

Flourish Project a comparative study of global school wellbeing indicators

November 2021

This informal research study examines a range of frameworks being used across the world through the ecological lens of the seven levels of the Flourish Model. It is being updated on a regular basis to inform the ongoing development of the project.

Flourish Model Core Domains and Descriptors

SECURITY: Physical Security and Health (PSH)

RELATIONSHIP: Relational Wellbeing (RW)

INDEPENDENCE: Personal Resilience/Self-esteem (RSE)

ENGAGEMENT: Positive Involvement and Functioning (PIF)

FULFILMENT: Positive Integration and Expression (PIE)

CONTRIBUTION: Social Connection and Self-worth (SCW)

GROWTH: Meaning, Purpose and Vitality (MPV)



Level 1 SECURITY: Physical Security and Health (PSH)

Includes shelter and support, health of the environment, nutrition, quality of sleep, movement and exercise, access to nature trusting the world, being in touch with your body, sensory-awareness, self-knowledge and regulation

Fears and Limitations: the world is unpredictable and therefore dangerous/unsafe, I am not safe enough, I am not well enough, I do not trust things to be ok, I need to always be vigilant, I do not have enough, helplessness

Optimised Adult Qualities: the ability to understand and structure the environment to maximise health and learning possibilities, the adoption of tools and techniques to optimise sensory awareness/being in touch with the body, the ability to understand the importance of spending time in nature, the ability to self-regulate, staying grounded in what is physically possible

Level 2 RELATIONSHIP: Relational Wellbeing (RW)

Includes connection, love, affection, nurturing, understanding, oracy, dignity, respect family, peers, school, neighbourhood, self-image, love, affection, dignity, integrity, respect, fun, humour, trust, co-operation, listening, communication, empathy, respect for diversity

Fears and Limitations: Judgement, Bullying, Abuse, Abandonment, Humiliation, I don't understand or trust other people, other people don't understand me, I am different, I don't fit in, I will get it wrong, I will be seen as stupid, I will be made to feel bad about myself, I am not good enough, people who are different from me are threatening/dangerous, I need to protect myself, I need to show others that I am strong/ok

Optimised Adult Qualities: trusting self and others, being able to express and receive love and affection, being an effective communicator, expressing emotions appropriately, recognising emotions in self and others, understanding the causes and consequences of emotions in self and others, using authentic words and actions, the ability to listen to others, the ability to be open to different points of view, the ability to be non-judgemental, the ability to nurture relationships built upon inclusion, acceptance, cooperation and trust

Level 3 INDEPENDENCE: Resilience and Self- esteem (RSE)

Includes personal agency, self-direction, goal-setting, overcoming challenge and difficulty, resilience, perseverance, self-regulation, empowerment, mastery, achievement, self-esteem

Self-confidence, curiosity, problem-solving, risk-taking, perseverance, overcoming challenges, learning from failure, courage, resilience, authenticity, self-worth, intrinsic-motivation, self-development, self-efficacy, personal mastery, self-organisation, adaptability, self-direction

Fears and Limitations: I am not going to be able to understand what is needed, I can't do it, I will fail, it will make me feel bad about myself, I will look stupid, I need to rely on others, there's no point trying, I am not clever enough, self-blame, shame

Optimised Adult Qualities: the ability to self-organise, the ability to problem-solve and overcome challenges, adaptability, patience and perseverance, courage and authenticity, recognising the value of failure, acknowledging human imperfection, self-confidence

Level 4 ENGAGEMENT: Positive involvement and functioning (PIF)

Includes novelty, curiosity, challenge creativity, adaptation, innovation, entrepreneurship interest, concentration, study, playfulness, flow, creativity, innovation, entrepreneurship creative-thinking, technology-embracing, focus, planning, strategy, boundary-spanning, efficacy-building, playful leadership, curiosity, challenge, openness, accountability

Fears and Limitations: this has no relevance to my life, it is boring, I can't see the point, other people can do this better than me, nothing interests or excites me about this

