teachers to teach subjects they too are passionate about.

As teachers were involved in creative thinking, a teacher continued to contribute about a change to normal teaching methods generating enthusiasm from children and she would like the flexibility to do this more:

> *In ICT yesterday I had a rotation so some were here and there and they moved round. One of them was a DT thing …one of the girls tapped me and said "This has been the best ICT lesson I've ever had." Don't know whether it was the kind of rotating or making the star, but I got quite a shock, but they're kind of moving about,*

different rotational aspect…whether I could build more of that in.

Another teacher named children having and, every six weeks, changing, learning partners, as another way of developing children's emotional and social wellbeing and confidence.

As responsive professionals who clearly enjoyed the opportunity to think together and at a useful time as the new national curriculum creates opportunities for schools to consider how areas are taught, this sub-theme, Freedom is one that deserves further investigation with teachers. The fact that teachers eagerly wanted to look for ways to keep their passion for their role alive in order to create greater freedoms also warrants further research beyond this investigation into teachers' role in developing children's wellbeing.

Second Main Theme: Enthused Professional

The second main theme, Enthused Professionals, complements the first main theme, Responsive Professionals because it illustrates how teachers were professionally responsive, yet it is distinct from it in that the sub-themes, Compassion, Innovation and Collaboration describe the attributes that comprise the professional enthusiasm evidenced throughout teachers' discussions.
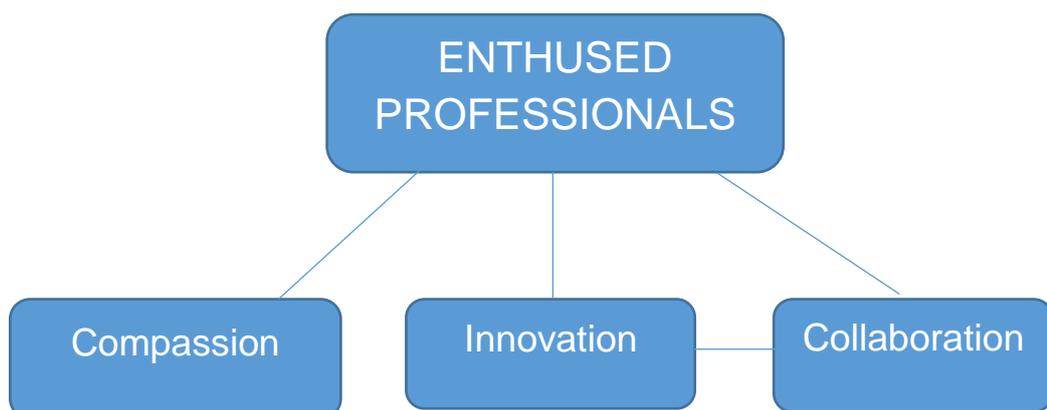

Figure 12   Teachers' themes two

Sub-theme: Compassion

This theme emerged as teachers spoke about recognising passion as a key quality to keep alive and what they then honed in on was compassion. Compassion was demonstrated through teachers' approaches to children being supported when starting the school.

A series of comments made by teachers contributed to the theme Compassion as they recognised the need for it but also pressures that can sap this very quality. An example given by one teacher was of a parent wandering into her classroom as she was starting the day with her class and asking her about her child's lost lunchbox. Another teacher interjected that in such a case there is the need to set a boundary and ask the parent to go to the main office with her query. This is the second time setting a boundary with parents came up in an action learning set, the other example being when teachers need to give their attention to dismissing all 30 children in their class at the end of the day; they agreed appointments must be made via the office, as required, and not to try to accommodate conversations on the playground.

In addition, teachers discussed how the school could better address the matter raised by the two children who felt they had been shouted out at on their first day in the school. One child aged 11 years remembered vividly her first day joining Reception mid-year, when she was 5 years old, and didn't know the class routines of clearing up; she felt the teacher was "shouting" when it sounded as if the teacher was simply organising groups of children to clear up. The other child, also aged 11 years, again remembered vividly, starting Year 2 and the third time she interrupted the teacher talking in the morning to ask when it was lunch, the teacher appears to have become irritated and responded by repeating it was at 12.00 'o clock and she did not intend to repeat this again.

Teachers were interested to receive these views from children and quickly identified they were to do with starting a new school and not knowing routines. Teachers' responses were compassionate in that they clearly saw their role to take the initiative to ensure children know routines to help them settle in. Among their solutions were, a welcome-pack for every new child that is different to induction paperwork for parents and that includes a child-friendly version of times of the day. Also discussed was refreshing the rules through Circle Time and explaining why they're important. Teachers felt the current system of a class buddy to assist a new child worked very well but that this role could be reviewed beyond showing new pupils the toilets, lunch hall and playtime arrangements so a new Buddy job description could be written. Teachers also suggested a small circle time with a TA, and as one teacher said:

> *…so they've got an extra adult to bond with in a new group as well as a teacher.*

The discussions around the topic of inducting children indicated the level of importance teachers attributed to any child joining the school after the start of a year, and it was this attention to detail that denoted compassion for the vulnerability surrounding that period of time for a child. Yet the comments also expressed empowering the child to reflect on their induction at different points and therefore this also supported the sub-theme Compassion.

It is also possible to see how teachers' self-awareness as professionals who are compassionate and the range of ideas they suggested while considering the needs of new arrivals also contributed to the main theme, Enthused Professionals.

Sub-theme: Innovation

The sub-theme, innovation, emerged from teachers' various responses to a synopsis of children's and parents' views (see Appendix 6). My lens of Innovation is where teachers expressed a desire to change their own and collective thinking in an aspect of their role in developing pupils' wellbeing.

One area where a teacher expressed a need for a new mind-set to address multiple needs of pupils in the school, welfare and special needs with their parents, was by taking a model she presented from a friend of hers in France where parents, as well as all professionals working with a child with special needs, met every term to communicate effectively about a child. The practice in most schools in England is for a teacher to meet with a parent three times a year for a child with special needs and only once a year with other professionals for an annual review of pupils with Education Health Care Plans (EHCP). In those reviews with a school and parents, often it is only with reports, not the presence of therapists. The teacher who put this new model forward for consideration identified other systems in Community School that worked well and aided communication with parents to review a child's progress; however, she concluded that by comparison she felt it was piecemeal and not as effective as the model she cited in France.

Teachers' communications with parents were discussed in depth by teachers and from these teachers drew out approaches to communicating that were effective and relatively "quick wins" already, namely Kids Café and Inspire Mornings. This was in response to consideration of parents' views of wanting more information at every stage of transition for a child from starting school to going to high schools and also, the new knowledge for teachers, that parents said they really valued meeting and talking with other parents at the two named events as they are structured but informal enough to get to know other parents better. Speaking of the annual Kids Café to consult parents and children in a specific area, a teacher said:

> *Parents get involved and children get involved – it's a good way of communicating.*

Teachers' deep thinking around facilitating an event to improve transition processes and information in a more informal style of the Kids Café and Inspire Mornings, workshop-style joint learning with parents and their children in classrooms, demonstrated their commitment and compassion to respond to parents. This can be directly linked to teachers' role in developing children's wellbeing in the context of involving parents meaningfully.

As well as enthusiasm being evident in teachers' conversations as they thought through what parents had said about liking the school as "a family" and a community, of valuing reciprocal relationships with teachers and talking with other parents, the processes of creating something meaningful in response showed a real willingness to think differently or innovate and take a risk, albeit combining aspects of two models of parent involvement that were already well-liked and successful. Undoubtedly, the collaborative work on this was intrinsically linked to being innovative – together. As researcher, the willingness of teachers to listen and weigh up an idea, to be honest and laugh about parent link activities that have not worked, demonstrated warm collegiality tinged with an excitement of creating something that might just work well.

As head teacher I felt immensely proud of this team of professionals who were keen to make the most of what pupils and parents had said and develop even better communications. As head, it was also significant that all teachers were keen on even more informal communications as in 2009 when the annual consultation with parents and children on an aspect of the curriculum took the form of "Kids Café", at that time only about half of the teachers were comfortable with the style, so much had changed. I therefore felt that while there was a mix of teachers in the action learning sets, some new since 2009, there was a readiness to listen, learn and develop new thinking through dialogue to initiate further change as professionals.

Sub-theme: Collaboration

Examples in the last sub-theme, Innovation, already demonstrated a good deal of collaboration as teachers worked enthusiastically on plans for transition across the school in the Autumn Term. Teamwork was also evident with both sets of teachers through other dialogue and as they put value on furthering meaningful parent-to-parent relationships.

The sub-theme Collaboration came from in-depth conversation about teachers wanting more involvement with parents informally. In fact, a sub-theme to the first main theme, Responsive Professionals, Empowerment, started with a teacher speaking about wanting more contact with parents about their children

Elizabeth Day

Wellbeing in Primary Education: an investigation into the teacher's role in children's wellbeing in the light of education legislation, policy and practice.

and this theme of Empowerment carried through both learning sets. Within the second main theme of Enthused Professionals, collaborative relationships to maximise communications to assist children on entry and at the onset of transition, were seen as very important.

Another form of collaboration was raised again by teachers, that of team teaching. For example, one teacher, with her colleague who had done some team teaching that morning spoke of collaborative teaching leading to increased pupil and teacher enthusiasm as well as what sounded like, engagement:

> *…we bounced off each other and ended up with a very…we both felt quite inspired at the end of the lesson…the children were enthused, we were enthused and I think it was the combination of us both together that led to, you know, a successful lesson.*

So teachers' own wellbeing was enhanced by team teaching and this in turn fed into pupils' wellbeing.

Significantly, as discussed in Chapter 4, a main theme that emerged from pupils' data was Approaches to Learning with inter-related sub-themes Resonance and Innovation, where both were reliant on the other as children described some of their most memorable learning taking place outside of the classroom, for example in the nature trail, measuring spiders' webs and logs. "I think it was we had fun doing it," said one Year 6 child reflectively. This reminded me that some of the innovative approaches to learning already taken by teachers at Community Primary came out of a three-year whole school focus on developing the spiritual aspect of Spiritual, Moral, Social and Cultural learning across the curriculum. Through collaborative activities and discussions, some led by subject leaders, a whole new culture of reflection had emerged in the school where some times and places for reflection were formally built into the school calendar for all children, but more importantly teachers collaboratively took the initiative to tap into pupils' views on how and where they would like to learn and reflect on their learning. I was interested in some of the pragmatic approaches to providing child-centred learning opportunities for spiritual development, as it led to more teachers using the many outdoor areas,

Elizabeth Day

Wellbeing in Primary Education: an investigation into the teacher's role in children's wellbeing in the light of education legislation, policy and practice.

particularly for practical mathematics and poetry as well as for science and environmental studies from the Ecology (Eco) Room. Some of this was spontaneous, for example taking children into the nature trail on a frosty, wintry morning (wellington boots provided). Other teachers decided to take geography learning out of doors and others drawing and art and in the warmer months, storytelling and performance poetry.

Therefore, as researcher with this contextual background, I reflected that as responsive and enthused professionals, teachers had already started creating a culture of connecting learning for children in innovative ways and this came out of their collaborative workings, trial and error and feeding back.

In addition, while gardening may not be thought of as being particularly innovative, at Community School the culture in each of the 4 phases of the school of growing vegetables, herbs and salad from seed and some fruit and flowers had provided innovative experiences in this urban setting from the very youngest age. For example, in the Early Years area there is a specific outdoor area called "The Allotment" complete with small tools, flag stones to facilitate easy watering and weeding, plus a small covered table where children may sit and drink and talk about their garden. Small grants, one from the local council contributed to various projects over the years, one being "From Plot to Pot" where children grew salads, herbs and vegetables specifically to learn how to wash and prepare and cook with them in the school's Practical Room. Many children became absorbed in these simple activities tasting different herbs, making salad sandwiches, making, seasoning and baking stuffed courgettes.

Pupil data also reflected leavers' love of learning collaboratively themselves, with one child stating she really liked and remembered working in groups outside where they "got on so well" they did not need to appoint a leader or a scribe. This made learning sound like a self-generating matter through talk and collaboration which they then fed back to other groups.

In this section with the sub-theme Collaboration being linked to Innovation and supporting the theme Enthused Professionals, it was important to further connect these themes with those from pupils' data where Resonance and

Innovation supported a main theme Approaches to Learning. I interpreted this as being part of reciprocal relationships among teachers and with pupils which combined to make learning resonant or memorable. This is also evidence of cognitive and affective areas of learning complementing each other as referred to in Chapter 2, Bloom's taxonomy (Bloom, 1956). I propose that much of the collaborative, memorable learning particularly that was described by children out of doors and other than through formal physical education also involved the psycho-motor domain, the third area of Bloom's taxonomy of learning domains (Bloom, 1956). This relates to holistic approaches to learning being relevant to children, and from this discussion, in part generated when enthused teachers are able to collaborate thereby enabling innovative thinking to create innovative ways of children learning and involving parents.

5.4 A Discussion of Learning that Emerged from the Action Learning Sets

From teachers' comments stated at the beginning, the process itself was a new learning style for teachers even though there is a culture of collaboration at Community. There was also a sense of some teachers wanting to take this style and some of the issues that were raised further. This level of motivation is in line with what Mumford (1996) describes action learning sets can provide and it is the learning, not just the achievement of the task decided that is important (Mumford, 1996: 4). Teachers also decided to take risks in collaborating with parents and children informally in a new situation focussed on transition where they planned to host the collaboration whereas in the annual Kids Café collaboration with parents and children event, I host the event as head and teachers play their role as subject or year leaders.

Similarly, it is significant that the first main theme supported by sub-themes that emerged from the action learning sets was Responsive Professionals which the proactive processes of setting up the sessions themselves demonstrated as well as agreeing the transition events in the discussions encompassed. Furthermore, the sub-themes: Empowerment, Passion and Freedom were also evident as teachers' aims were to be empowered and empower parents and children through these additional planned events. They were also motivated by

a passion for improved communications to benefit children and they were operating from a point of freedom – to shape these transition events as they felt fit.

Most significantly, however, the second main theme, Enthused Professionals with sub-themes Compassion, Innovation and Collaboration, is also illustrated well by a teacher's comment on collaboration through team teaching and the amount of enthusiasm this generated for the teachers as well as the children. This example also encompassed the essence of many of the themes that already emerged form pupils and parents: on wellbeing: Connectedness, Friendship, Being Myself, Compassion and also Approaches to Learning.

The themes can also be seen to be building blocks in creating a context for teacher, parent and pupil wellbeing and the interrelatedness of these in the teacher's role in developing children's wellbeing.

The fact that teachers were very clear they needed more information, albeit, "need to know" on child protection matters and review of systems to support that and then went on to take charge of deciding to collaboratively pilot some new approaches to collaborating with parents and children to assist children's growth through those home/school relationships is in line with what Marquard and Waddill (2010) purport about action learning research and practice. They state that adult learning is self-directing and adults' experiences make them rich sources for one another; as well as learning being triggered by effective role models. In this case it was the model of Kids Café as an informal style of consultation that engaged families that was the trigger for their discussions (Marquard and Waddill, 2010: 187). They also state that this adult learning, andragogy is different learning to children's learning which is expressed as pedagogy and important motivators can be self-esteem, recognition and self-confidence (Marquard and Waddill, 2010:187).

Most importantly Marquard and Waddill contend that adults enter an educational activity with a problem-solving perspective to learning, which I reflect is typically seen in teachers' pragmatic approaches to problem solving, often drawing on each other's skills and knowledge such as expressed in the

Elizabeth Day

Wellbeing in Primary Education: an investigation into the teacher's role in children's wellbeing in the light of education legislation, policy and practice.

action learning sets, but also seen as a typicality of teachers as professionals.

The action learning sets therefore provided a structured framework for teachers to discuss important areas of child wellbeing and consider afresh their role in relation to current literature and legislation, using themes derived from pupils' and parents' data. As researcher and head teacher I feel the teachers' interrogation of national expectations in the light of current practice in the school was powerful and therefore is worthy of further discussion prior to final conclusions in Chapter 6. There are two aspects to this; one is the stimulus of the action learning sets as a means of facilitating adult self-directed learning and the other is the wider implications of themes that emerged from data set two, teachers' views, for this thesis, my research investigation into wellbeing.

To address the first issue about action learning sets as a mode of adult learning, I therefore decided to relook at what Marquardt and Waddill (2004) purport, that action leaning sets incorporate the five main schools of adult learning theories (Marquardt and Waddill, 2004: 185). I then move on to a fuller discussion on the implications of teachers' data and themes for this thesis.

To consider the span of learning evident in the action learning sets undertaken, I present a summary of some of the characteristics of learners and learning in the five major schools together with a reflective commentary on relevance to the research investigation.

Some characteristics of learners and learning that may be seen in action learning sets:	Reflective commentary of relevance to the research investigation that may be drawn from examples of the respective schools of learning evident in the action learning sets:
Cognitivists emphasise the importance of the learner's mental	Teachers quite quickly thought through the requirements in the Teachers' Standards 2012 (DfE, 2013) for teachers to have regard for the need to safeguard pupils' wellbeing in accordance with

processes, when we think about what we are doing (Marquardt and Waddill, 2004: 192)	statutory provisions and in relation to current systems in place for child protection in the school, systems that were deemed "exemplary" by Ofsted Safeguarding inspectors (2011). As a result, teachers saw a mismatch and made a clear case for being better informed on a daily basis about children's backgrounds in order to fulfil their roles more effectively in the area of child protection and safeguarding. As illustrated in the dialogue and discussion around the theme Empowerment, teachers' questioning and thought processes facilitated some deep thinking and further questioning about what was not working and then they made suggestions for improvements in this important, statutory area of safeguarding.
Behaviourists state learning may be seen when a change in behaviour is evident, for example when decisive actions are decided during an action learning set (Skinner, 1976), although behaviourists do not emphasise the reflective processes that may have led to a change in action (Marquardt and Waddill, 2004: 194).	Teachers were very decisive in stating change was needed in relation to "need to know" information they were entrusted with around child protection, especially being updated in more detail around new information that may come into the school and to the child wellbeing leader who is the statutory Named Leader for Child Protection in the school. The existing barrier to this from the current post holder's view, namely confidentiality, while respected by teachers, was exposed as something that a teacher should be entrusted with more of as part of their role. Teachers felt confidentiality is inherent in their role and, to enable them to fulfil safeguarding wellbeing requirements they needed to be trusted with having more information. This led to "need to know" child protection information being redefined with teachers and the child wellbeing leader at a strategic level plus

	more regular reviews built in to evaluate the effectiveness of new communication systems.
Humanists consider the development of whole person and put emphasis on the affective domain that helps promote self-directed learning (Marquardt and Waddill, 2004: 188).	There are many examples in the data from the action learning sets of teachers considering the whole person, both themselves as teachers as well as children. For example, teachers reflected on themes derived from data one, passion and compassion, and how they might help keep their own passion for teaching and compassion for children strong by identifying things that can demotivate and be unnecessarily stressful. Teachers took a pragmatic decision to become better themselves at setting boundaries over when it is realistic to have a proper conversation with a parent. They also recognised the importance of systems and collaborative activities in the school to support their own wellbeing and considered developing even more. This is a clear example of self-directed learning with a rationale and purpose around developing themselves so they felt better equipped to develop children holistically. This clearly relates to the two requirements in the Teachers' Standards 2012 (DfE, 2013) to safeguard pupils' wellbeing and report to parents on pupils' wellbeing. From my perspective as both a researcher investigating the area and a head teacher, from knowledge and experience, a critical factor for teachers and leaders in schools is having a healthy regard for their own and colleagues' wellbeing if children's wellbeing is to be given the priority that is required.
Social Learning Theorists are	As a springboard from a badly worded question I asked during an action learning set around a slide I

Elizabeth Day

Wellbeing in Primary Education: an investigation into the teacher's role in children's wellbeing in the light of education legislation, policy and practice.

concerned with the social context of learning, so for example, learning acceptable mores from others.	was showing on themes of what parents said was important to them, I referred to our role as teachers being one of modelling and building confidence and a teacher, deep in thought, made a comment that started a train of discussion around new informal ways of talking with parents especially around transition for a new school year (see Section 5.3 discussion of Innovation). This led to some further questioning among teachers and it became clear that teachers felt they wanted to take some risks, yet use a model of consultation and collaboration with parents, Kids Café that I introduced a few years before. So teachers had seen my lead and their own important roles in that model, plus that a more informal approach worked well and decided to follow this model themselves, while taking on board what parents said was important to them. Some of the motivation evident in teachers' discussions was also making explicit the social context of each year group, rewards, expectations for learning behaviours, as well as consequences. So revisiting accepted norms and mores themselves and with colleagues but in the context of a new national curriculum and assessment in autumn 2014 and considering what parents said they appreciated, their decision on a new format of an interactive transition meeting with parents, children and teachers was a synthesis resulting from analysis and evaluation. This is in line with higher order thinking put forward as a goal of education in Bloom's original taxonomy (Bloom, 1956) and that I referred to in Chapter 1 regarding Community School's whole school approach to planning for higher order thinking for pupils through a "Critical Thinking" initiative over 3

Elizabeth Day

Wellbeing in Primary Education: an investigation into the teacher's role in children's wellbeing in the light of education legislation, policy and practice.

	years in partnership with Professor Valsa Koshy and Dr Carole Portman-Smith of Brunel University. In relation to Social Learning Theory, it is important that in the context of the action learning set that this synthesis, part of self-directed learning by teachers, is seen in part as emerging from a culture that is evolving in school, one that they have helped to create and clearly want to model and learn through. It could be argued that the thinking processes involved also comprise Cognitivist learning, as discussed above.
Constructivists believe that knowledge is constructed internally by people as they make sense of their learning experiences through reflection and this may lead to changing themselves or the environment.	Constructivism was evident as an adult learning style throughout both action learning sets which through analyses led to my construction of the themes from which I derived new knowledge. A specific example of teachers working in the constructivist school of learning through the action learning sets was as teachers planned the new Transition Inspire mornings with parents in a Kids Café style, as described in the point above; they questioned and thought deeply, listened to each other and took on board the themes with some quotations from pupils' and parents' to make sense of it all through reflection and dialogue. Change was seen initiated by teachers as they collectively decided to take some risks by taking the lead as year leaders and teachers in these new informal style meetings with no senior leader facilitating. Indeed, they decided that as many of the staff teaching and working in the year group as possible should be present. In addition, there was a thought process evident that parents construct their knowledge about the school through experiences

	gained at such events, so as well as parents having said they liked to spend time with other parents, it was felt by teachers that this was so parents too could, through dialogue and experience with other parents, their children and teachers, build their own constructs which may contribute in time to changing themselves, their home environments or the school's. I already identified in the Social Learning section above, that the process of teachers considering how to pass on important mores to new staff, parents and pupils in ways they indicated work, yet in a new form, as higher order thinking through synthesis, that is taking existing parts to form a new whole where original parts are not always recognisable. The process is very much in the pattern of constructivism whereas it was the principles involved in the adult learning and synthesis of ideas that fitted within the social learning frame.

