**Table 6.2 Guiding Questions**

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| **Key question 1**: What is wellbeing?   * **Reflection Question**: Could your students, parents, and all staff define it in the same way? * **Evidence Question**: How do you know? What evidence supports this judgement? * *Possible artefact*: Survey each stakeholder group. Analyse the data in comparison with the espoused or written school definition. * *Deeper Link:* The definition is visible throughout the school. The definition is shared throughout the school and embedded within school culture (documents align with classroom language, visual displays e.g., Welcome Me, Know Me; Help Me To Learn)   **Key question 2:** What are the impactors to wellbeing in your school context?   * **Reflection Question:** Do your students, parents, and all staff outline similar impactors? Why/why not? * **Evidence Question:** How do you know? What evidence supports this judgement? * *Possible artefact:* Workshops with the stakeholder groups to brainstorm impactors to wellbeing. Discourse possible strategies to help mitigate impactors. * *Deeper Link:* These strategies could then be evidenced in school programs or documents.   **Key Question 3:** What are the enablers to wellbeing in your school context?   * **Reflection Question:** Do your students, parents, and all staff outline similar enablers? Why/why not? * **Evidence Question:** How do you know? What evidence supports this judgement? * *Possible artefact:* Workshops with the stakeholder groups to brainstorm enablers to wellbeing. Discourse possible strategies to build upon enablers. * *Deeper link***:** These strategies could then be evidenced in school programs or documents.   **Key question 4:** Are the school’s ways of working actually supporting wellbeing promotion?   * **Reflection Question:** Do your students, parents, and all staff see the school community working to support wellbeing promotion? * **Evidence Question:** How do you know? What evidence supports this judgement? * *Possible artefact:* Survey each stakeholder group. Analysis responses and develop actions as outcomes from the survey responses. * *Deeper Link:* These actions could then be evidenced in school programs or documents.   **Challenge questions:**   * How do you welcome people into your school community? Is it a surface welcome or is there on-going carefully scaffolded linkage? (Welcome Me) * How do teachers get to really know students and their needs? (Know Me) * How do staff get to know each other and their needs? (Know Me) * How do teachers help every individual student to learn and celebrate their learning success? (Know Me) * How do you really know how individual students are tracking socially/ emotionally/ academically and spiritually? (Know Me) * Do all students have at least one friend at school? How do you know? (Know Me) * How do school leaders help teachers to learn and experience success? (Help Me) * How do teachers help their school leaders to learn and feel successful? (Help Me) * How do you really know how individual students are tracking socially/ emotionally/ academically and spiritually? (Know Me) * Do all students have at least one friend at school? How do you know? (Know Me) * How have you captured student voice and worked together with students to really listen so I can learn? (Help Me) * How do you create a feeling of belonging in your school community? (Help Me) * How are teachers identifying wellbeing needs? (Know Me / Help Me) * How are these needs being meet by the schools? (Help Me)   **Evidence Questions:**   * How do you know? What evidence supports this judgement? * How do you evidence belonging? * How do you evidence friendship? * How do you evidence a welcoming school? |