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Social and Emotional Well-being in IB World Schools (age 3-19)

Final Report

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1 Executive summary

The document reports an investigation into social and emotional well-being in students aged 3-19 in IB World Schools. The background chapter starts with a section exploring some definitions of social and emotional well-being, and outlining the model used in the study. A review of the literature on social and emotional well-being in young people aged 3-19 then precedes an overview of how it is constructed within the four programmes of the International Baccalaureate Organization (IBO). Finally, the authors describe the four different interpretations of 'curriculum' that underpinned the study. The larger part of the report then offers an analysis of fieldwork based upon a survey of 2668 students, and site visits to a sample of five IB World Schools, during which the research team carried out focus groups and semi-structured interviews with 75 school leaders, curriculum coordinators, teachers and students.

The project investigated the social and emotional well-being (SEW) of the sample student population, and how this was interpreted by IB World School leaders and teachers. It explored the ways in which SEW was integrated into the official and unofficial curriculum, and the ways in which schools were able to create a culture supporting SEW; it identified teachers' understandings of the challenges of achieving well-being in schools, and the practices which constrain and support well-being; and it sought out the cultural differences in expectations of students' well-being.

As a result of these investigations, we report a highly positive set of results. Evidence from the survey indicates that students in IB World Schools have good relationships with others, they report positive attitudes towards themselves and their friends and family, and they rated positively the support given to them by their teachers. Students had positive attitudes towards school, their home environment, and their neighbourhood. There were no statistically significant differences according to gender; but PYP students, and in particular those aged 10, scored statistically more highly on our well-being measures than students on other programmes.

Evidence from the site visits indicates that schools work hard to create an environment in which students can flourish. School leaders and teachers felt that the IB programmes allowed them to prioritise well-being in their schools. In particular, the learner profile was considered a key tool for providing the language to help students and teachers engage with ideas connected to SEW. In addition, the Approaches to Learning (ATL) component of the Middle Years Programme (MYP), and the Creativity, Activity and Service (CAS) component of the Diploma Programme (DP), offered ways to focus on SEW through the curriculum. In those schools that had adopted the Career-related programme, its implementation was seen as a means of supporting the social and emotional well-being of those students who were less comfortable with the Diploma Programme. Overall, the vision and ethos of the IB programmes were more influential in supporting well-being in schools than published documents (e.g. IBO, 2009a; 2009b; 2014a; 2015c), which were not discussed by interview participants.

In all the schools where site visits were carried out, efforts had been made to supplement the curriculum with other programmes to support the SEW of students and teachers: counselling programmes, homeroom advisory programmes, and other extra-curricular activities, such as school visits were frequently discussed as ways in which a culture of well-being was cultivated. Although these were, ostensibly, outside the formal curriculum, elements of it - such as the learner profile – provided a shared understanding, and thus foundation, for these programmes.

The report highlights areas where school leaders and teachers experienced challenges and constraints in developing students' SEW, and these came mostly from global factors external to, and outside the control of, both IB World Schools and the International Baccalaureate Organization. Notably, cultural differences regarding social inclusion, transitions into and out of school, and the impact of social media and technology on young peoples' lives.

Finally, the report makes eight recommendations for ways in which IB World Schools and the IBO can continue to ensure SEW is at the heart of learning and teaching. These include being 'well-being aware' by ensuring it is an explicit goal for all students and staff; and to mobilise the curriculum to ensure greater impact from those curricular elements which are under-utilised at present. For example, using CAS to help students understand that offering care to other people is as much a part of SEW, as accepting care for oneself.

2 Introduction

The social and emotional well-being of students and staff is a barometer of a healthy school, and thus is fundamental to ensuring a conducive environment for effective teaching and learning. This document reports an investigation of how social and emotional well-being is developed and supported in IB World Schools in the four IB programmes. Findings are preceded by reviewing four dimensions of this context: definitions of social and emotional well-being, social and emotional well-being in young people, an overview of the four programmes of the International Baccalaureate Organization (IBO) and how social and emotional well-being is integrated into each one, and aspects of the curriculum. The larger part of the report then describes outcomes from fieldwork based upon a survey of students in ten IB World Schools, and site visits to a sample of five IB World Schools.

The project investigated how social and emotional well-being was developed within all aspects of the curriculum. It explored the well-being of a sample of the student population and considered the ways that social and emotional well-being is conceptualised by school leaders and teachers, before considering how social and emotional well-being is developed within the curriculum, the challenges, constraints and affordances of supporting well-being, and the cultural differences. From this, we report a positive picture of social and emotional well-being; the challenges that are identified tend to be at societal level rather than school or classroom level.

The report highlights activities that could be adopted by schools for supporting well-being and considers whether there are aspects of well-being that could be foregrounded more explicitly.

3 Background to the study

In this section of the report, we shall summarise existing studies of social and emotional well-being of students. We begin by considering competing definitions of social and emotional well-being, and describing how these have been synthesised as part of the current study. We then examine existing research into the well-being of pupils and students (aged 3-19), with particular attention to the impact of educational programmes on specific aspects of well-being. This literature review is followed by an overview of the four programmes of the IBO, and an examination of how supporting students' social and emotional well-being is integrated into each programme.

3.1 What is social and emotional well-being?

Social and emotional well-being describes the positive affect resulting from strong social relationships and good psychological health. Social and emotional well-being in young people has been a growing concern in recent years, and, as Norrish, O'Connor and Robinson (2013) argue, schools are "uniquely placed" to support their well-being (Norrish, O'Connor, & Robinson, 2013, p. 147).

The concept of social and emotional well-being used in this study is one based on the premise that positive mental health is more than the absence of pathology (Huppert & So, 2013). We have chosen to adopt Keyes's (2002, 2006) notion that mental health and mental illness are separate phenomena. Much of the literature used to evidence this study has been drawn from the field of positive psychology, and in particular the notion of 'flourishing' as a synonymous term for social and emotional well-being. The model used comprised six age-appropriate elements, and was drawn from the literature (Diener et al., 2010; Hone, Jarden, Schofield, & Duncan, 2014; Huebner, 1994; Keyes, 2002, 2006; Malecki & Demaray, 2002; Seligman, 2011). The six elements are:

1. Engagement
2. Perseverance
3. Optimism
4. Connectedness – with family, friends and teachers
5. Happiness
6. Satisfaction
    a. with self
    b. with living environment
    c. with school

A short definition of each of these is given below, together with a brief analysis of the literature pertaining to their relevance for young people.

Engagement is described as involvement and interest in an activity – perhaps to the point of optimal experience or 'flow' (Csikszentmihalyi, 1990) where the activity becomes all-absorbing to the extent that the individual involved may lose their sense of time. Research has shown that a sense of engagement is important to well-being. Hunter and Csikszentmihalyi (2003) looked at a group of just over 400 adolescents and found that interest and engagement was positively associated with well-being, whilst those who experienced boredom with the world were more likely to suffer from psychological dysfunction. More recently, Bassi, Steca, Monzni, Greco and Delle Fave (2014) reported that in a study of over 400 adolescents aged 15-20, those experiencing engagement reported greater levels of psychological well-being than those who did not.

Perseverance describes the tenacity to continue with a task or activity, even though challenges may occur. Perseverance as a character strength has been shown to have a positive relationship with achievement in school (Wagner & Ruch, 2015; Weber & Ruch, 2012). In a recent study Jerrim (2015) has identified perseverance as one of the factors which helps explain differences in PISA scores when comparing children who are second-generation

immigrants to Australia from high-performing East Asian countries with children who are Australian natives.

Optimism relates to the belief that good things will happen in important areas of life and the sense of hope that the future will be positive. Optimism results in a positive outlook on life, with negative events seen as temporary and surmountable. The links between having a sense of optimism and well-being have been well documented in the literature. Krok (2015) found a positive correlation between optimism and well-being in his study of 211 16-20 year olds in Poland, in that higher levels of optimism led to higher levels of well-being, and lower levels of optimism led to lower levels of positive affect. Ho, Cheung and Cheung (2010) studied over 1800 adolescents aged 12-18 and found a strong connection between meaning in life, optimism and well-being. Those adolescents who had more meaningful goals experienced higher levels of positive affective, which resulted in greater well-being.

Connectedness describes the extent to which individuals feel they have people in their lives who love, support, and value them – in this study, those significant others included family, friends and teachers. Feelings of closeness characterise connectedness. Orejudo, Puyuelo, Fernández-Turrado, and Ramos, (2012) found links between optimism and connectedness with family and friends. They studied 386 students, aged between 12 and 19, in Spain and found that factors which contributed to an optimistic outlook differed according to gender. For boys, those factors included positive relations with peers at school. For girls, family communication was more indicative of an optimistic outlook, whilst conflict amongst family members was an indicator of pessimism. Uusitalo-Malmivaara (2012) found a strong relationship between happiness and social relationships for 740 12 year old Finnish children, specifically immediate family members, friends, teachers, and significant others such as sports coaches.

'Happiness' is a term frequently used synonymously with 'well-being' or with 'life-satisfaction' Here the term 'happiness' is used specifically to describe a feeling of contentedness with life, encapsulated in positive emotions and experiences such as feeling cheerful, loving life and having fun. The feeling of happiness may come and go, but may still be described as a general disposition. Scoffham and Barnes (2011) argue that happiness is not a 'bland' concept, and instead highlight its fundamental relationship to well-being and the consequent importance of creating conditions for happiness in schools and in the curriculum. Thoilliez (2011) talked to 817 children aged 6-12 in an effort to obtain a first-hand account of what made them happy. Her results focused on five main areas: self, family, school, friendship, and 'the world of make believe'. With the exception of the last point, these are explored in more detail later in this study in the analysis of the MSLSS survey (Huebner, 1994).

Satisfaction with life is an umbrella term that describes the cognitive component of well-being. Greater satisfaction with life is related to a variety of constructs such as self-esteem, self-confidence and lower depression (Huynh, Craig, Janssen, & Pickett, 2013). For the purpose of our investigation we chose to examine satisfaction in three key domains: satisfaction with self, i.e., the degree to which the young person is satisfied with who they are and has a sense of self-esteem; satisfaction with living environment, i.e., the level of contentedness with one's house, neighbourhood, and town (physical living spaces can have a direct impact on one's sense of well-being, and perceptions of neighbourhood surroundings have been strongly associated with positive social and emotional well-being in young adolescents); satisfaction with school, i.e., the degree to which the young person is satisfied with their learning environment.

3.2 Social and emotional well-being in young people aged 3-19

The importance of positive social and emotional well-being in young people and the impact of this on cognitive well-being and educational development is increasingly being recognised in the 21st century (Chapple & Richardson, 2009; NICE, 2013; Varela, Kelcey, Reyes, Gould, & Sklar, 2013). Simultaneously, the role of schools in supporting the development of positive well-being in young people is being acknowledged. Social and emotional learning interventions in school have been shown to have a positive impact on social skills and a negative impact on

anti-social behaviour (Sklad, Diekstra, Ritter, Ben, & Gravesteijn, 2012). Addressing well-being in schools from an early age can have long-term impacts and alleviate risks to well-being later on in life (Chapple & Richardson, 2009; Lee, Loke, Wu, & Ho, 2010). Research carried out in UK primary schools has shown that school-based interventions may have a role in developing social and emotional well-being (Wood & Warin, 2014) as a means of compensating for what could be construed as poor parental practices.

Increasingly, research is demonstrating that social and emotional learning (SEL) has an effect on students' academic achievement as well as their feelings of well-being, giving additional weight to the importance of such education. In a recent meta-analysis, Durlak, Weissberg, Dymnicki, Taylor and Schellinger (2011) looked at 213 studies of SEL programmes (a total of 270,034 students from the whole population of age and ability ranges) and found that compared to control groups, those students participating in SEL programmes had significantly improved social and emotional skills, academic performance, attitudes and behaviour. The wealth of evaluation studies of SEL programmes in the literature supports this view – evidence can be found of effective interventions from early years schooling through to pre-university. For example, an evaluation of the 'Strong Start' programme for kindergarten age children (Kramer, Caldarella, Christensen, & Shatzer, 2010) found that both teachers and parents rated improvements in pupils' pro-social behaviours at a significant level although there was a less clear impact on internalising behaviours (behaviours which harm the self). Focusing more on academic skills in the early years, Ashdown and Bernard (2012) found that explicit instruction in social and emotional learning skills can have a positive impact not only on the development of social emotional competence, but also on the reading achievement of low achieving young learners.

There is evidence from elsewhere to suggest that students who thrive and flourish demonstrate stronger academic performance. Suldo, Falji and Theron (2011) found that students with higher levels of well-being correlated with highest grades and lowest absences from school after one year. Howell (2009) found that students with positive well-being reported higher grades and levels of self-control and lower procrastination than students who were only moderately psychologically healthy.

A number of programmes have been devised to support the development of social and emotional skills in children: here we will briefly consider two of these, which have some bearing on the present study. In an evaluation of the 'You can do it! Education' programme with primary age children, Bernard (2006) found that explicit teaching of strategies to develop social emotional competencies resulted in increased effort and achievement of students, including those with learning difficulties. Similarly, Brackett, Rivers, Reyes, and Salovey (2012) evaluated the effectiveness of a curriculum called 'RULER' which focuses on the use of vocabulary items ('feeling words') and related concepts to provide students with the tools for developing emotionally and socially. The curriculum is for students aged from 5 to 14, but Brackett et al. (ibid) focused on students aged 10 to 12. Their study demonstrated that students studying the RULER curriculum had higher year-end grades (as assessed by report cards) and higher social and emotional competence (as assessed by teacher reports of behaviour) than those in control groups.

As well as focusing on the aspects of well-being that are talked about in the literature such as positive relationships, positive emotions, engagement, meaning and accomplishments, in a school context, we believe it is important also to consider individual students' experiences within school. Gutman & Feinstein (2008) have shown that it is not possible for any school to guarantee the well-being of all students; individual experiences and 'fit' within a specific institution are important. Our previous research into the learner profile attributes of 'Caring' (Stevenson et al., 2016) and 'Open-minded' (Stevenson, Thomson, & Fox, 2014) suggest that the learner profile may be key to determining this 'fit' in IB World Schools. The role that the learner profile plays in supporting social and emotional well-being on an individual level is explored in this report.

The relationship between international schooling and well-being is complex. Previous research indicates that cross-cultural transitions can influence student well-being (e.g. Searle & Ward,

1990), and students at IB schools may experience multiple additional transitions between cultures and schools that wider research into student transitions does not capture. On the other hand, the international culture of each school may offer preparation for such transitions. How IB World Schools support families to enhance student well-being, and how they address the particular issues for students as they transition between programmes, and between schools and cultures is consequently an area of particular interest to the team. There is little current literature exploring well-being for such children, although initial research suggests that their sense of belonging and self-identity may be impacted by such transitions (Fail, Thompson, & Walker, 2004). Previous research has highlighted that transitions at key points in schooling can be problematic (Nichols & Gardner, 1998), and our own research within, and also across, IB programmes has highlighted that transition points (such as between PYP and MYP) can be difficult to manage, and that student well-being can be vulnerable as a consequence.

Frydenberg, Care, Freeman and Chan (2009) explored school-connectedness in over 500 students aged 12-14 in Australia. They found that students who reported greater levels of school-connectedness also reported higher levels of emotional well-being, and those with lower levels of school-connectedness were more likely to experience negative affect such as depression. Garcia-Moya, Brooks, Morgan and Moreno (2015) used existing data from the World Health Organisation survey on Health Behaviour in School-aged Children to examine the relationship between teacher-connectedness and well-being in 9444 students in England and Spain. They found that regardless of age, gender or country, there was a positive association between emotional well-being and teacher connectedness.

3.3 Social and emotional well-being in the four programmes of the IBO

The focus of this research is the social and emotional well-being of students in IB World Schools, how it is manifested in the written curriculum, and how it is enacted in school practices. The study spans all four IB programmes and a number of different regions of the world. It is important here to give a brief overview of the IB programmes in order to identify how social and emotional well-being connects to different elements of the broader curriculum.

The four IB programmes are: the Primary Years Programme (PYP), introduced in 1997; the Middle Years Programme (MYP), introduced in 1994; the Diploma Programme (DP) introduced in 1969 (IBO, 2009a); and the Career-related Programme (CP) introduced in 2012 as the International Baccalaureate Career-related Certificate (IBCC) changing its name to the CP in 2014 (IBO, 2015a).

All programmes offer a holistic educational experience with the overall aim of developing international mindedness (IBO, 2009b). A means of achieving this, and integral to all the IB programmes, is the learner profile: ten learner attributes, which the IBO hopes its learners aim to become through the course of their IB journey. The ten attributes are: inquirers; knowledgeable; thinkers; communicators; principled; open-minded; caring; risk-takers; balanced and reflective (IBO, 2013). The centrality of the IB learner profile to all IB programmes is shown graphically in the visual representations of the four curricula in Figures 1-4 below. We suggest that, by placing the development of attributes such as caring, balanced and reflective at the centre of its programmes, the IBO is signalling the centrality of social and emotional well-being to the ideal student.

The PYP (Figure 1) is a transdisciplinary, conceptually-based and inquiry-driven programme for students aged 3-12. The IB learner profile is central to the programme, which also focuses on six key subject areas (language; mathematics; social studies; science; arts; personal, social and physical education) taught through a set of six transdisciplinary themes (Who we are; Where we are in place and time; How we express ourselves; How the world works; How we organize ourselves; Sharing the planet) and by considering eight key concepts (Form; Function; Causation; Change; Connection; Perspective; Responsibility; Reflection) through five transdisciplinary skills (social skills; communication skills; thinking skills; research skills; and self-management skills (IBO, 2009a). The culmination of the PYP is the Exhibition, which allows students to demonstrate their academic growth and development by synthesising all

aspects of the programme as outlined above (IBO, 2008) through engaging in, and reflecting on, socially responsible 'action'. The development of social and emotional well-being in students is an explicit goal of the PYP (IBO, 2015b) and the transdisciplinary themes 'who we are' and 'how we express ourselves' have a clear focus on well-being.

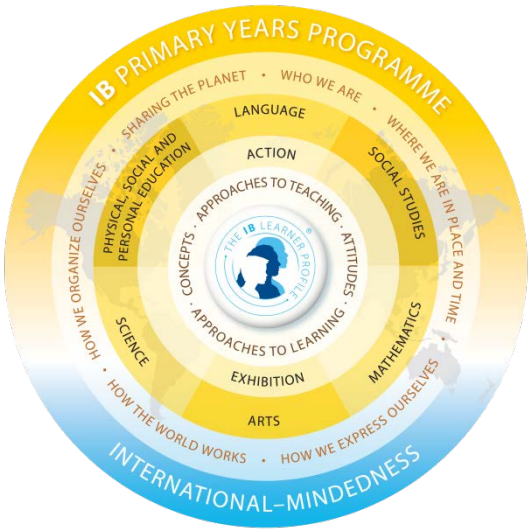

Figure 1. The Primary Years Programme model

Like the PYP, the MYP (Figure 2) is a transdisciplinary, conceptually-based and inquiry-driven programme built around the IB learner profile. The key disciplinary subjects are language and literature, language acquisition, physical and health education, sciences, arts, design, mathematics and individuals and societies (with a humanities and social science focus). These disciplinary subjects are addressed through 'global contexts' to provide contextual understanding, 'key concepts' to provide breadth, and 'related concepts' which offer depth (IBO, 2014a). 'Service' complements action, and enables students to identify with their community and makes classroom learning more meaningful. In the words of the IBO, through service as action students can 'become "actors" in the "real world" beyond school' (IBO, 2014a, p. 23). The MYP Projects (the Community Project, which may be completed in Years 3 and 4; and the Personal Project, which may be completed in Year 5) are ways in which MYP students can reflect on and consolidate their learning just as PYP students are able to do through the PYP Exhibition (IBO, 2014b). An inquiry into social and emotional well-being of Australian MYP students by Skrzypiec, Askell-Williams, Slee and Rudzinski (2014) suggested that on balance the MYP had a positive impact on well-being, although there was some concern about the well-being of a small group of female students, specifically those in the upper years of the MYP.

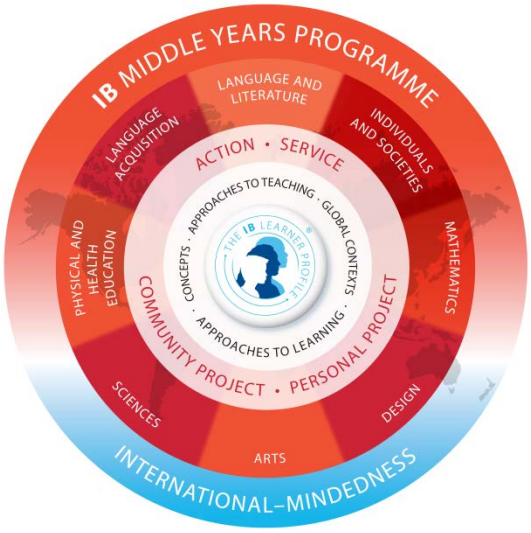

Figure 2. The Middle Years Programme model

In 2014, MYP: The Next Chapter was launched, so throughout the data collection period for the current project, schools were implementing the new course and adjusting to the changes required by the new curriculum.