While clearly the full range of adult learning was apparent to different degrees as set out within the five major schools of learning, as evidenced from teachers' data these were also interrelated i.e. no teacher operated solely within one of the recognised learning frames. Teachers demonstrated operating in mixed modes of learning. The above analysis supports my reflection that action learning sets were a powerful tool for inquiry and meaningful adult learning. Aspects of the school culture conducive to such collaborative, self-directed learning came to light and it is these, along with the implication of the themes that I discuss in the next section.

5.5 Wider Implications from Data Set Two

I propose that in the action learning sets teachers were operating from within an established school culture that promotes support for teachers from appointment and aims to value teacher, pupil and parent "voice" in shaping the strategic and

Elizabeth Day

Wellbeing in Primary Education: an investigation into the teacher's role in children's wellbeing in the light of education legislation, policy and practice.

operational aspects of the school (See Appendix 2, Whole School Ethos Model"). While this is a perpetual, iterative process, it is an intentional one as well as being an approach I enjoy leading and facilitating, as it came out of my own experience of personal-professional change and as a result of school-based research 20 years ago. From this there is an identifiable paradigm behind the school change I endeavour to facilitate and lead. The context of the teacher's role in developing children's wellbeing as seen in the themes that emerged from thematic analyses of data is pivotal in contributing to an educational paradigm for the Twenty-First Century. The next subsection below also picks up on the importance of schools and teachers creating enabling environments for pupils' learning. I link the discussion on the themes in contributing to an understanding of creating an effective context for teachers to develop children's wellbeing with what Rogers (1965) purports. This is discussed further in Chapter 6, Conclusions.

In both Chapter 1 as a means of intentionally identifying "what was familiar" to me as head teacher as a way of being transparent in the role of researcher in my own setting, and Chapter 2, the IFS as a Literature Review, I indicated that Stephen Munby's model of person-centred schools (Munby, 1989) captured my imagination and drive and significantly challenged and, over time, changed my own classroom practice during research for my Master's dissertation into recording pupils' achievement in 1995. The essential premise of this model is based on Carl Roger's thinking, "I know I cannot teach anyone anything, I can only provide an environment in which he can learn." (Rogers, 1965: 389). It has to do with making learning and teaching child-centred as opposed to teacher driven. It sits within a Humanistic Learning Model where education and development of the whole child is valued and one that promotes a healthy balance between the affective and cognitive domains, the latter having dominated educational thinking and policy for many years (Fontana, 1998).

The concept of person-centred schools very much appealed to my own belief and value system as a Christian who believes that what is distinctive about a man or woman or child is that they are made in God's image, that there is a spiritual aspect to every life that desires to commune with God. So, on a

personal level, Munby's model helped me formulate for myself more clearly my own role as a Christian working in secular school settings, not to proselytise, but rather holding a position of service and trust, motivated by knowledge of God's love for everyone and which is founded on my own experience of personal, on-going transformation and faith.

Having taken Munby's model of person-centred (and therefore more likely to be child-centred) schools as a head into two very different school settings, whereas Munby indicated the approach is characterised by support for teachers and staff, I put forward that the outcome of a supportive approach and culture is empowerment for teachers and indeed potentially all "persons" to do with a school, pupils, parents, governors. Support as an end in itself could engender a culture of dependency, whereas coupled with a culture of appropriate challenge for everyone along with reflection and professional dialogue, can be energising and therefore empowering.

I therefore propose that the 13 teachers' willingness to participate in the action learning sets evidenced by their response to arranging cover themselves is a direct outcome of the person-centred approaches described, that are empowering. It is this that directly contributes to an understanding of contexts conducive to teachers' role in building effective communities and relationships that serve to develop children's wellbeing.

Other indicators of the culture already present in Community School that assisted the action learning sets to be productive are identified as:

- The presence of Kay as a co-facilitator, another professional being a natural part of bringing helpful challenge and question at Community School.
- The fun and laughter among teachers that were interspersed in both sets.
- Teachers identifying things they value about the school that help their work/life balance and wellbeing and that in turn help them address children's needs and wellbeing: a daily bell at 5.00pm to remind them to prioritise their work in the next 20 minutes and go home; organising

school events and deadlines well ahead in the school calendar to avoid unnecessary stress; an optional 10 minute reflection time for all staff every Wednesday lunchtime; Pilates classes every Friday directly after school; meals out. These were recognised as helping teachers to keep their energy levels high.

- The clear argument presented by teachers that the "need to know" child protection information on children needed reviewing showed teachers "have a voice" and are used to expressing a view strongly.

- Empowerment was also evident by teachers collectively taking responsibility for setting clearer boundaries themselves on when it was feasible to have meaningful conversations with parents. They were decisive and open and honest about what they could do to help improve communications with parents.

- Teachers were also unanimous in wanting to consider ways to keep their passion for teaching and compassion for children strong, to remain as empowered as possible in their central task.

- Teachers spoke for some time about "being alert" to the needs of quieter children from a perspective of making sure such children know they are valued and have a voice, which is an important aspect in a person-centred setting.

While as head teacher I was surprised and yet delighted by the level of enthusiasm teachers showed for taking part in school research in the form of action learning sets, it was important as researcher to analyse some of the possible contributing factors to this level of enthusiasm. This in turn assisted me to analyse the possible outcomes of setting out to establish a child-centred school by looking to making it a person-centred school where everyone who wants to be, can be empowered and for learning to become a self-directing activity. Community School clearly has some aspects of such a school but, apart from personal goals that may conflict with such a paradigm, I now look at other aspects in the larger educational arena that results of data set two relate to and that also work against empowerment.

Among educational issues arising out of themes from Data Set Two is managing change and is pertinent to the role of teachers which will in turn affect their role in relation to developing children's wellbeing.

The action learning sets were conducted with teachers in March 2014, at a time when nationally the National Association of Headteachers (NAHT) referred to clouds gathering on the imminent educational horizon to create what they called "the perfect storm" in terms of the number of initiatives to be implemented in English schools in September (NAHT Annual Conference, May 2014). These were a new national curriculum; revised assessment procedures open to school interpretation; changes to Special Educational Needs and Disability Legislation with "the local offer" expected to be in place in September; free school meals for all children aged 4-7years. Also in April 2014, new Safeguarding requirements were published with far reaching changes. Furthermore, in September 2014, schools could face disputes over teachers' pay as pupil progress over one school year became so tightly linked through the 2013-2014 new Performance Appraisal requirements. The NAHT lobbied the Secretary of State for Education for a realistic approach to be taken on the basis that many of the initiatives were impossible for schools to implement with the resources available. The free school meals initiative did receive some additional funding, but all the changes listed above took place. The NAHT metaphor of a deluge or storm is pertinent as a way of indicating too much change too quickly for schools to manage effectively.

The reason I present the above synopsis is that the weight of initiative overload falls on leaders at every level and therefore it is to the credit of teachers at Community School that they embraced participating in the research enthusiastically and at a time when they had their own in-house deadlines on data and end of financial year accountabilities, linked to subject responsibilities, to meet as well as their own preparation for the respective changes listed above. It leads me to conclude that the professional nature of teachers and teaching needs to be recognised, that despite what can only be called "initiative overload" and all the necessary preparation for September, teachers were interested and enthused to discuss school improvement in terms of child

wellbeing and their role in this. In the current climate, conducting school based research is one way for "teacher voice" to be heard and this might well be a next step for responsive professionals at Community School, fuelled by a passion for teaching.

The above discussion on initiative overload and considering a way through this is pertinent in relation to recent research into teachers'' perceptions of wellbeing and mental health (Taggart et al, 2014: 46) as 47% of schools surveyed cited workload lessoning their ability to identify mental health problems early. It is important that research on wellbeing influences government policy to enable better work-life balance for the teaching profession as they are agents for safeguarding pupils' wellbeing as well as developing wellbeing.

Another educational issue impacting the teacher's role and therefore their role to develop children's wellbeing is a culture or over-accountability. Through the data analysed, as responsive professionals, teachers clearly felt they wanted to have more freedom, be that with the timetables to teach in more flexible ways or freedom to choose what they wanted to teach. With a completely revised Ofsted framework published in August 2014 with data, yet again, required in different formats, on top of all the changes listed, the reality in education is a sense of schools and teachers being over accountable. This works against the balance teachers clearly indicated in the action learning sets they would like to see for the greater good of children and so they continue to be empowered as teachers and empower children for the 21st Century. Their thinking around creating even more enjoyable things to do as a staff, a book club or a sewing class, indicated to me as head teacher they already recognise the benefits of supportive collegiality through a daily bell and a door-knock to remind you to go home, meals out, a Pilates class and having a weekly opportunity to reflect. As a researcher I recognised that teachers were using their sense of already being empowered to some extent to try to create even more opportunities to help to counteract the pressures that over accountability can bring.

Two significant interdependent sub themes, Innovation and Collaboration, supporting a main theme Enthused Professionals where teachers talked about both they and children enjoying their team teaching and an occasional

spontaneously organised lesson, further indicated the desire for freedom from the many restraints incumbent on schools. Talking enthusiastically about these relatively minor freedoms teachers experimented with at the school created an atmosphere of anticipation and excitement among teachers. There was a unanimous request for more time to collaborate as this can lead to innovation – which children in their interviews with me also talked about remembering and enjoying. While the Ofsted Handbook (2014) purports to expecting this very aspect of enjoyment in teaching and learning, as joy and enjoyment are qualities that cannot be manufactured as they tend to emerge naturally from conducive environments, it is time to listen to teachers and leaders and their professional representatives and associations about the negative effect of initiative overload and over accountability.

In conclusion to Chapter 5, teachers at Community School used action leaning sets around child wellbeing to demonstrate their high levels of professionalism and approaches to adult learning that provide the basis of a strong professional learning community with a sound rationale. This is within a wider climate of enormous change and initiative overload working against teacher autonomy or time to read and research. However, the action learning principles of questioning and reflection can be incorporated as a style of adult learning and problem solving at an individual, team and whole school level and as a head I am already working with others to develop this style over a three-year period with the aim of effecting meaningful change within a continually changing and uncertain national climate.

5.6 An Initial Discussion of New Knowledge from Teachers' Results in Relation to the Research Question

New knowledge has emerged from this research that is different to what I first envisaged may arise through an investigation into wellbeing in primary education and the role of the teacher in that. From the Literature Review in Chapter 2, it was established from different sources that wellbeing is subjectively defined, "…what a group of people collectively agree makes 'a good life'." (Ereaut and Whiting. 2008:1). In looking at social and emotional

wellbeing (SEWB) in particular, Watson et al (2012) considered contexts for wellbeing drawing on a range of disciplines such as psychology, sociology, childhood studies, and law, ethics and education. As discussed in more detail in Chapter 2, this highly theoretical interrogation of the concept led to a view by Watson et al (2012) that wellbeing is a concept that is experienced as it interacts with other concepts (Watson et al, 2012: 5-6). They concluded that wellbeing is subjectively experienced, contextual and embedded and relational. Consequently, towards the end of Chapter 2 I offered my own working definition of wellbeing based on literature and allowing for the subjective nature of wellbeing and different interpretations:

> Wellbeing is a desirable state for a person or people group that may affect body, soul, mind or spirit and is often associated with various aspects of life and relationships to do with individual or collective human potential, for example social and emotional wellbeing. While wellbeing is subjectively experienced, it is possible to provide generic criteria for measuring aspects of wellbeing.

I included reference to measuring wellbeing in my definition as in The Southampton Health Education Study Weare and Gray (2003) advocated developing a common language across all government departments and agencies. The study recommended two terms to include both environmental and pedagogical areas:

- emotional and social wellbeing (underlying factors that enable competencies to be developed);
- emotional and social competence (foci on learning and teaching knowledge, skills and attitudes).

I propose that the above recommendations provide an excellent framework for looking at wellbeing in school settings that is the underlying factors that may contribute to developing competencies. For example, emotional and social competencies can be identified in particular contexts. As the recommendations of this extensive study was not acted upon by government departments, I propose they provide a way forward in developing connected learning for

youngsters of all ages in the twenty-first century, and beyond the contexts of social and emotional wellbeing.

The Southampton Health Education Study (2003) also stated teachers could not transmit emotional and social competence if they were stressed – which is what evidence at that time was showing, teachers were stressed (Weare and Gray, 2003: 7). This relates directly to the results of my research in this chapter, where through action learning sets the processes of thematic analyses of teachers' data revealed responsive professionals looked for further ways to be empowered to keep their passion for teaching alive and gaining more freedom to do so. None of the 13 teachers at any time during the two hours of discussions focussed on the outside restraints that I went on to discuss in 5.5.2.1 Managing Change, rather they enthusiastically demonstrated their desires to organise their time and the school timetable to enable further innovation through collaboration with colleagues and involving parents and pupils. They unanimously requested more time to collaborate.

As researcher and head teacher this leaves me with a number of challenges which I discuss further in Chapter 6, Conclusions. Among these challenges, two are:

1. As both researcher and head teacher, the numerous trails of thought and areas of interest that teachers expressed could in themselves be the source of further research by teachers or by me. This could be with a wider range of participants and in different settings to Community School, for example, the role of passion for teaching or compassion for children in twenty-first century educators. As the theme of Compassion came through strongly in data from pupils, parents and teachers and Passion from parents' and teachers' data, yet also identifiably illuminated by pupils' data, I should like these two words and concepts to be reclaimed in educational settings. This is particularly pertinent in primary schools where teachers are the second main agent of socialisation for children after parents so, from my perspective, this is highly appropriate.

2. As head teacher, to be so surprised by teachers' approaches and views that came through in the action learning sets, led me to see that despite my own commitment to research and drive to improve schools for pupils, teachers and parents, I had not appreciated the strength of the professional learning community that already existed at Community Primary. So I reflected in my own setting at Community Primary I need to build on the implications of what the new knowledge that has emerged can mean. For further developing this professional learning community and inducting new teachers into it is far more than "just another initiative" to put on the School Plan and I need to consider with others the leadership strategies required. Another challenge linked with this is determining if there is a way of using this now identifiable professional learning community at Community Primary to better manage the outside pressures, excessive accountability and rate of change that currently I see as my role as head to manage and minimise as far as possible for colleagues.

3. The context of teachers developing children's wellbeing has emerged as very important as teachers do not develop children's wellbeing in isolation; indeed, they play a role in building effective communities and relationships to facilitate and model collaboration with and between parents and pupils.

As part of Chapter 6, Conclusions, partially to show the direction of travel in my research, I present and discuss the relevance of the two further definitions of wellbeing I devised based on themes from data from pupils and then parents. As teachers' role was the focus of this investigation, albeit conducted in a two-tiered approach, I present in a visual format new knowledge on wellbeing and teachers' roles in developing this as what emerged from my research. The discussions are around this and include reference to literature, legislation and policy as well as my own reflections and conclusions.

CHAPTER 6: CONCLUSIONS

6.1 Introduction to Chapter 6

This chapter comprises a summary and discussion of the findings of the study as well as a consideration of the implications for education and schools in the twenty-first century. Following Section 6.2 on reflexivity and my research the rest of the chapter is organised into two parts.

In the first part, Section 6.3, Conclusions draw on the findings of the research data and are discussed in relation to the relevant body of literature on wellbeing that was presented in Chapter 2. The new knowledge to emerge on wellbeing is summarised and considered from two angles: on what wellbeing is perceived to be in primary education as evidenced from findings derived from pupils', parents' and teachers' data and also in relation to the main focus of the inquiry, the teacher's role in children's wellbeing.

The second part, Section 6.6, considers the implications of the study for education and schools. This includes looking at how the new knowledge that emerged can effectively contribute to a new paradigm that puts children and their rounded development as twenty-first century citizens at the heart of education as opposed to questionable political arguments, seemingly increasingly derived from individuals' personal, powerful convictions (Pring, 2012:29-38).

6.2 Reflexivity and this Research

6.2.1 Relevant Background

Luttrell (2010) says that reflexive writing is, "meant to capture your thinking process while you are engaged in it…. its purpose is to make your thinking visible." (Luttrell, 2010: 469). Similarly, in my own journey in the process of this study, in making my thinking transparent, I can identify with Davies et al (2004) who describe the reflexive process as "elusive and exhausting and often threatens to disrupt the very thing it sets out to observe." (Davies et al, 2004: 386). Yet this voyage of discovery and the story it creates is necessary in order

to create meaning which can add value to the educational thinking behind practice. I propose therefore, that it is the thinking and understanding behind any changed practice from *a* to *b,* either as part of the research or as a result of it, that can provide meaning of relevance to other educators in different settings. I pick up this point later in the discussion of the conclusions.

The process of developing my inquiry and the rationale for it led me to begin to understand more fully my own motivations and the origins of these. Furthermore, in the reflexive process of making transparent "what was familiar" (Coghlan and Brannick, 2014) as an inside researcher in Chapters 1 and 3, it was important to include the roots of my thinking and inquiry and the paradigms in which I operate.

As detailed in Chapter 1, my reflexive thinking that eventually contributed to the rationale for this study, in fact it started in the late 1970s when I seriously questioned the education system and schooling as I struggled to understand why some children aged 15 and 16 years (from the bottom streams D, Y and V and nicknamed "the Dyvies") were unable to take any examination at the end of their school years as they could not read, write or handle mathematics sufficiently well. Wellbeing was not part of educational vocabulary at that time, but projecting the problem into the more recent and familiar vocabulary and frame of Every Child Matters: Change for Children (DfES, 2004b) it meant the youngsters had not been enabled by their education and schooling to enjoy and achieve; had very poor economic wellbeing and therefore very poor life chances resulting in them being unable, in the main, to contribute positively to society. It seemed at the time, and indeed was, unfair, and unjust. I had no idea what to do about the problem of school failure in any long-term way in the highly structured, normative testing, 13-18 inner city comprehensive school where I worked in Leeds.

My own reflexive journey that eventually led me to pursue a Doctorate in Education researching into wellbeing and the role of teachers in this, is therefore, very much part of a constructivist paradigm. Although the particular line of inquiry remained dormant in my thinking as I did not know what to do with it, through interacting with different children and teachers in varied settings and

situations, a professional drive grew in my life to aim to work with others to prevent any child becoming the equivalent of "a Dyvie" with life chances seriously stunted by the age of 16.

My own empowerment to do this partially came about through the discoveries I made while pursuing a part-time Master's Degree, 1990-1995. The process of my personal and professional challenge and change is documented in Chapter 1 and summarised in Chapter 3 as part of the rationale for this research. I wrote, "I foresee the teacher of the twenty-first century as an individual who develops sound pedagogy from classroom research and practice" (Day, 1995: 2).

My reflexive thinking is that through this inquiring approach I questioned my own professional and world view. In being critical of my own behaviours as a teacher this led to my changing to a far more child-centred and engaging practice from which all pupils benefitted.

Having been fortunate to build school systems on the principle of person-centeredness and therefore child-centeredness (Munby, 1989), including a community school where my research was conducted for this study, far greater equity of opportunity is available compared with the secondary school I described in the late 1970s. In that secondary setting, rigidly streaming children from the age of 13 through to 16 served to entrench privilege and societal position to the disadvantage of truly disadvantaged pupils. Experience has shown me that depending on particular circumstances, some setting for learning some subjects can be useful but in the rigid school environment described, blame was attached to the children who failed in the school system. This is in contrast to what is outlined in Chapter 1 that in person and child-centred environments F.A.I.L. simply means "first attempt in learning" as children are allowed to inquire and construct their learning as part of gaining resilience and achieving.

Furthermore, undoubtedly a contributing factor in helping to prevent school failure was national funding for interventions over the last 15 years. This included Standards' Fund Grants for literacy and numeracy and multi-agency

workings and interventions following the Children Act (DfES, 2004a) including support for families who were ready to engage. Latterly, the Pupil Premium Grant (PPG) has also contributed to positive outcomes for disadvantaged pupils with entitlement being based on free school meals or care status, but with the total funding allocated to any school able to be used to "close the gap of achievement" for any disadvantaged pupils that a school identifies when the achievements of pupils in receipt of PPG are compared with non-PPG pupils.

However, as reflected in the text of this study, the iterative journey of my reflexive thinking within a constructivist paradigm that led me to pursue study on wellbeing to doctoral level was not just about contributing to preventing school failure or indeed finding an antidote to it, but it was about looking for ways to create and sustain an education in tune with twenty-first century learners and citizens' needs. The wellbeing agenda over the last 20 years could be viewed as being elusive and an ill-defined framework to match the task of my inquiry. Yet in the light of the Teachers' Standards 2012 (DfE, 2013) where teachers are required to safeguard pupils' wellbeing and report to parents on it precludes teachers and schools being able to accept school failure. Also, this rationale linked to an identified gap in the literature on teachers' views provided a sound case for investigating an area of interest and professional passion.

6.2.2 Reflexivity in drawing conclusions

The last section presented how my teaching experience thus far contributed deeply to informing the inquiry for this research into teachers' views of their role in relation of developing pupils' wellbeing. Part of the aim of embarking on this study was to inform policy and practice in the setting and locality but also in the wider educational arena.

The challenge therefore of this chapter is to draw out the strands of findings that emerged from the research and to reflect on the thinking and debate behind these. This includes looking at the strengths of my research but also its limitations and, based on these, some recommendations for future research. So Conclusions are presented and then part two, Implications for the Future.

6.3 Conclusions

6.3.1 Summary of the Main Findings of the Study

The findings were presented comprehensively in Chapters 4 and 5, so it is not my intention to repeat these but rather summarise the main findings.

Drawing on the data from this study, the main findings on the teacher's role in wellbeing were:

1a) Pupils' Findings exemplified pupils' perspectives on wellbeing coming from a deep sense of connectedness to the school illustrated by the following:

- friendships including cross-age and cross-ethnic;
- relationships with teachers who show compassion;
- feeling like a family;
- a sense of identity with the school, its values (kind, friendly, safe); symbols (the shield and bird on the badge) and the stability it had provided, resonated profoundly;
- the realisation of how some teachers had touched and impacted their lives as well as their ability to eventually engage and achieve academically; and
- "Being able to be myself" was, for one child with a skin disease that she felt self-conscious about, the way she expressed her sense of connectedness to the school and the relationships with peers and teachers that she enjoyed.

