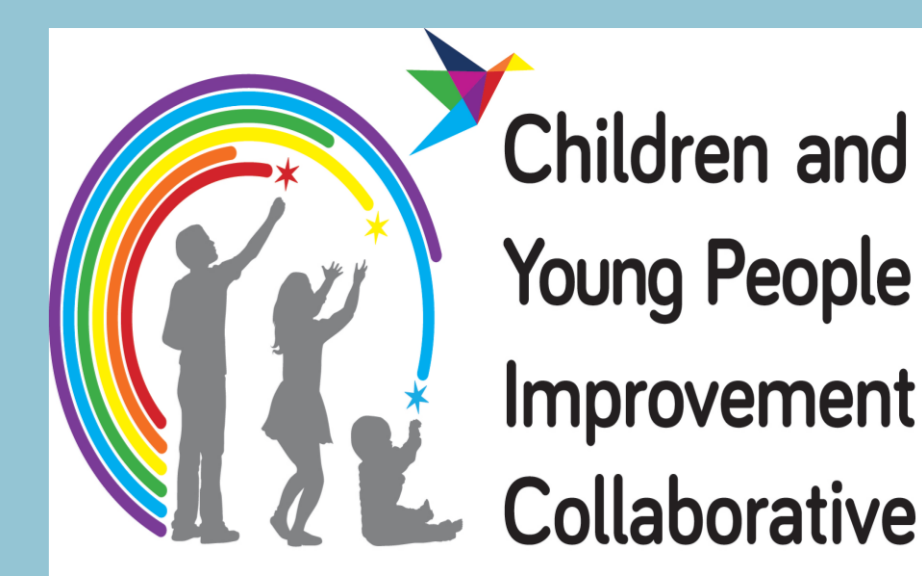


Improving Level of Wellbeing



Debony Leitch, Class Teacher, Dalgety Bay Primary School
Lynne Tobin, Principal Teacher, Fife Pedagogy

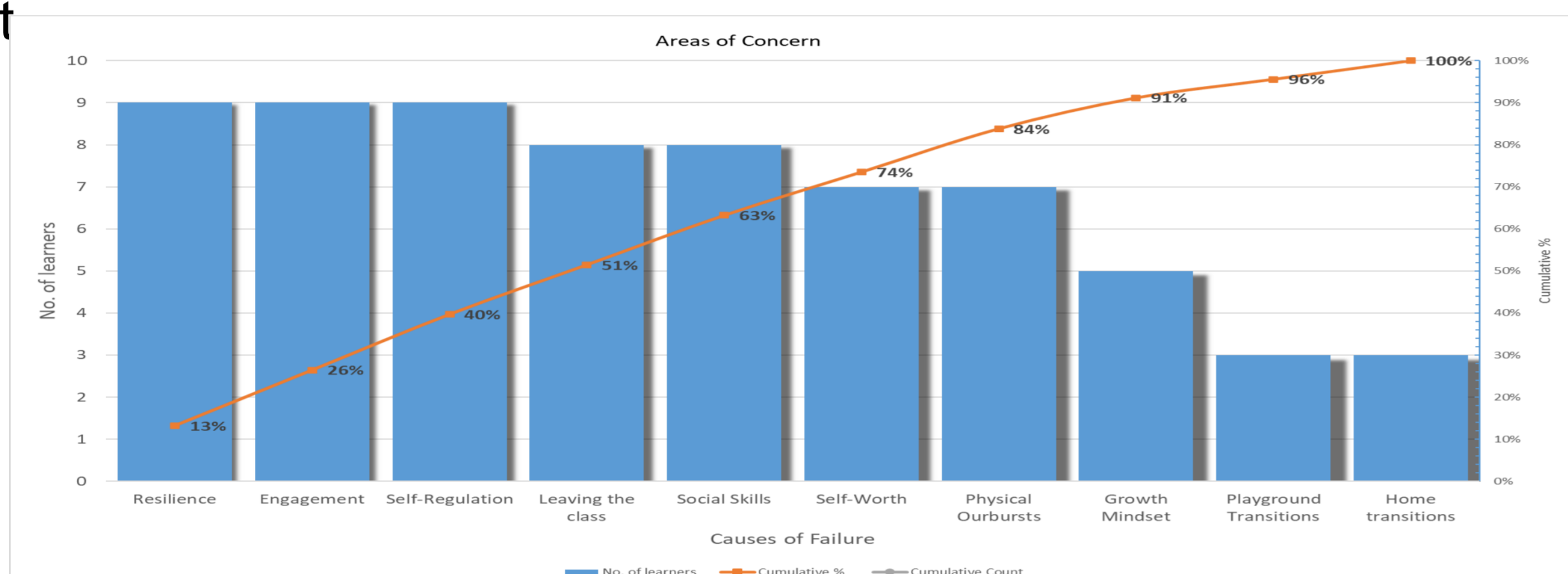
As schools started to return to 'in person teaching' (albeit with a number of mitigations) during the COVID-19 pandemic, this project was part of a group study across 4 primary school settings to explore how we can best improve learner wellbeing, relationships & engagement with learning during a challenging time for all.

