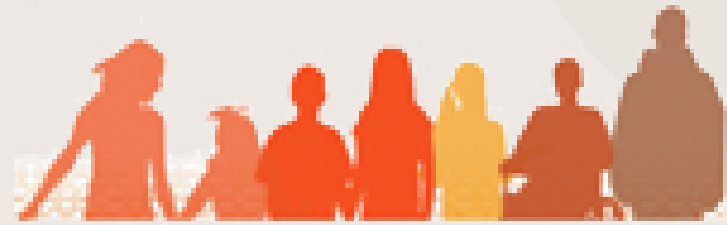


# Working Towards Change



**Wellbeing@School**



**Inclusive Practices Tools**

RTL B Cluster Managers Forum  
Wellington  
February 21<sup>st</sup> 2014

Cathie Johnson  
[educationadvisor@nzcer.org.nz](mailto:educationadvisor@nzcer.org.nz)

# Overview of the Session

- 1) Key understandings about the Wellbeing@school website
- 2) Key understandings of how the tools work

# Expectations on Schools



**KAHIKITIA**  
**ACCELERATING**  
**SUCCESS**

2013-2017

TE TĀHURU O TE MATAURANGA  
Ministry of Education



# The Self-review Cycle

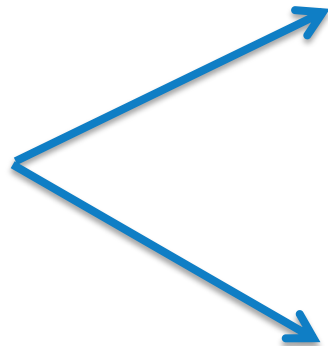
Models the idea that **long time-frames** and **on-going review** is necessary for change

Offers a **self-review** process that **involves** the **whole school community**

Aligns with the **New Zealand Curriculum/ERO** (improving teaching and learning is a continuous cycle of review and action)

Reflects effective **health promotion processes**

# Why do schools choose Wellbeing@School as a resource?



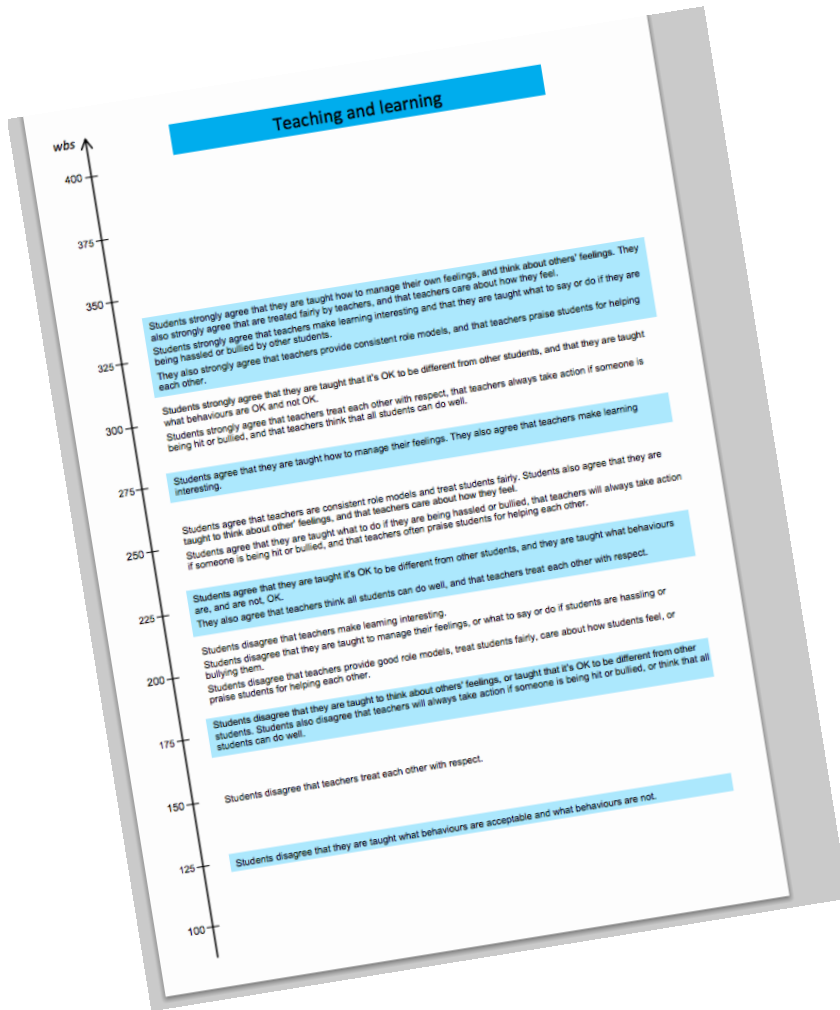
School Culture  
Self Review

Offered as a  
PB4L initiative

# Planning and preparing is a vital step

- Lead collaboratively and by example
- Make sure the foundations for change are in place (Are we ready?)
- Assemble a self-review team of key school leaders and community members to start planning
- Raise awareness about the need for change
- Start to develop a shared vision for the future.