The DP (Figure 3) is a pre-university programme for 16-19 year olds. In addition to the IB learner profile, the core of the DP comprises three elements: the Extended Essay, Theory of Knowledge, and Creativity, Action and Service. In addition to this core, the curriculum comprises six different subject areas: Sciences, The Arts, Mathematics, Individuals and Societies, Studies in Language and Literature, and Language Acquisition. There is a stated emphasis in the DP on developing 'the values and life skills needed to live a fulfilled and purposeful life' (IBO, 2009b, p. 3) and the importance of healthy relationships and emotional development (IBO, 2012).

Figure 3. The Diploma Programme model

The Career-related programme (Figure 4) is also a pre-university programme for 16-19 year olds but differs from the DP in its vocational emphasis. The CP combines DP courses with what are termed 'career-related studies'. Examples of career-related studies are Sports Management, Hospitality and International Business. Alongside the career-related studies is an emphasis on language development and a reflective project.

Figure 4. The Career-related Programme model

Across the IB continuum, there is the expectation that social and emotional well-being will play a key role - as evidenced in a myriad of IB publications (e.g. IBO, 2009b; 2013; 2014a). Despite this expectation, little published work has been carried out to date, investigating the development of well-being in IB World Schools. The present study aims to fill this gap.

3.4 Curriculum

This project draws on the previous study carried out into social-emotional well-being in the IB Middle Years Programme (Skrzypiec, Askell-Williams, Slee and Rudzinski, 2014) and extends it by focusing on the pedagogical interpretation of well-being through the curriculum. We have drawn on two frameworks in our conceptualisation of curriculum – those of Pollard and Triggs (1997), and Glatthorn, Boschee, Whitehead and Boschee (2012), (see Table 1). These frameworks have allowed us to capture aspects of well-being within both the official IB curriculum and specific school-level interpretations, and also to capture aspects of well-being which fall outside of the formal curriculum.

Table 1: Conceptualisations of curriculum that will be used in the study

Official curriculum: a) Generic b) Site-specific	 a) The PYP, MYP, DP and CP programmes The learner profile b) Additional curricula features specific to individual schools
Taught curriculum	What is taking place in the classroom
Hidden curriculum	What is learned which is not part of the official curriculum
Curriculum-as-experienced	Those aspects of the official, taught, and hidden curriculum which comprise the learning experience

4 Research methods

4.1 Research aims and questions

Securing student well-being is fundamental to creating the conditions in which effective learning can take place. However, it is also a complex and abstract phenomenon, which cannot be easily articulated. Our previous research, in relation to concepts such as open-mindedness (Stevenson, Thomson, & Fox, 2014) and caring (Stevenson et al., 2016), has shown that stakeholders often have difficulty in articulating what these ideas mean, and how they can be translated into practice(s). Although there may be a level of intuitive understanding it is not always clear to what extent this is a shared view. Moreover, if such understanding is not common then this may militate against developing whole school approaches. This study aimed to make well-being a focus of discourse within schools by structuring the data generation methods around meaning-making discussions. Paired interviews and focus groups ensured that the views of school leaders, teachers, counsellors and students were heard as they conceptualised well-being and its importance in school life.

The research design was framed around five over-arching aims as shown below.

4.1.1 Research aims

1. To understand how school leaders and teachers make sense of the term 'well-being' and which distinct elements of the IB Curriculum, including the learner profile, help in this process.
2. To understand how schools seek to enhance well-being through whole school policies including curriculum policy.
3. To understand how teachers seek to integrate well-being in their teaching and learning.
4. To understand which other factors, beyond the formal curriculum, influence students' well-being.
5. To evaluate levels of well-being across schools, and to identify which factors are associated with high levels of well-being.

Five research questions were nested within these aims.

4.1.2 Research questions

1. What is the well-being of the sample student population?
2. In what ways do IB World School leaders and teachers interpret well-being and what significance do they attach to the development of well-being in schools?
3. How do curriculum managers construct a curriculum that supports students' well-being?
    a. What components of the curriculum, including the learner profile, are oriented towards promoting/supporting well-being?
    b. To what extent do other IB documents contribute to creating an atmosphere favourable to well-being?
    c. What other documents or programmes contribute to creating an atmosphere favourable to well-being, and in what ways?
4. To what extent do schools use the existing curriculum to create a culture that supports well-being?
    a. What are the teachers' perceptions of the challenges in achieving well-being in the sample schools? What are the practices that constrain or support well-being?
    b. How does the learner profile contribute to supporting well-being?
5. What are the cultural differences in expectations for students' well-being?

4.2 Ethical considerations

The research design was approved by the University of Nottingham School of Education Ethics Committee. This decision is informed by the University of Nottingham Code of Research Conduct and Research Ethics, the British Educational Research Association's Ethical Guidelines for Educational Research (BERA, 2011) and the Economic and Social Research Council (ESRC) Framework for Research Ethics. Particular consideration was given to the non-identification of schools and respondents within those schools. Given the young ages of some of the study participants, the ethical approval procedures have been revisited at several stages throughout the research process to ensure compliance. See Appendix 1 for samples of ethical documentation.

Owing to the sensitive, and potentially intrusive, nature of the topic being explored, ethical considerations received considerable attention from the research team before data collection began. Particular attention was paid to ensuring that the survey was constructed in such a way as to ensure that students should not feel disheartened or depressed by it. Further attention was given to the challenge of ensuring that the very young children involved could make a decision around informed consent.

4.3 Fieldwork overview

Our fieldwork strategy aimed to document the social and emotional well-being of students in IB World Schools, how it is manifested in the written curriculum, and how it is enacted in school practices. To achieve this we drew upon surveys of students and interviews that involved school administrators, teaching staff, counsellors and students.

The first step was to identify those IB World Schools in which all four programmes have been implemented. All of these were contacted and invited to participate in the research along with a random sample of schools that offer three programmes. Four- and three-programme schools were targeted for pragmatic reasons: as the research brief was to look at social and emotional well-being of students in all four programmes offered by the IB, the cost effectiveness of the research was increased by focusing on multi-programme schools.

An online survey was sent to those schools who responded positively to the invitation to participate. Follow-up reminders were sent to schools two weeks before the original survey closing date, and then again on the published survey closing date informing schools of an extension to the date of two weeks. Concurrently, a stratified sample of those schools, based on diversity of geographical location, were contacted and invited to participate further in the research study.

2668 students from ten schools participated in the survey. Qualitative data generation was carried out in five schools across three IB regions. In total, semi-structured interviews and focus groups with 75 individuals were conducted. Further details about the design of the survey and the school visits are given in the next sections.

4.3.1 Survey

The focus of the present study was on IB World Schools that delivered all four programmes. As such, there was a need to measure social and emotional well-being in age-appropriate ways. There are many measures of well-being discussed in the literature, and for this study we have drawn on two of them: Seligman (2011), and Huebner (1994).

Seligman (2011) conceptualises well-being as comprising five main constructs: positive relationships, engagement, positive emotions, meaning and accomplishments. The research team chose to use EPOCH, the adolescent scale based on Seligman's model (Kern, Benson, Steinberg & Steinberg (under review)). The EPOCH instrument comprises a set of 20 statements requiring responses on 5-point scales indicating frequency of emotion or 'how much like me' the statement is. The components of the EPOCH measure compared to the

PERMA Profiler (Seligman's original measure) are shown in Table 2. The EPOCH Measure is given in full in Appendix 2.

Table 2: Comparison of components of flourishing included in Seligman et al. (2011) and Kern et al. (under review)

SELIGMAN et al.	**Kern, Benson, Steinberg & Steinberg**
Positive relationships	Connectedness
Engagement	Engagement
Meaning and purpose	
Positive emotion	Happiness
Accomplishment/ Competence	Perseverance
–	Optimism

Huebner's (1994) work on subjective well-being in adolescents has identified five broad areas of importance: family, friends, school, living environment and self. The emphasis in Huebner's work on social well-being was considered particularly pertinent for the present study, given the social context of the research sites. Huebner's Multidimensional Students' Life Satisfaction Scale (MSLSS) (Appendix 3) The MSLSS consists of 40 items in five categories: family, friends, school, living environment and self. It was adopted for the study in its entirety, except for one item in the 'self' category (I think I am good looking). This was deleted after it was found to be distracting for students at the piloting stage.

A third instrument, Keyes' (2009) survey was considered at some depth because it was used in the previous study looking at well-being amongst IB MYP students in Australia (Skrzypiec et al., 2014). Nevertheless, the research team had some reservations about the use of this scale from an ethical perspective. There was concern that the wording of some items could cause an increase in emotional distress for those participants who would not rank highly on the scale. In particular, for a participant to indicate that they had 'never' experienced the emotions or feelings in the first five items of the scale (happy; interested in life; satisfied with life; have something important to contribute to society; belong to a community) could be distressing. Given these concerns and the large percentage of agreement and correlation between Keyes' and Seligman's models (Hone, Jarden, Schofield, and Duncan, (2014), it was decided not to use Keyes' 2009 instrument. The components of well-being, how they are covered by the two instruments adapted for this study, and how these map onto the Keyes (2002, 2006, 2009) and Diener et al. (2010) models used in the Skrzpiec et al. (2014) study, are shown in Table 3.

Table 3: Components of well-being (shown in bold) included in the EPOCH and MSLSS survey instruments used in the study, and mapped on to the components identified by Keyes and Diener et al.

Kern, Benson, Steinberg & Steinberg (under review) **(EPOCH)**	Huebner (1994) **(MSLSS)**	Keyes (2002, 2006, 2009)	Diener et al. (2010)
Connectedness	**Family Friends**	Positive relationships	Positive relationships
Engagement		Positive affect (interested)	Engagement
		Purpose in life	Purpose and meaning

	Self	Self-acceptance	Self-acceptance and Self-esteem
Happiness	**Family**	Positive affect (happy)	–
Perseverance		–	Competence
Optimism		–	Optimism
	Family Friends	Social contribution	Social contribution
	Friends	Social integration	–
	Family Friends	Social growth	–
	Friends	Social acceptance	–
	Living environment	Social coherence	–
	Self/living environment	Environmental mastery	–
	Self	Personal growth	–
	Self	Autonomy	–
	Life satisfaction	Life satisfaction	–

In addition to the above definitions of well-being, we also considered aspects of social support at school as an important contributory factor to the development of young peoples' social and emotional well-being. The Child and Adolescent Social Support Scale (Malecki & Demaray, 2002) has been widely used in studies of social support for young people, and the four subscales (parent, teacher, classmate and close-friend) have been shown to be reliable with construct validity when used individually as well as alone. Due to considerations of survey length and respondent fatigue, we adopted only the 'teacher' subscale of the CASSS for use in the present study (see Appendix 4).

The complete survey for 'Social and emotional well-being in IB World Schools' is shown in Appendix 5. The survey was piloted with six children of representative ages to those in the population sample. The final version was used with students from 10 to 19 years of age. Data from schools where there had been only one or two respondents were discarded on the assumption that these were from staff members exploring the survey.

4.3.1.1 Sample student population

Student respondents to the survey came from schools in four regions: Americas, Asia Pacific, Europe and the Middle East. The location of each school by region is shown in Table 4.

Table 4: Locations of schools whose students participated in the survey

School	Location
School A	Asia-Pacific
School C	Asia-Pacific
School D	Americas
School E	Americas
School F	Middle East
School G	Europe
School H	Americas
School I	Europe
School J	Americas
School K	Asia-Pacific

Note: Only two responses to the survey from School B were received. These were deleted from the data.

All participating schools with their corresponding response rates shown by number and percentage can be seen in Table 5. Data from one school comprised 23% of the survey responses, the most from any one institution. The lowest number from any one institution was 21 or 0.79%.

Table 5: Number and percentage of respondents by school

School	n	%
School A	205	7.68
School C	255	9.56
School D	278	10.42
School E	153	5.73
School F	21	0.79
School G	128	4.80
School H	246	9.22
School I	488	18.29
School J	273	10.23
School K	621	23.28
Total	**2668**	**100**

We asked to receive responses to the survey from students aged 10 – 19. The number of respondents by age is shown in Table 6. The youngest survey respondents were 9 years old, and the oldest were 19 (*mode = 13, median = 14, mean = 14).*

Table 6: Ages of survey respondents

Age of respondent	n	%
8	0	0.00
9	6	0.22
10	59	2.21
11	213	7.98
12	456	17.09
13	489	18.33
14	464	17.39
15	394	14.77
16	312	11.69
17	210	7.87
18	55	2.06
19	10	0.37
Total	**2668**	**100**

The gender of survey respondents is shown in Table 7. Almost exactly half of the survey respondents identified as female, with 45% identifying as male, and nearly 5% who opted not to identify with either gender.

Table 7: Gender of survey respondents

Gender	n	%
Female	1335	50.04
Male	1204	45.13
Don't want to say	129	4.84
Total	**2668**	**100**

Survey respondents' programme of study is shown in Table 8 and the spread of students by gender across the four IB programmes is shown in Figure 5. The distribution of students across programmes reflects a range of factors, such as the numbers of available students to participate in the survey, the size of the programme and the time pressures and commitments elsewhere. For example, as we had only asked for students aged 10 and above to be included in the sample surveyed, the majority of PYP students would not have been eligible to participate. At the time the survey was open (March to June) DP and CP students would have been under pressure of exams. Worldwide, the CP is currently the smallest of the IB programmes, and this is reflected in the figures in Table 8.

Table 8: Number and percentage of survey respondents by IB programme

IB Programme	n	%
PYP	177	6.63
MYP	1998	74.89
DP	443	16.60
CP	50	1.87
Total	**2668**	**100**

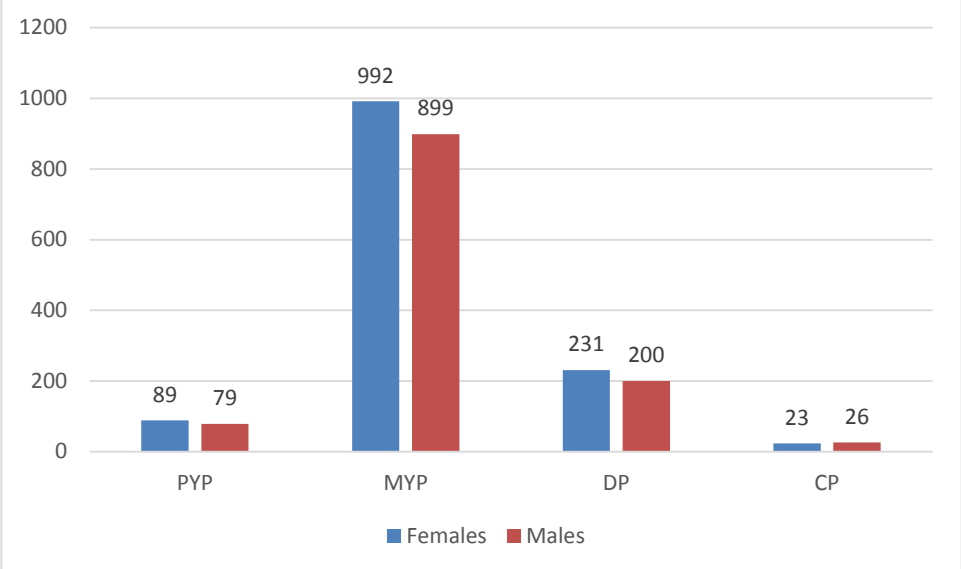

Figure 5: Numbers of students by gender across each programme

4.3.1.2 Survey analysis

As the survey data are based on rank and, moreover, as there are not equal distances between items, the most appropriate measure of central tendency is median (the central value in ranked data) rather than the more familiar mean (the average of the ranked values).

Consequently, graphs of medians are presented throughout. Given the ordinal and nominal nature of the data, the one-way ANOVA on ranks (Kruskal-Wallis H test) was used to determine any statistically significant differences in well-being between schools, ages of student, genders of student and students on the different IB programmes. This was followed by a pairwise comparison post-hoc analysis using Dunn's (1964) procedure with a Bonferroni adjustment.

The internal consistency for the EPOCH and MSLSS scales in the survey were tested using Cronbach's alpha and found to have a high level of internal consistency as determined by Cronbach's alpha of > .76 (EPOCH scales) and >.80 (MSLSS scales) Further details are given in Appendix 6.

4.3.2 School visits

The qualitative phase of data generation was carried out in five IB World Schools as shown in Table 9. In each case, a detailed schedule for the visit was sent in advance, listing the interviews that the research team wished to undertake. A sample visit schedule is provided in Appendix 7.

Table 9: Locations of schools visited for qualitative data collection

School	Location	IB programmes offered
School A	Asia-Pacific	PYP, MYP, DP, CP (candidate school)
School B	Europe	PYP, MYP, DP, CP
School C	Asia-Pacific	PYP, MYP, DP
School D	Americas	PYP, MYP, DP, CP
School E	Americas	PYP, MYP, DP, CP

The visit schedule included the following statement designed to ensure that students, parents and teachers complied with the ethical protocols around which the study was designed:

> *We would be grateful if relevant copies of the Project Information Sheet (to be sent at a later date) could be distributed to students in advance of the visit so they can raise any questions with their teacher or parents or carers. If your school policies require parents to be informed about research activities, we will include a letter for distribution which will include a withdrawal of consent slip to be returned to the school. A Project Information Sheet for staff members is also attached. We will give all participants a consent form to sign during the visit.*

The interviews followed a semi-structured design, and sample interview schedules can be seen in Appendix 8. The aim of the interviews was to generate a detailed understanding of how well-being was conceptualised, understood, and promoted within schools. In many cases, paired interviews or focus group discussions between individuals allowed the research team to come to a more detailed understanding of well-being than would have otherwise been the case, as interviewees made their views explicit for an interlocutor or interlocutors with whom they shared contextual knowledge. For example, teacher and counsellors from the same programmes were interviewed in pairs; and curriculum coordinators across three or four programmes engaged in focus group discussions. On occasions, interviewees commented on the usefulness of these discussions for their own professional development and understanding – this was particularly noticeable when teachers and school counsellors engaged in paired interviews.

Data generation with MYP, DP and CP students was carried out as focus group discussions, with a minimum of three students and a maximum of six in each group. A variety of methods were used to generate discussion and viewpoints with students in the younger age group who were following the PYP programme. These methods were informed by the work of Leeson

(2014), Crivello, Camfield and Woodhead (2009), and Goodwin and Young (2013) and included:

- Use of colouring and drawing to elicit views about important others and relationships in young peoples' lives
- Use of body tracing to elicit views about self
- Use of discussion topics/questions about school/neighbourhood on coloured wooden sticks to give young people choice
- Use of props (specifically Mr. Men and Little Miss mini-magnetic bookmarks) to elicit views about life satisfaction and emotional well-being

4.3.2.1 Interview analysis

The data from the interviews was transcribed and analysed thematically in NVivo, using a coding scheme based on the model of social and emotional well-being adopted for this study (see section 3.1), but also incorporating themes which emerged from the data. See Appendix 9 for the coding scheme.

5 Research findings

The research findings are presented below, with each research question addressed in turn. The first question addresses the well-being of the sample student population through analysis of the quantitative survey data. The remaining questions address the policy issues and views about well-being of the leaders and teachers in schools through qualitative interview data, notes made during school visits, and website analysis. The Tables in Appendix 10 demonstrate how data from the different phases of the study were used to address each question, mapping the method and the specific details for that method, on to the analysis rationale for each question.

5.1 What is the well-being of the sample student population?

The median scores for all respondents on the EPOCH and MSLSS scales are shown in Figures 6 and 7, respectively. These scores show that social and emotional well-being was medium to high in the sample student population.

