Wellbeing for learning in Catholic school communities
# Wellbeing for learning in Catholic school communities

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Foreword

Children and young people are at the heart of all our endeavours in Catholic education. As unique environments in which ‘faith, culture and life are brought into harmony’ [1], Catholic schools in the Archdiocese of Melbourne promote wellbeing and human flourishing by nurturing the whole person – their spiritual, cognitive, physical, emotional and social selves [2]. This is a journey in hope [3] and towards hope undertaken in partnership with parents, who are the first educators of their children.

In Catholic schools, wellbeing is understood to encompass all dimensions of a learner’s life - their body, mind and spirit. Wellbeing, as a central outcome of schooling, is integral to learning excellence, good health and life success [4]. Put simply, a positive sense of wellbeing can foster higher levels of engagement, school connectedness, emotional vitality, psychosocial functioning and academic performance. It is a key factor in enabling children and young people to contribute to society and enjoy meaningful and spiritually enriched lives.

eXcel: Wellbeing for learning in Catholic school communities has been developed as an explicit, holistic framework to inform and guide pedagogical practice, curriculum design and policies in order to strengthen children and young people’s wellbeing and learning outcomes. Four interdependent domains - ENABLE, CONNECT, ENGAGE and LEARN (eXcel) - have been identified as the core dimensions for wellbeing and learning in Catholic school communities. Underpinned by the principles of inclusion, empowerment, engagement and participation, eXcel assists schools to better understand and foster wellbeing – everyday.

Developed by Catholic Education Melbourne through extensive dialogue, research and harnessing the collective wisdom of Student Wellbeing Leaders, critical friends and experts in the field, the four intersecting dimensions of eXcel are presented here in summary form. Detailed analysis of the supporting research and evidence base may be found in the Literature Review developed in partnership with the University of Melbourne Youth Research Centre.
eXcel: Wellbeing for learning in Catholic school communities complements the Wellbeing Foundation Statement in Catholic Education Melbourne’s Horizons of Hope suite of resources. The eXcel framework supports Catholic school communities to:

- **promote** a comprehensive, integrated, whole-school approach to wellbeing within a consistent and considered structure;
- **identify** key values, characteristics and outcomes of wellbeing that contribute to children and young people’s sense of safety, identity, connectedness, resilience and academic success;
- **develop** authentic partnerships and engagement with families, parish and community to promote children and young people’s learning, social and emotional development and wellbeing;
- **monitor**, evaluate and renew wellbeing and learning strategies and initiatives to enable continuous innovation and improvement for all.

eXcel: Wellbeing for learning in Catholic school communities provides a practical, coherent platform for planning, action and sustainability. Highlighting the integral link between wellbeing, engagement and lifelong achievement, eXcel identifies and describes the key features of a whole-school approach to wellbeing. It provides Catholic schools with a framework through which to set goals and make decisions about how and when these will be achieved.

In today’s complex and interconnected world, eXcel: Wellbeing for learning in Catholic school communities acknowledges the importance of empowering all children and young people with the knowledge and skills to nurture their own wellbeing and contribute to that of others. It affirms our ongoing commitment to supporting ‘rich, deep and varied learning experiences’ for our students so that they may develop as optimistic, resilient young people of faith, ready to be effective members of community, contributing to and enriching the world around them.

Stephen Elder
Executive Director
Our commitment to wellbeing

Inspired and sustained by the Gospel

*eXcel: Wellbeing for learning in Catholic school communities* is inspired and sustained by the Gospel. It provides the roadmap for fostering positive life attitudes, aspirations and service. Through the values of love, hope, dignity, compassion and forgiveness the Gospel teachings show all people ‘the way, the truth and the life’ (John 14:6). They illuminate for us how we are called to live out our mission, approach our work and conduct our relationships.

In Catholic schools the Gospel values are carried in people’s hearts, embedded in narratives, nurtured in relationships, demonstrated through actions and encountered in the teaching and learning cycle. They are foundational in promoting authentic partnerships, communal obligations, a commitment to social justice and affirming that, in God’s love, every person is sacred.

Valuing the unique giftedness and temperament of each person in all their richness and complexity, the *eXcel: Wellbeing for learning in Catholic school communities* framework has, as its central focus, the child. It is informed by a holistic understanding of wellbeing that promotes the development of children and young people in relation to self, others, their faith and environment.