# Scale Descriptions for Wellbeing

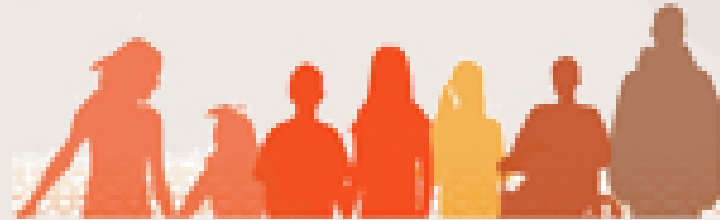


- Each theme or sub-concept has descriptions of criteria that are rated on a scale
- Can be a starting point for the goals you're aiming for
- Can begin conversations around the need for change
- Scale scores can give hard-evidence and schools can measure progress over two time points

# Working Towards Change



**Wellbeing@School**



**Inclusive Practices Tools**

## The Tools



# Three goals:

- Involve the whole school community
- Improve practice
- Improve the school environment

# Wellbeing@School

- Snapshot of the emotional climate of a school
- Surveys of staff, students, community (parents) and the School Self Review Tool
- Next step planning
- Examine policies and practices

# The Tools are located within a review process



## Suggestions for Wellbeing@school Self Review Team

- The principal and at least one other member of the senior leadership team
  - The person/people responsible for pastoral care
  - The special education needs co-ordinator (SENCo) or your local RTLB
  - The person/team with oversight of the health component of the Health and PE learning area
  - A couple of deans or teachers who teach different year levels or have different subject expertise
  - Student leaders
  - Board of Trustee members and parent and whānau representatives
  - Support and administration staff who deal with student inquiries
  - Other community members or groups which are closely involved with your school
-

# Wellbeing@School

- **Pro-social behaviours and strategies**
  - **Empathic behaviours** (understanding feelings)
  - **Pro-social actions** (helping, sharing, caring, including)
  - **Social problem-solving** (interpreting and responding to different social situations)
- **How schools promote pro-social behaviours**
  - **Across the school**
  - **In the classroom**
  - **Via connections with parents & whānau**

# Next Step Planning Modules



# Wellbeing@School links



- About W@S tools
- Guidelines for the SSRT process
- Planning and Preparing for self-review (W@S)
- Using W@S tools to collect data
- Using W@S reports and modules to develop an action plan
- Implementing the W@S action plan
- Using the W@S tools to review progress
- Other W@S resources

# Inclusive Practices Tool

- Inclusion of all students into every aspect of school life
- Interviews with individual students, parents/caregivers, staff, School Review Profile
- Examine policies and practices around special needs



# Assembling a review team

The self-review starts with the development of a **review team**

The review team includes a **representative from groups** that work with students with special education needs

**School leaders** (principal, DP, SENCo, Board of Trustees)

**Teachers** (teachers and teacher aides)

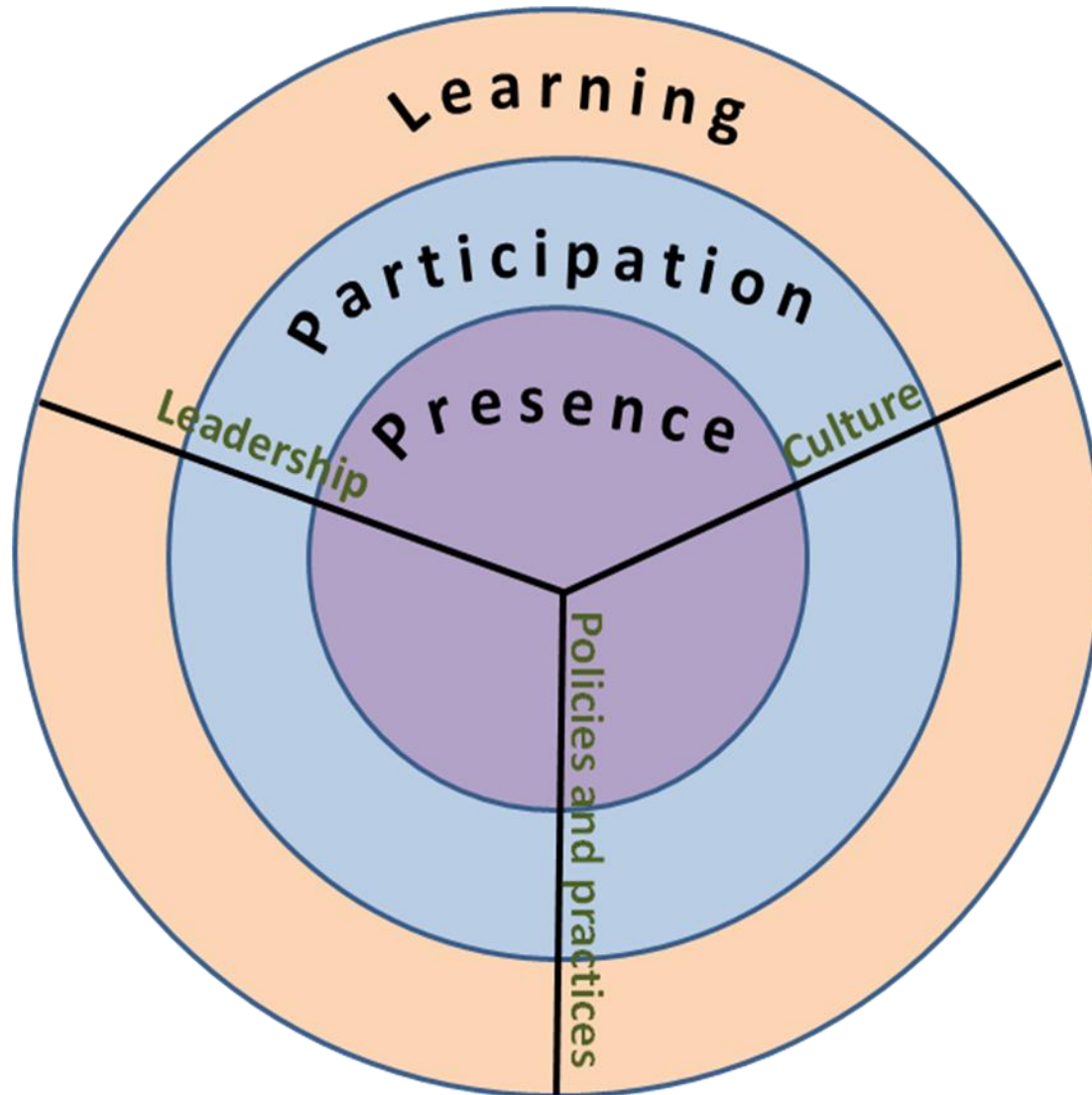
**Community** (parent, whānau, and student)