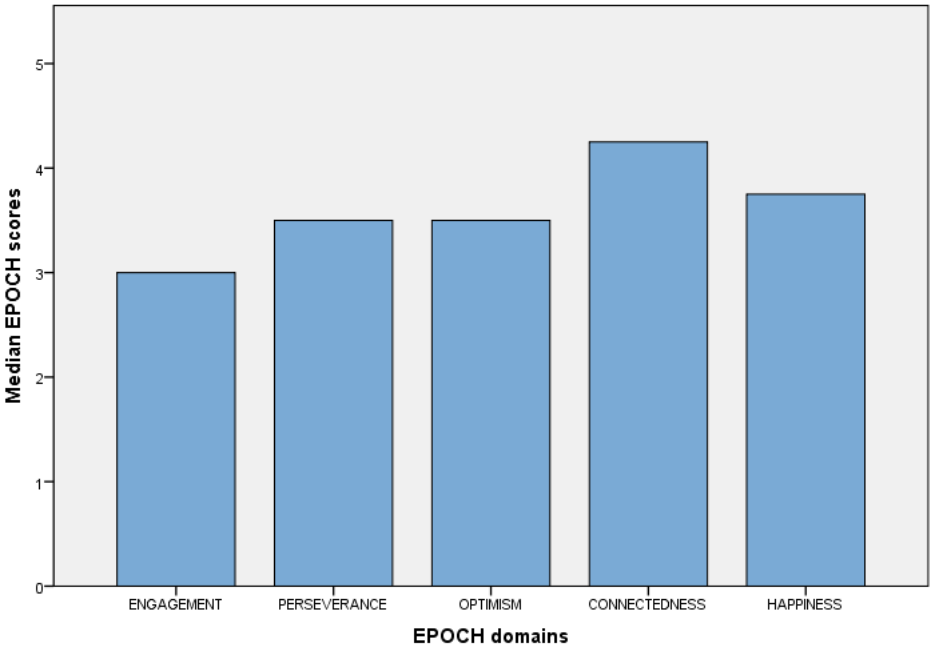

Figure 6: Median scores for all respondents on the EPOCH scale

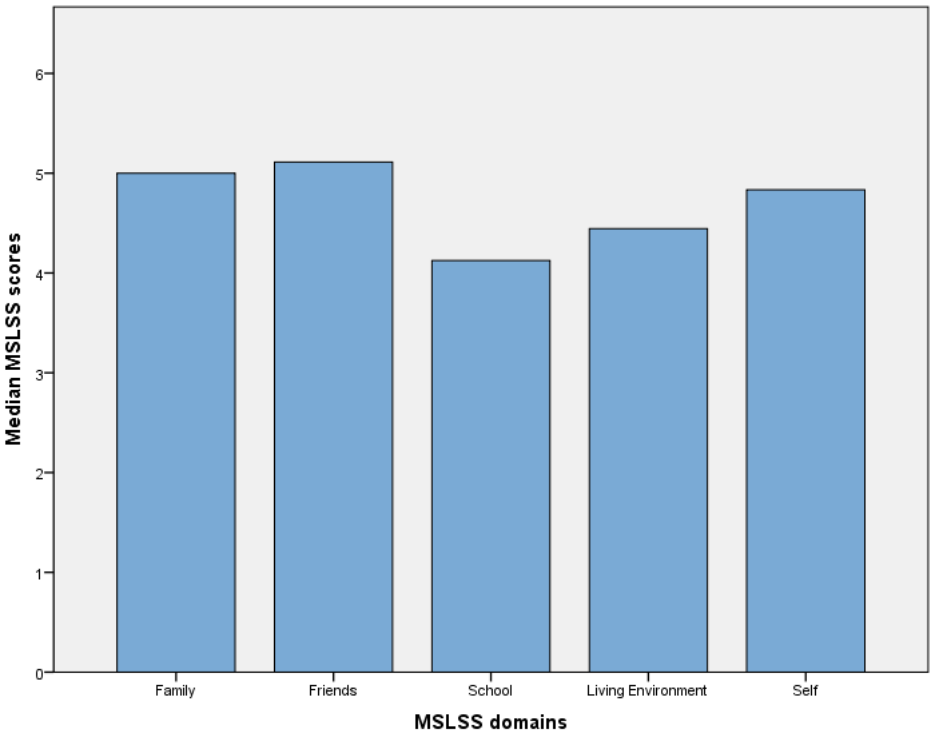

Figure 7: Median scores for all respondents on the MSLSS scale

On the EPOCH scale, students scored highest on the 'connectedness' and 'happiness' domains, and lowest on the 'engagement' domains. On the MSLSS scale, overall satisfaction with life was good, especially on the domains of 'friends' and 'family', but marginally less so with 'school'.

5.1.1 Well-being and school

The median scores for all respondents on the EPOCH and MSLSS scales by school are shown in Figures 8 and 9, respectively.

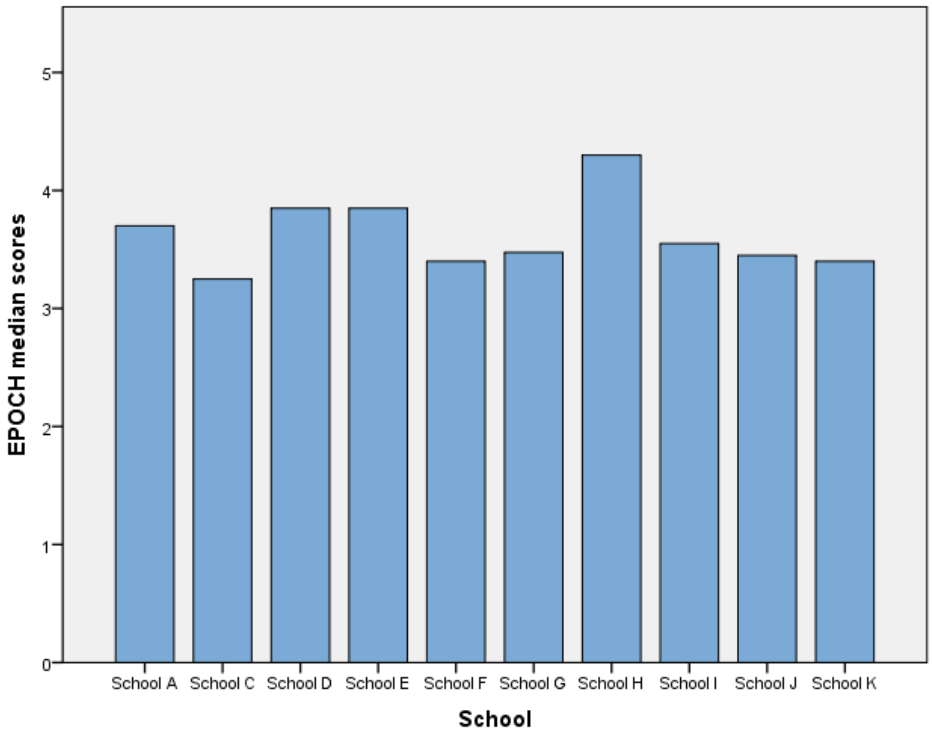

Figure 8: Median EPOCH scores by school

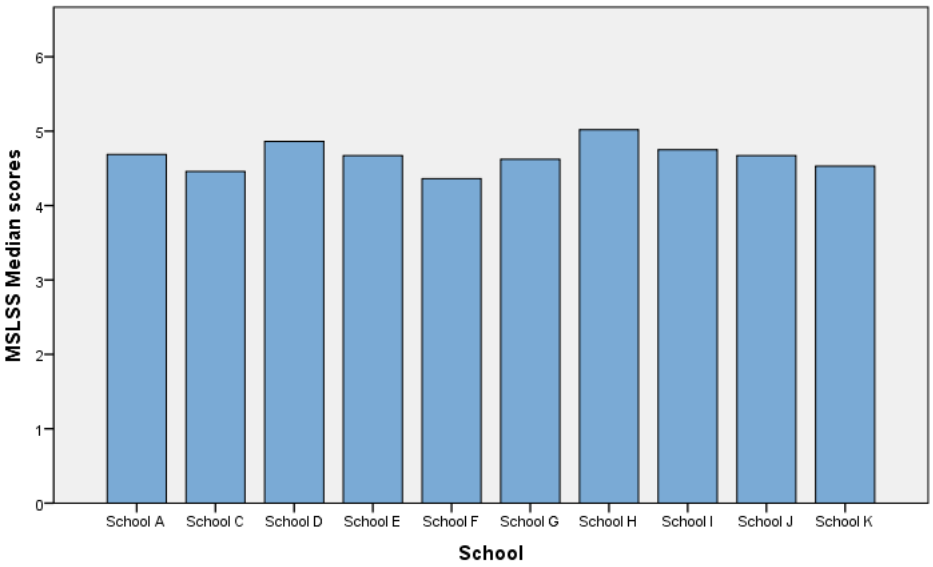

Figure 9: Median MSLSS scores by school

A Kruskal-Wallis H test was run to determine if there were differences in EPOCH scores between all schools in the study. Distributions of EPOCH scores were similar for all schools, as assessed by visual inspection of a boxplot. Median EPOCH scores were statistically significantly different between groups, $H(9) = 390.66$, $p = .001$. Subsequently, pairwise comparisons were performed using Dunn's (1964) procedure with a Bonferroni correction for multiple comparisons. Adjusted p-values are presented in Appendix 11. This post hoc analysis revealed statistically significant differences in median EPOCH scores as shown in Appendix 11.

A second Kruskal-Wallis H test was run to determine if there were differences in MSLSS scores between all schools in the study. Distributions of MSLSS scores were similar for all schools, as assessed by visual inspection of a boxplot. Median MSLSS scores were statistically significantly different between groups, $H(9) = 130.37$, $p = .001$. Subsequently, pairwise comparisons were performed using Dunn's (1964) procedure with a Bonferroni correction for multiple comparisons. Adjusted *p*-values are presented in Appendix 11. This post hoc analysis revealed statistically significant differences in median MSLSS scores between the schools as shown in Appendix 11.

Across both measures, students in School H scored significantly more highly on the two well-being measures than students in other schools, followed by students in School D and School I. Students in School C scored lowest on the EPOCH measure, whilst students in School F scored lowest on the MSLSS measure.

5.1.2 Well-being and gender

The median scores for all respondents on the EPOCH and MSLSS scales by gender are shown in Figures 10 and 11, respectively.

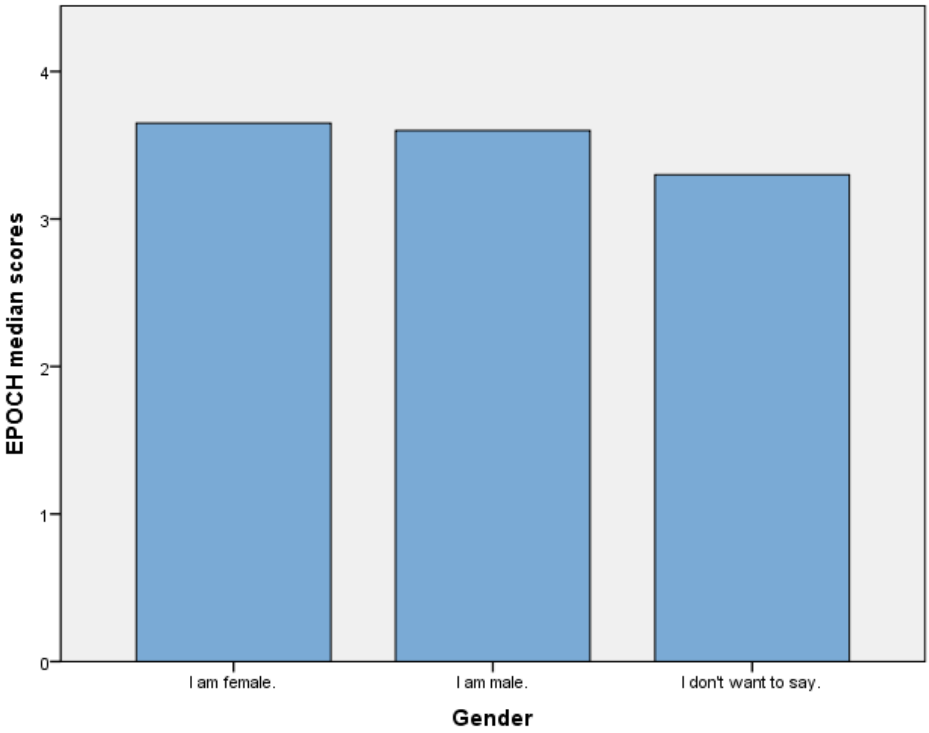

Figure 10: Median EPOCH scores by gender

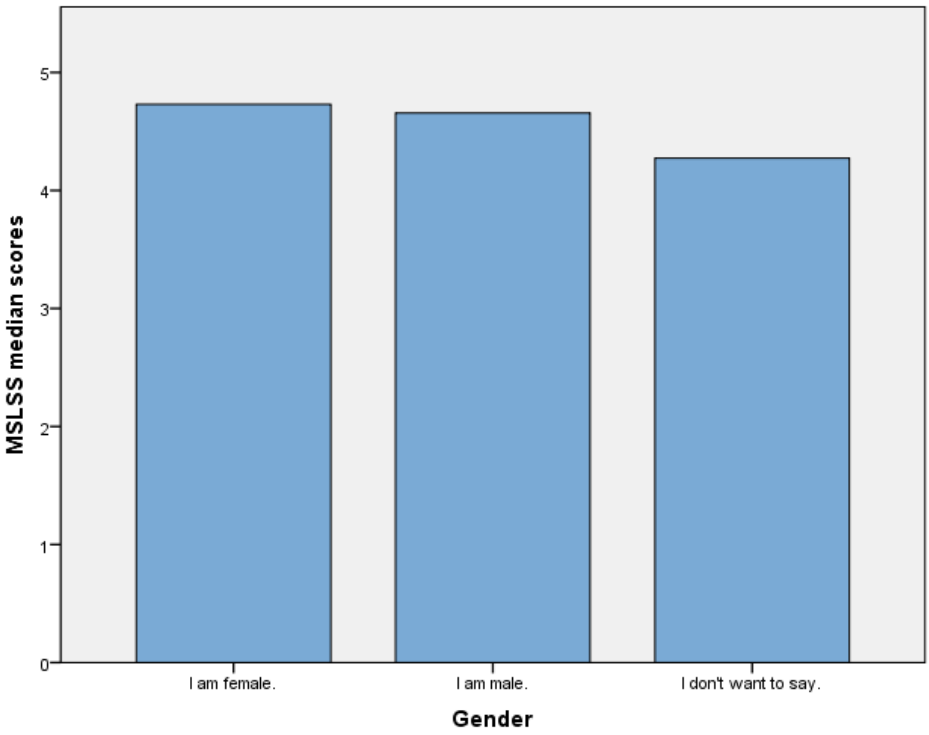

Figure 11: Median MSLSS scores by gender

A Kruskal-Wallis H test was run to determine if there were differences in EPOCH scores according to gender. Distributions of EPOCH scores were similar for all options in the gender category, as assessed by visual inspection of a boxplot. Median EPOCH scores were statistically significantly different between groups, $H(2) = 31.25$, $p = .001$. Subsequently, pairwise comparisons were performed using Dunn's (1964) procedure with a Bonferroni correction for multiple comparisons. Adjusted *p*-values are presented in Appendix 11. This post hoc analysis revealed statistically significant differences in median EPOCH scores between 'I don't want to say' (3.30) and males (3.60), ($p = .001$) and females (3.65) ($p = .001$), but not between males and females.

A second Kruskal-Wallis H test was run to determine if there were differences in MSLSS scores according to gender. Distributions of MSLSS scores were similar for all options in the gender category, as assessed by visual inspection of a boxplot. Median MSLSS scores were statistically significantly different between groups, $H(2) = 41.77$, $p = .001$. Subsequently, pairwise comparisons were performed using Dunn's (1964) procedure with a Bonferroni correction for multiple comparisons. Adjusted *p*-values are presented in Appendix 11. This post hoc analysis revealed statistically significant differences in median MSLSS scores between 'I don't want to say' (4.27) and males (4.66), ($p = .001$) and females (4.73) ($p = .001$), but not between males and females.

Across both EPOCH and MSLSS measures of well-being, there were no significant differences between males and females.

5.1.3 Well-being and age

The median scores for all respondents on the EPOCH and MSLSS scales by age are shown in Figures 12 and 13, respectively.

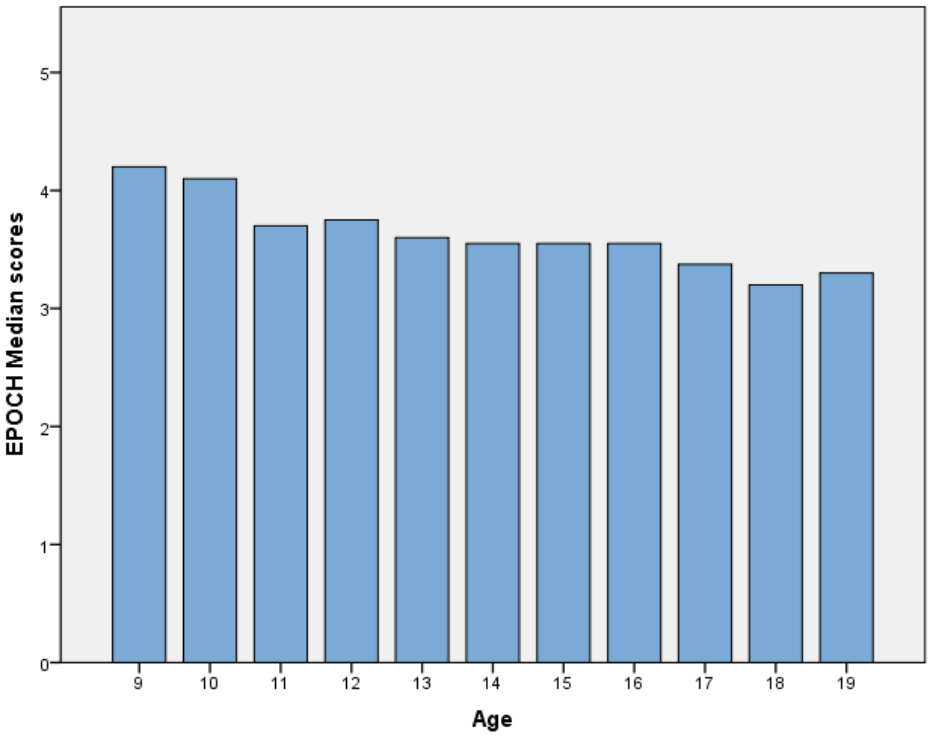

Figure 12: Median EPOCH scores by age

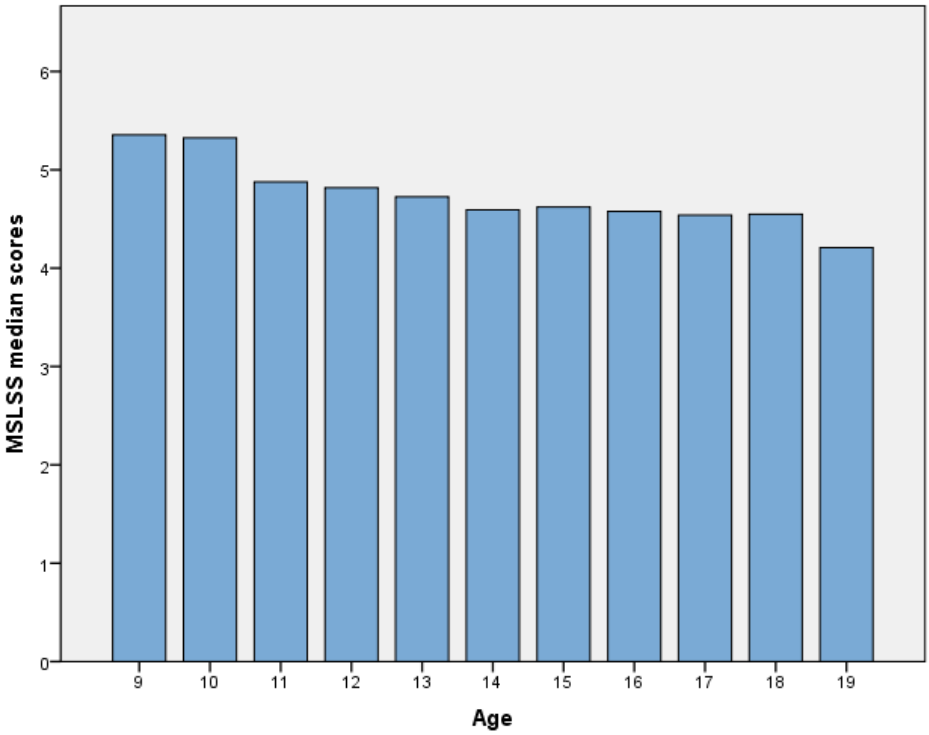

Figure 13: Median MSLSS scores by age

A Kruskal-Wallis H test was run to determine if there were differences in EPOCH scores between different ages of survey respondents. Distributions of EPOCH scores were similar for all ages, as assessed by visual inspection of a boxplot. Median EPOCH scores were statistically significantly different between groups, $H(10) = 96.15$, $p = .001$. Subsequently, pairwise comparisons were performed using Dunn's (1964) procedure with a Bonferroni correction for

multiple comparisons. Adjusted *p*-values are presented in Appendix 11. This post hoc analysis revealed statistically significant differences in median EPOCH scores between the ages as shown in Appendix 11, but not between any other group combinations.

The research team used a cumulative odds ordinal logistic regression with proportional odds to determine the effect of age on EPOCH scores, as linear regressions can only be used on continuous data. Although, the assumption of proportional odds was not met, when assessed by a full likelihood ratio test comparing the residual of the fitted location model to a model with varying location parameters, $\chi2(74) = 612.177$, $p = .000$, separate binomial logistic regression analyses indicated that the estimated parameters were the same for each parameter in each equation, and therefore the assumption of proportional odds could be said to have been met. The deviance goodness-of-fit test indicated that the model was a good fit to the observed data, $\chi2(749) = 692.452$, $p = .931$, but many cells were sparse with zero frequencies in 39.7% of cells. However, the final model statistically significantly predicted the dependent variable over and above the intercept-only model. An increase in age (expressed in years) was associated with an increase in the odds of a lower EPOCH score, with an odds ratio of .852 (95% CI, .823 to .882), Wald $\chi2(1) = 82.663$, $p < .0005$.

A second Kruskal-Wallis H test was run to determine if there were differences in MSLSS scores between different ages of survey respondents. Distributions of MSLSS scores were similar for all ages, as assessed by visual inspection of a boxplot. Median MSLSS scores were statistically significantly different between groups, $H(10) = 120.93$, $p = .001$. Subsequently, pairwise comparisons were performed using Dunn's (1964) procedure with a Bonferroni correction for multiple comparisons. Adjusted p-values are presented in Appendix 11. This post hoc analysis revealed statistically significant differences in median MSLSS scores between the ages as shown in Appendix 11, but not between any other group combinations.

