What is Mental Well-Being?

A state of well-being in which an individual realizes his or her own potential, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to her or his community.

World Health Organization, 2014

More than the absence of illness.
It is about flourishing!

In too many of our schools, key pieces of this equation are missing. This affects our learning and our performance and we risk not learning key skills that will set us up for success both now and in the future.

National Commission on SEL

Brain is social organ

- The brain is a social organ: wired to connect: the modern human brain's primary environment is our matrix of social relationships.

- So let's rethink education from a social and relational perspective.

We know that we learn best when adults know us, make us feel safe, hold us responsible for our learning, and help us work constructively and productively together.

National Commission's Youth Commission Youth Call to Action.

Connection is Key. The Neuroscience of Learning and Well Being

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What is Mental Well-Be
The double Helix,
Academic and Well Being
RELATIONSHIPS AS THE BASE GLUE

Six principles about human learning
1. Uniqueness
2. Different potentials
3. Prior experience
4. Constant changes in the brain
5. Plasticity
6. Memory + Attention = Learning

Dr Tracey Toluhi-Takemura

Learning and Equity:
Getting the Connection Right
Santiago Rincon-Gallardo

Social justice
in the distribution of opportunities, wealth, and privilege.

Education Equity: fair distribution of educational opportunities and outcomes, so that personal or social circumstances such as ethnicity, race, socio-economic status, gender, sexual orientation, or physical ability are not obstacles to achieving educational potential.

Think of something you’re very good at
- How did you learn it?
- How did you get good at it?
- What supports or conditions were helpful?

Key conditions to learn deeply
- Interest
- Exposure
- Practice
- Feedback
- Reflection
- Collaboration

Turn to the person next to you and discuss your thoughts
What we believe and know about powerful learning ≠ What we do in schools

Historical functions of schooling
- Custody
- Control
- Sorting

Scientific Management
- Break-down activities into simple, routine, repetitive tasks
- Introduce external incentives (punishments and rewards) to ensure adequate execution

“Throughout history, the most effective agents of widespread cultural change that move us closer to our human condition [...] have been social movements. Social movements offer a powerful metaphor for the new paradigm to guide how we think about and pursue educational change.”

Ed Change as Social Movement
- Pursuit of fuller humanity (learning, democracy)
- Collective action for cultural renewal
- Challenging and redefining dominant patterns of social relations (adults-young people, policy-practice)

The Pedagogical Core

...where learning happens (or not)
...where democracy happens (or not)
Four Theses to Link Learning and Equity

1. Learning is a Practice of Freedom
2. The Pedagogical is Political
3. Good Leadership + Good Pedagogy
4. School and Context Should Be Changed in Equal Measure

Find 2 people you haven’t spoken to and discuss:
What resonates with you?
What burning questions do you have?

Percentage of Students (Grades 7, 8 & 9) Achieving at “Good” and “Excellent” Levels by School Modality

<table>
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<th>School Modality</th>
<th>Good 2013</th>
<th>Good 2014</th>
<th>Excellent 2013</th>
<th>Excellent 2014</th>
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<td>Combined</td>
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<td>38.7</td>
<td>34.7</td>
<td>34.7</td>
</tr>
</tbody>
</table>

The teacher creates the weather in the classroom.

Connect before Correct

"When educators fail to appreciate the importance of students’ emotions, they fail to appreciate a critical force in students’ learning.

One could argue, in fact, that they fail to appreciate the very reason that students learn at all.”

- Mary Helen Immordino-Yang

Caring Relationships

- Being there
- Loving support
- Showing interest in
- Getting to know
- Compassion
- Listening
- Patience
- Basic trust/safety
AHA QUESTION: What has become clearer to you about the learning, equity and wellbeing agenda?

WORRY LIST: What still puzzles or worries you about this agenda?

ACTION: What action will you take as a result of this session?