**Related professionals** (e.g. RTLB/professionals who worked closely with school staff)

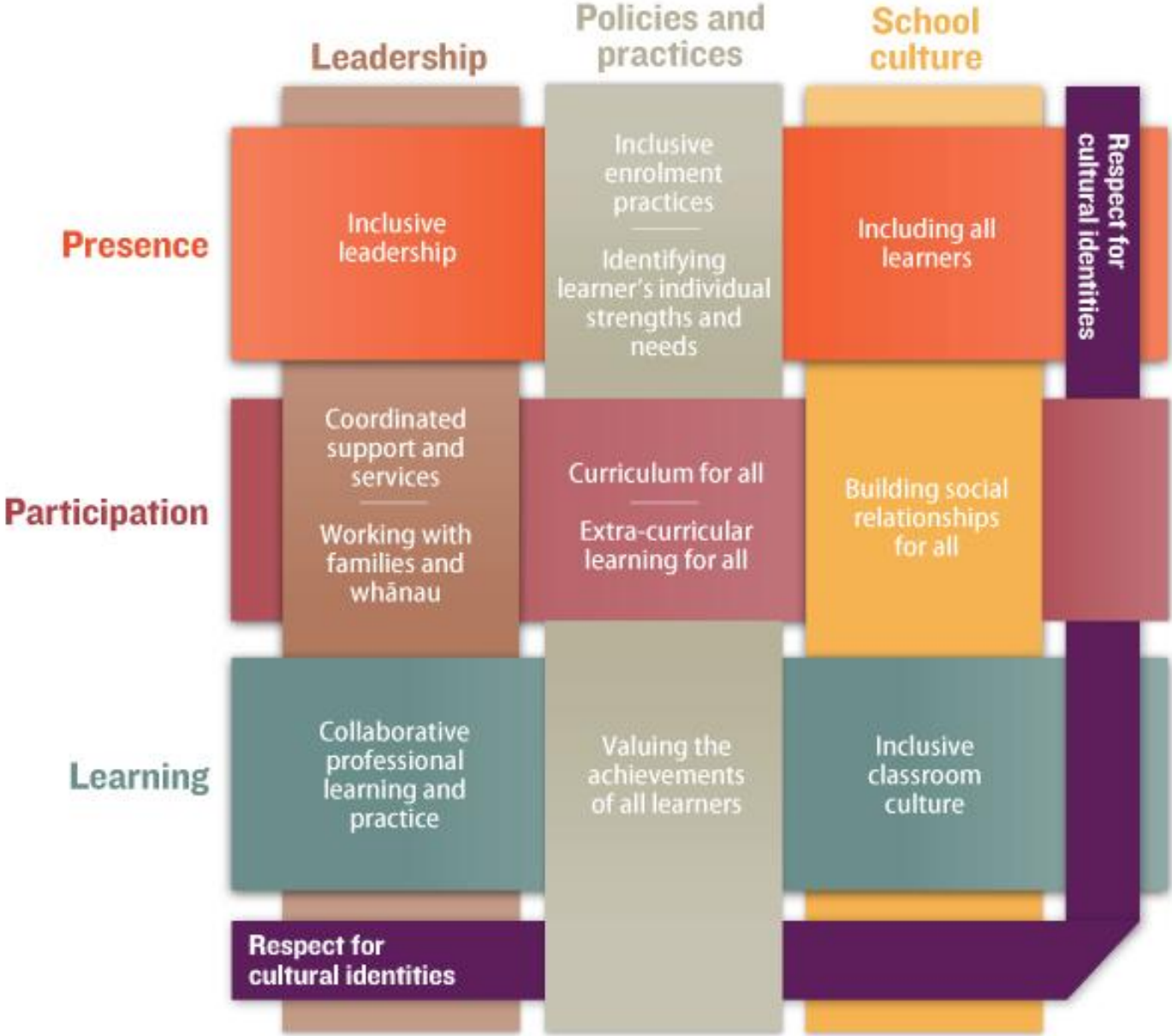
The review team **manages the review process**

