



OUR REF :

TRN : 100259955100003

'BUILDING BRIDGES OF TOLERANCE'

DATE: Thursday, 31st October

To: Parents of students in Years 7-13- **STUDENT WELL-BEING CENSUS RESULTS 2018 in advance of the new KHDA WELL-BEING CENSUS 2019 AT ST. MARY'S CATHOLIC HIGH SCHOOL, DUBAI**

Dear Parents,

Greetings from St. Mary's Catholic High School, Dubai. You would have already received the Parent letter from KHDA that we sent you regarding the Dubai Student Well Being Census. We are sharing with you detailed results from the previous census so that you are clearly aware of these important parameters that influence the well-being of our children and so you could also engage with them in conversations at home about those parameters that are affecting their well-being. Let us work together on improving student well-being both at home and at school. We are also happy to share the vast number of parameters that our children are doing very well on and it is definitely a reason to celebrate their well-being journey.

Student Well-Being: What About It?

Many tend to relate well-being to happiness. However, happiness does not define well-being; the feeling of happiness is only one aspect of overall well-being, which comprises other factors.

Research Scientist Dr Imelda Caleon explains: "Well-being is a complex multidimensional construct. Some might equate it with happiness and quality of life. However, it is often conceived as a *combination* of both 'feeling good' and 'functioning well'."

Feeling good is associated with the *hedonic* tradition in describing well-being, which emphasizes the *positive emotional states*. This includes positive affect such as the feeling of joy and pleasure, and satisfaction with life. *Functioning well*, on the other hand, is associated with the *eudemonic* approach of understanding well-being as going beyond positive emotional experiences to emphasize *meaning, sense of purpose* and *self-realization*.

Importance of Well-Being

"The issue of student well-being needs to be tackled head-on, given that it not only affects the socio-emotional realm but also has detrimental effects on students' overall learning and future life outcomes." - **Dr Imelda Caleon**, Office of Education Research at NIE



Over the past 10 years, a growing body of evidence shows why student well-being is an important element of education and overall student success. Two big reasons emerge. One is the recognition that schooling is about much more than academic outcomes. Second, students with high levels of well-being tend to have better academic *and* life outcomes, in school and beyond.

Unpacking the Concept of Well-Being

Professor Carol Ryff, an American psychologist, conceived well-being as *optimal functioning*, which comprises six broad dimensions that cover the eudemonic aspect: *self-acceptance, positive relationships, autonomy, environmental mastery, purpose in life and personal growth*.

Another American psychologist, Professor Martin Seligman, proposed the PERMA model of well-being as comprising *positive emotions, engagement, positive relationships, meaning and accomplishment*. This emphasizes both the eudemonic *and* hedonic aspects of wellbeing.

KEY FINDINGS FROM OUR SCHOOL DATA

YEARS 11 TO 13	
Our students' well-being strengths	Well being areas we must work on
Optimism	Perseverance
Emotion Regulation	Worries
Distress	Sleep
Connectedness to adults at school	Resilience
Emotional engagement with teachers	Engagement Flow
Friendship Intimacy	
Cognitive Engagement	
Academic Self Concept	
Expectations for Success	
Future Goal Planning	
School Work	



KEY FINDINGS FROM OUR SCHOOL DATA

YEARS 7 TO 10	
Our students' well-being strengths	Well being areas we must work on
Optimism	Perseverance
Emotion Regulation	Worries
School Belonging	Sleep
Connectedness to adults at school	Engagement Flow
Emotional engagement with teachers	
Friendship Intimacy	
Academic Self Concept	
Peer Belonging	
School Work	

WHAT FIRST STEPS HAVE WE TAKEN AS A RESULT OF THESE FINDINGS?

- *Every class has a dedicated Well-Being Champion from among the students to champion various well-being causes through the year.*
- *The school timings were extended by 10 minutes this year to allow for an additional class teacher time with every class at the end of the day as well so as to give the class a space to share any concerns that might have arisen during the day. It is also a space for the teachers to address important general issues about students' overall health, well-being, cyber security, reading etc. It is essentially a time for 'sharing'.*
- *All students are asked to choose ONE WELL-BEING GOAL for two months and these are displayed in their classroom. At the end of two months, students will be asked to reflect on how well they have achieved that goal or if they need an extended time frame. Others will move on to a new well-being goal. We believe that helping students make small yet steady lifestyle changes will have a more sustainable impact on their overall well-being.*
- *We are launching Well-Being Wednesdays from November 2019 onwards for which further information has been included in the other circular sent today.*