Optimised Adult Qualities: playfulness, openness, humour, creative-thinking, innovation and

entrepreneurship, testing boundaries, leadership, accountability

Level 5 Fulfilment: Positive Integration and expression (PIE)

Includes personal achievement, individuality, self-expression, self-worth, individual meaning and purpose, success as optimising personal skills and capacities cohesion, self-expression, individuality, personal achievement, personal value authenticity, self-responsibility, achievement, excellence, peak performance, professionalism, presence, power, working to the edge of your skills and capacities

Fears and Limitations: it's too risky, I will be seen and judged, I don't want to be blamed if it goes wrong, my ideas and activities have little or no value, I will fail

Optimised Adult Qualities: individuality, integrity, self-expression, self-responsibility, professionalism, presence, power, flow, joy

Level 6 CONTRIBUTION: Social Connection and Self-Worth (SCW)

Sense of connection, participation, inclusion, equity, rights, having a voice, social sense of meaning and purpose, caring, responsibility, generosity, tolerance, inclusion, understanding where you fit, success as being able to contribute to the whole participation, inclusion, significance, community involvement, social media, kindness, generosity, humility, giving, service, self-responsibility, personal impact, global citizenship, making a difference, compassion, humour, cooperation, collaboration, team-development, team-learning, community, interpersonal agility, systems-thinking, celebrating diversity, cultural responsiveness, advocacy, diplomacy

Fears and Limitations: I have nothing of worth to contribute, no-one cares about my thoughts, ideas and opinions, there's no point in trying to change the system, it's better to stay quiet/hidden, I have little or no value, I am invisible

Optimised Adult Qualities: active cooperation, deep-listening, systems-thinking, generosity, the ability to model inclusion and respect for others, the ability to express care and compassion, the desire to achieve the best outcomes for all, the ability to foster creativity and innovation in others

7. Level GROWTH: Meaning, Purpose and Vitality (MPV)

Self-reflection, Life goals, Faith, Hope, Love, Compassion, Future Generations Clear goals, simplicity, vision, mission, continuous development, ecological stewardship, wisdom

includes inner development, love of learning, celebrating unique skills and capacities, heart/soul fulfilment and expression, valuing challenge and difficulty, life meaning and purpose, understanding others, compassion, connection to nature, safeguarding the planet, success as becoming a caring global citizen

Fears and Limitations: my life has no meaning/purpose, it is hopeless, what's the point of it all, the unknown is dangerous, nothing will ever change, there's no point in hoping for anything better, there's no point in learning anything new, I don't care about the wellbeing of others.

Optimised Adult Qualities: a recognition of the joy of life-long learning, the ability to see the big picture, a personal sense of meaning and purpose, promoting the environmental conditions for mutual growth, demonstrating a commitment to life-long learning and positive ongoing change and transformation, the development of a sense of personal simplicity, contentment and joy, the ability to positively impact the lives of others, envisioning infinite potential/possibilities

Global Wellbeing Frameworks as of Nov 2021

Harvard Flourishing Measure, Flourishing at School, Adolescence Resilience Questionnaire (ARQ), NZ Wellbeing Scale, NEF Five Ways to Wellbeing, Scottish GIRFEC Scale, Gwent Wellbeing Scale, Stirling Wellbeing Scale, Warwick Edinburgh Wellbeing Scale, GL Pass Data, Anna Freud Centre, CASMAC Measures of Character, Self-Transcendence Measures, Prosocial, BeeWell, Third Path, ARACY Wellbeing Wheel

Level 1 SECURITY: Physical Security and Health (PSH)

Harvard Flourishing Measure

In general, how would you rate your physical health?
How would you rate your own overall mental health?
How often do you worry about safety, food or housing?
How often do you worry about being able to meet normal monthly living expenses? (adult)

Flourishing at School/PERMA

Nutrition: Regular consumption of healthy food and beverages (e.g. About how many serves of vegetables do you eat each day? (1 serve = ½ cup or the size of a computer mouse)

Exercise: Regular amount of aerobic, resistance and incidental exercise performed (e.g. About how often do you engage in high intensity exercise for at least 30 minutes (e.g. running, cycling, swimming, basketball, netball etc.))?