The use of **dialogue** and **collaborative processes** is an important component of the review process

# The IPT framework explores 6 themes



# The IPT explores 13 sub-concepts



# Inclusive Practices Tools Links



- [About Inclusive Practices Tools](#)
- [Planning and preparing for self-review \(IPT\)](#)
- [Guidelines for the School Review Profile process](#)
- [Using the IPT to collect data](#)
- [Inclusive Practices surveys](#)
- [Inclusive Practices reports](#)
- [Interpreting the Inclusive Practices reports](#)
- [Using IPT data reports to develop an action plan](#)
- [Implementing the IPT action plan](#)
- [Using the IPT to review progress](#)

# Wellbeing@School

Building a safe and caring environment



# Analysing data / Next step planning

## **Step 2: Gathering data and assessing needs – Key actions**

Use the SRP and other data and consultations to gather data about your school's strengths and possible next steps

Share the findings with the whole school community

Consult widely about ideas for change

## **Step 3: Next step planning – Key actions**

Interpret your data and identify next steps

Decide on short and longer-term goals and actions

Prioritise actions in a short and longer-term plan

Allocate resources to fit your plan

Share the plan with the school community



# Taking action / Reviewing and improving

## **Step 4: Taking action– Key actions**

Implement new actions thoroughly

Involve the whole community

Ensure staff, students, and the community have adequate learning opportunities

Monitor progress and using formative feedback

Make on-going changes if necessary.

## **Step 5: Reviewing and improving– Key actions**

Use the W@S/Inclusive Practices tools and consultation processes to review actions and progress

Reflect on changes, successes, and barriers and sharing these with the school community

Revise the action plan and resources needed

Start a new self-review cycle.



## **2) Using the tool**







1. Click on an **existing survey** to look at examples. Scroll down next page and click on the link
2. **New demo survey:** Click on the tool icon (picture) to make a new survey

# LOGIN

## Wellbeing@School

Building a safe and caring school climate that deters bullying

[login/register](#)

[HOME](#) [GETTING STARTED ▾](#) [SURVEY ADMIN](#) [RESOURCES ▾](#) [CONTACT US](#) [HELP ▾](#)

[Search](#)

## Wellbeing@School

*Mā te tika o te toki o te tangere, me te tohu o te panaho, ka pai te tere o te waka i ngā momo moana katoa.*

*By designing and shaping the keel of the waka to perfection, your canoe will overcome obstacles.*

Self-review cycle



# Survey admin/Dashboard

logout

## Wellbeing@School - development site

Building a safe and caring school climate that deters bullying

HOME ABOUT ▾ GETTING STARTED ▾ RESOURCES ▾ CONTACT US HELP ▾


Search

*Mā te tika o te toki o te tangere, me te tohu o te panaho, ka pai te tere o te waka i ngā momo moana katoa.  
By designing and shaping the keel of the waka to perfection, your canoe will overcome obstacles.*


### Before setting up surveys you should read

a brief summary of the 5 steps of the self review cycle and Using the W@S survey tools or Using the Inclusive Practices survey tools

1. To set up surveys select *Wellbeing@School* or *Inclusive Practices Tools*, and then select the types of surveys.
2. For W@S work out whether to activate online W@S student survey access (\$1 per student) or use hardcopy student scripts.



Wellbeing@School



Inclusive Practices Tools

Online W@S Student Survey  
credits: **203**

[Manage online W@S online W@S Student Survey credits](#)

Click on one of the following survey tool suites


**Create survey timeframe**

Current survey	Admin	On/Off	Done	Report	Archive	Delete
Intermediate/Secondary Student Survey (Apr 2012)			0			
School Self-Review Tool (Apr 2012)			0			
Teacher Survey (Apr 2012)			0			

**Previous surveys** **Report**

Primary/Intermediate Student Survey (Apr 2012)	
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### Self-review cycle



- Home
- Step 1
- Step 2
- Step 3
- Step 4
- Step 5

trial1

- My account
- Log out



**SELF REVIEW CYCLE**

- STEP 1:** Planning and Preparation
- STEP 2:** Gathering Data and Assessing Needs
- STEP 3:** Next Step Planning
- STEP 4:** Taking Action
- STEP 5:** Reviewing and Improving