1b) Pupils' Findings also graphically illustrated how teachers' approaches to learning in the setting had inspired and resonated with pupils making learning memorable, for example through:

- maths and science investigations in the nature trail for instance with logs and spiders' webs;
- drama as a learning approach to help build personal confidence and in speaking English;
- dance and other clubs including sports;
- inter-school competitions and visits;

- residential and outdoor adventure activities with an emphasis on team work and learning life skills; as well as

- teachers and the school being prepared to take risks and be innovative.

A definition of wellbeing drawn from pupils' subjectively expressed experiences was therefore formed as follows:

> Wellbeing is connecting with friends, family, teachers and your school and being accepted so you can be yourself and able to receive love and guidance from others that will help you reach your potential. Meaningful, real life learning, especially interesting and innovative experiences that help to build resilience, can increase wellbeing as these resonate with you and are more likely to be useful in the future because you've had fun and learnt to work safely with others, yet also take reasonable risks.

To address the research questions, pupil findings made clear the teacher's role in enabling children's wellbeing holistically in three domains: affective (emotional and social), cognitive (academic achievement and attainment over time and therefore potential) and psychomotor (trial and error, complex responses and adaptation while taking risks). I argue that necessary specific skills and knowledge that teachers' role in pupils wellbeing may seem to comprise such as teaching pupils to take turns (emotional and social competencies); how to use different measuring instruments accurately (cognitive competencies); how to fit and wear a life-jacket (psychomotor competencies) contribute to children's holistic wellbeing through the medium of informed curricula planning, but most importantly, through meaningful teacher-pupil relationships. A spiritual dimension is evident, sometimes through interconnected relationships denoted by other-centeredness and sometimes through the environment (outdoors, "not a bland classroom"). I therefore propose from pupils' findings that the teacher's role in pupils' wellbeing is two-fold as part of a holistic approach:

 - to teach specific skills and knowledge in the three domains, cognitive, affective, psychomotor;

Elizabeth Day

Wellbeing in Primary Education: an investigation into the teacher's role in children's wellbeing in the light of education legislation, policy and practice.

- to facilitate holistic aspects through modelling and enabling learning experiences intentionally to develop non-cognitive traits or life-skills such as respect, self-control, resiliency, adaptability.

I propose in regard to the teachers' role in children's wellbeing, that "teaching" and also "facilitating" are both necessary and interdependent parts of the role as both can powerfully influence children's potential.

2. **Parents' findings** on children's wellbeing evidenced a loving community illustrated by the following:

- the trust parents give to teachers and the school as they entrust their children into their care, be that at 3 years or any age;
- teachers' and the head's passion for teaching and compassion for children were the two key qualities parents identified when describing what had enabled them to first entrust their children to the school;
- valuing "strictness" by teachers setting boundaries and rewarding good behaviours;
- parents' intense interests and concerns in how teachers managed a child's needs and growth through transition from one class to the next and eventually on to high school;
- great respect for teachers, as was their desire to resolve problems as they may arise;
- interconnectedness in their own relationships with other parents; of feeling valued and listened to by teachers and "the school" and the friendliness of all school staff;
- ESOL and other courses available specifically to help parents communicate and be involved.

A definition of wellbeing drawn from parents' findings was formulated as follows:

> Wellbeing for you and your child is feeling able to entrust a school to bring out the best in your child personally and academically as part of a loving community characterised by strong interconnected relationships where teachers are

Elizabeth Day

Wellbeing in Primary Education: an investigation into the teacher's role in children's wellbeing in the light of education legislation, policy and practice.

> passionate about teaching and compassionate in their
> approaches with children; they and their parents feel
> welcomed and valued, able to talk with anyone in the school
> and the school is committed to working with parents to see
> their children grow and enabled to reach their potential.

Teachers' role in wellbeing from parents' findings is characterised by partnering with parents from a foundation of absolute trust given by parents when they "hand over" their child. Teachers' passion for teaching and compassion for children were cited as key qualities parents wanted to see in teachers so they could be assured of their own child's wellbeing. Parents valued the community, parental and child peer relationships as well as reciprocal relationships with teachers. It was therefore seen that so far as children's wellbeing, teachers cannot operate in isolation. Parents' respectful regard for teachers in terms of valuing the necessary boundaries they set with every child, willingness to solve problems and deal with bullying, meant parents were also able to recognise where they would appreciate even better communication and this was at every stage of transition across the school. There was an intensity of wanting to be more involved in informal ways in their child's transition and getting to know the new teacher from one year to the next, that portrayed the strength of partnering parents wanted and valued in teachers with regard to pupils' wellbeing.

4. **Teachers' findings** on their role in children's wellbeing came from themes presented to them from pupils' and parents' data and are summarised by the following:

- teachers were being empowered and supported through person-centred systems and approaches where they felt valued and were therefore better placed as professionals to realise their own passion for teaching and empower children;

- as responsive professionals, teachers wanted more freedom to meet the needs of all children including through having "need to know" safeguarding information redefined in the setting so information they consider they need to know is not withheld from them;

Elizabeth Day

Wellbeing in Primary Education: an investigation into the teacher's role in children's wellbeing in the light of education legislation, policy and practice.

- as enthused professionals, teachers requested further opportunities for collaboration through andragogy such as action learning sets as they recognised the value of this type of collaboration to solve problems by thinking deeply which can lead to effective school improvements such as those that they generated:
    - Improved induction for new pupils by giving more attention to their particular needs as well as to the roles of peers who induct them;
    - innovation to create new informal structures and systems to collaborate with parents and children to facilitate effective transition and induction at the start of the school year;
- through discussion in the action learning sets, teachers recognised compassion for all children as something that "needs to be named" as a strong motivator in their role, but equally something that can be sapped or lost due to pressures of time, timetables and external requirements as well as through the general demands of their job working with children;
- streams of ideas flowed on ways to keep teacher energy levels high to help maintain compassion by building further on what they viewed as already strong collaborative relationships through social and recreational activities among teachers and staff;
- compassion was identified by teachers as something they do as opposed to something they necessarily always feel as an emotion and as compassion can't be manufactured, they recognised their responsibility to create conditions to help each other work in this way with children;
- requests for further opportunities to collaborate and innovate through professional development such as action learning sets to keep their passion and compassion for teaching and children alive were very real and quite demanding;

Elizabeth Day

Wellbeing in Primary Education: an investigation into the teacher's role in children's wellbeing in the light of education legislation, policy and practice.

- there was clearly a desire among teachers to keep up the momentum on discourse around the things that matter and not lose sight of these;

- as enthused professionals, teachers wanted more freedom to innovate for example through team teaching and using their particular expertise to assist a colleague or "swop" classes; and

- teachers saw further collaboration as a way of developing meaningful innovation linked to school improvement priorities.

As my research is an investigation into wellbeing in primary education and the teacher's role in children's wellbeing, it was pupils' and parents' findings on how they experienced wellbeing and wellbeing in the school that I took to teachers as a basis for further research with them. I therefore use findings from teachers to contribute to the new knowledge as opposed to creating a teacher definition of wellbeing as I did with pupils and parents.

In response to the main research question, the teacher's role in children's wellbeing in the light of education legislation, policy and practice, findings from teachers in their role in children's wellbeing, as derived from pupils and parents, included a pre-requisite of working in a school system where they felt valued and therefore better placed to realise their own passion for teaching. They recognised the "loving community" of which they were reciprocally a part and were realistic about what the school and they could do to maintain good relationships that support children's wellbeing. In particular, teachers identified procedural matters that could impact their energy levels such as making sure proper appointments were made with parents to avoid playground dilemmas and stress. They also stated that compassion was necessary in their role in children's wellbeing; however, as they do not very often feel compassionate, they could still make choices to act in a compassionate way. In addition to addressing the specific area of wellbeing raised, transition arrangements at every stage; teachers were also keen to pursue further professional collaboration and andragogy, in order to keep their own passion for teaching alive. This was to do with self-care and

wellbeing which they saw as part of their role in successfully developing children's wellbeing.

A dynamic interconnectedness clearly emerged from the findings that I present in diagram form below and discuss the findings in more detail in relation to the literature and then in part two, implications of findings, to contribute to the literature, policy and practice.

### 6.3.2 Interconnectedness: Pupils, Parents and Teachers
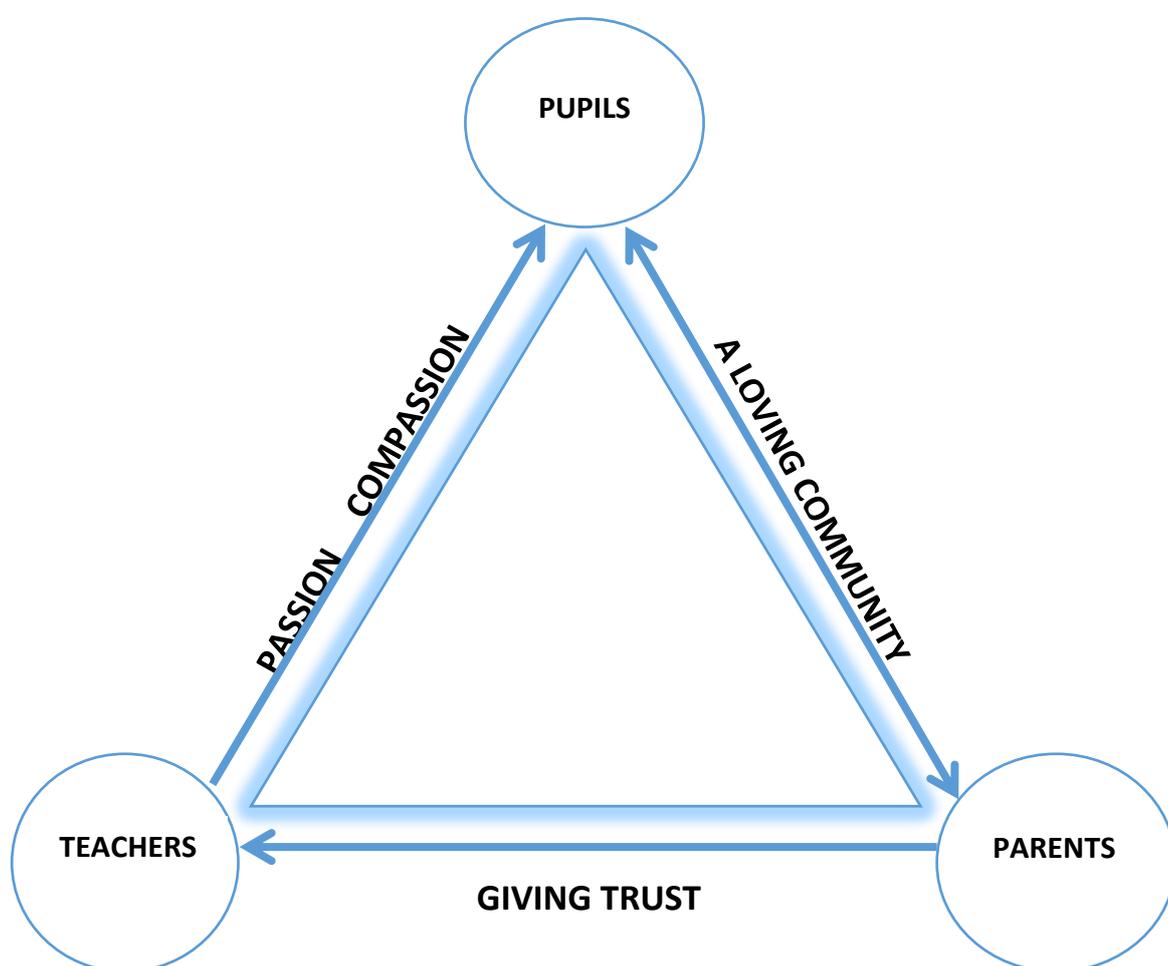
Figure 12   Summary findings showing the interconnectedness of groups.

In response to the research question, the teacher's role in children's wellbeing it is through the discussion that ensues of the visual summary of the findings of my research that the importance of interconnectedness in relationships within

and across groups is seen as supporting and enhancing the teacher's vital role in children's wellbeing. The teacher's place and role within a community, characterised by symbiotic growth and positive regard, is quietly powerful in terms of their own and children's wellbeing and in a climate of resolving problems openly which helps to build personal as well as community resilience. In promoting children's wellbeing, a teacher does not function as a sole agent, and as Day (2007: 237) says, a teacher's positive professional identity is linked to their own wellbeing and correlates to their effectiveness. If pupils and parents' views about teachers reinforce their sense of value as professionals, as emerged in the themes from data set one, then this research also evidenced through action learning sets conducted with teachers that they were responsive professionals who were enthused to innovate further in relation to pupils' wellbeing and through collaboration. Feeling a valued member of a whole school community as well as behaving as a valued member who values others, is possibly the role model pupils need to promote their own wellbeing as primary teachers are the second main agent of socialisation for children.

A discussion of interconnectedness

In response to the research questions, from pupils' and then parents' perspectives on the role and place of teachers in developing children's wellbeing:

Pupils felt connected to their peers, able be themselves and enjoy relationships within clear boundaries agreed with them, their parents and the school. They felt connected to teachers who as agents of compassion were passionate about teaching children. Pupils also connected with approaches to learning that resonated with them and could be recognised as being innovative.

Parents were agents for giving trust to teachers as they saw teachers' passion for their role and compassion for children. They therefore felt able to "hand over" their children to them. Parents also valued home/school communications as the teachers' and school's commitment to their child's holistic growth was very important especially during transition from one year to the next. Being part

of a loving community was expressed as having a sense of interconnectedness through respectful relations with other parents and staff. They enjoyed feeling able to approach any member of staff. Parents gave examples of the loving community they described as benefitting their children, a place they wanted them to be, and one commented it is unusual in a large city for people to be so friendly and welcoming. The strong sense of community parents expressed they experienced meant that most parents valued being able to solve problems swiftly.

In response to pupils' and parents' views on the role and place of teachers in developing children's wellbeing:

Teachers, enabled by the trust given to them by parents and the passion they recognised they have for their role, saw they were agents for empowering pupils by accepting them and connecting with them as individuals with holistic needs. Teachers were responsive to the expectations of their role in relation to wellbeing and identified ways they could be empowered further for example in regards to safeguarding children's wellbeing. They also demonstrated being responsive to findings from pupils and parents by devising actions for improving children's wellbeing in relation to transition and involving parents more in the process in innovative ways (see Appendix 9). As enthused professionals, teachers recognised innovative approaches to learning sprang from having opportunities to collaborate and share expertise as this was an empowering form of andragogy that helped them to stop and think in their heavily scheduled professional lives. They also recognised the need to further develop collaborative approaches addressing their own personal and professional wellbeing as teachers. They saw this as a way of helping to guard compassion for children as, while compassion was not something they always necessarily *felt*, they recognised its importance when relating to all children.

The particular data collection method used in my research, action learning sets, enabled teachers to demonstrate their professional passion as a learning community and express a strong desire for more opportunities to do so as part

Elizabeth Day

Wellbeing in Primary Education: an investigation into the teacher's role in children's wellbeing in the light of education legislation, policy and practice.

of having greater freedom to influence the school improvement agenda, just as they did so effectively for wellbeing.

This was a surprise for me as the teachers' head teacher as, for example, the school makes provision for subject leaders to have considerable influence on curriculum content and what is taught as long as their action plans are based on sound evidence and effective monitoring. Collaboration and peer coaching are also built into professional life and meetings, however, the difference I noted for the action learning sets was in my preparation for the 10-minute introductory visual presentation of the specificity of "the problem" around wellbeing, including the national picture, literature and legislation with expectations of their role on one slide and summaries of findings from pupils and parents on two other slides. This background was a strong springboard for their collaborative thinking, questioning, devising and discussing problems where they took control of the agenda. For future collaboration preparation could be delegated according to teachers' own interests and motivations and as a result of this research the school is more actively developing a culture of teachers as researchers.

As shown in Chapter 5, Teachers' Results, the teachers involved me in the discussions in both action learning sets, sometimes as a moderator on their ideas, but mainly as a colleague, and as they were interested that the discussions were part of research. This reaction was very energising and empowering for everyone. I simply had not expected or anticipated so much to come out of research with teachers and it left me exhilarated and challenged.

Empowerment through the interrelatedness of human relationships: a discussion in relation to the teacher's role in children's wellbeing

Figure 12 illustrates the effect of interconnectedness of relationships in, across and between groups. The symbiotic nature of the community that I first referred to as a concept in this study in the findings from parents, contributes to both creating and sustaining a loving community that by its organic nature needs to adapt, change and develop.

It is the dynamic interrelatedness of human relationships working effectively within and between each group that seems to perpetuate empowerment at every level within the school community and enable wellbeing including that of children. Findings from each group also showed that an ability to address problems as they arose was important to the relational dynamic with a key element being able to talk about an issue openly and sensitively with the appropriate people and, important for teachers in their professional role with parents, at a mutually convenient time.

The main purpose of person-centeredness and child-centeredness in schools is to enable and empower learners; based on the premise that nobody can be forced to learn but rather conditions created by a teacher and a school where a child can inquire and engage in constructing their learning. The teacher's role in children's wellbeing in this is to be able to operate in different modes to match learners' needs at various times. For brevity, an example of this is that sometimes a teacher may need to 'transmit' knowledge on a factual level such as safety requirements and essential factual information on materials prior to conducting a science investigation. At other times a teacher's role may be to facilitate an inquiry, for example in history where children research first and secondary sources of evidence, discuss these and present findings. With pupils' feedback, the teacher's role in children's wellbeing then changes to facilitate deeper learning by asking probing questions on the findings of research to help children formulate their thinking. This is sound pedagogy where "a more knowledgeable other" can help to facilitate learning (Vygotsky, 1978) and where a child is an agent actively constructing his or her own learning (Gipps, 1994). As discussed in Chapter 1, Bloom's Taxonomy of Educational Objectives (1956) in the cognitive domain sets out six levels of learning where higher levels of functioning such as analysis, evaluation and synthesis are reliant on lower levels of operating such as knowledge, comprehension and application. So, facilitating inquiry and asking challenging questions creates an expectation of critical thinking and this is just what Bloom intended as he and others grappled with communicating educational issues around designing curricula and

assessment between 1949 and 1953, prior to the publication of his first volume
of the taxonomy, 'Handbook I: Cognitive' in 1956 (Bloom et al, 1981).

As researcher, I have aimed to be transparent throughout this study and have
been explicit about intentionally using Munby's model of person-centred schools
in the community school where I conducted my research. I was still surprised
that being empowered in terms of wellbeing and potential emerged as the
dynamic from the interrelatedness of the groups and therefore as part of the
teacher's role in enabling children's wellbeing.

Furthermore, to aid the essence of meaning, a dictionary definition of 'a
dynamic' is 'a force that stimulates change or progress' (Oxford English
Dictionary, 2011). This is significant for drawing conclusions in the context of
teachers leaving the profession that I discuss further in this section as the
findings from this research are showing, it is important to create school
environments where teachers are valued and supported through every stage of
their career as this benefits children and whole community.

Day (2007: 237) discusses the findings from the VITAE study (Variations in
Teachers' Work, Lives and their Effects on Pupils) which took place between
2001-2005 partially to address the growing concern of shortage of teachers and
also aim to refocus on teachers as professionals and reenergise the
professional agenda for teachers (Day, 2007: xii-xiv). Interestingly, one of the
five findings from this extensive study was that teachers' effectiveness was
seen to be directly linked to their sense of professional identity which was also
influenced by their wellbeing (Day, 2007: 237). The findings showed the most
effective teachers, and those who stayed in the profession, were those whose
commitment and resilience remained high. Similarly, where those factors were
high, pupils' attainment was likely to be higher than that of pupils taught by
teachers whose commitment and resilience were not high (Day, 2007: 236-
238).

The findings from my research contribute knowledge to the agenda for
developing teachers' positive professional identities and wellbeing and there is

evidence that, through reciprocity and connectedness, pupils' wellbeing is developed. Most importantly, teachers do not operate in isolation but rather effectively through strong interconnected relationships. Where these relationships and connections are strong within and across groups, a dynamic emerges which can be empowering. Day (2007: 243-244) presents a case for the importance of emotional energy in a teacher sustaining effectiveness especially in schools in disadvantaged communities. Through my research teachers identified systems and strategies that contribute to their own wellbeing and help to them keep their passion for teaching and compassion for children alive even though the school setting is one in an area of moderate and high levels of deprivation. Collaboration to further develop their own wellbeing was seen as important to teachers as they are the main agents of socialisation for children after their parents, seeing the whole child develop and influencing children's wellbeing in significant ways.

The findings of this research are important when considering factors that can drain or empower teachers' wellbeing which is also linked to their sense of professional identity (Day, 2007: 237). It is significant at a time when, as cited at the end of Chapter 5, at the annual conference of the National Association of Headteachers (NAHT) in May 2014, the NAHT lobbied the Secretary of State for Education for a realistic approach to be taken on the basis that the unprecedented number of new initiatives for September 2014 were impossible for schools to implement with the resources available. This was without the change to the Ofsted framework for judging schools in August 2014 where it is not the principle of inspection as a form of accountability of teachers as "public servants" that is the issue, but, in my opinion as a head teacher, the relentless rate of change that is ineffective and counter-productive to creating the dynamics that can cause effective change, growth and improvement for schools. The Ofsted framework changed again in January 2015 and further major changes are scheduled for June 2015.

Similarly, it is popularly understood that it is hard nationally to attract teachers to stay in the profession beyond five years and a high proportion of more experienced teachers over fifty are leaving in large numbers (BBC News

Elizabeth Day

Wellbeing in Primary Education: an investigation into the teacher's role in children's wellbeing in the light of education legislation, policy and practice.

Education and Family, December 2012; Smithers and Robinson, 2004). As it is not just teachers who leave the profession demoralised, but parents, children and schools experience the loss of fresh approaches from those teachers who leave under the age of thirty and then the vast expertise from older teachers who leave the classroom. I return to this important point later in the second section, Implications.

