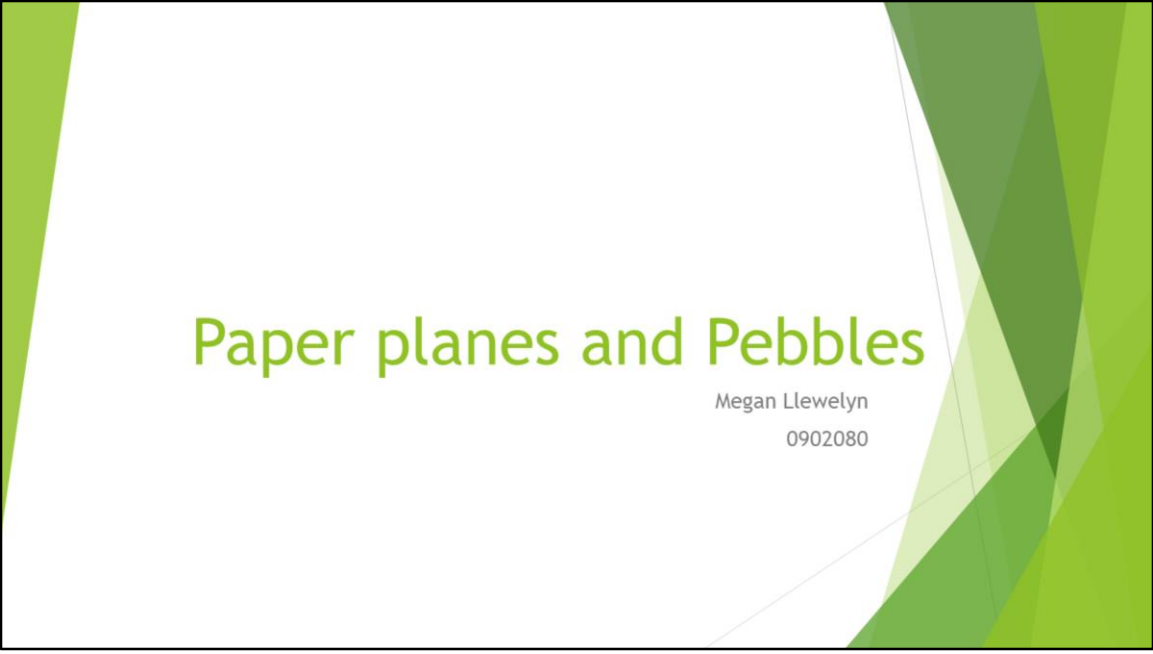


The background of the slide features abstract, overlapping geometric shapes in various shades of green, ranging from light lime to dark forest green. These shapes are primarily located on the left and right sides of the slide, framing the central text area.