*eXcel: Wellbeing for learning in Catholic school communities* acknowledges that wellbeing is enabled in purposeful, life-giving learning environments that are distinctively Catholic in context and tradition. Every dimension of being within a Catholic school community is focused on creating a vision in which all may have life in abundance (John 10:10).

Cultivated in communion with God and in relationship with others, wellbeing is nourished through the actions, interactions and attitudes of all community members [11]. This spirit of inclusivity supports human flourishing by appreciating and celebrating the innate dignity and immeasurable worth of each person who is made in the image and likeness of God (Genesis 1:27).

Recognising that ‘each human life is of unique value, loved by God, with his or her own gifts’ [12] the *eXcel: Wellbeing for learning in Catholic school communities* framework integrates faith with life and the world in which children and young people live. Through authentic partnerships where school leaders, teachers, students, families, parishes and communities collaborate as active, connected and empowered agents, wellbeing is nurtured, social capital is generated and common purpose is built.
eXcel articulates that the formation of the whole child, that is their learning, wellbeing and growth, is interconnected. This is represented through the conceptual model which embeds the four dimensions of - eXcel - ENABLE, CONNECT, ENGAGE and LEARN – within the Catholic faith.

Recognising that it is in ‘relationship with God and others in the school community that young people are enabled to discover who they are, where they come from and what their destiny can be’⁶, eXcel’s holistic approach provides Catholic schools with a comprehensive strategic framework to explore and strengthen wellbeing and learning outcomes through rigorous conversations, planning and reflection.

The core dimensions

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⁵ Matthew 18:5

⁶ ‘every human being is a person made in the image and likeness of God’⁶⁰.

⁷ ‘The educational endeavour to foster children’s flourishing is an expression of God’s grace’⁶⁰.

⁸ Thessalonians 5:11

⁹ ‘the competence and immense dignity of children and young people is recognised and their participation is fully respected’⁶⁰.

10 ‘We can only grow and develop, once we have learned to live in relation to others, to recognise the possibilities of the space between us’.
Wellbeing in Catholic school communities

‘The mission, and privilege, of the Catholic school is to build a community, where authentic relationships based on love provide the means and the support for all students to grow and flourish into the fullness of life.’

Archbishop Denis Hart, Catholic Education Melbourne Strategic Plan 2015-2019 (p.1)

School leaders, teachers and families are pivotal in fostering the wellbeing of children and young people. Together they strengthen the student’s ability to navigate the breadth of experiences they will face in their environment and relationships.

As a complex and multi-dimensional construct, wellbeing comprises and is influenced by a range of inter-related factors. It encompasses our sense of self-acceptance, personal growth, purpose in life, positive relations with others and the environment. Learning to emotionally identify the connections between people, ideas and their surrounds enables children and young people to better understand how to regulate emotions and behaviour from within.13,14 When children learn to self-regulate they have stronger friendships and relationships with others, are more able to pay attention and learn new things and deal better with the normal stresses and disappointments of daily life.15

In Catholic school settings, ‘wellbeing’ is understood to be ‘realising one’s unique potential through physical, mental, emotional and spiritual development’ 14. Wellbeing incorporates ‘the degree to which a student is functioning effectively’ 17 and their capacity to cope, learn and thrive.

Within the eXcel: Wellbeing for learning in Catholic school communities framework, wellbeing and learning are inextricably linked. Supported by an extensive evidence base, the eXcel framework asserts that children and young people who have a ‘sustainable state of positive mood, attitude, resilience and satisfaction with self’ 18 are more engaged and successful learners.19

Wellbeing is critical to children and young people’s learning and life outcomes. Teaching wellbeing in schools enables safe and respectful school communities; connects children, young people, families and staff through collaborative and caring relationships; engages students through experience that motivate, empower, and inspire; and reframes the learning of wellbeing as an integral component of broader academic learning.
Wellbeing: a holistic, integrated approach
Wellbeing, social connectedness, academic engagement and achievement, physical wellness and spiritual growth are all interdependent. This holistic view recognises that wellbeing is both central to learning and an outcome of learning. Neither can be viewed in isolation from the other.

The eXcel: Wellbeing for learning in Catholic school communities framework demonstrates that wellbeing and learning evolve through a series of dynamic, complex and interconnected processes where the ‘relationship between the home, school and community present endless possibilities and opportunities for the co-construction and transfer of skills and knowledge’ [20].