As researcher in the setting, I found myself questioning the reality of the relational dynamic described, remembering an occasion when relations with a parent broke down and other odd occasions when I had needed to start disciplinary and capability procedures with teachers in the past. On reflection, I came to the following conclusions about my own reality-check as head teacher on the authenticity of the findings:

1. As a leader who is passionate about person-centeredness and establishing school values and systems around this, I accept that it is not surprising that a loving community has grown through the symbiotic nature of interconnected relationships that are reciprocally beneficial and that this *is* something 'beyond me' as a leader. Yet I can respect and strongly guard the premise that it is founded on, that every person is valued.

2. Within person and child centred approaches I enjoy facilitating learning for children, parents and teachers (as well as at times necessarily 'transmitting' information and 'telling' others what to do) as facilitating is empowering as the focus is on the processes and quality of learning for the person or more often, in social, collaborative settings, the group.

3. Regarding having to take a firm stance at times, I reflected that this is an expectation of the role of a head teacher and that it possibly contributes to building trust with others. For example, it is necessary at times to temporarily exclude a child for unacceptable behaviour but the aim of such a consequence, with reintegration support, is restorative not punitive. Similarly, appropriate action also needs be taken with any teacher who, after due support, is not capable of doing their job. Also, inevitably, despite the majority of parents enjoying and contributing to

productive relationships and a loving community, occasionally relations with a parent will break down due to irreconcilable differences or perceptions. Any of the above examples are time consuming and often drain a school's resources, but, in my opinion as both researcher and head teacher, necessary for the health of the relational dynamic represented in figure 12 and discussed above.

I propose that while growth is essential within each group for a school and community to be effective, growth of teachers in their professional role is pivotal to their wellbeing and in their role in children's wellbeing. Teachers need to remain energised as agents who are able to empower children. This is line with what Day (2007: 243-247) says when he refers to evidence that shows children's lives are more "fragmented" and teachers needing to be enabled to "manage the emotional arenas of classroom life". In addition, he discusses the need for schools to offer teachers support, challenge and recognition and says that school environments and communities are vital sources for teachers' positive professional identity and wellbeing.

The findings from my research show that interconnectedness of relationships in the school community can be an agency for empowerment in wellbeing. One of the effects of positive relationships, and especially interconnected relationships, is that they can enhance subjective wellbeing as experienced by different groups: pupils, parents and teachers.

The thinking behind empowerment

The thinking behind Munby's person-centred schools (1989) that I took on board 20 years ago and aimed to develop, relates to wellbeing in schools and therefore the teacher's role in wellbeing. It is based on the idea that pupils are unique individuals who are inevitably responsible for their own learning as no one can be made to learn. Munby also argues it is short-sighted to make children the sole focus in schools as where there is a strong learning culture it is teachers who are needed to develop this ethos. This is where Munby's support-orientated model for teachers and person-centred schools fits (Munby, 1989: 4-

Elizabeth Day

Wellbeing in Primary Education: an investigation into the teacher's role in children's wellbeing in the light of education legislation, policy and practice.

10) and supports developing a culture of wellbeing. Furthermore, Munby draws on the work of Carl Rogers and the value of "unconditional positive regard" from teachers to pupils. In fact, Roger's "unconditional positive regard", or UPR, came out of Rogers' work developing effective therapy as well as from research in schools. Rogers (1983) conducted research in a range of schools in eight different countries, with what he concluded as "convincing evidence" that young people in schools are motivated to attend school, achieve more and act more creatively when teachers create environments characterised by empathy and positive regard that is in the main, unconditional (Rogers, 1983: 197-224). In his writings Rogers recognised that these approaches were seen as suspect by some educationalists. I propose that this was possibly to do with a shift in the power dynamic in classrooms from teachers to pupils, where, as I found in my own classroom over 20 years ago when I first tried out more pupil-centred approaches, more verbal initiation by pupils led to less teacher talk yet greater creativity and achievement from pupils who took greater control for their learning.

Twenty years ago, I took the thinking behind Rogers' research as represented by Munby to be linked with person-centeredness and child-centeredness and assessment that I used when conducting research at that time, but I did not grasp Rogers' passion for releasing the inquiring mind in students and people. Rogers saw at the time of his research and writing what he referred to as "the dogmas of science" to be in error (Rogers, 1983: 280). He was referring to psychological science that viewed the person as 'unfree' and controlled, with little hope other than coming to a greater understanding of this state. In the opposing camp of thought, Rogers used objective evidence from research as well as therapy and from what he called "subjective living" (Rogers, 1983: 280) to purport that personal freedom and responsibility were hugely important in order to live a whole life. Here there is a clear link with Hedonistic and Desire Theories around wellbeing discussed in Chapter 2.

I propose that the ability to live a whole life, based on concepts of personal freedom and responsibility, is very relevant to this study of wellbeing. In Chapter 2, I presented a discussion of the literature on wellbeing and what it is

Elizabeth Day

Wellbeing in Primary Education: an investigation into the teacher's role in children's wellbeing in the light of education legislation, policy and practice.

considered to be and in this I looked at Ereaut and Whiting's (2008) statement that, among other things, wellbeing is "…what a group or groups of people collectively agree makes 'a good life'" (Ereaut and Whiting, 2008:1). Their definition has a wide base, drawing from areas such as marketing as well as from work and education, where wellbeing is often seen as being integral to, as well as an outcome of, personal development. I now identify that Roger's concept of unconditional positive regard (UPR) that greatly influenced Munby's thinking behind person-centeredness and child-centeredness is not only to do with approaches in education and schools but also directly relates to developing wellbeing in children. This is because, as I found through the processes of conducting my research as well as in the findings derived through analyses, UPR is to do with intentionally enabling personal freedoms and responsibilities that can empower individuals and thereby groups of people and consequently, as illustrated in figure 12 above, a whole school community.

This lens further supports the role of teachers in children's wellbeing springing from their experience of positive school environments and communities as they that do not operate in isolation and where they need to feel valued as people and professionals. The discussion in the next section uses findings from my research to further build a case for how and why this is important.

From my research a hallmark of UPR as expressed by each of the groups for data set one and two is that individuals and groups either directly said or described how they felt valued:

A Pupil Feeling Valued

A compelling case of two teachers' on-going relationships with Stephen over a three-year period when he was nine to eleven years old was related in Chapter 4. His recount of the connectedness he experienced through relationships with Mr Nash and Miss Poole specifically helped him to feel valued and overcome feelings of self-hatred and oppositional behaviours to some peers and staff. He was empowered through the relationships with teachers, as he expressed about Miss Poole when, in Year 6, she was no longer his teacher:

Elizabeth Day

Wellbeing in Primary Education: an investigation into the teacher's role in children's wellbeing in the light of education legislation, policy and practice.

Together with a change in Stephen's home circumstances, a growing sense of feeling valued at school, meant he started to attend school, engage with homework, improve his attitude to peers and be respectful to staff. This contributed to Stephen achieving slightly above expectations in key stage 2 standard achievement tests (SATs) at eleven years of age. This was a huge achievement for Stephen who, for the first 6 years of his schooling aged 3-9 years, his average school attendance was below 50% and he constantly underachieved. The findings from this case, of improved attendance, behaviour, attitudes and achievement link to Rogers' findings from his large scale research over a number of years across a range of socio-economic settings in different countries as an outcome of teachers using unconditional positive regard through person-centred strategies (Rogers, 1983: 202-210). In *Every Child Matters: Change for Children* (DfES, 2004b), Stephen's wellbeing improved through attending school and his personal capacity to change and relate well meant he began to enjoy and achieve and make a positive contribution. In addition, his economic wellbeing improved in direct relation to him being able to achieve academically. From the findings of this research, the changes were enabled in part by Stephen feeling valued by two teachers in particular as they demonstrated compassion and in Rogers' (1983) terminology unconditional positive regard in a setting where person-centeredness and child-centeredness is established. As his return visits to the school confirm, Stephen is no longer an underachiever or potential equivalent of a 'Dyvie' but instead a fairly confident youngster who is progressing well academically at high school and who still articulates his strong feelings for Community School and staff.

Reflections as a researcher, a teacher and a head teacher of a pupil feeling valued

In response to the research question, the teacher's role in children's wellbeing, as a researcher, the human side of Stephen's story looked at through Rogers' lens of the powerful and creative effects of humanising interpersonal relationships in schools through positive regard (Rogers, 1983: 199) is profoundly moving and, examined under that lens, wider evidence from Rogers' extensive research in primary and secondary sectors means it does not need to

be seen as an isolated case (Rogers, 1983: 197-221). In the context of this research it illustrates the teacher's role in influencing children's wellbeing, particularly in a primary setting, their potential.

As a teacher who pondered sadly the plight of the 'Dyvie' school leavers at the start of my career, Stephen's story and findings from this research offer an antidote to underachievement, not just academically but holistically, for his life potential and therefore for his wellbeing. In Chapter 2 I discussed this philosophical view of wellbeing as an idealised ambition derived from Aristotle's stance of realising individual potential rather than a real state that can be measured. While for this finding, derived from detailed analysis of pupil data, I refer to wellbeing in relation to a child's potential being changed from poor to good, it is a valid statement, later in this chapter I discuss the importance of measuring aspects of wellbeing that may contribute to judging potential.

The significance of the teacher-child relationship in a pupil feeling valued

Significantly, in Stephen's case the multi-agency approach to supporting his parent and extended interventions by the educational social worker did not work over 5-6 years. Stephen gained a greater understanding of himself through the commitment of teachers to him that improved his wellbeing. Through Rogers' (1983: 280) lens" based on a close and acceptant relationship between the person and all the trends of his or her life". Why these conditions were important in Rogers' paradigm was because he believed from research, as well as therapy and his own life experience, that "…man is subjectively free; his personal choice and responsibility account for the shape of his life; he is in fact the architect of himself. A truly crucial part of his (man's) existence is the discovery of his own meaningful commitment to life with all of his being" (Rogers, 1983: 281).

A parent feeling valued

Findings from parents' data showed that the feeling of being accepted and valued within the parent group, for example, as they came onto the school site

was important. In addition, parents' data showed they felt their children were valued and their varied achievements were recognised. As discussed earlier in this section, a significant finding from parents' data also evidenced that in order to "give over" their children parents made a judgement on teachers and the head teacher. If passion for the role and compassion for children were evident in teachers, they felt able to entrust their children to the school. Findings also showed the immeasurable value parents naturally have for their children, but also on the value they put onto teachers as they "give over" their children. It is also why parents said they appreciated any problems that may arise being dealt with quickly. The teacher's role in developing a trusting culture is very important in teachers' partnership role with parents in developing children's wellbeing.

With reference to figure 12, the dynamic of relationships that can empower and which are the hallmark of the interconnectedness within and between groups, begins with the trust parents give teachers when they 'hand over' their children. It is the reciprocity of the parent-teacher trusting relationship that can become a dynamic for both that can, in turn, lead to children being empowered, their wellbeing improving, as they benefit from this growing positive regard. The findings from this research indicated that this was mainly the case. It is also why perhaps that findings showed parents were concerned about how teachers managed the various transitions from one year to the next that a child encounters throughout primary school right through to transition to high school.

As head teacher I was expecting parents to put more emphases on the quality of learning a child experienced during the thirty-nine weeks of every school year and was surprised that the weight of parents' concerns and emphases for their children were on transition. However, as researcher, it helped bring to light the immeasurable value a parent puts on a child and, I suggest, an innate desire of a parent to see their child grow to cope, manage and embrace change at every stage. This is fascinating in that I have already referred to Aristotle's philosophical stance on wellbeing which was to do with realising individual potential and I now link the value a parent puts on their child (and therefore their teacher when they "give over" their child) to a parent's concern for their child's wellbeing in terms of them being equipped holistically at crucial times of change

from one year and one teacher to the next. In a primary school there can be seven or eight instances of transition at the end and beginning of every year, but this also occurs in less obvious ways, for example, when a new teacher is employed to cover maternity or sick leave. Findings showed that to parents this preparedness for and during transition appeared to be a subjective measure for them of their child's wellbeing, their potential to adapt to change and achieve holistically.

A teacher feeling valued

> *I've never been in a school with such good feeling for*
> *work-life balance. I genuinely find it refreshing.*

This teacher's comment expressing appreciation for the school's approach to valuing staff by creating ways to help teachers use time effectively is one example of a number of comments from teachers' data discussed in Chapter 5.

As a general principle from the findings of this research, parents value teachers to the degree they first feel able to trust a teacher and a school and then at every stage of transition. This is very important in teachers' role in developing children's wellbeing.

I put forward that in drawing together conclusions, findings indicated teachers felt valued by children and parents and this is significant in the light of Day's (2007: 237-243) research that throughout the different phases of teachers' professional lives, their effectiveness was in direct relation to their perceptions of their professional identity and sense of wellbeing. In the research setting the school had established systems designed to draw teachers into creating effective work-life balance and there is an established staff wellbeing team.

In section two of Conclusions I discuss more fully the issues initially presented above, that it is some of the blockers to teacher wellbeing, external pressure on teachers and schools, especially the pace of relentless change, that work against the dynamics of empowerment discussed.

A loving community

In response to the research question, the role of the teacher in relation to children's wellbeing, findings showed that teachers are best enabled in their role in relation to children's wellbeing through being part of a loving community that they both help to create and sustain. In Chapter 4, I used the metaphor "symbiotic" to reflect the interconnectedness of relationships described and therefore the importance of a loving community in enabling a culture where wellbeing can thrive.

Theory surrounding community has changed and these changes are pertinent to the research question, the role of the teacher in children's wellbeing as the enabling setting of the community in regard to parent, teacher and child wellbeing has been identified in the findings. Plus, the context of the school is diverse (see Chapter 1).

In writing about the value of community in a school context, Osterman (2000) points out that there is no general consensus of opinion of what constitutes community but common to all definitions of community in the sense of relationships, as opposed to purely geographical context, is having a sense of belonging. (Osterman, 2000: 234). Furman (1998) puts forward that community in a "traditional sense" does not exist until members experience feelings of belonging, trust in others and safety. She says that these feelings are derived from having or sharing something in common, or "sameness" (Furman, 1998: 307). Furman purports that these modernist views are superseded by a postmodernist view where the ethics of community means "acceptance of others" and "cooperation within difference" (Furman, 1998:307).

In explaining her thinking behind the modern and postmodern term, community, and the differences between these, Furman refers to Tönnies classic *Gemeinschaft und Gesellschaft* (Tönnies 1887/1957). To make her point, Furman devised a nested model of community as shown in Figure 13 below:
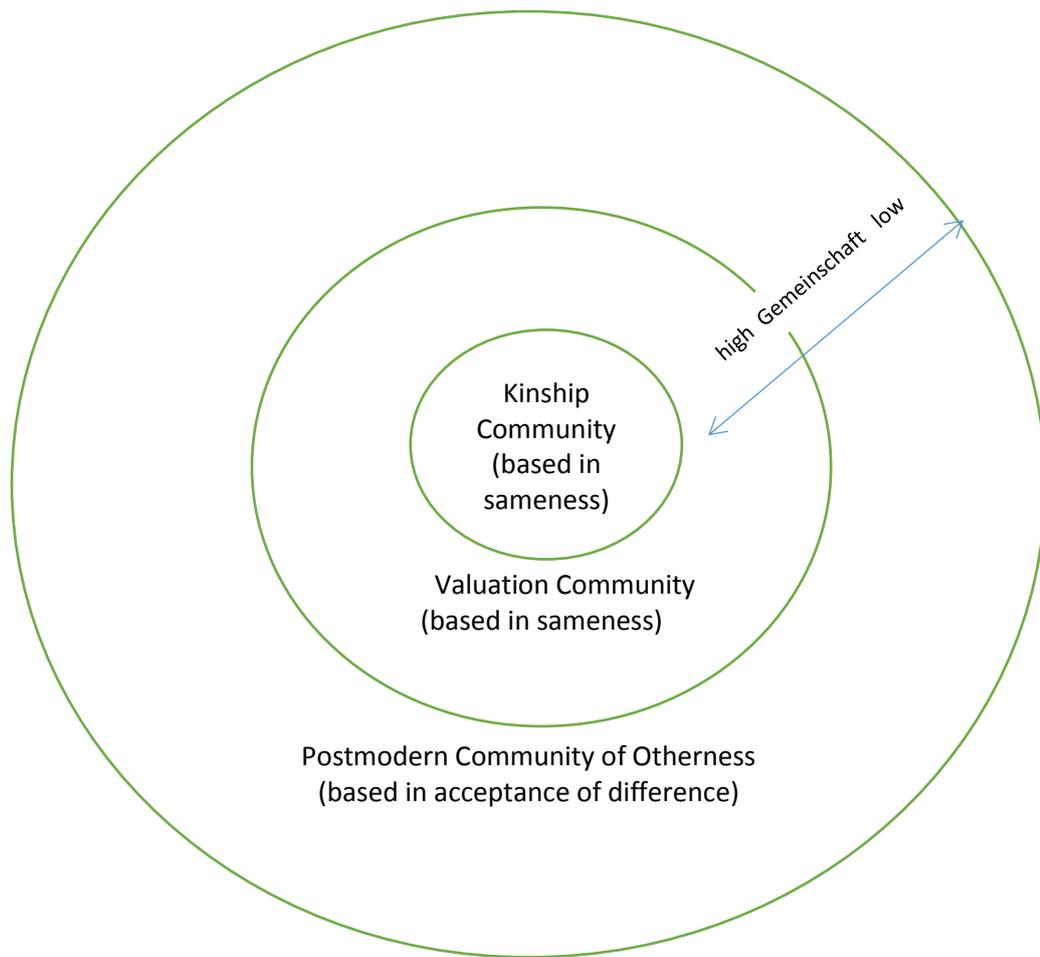
Figure 13   A Nested Model for Community Possibilities in a Post-Modern World (Furman, 1998: 315).

In *Gemeinschaft und Gesellschaft* (Tönnies 1887/1957) the former encapsulates the concept of kinship originally more associated with closely-knit agrarian communities and the latter with impersonal bureaucracy generated by mechanical structures such as emerged at the end of the nineteenth and beginning of the twentieth centuries.

In Furman's model (1998: 312), traditional community based on "sameness" as expressed through the concept of *Gemeinschaft* is seen in the centre. "Valuation Community" placed in the middle circle of the model is also based on sameness but may refer to traditional types of community within a modern

setting such as schools being formed based on particular values. Criticism of this sameness is that Furman says it can lead to some schools becoming élitist and other areas in America becoming "dumping grounds" for less able students (Furman, 2008: 317). She points out such settings in a post-modern world do not contribute to acceptance of otherness or cooperation with difference.

Furman's model is an outcome of in-depth study and research and shows that in a postmodern community based on acceptance of difference in the outer circle can still experience aspects of *Gemeinschaft* but lower on a continuum than in traditional communities. She also comments that valuation communities based on sameness can coexist within a post-modern community where the overall culture is on built on acceptance of otherness and cooperation with difference and expectations are proactive and visible among staff and students.

Furman uses an excellent metaphor to describe a postmodern community in schools as "a global community, (of) an interconnected web of persons who may differ in important ways but who are interdependent" (Furman, 1998:312).

I propose that the terms "symbiotic nature" I used to capture the essence of what parents were saying about a loving community that changes and grows organically also fits Furman's metaphor for a postmodern community. Significantly, Furman, states that there needs to be further analysis and research on creating such communities in schools and especially in settings where there is diversity. My research findings contribute to further knowledge in this area as appraised below.

I was excited to read Furman's discourse on traditional, modern and post-modern communities as the findings of this research as summarised in figure 12 contribute to Furman's postmodern nested model of community, different to a traditional view of community based on sameness yet where the qualities inherent in that traditional model, a sense of belonging, trust and safety are still found but are based on acceptance of otherness and cooperation with difference.

Elizabeth Day

Wellbeing in Primary Education: an investigation into the teacher's role in children's wellbeing in the light of education legislation, policy and practice.

The importance of the loving community emerged from the research findings and, as discussed, creates an environment where parents and teachers as well as pupils can feel valued, an important characteristic to foster wellbeing. In partnering effectively with parents, the teacher's role in children's wellbeing can be seen in a new light as teachers are not operating in isolation. To support this, I present the following from the findings:

1. Widely diverse pupils in terms of ethnic and home backgrounds evidenced a deep sense of connectedness to their peers demonstrating to some degree an acceptance of difference, for example, the child who described her sense of connectedness to peers and teachers by saying, "We're like one big family." So even in a setting such as Community School where there is high mobility often linked to housing problems, pupils described "bonding" as important and therefore a child who had attended two previous schools describing how she felt accepted "in a different way to other schools."

2. Consistent with Furman's ethic of acceptance of otherness and processes that promote inclusion that contribute to creating a safe environment characteristic of her postmodern model for community is the year 6 pupil who verbalised her sense of being accepted and therefore connectedness to the school by saying, "I can concentrate on what I am and not on my skin problems – being myself." She went on to give examples of times when she felt "really happy" and had "my time to shine" for example by being part of a play she had particularly enjoyed and made more friends due to that. The topic of "being themselves" was discussed by children who, in a concerned way, identified some children who they felt did not freely express being themselves but who did so in school sports and events. I interpret this finding in relation to characteristics of a post-modern community as children who feel confident to "be themselves", have been empowered to express a viewpoint and are in the process of developing a sense of otherness.

3. Stephen's poignant story of how, aged nine and ten, connecting with two different teachers over three years, both of whom, from his perspective, went out of their way to make him feel valued and listened to as well as supporting him to learn, I propose provided an excellent model of "otherness". This was seen through their compassion towards him as a child experiencing a degree of self-hatred so that he connected with them as they connected with him and listened to all that mattered to him. Rogers' UPR is highly relevant to their approach. At times when he struggled with peer and other relationships, they also modelled peaceable cooperation in relationships which I believe presented this young boy with something tangible that helped him to make significant personal change. While this could be seen to belong to the traditional view of community in a sense of belonging, trust and feeling safe, I put forward that the dynamic of motivating this boy to achieve empowered him to be effective as a twenty-first century learner and person in a way that is different to requiring sameness for the purpose of perpetuating a sense of what it is to be part of a community at the school. The significance of empowering a child through modelling trust and care is an outward-looking model of "otherness" designed to empower him.

4. The pupils identified strongly with the school values kind, friendly and safe (KFS) and the rewards and sanctions systems related to being KFS (see Appendix 2). Considering Furman's postmodern nested model for community, I propose that these values the children so clearly evidenced they identify with help to shape their ability and capacity to cooperate peaceably with difference as well as to aim to "stay safe" themselves. I propose the school's twice yearly pupil self-assessment and goal setting around learning, social and emotional wellbeing, including how safe pupils feel, contribute to creating a culture of important self-reflection and acceptance of self and others (see Appendix 1b).

