

WellAhead

# Educator Engagement for Practice Change

WellAhead Webinar Series

May 18, 2017

@WellAhead\_CA

# WellAhead



- > Philanthropic initiative of the J.W. McConnell Family Foundation
- > Objective: Improve child and youth mental health by integrating social and emotional wellbeing into K-12 education
- > Focus: Systems change
- > Launched in 2015 in British Columbia



## Classroom

Educators have the knowledge, capacity and time to promote student wellbeing in their daily practice.



## School

The school environment and culture is supportive of student wellbeing.



## District/Board

Wellbeing is a priority, with sufficient financial and human resources to back it up.



## Province

Wellbeing is reflected in policy, resource flows, curriculum, and measurement frameworks.



## Ecosystem

Multiple stakeholders are aligned around a shared vision for wellbeing in schools.

# Approach



- > Understand what works and why
- > Build capacity and connections
- > Influence policy and practice



Integrated measurement  
of student wellbeing



Everyday practices to  
support wellbeing in  
schools and classrooms



Collective change  
processes to explore and  
implement solutions



Increased board/district  
capacity to address  
wellbeing

# Year 1 learnings



## Prototyping:

Involvement in prototyping promotes teachers' ownership of ideas and enables local adaptation



***Spirals of Inquiry:***  
**A disciplined approach to  
changing outcomes  
for young people**

Judy Halbert, Linda Kaser & Brooke Moore





# Conceptual Foundations

1. Shared Purpose – challenging goals
2. Growth Mindset and Curiosity
3. Assessment for Learning
4. Learning Principles
5. Social Emotional Learning
6. Self Regulated Learning
7. Teacher Professional Learning



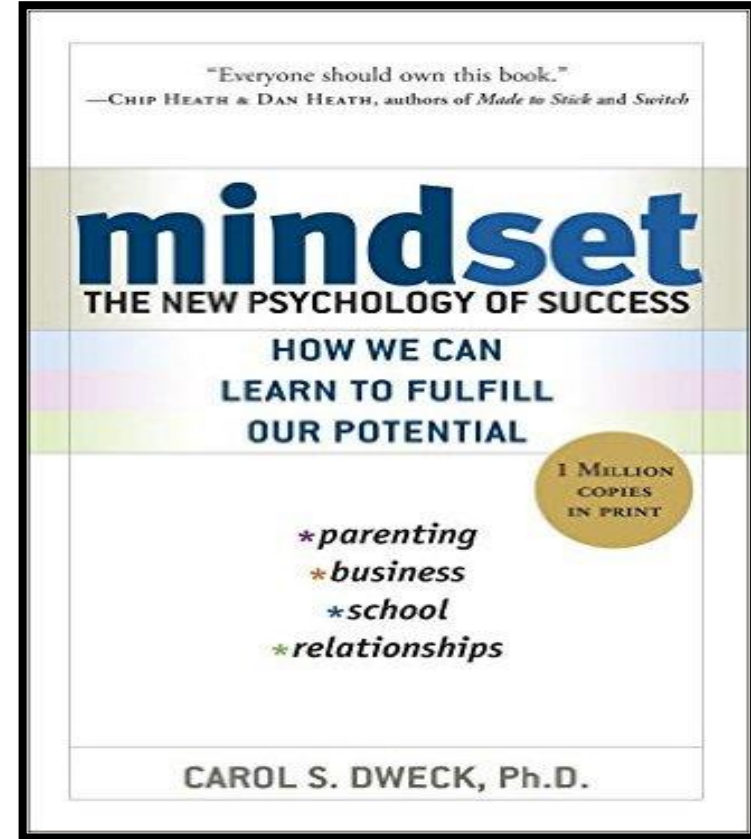
# Shared Purpose

Every learner crossing the stage with dignity, purpose and options.

ALL learners leaving more curious than when they arrive.