**Where to see online graphs with semi real data!!**

**<http://www.wellbeingatschool.org.nz/survey-administration>**

**Archived surveys Report[+] 2013**

**Please LOG OUT NOW**



## Data security:

- Completing the surveys should be confidential
- School ownership
- NZCER stewardship
- MoE access to aggregate reports only- no school identifiers  
(unless signalled by school in registration process)



# The Reports

# Working Towards Change



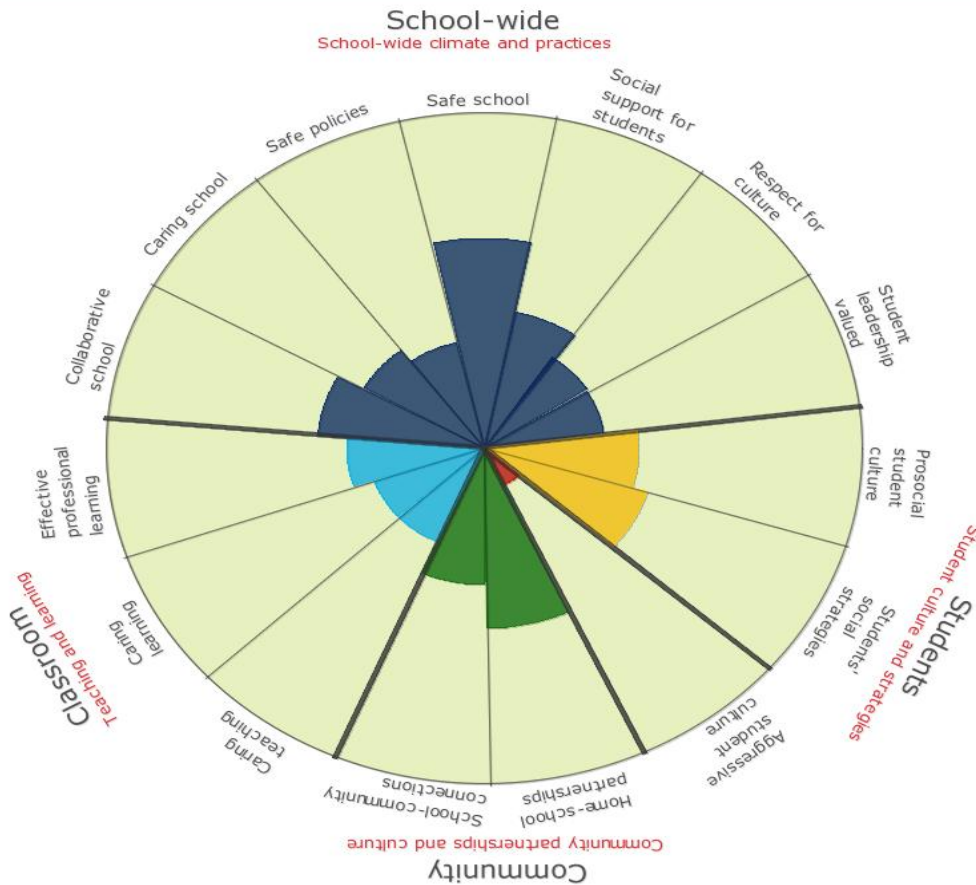
Wellbeing @ School



# Reporting: School at a Glance

Wellbeing@School School Self-Review Tool SSRT  
School at a Glance report

March 2012



Interpreting W@S reports (Help)

Explore overall patterns - strengths

Identify particular *aspects* and *sub-aspects* for next step planning

Check the perceived level of aggressive behaviour at the school.\*

# Compare two time points

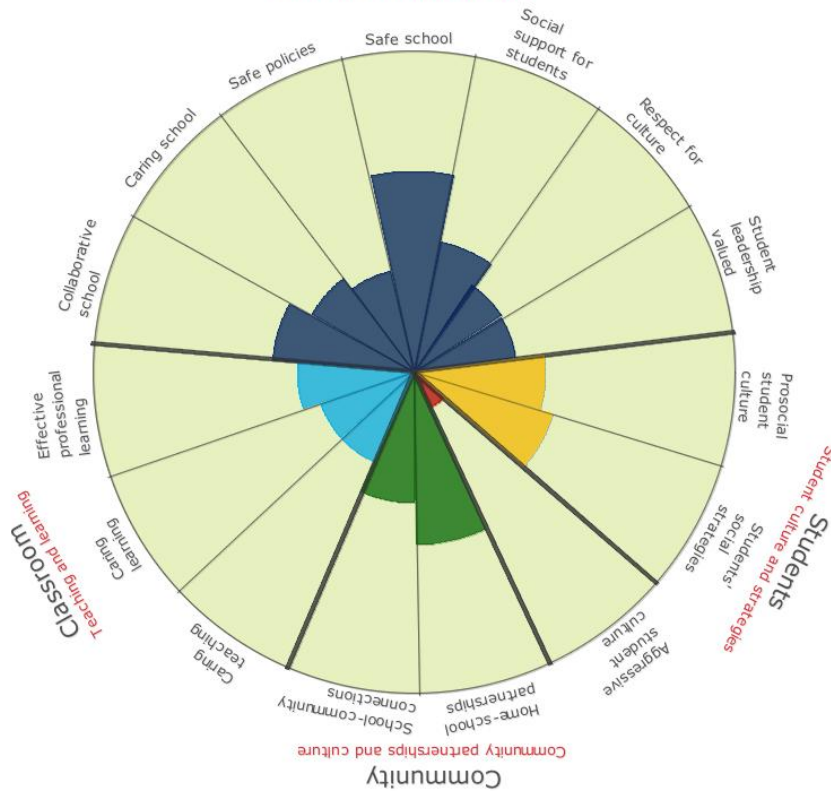
Wellbeing@School School Self-Review Tool SSRT  
School at a Glance report