5. Findings from parents also indicated a willingness from a diverse group in terms of ethnicity, culture and beliefs to work with the school to help

shape it and this is empowering for me as head teacher as well as for the parents as they consult with other parents. As everyone is empowered to do something, be that being themselves as one pupil described or being confident to state a point of view, it all contributes to bringing change and growth, which, as considered, is the definition of "a dynamic". More than any other group in the school, the parent representative group assist this process of change and growth in an organic way as their contributions are honest, sometimes blunt and often have to be time-bound. Yet, as developing the Relationship, Health and Reproduction Policy over one year proved, the group dynamic is powerful and in the case of that particular policy and practice, helped to embrace the needs of youngsters aged 9-11 years in this important area of learning so they receive something that is relevant and empowers them as twenty-first century children and citizens.

6. For the parent representatives the process described above also involved learning to cooperate with difference in cultural views and particular fears, yet to be free to present their opinions and compromise on what and how sex education would be taught and when. On reflection, the parents put a lot of trust in me as head teacher for example by accepting that well-thought through sex education can be one way to help safeguard their children. I also trust and value the parent representatives and this is reflected in the findings of the research. This reciprocity helps the dynamic of empowerment to maintain momentum.

7. The parent who jokingly said, "I think I love this school more than my family sometimes, really, it's true," was in fact referring to the deep sense of community she feels and values. Significantly she used the word "love" as other parents have done from time to time and as I wrote about in Chapter 1 when a parent said to me unexpectedly, at an activity, fun-filled Family Learning Day, "You work with love here, I can feel it all around." This may be more associated with a sense of attachment within a traditional community, but I propose it is the essence of this post-

modern community in the school where I conducted my research; the sense of love and being loved and valued being part of the dynamic of empowerment that can come from the interconnectedness of relationships within and between pupils, parents and teachers.

8. Teachers' findings demonstrated aspects of post-modern community in that they clearly cooperate with difference and accept otherness. This was seen in their deep thinking about how to best connect with all parents over transition in July and September. They considered how to overcome language and communication barriers and that parents prefer informal events as they like spending times together as parents and when they learn with their children. While it is not the remit of my research to feedback on teachers' action planning, the transition events both in July and September that they formulated as an action in the action learning sets, were very successful, with a 5% increase in parent attendance across the school in the 2014 "Mini Kids' Café Inspire Project" compared with the 2013 "Meet the Teacher Inspire Project". Other feedback on the quality of the new arrangements was also very positive in terms of parents feeling more involved in their pupils' lives and learning at school.

6.3.3 A Summary and Discussion of the Conclusions in Relation to Wellbeing: what it is and the teacher's role

In response to the research question, the teachers' role in children's wellbeing is integral to the interconnectedness and good relations across the school; it is part of an approach.

Teachers' own wellbeing as professionals and in terms of having work-life balance contributes to their ability to effectively address pupil wellbeing by recognising as teachers they need to take steps to guard being able to show children compassion, a key aspect of connecting so that children feel valued.

Part of guarding teachers' ability to show compassion is taking practical steps to reset boundaries for routine communications with parents and also to consider extending social and networking opportunities as a staff in order to relax and reenergise collegiately.

Teachers are also passionate about their role and want to show compassion to children as they recognise this can reciprocate more positive relations for children and lead to improved wellbeing for children. Of passion, Day (2004: 14) says:

> "Having a good idea about what to do in the classroom is
> only the beginning of the work of teaching. It is the translation
> of passion into action that embodies and integrates the
> personal and the professional, the mind and the emotion,
> that will make a difference in pupils' learning lives."

I propose that this quality of passion, where creativity and a sense of vocation can indeed combine to make a difference for pupils as illustrated by Stephen's and other children's stories in this research, be acknowledged at government and policy level to come within the remit of "quality first teaching", to recognise that teachers connect with and empower pupils. In Stephen's case it was the relationships with two teachers in particular that enabled him to connect with what really mattered so his emotional, academic and physical wellbeing improved. This led to academic and sporting success so his wellbeing in terms of potential also improved rapidly.

To further improve their own wellbeing and be empowered to address the school improvement agenda, teachers wanted further opportunities to collaborate (specifically through action learning sets as an approach). Teachers also identified they wanted more freedom to innovate and have "need to know" information on child safeguarding redefined in the setting. Similarly, teachers were keen to take on board what helped parents feel valued and to adapt to accommodate this.

I now identify from the discussion in this Conclusions chapter and with some reference to literature reviewed in Chapter 2, factors that have contributed to

teachers' own wellbeing and that empowered them to address pupil wellbeing, as follows:

Unconditional positive regard (UPR) as researched on a large scale and envisaged by Rogers (1983), translated in policy and practice for approaches to learning and assessment by Munby (1989) through person-centeredness, captured my imagination and drive to effect considerable personal-professional change through research I conducted, 1990-1995. My personal drive and moral purpose around the importance of person-centeredness and therefore child-centeredness led me to translate these into school systems and approaches over a number of years so that my third opportunity to lead in this way, in a community primary school, has begun to bring change that creates an environment for wellbeing to be experienced and developed.

The findings of this research show that this change is through empowerment, the dynamic of positive relationships, which is generated through the agency of three groups, pupils, parents and teachers working in interconnected ways.

In the research setting, feeling valued was a common factor identified among and between each of the groups that created the dynamic of empowerment in the interconnected relationships.   Giving trust and a growing sense of trust was behind feeling valued. Giving trust and feeling valued are non-cognitive traits (Cigman, 2008) and although not specifically cited alongside Cigman's list which includes confidence, motivation and resilience (Cigman, 2008: 540); they belong to the affective area of learning.

Wellbeing as something that expresses and sometimes indicates potential in life emerged as important and it cannot be assumed that this cannot be measured, but measuring wellbeing needs exploring through further research. As Stephen's story showed, UPR given by two teachers, in the context of a loving community, helped him to feel valued and, over time, the personal change he experienced affected his academic achievement but also, as discussed, his wellbeing as defined as life potential. I purposely avoid using the words, "ability

Elizabeth Day

Wellbeing in Primary Education: an investigation into the teacher's role in children's wellbeing in the light of education legislation, policy and practice.

to achieve holistically" in relation to life potential as in such a highly charged educational culture of academic achievement nationally, I prefer to consider personal and relational improvements as growth characteristics that can be described and possibly measured but not "achieved" as relationships are to do with the being area of learning (Fontana, 1998).

In the Literature Review, I discussed children's wellbeing both as a state and also their potential state and as part of qualities children can acquire through their relationships with teachers, schools and their experiences within the education system throughout their lives. I stated that the educational paradigm for this needed to be one in tune with current thinking around learning experiences that are transformative by drawing on affective and spiritual dimensions of learning as well as cognitive (Buchanan and Hyde, 2008; Sewell, 2009) as opposed to purely engaging both the affective and cognitive domains (Hyland, 2010). I also referred to model Bloom's psychomotor domain of learning as considered a necessary part of any child's wellbeing. I propose that each of the three domains of learning as identified by Bloom (1956) cognitive, affective and psychomotor, contribute effectively to an educational paradigm with a holistic approach to learning in the twenty-first century. Within the paradigm, spiritual aspects of development could be integrated across each of the areas, for example through reflection and creating greater awareness of others and their needs.

I also now add, from findings in this research, that spiritual aspects of development can be recognised in valuing others and in relationships and are also to do with wellbeing in individuals and school communities. Sewell (2008: 5-6) theorised from her research in 4 New Zealand primary schools, that children's spirituality can be nurtured and evoked through "the reciprocal relationships of a learning community." She was referring to the quality of relationships that cannot easily be measured yet apparent in learning communities in classrooms and schools where children's cultural identities are welcomed and integrated. It is interesting that this relates to Furman's (1998) post-modern nested model of community where "otherness" as well as "sameness" is accepted. Sewell (2008:14) observed that when children's

spiritualty was allowed to flourish through intentionally developing positive reciprocal relationships, their capacity for connection was deepened in intellectual, social and emotional learning. I propose that while findings from my research may add to the existing body of knowledge on wellbeing including the spiritual aspect of wellbeing through connections and relationships, which has implications for the role of teachers and schools in developing children's wellbeing, that this is another area for future interesting research.

6.3.4 Strengths of my Research

Throughout this study I have stayed true to my ontological and epistemological positioning outlined in Chapter 3. I set out to actively construct knowledge based on a belief that there are, "…multiple social constructions of meaning and knowledge" (Mertons, 1998: 11) and the type of research I conducted was "socially and experientially based" (Denzin, 1994: 110). I also took steps throughout this study to be transparent by identifying what was familiar in the setting where I am the head teacher and where I conducted research. So while I could not separate my other role to that of researcher, I took steps to facilitate first, second and third person enquiry using other voices to my own. In addition, I was fortunate to use a co-facilitator in my data collection session with teachers so that the power dynamic inherent in my role as head could be reduced by the objective presence of a highly respected colleague.

In addition, my two tier approach to data collection and analyses added to the integrity of my data as the data derived from three sources. I therefore feel confident that my methodology contributed to enabling rich data to be collected from different sources and through in-depth thematic analysis, reducing and redefining themes, the findings that produced new knowledge came out of a rigorous process, including self-reflection and transparency, as indicated by text boxes in the main text.

Other strengths of this study are the findings make clear that for teachers to carry out their role, and in particular their role in relation to pupils' wellbeing,

they need to be empowered to work from what motivates them, their passion for making a difference for children. Teachers wanted to reclaim the words passion and compassion in educational policy, practice and dialogue. Compassion demonstrated by teachers in acts of kindness, helpfulness and listening to a child can make a child feel valued, "connected" and over time, motivated to reciprocate what she is receiving so she is enabled to achieve in all areas including academically.

Rogers names the quality of helping someone to feel valued as "unconditional positive regard" (Rogers, 1989: 201-210) which from extensive research and experience, Rogers says can unleash an inquiring mind (Rogers, 1989: 280). Rogers' educational paradigm relates to developing the whole of a child's being (Rogers, 1989: 281) and this is very much in line with a key aspect of wellbeing to emerge from these research findings that it has to do with enabling human potential.

Useful definitions of wellbeing emerged from my findings from each of the groups, pupils, parents and teachers and these different stances are in line with Watson et al (2012: 13) findings that:

- wellbeing is subjectively experienced;
- contextual and embedded and
- relational.

New findings from my investigation into wellbeing are to do with when people in each of the key groups in a school, pupils, parents and teachers feel valued; an empowering dynamic emerges through the relationships within and between groups.

Also new compared with Watson et al's (2012) findings, is that for pupils and parents interviewed it was pupils' relationships with teachers that mattered most as opposed to teaching assistants, who were not mentioned once, whereas Watson et al's (2012) findings were that teaching assistants could help to facilitate "social and emotional glue" for pupils. While my own experience

affirms their finding, in the research I conducted, the key adult for helping to develop a child's wellbeing in a school was the teacher through the reciprocal relationship she initiated.

The findings from my research, where every group that took part evidenced being empowered to some degree, for example, to "be themselves" (pupils) and contribute to creating as well as maintaining a loving community strongly refutes Ecclestone and Hayes' (2009) arguments. They refer to "therapeutic education" that "promotes the emotionally diminished human subject and promotes a life focused on self and self-fulfilment rather than understanding and changing the world" (Ecclestone and Hayes, 2009: 164). They argue that "it is a powerful instrument of social engineering and control because it encourages people to come to terms with being a feeble, vulnerable, human subject" (Ecclestone and Hayes, 2009: 161). It is a very different paradigm to the one I operate in and conducted my research within. However, such deep concerns offering a counter argument and challenge serve to make me consider how well new teachers are trained for example, to conduct Circle Time so that it is empowering for children. Overall however, due to compelling evidence to the contrary, not just from my own research but, for example, the large-scale research of Rogers already discussed, I cannot embrace their views on the dangers of what they call therapeutic education.

Having conducted this research in part because of an identified gap in the literature on the teacher's role in pupils' wellbeing, I now translate the findings to provide definitions and explanations on wellbeing:

Wellbeing is …..

From the findings of this research, wellbeing expresses a positive quality for potential in life and, dependent on its context, can be measured by non-cognitive measures.

A teacher's role in developing pupil wellbeing is….

to enable a child to feel valued so she connects with discovering her potential in life with the whole of her being and to involve her parents or carers where possible.

To be able to facilitate a child's wellbeing a teacher needs….

to take practical steps to intentionally guard passion for her role and compassion for children as qualities in her own life.

A school's responsibility and therefore role in developing a child's wellbeing …

is to enable a teacher to feel valued by giving her freedom with responsibilities to innovate, research and collaborate with colleagues so she connects with discovering her potential in life with the whole of her being.

With reference to the literature on wellbeing in Chapter 2, it was clear that there are varying views on wellbeing dependent on context. Ereaut and Whiting (2008) point out that, while it is not their stance, within positive psychology, wellbeing is seen as something that "is" and thereby worthy of investigation (Ereaut and Whiting, 2008: 4). Whereas Watson et al (2012) refer to wellbeing as being a social construct drawing on and across a range of fields including philosophy, law and medical contexts (Watson et al, 2008:6). Within the latter constructivist approach, in the chart below, I draw together conclusions by discussing findings of wellbeing from my research in relation to the five discourses on wellbeing as presented in outcomes from research for the DCFS by Ereaut and Whiting (2008).

Philosophical Potential and what is perceived to be "the good life" (Aristotle)	By addressing pupil wellbeing evidence from findings in this research show that life potential is enhanced and pupils are less likely to underachieve personally or academically in the future.
Medical	From this research emotional and mental wellbeing can

Elizabeth Day

Wellbeing in Primary Education: an investigation into the teacher's role in children's wellbeing in the light of education legislation, policy and practice.

Physical, mental or emotional wellbeing	be linked to physical wellbeing in terms of children reporting child-centred approaches (including "strictness") reducing bullying.
Operationalised Wellbeing simplified into outcomes and indicators	Established learning (cognitive), emotional and social wellbeing self-assessments by pupils twice a year were mainly viewed as useful by pupils and with some small changes to extend pupils opportunities to set target occurring as a result of what they said (Appendix 1b). Pupils took these seriously and benefitted from self-assessments by further dialogue with their teacher from these at times e.g. Stephen.
Sustainability Wellbeing as the need to live within environmental limits now and for all in the future.	No evidence emerged from this research to support this aspect of wellbeing but it is part of Community School's ethos and practice (see Appendix 2). Sustainability is part of an outward looking holism discourse to do with group and global wellbeing that the outcomes of this research support. It is something that twenty-first century educators and learners need to grapple with (Thomas and Evans, 2010: 29).
Holism Wellbeing moves beyond the body and emotions to involve spirituality which is incongruent with being measured	Evidence emerged from this research on the empowerment to be "themselves" and realise their potential that children, parents and teachers experienced through feeling valued, strong bonds and productive relationships. Some accredit this to aspects of spirituality (Buchanan and Hyde 2008: 309-320; Sewell 2008: 5-16). I propose that operationalised wellbeing can also contribute to creating good relationships through facilitating processes of self-reflection, discussion and target setting.

Elizabeth Day

Wellbeing in Primary Education: an investigation into the teacher's role in children's wellbeing in the light of education legislation, policy and practice.

This brief summary further supports my stance from this research in line with Watson et al (2012) who proposed that wellbeing is experienced subjectively, is contextual and embedded and is also relational (Watson et al 2012: 13).

I now move on to discuss some of the limitations of my research.

6.3.5 Limitations of my Research in Balance

Case study was suited to my research as it provided a way to unpick the complexities of wellbeing but also of the teacher's role in this and her view on her role and the many factors affecting this (Denscombe, 2008: 36).

Also, Bassey (2007) sets out the usefulness of educational case study for developing theory to affect educational policy. While my brief discussion above indicates that developing children's wellbeing is considered by some to be suspect and in fact dangerous, I am convinced from my four decades as a teacher in secondary and primary schools, as well as through other research prior to this investigation, that the outcomes of this case study can provide insights into effective whole school approaches through empowering school communities as well as providing specific new knowledge on wellbeing in primary schools.

The limitations of my study could be summed up by Bassey's work on "fuzzy generalisations" (Bassey, 2007: 51) based on the idea that there are many variables in deciding if learning had taken place (Bassey, 2007: 51). Within the scientific community and particularly within a positivist paradigm, the degree of uncertainty that this concept generates would not be accepted, whereas in a socially constructed paradigm such as the one I am working in, it is feasible to draw out findings that could be considered useful in a different context. Robson (2001) says that all research is in fact particular to situations, to people and times (Robson, 2007: 147).

A specific weakness and therefore limitation in this study is that my research does not address in depth measuring wellbeing. Extensive research conducted by Southampton University Health Education Unit in 2002 produced a

significant recommendation that terminology on wellbeing be used across services as follows:

"emotional and social wellbeing"

"emotional and social competence"

The latter, competence, does lend itself to measuring wellbeing, which, dependent on context, could be useful, that is to create meaningful contextually related criteria to measure a person or child's state and as it relates to her potential. In Chapter 2, the IFS literature review, I referred to Fletcher (2013) and others who devised capabilities at different levels using Objective Lists Theories.

It should be remembered however, that in both pupils' and teachers' data collection sessions, they referred to Community School's teacher and pupil learning, social and emotional assessments, which are in the style of Objective List Theories using five and three part Likert scales respectively and were developed from research from Birmingham University (QCA, 2001: 10-11) (See Appendices 1a and 1b). So I propose that an immediate area for further research is in measuring wellbeing. For example, in the school where I conducted my research, there is a new initiative that could form the basis of research into child self-assessment of fitness. From both experience and from the findings of this research, criteria need to be small in number yet significant to allow for reflection as opposed to creating meaningless tick lists. Stephen's recount of his radical reaction over feeling he needed to be honest when completing a self-reflection assessment as in Appendix 1b evoked a need to seek help from his teacher to change.

When discussing my findings, I suggested that the thinking and understanding behind any changed practice from *a* to *b,* either as part of the research or as a result of it, could provide meaning of relevance to other educators in different settings. So, for example, in addition to Stephen's story the general application of person-centeredness and child-centeredness in different settings creates a

possibility along with an understanding of how these were interpreted as an approach in the setting for the research.

If I take aspects from the research and the findings on wellbeing, then for others to learn about the journey of discovery I embarked on and how it unfolded may well resonate with them so that their particular passion in education and their wellbeing, or potential, is reignited as they connect with rediscovering their potential in life, hopefully with the whole of their being.

6.3.6 Conclusions and Challenges

Having become immersed in my research and the complexities of both wellbeing and the research into it over many years while leading and managing the school where I conducted my research, I reached a stage where I did not expect very much to come out of my research. Although as fellow researchers also recount of themselves, I came through this phase, I think the relentless pace of change in English schools and in my school, almost convinced me I was too idealistically ambitious for my research to evolve into anything substantial. I am glad I was wrong!

On one hand I do realise and accept that one case study conducted in one school setting is highly unlikely to affect educational change on a large scale in terms of policy or practice. On the other hand, my own passion for education and making a difference for children has been so reignited through the processes of my research and bringing it to a conclusion that I do want "the (educational) world to know about it!" For these findings are to do with all children, their childhoods, their rights, their empowerment, their teachers and families and communities at a crucial yet great time in history in which they can help to shape the future. Therefore, I will submit papers for publication and look to publish my research; mainly because of the thinking and other related academic research in the field where I have also made discoveries, in particular Rogers (1998) on unconditional positive regard and Furman (1998) on postmodern school communities. Yet I have been able to relate their thinking and research to what emerged from my own to contribute to an educational paradigm for the twenty-first century.

Although my imagination and drive were captured by discovering and then applying Munby's paradigm of person-centeredness during research around assessment for a Master's degree with Loughborough University because it resonated with my personal and professional world view, I did not imagine that developing these approaches in different settings could be so powerful. So the findings of my research surpassed my expectations as I analysed data that I collected and began to realise what I discussed earlier in this section, that "the loving community" that I had helped to create, the boundaries I had set on "no shouting" in the school, the expectations I have for good manners and treating others well, had created something much bigger than these things in themselves or "me and my approaches". The synergy that has created the community and worked within and between diverse groups has come through the people and the creativity they bring and their voices being heard; people for whom I have the greatest regard.

The challenges I am left grappling with are:

Teachers: Teachers at the school are the legacy of my work and research in whatever way they may choose to see the principles behind the findings grow organically in the setting and beyond. With the unreasonable levels of external pressures on any school in 2015, a challenge is how to maintain momentum with enthused teachers and the level of professional autonomy they are ready for. This will be through explicitly linking their professional development to research which they will plan in the Summer Term 2015 and start in the Autumn Term 2015. Action learning sets will form part of this approach as our professional learning community develops. Community School has been successful in a joint local innovation fund bid of £15,000 with another local school: a "Technology Trail" using enquiry based approaches, so for some teachers their research will be around this real-life learning which links with developing pupils' wellbeing.

As far as the ever-present, unreasonable external national pressures, I am an active member on the local committee of my head teacher association where we agree motions to take to national conference to challenge the secretary of state over, with some effect. The association also consults on a range of

significant changes such as assessment, so this is an encouraging sign that teachers are having an opportunity to shape the change agenda.

In addition, as a community school, the setting benefits from support and challenge through the local authority whose link officer works with the head and senior leaders as well as with governors. This form of "balance and check" external support is valued and welcomed as a way of helping to manage the pressures schools face from persistent change. It is also a forum for sharing good practice and networking creatively to help manage so much constant change. Already a local school within walking distance of Community School has shown interest in working with the school on joint teacher action research projects.

Ministers: I have opportunities to let my voice for what matters for children and their education be heard so I will aim to reignite my passion for doing so and lay aside cynicism as to the value of giving up time to do this. In 2013 I was invited to be on the Labour Party's Education Sub-Committee Task Group as part of their overall strategy to improve the mental health of children in schools and develop their social and emotional resilience. I was pleased to have this opportunity to share my practice and some of my research on what wellbeing is to pupils but I have no idea what change, if any, this brief role will effect. Also in November 2013 I spoke at a "Better Outcomes New Directions" (BOND) Conference at Westminster Central Hall about approaches to developing children's wellbeing that I adopt and why. I shared findings from pupils' data in my research and linked this to the benefits of holistic approaches to learning. Various minsters spoke and when I spoke I was invited to share a platform with Edward Timpson, Minister for Children and Families, including a question time. While this was good experience to communicate my vision, practice and some of my research, having now completed my research with such powerful findings, I feel it is time to communicate the message boldly about trusting teachers and schools to develop and empower children holistically as young persons, especially at primary level where, as the second main agent of socialisation for children after their parents, we hold huge influence. Miller, (1998) for example describes exactly what my findings showed, that holistic approaches to learning

Elizabeth Day

Wellbeing in Primary Education: an investigation into the teacher's role in children's wellbeing in the light of education legislation, policy and practice.

can help provide balance, inclusion and a sense of connection for all children and he refers to this as "nurturing the inner life" for pupils (Miller, 1998: 46).