Through the four intersecting dimensions of ENABLE, CONNECT, ENGAGE and LEARN wellbeing is actioned and enriched. Activity in one eXcel dimension, enhances activity across each of the other dimensions. For example, enabling child-safe and child-friendly environments, characterised by a commitment to inclusion and respect for diversity, enhances connectedness. A sense of connectedness and belonging fosters positive relationships, communication and partnerships. In turn, this promotes engagement and experiences that contribute to building self-esteem and rapport, developing resilience, empowering voice and strengthening school, home and community networks beyond the classroom. Engagement enables children and young people to connect in-school learning with the ‘real world’ of their lives.

When children and young people have increased agency over what, how, when and where they learn, they experience ‘flow’ – positive energy, enhanced motivation, higher levels of awareness, greater resourcefulness, feelings of competence, stronger peer/teacher relationships, higher academic performance and satisfaction with schooling [21, 22, 23, 24].

Promoting a whole-school approach, the eXcel: Wellbeing for learning in Catholic school communities framework affirms that no person is an island: children and young people’s capacity to grow and pursue a meaningful life occurs within the larger social, cultural, political and economic contexts of which they are a part. Embracing the view that ‘who we are as individuals is not simply located in us but around us, in our relationships with others and in our experiences of those relationships’ [25], Catholic schools work in partnership with their communities to promote a strong sense of wellbeing, belonging and security.
Safe, inclusive and respectful environments
Nurturing, collaborative and authentic relationships
Explicit, purposeful and innovative teaching
Motivated, empowered and adaptable learner
**Goal**
Environments for learners and their communities are safe, inclusive and respectful

**Essential Elements**
- The school community promotes and reflects a culture of hope, faith and belonging for students, staff, families and the broader community
- Students feel, and are, valued, safe, affirmed and enabled to participate in school and life
- Leaders, staff and families work collaboratively to create and strengthen safe, child-friendly environments for learning
- Justice, equity and respect are actively promoted and evident in school policy and practice

**Goal**
Relationships between people, and partnerships within communities, encourage students to connect, grow and flourish

**Essential Elements**
- Students and their families have a sense of belonging and know that the school community is their community
- Relationships across the community are founded on respect and trust
- Relationships with families are actively fostered and sustained to support student learning and wellbeing
- A culture of collaboration and partnership is evident within and beyond the school
Engaged and resilient learners who have a strong sense of self, purpose and integrity

**Essential Elements**

- Students have a positive learning disposition and are motivated to engage their heart, head and hands for the benefit of self and others
- Students have an authentic voice and are active agents in their own learning and wellbeing
- Families and teachers are mentors and partners with their children in the journey of learning
- Students, along with all members of the school community, are deeply invested in learning and wellbeing

Explicit, purposeful and innovative teaching

**Essential Elements**

- Teaching practice and whole-school strategies build students’ competence and confidence to make sense of self, others, the world, and their place within it
- Families, teachers and other significant adults play complementary roles in the lives of students that contribute to the spiritual, emotional, social and cognitive development of the whole child
- Students are caring, curious, and contributing members of their classrooms, school and broader community
- Students have the skills, confidence and resilience to succeed in school, family, friendships and work
Safe, inclusive and respectful environments

‘Every individual has a personal narrative, a story of experiences that colours what they question, the answers they seek, the possibilities they see, and the ways they come to know the truth’.

Horizons of Hope: Vision and Context (2016, p.12)

Optimal wellbeing and learning occur in enabled environments.

Safe, inclusive and respectful learning environments are positive, vibrant, interactive and transparent. They are faith filled communities that are responsive to the creative presence of God across the spiritual, pastoral and social dimensions of life.

Characterised by an open, friendly atmosphere with a strong sense of hope, regard, welcome and belonging, enabling school environments act ‘in the best interests of the child’ and community of which s/he is a member to ensure that their unique potential is called forth and encouraged to unfold. They are communities where fairness, equality and a deep sense of justice promote responsibility and accountability for individual actions and the rights of others. In enabling school environments diversity is celebrated, the dignity of all persons is valued and affirmed and ‘encounters between different cultures, religions and languages are seen as a source of mutual enrichment’.