The identified learner was demonstrating distressed behaviours and found self-regulating to be a challenge. This was impacting on their wellbeing and relationships with others. We wanted to improve the learner's levels of wellbeing so that they were able to engage with their learning and experience positive relationships with peers.

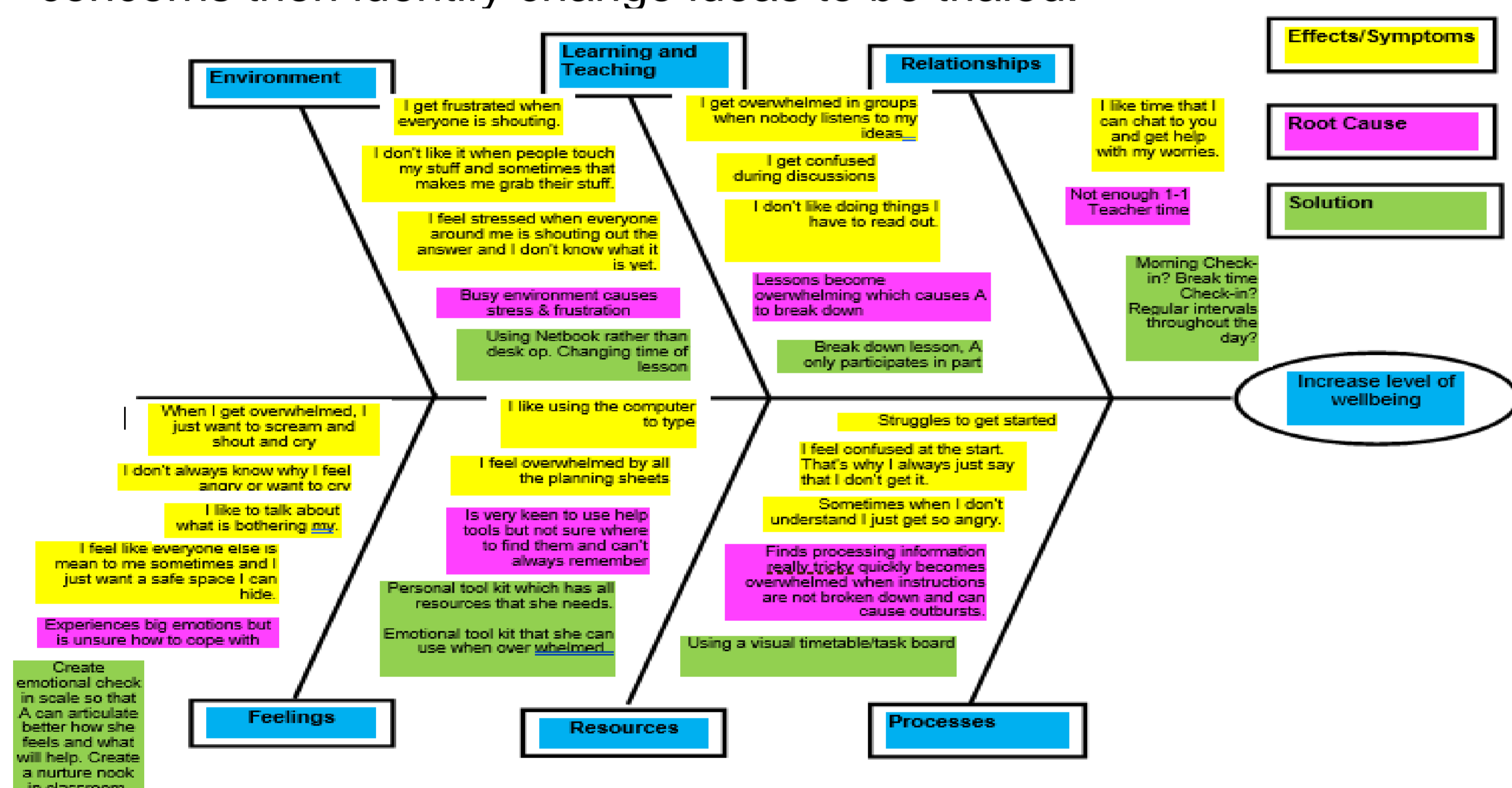
AIM: Increase daily level of wellbeing for an identified learner from 2 to 4 by end of March '22