March 2012



## School-wide

School-wide climate and practices



Main aspects (my school)

Interpreting W@S reports (Help)

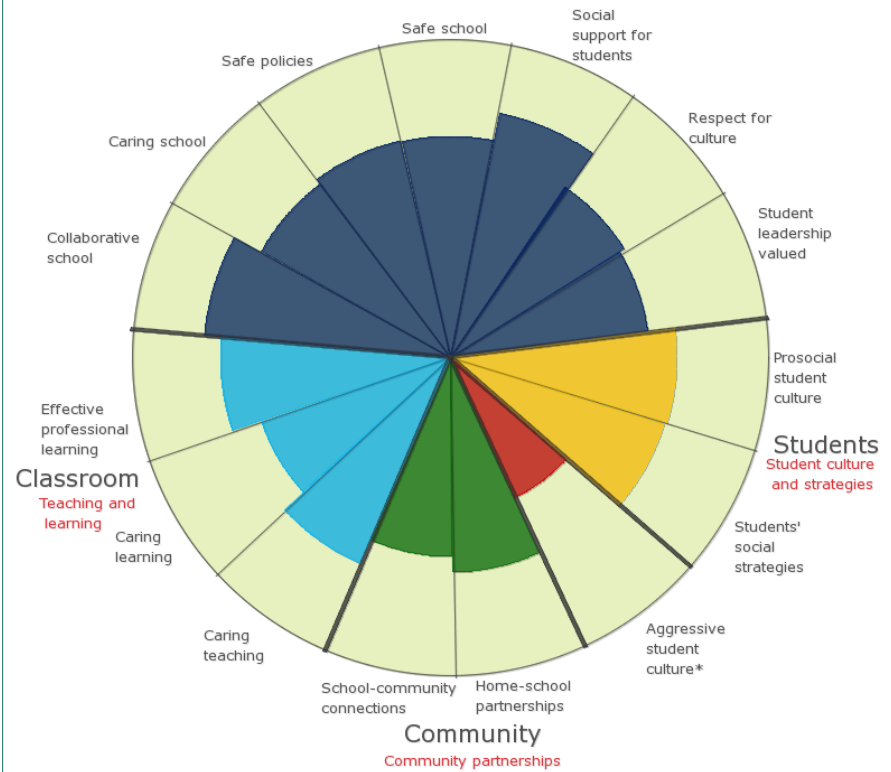
Wellbeing@School School Self-Review Tool SSRT  
School at a Glance report