As communities where children and young people’s wellbeing and learning can flourish, enabling school environments are child-safe and child-friendly. They are places where clear individual and collective responsibilities for ensuring the protection of children and young people are embedded across standards of behaviour and work practices. In enabling school environments, child safety is paramount. It is approached with vigilance and an ongoing commitment to continuous assessment, action, reflection and improvement.

In safe, inclusive and respectful learning environments school leaders and staff purposefully collaborate with students, families and their communities co-create an explicit vision and commitment to wellbeing. When consistent expectations are communicated and enacted through policies, practices and pedagogy, the health and safety of all children and young people is strengthened.
cultivate safe physical, emotional, social and online environments that are positive, predictable, structured and familiar, through school policies, practices and pedagogy

support staff to build their professional practice to strengthen school community safety and wellbeing

foster choice, prioritise participation and develop a range of opportunities and supportive pathways to suit the individual physical, social, emotional and educational needs of all children and young people to learn and succeed

encourage inclusion, model collaboration and empower voice in the decision-making process

promote and teach consistent behaviour expectations and consequences based on a set of agreed polices and structures that are known and understood by the community, and which are positively applied and grounded in the principles of natural justice (to act fairly and without bias) and in the best interests of the child and community

support authentic engagement and partnerships with families and communities as an important protective mechanism contributing to wellbeing and learning outcomes of children and as a means of ‘encouraging a continuity of goals and expectations between the school, home and the community’ [29]

embed an organisational culture of safeguarding children in their community to ensure risk is rigorously assessed and relevant policies and strategies are in place to create a ‘zero tolerance’ [30] to all forms of abuse

nurture and support staff wellbeing by providing opportunities and resources that build self-efficacy, promote individual and professional growth and cultivate workplaces that are mentally and physically healthy.
Authentic human flourishing occurs in communion and connection with others.

In Catholic schools, connectedness is lived and expressed within communities and between communities, through fellowship, participation and communion in the faith. Connectedness generates a sense of belonging, solidarity and sharing - a feeling that you matter and that your contributions are valued. It is strengthened through nurturing, collaborative and respectful relationships. As a powerful protective factor for promoting resilience, self-esteem, mental and emotional health and positive behaviour, connectedness contributes to enhanced individual and school community wellbeing, social capital, trust and reciprocity. Positive connections and relationships in schools are central to wellbeing. Within the school environment, 'connectedness is realised and promoted in the quality of the relationships between students and their teachers, between students and the school, between students and other students, and between schools and the local community, including parents' . Children and young people who experience school connection believe education matters and that their teachers know, understand and care about them and their learning. They are more motivated, have better educational outcomes, demonstrate higher levels of engagement and participation in extracurricular activities, and are more likely to complete their schooling and activate help-seeking strategies when required. Connected children and young people are less likely to feel isolated and engage in compromising risk taking behaviours.

Significantly, connected school communities recognise the interdependence of educators, families, students, the parish and the wider community in fulfilling their educational mission. They continually seek opportunities to tap into a diverse range of resources, expertise and innovation to strengthen stakeholder engagement in the everyday work of the school, thereby further supporting the social, emotional and academic growth of children and young people. In creating ‘outward-facing’ cultures, school leaders actively embrace opportunities to develop networks between schools, across sectors and with parents, business and the community to support wellbeing and learning outcomes.

'It is the feeling of being known, valued and understood that provides the foundation for learning and success'.
Horizons of Hope: Vision and Context (2016, p.12)
facilitate a culture in which all members of the school community experience a sense of welcome, belonging and attachment through caring, nurturing and trusting relationships

promote the active engagement and participation of all members of the community as essential partners in enriching the formation, growth and development of children and young people

develop structures and policies that reflect the values of democracy and inclusiveness to ensure multiple voices are empowered and different perspectives are represented

invest in building quality partnerships to strengthening family-community engagement with the explicit aim of enhancing children and young people’s wellbeing, learning and growth

engage in deep listening through formal and informal dialogue to gauge the ‘temperature of the community’ and develop an appreciation of their expectations, interests, reactions and realities [38]

cultivate emotionally and physically safe school climates where supportive teacher-student relationships and pro-social peer norms contribute to positive behaviours, higher levels of engagement and enhanced safety and wellbeing [39, 40, 41]

draw on rich family cultures and community resources and expertise to design curricula and educational opportunities that promote high expectations and rigour for learning, stimulate creativity, encourage innovation, and accommodate the diverse interests and capabilities of children and young people.
Motivated, empowered and adaptable learners

‘Catholic schools support students to grow in virtue and to embrace a view of themselves and the world that leads to peace, justice and prospering of the whole of creation’.