The Duchess of Cambridge and the Children's Charity Place2Be: For over 3 years I have become increasingly involved in working with the children's charity, Place2Be, a leading UK provider of school-based emotional and mental health services that has worked in Community School for over 5 years. For the past 20 months, since the Duchess of Cambridge became patron of the charity, more weight is being given to Place2Be's and other research around addressing children's emotional wellbeing in order to help prevent mental health in later life. For example, the Duchess' video (recorded elsewhere) for Children's Mental Health Week February 16th was launched by media from Community School and I was invited to speak briefly on Sky News about the importance of child wellbeing for all children and the benefits to their wellbeing of early intervention. At a "Wellbeing in Schools" awards ceremony hosted by the Duchess at Kensington Palace in November 2014 and where I was invited to receive an award for my leadership of children and their wellbeing, it was clear that the national agenda is changing to one of a greater awareness of mental health and the importance of early intervention. Through the charity working in schools, children have the opportunity to talk to a trained Place2Be manager about a friendship issue or anything that is troubling them as well as the offer for parents for their child to receive therapy through play with a trained counsellor for more troubling matters such as self-harm, loss and separation, bereavement, angry outbursts or anti-social behaviours.

While my passion is for promoting wellbeing for all children through holistic approaches to education, I can see the potential to work with the support of this charity to aim to influence policy on the importance of wellbeing in twenty-first century schools and share some of the findings of my research in this way. Child wellbeing, what it is and why it is important are "on the national agenda". There is also a cross-party trend for government to work alongside charities, as I discovered at the Better Outcomes New Directions Conference (BOND) in November 2013.

Wellbeing and Policy: Lord O'Donnell has already taken the wellbeing agenda into a policy document, "Wellbeing and Policy" (2014) using the definition "life satisfaction" for wellbeing. While I cannot agree with the definition as it stands, as I prefer the concept of wellbeing as being both a potential as well as an expression of a state, I am pleased that Lord O'Donnell made a case for research into wellbeing to help prevent mental health problems as well as promoting wellbeing as a financial investment of the right kind in people (Financial Times, 20 March 2014).

I should prefer to see a greater understanding among policy makers of the educational benefits of wellbeing for twenty-first century children and citizens and most importantly how investing in training in school leadership, in teachers and the teaching profession is cost-effective. To this end for three years I have supported Place2Be in promoting its work with the Talented Teacher Programme where newly qualified teachers in four different London Boroughs receive free training over 6 months in four modules including supporting children's emotional wellbeing; an introduction to attachment; solution focussed techniques and working with parents. The programme is being formally evaluated each year and I sit on the panel that receives feedback on this and agree any changes. Some higher education institutions have shown an interest in incorporating these modules into initial teacher training programmes.

A local MP's interest and support: I refer to a letter from Stephen Pound, MP (see Appendix 11) not to focus on my achievements but rather to show his interest in child wellbeing in my school and the area. He was an avid supporter of the charity coming into 9 local schools almost 6 years ago as he was at a fund raising business event 4 years ago organised by the then CEO of Place2Be, Benita Refsan, OBE, but held at my school. Visibly moved at that event by the evidence of impact on children and families, he commented that he would like everyone in the House of Commons to hear everything he had just heard. At the time it sounded like a remark to emphasise a point he was making, but with Lord O'Donnell having brought wellbeing into government policy (Wellbeing and Policy, 2014) since then and the high profile patron of the charity promoting wellbeing in schools, it is now more likely that "everyone in

the House of Commons" could hear about the importance of child wellbeing and early intervention. At least it is looking more likely to remain on minsters' agendas irrespective of political party.

6.4 Implications for Education in the Twenty-First Century

Otherness as a concept: One of the most important implications for twenty-first century education is that of growing school communities with a culture of otherness (although sameness may also exist within the main culture). This could be an area for further research as this research has shown the benefits on teacher and therefore on child wellbeing of establishing a strong community.

From his extensive research over five years, Day (2007: 237-247) relates teachers' wellbeing and perception of their professional identity to their effectiveness. He says to help to sustain this it is necessary to purposefully create environments for professional growth. The findings of my research relate to this in that the strength of the school community helped to support teachers' as well as children's and parents' wellbeing. Also from my findings, the main factor in developing a child's wellbeing in the school environment was the quality of the teacher-pupil relationship.

I envisage schools of the future to include other aspects of the local community in their 'precinct' as I can see that the next stage from accepting otherness and cooperating with difference is in the physical environment in schools. So for example, for group and global wellbeing (Thomas and Evans, 2010: 29) a community garden shared by a school and local residents. Alternatively sports or arts facilities could be shared. When this occurs it could seem like a natural step.

Preventing extremism: This is currently high on the national and educational agenda (Ofsted, 2015) so a further implication of my research is that it provides a paradigm for inclusion where there can be an acceptance of otherness and cooperation with difference (Furman, 1998) so youngsters can connect with others' wellbeing as well as their own as opposed to connecting passionately to violent extremism. This relates to my discussion above on how developing a

school environment conducive to pupils experiencing wellbeing and valuing others can influence them positively so that as Roger's (1983) summarises: "A truly crucial part of his (man's) existence is the discovery of his own meaningful commitment to life with all of his being" (Rogers, 1983: 281).

Implications for policy makers: Strong, dynamic interconnectedness of pupils, parents and teachers is worth replicating in any community, but as I described this as an organic process, each community will be different, so it is the thinking behind the interconnectedness, that of person-centeredness and child-centeredness that has huge implications for education and educational policy-making in the twenty-first century.

A country's wellbeing, its potential to grow and develop sustainable practices will become a twenty-first century issue, so it is important that children in schools are experiencing high functioning communities where they can grow up welcoming difference and using this for opportunities for personal and reciprocal growth of the community. This is an emphasis I should like to see in policy as opposed to mainly economic reasons proposed by Lord O'Donnell (Wellbeing and Policy, 2014). I should also like to see a paradigm shift on the value of teachers and their significant role in building such communities.

Put the whole child back at the centre of policy: Different political ideologies are competing for space and control in the English education system and these have been behind the constant change in education policy and therefore what is demanded of schools.

In illustrating the problems caused by different ideologies being played out through different successive governments Macbeath (2014: 11) comments of the most recent and the now ex Secretary of State:

> "Policy watchers have commented on a sea change in decision
> making that has occurred over the last two decades, manifested
> in the direct, and highly personal, intervention in curriculum,
> assessment and pedagogy by party politicians. The force of ideology
> is nowhere more powerfully expressed than in Secretary of State,
> Michael Gove's personal crusade to shape the curriculum in the mould
> of his childhood experience."

Elizabeth Day

Wellbeing in Primary Education: an investigation into the teacher's role in children's wellbeing in the light of education legislation, policy and practice.

I propose that an increase in evidence based practice through teacher research would help to put the whole child back at the centre of policy and, as findings from this research show, teachers want to be given freedom to innovate to understand and improve children's learning experiences.

The National College for Teaching and Leadership (NCTL) is one such organisation that promotes "a self-improving school-led education system" with one aim to bring development through evidence based research (Gov.uk NCTL blog 23 January 2015).

MacBeath (2014) draws on wide knowledge and experience to present a range of issues that have helped to create the mess that education policy is in at the beginning of the twenty-first century. One such concern is 'if you can't measure it you can't manage it' (MacBeath, 2014: 7) and the culture of testing at 7, 11, 14. 16. 17 and 18 that detracts from educating children due to teaching to or for the test. I would add that children are also tested in phonics at age 6.

Tests can be useful diagnostically, for summative assessment and to target areas for individual, cohort and school development. However, the findings of my research indicate that putting the child back at the centre of educational policy and practice through person-centred approaches can be reciprocally empowering for the main players in a school community. So for example, a more holistic approach to assessment could be useful where there is a mix of teacher and pupil assessments including wellbeing. In this way there are opportunities for pupils to connect more with all their learning. At Community School, formative assessments in each subject area including Physical Education are compiled into smart records of achievement folders called M.A.P.s (My Achievement Profile). Pupils and parents like these as they provide a record of progress over time where pupils and teachers together choose one piece of work or a photograph with commentary, in a few set subject areas each term so over one year samples from all subjects are gathered. It forms a cumulative record of progress over the years, including an annual personal profile written by the pupil, and to take on to high school. Pupils as well as teachers assess the work and leave a formative comment alongside a grade or level. Teachers like the process as a way to involve pupils in aspiring to do well

Elizabeth Day

Wellbeing in Primary Education: an investigation into the teacher's role in children's wellbeing in the light of education legislation, policy and practice.

for their piece for the M.A.P. but without the stresses for children that are associated with Standard Achievement Tests (SATs).

Although M.A.P.s and the processes involved did not come up in any of the research conducted with pupils, parents or teachers so are not part of the findings as such, the thinking behind these formative assessments derives from person and child-centred approaches. With new assessment processes being explored nationally it is useful time to review the current system in Community School so all teachers understand and contribute to any new thinking and practice around M.A.P.s. Colleagues in other local schools are also interested, partly as I explained the usefulness for evidence of progress during an Ofsted inspection, but also partly because it is a relatively simple system to implement yet useful for engaging pupils in aspirational ways where their profile is unique and a reflection of personal "achievement" over time. I refer to this in the context of implications of the findings of my research for Education as assessment systems that have been in place for over 25 years are changing nationally, so that the principle of child-centeredness through new forms of records of achievement, even electronic forms, could provide balance as new standardized tests from age 4 upwards start to be trialled and used in schools.

6.5 Final Reflexivity on My Research

This investigation into wellbeing in primary education and the teachers' role in relation to pupils' wellbeing has reignited the passion I first found for advocating teacher research to influence practice as I completed my Master's degree in 1995. That is because it is so easy to lose sight of "the child" in the business of educating them while meeting the demands and requirements of a national change agenda. The enthusiasm of teachers to embrace and act on the findings of my data with pupils and parents, confirmed my original belief in teachers taking a lead in the change agenda rather than feeling victims of it. In 2015 however, I see it as essential that teachers take a lead in decision-making on a range of educational issues as it is they who interface daily with children and is their experiences and experiences with children that need to be captured and developed. For example, action learning sets that facilitated deeper thinking and

Elizabeth Day

Wellbeing in Primary Education: an investigation into the teacher's role in children's wellbeing in the light of education legislation, policy and practice.

learning through collaboration led to teachers taking responsibility for and leading the school change agenda in specific areas relating to wellbeing. If nationally teachers' professional development including research was built into their professional role and expectations as they entered the profession, then there could be a new envisioning of the professional role of teachers. This could contribute to teacher wellbeing and therefore child-wellbeing.

For my own learning through this research, in aiming to be transparent as an inside researcher I found the two-tier approach to data collection, evidencing in total three sets of voices, pupils and parents and then teachers, to be highly effective as a way to ensure the integrity of data. While my interpretation of the data was rigorous and systematic using thematic analysis (Braun and Clarke, 2006) I appreciate that my analyses were subjective and therefore someone else analysing the data may have interpreted different findings. However, one reason I chose to include text from data was that it was so rich and the "three voices" involved needed to be heard as wellbeing is not that well understood. Indeed, Mashford-Scott et al (2012) propose that further research is needed to investigate how child-centred approaches within a constructivist paradigm effect young children's wellbeing. To do this well they refer to "presenting possibilities for overcoming epistemological, methodological and ethical issues" (Mashford-Scott et al, 2012: 243) in order to find out from pupils and build on existing knowledge on wellbeing. I propose that this research contributes richly to that agenda and that my epistemological and methodological approaches were transparent as well as ethically sound. I do however, justify using relevant direct data as speech so that not just pupils' but also parents' voice, about their children in relation to teachers and wellbeing, is heard.

Also in relation to my own learning, the level of trust a parent puts into a teacher emerged in greater depth than I had previously understood and this linked to parents' valuing teachers and pinpointing specific qualities such as passion for their role and compassion for children, may not sound new but I claim needs to be seen and heard in a new light. Consequently, the role of teachers and the often unseen but profound differences they make in children's lives in terms of their wellbeing, as evidenced by the one example of Stephen's case alone,

needs to be recognised by policy makers. So while there needs to be a raft of provision for a range of children both in school and through outside agencies, the findings from my research have undoubtedly shown that in a primary setting, the quality of relationship between a teacher and a child is highly "cost-effective" in terms of the human, ethical and moral purpose of schools in addressing "the present state" of children's wellbeing and "their potential state".

Additionally, there is a likelihood of reducing monetary costs of mental health provision for both children and adults by addressing wellbeing. Ecclestone and Hayes (2009) may well disagree with this assumption on reducing costs as they already consider the focus on "therapeutic education" to diminish human potential and create a culture of being more emotionally aware of self than others (Ecclestone and Hayes, 2009: xii). Through that lens, it could be argued, mental health costs could increase due to a greater awareness. My counter argument to this stance however is now grounded in two things; first the evidence of this research is that circle time, responsibly run, and along with other pupil-centred approaches can help children develop especially as they are learning to socialise and build resilience. Secondly, the analysis of child protection and neglect data from Community School in Appendix 3 is evidence that the wellbeing of one-quarter of that school population is "not well" due to emotional, physical or sexual abuse. A child always experiences emotional abuse along with physical or sexual abuse for which therapy through play with a trained therapist, bound by a code of professional ethics, available in a specialist room in a school setting, can and does help individual children recover emotionally from being "dehumanised" by the person who abused them.

From the above, it is clear that I do advocate strongly for "other provision" including therapeutic provision, to be available in schools such as the charity Place2Be provides in my setting. The data presented on Community School in Appendix 3 reflects a school in an area of deprivation but not the most deprived area. This could indicate that child protection and neglect needs of pupils in areas of higher deprivation could also be higher than one-quarter of the school population. As stated previously, the setting is in an area of high domestic violence and through the local authority the school runs courses to assist

parents, but it takes time to change a culture of violence in a home or community, so that is why I propose intentionally building inclusive communities through schools in modern-day Britain to assist with enabling real and significant cultural change for families and communities. For example, in Safety Week in March 2015 the parent representative group in the setting is running an information session for parents and carers (that I will be present at) on the dangers of female genital mutilation (FGM). This is in response to the local authority providing training for the parent representatives and thus finding out, for example, that in the last 5 years, 400 cases of FGM came to light when young women, all born in the UK, gave birth at a local hospital.

On the matter of therapeutic or positive interventions through others or within the community these are aimed to help and support the state of children's wellbeing if they have been the victim of abuse either directly or indirectly through witnessing domestic violence or crime. However, a child's potential state for wellbeing cannot be assumed to progress after an intervention or indeed if a child has not needed an intervention and this is where, as the findings of my research show, the role and relationship of teachers with children in schools is crucial and can be powerful for children in terms of their wellbeing and potential. Apart from pupil self-assessments in wellbeing, circle time and Place2Be, no other direct social or emotional learning was referred to by pupils or parents while conducting my research. I propose while knowledge received through lessons on personal, social and health education and social and emotional aspects of learning is important to cover a range of issues from getting along with others to understanding the dangers of illegal drugs, the relationship of a child with his or her teacher is paramount in influencing a child's wellbeing. Maybe this is why children like circle time as the physical setting out of the room denotes a different relationship and power dynamic with their teacher to that of the usual class setting.

Part of my findings, that teachers want a review of "need to know" information around children's safeguarding at Community School is highly significant in the light of my above reflections as teachers remain the frontline professionals who interface with children every day in a way that by law is defined as being in *loco*

parentis. The growth of the school and a new role of a Child Wellbeing Leader to manage all child protection and keep me informed has meant teachers were feeling disempowered on important information on children in their care and for whom, quite rightly, they are responsible for safeguarding as set out in the Teachers' Standards, 2012 (DfE, 2013).

Developing children's wellbeing is for all children and holistic approaches to learning can help. Investing in interventions including therapeutic interventions for children who need this within a school setting is both ethically sound and necessary. A teacher's relationship with any child can have profound influence on the child and his wellbeing including potential, as demonstrated in the chart in section 6.3.4 where I mapped some of my findings on wellbeing against the 5 discourses of wellbeing identified by Ereaut and Whiting (2008). Yet a key finding is that teachers do not conduct their role in developing pupils' wellbeing in isolation. So teachers' responsiveness to findings from parents on the importance for them of their children's wellbeing at every transition through the potential eight years at primary school is important and proved to be quite transformational for everyone as teachers devised new informal ways to manage this process more in tune with other successful consultations. Communication and collaboration in all relationships seemed to enhance pupils, parents and teachers own wellbeing including motivations, so everyone, including the teacher in her role, has a sense of not "acting in isolation".

Some aspects of wellbeing can be measured and, as discussed, I favour a small number of relevant and significant criteria relating to a particular field which through trialling is refined until agreed to be useful by teachers and pupils and, if applicable, parents. The systematic use of any such wellbeing measures is important, such as those used in Appendices 1a and 1b followed by reflection and target setting at pupil level and analyses as adult level. A close look at the teacher's analyses in Appendix 1c shows how this can be one way to uncover a potential child protection need and follow it up. However, measuring wellbeing is a whole different source for further research and as issues such as responsibility and sustainability come more into focus in our communities locally and globally. So as this journey of discovery into wellbeing in primary education

draws to a close, I end where I began, with the role of the teacher but through a different, much clearer lens.

A teacher's role in developing pupil wellbeing is….

to enable a child to feel valued so she connects with discovering her potential in life with the whole of her being and, where possible, to involve her parents or carers.

Figure 14   A photograph of Year 1 pupils, parents and a teacher working collaboratively during an Inspire Project session. Children invited their parents to join them solving puzzles.

A final reflection

A postmodern community, "a global community, an interconnected web of persons who may differ in important ways but who are interdependent" (Furman, 1998:312).

Elizabeth Day

Wellbeing in Primary Education: an investigation into the teacher's role in children's wellbeing in the light of education legislation, policy and practice.

REFERENCES

Books, Journals and Articles:

Adkins, S. (2004) 'Beneath the Tip of the Iceberg', *American Society for Training and Development*, 58 (2): 30.

Axford, N. (2009) 'Child well-being through different lenses: why concept matters', *Child and Family Social Work*, 14: 372–383.f

Axford, N. (2011) 'Children and global social policy: Exploring the impact of international governmental organisations', *International Journal of Social Welfare,* 21: 53–65.

Ball, S. (2003) 'The teacher's soul and the terrors of performativity', *Journal of Education Policy ,*18 (2) 215-228.

Barber, M. and Mourshed, M. (2007) *How the world's best performing school systems come out on top,* London: McKinsey and Co.

Bassey, M. (2000) *Case Study Research in Educational Settings,* Buckingham: Open University Press.

Bell, S. (1998) 'Self-Reflection and Vulnerability in Action Research: Bringing Forth New Worlds in Our Learning', *Systemic Practice and Action Research*, 11 (2): 179-191.

Benard, B. (1993) 'Fostering Resiliency in Kids', *Educational Leadership,* 51 (3): 44-48.

Benham T. B. and O'Brien, L. (2002) *The Phi Delta Kappan*, 84 (1) September: 24-32.

Best, R. (1998) 'The Development of Affective Education in England', in Lang, P., Katz, Y., and Menezes, I. (ed), *Affective Education: A Comparative View,* London: Continuum.

Best, R. (ed.) (2000) *Education for Spiritual, Moral, Social and Cultural Development*, London: Continuum.

Best, R. (2002) 'Citizenship and Pastoral Care', in Gearon, L. (ed) *Learning to Teach Citizenship in the Secondary School,* London: Routledge Falmer.

Bloom, B. S. (ed.). (1956) *Taxonomy of educational objectives: The classification of educational goals,* New York: McKay.

Bloom, B. S., Madaus, G. F. and Hastings, J. T. (1981) *Evaluation to improve learning,* New York: McGraw-Hill.

Bondy, E. and McKenzie, J. (1999) 'Resilience Building and Social Reconstructionist Teaching: A First-Year Teacher's Story', *The Elementary School Journal,* 100 (2): 129-150.

Braun, V. and Clarke, V. (2006) 'Using Thematic Analysis in Psychology', *Qualitative Research in Psychology,* 3:77-101.

Bremer, J. (1975) *A Matrix for Modern Education*, Toronto: McClelland and Stewart.

Bridges, W. (1994) 'The End of the Job', *Fortune,130 (6):* 62.

Brikci, N., Green, J. (2007) *A Guide to Using Qualitative Research Methodology*, London: Medecins Sans Frontieres.

Buchanan, M. and Hyde, B. (2008) 'Learning Beyond the Surface: engaging the cognitive, affective and spiritual dimensions of life', *International Journal of Children's Spirituality*, 13 (4): 309-320.

Burnard, P. and White, J. (2008) 'Creativity and performativity: Counterpoints in British and Australian education', *British Educational Research Journal*, 34: 667–682.

Cadman, E. (2014) 'Wellbeing data vital to formulate policy, says O'Donnell', *Financial Times*, 21 March 2014.

Cigman, R. (2004) 'Situated self-esteem', *Journal of Philosophy of Education,* 38 (1): 91–105.

Cigman, R. (2008) 'Enhancing children', *Journal of Philosophy of Education,* 42 (3/4): 539–557.

Coghlan, D. and Brannick, T. (2014) *Doing Action Research in Your Own Organisation*, 4th edn. London: Sage.

Craft, A. (2006) 'Fostering Creativity with Wisdom', *Cambridge Journal of Education*, 36 (3): 337-350.

Cresswell, J. (2004) *Research Design*, London: Sage.

Crotty, M. (2003) *The Foundations of Social Research*, London: Sage.

Davies, B., Browne, J., Gannon, S., Honan, E., Laws, C, Mueller-Rockstroh, B. and Benedix, E. (2004) 'The Ambivalent Practices of Reflexivity', *Qualitative Inquiry,* 10, (3): 360-389.

Davies, S. (2013) *Annual Report of the Chief Medical Officer 2012 Our Children Deserve Better: Prevention Pays*, London, Department of Health.
.
Day, C., Sammons, P., Stobart, G., Kington., A and Qing, G. (eds) (2007) *Teachers Matter*, Maidenhead: Open University Press.