Method

- An improvement team was set up across the schools to identify common barriers to learners & provide mutual support for the practitioners involved.
- Learners were selected due to observable challenges in class – resulting in difficulties in regulating emotions, positive relationships/wellbeing and engagement with learning.
- The pareto chart below highlights the areas of concern for the improvement team. Due to the impact on the identified learner, **self-regulation** was the focus area for the identified learner in the current project

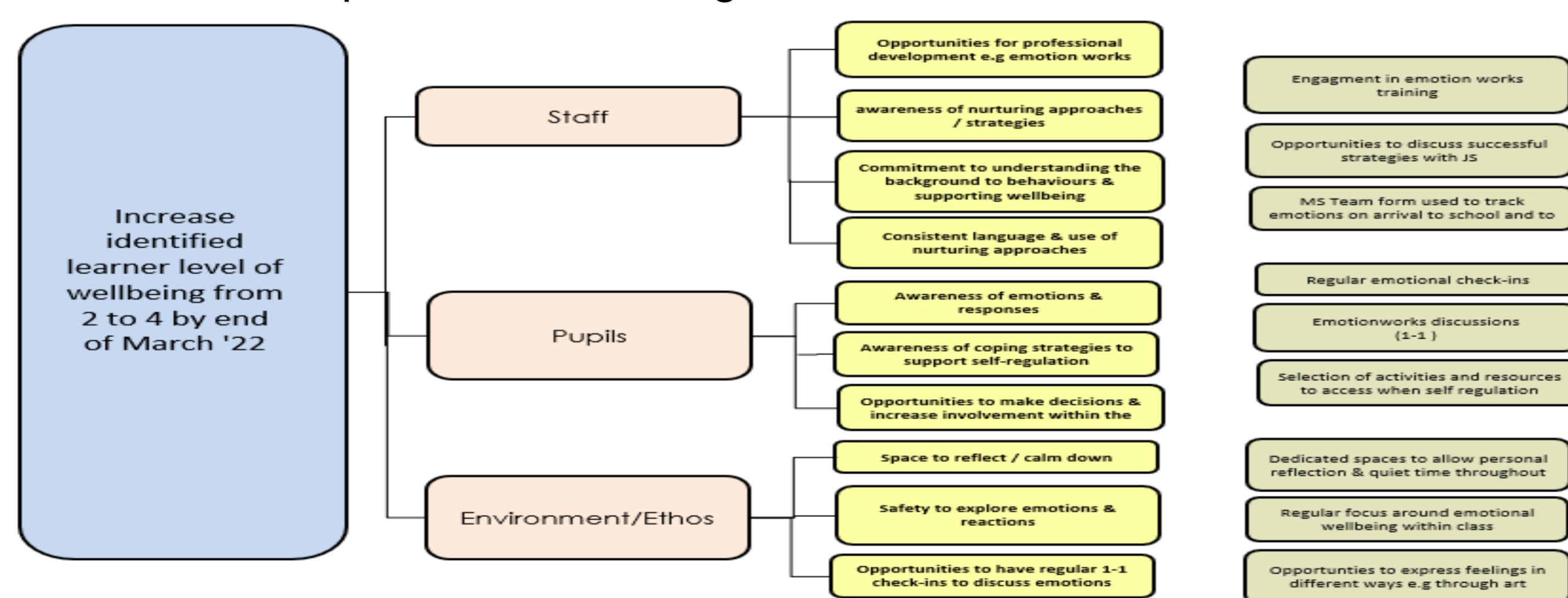


- Cause & effect diagrams helped to share both practitioner & learner concerns then identify change ideas to be trialed.