Horizons of Hope: Vision and Context (2016, p.5)

Families and communities aspire for their children to succeed as engaged learners and citizens.

In Catholic school communities, *spiritual engagement* permeates all dimensions of life. In dialogue with the Catholic faith, all learners are encouraged to engage their ‘head, heart and hands’ as a means of developing their evolving narrative and supporting their ongoing growth. Engagement with schooling is reflected in children and young people’s disposition towards learning, their desire for competence and understanding, their capacity to work with others and their ability to function productively [42].

Engagement occurs at a behavioural, emotional and cognitive level [43]. *Behavioural engagement* refers to students’ participation in education, including the academic, social and extra-curricular activities of the school. *Emotional engagement* encompasses students’ attachment and responses in the classroom and wider school environment. It is strongly aligned to their sense of belonging or connectedness to their learning environment and school community – including peers, staff members and family [44]. *Cognitive engagement* relates to students’ investment in learning, their intrinsic motivation, commitment and self-regulation. As active agents in their learning, self-regulated learners are better able to organise, plan, self-monitor, self-evaluate, and self-instruct. They have the capacity to contribute and make meaningful decisions about a range of issues that affect them and impact their world.

Empowerment is critical for students to see themselves as competent, capable learners and valued citizens within the classroom and beyond. Practices that encourage active participation and authentic ‘student voice’ in decisions that impact their safety, wellbeing and learning enhance students’ self-worth and confidence45. Socially, engagement with schooling can develop leadership qualities, foster positive relationships and respect for others, improve communication skills and encourage a greater sense of responsibility [46, 47, 48]. At a broader civic level, engagement builds children and young people’s awareness and understanding of the skills, attitudes, beliefs and values that will predispose them to participate and remain engaged in their community. In Catholic schools, engagement through a call to service and ‘reaching out’ beyond self for the Common Good enables students to promote justice, inclusion and equity [49].

Learning environments that provide opportunities for children and young people to co-construct knowledge, and cultivate curiosity, creativity, imagination, inquiry, experimentation and investigation, are more likely to engage and motivate students to invest in their learning as critical thinkers. Providing greater autonomy in learning increases students’ awareness of their progress, achievements and resourcefulness [50]. It contributes to feelings of enhanced competence, self-esteem, resilience, persistence, enjoyment, satisfaction and success [51].
ENGAGING SCHOOLS:

- Develop the capacity of leaders and teachers to identify, plan, reflect and evaluate the links between student wellbeing, growth, flourishing and learning outcomes.
- Create inclusive and empowering environments that value and encourage educational achievement and excellence.
- Co-create and personalise deep learning experiences to enable children and young people to design the ‘what, how, when and where’ of knowledge construction.
- Integrate knowledge and experiences from school, home and community to enrich learning and motivate interest.
- Connect children and young people with real-world contexts, contemporary issues and diverse community resources to create fulfilling learning and life opportunities.
- Build productive and strong peer, parent, teacher and community relationships to encourage collaboration and a shared sense of ownership.
- Create clear classroom structures with consistent expectations for students regarding performance, feedback and behaviour management.
- Acknowledge and celebrate children and young people’s achievements and progress by providing differentiated support to meet their diverse capabilities and needs.
- Invest in a range of extra and co-curricular activities to complement students’ interests, goals and learning profiles.
- Encourage active citizenship and opportunities to participate in community-based outreach, service learning and social justice initiatives.
- Develop children and young people’s leadership skills, civic awareness, environmental stewardship, ethical responsibility and sense of hope and optimism that, through their contribution, a better world is possible.
Explicit, purposeful and innovative teaching

‘Catholic educators see learning as a journey of endless possibilities, where students are energised to seek meaning and explore questions about the world around them’.

Horizons of Hope: Vision and Context (2016, p.5)

Explicit teaching and learning experiences that support wellbeing promote holistic development for life-long success.