Day, C. (2004) *A Passion for Teaching*, London: RoutledgeFalmer.

Day, E. (1995) *A Case for Records of Achievement*, Leicester: Badminton Press.

Elizabeth Day

Wellbeing in Primary Education: an investigation into the teacher's role in children's wellbeing in the light of education legislation, policy and practice.

DCFS (Department for Children, Schools and Families) (2007a) *The Children's Plan: Building Brighter Futures*, Norwich: The Stationery Office.

DCFS (2007b) *The Children's Plan: Executive Summary,* Norwich: The Stationery Office.

Denham, S., Basset, H., Zinsser, K. (2012) 'Early Childhood Teachers as Socializers of Young Children's Emotional Competence', *Early Childhood Education Journal*, 40, (3) : 360-389.

Denscombe, M. (2007) *The Good Research Guide for Small-Scale Social Research Projects*, Maidenhead: Open University Press.

Denzin, N. and Lincoln, Y. (1994) *Handbook of Qualitative Research,* London: Sage.

De Souza, M. (2001) 'Addressing the spiritual dimension in education: Teaching effectively to promote cognition', *Journal of Religious Education*, 49 (3): 31-43.
.
DfE (Department for Education) (2010) *The Importance of Teaching*, Schools White Paper, London: Crown Copyright.

DfE *The Education Act 2011*, London: Crown Copyright.

DfE (2013) *Teachers' Standards,* London: Crown Copyright.

DfE (2013) *Raisonline.* Ofsted, London.

DfE (2014) *Pupil Premium 2014-2015*, London: Crown Copyright.

DfES (Department for Education and Skills) (2001) *Supporting School Improvement*, London: Qualifications and Curriculum Authority.

DfES (2003a) *The Victoria Climbié inquiry report*, London: Crown Copyright.

DfES (2003b) *The Green Paper Every Child Matters,* London: Crown Copyright.

DfES (2004a) *The Children Act*, London: Crown Copyright.

DfES (2004b) *Every Child Matters: Change for Children,* London: Crown Copyright.

DfES (2004c) *Removing Barriers to Achievement: the Government's Strategy for SEN,* London: Crown Copyright.

DfES (2005a) *Common core of skills and knowledge for the children's workforce,* London: Crown Copyright.

DfES (2005b) *Excellence and learning: Social and Emotional Aspects of Learning,* London: Crown Copyright.

DfES (2008) *Children's Trusts: statutory guidance on inter-agency co-operation to improve the wellbeing of children, young people and their families*, London: Crown Copyright.

Dixon, D. (2010) 'Emotional literacy, neuroscience and learning', *Social and Emotional Learning*, 72 (4).

Dweck, C. (2012) *Mindset: How you can fulfil your potential*, New York: Ballantine Books.

Dweck, C. (2000) *Self-Theories,* Philadelphia: Psychology Press.

Ecclestone, K. (2007) 'Resisting Images of the Diminished-Self: the Implications of Emotional Well-Being and Emotional Engagement in Education Policy', *Journal of Educational Policy,* 22: 455-470.

Eccleston, K. and Hayes, D. (2009) *The Dangerous Rise in Therapeutic Education,* Oxon: Routledge.

Elliot, A. (2003) *Concepts of the Self,* 2nd edn. Cambridge: Polity Press.

Ereaut, G. and Whiting, R. (2008) *What do we mean by 'Wellbeing'? And Why Might it Matter?* London: Linguistic Landscapes.

Faulkner, E (2007) *Learning and memory: A memorable encounter,* Nature Reviews Neuroscience *8: 912-913.*

Feinstein, L. Budge, D. Vorhaus, J. and Duckworth, K (eds) (2008) *The social and personal benefits of learning: A summary of key research findings,* London: The Centre for Research on the Wider Benefits of Learning..

Fletcher, G. (2013) 'A Fresh Start for the Objective List Theory of Wellbeing' *Utilitas*, 25 (02): 206-220.

Fontana. D. (1998) *Psychology for Teachers,* 2nd edn. Leicester: the British Psychological Society.

Fransella, F. (ed) (2003) *Personal Construct Psychology,* Chichester: John Wiley and Sons Ltd.

Fullan, M. (2008) *The Six Secrets of Change,* San Francisco: Jossey-Bass.

Furman. C. G. (1998) 'Postmodernism and Community in Schools: Unraveling the Paradox', *Educational Administration Quarterly*, 34 (3): 298 - 328

Gabriele, E. (2012) 'Stewarding the human good: Understanding the nature of research and its ethical horizons', *Journal of Research Administration, 43* (1): 112-122.

Gale, H. P. (1969) 'The Nature of Home Economics', *Bulletin of the University of London Institute of Education,*19.

Gasper, D. (2004) *Human Well Being: Concepts and Conceptualisations*, The Hague: Institute for Social Studies.

Gove, M. (2008) 'Comment on the Pupil Premium', *Economic Affairs*, <u>28 (2):</u>
87–88.

Graham, S., Munniksma, A. and Juvonen, J. (2014) 'Psychosocial Benefits of Cross-Ethnic Friendships in Urban Middle Schools', *Child Development,*
85: 469–483.

Grix, J. (2004) *The Foundations of Research,* Hampshire, UK: Palgrave Macmillan.

Handy, C. (1995) *Gods of Management* , 3rd edn. London: Random House Business.

Hall, R. (2011) 'Affective Assessment: The Missing Piece of the Educational Reform Puzzle', *Morality in Education*, Winter, 7-10.

Havighurst, S., Wilson, K., Harley, A., Prior, M., and Kehoe, C., (2010). 'Tuning into kids; Improving emotion socialization practices in parents of preschool children-findings from a community trial', *Journal of Child Psychology and Psychiatry*, 51, 1342-1350.

Her Majesty's Government (2010) *Child Poverty Act*, Norwich: The Stationery Office.

Her Majesty's Government (2012) *A New Approach to Child Poverty: Tackling the Causes of Disadvantage and Transforming Families' Lives,* Norwich: The Stationery Office.

Horner, C.G. and Wallace, T.L. (2013) 'Measuring Emotion Socialization in Schools', *Journal of School Health*, 83 (10): 697-703.

Huppert, F.A. Baylis, N. and Keverne, B. (eds) (2005) *The Science of Well-being*, Oxford: Oxford University Press.

Hyland, T. (2010) Mindfulness, adult learning and therapeutic education: integrating the cognitive and affective domains of learning, *International Journal of Lifelong Education*, September-October: 517-532.

Jorgensen, S. (2012) *Introduction to Systems Ecology*, Copenhagen: CRC Press.

Knowles, M. S. (1984) *The Adult Learner: a neglected species, 3rd edn.* Houston, Texas: Gulf.

Koshy, V. (2005) *Action Research for Improving Practice,* London: Sage.

Lapan, S.D., Quartaroli, M.T. and Riemer, F. J. (ed) (2012) *Qualitative Research: An introduction to methods and designs,* San Francisco, CA: Jossey-Bass A Wiley Imprint.

Lee, R.C., Tiley, C.E. and White, J.E. (2009) 'The Place2Be: Measuring the effectiveness of a primary school based therapeutic intervention in England and Scotland', *Counselling in Schools*, 26 (3).

Lincoln, Y. S, and Guba, E. G. (1985) *Naturalistic Inquiry*, Newbury Park, CA: Sage.

Luttrell, W. (ed. (2010) *Qualitative Educational Research: readings in reflexive methodology and transformative practice,* New York and London: Routledge.

Marquardt, M. and Waddill, D. (2004) 'The power of learning in action learning: a conceptual analysis of how the five schools of adult learning theories are incorporated within the practice of action learning', *Action Learning: Research and Practice*, 1 (2): 185-202.

Marsh, H. (2012) 'Relationships for Learning: using pupil voice to define teacher-pupil relationships that enhance engagement', *Management in Education*, 26 (3): 161-163.

Mashford-Scott, A., Church, A. and Tayler, C. (2012) 'Seeking Children's Perspectives on their Wellbeing in Early Childhood', *International Journal of Early Childhood*, 44 (3): 231-247.

Maslow, A. (1954). *Motivation and personality.* New York : Harper.

Maxwell, J. A. (2006) 'Literature Reviews of, and for, Educational Research: A Commentary on Boote and Beile's "Scholars before Researchers"', *Educational Researcher*, 35, 28-31.

McNess, E., Broadfoot, P., Osborn, M. (2003) Is the Effective Compromising the Affective? *British Educational Research Journal*, 29 (2): 243-257.

Mead, M. (1961) *Coming of Age in Samoa: A Psychological Study of Primitive Youth for Western Civilisation.* 3rd edn. New York: Harper Collins.

Mead, N. (2011) The impact of *Every Child Matters* on trainee secondary teachers' understanding of professional knowledge' *Pastoral Care in Education, 29, (1) 7–24.*

Mertons, D. (1998) *Research and Evaluation in Education and Psychology: integrating diversity with quantitative and qualitative approaches,* London: Sage.

Miller, J. (1998) 'Making Connections through holistic learning', *Educational Leadership*, 56 (4): 46.

Moser, G. (2009) Quality of life and sustainability: 'Toward person–environment congruity', *Journal of Environmental Psychology, 29 (3): 351–357.*

Michalos, A. C. (2008) 'Education, happiness and wellbeing', *Social Indicators Research*, 87(3): 347-366.

Mooney, J.P. 'The School Community Relations Triangle', *NASSP Bulletin,* 64 (434) : 63 – 69.

Morris, C.A., Denham, S.A., Basset, H.H. and Curby, T.W. (2013) 'Relations among Teachers' Emotion Socialization Beliefs and Practices and Preschoolers' Emotional Competence', *Early Education Development*, 24 (7): 979-999.

Morris, I. (2010) 'Wellbeing should be our guiding principle', *Social and Emotional Learning,* 67: 6-7.

Mumford, A. (1996) 'Effective learners in action learning sets', *Employee Counselling Today, The Journal of Workplace Learning,* 8 (6): 3-10.

Munby, S. (1989) *Assessing and Recording Achievement,* 1st edn. Oxford: Blackwell Education.

Murray, J. and Passy, R. (2014) 'Primary teacher education in England: 40 years on', *Journal of Education for Teaching: International research and pedagogy*, 40:5, 492-506.

National Institute for Health and Clinical Excellence (2008). 'Promoting children's social and emotional well-being in primary education', *NICE public health guidance,* 12.

Nussbaum, M. (1992) 'Human Functioning and Social Justice: In Defence of Aristotelian Essentialism', *Political Theory*, 20 (2): 202-246.

O'Donnell, G. (2014) 'Put the Pursuit of wellbeing at the heart of public policy', *Financial Times*, 20 March 2014:9

OECD (Organisation for Economic Co-operation and Development) (2009) *Doing Better for Children*. Paris: OECD.

Office for Standards in Education (OFSTED) (2012) *School Inspection Handbook,* London: Crown Copyright.

OFSTED (2015) *School Inspection Handbook,* London: Crown Copyright.

Opie, C. (2004) *Doing Educational Research- A guide to first-time researchers*, London: Sage Publications Ltd.

Osterman, K. F. (2000) 'Students' Need for Belonging in the School Community', *Review of Educational Research*, 70 (3) Autumn: 323-367.

Oxford English Dictionary, (2011)12th edition, Oxford: Oxford University Press.

Palmer, P. (1998) *'*Evoking the spirit in public education'', Educational *Leadership*, 56 (4): 4-6.

Parfit, D. (1984) *Reasons and Persons.* Oxford: Clarendon Press

Park, M-P. (2014) 'Improving English Language Learners' Engagement in Instruction through Emotional Scaffolding', *Multicultural Education*, 20 (1): 20-29.

Pring, R. (2012) '60 Years on: The Changing Role of Government', *British Journal of Educational Studies*, 60 (1): 29-38.

Qualter, P. (2003) 'Loneliness in Children and Adolescents: What do schools and teachers need to know and how can they help?' *Pastoral Care*, 14 (6): 10-18.

Ransome, B. (2010) 'Sen and Aristotle on Wellbeing', *Australian Journal of Social Issues*, 45 (1).

Reason, P. and Bradbury, H. (2008) *The SAGE Handbook of Action Research* 2nd edn. London: Sage.

Elizabeth Day

Wellbeing in Primary Education: an investigation into the teacher's role in children's wellbeing in the light of education legislation, policy and practice.

Reason, P and Torbert, W.R. (2001) 'The action turn: Toward a transformational social science', *Concepts and Transformation*, 6 (1):1-37.

Riley, P. (2011) *Attachment theory and the teacher-student relationship: a practical guide for teachers, teacher educators and school leaders,* London: Routledge.

Robson, C. (2011) *Real World Research,* 3rd edn. Oxford: Blackwell Publishing.

Rowe, F., Stewart, D. and Patterson, C. (2004) 'Promoting school connectedness through whole school approaches', *Health Education*, 107 (6): 524 – 542.

Sagor, R. (1996) 'Building Resiliency in Students', *Educational Leadership,* 54 (1): 38-43.

Saint Freedman, C. (2011) 'Behaviour training for teachers that makes a difference', *Social and Emotional Learning Update,* (77): 4-5.

Sapsford, R. and V. Jupp (1998) *Data Collection and Analysis,* London: Sage Publications Ltd.

Saunders, P., Naidoo, Y., and Griffiths, M. (2008) 'Towards new indicators of disadvantage: deprivation and social exclusion in Australia'*, Australian Journal of Social Issues,* 43 (2), 175–94.

Schagen, S., Blenkinson, S., Schagen, I., Scott, E., Eggers, M., Warwick I., Chase, E. and Aggleton, P. (2005a) 'Evaluating the impact of the National Healthy Schools Standard: using national data sets'. *Health Education Research* 20 (6) :688-696.

Schagen, S., Blenkinson, S., Schagen, I., Scott, E., Eggers, M., Warwick I., Chase, E. and Aggleton, P. (2005b) 'Evaluating Healthy Schools: perceptions of impact among school-based respondents', *Health Education Research,* 20 (6) :697-708.

Schickler, P. (2005) 'Achieving Health or Achieving Wellbeing?', *Learning in Health and Social Care,* 4 **(**4): 217–227.

Sen, A. (1992) *Inequality re-examined,* Oxford: Oxford University Press.

Sewell, A. (2009): 'Evoking children's spirituality in the reciprocal relationships of a learning community', *International Journal of Children's Spirituality*, 14 (1) :5-16.

Simon, C., Ward, S. (2010) *Does Every Child Matter?: Understanding New Labour's Social Reforms.* Abingdon: Routledge.

Smith, R. (2008) 'The long slide to happiness', *Journal of Philosophy of Education,* 42 (3/4), 559–573.

Spilt, J.L., Koomen, H. L. Y. and Thijs, J.T. (2011) 'Teacher Wellbeing: The Importance of Teacher–Student Relationships'. *Educational Psychology Review,* 23 (4): 457-477.

Spratt, J., Shucksmith, J., Philip, K. and Watson, C. (2006) Part of Who we are as a School Should include Responsibility for Well-Being. *Pastoral Care,* 24(3):16 - 22

Stewart, G, Ruggles, R, and Peacock, J. (2003) 'The association of self-reported violence at home and health in primary school pupils in West London', *Journal of Public Health* Vol. 26, (1) 19–23.

Stiggins, R.J. (2005) *Student-involved assessment for learning,* Upper Saddle River, NJ: Pearson.

Sutton, R. and Wheatley, K. (2003) 'Teachers' Emotions and Teaching: A Review of the Literature and Directions for Future Research', *Educational Psychology Review* Vol 15, (4) 327.

Taber, K. S. (2007) *Classroom-based Research and Evidence-based Practice*, London: Sage.

Tacey, D. (2004) *The Spiritual Revolution: The Emergence of Contemporary Spirituality,* East Sussex: Brunner-Routledge Taylor Francis Group.

Taggart, H., Lee, S. and McDonald, L. (2014) *The pursuit of happiness: a new ambition for our mental health. Perceptions of wellbeing and mental health in English secondary schools: a cross sectional study*, London: Centreforum Commission.

Tay, L. and Kuykendall, L (2013) 'Promoting happiness: The malleability of individual and societal subjective wellbeing', *International Journal of Psychology,* 48(3): 159-176.

Taylor, N., Muller, J. and Vinjevold, P. (2003) *Getting Schools Working. Research and Systemic School Reform in South Africa,* Cape Town: Pearson Education.

Thomas, J. and Evans, J. (2010) 'There's more to life than GDP but how can we measure it?' *Economic & Labour Market Review* 4 (9): 29-36.

Training and Development Agency for Schools (2007) *Professional standards for teachers,* London: TDA.

UNICEF (United Nations Children's Fund) (2007) 'Child Poverty in Perspective: An Overview of Child Well-Being in Rich Countries', *Innocenti Report Card 7,* Florence: UNICEF Innocenti Research Centre.

Walker, M (2006) 'Towards a capability-based theory of social justice for educational policy-making', *Journal of Education Policy*, 21 (2): 163-185.

Warin, J (2010) *Stories of Self: Tracking Children's Identity and Wellbeing Through the School Years,* Stoke-on-Trent: Trentham.

Warin, J (2011) 'Researching children and young people's sense of self', Social *and Emotional Learning, 75* (4/5): London: Optimus Education

Watson, D., Emery, C., Bayliss, P., Boushel, M. and McInnes, K. (2012) *Children's Social and Emotional Wellbeing in Schools*, B ristol: The Policy Press.

Weare, K and Gray, G. (2003) *What Works in Developing Children's Emotional and Social Competence and Wellbeing?* London: DfES: Crown Printers

WHO (World Health Organisation) (1999) *Creating an Environment for Emotional and Social Well-Being: An Important Responsibility of a Health Promoting and Child-Friendly School,* Atlanta, GA: Division of Adolescent and School Health, Atlanta.

WHO (2004) *World Health Organisation International Classification of Disability and Health,* ICDH-2, Geneva: WHO.

Wolfe, M.P. Howell, G. L .and Charland, J. A. (1989) 'Energizing the School Community: A Research Approach to Practical School Improvement', T*he Clearing House,* 63 (1): 29-32.

Yoo, J. and Huang, C. (2012) 'The effects of domestic violence on children's behaviour problems: Assessing the moderating roles of poverty and marital status', *Children and Youth Services Review* 34: 2464–2473.

Young, M. (1971) *Knowledge and Control*, London: Collier Macmillan.

Websites accessed:

DCFS (2010) *Every Child Matters CAMHS: Four-tier strategic framework.* http://webarchive.nationalarchives.gov.uk/2010

DfE and Teather, S. (2011) *Sarah Teacher responds to the UNICEF report on children's wellbeing*, (online) available http://www.gov.uk/governmentnews/sarah-teacher-responds- to-the -UNICEF - report- on- children's- wellbeing

DfE website accessed 17th April 2013 *Schools Funding Settlement 2013 – 2014 including Pupil Premium*   http://www.gov.uk/government/schools -funding-settlement -2013 – 2014-including-pupil-premium

Gillard, D. (2004) *The Plowden Report', The encyclopaedia of informal education* [Electronic resource]. Available at: http:// library.brunel.ac.uk infed.org/schooling/plowden_report.htm (Accessed: 18th April 2011).

Van der Horst, F.C.P. (2011) *John Bowlby - From Psychoanalysis to Ethology. unravelling the roots of attachment theory.* [Electronic resource]. Available at: http:// library.brunel.ac.uk (Accessed: 3rd March 2013)

WHO (2010) *What is a Health Promoting School?* (available online: www.who.int/school_youth_health/gshi/hps/en/index.html).

WHO: Mental Health: a state of wellbeing. Geneva: World health Organisation, 2014. www.who.int/features/factfiles/mental_health/en

APPENDIX 1a

ANNUAL ASSESSMENT OF LEARNING, SOCIAL AND EMOTIONAL BEHAVIOURS

YR: red; Y1: blue; Y2:yellow; Y3:purple; Y4: green; Y5: orange; Y6: black

LEARNING BEHAVIOUR	not at all	rarely	sometimes	fairly often	often	always
1. Is attentive and has an interest in school work.e.g. not easily distracted, completes work, keeps on task , concentrates, good motivation, shows interest, enjoys schoolwork.	☐	☐	☐	☐	☐	☐
2. Good learning organisation e.g. works systematically, at a reasonable pace, knows when to move on to the next activity or stage, can make choices, is organised.	☐	☐	☐	☐	☐	☐
3. Is an effective communicator e.g. speech is coherent, thinks before answering.	☐	☐	☐	☐	☐	☐
4.Works efficiently in a group e.g. takes part in discussions, contributes readily to group tasks, listen well in groups, works collaboratively.	☐	☐	☐	☐	☐	☐
5. Seeks help where necessary e.g can work independently until there is a problem that cannot be solved without the teacher's intervention.	☐	☐	☐	☐	☐	☐

CONDUCT (SOCIAL) BEHAVIOUR						
6. Behaves respectfully towards staff e.g. respects staff and answers them politely and thoughtfully, does not interrupt or deliberately annoy , does not show verbal aggression.	☐	☐	☐	☐	☐	☐
7. Shows respect to other pupils e.g. interacts with other pupils politely and thoughtfully, does not tease, call names, swear, use psychological intimidation.	☐	☐	☐	☐	☐	☐
8. Only interrupts and seeks attention appropriately e.g. behaves in ways warranted by the classroom activity.	☐	☐	☐	☐	☐	☐
9.Is physically peaceable e.g. not aggressive, avoids fights, is pleasant to other pupils, is not cruel or spiteful, does not strike out in temper.	☐	☐	☐	☐	☐	☐
10. Respects property e.g. values and looks after property, does not damage or destroy property, does not steal.	☐	☐	☐	☐	☐	☐

EMOTIONAL BEHAVIOUR

11. Has empathy e.g. is tolerant of others, shows understanding and sympathy, is considerate.	☐	☐	☐	☐	☐	☐
12. Is socially aware e.g interacts appropriately with others, is not a loner or isolated, reads social situations well.	☐	☐	☐	☐	☐	☐
13. Is happy e.g. has fun when appropriate, is cheerful, is not tearful or depressed.	☐	☐	☐	☐	☐	☐
14. Is confident e.g. is not anxious, has high self-esteem, is relaxed, does not fear failure or new things, is not shy, is robust.	☐	☐	☐	☐	☐	☐
15. Is emotionally stable and shows self-control e.g. moods remain relatively stable; does not have frequent mood swings, is patient, is not easily flustered, is not touchy.	☐	☐	☐	☐	☐	☐

APPENDIX 1b

Me and My Learning in KS1

Name: Class: Date: My age now:

	Building my learning muscles	☆	☆☆	☆☆☆
1.	I am interested in learning			
2	I am organised and ready to learn			
3.	I think carefully before I speak			
4.	I work well with others			
5.	I listen actively to others			
6.	I know lots of ways to get help			
I'd like to build my learning muscles more by:				

	Me and my social learning	☆	☆☆	☆☆☆
1.	I show adults respect by remembering my manners			
2	I treat other children as I would like to be treated			
3.	I follow classroom rules			
4.	I am kind to others and never play fight			
5.	I look after classroom equipment			
6.	I respect our lovely school site and look after nature			
I'd like to				

	Me and my emotional learning	☆	☆☆	☆☆☆
1.	I feel happy and safe at school			
2	I feel happy and safe outside of school			
3.	I get on well with other children			
4.	I enjoy doing new things and being in new situations			
5.	I am worried about making mistakes			
6.	I can control my moods			
I'd really like to				

Elizabeth Day

Wellbeing in Primary Education: an investigation into the teacher's role in children's wellbeing in the light of education legislation, policy and practice.