The research team also used a cumulative odds ordinal logistic regression with proportional odds to determine the effect of age on MSLSS scores. However, the assumption of proportional odds was not met, (as assessed by a full likelihood ratio test comparing the residual of the fitted location model to a model with varying location parameters, $\chi2(2255) = 14986.602$, $p = .000$.) This was upheld even after further investigation of the assumption of proportional odds was carried out by running separate binomial logistic regressions on the MSLSS scores.

Across both EPOCH and MSLSS measures of well-being, survey respondents in the younger age ranges (10-12) scored significantly more highly than respondents in the upper age ranges (14-19). There was a significant downward trend to the median EPOCH scores by age, but no significant downward trends could be found to the median MSLSS scores by age. Students aged 10 scored significantly more highly than students of any other age.

5.1.4 Well-being and programme

The median scores for all respondents on the EPOCH and MSLSS scales by age are shown in Figures 14 and 15, respectively.

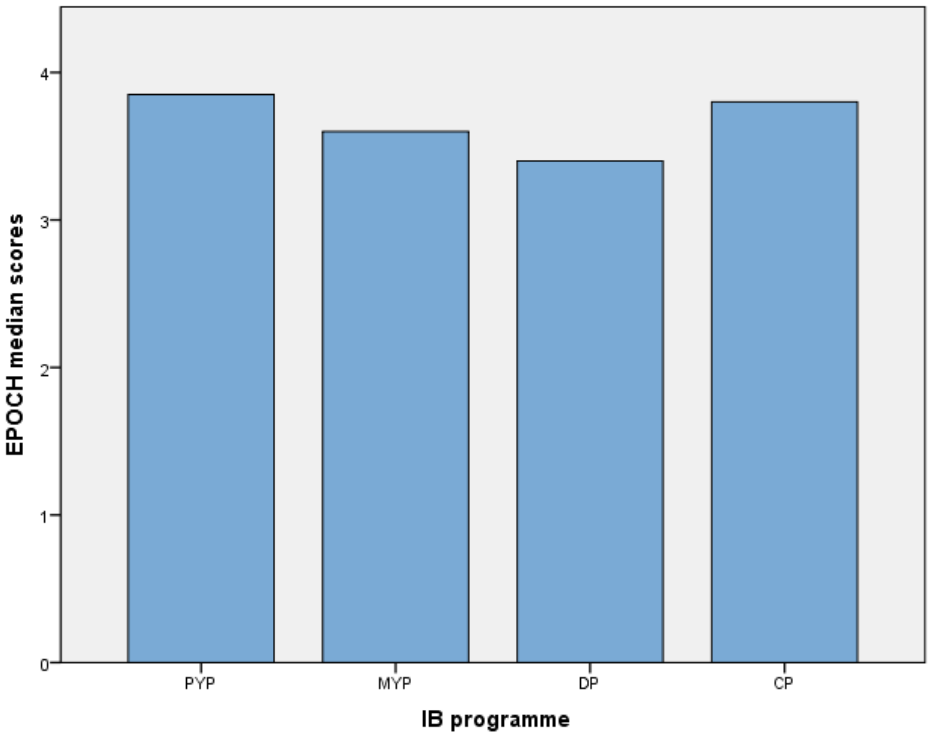

Figure 14: Median EPOCH scores by programme

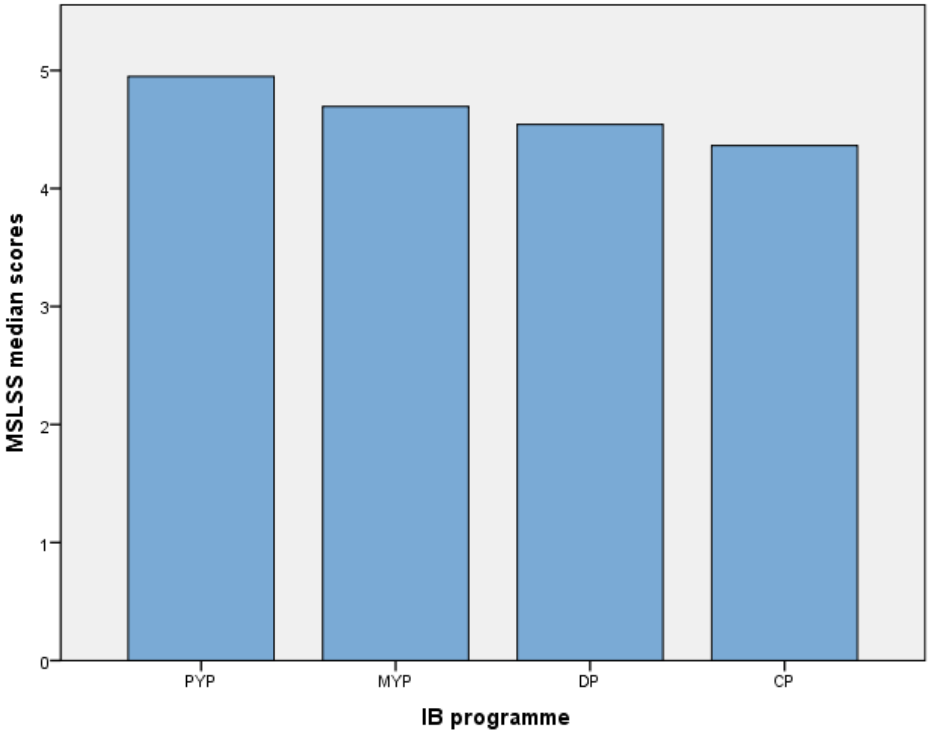

Figure 15: Median MSLSS scores by programme

A Kruskal-Wallis H test was run to determine if there were differences in EPOCH scores between survey respondents on the four IB programmes. Distributions of EPOCH scores were similar for all programmes, as assessed by visual inspection of a boxplot. Median EPOCH scores were statistically significantly different between groups, $H(3) = 51.01$, $p = .001$. Subsequently, pairwise comparisons were performed using Dunn's (1964) procedure with a Bonferroni correction for multiple comparisons. Adjusted *p*-values are presented in Appendix

11. This post hoc analysis revealed statistically significant differences in median EPOCH scores between the PYP (3.85) and MYP (3.60) (p=.001), the PYP and DP (3.40) (p=.001) and the MYP and DP (p=.001), but not between the PYP, MYP or DP and the CP (3.80), although this could be explained by the relatively small number of CP respondents (n=50) compared to the number of respondents from other programmes (n= 177, 1998 and 443 respectively).

A second Kruskal-Wallis H test was run to determine if there were differences in MSLSS scores between survey respondents on the four IB programmes. Distributions of MSLSS scores were similar for all programmes, as assessed by visual inspection of a boxplot. Median MSLSS scores were statistically significantly different between groups, $H(3) = 63.98$, $p = .001$. Subsequently, pairwise comparisons were performed using Dunn's (1964) procedure with a Bonferroni correction for multiple comparisons. Adjusted p-values are presented in Appendix 11. This post hoc analysis revealed statistically significant differences in median MSLSS scores between the PYP (4.95) and MYP (4.70) (p=.001), the PYP and DP (4.54) (p=.001) the MYP and DP (p=.001), and the PYP and the CP (4.36) (p=.001), but not between the MYP and CP, or the DP and CP.

5.1.5 Teacher support by school

Median scores on the CASSS Teacher Support scales (frequency and importance) by school are shown in Figure 16 and Figure 17. The frequency of teacher support in all schools was high, with the highest frequencies reported in School D, School F and School J. The importance of teacher supported reported by the student respondents was medium to high, with School D and School H reporting highest levels of importance. These results indicate that IB World School teachers provide high levels of support to their students, in terms of care, fair treatment, and academics.

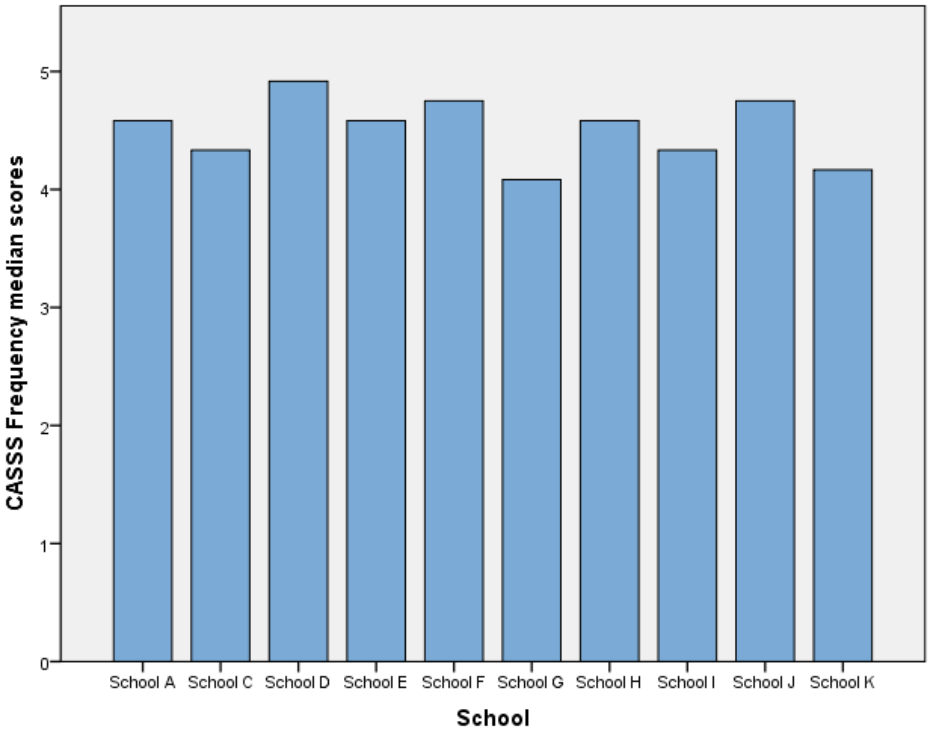

Figure 16: CASSS Frequency median scores by school

A Kruskal-Wallis H test was run to determine if there were differences in CASSS Teacher Support frequency scale scores between survey respondents across schools. Distributions of CASSS Teacher Support frequency scale scores were similar for all schools, as assessed by visual inspection of a boxplot. Median CASSS Teacher Support frequency scale scores were statistically significantly different between groups, $H(9) = 117.63$, $p = .001$. Subsequently, pairwise comparisons were performed using Dunn's (1964) procedure with a Bonferroni

correction for multiple comparisons. This post hoc analysis revealed statistically significant differences in median CASSS Teacher Support frequency scale scores with School D in the Americas scoring most highly and School G in Europe scoring least highly.

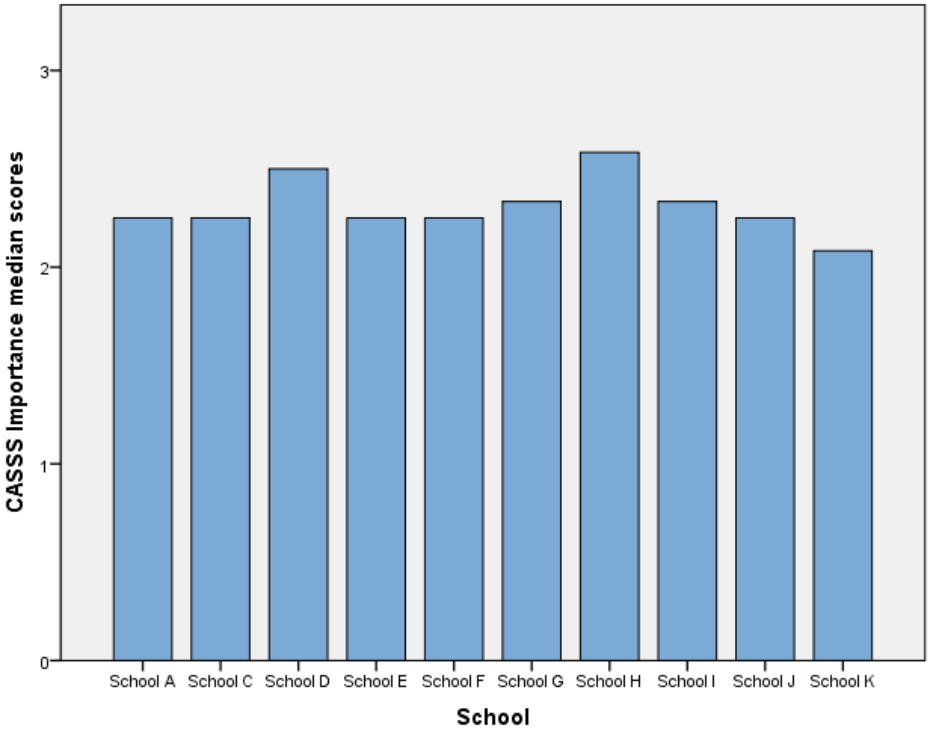

Figure 17: CASSS Importance median scores by school

A second Kruskal-Wallis H test was run to determine if there were differences in CASSS Teacher Support scale importance scores between survey respondents across schools. Distributions of CASSS Teacher Support scale importance scores were similar for all schools, as assessed by visual inspection of a boxplot. Median CASSS Teacher Support scale importance scores were statistically significantly different between groups, $H(9) = 149.56$, $p = .001$. Subsequently, pairwise comparisons were performed using Dunn's (1964) procedure with a Bonferroni correction for multiple comparisons. This post hoc analysis revealed statistically significant differences in median CASSS Teacher Support scale importance scores particularly for schools with scores at the lower end of the scale: School C (Asia-Pacific), School G (Europe), and School K (Asia-Pacific).

5.2 Teacher support by programme

Median scores on the CASSS Teacher Support scales (frequency and importance) by programme are shown in Figure 18 and Figure 19. The frequency of teacher support in all programmes was high, with the highest frequencies reported in the PYP. The importance of teacher support reported by the student respondents was also high in all programmes. These results indicate that IB World School teachers in all programmes provide high levels of support to their students, in terms of care, fair treatment, and academics and that this is important to students.

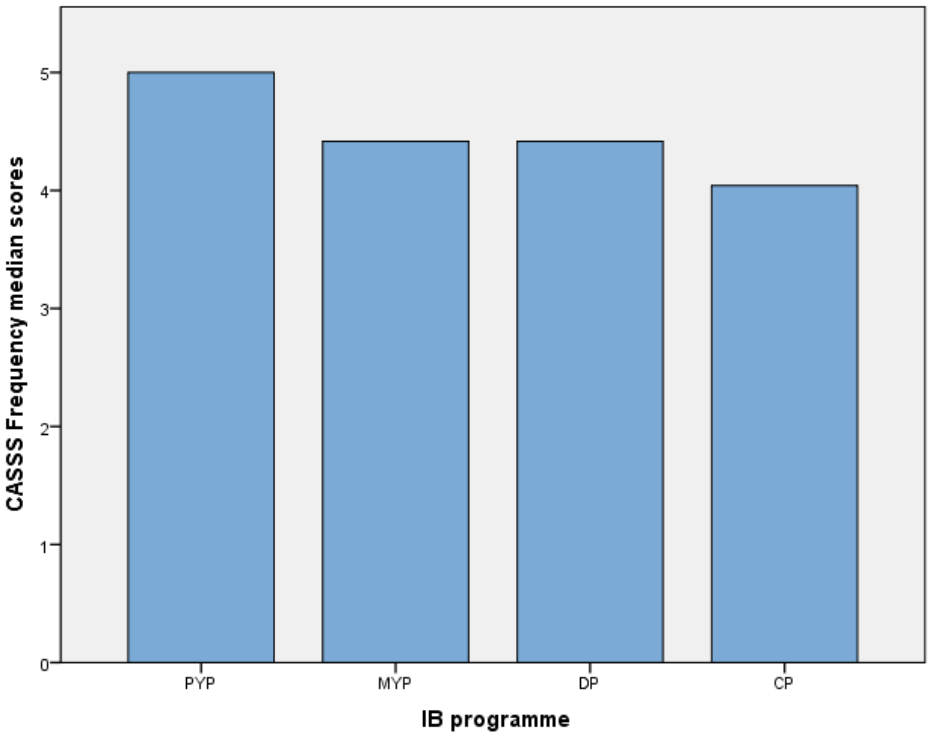

Figure 18: CASSS frequency median scores by IB programme

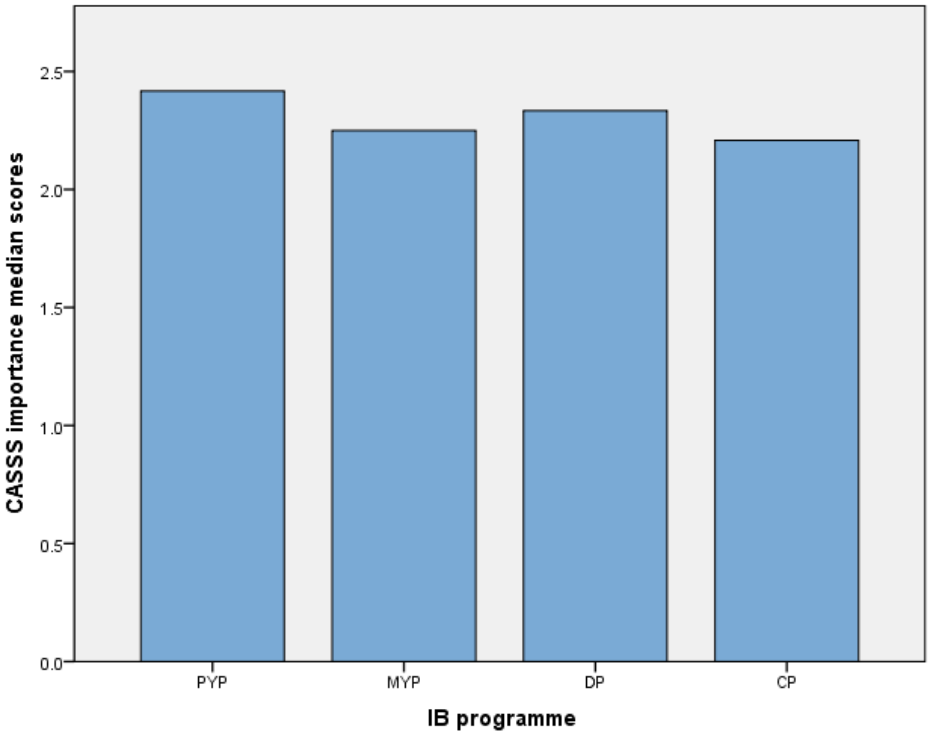

Figure 19: CASSS importance median scores by IB programme

A Kruskal-Wallis H test was run to determine if there were differences in CASSS frequency scores between survey respondents on the four IB programmes. Distributions of CASSS frequency scores were similar for all programmes, as assessed by visual inspection of a boxplot. Median EPOCH scores were statistically significantly different between groups, $H(3) = 50.80$, $p = .001$. Subsequently, pairwise comparisons were performed using Dunn's (1964)

procedure with a Bonferroni correction for multiple comparisons. This post hoc analysis revealed statistically significant differences in median CASSS frequency scores between the PYP (5.00) and all other programmes: MYP (4.42) (p=.001), DP (4.42) (p=.001) and CP (4.04) (p=.001). There were also significant differences between the MYP and the CP, but not between the other programmes.

A second Kruskal-Wallis H test was run to determine if there were differences in CASSS importance scores between survey respondents on the four IB programmes but in this case there were no statistically significant differences between groups.

In summary, the findings of the survey showed that on the EPOCH scale, overall scores were high. Students scored highest on the 'connectedness' and 'happiness' domains, and lowest on the 'engagement' domains. On the MSLSS scale, overall satisfaction with life was good, especially on the domains of 'friends' and 'family', but marginally less so with 'school'. There were differences in scores between schools. Students in School H scored significantly more highly on the two well-being measures than students in other schools, Students in School C scored lowest on the EPOCH measure, whilst students in School F scored lowest on the MSLSS measure. Across both EPOCH and MSLSS measures of well-being, there were no significant differences between males and females. Across both EPOCH and MSLSS measures of well-being, survey respondents in the younger age ranges (10-12 scored significantly more highly than respondents in the upper age ranges (14-19). The age scores were reflected in the differences in students' well-being according to IB programme. On both measures, students in the PYP scored more highly, followed by students in the MYP and the DP.

The frequency of teacher support indicated by the CASSS sub-scale was high for students in all schools, with the highest frequencies reported in School D, School F and School J. The importance of teacher support was reported by the student respondents as medium to high. There were significant differences in CASSS scores between schools on both the frequency and importance dimensions, but only on the frequency dimension when scores were analysed across programmes.

5.3 In what ways do IB World School leaders and teachers interpret well-being and what significance do they attach to the development of well-being in schools?

In all five schools the development of well-being was considered significant, and an important role for the school. The interest in well-being appeared to be enduring. Schools were proud of their innovations in this area, keen to share and learn from others, and interested in understanding more about how well-being could be better supported and developed. During the course of fieldwork visits, school leaders and administrators commented on their involvement in the study as being a positive opportunity to reflect on their school's performance with well-being, and to examine areas for further development. The positive well-being of students was regarded as an indicator of a healthy school climate and as a precursor for academic success.