Individual, interpersonal and societal wellbeing requires children and young people to use their knowledge, skills and understanding to develop competencies that build resilience, a positive sense of identity, self-worth and empathy. Learning how to cooperate, negotiate and make informed and responsible decisions are essential life skills that contribute to their own, and others’, wellness and success. Catholic school communities create opportunities for children and young people to engage in deep learning experiences whereby they rehearse and master the skills required to develop ‘a sense of who I am and how I can be in the world’ in order to live a balanced and fulfilling life inspired by the faith. All members of the school community have a role to play in nurturing the development of the whole child. ‘Beyond preparing children to become ‘well-educated’ citizens...education must also cultivate in young people spirituality, reverence for the natural environment, and a sense of social justice. Education must inspire children’s creativity, imagination, compassion, self-knowledge, social skills, and emotional health...to [help them] live more consciously within their communities and natural ecosystems’.

Through the Victorian Curriculum’s Personal and Social Capabilities, schools equip children and young people with a range of competencies that weave together aspects of managing self, relating to others, participating and contributing. These competencies include: self-awareness, self-management, responsible decision-making, social awareness and relationship skills. Together each of these competencies assist children and young people to understand, manage and communicate their own emotions; feel and demonstrate empathy for others; establish and sustain positive relationships; identify and work towards their goals; draw on a host of positive self-regulation and coping strategies; problem-solve and think critically about how their choices may be influenced by others and their environment.

Adopting a school-wide approach that focuses on explicitly teaching social and emotional competencies, that is ‘the process through which children enhance their ability to integrate thinking, feeling and behaving to achieve important life tasks’, can enhance resilience, personal wellbeing and mental health. Learning and applying social and emotional competencies can translate into improved engagement and connectedness to school, enhanced peer and teacher relationships, and safer, more inclusive and respectful school environments.

Children and young people need complementary skills - social, emotional and academic - to thrive.

In school communities where leaders, staff, students and families consistently model emotionally literate practices at all levels of functioning, relationships, climate and culture are more positive and productive.
LEARNING SCHOOLS:

- equip students with the knowledge, skills and behaviours to understand and manage themselves and their relationships

- use a range of co-operative and enquiry-based learning strategies to enable children and young people to deepen their understanding and actively practice skills and behaviours that support them to work and relate well to one another [64]

- partner with parents and families to build children and young people’s resilience and develop characteristics that promote a positive sense of self and belief in their own potential to flourish

- develop an integrated, whole-school, strengths-based vision and approach to teaching social and emotional literacy that articulates shared goals

- invest time, resources and professional learning into raising awareness and understanding of the theory and pedagogy of social emotional learning with staff, students and families

- provide opportunities for children and young people to strengthen their decision-making and goal-setting skills in real-life settings in the classroom, school, home and community [65]

- model effective social and emotional interactions among all members of the school community
In summary

The eXcel: Wellbeing for learning in Catholic school communities framework articulates the importance of wellbeing to children and young people’s spiritual, cognitive, physical, emotional and social growth. It is not a prescriptive tool, rather, the four dimensions of ENABLE, CONNECT, ENGAGE and LEARN (eXcel) are designed to:

- promote common understanding
- enable consistent approaches
- develop shared commitment
- inspire rigorous conversation
- encourage deep reflection
- inform innovative action.

The eXcel: Wellbeing for learning in Catholic school communities framework seeks to support the development of school-wide practices and cultures that enable children and young people to:

- deeply connect ‘who they are’ and ‘how they can be’ in the world to the Catholic faith
- know and reach their potential
- build positive and connected relationships
- develop skills and attitudes that promote wellbeing and resilience
- grow their appreciation of learning, perseverance and stamina
- lead optimistic, graced and hope-filled lives of impact.

Achieving optimal school community wellbeing is a complex endeavor that requires explicit strategy, commitment, energy and continuous effort over time to sustain. It is a shared responsibility illuminated by the Good News and enriched through purposeful collaboration and dialogue between school leaders, teachers, students, families, the parish and local communities.

Wellbeing and the full flourishing of the person cannot be separated from learning. Together they are inextricably linked and must be positioned at the heart of school life.

Catholic Education Melbourne has a full Literature Review and a combination of ‘in practice’ documents to support schools in applying the holistic approach of this framework within their individual communities.

Further work is also underway on development of a combination of wellbeing ‘characteristics’ and ‘indicators’ to assist schools with mapping and monitoring their school’s own eXcel journey.
A positive sense of wellbeing supports a base for rich learning that enables young people to grow and flourish.

Horizons of Hope: Wellbeing in a Catholic school (2017)
References


References


‘wellbeing for learning and growth’
Wellbeing for learning in Catholic school communities