Paper planes and Pebbles

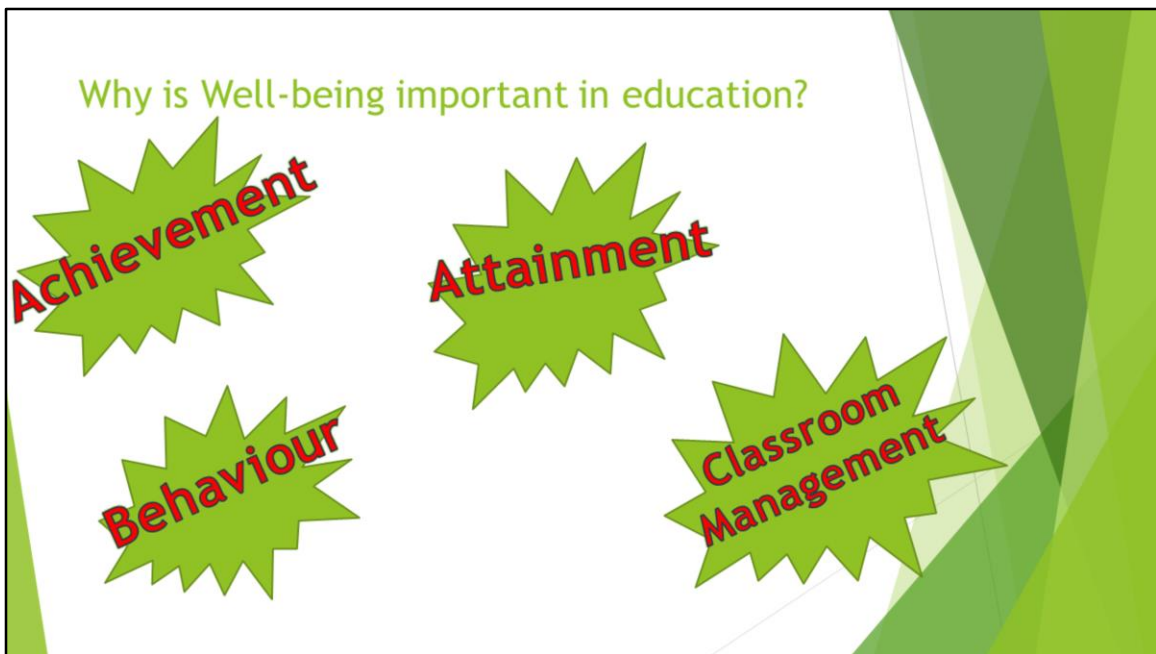
Megan Llewelyn

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Overview

- ▶ Well-being in education.
- ▶ Why is Well-being important in education?
- ▶ The Thrive Approach
- ▶ Creative approaches from Thrive

Here is an overview of what will be discussed throughout the presentation. Firstly Why is well-being important in education? The Thrive approach. And creative approaches from thrive.



Why is well-being important in education?

When considering well-being in education we typically hear these phrases not too far away. Achievement, Attainment, Behaviour.

In education, schools and teachers are under constant pressure to achieve as a whole school. Therefore it is important that each individual child achieves academically in order for the school to achieve (Mind.org.uk, 2013).

Individuals achieving academically - no other achievement is considered.

And by promoting well-being we all hope that these other aspects will also improve.

The promotion of well being in education is growing. Especially with Professor Graham Donaldson's curriculum. Health and Well-being is now one of the six areas of learning within Donaldson's curriculum (Initial Highlights of the Donaldson Report, 2015).

Previous and past experience, however, I felt and continue to feel that the true reason to promote wellbeing is



Happiness

Past experience with 1:2:1.

Academic work was depicted by his anxieties. (Children, 2017).

The Thrive Approach

- ▶ 44 question questionnaire
- ▶ Monitors and tracks information
- ▶ Provides practitioners with outcomes
- ▶ Creative approaches



thrive

The thrive approach is a 44 question questionnaire.

It is an ongoing process where children can be reviewed how ever often deemed needed in order to monitor and develop their wellbeing (The Thrive Approach, 2019). Practitioners can access this information in order to target specific children with low well-being.