July 2013



## School-wide

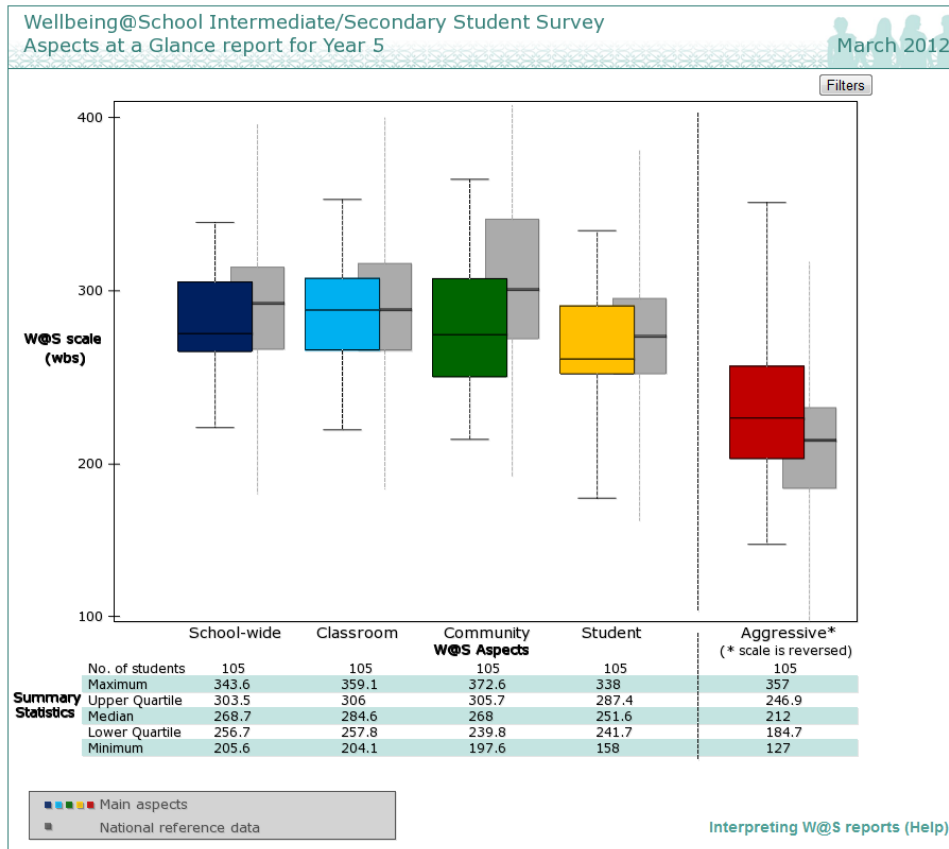
School-wide climate and practices



Main aspects (my school)

\*Aggressive scale is reversed. A low scale unit indicates a low aggressive behaviour

# Reporting: Aspect Reports



Explore overall patterns

Explore the aspects and sub-aspects

Recognise similarities and differences amongst sub-groups

# Reporting: Item Reports

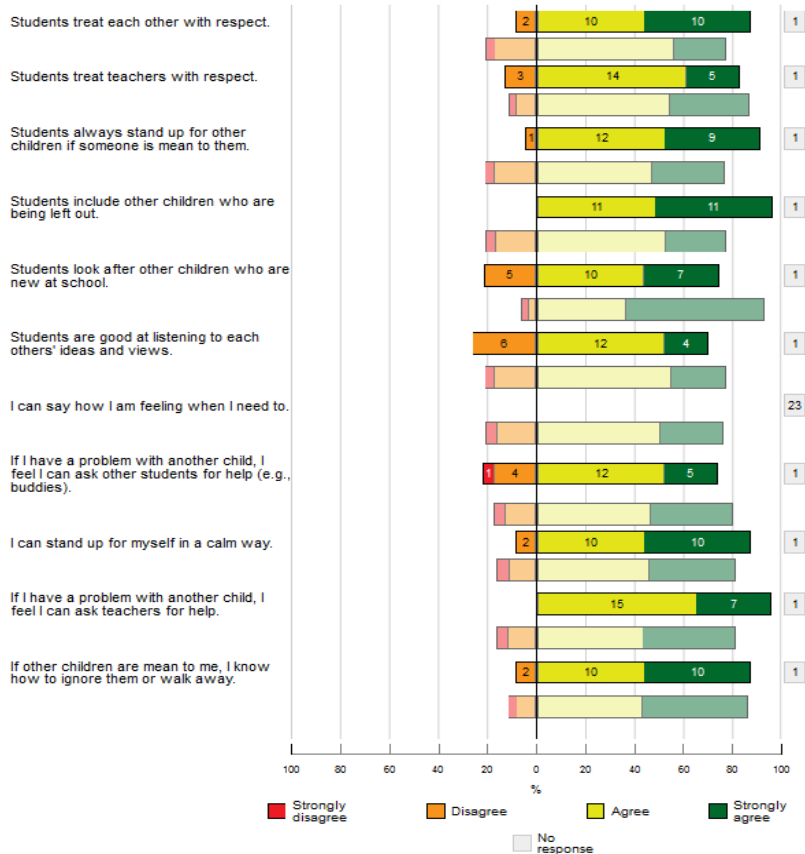
Wellbeing@School Primary/Intermediate Student Survey  
 Items at a Glance report for March 2012

Prosocial student culture

Prosocial student culture

School Area

Previous section Next section



Detailed information - student or teacher responses to survey questions.

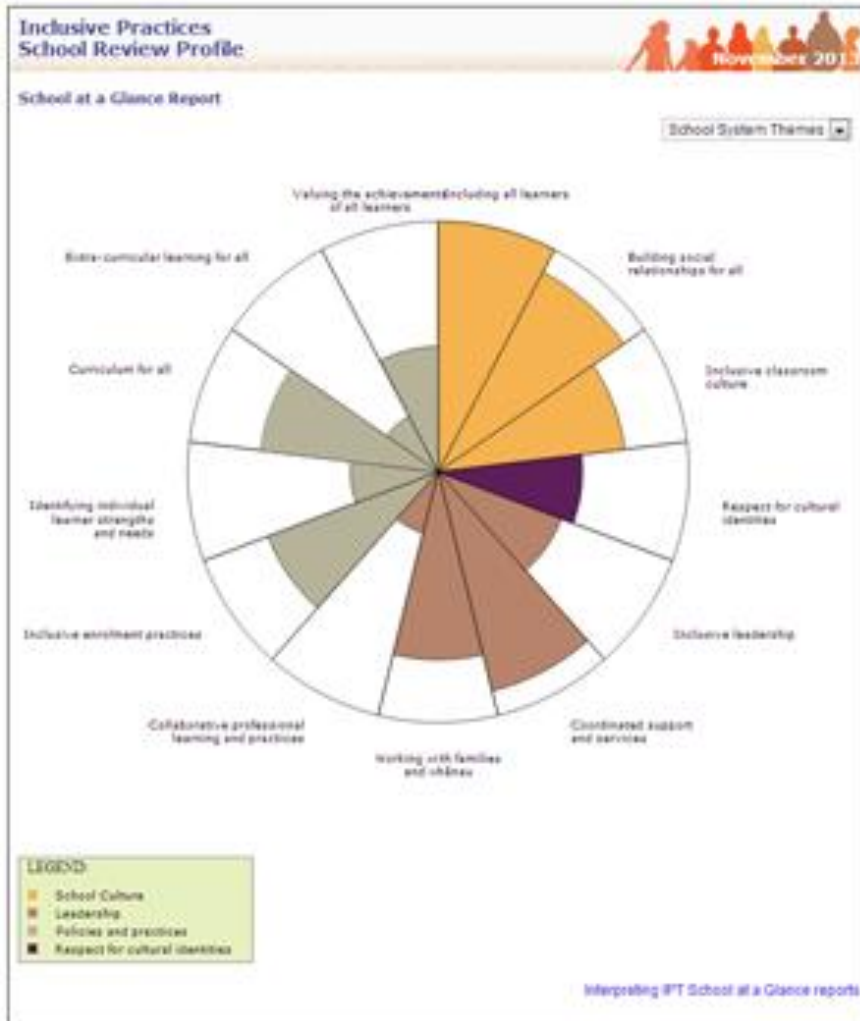
Can compare (very broadly) some staff and student responses

