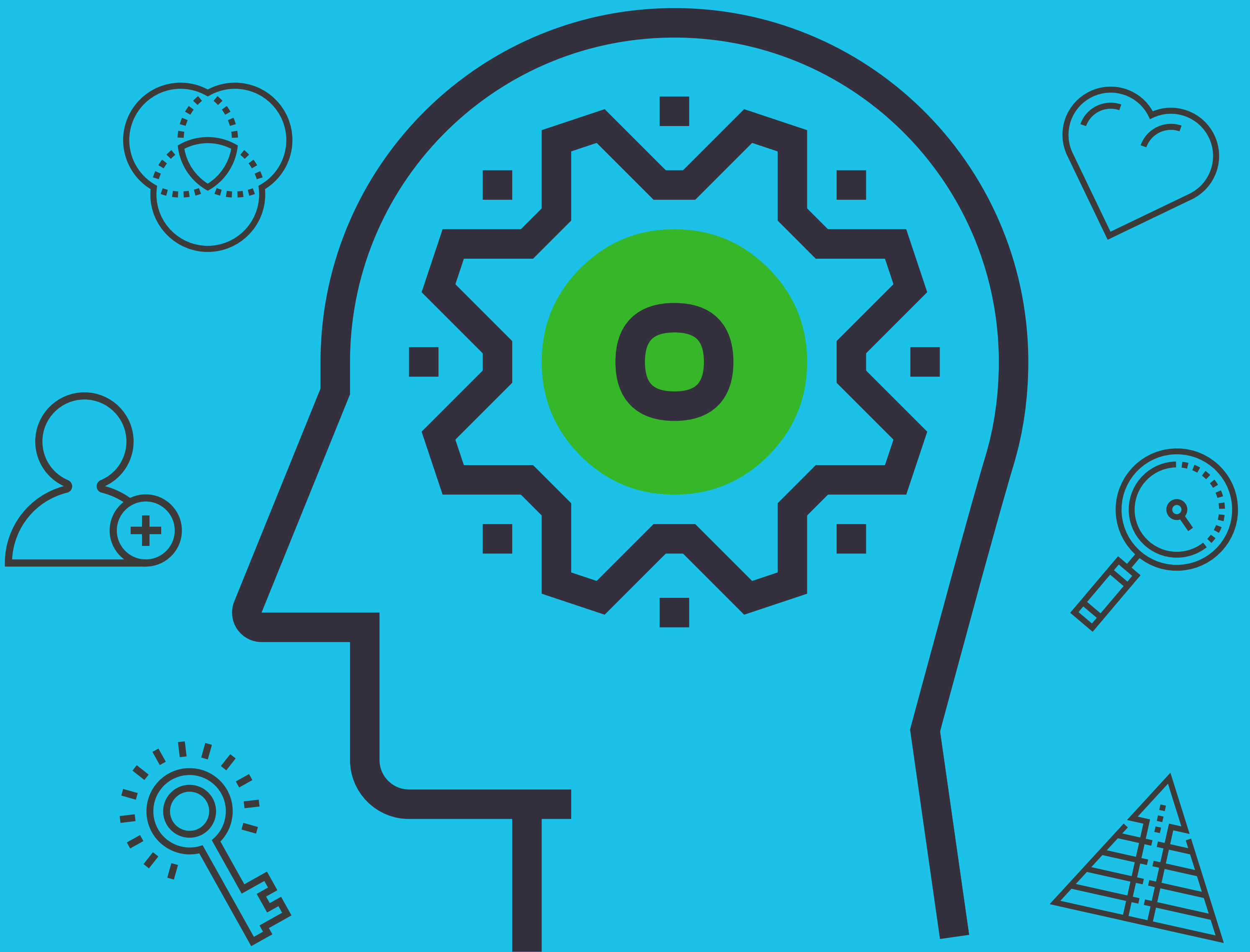




HOW TO TAKE THE HEADACHE OUT  
OF WELLBEING

# POSITIVE EDUCATION AUDIT



An Appreciative Inquiry Approach



This audit is to be conducted at a stage meeting. It is based on Cooperrider's (1980) Appreciative Inquiry model of change and Seligman's (2011) theory of wellbeing - PERMA. Seligman states that in order to have high levels of wellbeing we need to experience:

P Positive emotions

E Engagement - absorption in tasks of interest

R Positive relationships

**M** Meaning - contributing to something bigger than ourself; such as, our family, a charity or an interest group

A Accomplishment - celebrating the process of learning as much as the outcome

In terms of student wellbeing, what does our school do well at a whole-school level? For example, at assemblies, on the sportsfield, in the playground, in the newsletters.

[illegible]



In terms of staff wellbeing, what does the school do well? For example staff meetings, staff socialisation, communication.

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In terms of student and staff wellbeing, what do we do well as a stage group?

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In terms of student and staff wellbeing, what do we do well in our classrooms?

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What could be improved - in the school, classroom, and staffroom? Or what would we like to see more of? .....

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What are some realistic improvements that our school could make?

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Taking this solutions focused approach allows the focus to be on what is working well, whilst still unearthing where the deficits lie.

The Executive/Leadership team is to be mindful that this audit may:

1. Raise issues of concern, but also
2. Highlight what the school/staff are doing well.

Consequently there needs to be a commitment to both address concerns and celebrate successes. It is recommended that the results of the four-stage audit are reviewed and shared with all staff. Then a team decision can be taken on 'What will be?' - What commitments to change would benefit the school - students and staff?

Consider how a whole school approach to wellbeing may address some of the concerns. How could focusing on the strengths of staff and students impact the school? How could this complement other initiatives that are working well? Find out more at [www.growingstrongminds.com](http://www.growingstrongminds.com).