Sleep: Regularly obtaining a sufficient amount of good quality sleep (e.g. About how long do you sleep most nights?).

Adolescent Resilience Questionnaire

I try to live a healthy life
My family understands my needs
My family is a safe place when things are falling apart
My family provides me with emotional support
I can be honest with my family about how I feel
I don't feel loved by my family
There is someone in my family that I can talk to about anything
If I have a problem, there is someone in my family that I can talk to
My friends are caring and supportive
If I have a problem, there is a friend that I can talk to
I have a friend that I can trust with my private thoughts and feelings
My teachers are caring and supportive
I have a teacher that I feel looks out for me
There is an adult at the school that I feel I could talk to if I had a personal problem
I get bullied or teased at school
I feel safe at school
I hate going to school
I like my neighbourhood
I like the people in my neighbourhood
I trust the people in my neighbourhood
I feel isolated in my neighbourhood
The people in my neighbourhood go out of their way to help
The people in my neighbourhood look out for each other
The people in my neighbourhood look out for me
People in my neighbourhood know me personally
There is an adult in my neighbourhood that I could talk to if I had to

NZ Wellbeing Scale

Students strongly agree that they feel safe at school.

Students report occasional instances of threats and force being used against them.

Students report a high incidence of threats and force being used against them. They also report a high incidence of being hit, pushed or hurt on purpose

Students strongly agree that they feel safe when going to and from school.

There is agreement that people get on with each other in their community, and that students feel safe going to and from school.

Students disagree that they feel safe going to and from school.

There is strong agreement that students know how to ask a teacher or other students for help if they are having a problem with another student.

There is agreement that the school buildings and grounds are looked after.

There is disagreement that the school buildings and grounds are looked after

Students agree that they feel safe at school.

There is agreement that teachers get on well with students from different cultures and backgrounds and that students are encouraged to get on with students from different cultures or backgrounds.

Students agree that behaviours like hitting or bullying are not OK at school.

However, they disagree that teachers are interested in their culture or family background, or that they are asked for ideas about how to get on better with each other.

There is disagreement that everyone knows the school rules about behaviour.

Students do not feel that everyone believes the school values are important, nor that everyone knows what to do if someone is being hurt or bullied.

Students agree that they always stand up for others who are being hassled. If they are having a problem with another student, they agree that they feel they can ask for a teacher's help and know how to ask other students for help.

Students agree that if other students are hassling them they know how to ignore it or walk away. They also agree that they look after new students at school.

There is disagreement that students always stand up for those who are being hassled, that students include others who are being left out, and that students treat each other with respect.

Students do not feel safe at school, and do not feel they belong or are accepted for who they are.

Students have a strong sense of belonging and being accepted, and there is a strong belief that the school values are important. "Everyone" knows the school rules about behaviour, and everyone knows what to do if someone is being hurt or bullied.

Students agree that they are taught what to do if they are being hassled or bullied, that teachers will always take action if someone is being hit or bullied, and that teachers often praise students for helping each other.

NEF Five Ways to Wellbeing

Be Active

Scottish GIRFEC Scale

SAFE: Protected from abuse, neglect or harm at home school and in the community

I know how I can keep myself safe and who I can ask to help me

HEALTHY: Having the highest sustainable standards of physical and mental health, access to suitable healthcare and support in learning how to make healthy and safe choices

I eat a balanced diet, exercise, clean my teeth, wash my body and have friends

ACTIVE: Having opportunities to take part in activities such as play, recreation and sport, which contribute to healthy growth and development, both at home and in the community.