Comments from many of the interviewees suggested that social and emotional well-being was an area that was receiving attention within the school on a daily basis. Many revealed how it was already an important feature of discussions amongst staff, if sometimes a challenging one:

> *We take it seriously. It is I think talked about almost daily. […] I think that it is just always at the forefront of what we are doing.*
>
> School D, Head of School

> *Well-being is a very important part of growing up I would suggest. It is part of our learner profile attributes and our attitudes as well and it is something that we look at every day …*

School C, Curriculum Coordinator

… you know we are obviously interested in this area anyway and so it is an area that we are grappling with …

School B, DP Coordinator

Social and emotional well-being was often interpreted by our informants as being integral to an holistic approach to education.

I would think that well-being here is really looking at the whole child

School D, Head of School

One question which was raised in the minds of the research team at the outset of the study was the extent to which well-being would be considered as an atomised construct relevant to individuals, and to what extent it would be considered a whole-school phenomenon. It was noticeable, therefore, that there were clear signs that a deep understanding of the importance of well-being permeated the schools. In one case, the foregrounding of well-being was partly in response to a family shooting a year before the data collection took place. The tragedy had involved two students and their parents, and the shockwaves had been felt throughout the institution. The response to this appalling event had been to make well-being a central focus within the school's daily practice - in the words of the principal: "We take it seriously. […] we want to make sure that the students' well-being is at the highest level it can be here."

It is clear through the analysis of the qualitative data that in terms of how well-being is conceptualised and discussed by school leaders and teachers, IB School students are not a homogenous group. When talking about well-being in the younger (PYP) students, interviewees would describe the importance of ensuring a safe environment with clear boundaries, teaching students how to take responsibility for themselves and to be independent, and happiness was more likely to be regarded as an end in itself. The older children, particularly those in the DP programme, felt they had little time to address anything outside of the demanding academic timetable and the focus on examinations, and so considerations of well-being were more of a luxury. Commonly, at DP level, well-being was justified in academic terms as a means preparing students to deal with stress and pressure and thereby enable greater success.

Emotional well-being was regarded by the interview participants as a positive state of mind and an overall psychological health representative of physiological and safety needs being met. The MYP Principal in School A talked about food and housing as being important for overall well-being:

Well-being. I would say .. there is a certain level of happiness that is expected with well-being. That children are not wanting for their basic needs, so they all have houses, they all have transportation, they all have plenty of food, they have a lot of resources.

School D, MYP Principal

The Curriculum Coordinator in School A mentioned security and comfort as being important for a developing sense of identity and happiness at school:

When you see 'well-being' you think of wellness and the students' state of mind and their comfort levels and their state of security and their perception

on who they are and who they .. who they are becoming and their happiness level at school for the kid or for the student.

School A, Curriculum Coordinator

A common phenomenon in our conversations was the use of the root 'happy' and related terms to describe emotional well-being. This was often related to identity issues and students' self-acceptance and self-esteem as described here by the Principal in School E:

… well-being for me is a lot to do with this sort of being happy with yourself. And so […] this is what we try and do with the kids and get them to be happy with themselves as well.

School E, School Principal

Resilience, one of the 'affective skills' in the 'self-management' approach to learning (ATL), was also commented on as a factor contributing to emotional well-being:

I think that it has also got to do with the ability to survive under adversity and like …I think about it as being resilience, persistence and the ability to pick yourself up when things have gone wrong … to maintain perspective and balance and all of those sorts of things as well … because life is not going to be smooth sailing and it is that ability to overcome the difficulties or to address the difficulties or face or get help or whatever it is that you need to do and it is all part of that as well.

School B, MYP Counsellor

Several times in our discussions, resilience in a school context was framed as 'failing well', a concept implicit in the quotation from the School B MYP Counsellor above in talking about the 'ability to survive under adversity' and being able to overcome difficulties. Failing well was also discussed explicitly by the Curriculum Coordinator in School D, who felt it is important for social and emotional well-being for students to feel they could learn to fail in the safe environment of the school:

Ok. My definition would be that students who .. who have a comfort level where they feel they can act in terms of academics and in terms of their own personal needs and a situation or a place where there is safety and there is acceptance and there are concerned adults who are around in terms of academics at least for school and that they feel very comfortable and it is a place in my mind where you can in essence fail and be accepted and learn from that without criticism that might come from other places.

School D, Curriculum Coordinator

In four out of the five schools, spirituality was mentioned as a factor that may form part of the definition of student emotional well-being. In School E, 'spirituality' had been added as one of three additional learner profiles to the ten attributes of the IB learner profile, along with 'joyfulness' and 'optimism'. In School D, one interviewee was keen to stress the influence of that 'part of the world' which meant that spirituality was more closely integrated with well-being than in other, more generally secular, contexts:

… when you talk about emotional well-being there is that kind of spiritual piece to this and that is fairly big in this part of the world. In terms of and - especially if you have driven around - in terms of the number of spiritual opportunities. There is a lot of availability […] it is definitely something especially coming from like England […] where those things are important but there is a different kind of perception of how that looks […] So when you talk

about emotional well-being in that piece is kind of .. I would say locked in with the spiritual well-being.

School D, Assistant High School Principal

Related to spirituality, mindfulness was also discussed by the teachers who participated in this study as an important aspect of emotional well-being. Mindfulness is one of the 'affective skills' in the 'self-management' approach to learning (ATL) and so is a concept with which IB World School teachers are familiar. One teacher from School B suggested that the success of mindfulness as an educational concept was due to the fact it is spiritual but removed from the religious aspect:

The mindfulness movement is an interesting one and because really it is as such mediation, but taken out of Buddhism, and you know, focus on breathing and whatever else that you do when you do yoga and all those sorts of things .. and there is a spiritual element to that .. obviously and .. but taking out the religion part of that is .. is probably the reason that it has been more successful.

School B, DP Coordinator

Social well-being was defined by several participants as the ability to make friends, care for one another and generally 'get along' with other people:

'well-being' is a community in terms of looking out for one another and spotting the signs and then intervening

School A, Director

are they happy are they well .. have they got friends are they mixing with other people ..

School B, Upper School Principal

how happy they are .. and how .. how they get along in the world .. and how well they get along with others

School D, Diploma Programme Counsellor

In fact, the importance of social well-being and making and having a strong friendship circle was considered an important contributory factor to academic success. The DP Coordinator in School B highlighted the links between academic achievement, happiness and friendship when talking about how new students may need to be encouraged towards social engagement before academic progress can be made:

we have a new student transitioning in and the reason that they are not achieving is that they are not happy and why aren't they not happy? It's because they haven't made any friends yet .. you know .. so actually to improve their academics what I have got to discuss is .. "Are you on a sports team?" .. "Oh you are a football player? .. so why haven't you got involved in the football team?"

School B, DP Coordinator

The connection between academic success and social and emotional well-being was acknowledged by several interviewees. There appeared to be a tacit assumption that investment in future academic success could come through focusing on present-day well-being. The Diploma Programme Coordinator in School B made this point clearly:

"Look you can't .. you know .. little Abdulla there is sitting there and you can't push him any further .. you know .. basically it is in this moment of time if we don't do something to support his well-being and sort out the stress, pressure or whatever the issue may be .. then actually he is not going to achieve at all!"

School B, DP Coordinator

Indeed, in School B, this notion of investment in future academic success was claimed to have informed the decision to add the Career-related Programme (CP) to the academic offering available in the School as a means of expanding the choice available to students:

[the decision to start the CP] is very directly connected to well-being in terms of freedom of choice of route to take at 16 post MYP for us. […] I think that having the opportunity to have a broader range of choice at 16 is great and I think that it is absolutely the right thing to do given that we are not academically selective […] So from that point of view we end up with kids who may or may not have passed the DP […] we have a significant number who maybe at the beginning of the DP shouldn't have started it and it is too challenging for them .. and the CP is more appropriate for them

School B, Upper School Principal

As discussed in section 3.2 above, an increasing number of studies have shown a relationship between social and emotional well-being on the one hand, and academic achievement on the other. In this study, the links between social and emotional well-being and academic success were a key point for reflection for interviewees in all five schools with terms such as 'holistic' and 'balance' used to describe the integrated nature of well-being and academic achievement. Here, the School B MYP Teacher describes good academic performance as contributing to a sense of well-being, whilst for the School D MYP Principal well-being provides basis for academic success:

I think that well-being is very pastoral. Well it is very pastoral but it is also taking care of kids academically too isn't it? Because you know .. if there are kids who are not performing well, don't feel well about how things are going so therefore that causes other things to happen doesn't it so it? So it is that whole .. it is that holistic thing .. going on isn't it?

School B, MYP Teacher

I think that overall well-being is kind of a balance between having an academic drive along with a personal drive […] if you are not a well-adjusted, happy child to at least the minimum extent it is going to affect your learning obviously - you can't intake information, you can't focus, you have other things on your mind …

School D, MYP Principal

In particular, it was evident to the research team that participants from School B shared a strong understanding of how well-being could be framed in a positive way through the curriculum by focusing on the strong connection between social and emotional well-being and academic performance:

as soon as I dig into the academics it is digging into the pastoral side of things

School B, DP Coordinator

Part of the holistic interpretation of well-being evident in the interview data was that physical well-being cannot be divorced from social and emotional well-being, as physical health has such a bearing on emotional health and social connections:

> *we had recently a student who is ill and it is ... it is a physical illness but it has affected his emotional well-being so again it is the combination of both.*
>
> School B, MYP Teacher

Interviewees at School C, in particular, commented on the nature of the perceived importance of physical health for emotional well-being. The Head of School discussed the importance of basic physical needs, such as food, sleep and exercise, and the importance of having some time out from a busy academic schedule.

> *young people they need … they need to eat properly and they need to exercise and they need to sleep and they need to work and but they also need to have down time … and … you get people saying "They are only flopping around!" So what … they are animals … and they will fall down when they are a little bit tired and jaded … leave them alone and they will pick themselves up as long as they know they have got things to do and they are being helped to realise that …*
>
> School C, Head of School

The MYP Teacher focused on how social and emotional well-being is integrated into the curriculum and explored as part of the physical education lessons:

> *They call it HPE [Health and Physical Education] and it is physical education for four periods a week and then they have the health lesson once a week so it is 40 minutes every week is scheduled and then they have homework to follow up. But in different grade levels they might be working on friendships and how to develop friendships or it might be something to do with substance abuse but they do very much look at the social and emotional impact as well and that is how it is done currently.*
>
> School C, MYP Teacher

This emphasis in School C on social and emotional well-being with physical health may be explained by the geographical location of the school in a rural area renowned for its national parks and natural beauty and ready availability of leisure activities focused on wellness, such as yoga and meditation retreats, trekking and exercise boot camps. The School C Junior Principal described how families move to the area to focus on social and emotional well-being through physical activity and avoiding problematic 'environmental factors' (such as high levels of pollution) in nearby regions:

> *Well-being has a high priority for a lot of our western families here who have made a very conscious decision to ... people come to [name of region] for a reason. So I feel that a lot of the western families have deliberately come here and including my own family to get away a bit from the hustle and bustle of life in a big city and a place where you can have more time outside and you can have a lot of family time and all the sort of busyness of a city you opt out of … eastern families who are here have come here also for that quiet and outdoor life away from more of the environmental factors of living in different cities in [name of foreign country] so I do feel that a lot of people come to [name of region] for well-being in a sense.*
>
> School C, Junior Principal

Overall, IB World School leaders and teachers view students who are secure, comfortable, happy, resilient and who get along well with others as showing social and emotional well-being. It is understood that such factors are intrinsically related to academic success, and there is a cyclical relationship between social and emotional well-being and academic success, with one contributing to the other. Similarly, physical health also has an impact on social and emotional well-being, both in terms of basic needs and in terms of more structured physical activity. IB World School leaders and teachers attach great significance to the development of well-being, and in the schools visited as part of this project, the overriding sense from the research team was that support in developing well-being was prioritised equally to academic support.

5.4 How do curriculum managers construct a curriculum that supports students' well-being?

In this section, we use the 'conceptualisations of curriculum' outlined in Table 1 as a means of distinguishing between different aspects of the curriculum to address the research questions.

5.4.1 What components of the curriculum, including the learner profile, are oriented towards promoting/supporting well-being?

The findings in this section are categorised in four ways:

- Official generic curriculum
- Official site-specific curriculum
- Taught curriculum
- Hidden curriculum

5.4.1.1 Official generic curriculum

In terms of the generic official curriculum, in other words the four IB programmes including the learner profile, school leaders and curriculum coordinators spoke of the affordances offered by the fundamental design of the programmes in constructing a curriculum that supported well-being. The holistic nature of the programmes, the emphasis on inquiry-driven learning, and the learner profile all contributed to the sense that schools were supported in providing a focus on well-being for their students. Rather than clearly identifying specific components or documents, interviewees felt there was an over-riding sense that it was the ethos of the IB, and the feeling that social and emotional well-being was an underpinning principle of the way the programmes had been conceptualised which allowed schools to have social and emotional well-being as a priority focus:

> *the IB … automatically gives us this gorgeous umbrella of having a classroom which is completely child focused … so .. I mean I just think that it is naturally embedded so .. it is everything that we are isn't it .. you know in inquiry learning and how you are moving around the classroom and how you work collaboratively and we have all our learner profiles .. our attitudes so yeah it is completely .. it is completely embedded.*
>
> School A, Secondary Principal

In compiling this report, the research team have commented on the peculiarity of the high levels of social and emotional well-being in schools (evident from the survey data reported on in section 5.1 and the qualitative data gathered during the school visits), and the lack of commentary from interviewees on social and emotional well-being within the formal generic curriculum. Our conjecture is that this can be explained through the inherent and deep-seated ways that social and emotional well-being is encapsulated within: a) the pedagogical underpinnings of the IB Continuum, such as the learner-centred approach and the inquiry-driven focus, and b) the ways of working demanded by the programmes, such as extensive collaboration between students, and involvement with the wider school and local community.

Nevertheless, there are aspects of the official generic curriculum that were explicitly discussed by interviewees, and these are reported on here. The learner profile, approaches to learning,

CAS, and the CP are examined as specific ways in which the official generic curriculum supports the development of social and emotional well-being.

At a whole school level, in all five schools visited, the learner profile was regarded as a significant enabler of support for well-being. Here we list those learner profile attributes that were discussed in relation to social and emotional well-being, with examples of how interviewees explained their role in promoting well-being:

- Balance – working towards a healthy work life/balance; engaging in a broad range of activities, not just focusing on academic study;
- Risk –taker – stepping out of one's comfort zone and this being a bonding experience (e.g. on outdoor adventure trips); the ability and freedom to make mistakes;
- Caring – caring for others and allowing others to care for you; an ethos of caring across the school;
- Open-minded – accepting different cultural understandings of what well-being is and what it means to be happy;
- Knowledgeable – knowing about other people and how to successfully build relationships; knowing how to enact other aspects of the learner profile to achieve well-being;
- Reflective – reflecting on one's own relationships with others and the character strengths required for these to be successful.

Overall, the usefulness of the learner profile in providing a framework and language to talk about social and emotional well-being was foregrounded. For example, the Assistant High School Principal in School D talked about how the learner profile combines with other features of character education in the school to help students learn about relationship building:

> *The people who … show that they care and that is for me the foundation of trust which is then building relationships […] We do a lot of that here with character and we kind of put it into the learner profile. So those kind of awareness and kind of knowledgeable and caring and all those kind of buzz words that are around in the learner profile really help to unpack those kind of concerns.*
>
> School D, Assistant High School Principal

The PYP Curriculum Coordinator in School C described the learner profile as 'pervasive' throughout the school and the playground, and talked about the role that it plays in enabling younger students to understand what is meant by 'well-being' in a developmental and pastoral sense:

> *Well-being is a very important part of growing up I would suggest. It is part of our learner profile attributes and our attitudes as well and it is something that we look at every day and I am just thinking about my Monday morning line up that we had this morning and we made reference to a couple of those attributes of the learner profile being knowledgeable and reflective and we talked about being caring and making good choices in the playground and it is daily with the teachers as well our learner profile attributes are really strong and pervasive through the learner profile and they are displayed in every classroom. It is something that we visit almost daily and we have house competitions … you know … which we are running down there for demonstrating the attributes of the learner profile around the playground so .. the pastoral side of that as well as the holistic side of it is really important to us down in the junior school I would say.*
>
> School C, PYP Curriculum Coordinator

The learner profile as a whole was mentioned as a helpful aspect of the official generic curriculum for supporting well-being by many interviewees. However, 'balanced' was frequently isolated as especially helpful. Indeed, the learner profile attribute of *balanced* is

included in much of the IB literature through a 'well-being lens' and for some interviewees 'balance' was synonymous with social and emotional well-being, as shown in these quotes from the MYP Counsellor in School D and the Head of School C. .

> *(When asked to define social and emotional well-being) For me personally as the counsellor I find that to be balance in a sense.*
>
> School D, MYP Counsellor

> *it is all about balance and it's about knowing yourself […] it is about respect for yourself and it is about care for others and it is about finding time and it is about balance …*
>
> School C, Head of School

Whilst for these two participants balance and social and emotional well-being were synonymous, others took 'balance' to have meaning in terms of workload issues and work-life balance for students in their care, as exemplified in the quotations below. The Curriculum Coordinator in School C described dichotomous choices that students may make between academics and social or online lives.

> *It's .. it's that balance and getting the balance in their lives and they tend to go one way or the other .. they dive into the academics or not .. and they may dive into the social and they may dive into just online stuff as they do*
>
> School C, Curriculum Coordinator

The emphasis alluded to here regarding how social concerns and 'online stuff' can take over students' lives was echoed by students themselves, and is addressed later in 'challenges to social and emotional well-being' in section X.

The same interviewee later talked about 'balance' in terms of the challenges to work-life balance and how students in the diploma programme struggled with workload and that this affected their social and emotional well-being:

> *For me working in the DP for me for my grade 11 and 12 students social and emotional well-being is really important simply because they struggle so much with the amount of work that they get and I have very many students who I have to counsel on a regular basis on that and how they can manage the academic requirements of the programme and how to manage their time and how to manage their own emotions and dealing with it and .. and I have some students who will come to me on a daily basis just to talk through things because they are not managing their life balance along with the CAS requirements that they have and all of the things that they have to complete … it connects to that and finding the social time that they need and it connects to having a break […] from the academics […] I find that they just don't sleep enough and.. it's a huge issue.*
>
> School C, Curriculum Coordinator

These sentiments are representative of a theme that emerged from the data around the concern felt by curriculum coordinators and academics about how the demands of the curriculum, especially at Diploma Programme level affected the social and emotional well-being of their students. These concerns are borne out by the data on student well-being reported in section 5.1.4, in which DP students were found to have significantly lower scores on the two scales of social and emotional well-being, compared to students on the PYP and MYP (although not compared to those on the CP).

In conjunction with the learner profile, the Approaches to Learning (ATL) were considered helpful within the MYP programme: time management, resilience, and communication skills were all mentioned as helpful scaffolding for well-being development. An MYP teacher in School B described the ATL as a 'toolbox' enabling student success, and as discussed in section 5.2, academic success and social and emotional well-being are closely linked constructs:

> *the ATLs I think play a massive role in people feeling confident and having .. you know .. a toolbox of skills to go to in order to get their work done and to be successful and .. you know .. and a better understanding of themselves I guess.*
>
> School B, MYP Teacher

Criticisms of ATL, and the learner profile to a lesser extent, focused on the lack of guidance provided by the IB. Schools valued the framework, but were often left struggling to know how to interpret it effectively. It was acknowledged that the openness of the ATL allowed curriculum coordinators to develop them in school-specific ways, but several interviewees spoke of the wish to see examples from other schools of how they were implemented and integrated.

> *We need more help with approaches to learning .. and looking at what the .. at what the IB is producing for us and .. and guiding us to map out our teaching of these skills to the kids.*
>
> School A, MYP Coordinator

Creativity, Action and Service is one of the core components of the Diploma Programme (see section 3.3) and was talked about by two interviewees as supporting social and emotional well-being. One interviewee felt that the recent change to the CAS programme, from stipulating that students should engage in their CAS for a certain number of hours, to a focus on enjoyment and evaluation through learning outcomes and descriptors, was a positive development in terms of supporting well-being:

> *the CAS elements in terms of the development of the global citizens and contributors used to be based upon a set number of hours and now it has changed to just be more project based and commitment based […] that was a good strategic move in terms of the IB and in terms of .. and that is what is more in line with the learner profile ... and in terms of development and real elements of caring rather than just here is some .. and you have to do this and what are you going to find to do it. And yes you have done it. Tick. And that is that done. So I think that route was more in line with the learner profile and I think the different aspect of caring and the balanced side those are the things that really tie in with being .. you know having a sense of wellbeing and reflecting*
>
> School B, DP Coordinator

The second interviewee to talk about CAS did so in terms of supporting well-being through the learner profile attribute of 'caring' and the work done by students in a deprived area of the city, as part of their CAS component:

> *and very often people think that it's the people who are being cared for are that .. that are the ones that are benefiting. When it is not .. it is the people who are actually caring .. and we see that in the work that we do*
>
> School E, School Principal

The service and action components of the PYP and MYP programmes were not discussed by interviewees as providing curricular support for the development of social and emotional well-being.