APPENDIX 1c

Outcomes of Me and My Learning Analysis

Year 3, Miss V. October 2012

Main points:

Building my learning muscles

- Most children feel they know ways to get help.
- Most children are interested in learning.
- Most children feel ready and organised for school.

Me and my social learning

- Most children like looking after the school and equipment.
- Some children want to improve on being kind and not play fight.
- Some children are working on treating others fairly and respecting their opinions.

Me and my emotional learning

- Most children feel happy in school.
- Some children are still worried about making mistakes.
- A few children want to feel happy outside of school (see below).

3 areas children are working on in Year 3 (and in Circle Time and in PSHCE)

1. I'm learning to think a bit more before I speak.
2. I'm learning to listen to other children.
3. I'm learning that F.A.I.L. means "first attempt in learning" and that's ok.

Other outcomes Miss V is following up:

- DC and NP want to feel happy outside of school and NP wants to control her moods.
- AA wants Miss V's help to focus more on her emotional learning

APPENDIX 2

WHOLE SCHOOL ETHOS MODEL
Joy through effective learning for life!

KIND, FRIENDLY AND SAFE (KFS)

SPIRITUAL, MORAL, SOCIAL AND CULTURAL IDENTITY AND UNDERSTANDING

Spiritual as seen in connections and relationships.

Moral as seen in just actions.

Social as seen in being able to be 'other centred'.

Cultural as seen in a sense of belonging.

MEANINGS OF LOVE AND RELATIONSHIPS: *Agape (God's love);Storge (family love; Philia (friendship love); Eros (romantic and sexual love)*

CONNECTIONS to all our communities: global, local and home through our work with charities, families and sustainability e.g. through our School Community Gardens and ACE Africa project.

PARENT VOICE   PUPIL VOICE   STAKEHOLDERS' VOICE

- •KFS AT LUNCHTIMES

- PSHCE/SEAL
- CIRCLE TIME
- CLASS BUDDIES
- OLDFIELD OWLS
- REFLECTION
- HELPING HANDS

Key Stage Shields

Be a Buddy

- HOUSEPOINTS
- STAR OF THE WEEK

- SCHOOL CODE
- CLASS CODES
- S.P.O.T.

KFS tokens

KFS time
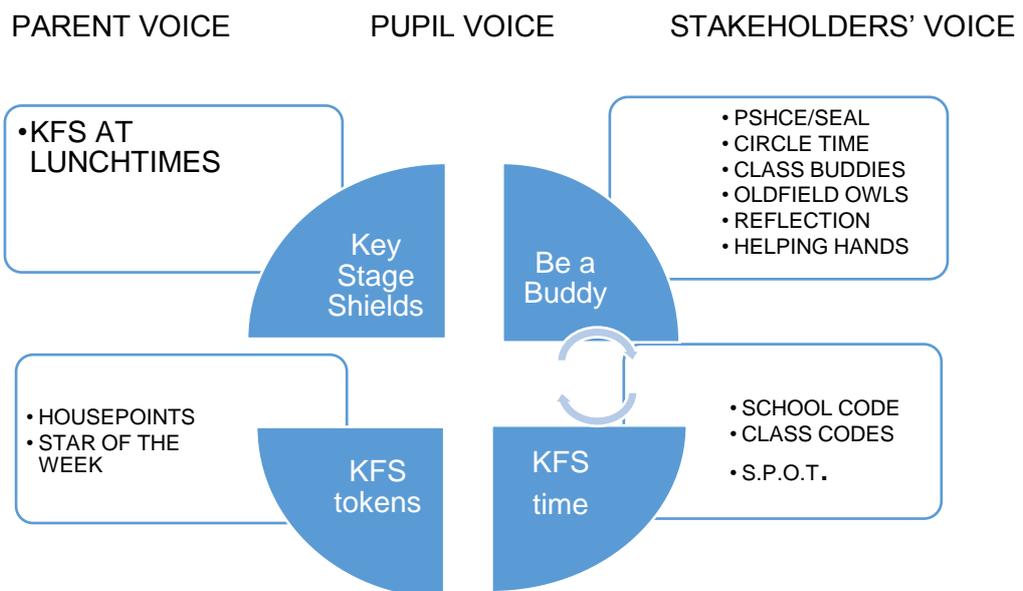
EMOTIONAL, SOCIAL, ACADEMIC & PHYSICAL WELLBEING

- Teacher cumulative annual assessment of every child's wellbeing: emotional, social, academic and from September 2014, fitness.
- Children's "Me and My Learning" self-assessments of all 4 areas of their wellbeing x2 a year in October and February.
- Ready for Learning (R4L) & Ready for Life (R4Lf) whole child empowering foci.
- Thinking for Learning (Th4L) & Critical Thinking (Bloom's Taxonomy) foci.
- Team around every child's progress in all 4 areas of wellbeing x6 a year.
- Place2Talk (15min) and Place2Be (therapeutic counselling through play).
- PLAN-DO-REVIEW is built in so decisions are made in children's best interests.

COMMUNITY SCHOOL   APPENDIX 3

CHILD PROTECTION AND NEGLECT ANALYSES SAMPLE

CP start date	CP Plan	CP Case Closed	Child in need	Looked after child	Neglect 1=yes 0=no				D.O.B
					1. Emotional	2. Physical	3. Sexual	Other	
11/09/2009	1	0	0	0	1	0	0	0	2006
16/07/2009	1	0	0	0	1	0	0	0	2003
05/08/2009	1	0	0	0	1	0	0	0	2007
29/11/2013	0	0	0	1	0	0	1	0	2006
16/10/2014	0	0	0	0	1	0	0	0	2004
29/11/2013	0	0	0	1	0	0	1	0	2005
29/11/2013	0	0	0	1	0	0	1	0	2008
28/05/2010	1	0	0	1	1	1	0	0	2007
12/01/2015	0	0	0	0	1	0	0	0	2005
08/09/2014	0	0	0	0	0	0	0	1	2008
07/09/2012	0	0	0	0	1	1	0	0	2004
07/02/2014	0	0	0	0	0	1	0	0	2008
21/06/2006	0	0	1	0	1	0	0	0	2006
28/03/2012	0	0	1	0	1	0	0	0	2007
07/03/2013	1	1	0	0	1	0	0	0	2007
18/10/2013	0	0	1	0	1	0	0	0	2007
WFL/diab	0	0	0	0	0	0	0	1	2005
01/03/2014	0	0	1	0	1	0	0	0	2006
13/10/2014	0	1	0	0	1	0	0	0	2010
11/10/2010	0	0	0	0	0	1	0	0	2006
18/11/2010	1	0	0	0	1	1	0	0	2004
Totals					55	48	16	13	

Note: The totals are the actual figures as of January 2015 with a total school population of 465 pupils. The sample spreadsheet has been reduced for the purpose of this appendix. As indicated children's needs represented are not all as a result of neglect or other abuse, but 119 of the 132 pupils, approximately one-quarter of all pupils, have suffered emotional, physical or sexual abuse and are being supported through a range of services including the charity Place2Be. Year of birth remains to show the range of ages of children.

[red]	Current Child Protection Plans
[green]	Current Child in Need/Open Cases
[blue]	Current Looked After Children
[yellow]	Current Looked After Children by Family SGO
[medical]	Medical
[light blue]	SAFE (multi agency team)
[purple]	Children and Families Mental Health Service (CAMHS)
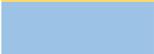
APPENDIX 4

Prompts prepared to use with pupils in focus groups

as part of a parent information sheet.

Brunel
UNIVERSITY
L O N D O N

PARTICIPANT INFORMATION SHEET FOR PARENTS
ANDTHEIR PARTICIPATING YEAR 6 CHILDREN JUNE/JULY 2013

Study title: A Case for Wellbeing: a study into views on the role of wellbeing in children's education in a community school setting in London.

Invitation Paragraph: Your child is invited to be part of one of two focus groups of up to 8 children in each to discuss their views on their time at the school, what has helped them personally as well as in their learning and achievement.

I'm very interested in what the children really think (not what they think I'd like them to say) as I'm researching into child wellbeing, what it is and how important it may be or not be in helping children achieve well personally and academically. I value their views.

I will record the discussion. I will use children's first names during the discussion, but I will not use any children's names when I transcribe what they have said or write up my findings.

I will be asking the children to reflect on their time at the school and so we can continue improving and help other schools to do so, to give their honest views on things like

1. What have you enjoyed about being at this school and why?
2. What have you not enjoyed and why?
3. a. What does our mission 'Joy through effective learning for life' mean to you?
   b. Has your time at this school helped you, do you think, to be 'ready for high school' and 'ready for life'? How?
4. Has the school Code of Conduct 'KFS' (Be kind, friendly and safe) helped, or not? How?
5. Are there any ways our school motto: 'Work hard, learn and be friends' has helped you?
6. What do you think of 'Be a Buddy not a Bully'? Does is help? How?
7. What are some of your most memorable times at   ? Why?
8. Think about 'Me and My Learning' you use to reflect twice a year. Has this helped you at all? In what ways?
9. What's been good, not so good and not good at all in (*taken one at a time and allowing time for discussion*)
   - PSHCE lessons
   - SEAL lessons
   - other lessons
   - Circle Time?
10. a. What do you think we could change to help more children to be their best as well as to achieve their best?
    b. What might that 'look like'? Why might it improve things for other children?

APPENDIX 5

Copy of an email sent to all Parent Representatives with a bank of prompts prepared to use during a focus group.

Tuesday 10th December discussion on Wellbeing 8.30am - 9.15am

Elizabeth Day EADay

To:

Attachments: (2) Download all attachments

APPENDIX 3 Parent Rep Inf~1.docx (19 KB) [Open as Web Page];   APPENDIX 4 CONSENT FOR~1.docx (84 KB) [Open as Web Page]

06 December 2013 17:46

Dear Parent Reps,

We had a useful meeting on Tuesday around our main project for this year helping parents to help their children especially in Reading: what we can include   in spring Inspire projects, ways to involve parents and what type of information they may find useful. I'll send you a copy of the meeting notes next week.

This Tuesday 10th December we are having a meeting to discuss Child Wellbeing at   . For those parents who are able and want to attend I really value your views for our own school evaluation but also for my research on child wellbeing which will contribute to better practice in other schools and is currently already influencing policy as I sit (voluntarily) on an Education sub-committee of the labour party on child mental health and emotional wellbeing – looking at ways to develop children's emotional resilience.

The sorts of questions I will be asking are:

1. What does your child enjoy about being at   ? And why?
2. What things doesn't your child enjoy? And why?
3. Our mission is "Joy through effective learning for life." How is your child's education at preparing her or him for high school? For life? How?
4. Does the school's Code of Conduct 'Kind, Friendly and Safe' help or not? How?
5. What are your thoughts on some of our other approaches to wellbeing, like
   - Generally, our ethos and approaches
   - Be a Buddy not a Bully
   - Our motto "Work hard, learn and be friends."
   - Teachers' teaching on Personal Social Education and for example in Circle Time?
   - Place2Talk and Place2Be
6. Is there anything else you'd like to say about what your child receives that contributes to her or his wellbeing and overall development at   ?

I also attach copies of the information sheet and permission sheet I gave out on Tuesday – for anyone who wasn't able to come last Tuesday but who would like to join in this discussion this Tuesday. I have spare copies of the consent forms here. Do ask around other parents for their thoughts if you wish.

Many thanks,

Liz Day

APPENDIX 6

QUESTIONS PREPARED AS PROMPTS FOR ACTION LEARNING SETS

WITH TEACHERS

12th March 2014

SLIDE 2 The National Picture on Wellbeing

1. What are the implications for teachers with regard to safeguarding children's wellbeing and reporting on children's wellbeing?

2. By the end of the session we are going to come up with some actions for our school in the light of the Teachers' Standards requirements.

SLIDE 3 Year 6 pupils

1. Discuss how we can better prepare ourselves as a school and teachers to welcome children when they first arrive and prepare them for transition to every year group and then High School.

2. In the light of children's feedback on important and memorable learning discuss any actions we can take to prioritise these.

SLIDE 4 'CHANGE' from the Parent Rep Group

1. A teacher's passion for educating children: What can the school do to help fuel teachers' passions for educating children?

2. Parents recognised compassion as a quality that they value in a teacher.

   a) What are the implications of this for teachers?

   b) What training or support is needed to assist this?

SLIDE 5 'RECIPROCAL RELATIONSHIPS' from the Parent Rep Group

1. The school and teachers taking the initiative to establish good relationships at every level amongst staff and with children and their parents is recognised by parents as vital in setting the tone and scene for children to grow and establish healthy relationships themselves, flourish personally and achieve academically.

   What can the school do further to facilitate prioritising establishing good relationships at every level?

   What action points are we going to prioritise as teachers in the light of the National Standards requirements?

APPENDIX 7

A sample coded transcript from a pupil focus group

Transcript	Code
Researcher: Thank you. So then in that half a year when you were still getting used to the school what things helped you to settle in?	
Child 1: Well the teachers were really kind. They started like showing me where everything was and how like you behave in class and then I started like listening to the teachers and then in break I used to sit in one of the old huts and just think about school.	Relationship with teacher Things that helped settling in
Researcher: Anybody want to say anything else about anything they've not particularly liked about Community? [00:11:26]	
Child 2: In Community I didn't pick up things as quickly as other children did because other children just whizzed through their work and finished it quickly. I would take my time and then try and do it and it made me feel like I was the opposite of someone. Then after in a couple of years at Community I picked up how to do my work quick and like how to do sums.	Building resilience
Researcher: Right. Did you talk to the teacher about how you were feeling when you felt you were slow or did the teacher talk to you or did anyone talk to you?	
Child 2: I talked to the teacher and the teacher just said, 'Don't worry you still have loads of time to shine.'	Form of encouragement
Researcher: Oh right, lovely, I think that was a nice thing to say, yeah. To shine - lovely. OK then, thank you. Our mission 'Joy through effective learning for life'. What does that mean to you?	
Child 2: When you're working then even if you don't enjoy it you'll know that a few years later it's going to bring you joy through life, even if you don't understand it one day you might just get the hang of it and whizz through it and know what you're doing and help you.	Finding joy Building resilience
Researcher: So you think that is something that is true about Community? That sort of attitude and approach	
Child 1: And if you don't like school it's like something you don't really like to go to you know that even though you have hard work, at lunchtimes and break times you still have joy all around.	Building resilience Finding joy
Researcher: Yeah, yeah OK So have there been days though when you've not wanted to come to school?	
Child 1: Umm sometimes it wasn't like anything serious, sometimes I was just tired	
Child 2: What I think it means is that you never fail in your work because practice makes perfect and even though you don't understand you might do it another day, another week, another month cos we always go and revise our work so we never fail	Building resilience Coping with failure
Researcher: Sorry what was that last bit you said?	
Child 2: You'll never fail because fail, we in this school, fail stands for First Attempt in Learning.	Coping with failure

APPENDIX 8

PowerPoint slide: a diagram of national and statutory background

The National Picture on Wellbeing

UNICEF CHILD WELLBEING REPORTS:
2007 UK ranked near the bottom for WB in industrialised countries.
2011 Children feel trapped in a 'materialistic culture'.

HEALTHY SCHOOLS PROGRAMME 1999

EVERY CHILD MATTERS 2003

OECD RECOMMENDATIONS TO GOVERNMENTS 2009: REALLOCATE MONEY TO WELLBEING PROJECTS AFFECTS UK POLICY

THE CHILDREN ACT 2004

THE EDUCATION ACT 2011

Research but no agreed definition of wellbeing

TEACHERS' STANDARDS 2012

1. Communicate effectively with parents with regard to pupils' achievements and well-being.

2. Teachers... having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions.

Elizabeth Day Action Learning Sets March 2014

Elizabeth Day

Wellbeing in Primary Education: an investigation into the teacher's role in children's wellbeing in the light of education legislation, policy and practice.

APPENDIX 9

ACTION LEARNING SET OUTCOMES IN AN ACTION PLAN

SUCCESS CRITERIA 1
Safeguarding role of teachers: Teachers receive more co-ordinated information.
WHO: CP leader   WHEN: April – October 2014
ACTIONS:
1.1 Review how information on a child, especially new information, can be kept succinctly and confidentially in one place so a class teacher "knows".
1.2 Explore using SIMS.
1.3 Teachers use new style Autumn Inspire (see below) to gather information from parents.
1.4 Team around the child for complex cases and involve the new Educational Psychologist (1day a week.)
Measure: Teachers receive more 'need to know' confidential information
WHO: PSHCE leader and teachers   WHEN: April – October 2014
1.5 Develop Helping Hands initiative in every classroom.
Measure: Children's feedback.

SUCCESS CRITERIA 2
Transition arrangements: a) parents are more involved informally so they can help their child adapt.
WHO: Year leaders plan collaboratively   WHEN: **July-October 2014.**
ACTIONS:
2.1 Review Transition Day July 9th 2014 arrangements for pupils.
2.2. Review summer holiday learning for bringing back with them to help their new teacher and class get to know them.
2.3 Review Transition with parents and children during September.
2.4 Pilot adapting the Autumn Term Inspire: some input from teachers and informal chats with parents and children as they do the table exercises and enjoy refreshments as per Kids Café style**.** Children write invitations.
Measures: i) Pupils' feedback on July transition; ii) Increase in parents attending Autumn Inspire as a transition + feedback
Transition arrangements: b) Improve the first 3 days in the school for any new child.
WHO: Year leaders plan collaboratively. **WHEN: September 2014- March 2015**
ACTIONS:
 2.4 Design new bespoke year group information leaflets (staff, curriculum, topics, trips, PE and homework days).
2.5 Create new orientation packs for new children with IT username for school intranet.
2.6 Adapt the Buddy system and across the age ranges e.g. Y6 with Reception, Y5 with a new Y2 child. Student Council to create a JD for a Good Buddy.
2.7 Buddies introduce new children in Great Learning Assemblies.
Measures: Pupil and new pupil feedback

SUCCESS CRITERIA 3:
Staff wellbeing team: a) More social and relaxing activities with colleagues; b) Teachers have greater flexibility
WHO: Staff WB team   **WHEN**: April 2014 – March 2015
ACTIONS:
3.1 Consult staff on ideas generated e.g. book or film club, or cookery/sewing to balance the current Pilates on a Friday afternoon and meals out.
3.2 Teachers review timetables to create flexible teaching using strengths over each term
Measures: Feedback from staff and assess impact.

SUCCESS CRITERIA 4:
Important and memorable learning is planned more systematically as part of delivering the new national curriculum
WHO: Year leaders to SLT **WHEN:** April 2014 – July 2015
ACTIONS:
4.1 Teachers track and analyse data on how much practical and outdoor learning children experience each term, share findings and good practice. **Measures:** i) Data for analysis on a plan-do-review basis and sharing practice;
ii) pupil feedback.

Ethics approval letter   **APPENDIX 10**

Head of School of Sport & Education
Professor Susan Capel

Brunel
UNIVERSITY
L O N D O N

Heinz Wolff Building,
Brunel University, Uxbridge,
Middlesex, UB8 3PH, UK
Tel +44 (0)1895 266494
Fax +44 (0)1895 269769
www.brunel.ac.uk

Elizabeth Day

11th July 2013

Dear Liz

RE37-12 - A case for wellbeing as part of a new educational paradigm: a study into the perspectives of teachers on the extent curriculum legislation, policy and practice in relation to pupils' wellbeing support pupils' education in primary schools and taking into consideration the views of children and other adults on the role of wellbeing in children's education in a community school setting in London.

I am writing to confirm the Research Ethics Committee of the School of Sport and Education received your application connected to the above mentioned research study. Your application has been independently reviewed to ensure it complies with the University/School Research Ethics requirements and guidelines.

The Chair, acting under delegated authority, is satisfied with the decision reached by the independent reviewers and is pleased to confirm there is no objection on ethical grounds to grant ethics approval to the proposed study.

Any changes to the protocol contained within your application and any unforeseen ethical issues which arise during the conduct of your study must be notified to the Research Ethics Committee for review.

On behalf of the Research Ethics Committee for the School of Sport and Education, I wish you every success with your study.

Yours sincerely

Dr Richard J Godfrey
Chair of Research Ethics Committee
School Of Sport and Education

Team Korea

Canadian | Comité
Paralympic | paralympique
Committee | canadien

THE QUEEN'S
ANNIVERSARY PRIZES
FOR HIGHER AND FURTHER EDUCATION

<div align="right">**APPENDIX 11**</div>

LETTER FROM STEPHEN POUND MP

STEPHEN POUND MP

HOUSE OF COMMONS

LONDON SW1A 0AA

Mrs E A Day

_____ Primary School

24 November 2014   My Ref: OLDF01002

Dear Liz,

It was such a delight to see you and the school in such fine form on Friday and it was entirely appropriate that everyone present expressed their great pleasure at the news that your work with Place2Be had been recognised in royal circles.

I remember when I first discussed the establishment of Place2Be with you, and how I was inspired by your vision at the time, clearly you have admirers beyond our part of the world!

Thanks again for all your extraordinary work and a generation of _____fordians is growing up a better people thanks to the education they receive at _____ and the inspirational example of their headteacher.

With best wishes,

Yours sincerely,

STEPHEN POUND
MP for Ealing North

Telephone: _020 7219 1140_   Facsimile: _020 7219 5982_
Stephen Pound can be e-mailed at: stevepoundmp@parliament.uk
Website: _www.stevepound.org.uk_