Process Change

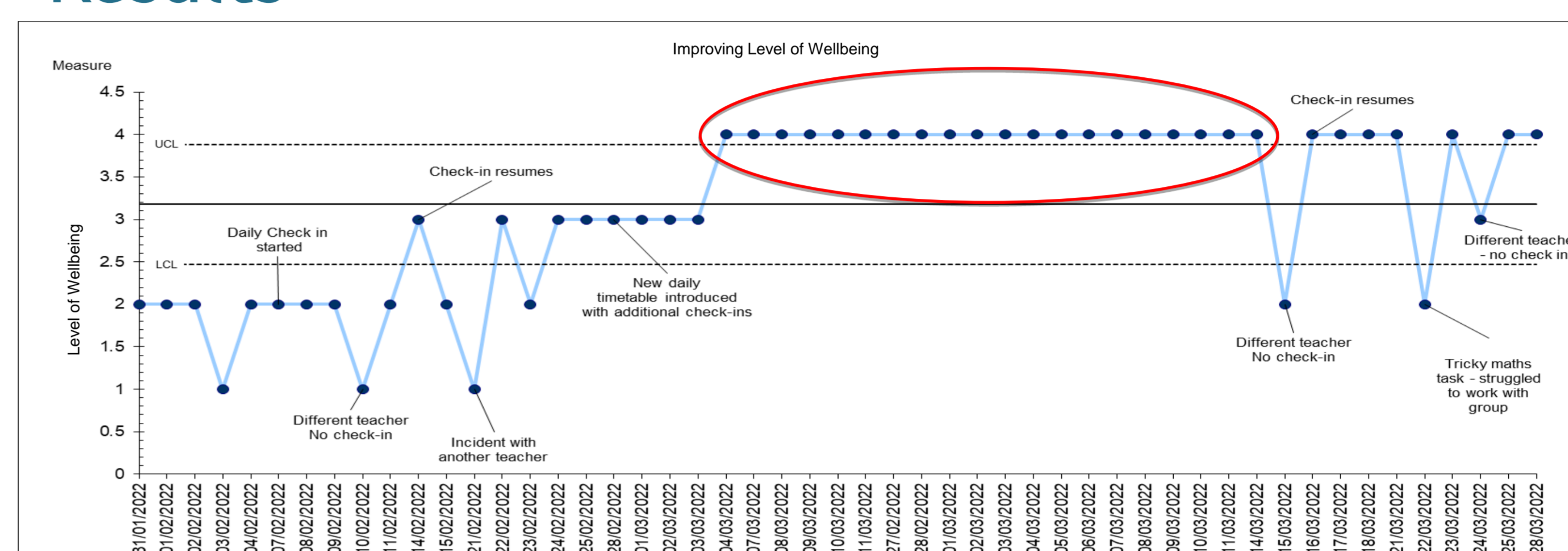
- A driver diagram was created to provide a clear structure of interventions planned for testing.



Achievements

- The identified learner successfully increased level of wellbeing when planned interventions were used **consistently**.
- The learner can now recognise her own emotions & is using appropriate language to express this.
- Relationships with others have improved greatly & they can now exhibit empathy.
- The learner seeks adults when they need support to regulate.
- This positivity around relationships has improved both engagement and achievement in learning.

Results



- An increase in daily levels of wellbeing was achieved.
- Identified learner responded well to check-ins with class teacher.
- However, struggled when other members of staff were in class or the check-ins had not taken place, as noted near the end of the project.
- Dips in wellbeing were clearly attributed to identifiable causes.
- Triggers times were linked to break and lunch or incidents involving others.
- Check-ins were an effective tool to engage more with learner and allow them to express themselves.
- Use of the check-in was extended to after break and lunchtimes if required.

Conclusions

Both practitioner and learner conclusions were positive:

- Learner Feedback:**
- I really like getting to do my morning check-in because I like to speak to Miss Leitch about how I am feeling so she can help me during the day.
 - I like to sit in the nurture nook in class because I can hide and have some time to relax when I feel anxious.
 - I like that Miss Leitch lets me take a walk or a break when I need it. I also like to colour in when I come in because it helps me relax.

- Staff Feedback:**
- Using QI methodology has deepened my understanding of the emotional needs within my class. Having the check-in system allowed my learner to feel heard and also allowed me to communicate effectively with her privately each morning. It also gave me an insight into how they were feeling daily which helped me plan accordingly to best meet their needs.
 - Completing the fishbone conversation was the most insightful part and gave me a lens into the classroom from the perspective of my focus pupil. I was quickly able to identify some 'missing pieces' which were important to my target pupil in making them feel safe and nurtured such as the nurture nook.

Key Learning Points

- Planning with the learner is essential for success – changes can't be made last minute.
- Consistency was key. If check ins didn't take place, this had a visible effect on the learner.
- It's worth taking time to explore and unpick emotions with learner so that a consistent language is being used.
- Engaging with a fishbone ensures interventions are tailored to individual learner needs.
- Taking a step back to observe the learner and track the impact allowed for flexibility of approaches.

Next steps

- Continue to embed successful strategies with identified learner.
- Being open to returning to the fishbone conversation to check for progress.
- Learning should be shared with other colleagues as part of the transition process.
- Whole staff team to engage in QI projects led by HWB Team.