Finally, in examining the generic curriculum, the Career-related Programme was considered by some schools in its entirety as a way of supporting well-being. In some schools, where the Diploma Programme was not considered appropriate for those students with more of a vocational strength than a purely academic one, the CP was welcomed as a way of expanding student choice and thus supporting their development socially and emotionally, as explained by the Senior School Principal in School C:

> *the IB Diploma is not the ideal course for everybody and so .. one of the effects of not being the ideal course is that the student struggles socially and emotionally .. but we didn't say .. some of these students are having .. you know .. significant well-being issues and the IB CP will be a solution for that.*
>
> School C, Senior School Principal

However, other interviewees acknowledged that the CP could only be a 'solution' for such students if they have a clear long-term plan and 'know what they have got to do afterwards', (i.e. attending university, undergoing further vocational training, starting an apprenticeship, etc.). Otherwise, the CP will serve to increase anxiety rather than support students socially and emotionally, the CP Coordinator in School B argues:

> *it is very directly connected to well-being in terms of freedom of choice of route to take at 16 post MYP for us. So however the students have to know that .. because it is only part of the journey .. so the students have to know what they have got to do afterwards for it really to contribute positively to their well-being because it does .. if they don't know what they can do afterwards then it will possibly contribute negatively to their well-being and .. you know .. create more stress and "Why have I embarked on this when I don't know what I am going to do or where I am going to go and how I am going to do it." .. etc .. so I think that having the opportunity to have a broader range of choice at 16 is great and I think that it is absolutely the right thing to do given that we are not academically selective and we don't .. we don't do admissions tests academically but we ask for academic references …*
>
> School B, CP Coordinator

This section has identified three components of the official generic curriculum in IB World Schools that support social and emotional well-being: the learner profile, approaches to learning, and the Career-related programme. The next section will examine ways in which the learner profile is augmented by institutions to further support social and emotional well-being.

5.4.1.2 Official site-specific curriculum

One way in which schools addressed social and emotional well-being in ways specific to the institution was by augmenting the IB learner profile with additional attributes. School E added 'optimism', 'joyfulness' and 'spirituality', for example, as these were considered important for students within School E's ethos and cultural context.

Further details about official site-specific features, such as advisory programmes and counselling programmes which featured most prominently as ways that site-specific curriculum were implemented, are discussed in section 5.3.3 below.

5.4.1.3 Taught curriculum

The taught curriculum describes what is taking place in the classroom, and this was not discussed in so much depth as the generic curriculum. This may be because when thinking

about what takes place in the classroom, teachers are focused on their subject content and not on holistic aspects of the curriculum, including social and emotional well-being. This distinction between an holistic curriculum and a subject curriculum is made by the two interviewees below. The MYP Coordinator sees the holistic curriculum as a way of adding value to students' school experience by helping young people learn about themselves, and how they want to be in the world. The School B Teacher does not see the responsibility for teaching well-being as residing with any one particular subject. The implication is that it is relevant to all:

> *The IB is a holistic curriculum that we are not just here to study our subjects but we are to develop that whole child and transform them into lifelong learners; and not only subject wise but also an understanding of themselves and their strengths and their weaknesses .. and where they are going.*
>
> School A, MYP Coordinator

> *The nice thing is that in MYP it is that I think about holistic learning and so when you think about well-being which is really a part of our holistic learning it is not a single subject's responsibility to ensure that.*
>
> School B, MYP Teacher

Related to this holistic nature of well-being in the curriculum, the same MYP Teacher in School B explained how well-being can be integrated into many aspects of the taught curriculum. Advisory programmes may focus on topics such as 'the party scene' or mental health; English teachers can choose texts which raise issues connected to social and emotional well-being; and Humanities classes allow students to explore different perspectives on world events and to put themselves in others' shoes:

> *The obvious things like advisory is obvious about well-being, and there will be some aspects of science, but you will talk about health and fitness and emotional well-being and certainly in PE you will have as well. But if you then think about the way that the curriculum is set up for MYP. Things in English .. we don't just do grammar and looking at writing structures and conventions and whatever you dig deep into that and there is a whole lot of emotional and social discussions that will be occurring in English class it is just based on the text choice that we have .. you know .. and it would be the same thing in .. you know .. in humanities and humanities does things like World War One .. and you can't just have a one sided view of that in an international school and so you have to look at it from multiple points of view and while you are doing that you are looking at the social implications of the social structures and .. you know .. how did the individual people feel and .. you know .. how was it to be in France when all these things were happening and that kind of thing and so I think that the fact that the curriculum is set up through MYP and you have also got the global contexts that kind of push the more maybe humane side of our disciplines. I think that it .. it really does help all the subject areas to contribute to some extent to well-being but there are obvious ones where it is far more explicit .. you know .. so like for example in grade nine we do things like the 'party scene' and 'making safe decisions' and a bit about alcohol .. and we do things about gender and we do a little bit about mental health and that is clearly obviously about well-being but those sort of topics .. and .. you know .. things like gender clearly gets touched on an English curriculum and things like that as well .. and so it is kind a of a whole package of things that all come together and some of it is just more subtle than others.*
>
> School B, MYP Teacher

In summary, social and emotional well-being is conceptualised as an holistic aspect of the taught curriculum and tends not to be seen as the responsibility of any single curriculum subject. However, opportunities exist to include it within many curriculum areas, from physical education, to science and humanities.

5.4.1.4 Hidden curriculum

Social and emotional well-being in the hidden curriculum (what is learned which is not part of the official curriculum), was managed by schools in many positive ways. For example, at one school, new intakes of students were encouraged to learn about each other, and to develop the skills needed to engage and interact socially at 'pizza lunches'. These were offered for incoming students, with teachers and counsellors in attendance to facilitate the social interaction. In several schools, students were paired in buddy systems, which also enabled social development and integration. In one school, new families were welcomed to school with 'ice-cream socials' over the summer, to give new students the opportunity to get to know each other, and parents to learn about the school and the local area. In all these examples, a strong message was being given to students and parents that their social and emotional well-being was important to the school.

Coordinators spoke of ways that social and emotional well-being is addressed in less obvious ways through the hidden curriculum. The PYP Coordinator in School B talked about the importance of creating a secure environment for young learners with clear barriers and expectations as this results in 'a really deep understanding' of social behaviour:

> *But the children .. you know .. have to feel like there is continuity and that there is fairness and maybe not .. and maybe not equality but equity in what is happening so .. that if they have a need they know that it is going to be met .. and that if there is an expectation that they know it will be upheld. […] And .. and in a very resolute and respectful way. So I think and I think that children pick up on that very quickly and they realise whether or not .. and that creates a .. it creates a feeling of safety for them if they know that a .. that a standard of behaviour will be upheld and they don't fear that they are going to fall victim in to it or nor do they worry that they might actually lose sight of their own control or if they do that nobody will catch them .. and that has to be .. that has to be scary if it is not .. if they think it is not organised in some or looked after in that way .. and then I think that they need to have say in actually or a buy into what is happening in the classroom and then a really deep understanding of how they should treat one another and what that expectation is..*
>
> School B, PYP Coordinator

For older learners, MYP Coordinator in School A talked about teachers modelling a happy approach to school in the classroom and in so doing encouraging students to see school as a happy place to be:

> *… if you were to walk into one of our classrooms I think that one of the things that you are going to see is that a lot of .. a lot of the teaching that is happening is first of all modelling a happy approach to .. to school and I think that we have a pretty happy group of .. a pretty happy group of teachers here and that's not written into anything that we are doing but happiness is a .. is a strong underlying theme I think if you are at School A.*
>
> School A, MYP Coordinator

To sum up, the hidden curriculum has an important role to play in developing social and emotional well-being whether this is in conscious and deliberate ways, such as hosting families for social events in school, or less consciously through providing a safe, secure and happy environment in which young people can learn.

5.4.2 To what extent do other IB documents contribute to creating an atmosphere favourable to well-being?

When asked, leaders and teachers in the IB World Schools in the study mentioned few IB documents that contributed to creating an atmosphere favourable to well-being, despite requests from the research team for such documents to be made available during the visits.

Documentation for assessment and accommodation for students with special needs was mentioned as being supportive for schools, and it was reported that the IB were very favourable to making accommodations for students who had learning difficulties and this alone contributed to creating an atmosphere in school which was favourable to well-being.

Documents such as '*What is an IB education*' were used to inform parents about the holistic nature of the curriculum and the ways in which the IB programmes support the whole child, through use of the IB learner profile, for example. Despite the usefulness of this document, curriculum coordinators talked about the need to offer workshop sessions and show parents model lessons to help them understand how inquiry-based learning and concept-driven approaches to lessons worked in the school:

> *I mean I do have things like "What is an IB education?" to give to parents and documents like that .. but it doesn't really help bring it to light for them .. it is not practical enough and it is not .. and parents always saying .. can you just show me a video of what a typical inquiry lesson looks like. So I end up .. you know doing a workshop session and showing videos of the children working and doing a model lesson with the parents as to what and how this shifts from a standard lesson to an inquiry-based and conceptually driven lesson .. and then they get it .. but that is only the parents who come. So I think that is a challenge in helping them to adjust to the change.*
>
> School B, PYP Coordinator

These comments from the School B PYP Coordinator underscore the need for support for schools in communicating messages about the IB programmes and social and emotional well-being to parents.

A content analysis of four documents, published by the IB and relating to the IB Continuum was carried out as part of this study and is reported on below. The documents were analysed for the term 'well-being'. The documents are listed and the results of the analysis are shown below in Table 10.

Table 10: Analysis of four IB publications for use of term 'well-being'

Publication	Use of 'Well-being' in text (n)	Descriptor
***The Primary Years Programme: A basis for practice*. (IBO, 2009a)**	2	1. Included in wording of 'balanced' learner profile attribute. 2. Used in the wording of an example of how students can engage in the construction of knowledge: 'These exchanges prompted the teacher to ensure that the concepts of causation and **well-being** would be developed in the learning engagements that would provide the context for student inquiry

		during the unit.' (IBO, 2009a, p. 3)
***MYP: From principles into practice*. (IBO, 2014a).**	2	1. Used in discussion of how academic success is related to well-being: 'Success in school is closely related to personal, social and emotional well-being.' (IBO, 2014a, p. 3) 2. Statement of aims of IB programmes: 'Along with cognitive development, IB programmes and qualifications address students' social, emotional and physical well-being.' (IBO, 2014a, p. 9)
***The Diploma Programme: From principles into practice*. (IBO, 2009b)**	1	1. Included in wording of 'balanced' learner profile attribute.
***Career-related Programme: From principles into practice*. (IBO, 2015c)**	1	Discussion of the effect of workloads on students and the need for considerations of well-being.

The results indicate that in these four key publications, 'well-being' is given minimal exposure. One of the two instances of 'well-being' in the PYP document, and the only instance in the DP document, was the inclusion of the term in the definition of the learner profile attribute 'balanced'.

The simple document analysis, and the fact that very few documents were mentioned to the research team during the school visits as examples of how social and emotional well-being was presented and experienced in schools, suggests that other IB documents contribute to creating an atmosphere favourable to well-being to only a minimal extent, and that this might be an area that the International Baccalaureate Organization wishes to develop in future. The research team would suggest that it is the people who enact different aspects and principles of the IB curriculum, rather than documentation, which supports the development of such an atmosphere in schools, as illustrated in the next section.

5.4.3 What other documents or programmes contribute to creating an atmosphere favourable to well-being, and in what ways?

Other programmes contributing to creating an atmosphere favourable to well-being were identified through the research as follows:

1. Counselling programmes
2. Advisory programmes/Homeroom
3. Structured extra-curricular programmes

These three are addressed in turn below.

All five schools visited by the research team had a strong system of school counselling in place to support students' well-being. The school counsellor, or counselling team, was frequently referred to by school leaders and teachers as providing beneficial support to the teaching staff in working closely with students who were suffering emotional difficulties such as stress from academic pressures, bullying, and physical or emotional abuse from family members. The programmes and mechanisms developed by the counsellors were valued as contributing to the overall atmosphere of well-being and positive school climate.

In School E, for example, a team of twelve counsellors was available to support 870 children. It was acknowledged by the principal that the school boasted an unusually high ratio of counsellors to students and the fact that this enabled the school to be inclusive, and welcome students who had experienced difficulty participating in other schools in the district, was seen as an important facet of the school's identity. Students with emotional difficulties who required ongoing support were offered the opportunity to subscribe to a so-called withdrawal programme, on payment of an additional supplement to the school fees. As part of this programme, they would be taken out of their standard classes for two hours each week to work with one of the counselling team members. The fact that this was regarded as a welcome practice by students, and not as a stigma, suggests that the school had been successful in creating an atmosphere favourable to supporting well-being.

In all five schools visited, interviewees reported that teachers and counsellors worked closely together, usually meeting regularly to discuss particular students or specific issues within the school. In School C, for example, the full-time counsellor had recently been recruited, and the appointment had had noticeable impact on both students' well-being and the confidence of the teaching staff in understanding how to work with students who had presented with emotional difficulties:

> *the anecdotal evidence suggest that the students are making progress and that they are settled in class and perhaps the teachers feel more comfortable in class and they feel happier that they have an understanding of the students and can take actions to meet them*
>
> School C, Senior School Principal

In all but one of the schools visited, 'advisory programmes' had been established, or were in the process of being established. The advisory programmes took place during the time when students met with a teacher for non-subject-specific time. In some schools, this was daily, and structured around the 'homeroom' concept; in other schools it was weekly. In some cases, students were grouped for advisory sessions according to age or grade; in other cases, they were vertically structured, with students from different ages and grades. In some cases, there was a formal and systematic programme in place, where specific issues concerning well-being were addressed; elsewhere the advisory programme was less highly structured and the advisory teacher would use the time to focus on issues as they arose. In one school, the advisory programme was student-driven and designed primarily by the student council, with support from a staff member. The Diploma Programme teacher described the autonomous manner in which students had embraced this aspect of school life:

> *This year we took the IB learner profiles and connected them to topics. You know .. just throughout the year a different topics but our overarching mission or vision is just about making connections. This .. 'Making connections through conversations that matter' that was the little vision for this year. We have a student advisory board and I like to take my cues from them because they are the ones who make it meaningful. As the adults we can come up with every idea in the world that we think is great and they will look at me and say. "Yes!. But?!" They will take it and they will make it something that the students will connect with and so that has been really important and having the students drive it.*

School D, DP Teacher

Whilst advisory programmes were generally acknowledged as a positive contribution to the social and emotional development of students, there was evidence that MYP and DP teachers and students objected to time being put aside for advisory programmes, which may have been used for study and academics. The advisory programmes were regarded by some students as counter-productive:

> *…for example for me I found out how to cope with stress and they taught me that in sixth grade and in seventh grade and here I get that in eighth grade .. I would prefer .. I would prefer to be studying and like get that stress over than be re-listening to information that I already know.*

School B, MYP student

In addition to the counselling services and the advisory programmes, schools clearly acknowledged and valued the importance of extra-curricular activities in furthering opportunities that students had for developing social connections. It was acknowledged that taking time out from studies was important as a means of achieving balance between work and leisure. Extra-curricular activities were also seen as a means of building relationships and thus developing motivation:

> *Yeah and I keep suggesting that we do a little bit of cricket or theatre and things .. but well .. as [the principal] knows I am a very strong believer in doing things socially with people as a way of building a relationship to motivate and what they do in work .. I think that it is one of the key things is that if relationships are good or knowledgeable between people they will work better together*

School B, Upper School Principal

One school leader talked about the financial investment the school makes in extra-curricular activities, in an effort to promote happiness in students:

> *we try to promote that stability .. and we try to .. we put an extra percentage from the budget to make sure that people are happy and so .. with the children we have .. a lot of loss leading extracurricular programmes we mentioned the [football] one earlier …*

School A, School Director

School trips were also regarded as an important part of the 'curriculum as experienced' which supported well-being:

> *I think that it is really important that the trips that we take our students to are amazing and I think that they really do help with well-being and with just in general .. you know .. a holistic way of taking care of yourself […]it was amazing .. amazing and they really bonded and helped each other and they accepted each other for whoever they are .. you know .. and so those things also that we do .. as a school are I think are really .. really helpful.*

School B, MYP Teacher

Counselling programmes, advisory programmes and structured extra-curricular programmes, such as school trips, play an important role in creating an atmosphere favourable to well-being. The evidence from the school visits suggests that these programmes are one of the main ways in which social and emotional well-being is directly supported in schools.

5.5 To what extent do schools use the existing curriculum to create a culture that supports well-being?

The IB programme at PYP and MYP levels is not exam-oriented until the Diploma Programme level (correct at the time the research was carried out). It is an holistic programme which emphasises aspects of character education alongside academic rigour, and thus has well-being at its heart. This approach to learning helps students understand that the IB is about a way of being and a way of looking at the world.

The inquiry approach to learning, integral to the IB programmes, also supports students' well-being by helping them understand how they can engage in effective activity to support their development into adulthood. The inquiry approach to learning allows teachers to differentiate in the classroom and for learners to learn at their own pace and in ways that suit their learning preferences. In contrast to a knowledge-centered approach, where less academic students may struggle to progress, the inquiry and project focused pedagogies, informed by social constructivist theories, allow students to support and learn from each other.

One of the School Principals interviewed for this project described the IB as 'not just a curriculum' but as a 'way of being' and a way of relating to others, which provides the underpinnings for school life:

> *we have really tried to do a good job of explaining to parents that IB is much more than just a rigorous curriculum and it is a way of being and it is a and it is a way of looking at the world and it is a way of understanding your fellow human being and so we really .. really emphasize that through various programmes and through our character education initiative which I think ties perfectly with the IB and I really do believe and I one thing I say is that IB is actually a character programme too and it is not just a curriculum .. and so I think that's .. I think that is how we define it .. it is really through taking care of the children we have here .. in the toddlers or the senior and Diploma programme .. and just looking out for them and I think that within the school we built that*
>
> School D, School Principal

Schools do use the existing curriculum to create a culture that supports well-being, but as is evident in the quote above, the IB programmes are often considered more than a curriculum, but a blueprint for how to function socially and emotionally in the world.

5.5.1 What are the teachers' perceptions of the challenges in achieving well-being in schools? What are the practices that constrain or support well-being?

A number of challenges, constraints and supporting factors in developing well-being emerged in discussions with teachers and students, as discussed below.

5.5.1.1 Constraint - Social inclusion

The difficulties connected to inclusion of children with special educational needs was a salient issue in some of the schools visited by the research team, where they were unable to meet the needs of children with disabilities or learning difficulties. Constraints on social inclusion included cultural factors, a lack of suitable facilities, and pressures on the senior management teams from school owners and boards. The quote below, from the Secondary Principal of School A, illustrates many of the issues raised by schools with regard to accommodating students with special needs.

> *We have mild to moderate [learning difficulties] as long as we don't have to actually modify the MYP programme then .. then .. then we are ok … so I would like to see [school name] be more inclusive .. I think .. ideally .. you*

know .. in this society where I think that everything should be .. but I also know where I am and what I am doing .. you know .. and I have a board and it is about making money .. and I am not in a not-for-profit-school and I am not back home .. so .. so I have my own .. you know mandate .. so would I petition for that .. I have brought it up to the advisory board .. you know .. that there is huge need here in [name of city]. but that .. there is always that fear that we take ourselves into something else .. not an academically rigorous programme that is sending their kids to the best universities and colleges in the world.

School A, Secondary Principal

Developing approaches for improving social inclusion could be an important strategic goal for some schools, as a direct means of improving social and emotional well-being for all students.

5.5.1.2 Constraint - Transitions into and out of school

One well-documented feature of international schools is the number of transitions into and out of school as parents move countries and jobs. These transitions affected student interviewees greatly, as friends would come and go and thus new friendships, connections and contacts had to be formed. Students spoke of the trauma that they would experience going into classrooms for the first time as new students themselves, and the empathy they would feel for those joining school midway through the year, as in this quote from an MYP student:

I find it quite hard because I have been here for four years now and I have seen a lot of close friends come and go so .. [female name] ... one of these girls suddenly moved over the summer holidays without any of us knowing and so we couldn't really say goodbye to her. And I also had another friend who had to move out in a week which is also really hard

School B, MYP student

The international school environment meant that for many students the sense of connectedness could sometimes feel fragile, thus affecting their sense of social and emotional well-being. The transient nature of international school lives, the impermanency of many relationships, and the resulting sense of displacement for many students attending international schools, was evident in our data.

5.5.1.3 Constraint - Pressures of social media and technology

The pressures of social media was a theme that emerged more from the students than adult interviews with social media seen as impeding students' social engagement. In one school bullying through social media was talked about at length and considered problematic although the counsellor was brought in to deal with this and it was felt that good practices emerged from the negative experience.

Data from the focus group discussions with students revealed that students felt the use of technology and social media was having a negative impact on engagement with their academic studies and interactions with others. The research team were surprised at the strength of negative emotion around technology and social media. Distractions and difficulties in concentration were caused by the constant presence of social media, the need to check messages and the expectation that communication would be via platforms such as Facebook even when students were seated in the same class together. In School C, phones and mobile devices were permitted in class and this made the problems particularly noticeable as evidenced in these quotes from students:

Technology is so … like our MacBook and our phones …I don't know but social media these days it does contribute to our stress … I suppose depending on like … the information that gets spread around and such … but it also distracts

us because there are no rules saying that we can't bring our phones into class so like everyone is literally like … on social media all the time …

School C, MYP Student

[P]eople use [Facebook] sometimes in the wrong way. In a really wrong way and when you use in class people don't listen, and people then usually ask me like .. "What did the teacher say?" .. I explain to them and they say "What are you saying?" and I say "I have just explained it to you!" … and it is really frustrating to work with people who use Facebook.