ALL learners gaining and understanding of and respect for indigenous ways of knowing





# Curiosity & Mindsets Matter





# MINDSETS Matter

## Summary of Dweck's *Mindset*

**Fixed**

vs

**Growth**

ability is static

ability is developed

avoids challenges



embraces challenges

gives up easily



persists in obstacles

sees effort as fruitless



sees effort as necessary

ignores useful criticism



learns from criticism

threatened by others



inspired by others' success

# Our words matter



# CHANGE YOUR WORDS - CHANGE YOUR MINDSET!

I'm not good at this.

*What am I missing?*

This is too hard.

*THIS MAY TAKE SOME TIME AND EFFORT.*

I'm awesome at this!

*I'm on the right track.*

I give up.

*I'LL USE SOME OF THE STRATEGIES I'VE LEARNED.*

It's good enough.

*IS THIS REALLY MY BEST WORK?*

I'll never be as smart as her.

*I'm going to figure out what she does and try it.*

I made a mistake.

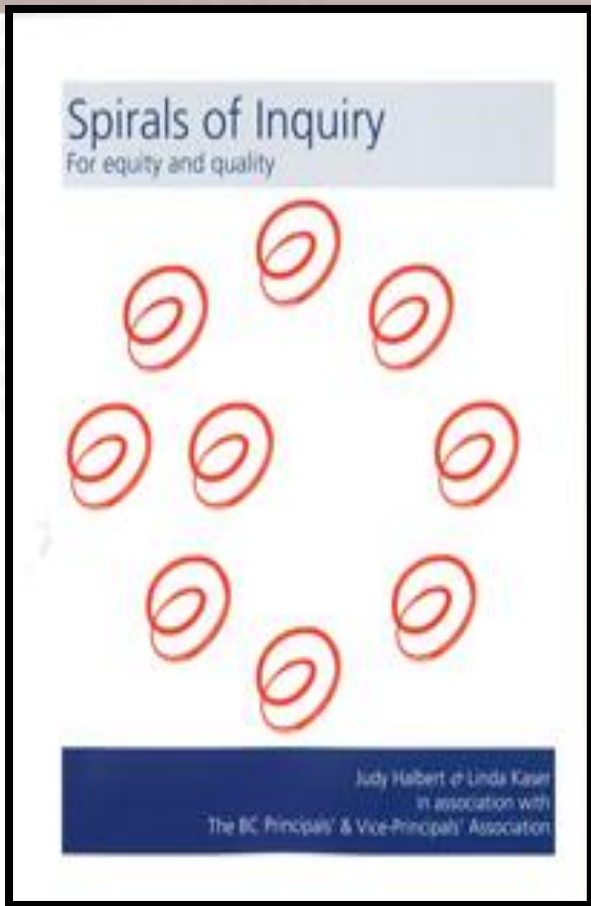
*Mistakes help me improve.*

I can't do math.

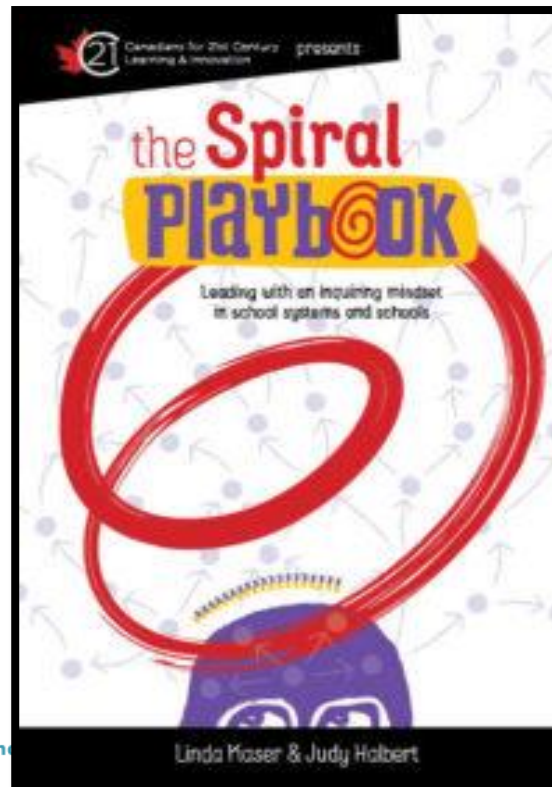
*I'm going to train my brain in math.*

I can't make this any better.

