**Assignment Snapshot**

Attention and focus on the importance of wellbeing has increased consistently in recent decades as a result of developments in gathering data. However this still remains to be a complex process due great uncertainty about how children and young people’s wellbeing can be assessed (McLellan and Steward, 2015). This therefore has implications for teachers implementing Health and Wellbeing (HWB) within the school and classroom environment. Research into the wellbeing of individuals, particularly those of school age, can inform experts and, more importantly, politicians to recognise key indicators which can aid the development of policy, provision and initiatives. With this, practitioners and those working with young people have a better awareness of individual’s needs; can make appropriate changes within the curriculum and the delivery of HWB as well as providing individuals with the support they require.

McLellan and Steward (2015) state that measuring an individual’s wellbeing is often interpreted in many different ways depending on the study being undertaken. This subsequently increases the difficulty in developing a commonly agreed definition and makes the issue of wellbeing one of high controversy. Wilson (1967) (cited in Thorburn, 2014:210) discusses the notion of wellbeing being determined by whether or not individuals were happy, well paid, educated, married and religious. In the 1950s, psychologists, previously only looking at negative states of emotions, began to consider positive emotions and feelings of wellbeing; commonly referred to as subjective wellbeing which psychologists are primarily concerned with (van Hoorn, 2007; McLellan and Steward, 2015). This led to wellbeing being subjectively defined, where objective indicators such as socio-economic circumstances or physical health alone cannot describe wellbeing.

**References**

McLellan, R. and Steward, S. (2015) ‘Measuring Children and Young People’s Wellbeing in the School Context’, *Cambridge Journal of Education*, 45(3), pp. 307-332.

Thorburn, M. (2014) ‘Educating for Well-Being in Scotland: Policy and Philosophy, Pitfalls and Possibilities’, *Oxford Review of Education*, 40(2), pp. 206-222.

van Hoorn, A. (2007) ‘A Short Introduction to Subjective Well-Being: Measurement, Correlates and Policy Uses’, in OECD (ed.) *Statistics, Knowledge and Policy 2007: Measuring and Fostering the Progress of Societies*. Available at: <http://www.oecd.org/site/worldforum06/38331839.pdf> (Accessed: 08 November 2015)

**Feedback/Assessment**

*Self –* I feel I have considered the assessment criteria to aid the development of the assignment. I have tried to show analysis of the literature read, however critically analysing it more effectively is something I hope to work on. In addition I hope to ensure the assignment/argument flows for the reader.

*Peer* –Synthesise the literature to further develop arguments (if appropriate). Also agrees with comments made above. Ensure discuss HWB in the curriculum (due to specific snapshot chosen discussing wellbeing in general).