School C, MYP Student

[…] we spend a lot of time on our phones and our computers and like we have a whole lot of facilities out here and we can like do a lot of things but we chose to spend a lot of time on our technology instead. And it is just not very good.

School C, DP student

The pressure of social media and technology is a contemporary issue and an increasing threat to social and emotional well-being. The intensification of a borderless life not bounded by time and space poses challenges for young people and institutions alike.

5.5.1.4 Examples of practices which support well-being

The following examples of practices that support well-being were collected through observations during visits to schools and the analysis of interviews with school leaders, curriculum coordinators and teachers. They are categorised here according to the conceptualisations of curriculum outlined in section 3.4.

Official curriculum – generic

There was evidence from the school visits and in the interview data that the learner profile was a key contributor in supporting well-being both in terms of school ethos and climate, and in how each attribute spoke to well-being. How the learner profile is used to support well-being is discussed in more detail in section 5.3.1.1 and further in 5.4.2 below.

Another aspect of the official generic curriculum, which supports well-being, is CAS in the DP. Through engaging in CAS activities, students were able to learn that caring for others was a positive and beneficial experience. Further details concerning the role of CAS in supporting well-being were discussed in section 5.3.1.1.

Finally, the inquiry-based nature of the IB programmes were also regarded by interviewees as a way of supporting well-being.

There is a huge amount of emphasis on inquiry and self-discovery and independent learning and thinking and working together. I think that those are the sort of … significant in their contribution if you like to being a bit more mature as a thinkers, as a world citizen

School B, DP Coordinator

This inquiry-based nature of learning within the generic curriculum allows curriculum managers and teachers to focus on learners as individuals, and to make links with other curriculum elements, such as the learner profile, thus providing a means of "wrapping [well-being] through the programme" (School C, PYP Curriculum Coordinator).

Taught curriculum

The taught curriculum describes what takes place in the classroom (also taken here to mean other formal learning environments). The following examples of practices that support well-being, mentioned during the qualitative interviews, are classroom-based, but not directly related to the components of the four IB programmes:

- sex and relationship education
- assemblies on stress
- invited speakers on:
    - drugs awareness
    - mindfulness
- presentations about 'the party scene'
- workshops on empowerment
- careers days
- use of web resources such as https://www.commonsensemedia.org/

Hidden curriculum

The hidden curriculum describes what is learned outside of the formal curriculum. The following practices describe ways in which schools aim to foster social and emotional well-being in students, without following a formal curriculum or engaging in formal teaching practices. They are shown here according to the type of social and emotional well-being (the six elements listed in section 3.1) which may be supported by these actions:

Engagement

- work experience
- school trips

Perseverance

- providing students with support with time management and long-term planning from the school counsellor
- presentations for parents on well-being and 'stress versus stretched'

Optimism

- a wall that is covered with the good news that occurs in any one month and people posting on that
- celebratory lunches on completion of extended essays and completion of college applications barbeques and tea parties

Connectedness

- buddy systems for new students
- positive teacher/student relationships
- team-building session at the beginning of the year for students aged 16 to 18.
- pizza lunches for new students
- ice-cream socials for new families
- Use of ManageBac to support communications about 'students of concern'

Satisfaction with self

- international day fair at which people are encouraged to be proud of their own nationality and their own origins and culture ethnicity

Satisfaction with living environment

- a housing officer who has helped families find a home

Satisfaction with school

- a senior member of staff saying "Goodbye" to the children .. and saying "Good morning" to the children every day.

These are examples of practices may provide guidance and support to schools wishing to develop their support for students through means other than through the formal curriculum.

5.5.2 How does the learner profile contribute to supporting well-being?

The learner profile was discussed in some detail in section 5.3.1.1 but it is discussed here with regard to supporting a culture of well-being. In considering the learner profile attributes, school leaders and teachers felt there was a great deal of confluence between them and aspects of well-being. As the MYP teacher/counsellor in School B pointed out:

> *If you think about the IB learner profile attributes, a lot of those things I would think of as being wellness attributes as well.*
>
> School B, MYP Teacher and Counsellor

One of the key strengths of the learner profile is that it can be used to support well-being by providing a shared language for discussing well-being issues, and signalling to students that pastoral issues are taken seriously in school. This is evidenced below in the statement from the Curriculum Coordinator in School C:

> *I have always felt when I have been here that the attributes of the learner profile really show through and I think that between the students and I have taught in some pretty hard knock schools back home in [name of country] and it seems that what was lacking there was the .. was the social and emotional values in the school and the pastoral care that was required was really strong and a sense of community and caring, and communicating that caring, and reflecting on that. And all of those words come from that learner profile*
>
> School C, Curriculum Coordinator

Teachers and counsellors spoke about how they would consciously reference the learner profile throughout the school day, whether in lessons, in the corridor, or on the playground, and whether talking about academic aspects or specifically addressing well-being, such as in advisory sessions. The use of the terms in the profile helped students to make cross-curricular links and helped them form their own frameworks for understanding and dealing with well-being., as exemplified in the quote below:

> *I try to also make it very obvious .. "Did you see that you were very open minded when you did the da da di da." And you know you took a risk .. and I am very proud .. so we .. I try to emphasise those things and then .. I don't know .. if somebody for example if somebody asks after somebody else who is sick .. and I would say .. "Ok .. that is very caring .. on your part!" So .. they understand that these attributes are kind of at the core of the things that we do*
>
> School A, MYP/DP Teacher

However, there was evidence that the learner profile was perhaps less affective with older students than with younger PYP students. There was not the same centring on the learner profile with the older students, and DP and CP teachers did not seem to find it as useful in addressing issues of well-being. Certainly, there was little evidence that it spoke to the concerns of the DP and CP students around exam and university entrance pressures, and the pressures and distractions of social media and technology use that were discussed in section 5.4.1.3.

5.6 What are the cultural differences in expectations for students' well-being?

In general terms, well-being was understood in similar ways in all five schools in which qualitative data was collected, regardless of cultural context. However, there were some noticeable areas where attitudes differed due to cultural factors. For example, in some contexts the spiritual was considered important in developing students' emotional well-being, especially through practices such as mindfulness. What was meant by spirituality, however, differed from country to country. For example, interviewees in North America talked of it as an aspect of religious belief, but interviewees in South-East Asia talked of spiritual practices such as mindfulness having emerged from religious beliefs (Buddhism) but existing separately from those beliefs.

Attitudes towards corporal punishment were also culturally bound, and in some places this difference was a source of conflict between the school and family members who came from backgrounds where corporal punishment was acceptable. However, there was also a positive narrative around some of these conflicts where schools had worked hard to help parents understand issues related to corporal punishment and why hitting a child for not doing homework, for example, was detrimental to the child's well-being and in violation of the overall ethos of the school.

Similarly, attitudes towards special educational needs differed from place to place; some schools identified themselves as very inclusive and providing support for students with special educational needs; in other schools, as has been reported above in section 5.4.1.1, attitudes towards inclusion were less favourable.

6 Conclusions and recommendations

Here, an overview of the report is followed by conclusions and recommendations for developing practices and support for social and emotional well-being in IB World Schools.

The report began by defining social and emotional well-being as comprising six elements:

1. Engagement
2. Perseverance
3. Optimism
4. Connectedness – with family, friends and teachers
5. Happiness
6. Satisfaction
    a. with self
    b. with living environment
    c. with school

A brief literature review established that social and emotional well-being has an impact on cognitive well-being and educational development and further, that it can influence academic success. Some intervention programmes providing social and emotional learning were reviewed, and found to have some success in enhancing the social and emotional well-being of their students.

Having established the basis for the study, a detailed account of the research methodology was provided. A survey measured social and emotional well-being in a sample of 2668 students in IB World Schools offering the four IB programmes. Visits were made to five schools and individual and group interviews were carried out with school leaders, curriculum coordinators and teachers.

The findings of the survey showed that the well-being of the sample student population was good in general terms. On the EPOCH scale, overall scores were high. Students scored highest on the 'connectedness' and 'happiness' domains, and lowest on the 'engagement' domains. On the MSLSS scale, overall satisfaction with life was good, especially on the domains of 'friends' and 'family', but marginally less so with 'school'. There were differences in scores between schools. Students in School H (a school in the Americas) scored significantly more highly on the two well-being measures than students in other schools, Students in School C (a school in Asia-Pacific) scored lowest on the EPOCH measure, whilst students in School F (a school in the Middle East) scored lowest on the MSLSS measure. Across both EPOCH and MSLSS measures of well-being, there were no significant differences between males and females. Across both EPOCH and MSLSS measures of well-being, survey respondents in the younger age ranges (10-12 scored significantly more highly than respondents in the upper age ranges (14-19). The age scores were reflected in the differences in students' well-being according to IB programme. On both measures, students in the PYP scored more highly, followed by students in the MYP and the DP.

On the CASSS Teacher Support sub-scale, findings of the survey showed that students scored highly on the frequency and importance dimensions of the scale, and that there were significant differences between schools on both the frequency and importance dimensions, with the highest frequencies reported in School D, School F and School J. Significant differences between programmes were found only on the frequency dimension.

Overall, IB World School leaders and teachers view students who are secure, comfortable, happy, resilient, and who get along well with others, as showing social and emotional well-being. It is understood that such factors are intrinsically related to academic success, and there is a cyclical relationship between social and emotional well-being and academic success, with one contributing to the other. Similarly, physical health also has an impact on social and emotional well-being, both in terms of basic needs and in terms of more structured physical activity. IB World School leaders and teachers attach great significance to the development of well-being, and in the schools visited as part of this project, the overriding sense from the

research team was that support in developing well-being was prioritised equally to academic support.

The learner profile, approaches to learning, and the Career-related programme were identified as aspects of the official generic curriculum that supported well-being. Social and emotional well-being was conceptualised as an holistic aspect of the taught curriculum and tended not to be seen as the responsibility of any single curriculum subject. However, opportunities exist to include it within many curriculum areas, from physical education, to science and humanities. The hidden curriculum was found to have an important role to play in developing social and emotional well-being in conscious and deliberate ways (hosting families for social events in school), or less consciously (providing a safe, secure and happy environment in which young people can learn).

IB documents mentioned by interviewees were found to contribute less to creating an atmosphere favourable to well-being than the overall ethos and culture implicit in the IB programmes. Instead, counselling programmes, advisory programmes and structured extra-curricular programmes, such as school trips, played an important role in creating an atmosphere favourable to well-being. IB programmes were considered to be more than a curriculum, and our findings suggest that they function more typically as a blueprint for how to engage socially and emotionally in the world.

In conclusion, this report documents a very positive set of attitudes towards developing social and emotional well-being in IB World Schools, and highlights the major role that the IB curriculum plays in supporting that well-being. The research team identified good practices in the use of the learner profile, approaches to learning, and in the curriculum more holistically such as the adoption of the Career related program as a means of supporting students with a strong professional focus.

Indeed the challenges to well-being came mostly from factors external to, and outside the control of both IB world schools and the International Baccalaureate Organisation. Those factors included, for example, cultural attitudes towards inclusion, the impact of transitions on students' lives, and the academic pressures that students came under from university entrance procedures. The pressures of social media were also a key challenge to well-being and this is representative of a challenge to emotional well-being for young people in general.

In light of the findings in this report, the research team propose the following eight recommendations for the IBO, and IB World Schools.

1. Be 'well-being aware'
Social and emotional well-being is important, and needs to be prioritised in schools equally to other, academic, objectives. By becoming 'well-being aware' schools would make social and emotional well-being an explicit goal for all students and staff.

2. Mobilise the curriculum
There are plentiful opportunities to focus on well-being through the curriculum, but these need to be emphasised. The learner profile, specifically *balanced* and *caring,* ATL, and CAS all offer ways of enacting social and emotional well-being. CAS in particular tends not to be conceptualised as a way of developing well-being in those who offer Service.

3. Ensure there is balance across the curriculum in terms of extra-curricular activity and the opportunity for 'down time'.

4. Develop common understandings of what is meant by social and emotional well-being and how it can be prioritised. Find time to talk (staff-staff / staff-students / students-students/staff-parents) about how social and emotional well-being can become a key concern for every stakeholder in the school. The usefulness of such discussions can seem counter intuitive in stressed and busy lives, but they are important).

5. Look for ‘all through’ coherence, focus on problems of transitions (which are anxiety inducing) and recognise the need to be age appropriate. Ways of supporting transitions through the curriculum could be explored (for example, how does the PYP exhibition support transition to MYP?)

6. Recognise the distinctive needs of transient students in international schools and provide for these where possible.

7. Develop a social media policy that is sensitive to both the threat and affordances of technology to well-being. It is recommended that such policies would be drawn up in collaboration with students.

8. Help parents to understand and support the distinctive approaches of the holistic, IB education through developing appropriate resources.

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8 Appendices

8.1 Appendix 1: Samples of ethical documentation (all documents available on request)

1. Project Information Sheet – IB World School Staff
2. Consent form – students from 8-19

The documents reproduced below were approved by the University of Nottingham School of Education Ethics Committee. All participants were made aware of the details relating to the purpose, funding and management of the project and were invited to sign consent forms that covered different aspects of research procedure.

1. Project Information Sheet – IB World School Staff

Social and emotional well-being in IB World Schools (age 3-19)

Dr Lucy Cooker
Professor Howard Stevenson
Professor Stephen Joseph
Dr Lucy Bailey

You have been invited to take part in a research study. Before you agree to take part it is important to understand why the research is being done and what it will involve.

Please take time to carefully read the following information. Please ask if there is anything that is not clear, or if you would like more information. Please think about it carefully and then decide whether you would like to take part or not.

What is the project about?
This project is about social and emotional well-being in IB World Schools. The research team want to find out about your views about social and emotional well-being in your school.

What are the aims of the research?
This project has five broad aims:

1. To understand how school leaders and teachers make sense of the term 'well-being' and which distinct elements of the IB Curriculum, including the learner profile, help in this process.
2. To understand how schools seek to enhance well-being through whole school policies including curriculum policy.
3. To understand how teachers seek to operationalise well-being in their teaching and learning.
4. To understand which other factors, beyond the formal curriculum, influence students' well-being.
5. To evaluate levels of well-being across schools, and to identify which factors are associated with high levels of well-being.

Who else is and can be involved?
We are inviting a number of IB World Schools around the world to take part.

What sorts of methods are being used?
Data will be collected in a number of ways. We want to understand the views of school managers, counsellors, teachers and students. This will involve a survey of students, and interviews with teachers, counsellors and senior administrators/managers.

Why have you been chosen?
You have been invited to participate in this study because you teach in a school that offers at least one of the IB programmes.

What are you being asked to do?
You are being asked to participate in an interview. It will last for approximately one hour. The discussion will be recorded using a digital voice recorder.

Will my taking part in this study be kept confidential?
The data we collect will be treated confidentially, and only members of the research team will have access to the raw data. All digital, textual and survey data collected while carrying out the study will be stored on a database which is password protected and strictly confidential. Your name will not appear on any database or any information, which is then published. Instead, a number will be used as an identifier on all data associated with each individual. The management of the research data will be in accordance with the University of Nottingham's Research Data Management Policy:
https://nottingham.ac.uk/research/research-data-management/creating-data/policies.aspx

What will happen to the results of the research study?
We will report the results anonymously. When results are reported all individuals and institutions (individual schools) will be anonymised, so neither you nor your school will be identifiable. We are committed to carrying out our research according to the University of Nottingham's Code of Research Conduct and Research Ethics and ethical guidelines provided by the British Educational Research Association (online at http://tinyurl.com/6r5juen).

The results of study will be used in our report to the International Baccalaureate Organization. We also expect to present findings at professional conferences and in academic and professional journals.

Do you have to take part?
Your participation is entirely voluntary. It is important you understand that you do not have to participate in the project at all, and even if you decide to take part you are still free to stop at any time and without giving a reason. We will not ask you to participate without you formally providing your consent. If you do decide to take part you will be given this information sheet to keep and asked to sign a form giving your permission to take part.

What are the possible disadvantages of taking part?
The interview may take up to one hour of your time. We realise that some people may find this tiring or difficult. We will ask you to reflect on your teaching and we understand that for some teachers this may cause feelings of discomfort or anxiety. Otherwise, we do not believe there are any risks or disadvantages to you in taking part.

What are the possible benefits to me of taking part?
We hope that your views and those of others will be used to develop the IB Curriculum, and to help schools and the IBO understand how social and emotional well-being can be effectively developed in IB World Schools.

Who is paying for this research and who is carrying it out?
The research has been commissioned by the International Baccalaureate Organization in order to help them evaluate the effectiveness of their programme. It is hoped the research will help teachers further develop the curriculum in IB schools. The work is being carried out by researchers from the School of Education at The University of Nottingham in the UK led by Dr Lucy Cooker. If you have any questions or concerns about the research you can contact her or other members of the research team by email or by phone

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You can also raise issues with the Research Ethics Committee, University of Nottingham School of Education educationresearchethics@nottingham.ac.uk

Consent form – students from 8-19

Social and emotional well-being in IB World Schools (age 3-19)

Agreement to Participate

Please check your responses below.

1. I understand what this research is about.

   Yes ☐ No ☐

2. I have received enough information to decide if I want to take part or not.

   Yes ☐ No ☐

3. I understand that I can ask questions and make suggestions about the project.

   Yes ☐ No ☐

4. I understand that I can decide not to take part in this project at any time even if I have already said I would.

   Yes ☐ No ☐

5. Do you agree to contribute to this research?

   Yes ☐ No ☐

6. Do you agree the discussion can be audio-recorded?

   Yes ☐ No ☐

7. Your signature means that you have decided to take part in this project after thinking about the information, and that you know you can ask questions and decide not to take part at any time.

Signature / verbal consent _____

Date _____

Name _____

Email / contact

(optional)_____

For more information, contact Dr Lucy Cooker (Principal Investigator), University of Nottingham School of Education, lucy.cooker@nottingham.ac.uk

You can also raise issues with the Research Ethics Committee, University of Nottingham School of Education educationresearchethics@nottingham.ac.uk

8.2 Appendix 2: The EPOCH Measure of Adolescent Well-being

(Kern, Benson, Steinberg, & Steinberg, (under review))

Each item is scored on a 1-5 scale, with 1 representing 'almost never' or 'not at all like me' and 5 representing 'almost always' or 'very much like me'.

Engagement

a) When I do an activity, I enjoy it so much that I lose track of time.
b) I get completely absorbed in what I am doing.
c) I get so involved in activities that I forget about everything else.
d) When I am learning something new, I lose track of how much time has passed.

Perseverance

a) I finish whatever I begin.
b) I keep at my schoolwork until I am done with it.
c) Once I make a plan to get something done, I stick to it.
d) I am a hard worker.

Optimism

a) I am optimistic about my future
b) In uncertain times, I expect the best
c) I think that good things are going to happen to me.
d) I believe that things will work out, no matter how difficult they seem.

Connectedness

a) When something good happens to me, I have people who I like to share the good news with.
b) When I have a problem, I have someone who will be there for me.
c) There are people in my life who really care about me.
d) I have friends that I really care about

Happiness

a) I feel happy
b) I have a lot of fun
c) I love life
d) I am a cheerful person

8.3 Appendix 3: Multidimensional students' life satisfaction scale (MSLSS) (Huebner, 1994)

We would like to know what thoughts about life you've had during the past several weeks. Think about how you spend each day and night, and then think about how your life has been during most of this time.

Here are some questions which ask you to indicate your satisfaction with life.

Circle the number (from 1 to 6) next to each statement that indicates the extent to which you agree or disagree with each statement. It is important to know what you REALLY think, so please answer the question the way you really feel, not how you think you should. This is NOT a test. There are NO right or wrong answers. Your answers will NOT affect your grades, and no one will be told your answers.

1 - strongly disagree
2 - moderately disagree
3 - mildly disagree
4 - mildly agree
5 - moderately agree
6 - strongly agree

My friends are nice to me
I am fun to be around
I feel bad at school
I have a bad time with my friends
There are lots of things I can do well
I learn a lot at school
I like spending time with my parents
My family is better than most
There are many things about school I don't like
I think I am good looking
My friends are great
My friends will help me if I need it
I wish I didn't have to go to school
I like myself
There are lots of fun things to do where I live
My friends treat me well
Most people like me
I enjoy being at home with my family
My family gets along well together
I look forward to going to school
My parents treat me fairly
I like being in school
My friends are mean to me
I wish I had different friends
School is interesting
I enjoy school activities
I wish I lived in a different house
Members of my family talk nicely to one another
I have a lot of fun with my friends
My parents and I do fun things together
I like my neighborhood
I wish I lived somewhere else
I am a nice person
This town is filled with mean people

I like to try new things
My family's house is nice
I like my neighbours
I have enough friends
I wish there were different people in my neighborhood
I like where I live

The MSLSS is a global measure of well-being, designed specifically for children, and designed to provide a multidimensional profile of life satisfaction, covering the domains of Family, Friends, School, Living environment and Self. The global nature of the measure, and the fact that the scale was designed specifically for children and young people were factors considered favourably by the research team in selecting this measure to be included in the survey.

Overall, IB World School students expressed strong levels of satisfaction with all five domains. The 'friends' domain received the highest ratings, followed by 'family' and 'self'. 'School' was rated as being the least satisfactory, but nevertheless the average rating for this domain across all respondents was 4.1.