*I can always improve; I'll keep trying!*



# ***Spirals of Inquiry: for equity and quality***

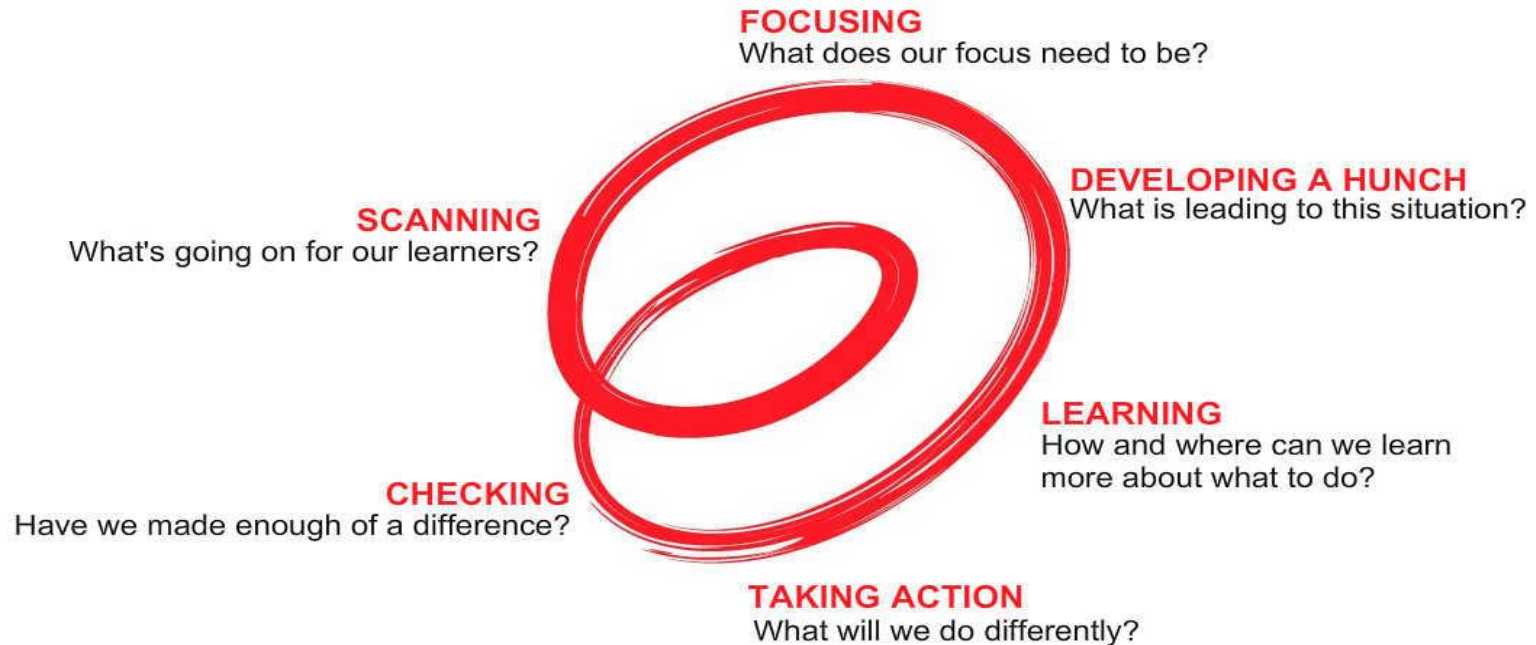


A framework  
for professional  
inquiry and  
innovation



# Disciplined Approach to Professional Inquiry

What's going on for our learners?  
How do we know?  
Why does this matter?






# What's going on for your learners?

## Four Key Questions



Can you name  
**TWO** adults in  
this learning  
setting who  
believe you will  
be a success  
in life?





What are you learning  
and why is this important?