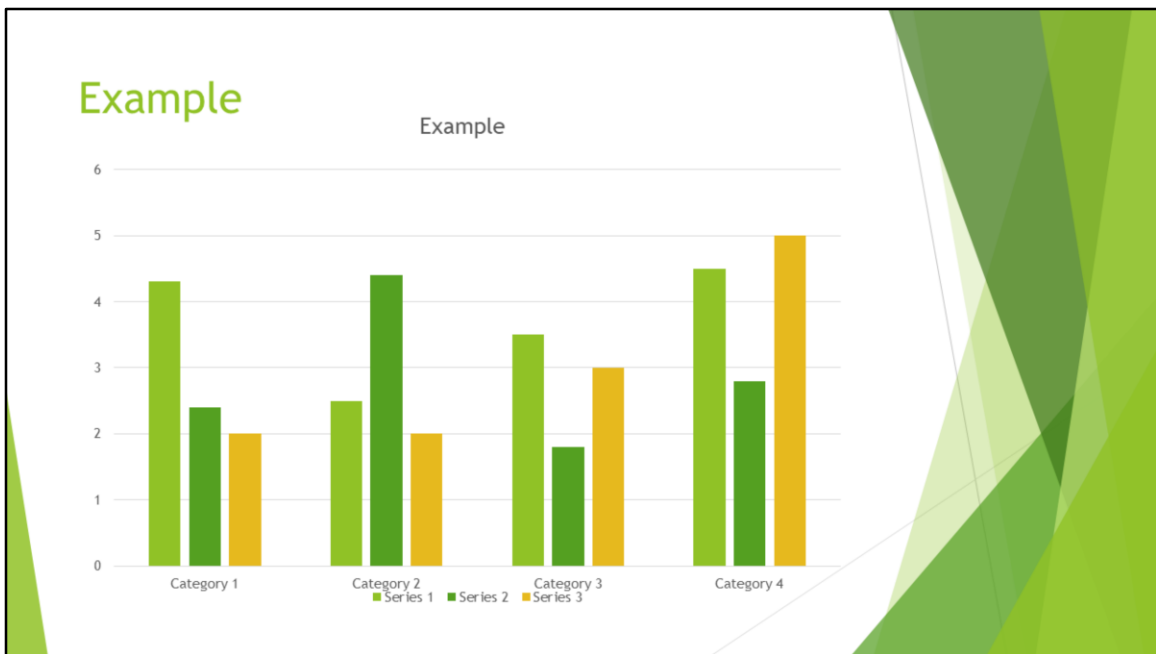
The answers then generate outcomes which are subjective to the individual child. The practitioner can then use those outcomes in order to help the children to engage in activities in order to develop their wellbeing.



The attachment theory is an aspect of thriving; focusing on emotional needs. These steps are measured from being, doing and finally thinking. As our emotional state has such an impact on the way we think and act, it has a significant impact on our behaviour choices. Our behaviour in turn helps us get on with others and be able to settle in to learn (The Thrive Approach, 2018).

Currently there are over 300,000 children and young people who have access to thrive.

This is person centered as each child will receive different methods that best suits them and their needs (The Thrive Approach, 2018). It is not an academic service,. However, one of the main outcomes is to ensure that those children have the opportunity to improve their wellbeing, which, in turn, hopes that it will encourage and increase their academic achievement (Burnham and Baker, 2010, t92).



Here is an example of a thrive questionnaire and how it generates and monitors answers consecutively.

Discuss example questionnaire – graphs – action plan – creative approaches

Example of creative approach – therapeutic storytelling.



Story telling can be used to provide children that are having difficulty to discuss or acknowledge their feeling and emotions. Children with low well-being may be reluctant to disclose information that is sensitive to them (Killick and Boffey, 2012). Or some children may not have the literacy capabilities to comprehend and understand their own emotions in order to discuss them. Stories can help children to relate to a similar scenario to what they are experiencing themselves. Stories can also enable children to understand their feelings. Also story telling helps children to discover a meaning to the story, one which is related to their current feelings. Story telling therapy can help with behavioural issues, if the child can identify poor behaviour in the story they may be able to compare to their current behaviour and in turn change accordingly (Killick and Boffey, 2012). Story telling therapy can also help children become more open to discussing their feelings and emotions if they see that the story closely relates to themselves they may feel as though they are not alone. (Killick and Boffey, 2012)

Conclusion

- ▶ Financial Investment
 - ▶ 300,000 children and young people.
- ▶ Emotional Investment
 - ▶ Time
 - ▶ Empathy
 - ▶ Practise

Financial Investment

It is clear to see that with over 300,000 children and young people accessing Thrive that there is a number of financial investment in the programme. With every school investing in the programme it is clear to see that Thrive is satisfying a number of individuals emotional needs.

However, when considering investment in childrens well-being, i prefer to consider time. It is clear to see that the creative approach of story telling therapy does not need to be derived from Thrive. Therefore if a school can not afford to invest in the Thrive approach then they can still use creative approaches such as story telling, painting, facial expression games in order to support and develop childrens well-being. That said I do believe that The Thrive Approach is a beneficial tool to use in order to help childrens well being and i believe it should be encouraged in every school.

Diolch

Any questions?

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