I can exercise, play, dance, take part in games and go on outdoor adventures

Gwent Wellbeing Scale

(Student)

I feel safe at this school

I feel I can trust this school

There are safe places I can go in this school when I need to

(Parent) I feel I can trust this school

(Teacher) I feel safe at this school

Stirling Wellbeing Scale

I've been feeling calm (positive emotional state)

I've been feeling relaxed (positive emotional state)

I think lots of people care about me (positive emotional state)

Warwick Edinburgh Wellbeing Scale

I've been feeling relaxed

GL PASS Data

I worry about getting my work right

Anna Freud Centre

I have problems sleeping

I wake up in the night

I am shy

I feel scared

I worry when I am at school

I get very angry

I am calm

When I need help. I can find someone to talk to

I know where to go for help if I have a problem

Away from school there is an adult who I can trust (student resilience)

Are there students at school who would 1) explain the rules of the game if you did not know them? 2) help you if you hurt yourself? 3) make you feel better if someone is bothering you? 4) help you if other students are being mean to you? (student resilience)

Prosocial

Being able to develop healthy bodies and minds

BeeWell

In general, would you say your physical health is excellent/verygood/good/fair/poor (Health and Routines)

How many days in a usual week are you physically active? Remember, we are interested in things that make you hot, sweaty and/or breathe faster (Health and Routines)

Is the amount of sleep you normally get enough for you to feel awake and concentrate on your schoolwork during the day? (Health and Routines)

How many times a week do you usually eat fruits and vegetables (Health and Routines)

How many times a week do you usually eat sweets, chocolate or crisps, or have fizzy drinks? (Health and Routines)

I feel scared (emotions)

I have problems sleeping (Emotions)

I wake up in the night (Emotions)

I feel safe in the area where I live (Environment and Safety)

How happy are you with the home that you currently live in? (Environment and Society)

The Third Path

Safety: Students need to feel emotionally safe in order to learn and grow

ARACY Wellbeing Wheel

Safety and Physical Health, Material Wellbeing

Sense of safety, Safe Behaviour, Physical health, Feels provided for

Level 2 RELATIONSHIP: Relational Wellbeing (RW)

Harvard Flourishing Measure

I am content with my friendships and relationships

My relationships are as satisfying as I would want them to be

Flourishing at School/PERMA

Having relationships with family and friends that are enjoyable and based on mutual trust (e.g. My friends and I trust each other).

Adolescent Resilience Questionnaire

Individual

I easily get frustrated with people

I worry about what other people are thinking about me

I find it hard to express myself to others

If I have a problem, I know there is someone I can talk to

If I can't handle something I can find help

I make friends easily

I have a hard time getting along with others

I enjoy meeting new people

I find it easy to talk to people

I feel confident that I will have a romantic relationship

I get a buzz out of meeting new people

I am patient with people who can't do things as well as I can
I get frustrated when people make mistakes
I am easily frustrated with people
I expect people to live up to my standards
People come to me with their problems
I can express my opinions when I am in a group
I feel pressured to do things because my friends do them
I am a good listener
I listen carefully to my friends when they have problems
People who know me think that I am understanding
I am forgiving of other people
I feel alone in the world
I can understand how other people feel when they talk with me about their problems
I feel I am misunderstood
I think about what things might be like for other people
I feel shy around people

Family

My family understands my needs
My family is caring
My family listens to me
I feel close to my family
I can be honest with my family about how I feel
My family puts me down
If I have a problem there is someone in my family that I can talk to
There is someone in my family that I feel very close to
We do things together as a family
My family listens to me
People in my family expect too much from me
I can be honest with my family about how I feel
People in my family are too busy to pay attention to me
I don't feel loved by my family
There is someone in my family that I can talk about anything
My mum or dad is over-protective of me

Peer Group

I have fun with my friends
My friends like doing the same things as me
My friends leave me out of things
I have a group of friends that I keep in touch with
My friends are caring and supportive
The amount of time that I spend with my friends is (Too little/enough/too much)
I have a friend that I feel close to
When I am down I have friends who cheer me up
I have a group of friends that I keep in touch with regularly
I have a friend I can trust with my private thoughts and feelings
I have friends who make me laugh
I enjoy being around people my age
I get to spend enough time with my friends
I feel confident around people my age
I feel left out of things
I wish I had more friends I felt close to
I find it hard making friends
My friends get me into trouble

School

My teachers are caring and supportive
I have a teacher that looks out for me
My teachers expect too much of me
There is an adult in the school I could talk to if I had a personal problem
I get bullied or teased at school