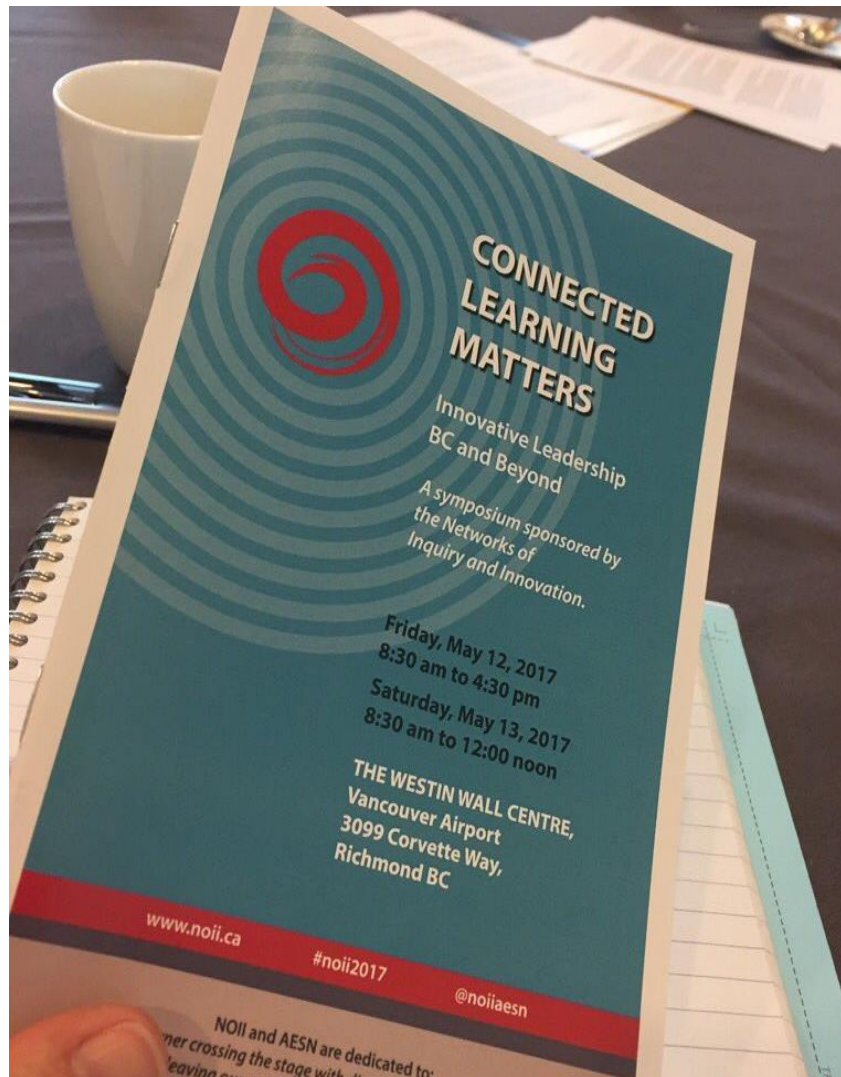
How is it going?

Where to next





# Inquiry in Action





# The Big Three

**What are you learning?**  
**How is it going?**  
**Where to next?**



# The Big Three

What are you learning?

How's it going?

Where to next?

**As a Reader...**

**As an Author...**

I can use feedback to help me know where to go next.

I can use criteria and self-evaluation to help me do my best work.

I can use all of my senses to describe my topic.

**As a Speaker and a Listener...**

I can listen respectfully.

I can share my ideas with others.