# Working Towards Change



## Inclusive Practices Tools

# Reporting: School at a Glance

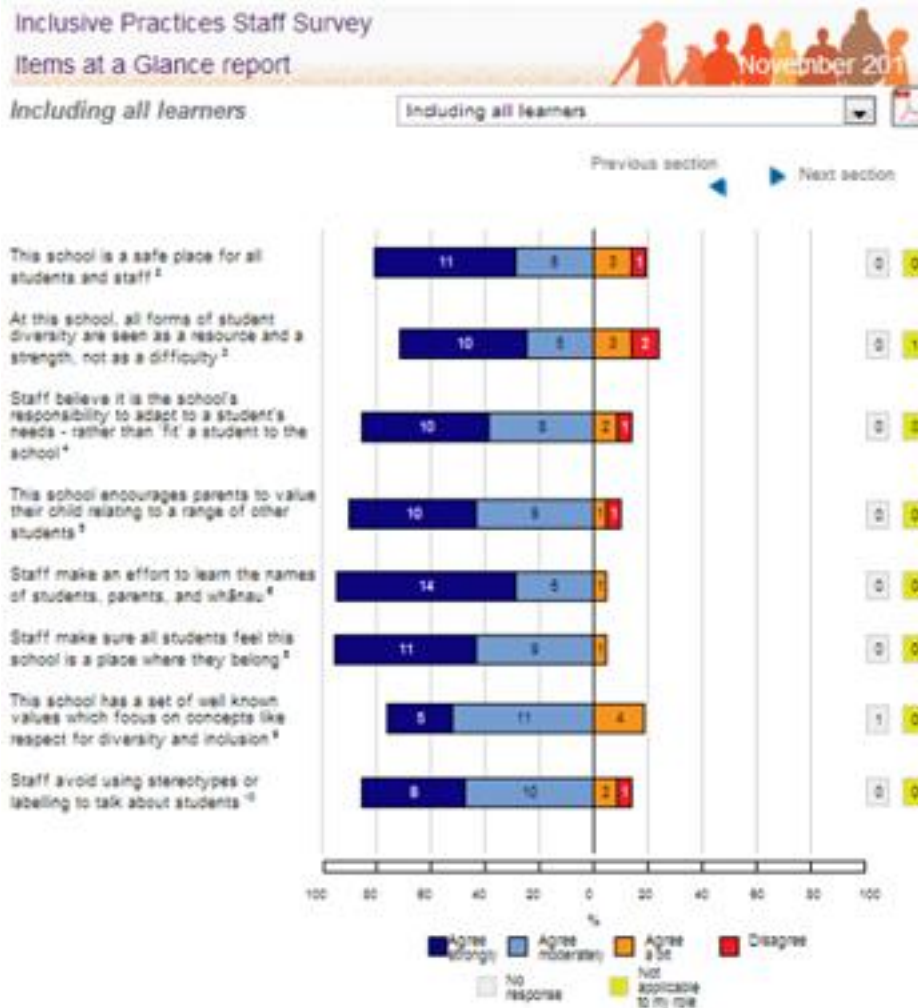


Explore overall patterns - strengths

Identify particular *themes* and *sub-concepts* for next step planning

Compare two time-points for progress

# Reporting: Items at a Glance



## Explore overall patterns & strengths

- Presence
- Participation
- Learning

For further information regarding the website and surveys please contact:

**[wellbeing@nzcer.org.nz](mailto:wellbeing@nzcer.org.nz)**

For further information regarding analysing and collating the data please contact:

**[educationadviser@nzcer.org.nz](mailto:educationadviser@nzcer.org.nz)**