# WHAT ARE YOU LEARNING?

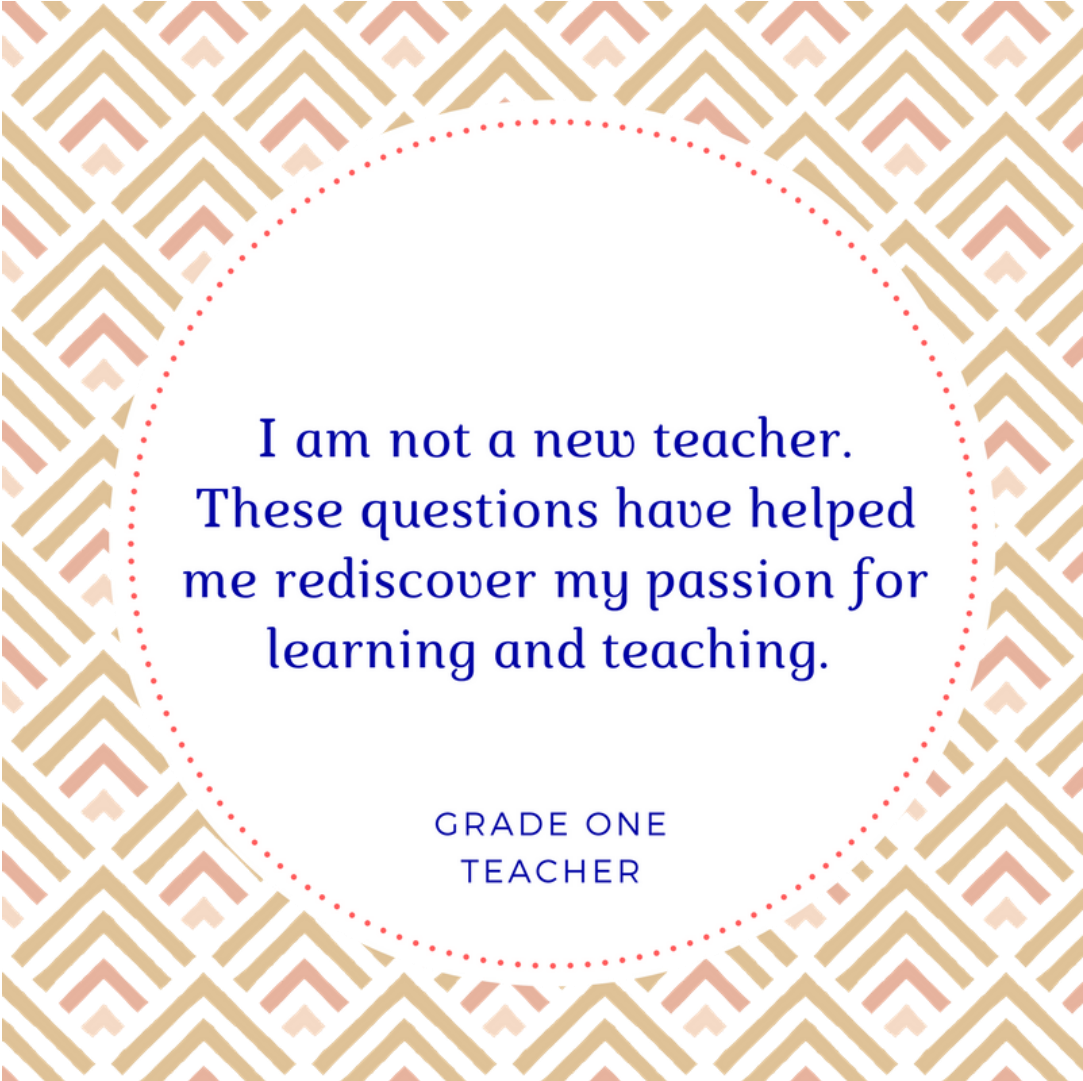
Handwritten notes on the left panel, organized in a grid-like fashion. The notes contain various reflections on learning, such as "I learned that..." and "I discovered that...".

# HOW IS IT GOING?

Handwritten notes on the middle panel, scattered and overlapping. These notes discuss the progress of learning, with phrases like "I'm doing well" and "I'm still struggling with...".

# WHERE TO NEXT?

Handwritten notes on the right panel, scattered and overlapping. These notes focus on future goals and next steps, such as "I want to learn more about..." and "My next goal is...".



I am not a new teacher.  
These questions have helped  
me rediscover my passion for  
learning and teaching.

GRADE ONE  
TEACHER





“

I feel like I know my students better than I have ever known a group of my students before. I am confident that I know exactly where they stand with their learning.

**TEACHER  
GRADE TWO**



# Key to the Big Three

The action is based in good research.

They did it together.

They didn't search for the answer they thought they'd find.

A Fun Sharing tool: #big3dsd



# What we've learned

- Trust comes first.
- Needs to be supported with time.
- Helpful for a formal leader to learn alongside.
- Often starts with SEL or SRL.





# Contact information

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