8.4 Appendix 4: Teacher Social Support subscale from the Child and Adolescent Social Support Scale (CASSS) (Malecki and Demaray, 2002)

The 'teacher' subscale of The Child and Adolescent Social Support Scale (CASSS) (Malecki & Demaray, 2002) was used as a measure of the extent to which the survey respondents felt supported by their teacher. Two ratings were made, one of frequency on a six point scale from never – always; and one of importance on a three point scale from not important to very important, across thirteen indicators:

My teacher(s)

a) ... helps me solve problems.
b) ... cares about me.
c) ... treats me fairly.
d) ... makes it okay to ask questions.
e) ... explains things that I don't understand.
f) ... shows me how to do things.
g) ... helps me solve problems by giving me information.
h) ... tells me I did a good job when I've done something well.
i) ... nicely tells me when I make mistakes.
j) ... tells me how well I do on tasks.
k) ... makes sure I have what I need for school.
l) ... takes time to help me learn to do something well.
m) ... spends time with me when I need help.

8.5 Appendix 5: Social and Emotional Well-being in IB World Schools – project survey

Social and Emotional Well-being in IB World Schools

Page 1: About this survey

Thank you for taking part in our survey about how you feel about yourself and about the relationships in your life.

A team of researchers from the University of Nottingham are carrying out this survey. We are working in collaboration with the International Baccalaureate Organization. We want to find out about the 'social and emotional well-being' of students of all ages in IB World Schools.

This survey is part of a larger project in which we will also be talking to school managers and teachers about the things schools do in different countries to support students' social and emotional well-being.

Page 2: How we keep this information safe

All of your answers are anonymous - that means we can't find out your name. None of the information you provide can or will be used to identify you and will be treated confidentially.

You are able to withdraw from this research at any time, and can stop the survey simply by closing the browser window. When you get to the last page and click 'finish' all your answers are submitted and saved.

We will keep the information from this survey in a way which means that other people won't be able to see it, unless we write about it and publish it in academic papers and reports. When we do that, we won't use the name of your school.

Page 3: Your agreement to take the survey

The survey should take between 15-30 minutes to complete, and asks a series of questions about you.

If you are happy to proceed, please read the statements below carefully. Please note that by clicking 'continue', you are confirming your agreement with each of these statements:

- I understand the nature and purpose of this research
- I have received enough information to make an informed decision about participating
- I understand that I can decide not to participate by closing my browser window at any time

If you agree with these statements, please click 'continue', and we will get started!

When you have clicked on the CONTINUE button at the bottom of each page you cannot return to that page.

Page 4: Survey 1/11
Remember all your answers are anonymous (this means we are not going to ask for your name).
Please select your school from the list below

Please tell us how old you are.

Please tell us which IB programme you are currently taking.

Please select one of the following.

- I am female.
- I am male.
- I don't want to say.

Page 5: Survey 2/11

This is not a test. There are no right or wrong answers. Your answers will not affect your grades, and no one will be told your answers.

Please read each of the following statements. Please tell us how much each statement describes you.

	Almost never	Sometimes	Often	Very Often	Almost Always
When something good happens to me, I have people who I like to share the good news with.					
I finish whatever I begin.					
I am optimistic about my future.					
I feel happy.					
When I do an activity, I enjoy it so much that I lose track of time.					

I have a lot of fun.	○	○	○	○	○
I get completely absorbed in what I am doing.	○	○	○	○	○
I love life.	○	○	○	○	○
I keep at my schoolwork until I am done with it.	○	○	○	○	○
When I have a problem, I have someone who will be there for me.	○	○	○	○	○
I get so involved in activities that I forget about everything else.	○	○	○	○	○

Page 6: Survey 3/11

These questions are the same type as those in the last section. Please tell us how much each statement describes you.

	Not at all like me	A little like me	Somewhat like me	Mostly like me	Very much like me
When I am learning something new, I lose track of how much time has passed.	○	○	○	○	○
In uncertain times, I expect the best.	○	○	○	○	○
There are people in my life who really care about me.	○	○	○	○	○
I think good things are going to happen to me.	○	○	○	○	○
I have friends that I really care about.	○	○	○	○	○
Once I make a plan to get something done, I stick to it.	○	○	○	○	○
I believe that things will work out, no matter how difficult they seem.	○	○	○	○	○
I am a hard worker.	○	○	○	○	○
I am a cheerful person.	○	○	○	○	○

Page 7: Survey 4/11

Thank you for answering our questions so far.

On the next four pages, we would like to know what thoughts about life you've had during the past several weeks. Think about how you spend each day and night, and then think about how your life has been during most of this time.

Tick the number (from 1 to 6) for each statement that indicates the extent to which you agree or disagree with each statement. It is important to know what you REALLY think, so please answer the questions the way you really feel, not how you think you should.

	1 - completely disagree	2 - moderately disagree	3 - mildly disagree	4 - mildly agree	5 - moderately agree	6 - strongly agree
My friends are nice to me.	○	○	○	○	○	○
I am fun to be around.	○	○	○	○	○	○
I feel bad at school.	○	○	○	○	○	○
I have a bad time with my friends.	○	○	○	○	○	○
There are lots of things I can do well.	○	○	○	○	○	○
I learn a lot at school.	○	○	○	○	○	○
I like spending time with my parents.	○	○	○	○	○	○
My family is better than most.	○	○	○	○	○	○
There are many things about school I don't like.	○	○	○	○	○	○
My friends are great.	○	○	○	○	○	○

Page 8: Survey 5/11

These questions are the same style as those on the previous page.

Sometimes we ask similar sounding questions. This is a feature of the survey.

	1 - completely disagree	2 - moderately disagree	3 - mildly disagree	4 - mildly agree	5 - moderately agree	6 - strongly agree
My friends will help me if I need it.	○	○	○	○	○	○
I wish I didn't have to go to school.	○	○	○	○	○	○
I like myself.	○	○	○	○	○	○

There are lots of fun things to do where I live.	○	○	○	○	○	○
My friends treat me well.	○	○	○	○	○	○
Most people like me.	○	○	○	○	○	○
I enjoy being at home with my family.	○	○	○	○	○	○
My family gets along well together.	○	○	○	○	○	○
I look forward to going to school.	○	○	○	○	○	○

Page 9: Survey 6/11

These questions are the same style as those on the previous page.

Remember, it is important to know what you REALLY think, so please answer the questions the way you really feel, not how you think you should.

	1 - strongly disagree	2 - moderately disagree	3 - mildly disagree	4 - mildly agree	5 - moderately agree	6 - strongly agree
My parents treat me fairly.	○	○	○	○	○	○
I like being in school.	○	○	○	○	○	○
My friends are mean to me.	○	○	○	○	○	○
I wish I had different friends.	○	○	○	○	○	○
School is interesting.	○	○	○	○	○	○
I enjoy school activities.	○	○	○	○	○	○
I wish I lived in a different house.	○	○	○	○	○	○
Members of my family talk nicely to one another.	○	○	○	○	○	○
I have a lot of fun with my friends.	○	○	○	○	○	○

My parents and I do fun things together.	○	○	○	○	○	○

Page 10: Survey 7/11
These questions are the same style as those on the previous page.

	1 - strongly disagree	2 - moderately disagree	3 - mildly disagree	4 - mildly agree	5 - moderately agree	6 - strongly agree
I like my neighborhood.	○	○	○	○	○	○
I wish I lived somewhere else.	○	○	○	○	○	○
I am a nice person.	○	○	○	○	○	○
This town is filled with mean people.	○	○	○	○	○	○
I like to try new things.	○	○	○	○	○	○
My family's house is nice.	○	○	○	○	○	○
I like my neighbours.	○	○	○	○	○	○
I have enough friends.	○	○	○	○	○	○
I wish there were different people in my neighborhood.	○	○	○	○	○	○
I like where I live.	○	○	○	○	○	○

Page 11: Survey 8/11

On the next page, you will be asked to respond to sentences about some form of support or help that you might get from your teacher or teachers.

Read each sentence carefully and respond to them honestly. There are no right or wrong answers.

For each sentence you are asked to provide two responses.

1. rate **how often** you receive the support described and then
2. rate **how important** the support is to you.

Here is an example. Please read it carefully before starting your own ratings.

In this example, the student says her 'teacher helps me solve problems' and that is something that:

1. happens **'some of the time'** and
2. is **'important'** to her.

My teacher(s)...

	1. **How often?**						2. **Important?**		
	Never	Almost never	Some of the time	Most of the time	Almost always	Always	Not important	Important	Very important
My teacher(s) ... helps me solve problems.	○	○	◉	○	○	○	○	◉	○

Page 12: Survey 9/11

When answering this question, think about **the teacher** you see every day or the **teachers** you see every week.

	1. **How often?**						2. **Important?**		
	Never	Almost never	Some of the time	Most of the time	Almost always	Always	Not important	Important	Very important
My teacher(s) ... cares about me.	○	○	○	○	○	○	○	○	○
... treats me fairly.	○	○	○	○	○	○	○	○	○
... makes it okay to ask questions.	○	○	○	○	○	○	○	○	○
... explains things that I don't understand.	○	○	○	○	○	○	○	○	○
... shows me how to do things.	○	○	○	○	○	○	○	○	○
... helps me solve problems by giving	○	○	○	○	○	○	○	○	○

me information.									
... tells me I did a good job when I've done something well.	○	○	○	○	○	○	○	○	○
... nicely tells me when I make mistakes.	○	○	○	○	○	○	○	○	○
... tells me how well I do on tasks.	○	○	○	○	○	○	○	○	○
... makes sure I have what I need for school.	○	○	○	○	○	○	○	○	○
... takes time to help me learn to do something well.	○	○	○	○	○	○	○	○	○
... spends time with me when I need help.	○	○	○	○	○	○	○	○	○

Page 13: Survey 10/11

Now, on the next two pages we have just two more short questions we would like you to answer.

When things go wrong in my life, it generally takes me a long time to get back to normal

- ○ 1 -- Agree strongly
- ○ 2 -- Agree
- ○ 3 -- Agree a little
- ○ 4 -- Disagree
- ○ 5 -- Disagree strongly

Page 14: Survey 11/11

Please tell us how much of the time during the past week:

	1 -- None or almost none of the time	2 -- A little bit of the time	3 -- A lot of the time	4 -- All or almost all of the time

you felt calm and peaceful				
you had a lot of energy				

Page 15: Thank you

Thank you for completing our survey. Your responses will help make our research more interesting.

If you would like to talk to someone about the survey, or your experience taking the survey, you have some options:

1. You can talk to your teacher.

2. You can talk to any other adult you know.

3. You can send an email to the person in charge of this project. Her name is Dr Lucy Cooker, and her email address is: lucy.cooker@nottingham.ac.uk
4. You can send an email to the Research Ethics Committee at the University of Nottingham. This is a group of people who make sure research is done properly. The email address for the group iseducationresearchethics@nottingham.ac.uk
You can now close this window, or follow this link to find out more about the University of Nottingham.

8.6 Appendix 6: Cronbach's alpha analyses for the EPOCH and MSLSS measures of social and emotional well-being

Measure	Scale	Cronbach's alpha
EPOCH	Engagement	.76
	Perseverance	.78
	Optimism	.81
	Connectedness	.79
	Happiness	.86
MSLSS	Family	.91
	Friends	.88
	School	.87
	Living environment	.80
	Self	.82

8.7 Appendix 7: Social and emotional well-being in IB World Schools - Visit Requirements

1. We would appreciate it if you would give us access to any school documents which would help us further our understanding of how social and emotional well-being is presented and experienced in your school. If you are able to make such documents available, these may be sent to us beforehand or given to us during our visit.

2. Below is a list of activities we need to complete during our visit. Please feel free to arrange our schedule according to your school timetable and staff and student/pupil availability. It does not matter which order we complete these research activities in.

3. Ethics – we would be grateful if relevant copies of the Project Information Sheet could be distributed to students in advance of the visit so they can raise any questions with their teacher or parents or carers. If your school policies require parents to be informed about research activities, we include a letter for distribution which includes a withdrawal of consent slip to be returned to the school. A Project Information Sheet for staff members is also attached. We will give all participants a consent form to sign during the visit.

1. Senior management

Research method	Duration	Number of participants	Number of rooms required
Individual interviews	30 minutes	School Director Pastoral care leads	1 per interview

2. Curriculum coordinators

Research method	Duration	Number of participants	Number of rooms required
Individual interviews	30 minutes	PYP Coordinator(s) MYP Coordinator(s) DP Coordinator(s) CP Coordinator(s) [where applicable]	1 per interview

3. Classroom teaching staff members

Research method	Duration	Number of participants	Number of rooms required
Group interviews	up to 1 hour	Total of 4-8 with representatives from each of PYP, MYP, DP, CP [where applicable]	1
4 x group interviews (1 group interview for each programme)	up to 1 hour	1 teacher + 1 counsellor PYP 1 teacher + 1 counsellor MYP 1 teacher + 1 counsellor DP 1 teacher + 1 counsellor CP [where applicable]	1 per interview

4. Students/pupils

Research method	Duration	Number of participants	Number of rooms required
PYP Group interview (children from 3-8)	30 minutes	3 children	1 a 'cosy' space – ideally not a classroom
PYP Group interview (children from 8-11)	30 minutes	3 children	1

			a ‘cosy’ space – ideally not a classroom
MYP Group interview	30 minutes	3 students	1 a ‘cosy’ space – ideally not a classroom
DP Group interview	30 minutes	3 students	1 a ‘cosy’ space – ideally not a classroom
CP Group interview	30 minutes	3 students	1 a ‘cosy’ space – ideally not a classroom

8.8 Appendix 8 – Example interview schedules

School Director and Pastoral Care Leads
Interview Schedule

Background

1. What is your position in the school?
2. How long have you held this position?
3. How long have you been working with the IB curriculum?

Cultural facets

4. What is the demographic makeup of the school?
5. What is understood by well-being in this country/region?

Well-being

6. What do you think we should know about well-being in this school?
7. What do you understand by well-being?
8. Is/How is positive well-being integrated into school policies?
9. What is done in the school to foster well-being:
    a. Amongst students?
    b. Amongst adults/staff?
10. Does well-being mean something different for PYP students to DP/CP students?
11. How do you think it impacts, if at all, on classroom practices?
12. How do you think it impacts, if at all, on the school culture?
13. What procedures do you have for measuring well-being? Is this done implicitly or explicitly?
14. Are there any attributes of the Learner Profile which particularly support the development of well-being?
15. Are any programmes used to support the development of well-being in the school?
16. Are you able to identify any challenges to creating a culture that supports well-being?
17. What do the majority of school parents understand by well-being?
18. What if anything is done to ensure the well-being of students joining and leaving the school?
19. Does the school have a policy regarding students with SN?
    a. What approaches are taken to foster well-being amongst students with SN?

Conclusion

20. In summary, what significance does your school currently place on creating an atmosphere favourable to well-being?
21. Would you like to see any changes in the way that well-being is addressed in your school?
22. Would you like to see any changes in the IB curriculum, with particular reference to well-being?

Teachers/Counsellors –Group Interview Schedule

Background

1. What are your positions in the school?
2. Do you work with PYP/MYP/DP/CP?
3. How long have you been working with the IB curriculum?
4. What do you think we should know about well-being in this school?

Cultural facets

5. In your opinion, does the fact this is an [international school] in [country] impact in any ways on the well-being of students and staff?

Well-being

6. What do you understand by well-being?
7. How do you think it impacts, if at all, on your classroom practices?
8. What do you do in the classroom to foster an environment conducive to well-being?
9. What components of the curriculum are oriented towards supporting well-being?
10. What if anything is done to ensure the well-being of students joining and leaving the school?
11. Does the school have a policy regarding students with SN?
    a. What approaches are taken to foster well-being amongst students with SN?
12. How do you think well-being impacts, if at all, on the school culture?
13. Are there any attributes of the Learner Profile which particularly support the development of well-being?
14. Are you able to identify any challenges to supporting well-being – either in your class or in the school more widely?

Conclusion

15. Would you like to see any changes in the way that well-being is addressed in your school?
16. Would you like to see any changes in the IB curriculum, with particular reference to well-being?

8.9 Appendix 9: NVivo Coding scheme

Source Type	Number of Sources	Number of Coding References	Number of Words Coded	Number of Paragraphs Coded	Duration Coded
Node					
Nickname:	**Nodes\\Accomplishment_competence**				
Classification:					
Aggregated:	**No**				
Document	1	7	614	7	
Nickname:	**Nodes\\Alternative programmes for well-being**				
Classification:					
Aggregated:	**No**				
Document	3	3	669	9	
Memo	1	1	43	5	
Nickname:	**Nodes\\ATLs**				
Classification:					
Aggregated:	**No**				
Document	2	2	746	10	
Nickname:	**Nodes\\Autonomy**				
Classification:					
Aggregated:	**No**				
Document	4	6	547	8	

Source Type	Number of Sources	Number of Coding References	Number of Words Coded	Number of Paragraphs Coded	Duration Coded
Nickname: Nodes\\balance					
Classification:					
Aggregated: No					
Document	1	1	39	2	
Nickname: Nodes\\Caring					
Classification:					
Aggregated: No					
Document	7	11	1,050	27	
Nickname: Nodes\\CAS					
Classification:					
Aggregated: No					
Document	2	2	230	2	
Nickname: Nodes\\CAS for well-being					
Classification:					
Aggregated: No					
Document	1	1	213	1	

Nickname: Nodes\\Challenges to staff well-being

Classification:

Aggregated: No

Document	3	3	279	3

Source Type	Number of Sources	Number of Coding References	Number of Words Coded	Number of Paragraphs Coded	Duration Coded

Nickname: Nodes\\Challenges to well-being

Classification:

Aggregated: No

Document	10	29	5,207	78

Nickname: Nodes\\CP as means of looking after well-being

Classification:

Aggregated: No

Document	5	7	1,937	25

Nickname: Nodes\\CPD

Classification:

Aggregated: No

Document	1	1	169	2

Nickname: Nodes\\Cultural aspects of well-being

Classification:

Aggregated: No

Document	11	26	5,838	70

Nickname: Nodes\\Curriculum as experienced

Classification:

Aggregated: No

Document	5	13	2,057	28

Source Type	Number of Sources	Number of Coding References	Number of Words Coded	Number of Paragraphs Coded	Duration Coded

Nickname: Nodes\\Definitions of well-being

Classification:

Aggregated: No

Document	17	47	4,894	73

Nickname: Nodes\\Demographic information

Classification:

Aggregated: No

Document	4	7	148	9

Nickname: Nodes\\Distinction between well-being and academics

Classification:

Aggregated: No

Document	9	28	2,645	40

Nickname: Nodes\\Emotional stability

Classification:

Aggregated: No

Document	2	5	654	7

Nickname: Nodes\\Engagement

Classification:

Aggregated: No

Document	1	1	132	1

Source Type	Number of Sources	Number of Coding References	Number of Words Coded	Number of Paragraphs Coded	Duration Coded

Nickname: Nodes\\Environmental mastery

Classification:

Aggregated: No

Document	2	2	470	3

Nickname: Nodes\\Evidence of interest in SEW

Classification:

Aggregated: No

Document	4	5	305	5

Nickname: Nodes\\Examples of well-being activities

Classification:

Aggregated: No

Document	9	29	2,284	48

Nickname: Nodes\\fail well

Classification:

Aggregated: No

Document	1	1	96	1

Nickname: Nodes\\Family well-being

Classification:

Aggregated: No

Document	3	7	719	9

Source Type	Number of Sources	Number of Coding References	Number of Words Coded	Number of Paragraphs Coded	Duration Coded

Nickname: Nodes\\Hidden curriculum

Classification:

Aggregated: No

Document	3	5	724	8

Nickname: Nodes\\Learner Profile

Classification:

Aggregated: No

Document	9	19	3,696	88

Nickname: Nodes\\Life satisfaction

Classification:

Aggregated: No

Document	1	2	144	2

Nickname: Nodes\\Meaning and purpose

Classification:

Aggregated: No

Document	1	2	144	2

Nickname: Nodes\\Measuring well-being

Classification:

Aggregated: No

Document	2	4	477	5

Source Type	Number of Sources	Number of Coding References	Number of Words Coded	Number of Paragraphs Coded	Duration Coded

Nickname: Nodes\\mindfulness

Classification:

Aggregated: No

Document	1	1	15	1

Nickname: Nodes\\Official curriculum (generic)

Classification:

Aggregated: No

Document	7	21	3,781	54

Nickname: Nodes\\Official curriculum (site specific)

Classification:

Aggregated: No

Document	4	7	1,504	9

Nickname: Nodes\\Optimism

Classification:

Aggregated: No

	0	0		

Nickname: Nodes\\Other documents

Classification:

Aggregated: No

Document	3	3	616	12
Memo	1	1	43	5

Source Type	Number of Sources	Number of Coding References	Number of Words Coded	Number of Paragraphs Coded	Duration Coded

Nickname: Nodes\\parent education

Classification:

Aggregated: No

Document	1	1	11	1

Nickname: Nodes\\Personal growth

Classification:

Aggregated: No

Document	2	3	171	3

Nickname: Nodes\\Policy

Classification:

Aggregated: No

Document	4	12	1,900	22

Nickname: Nodes\\Positive emotion

Classification:

Aggregated: No

Document	3	8	529	9

Nickname: Nodes\\Positive relationships

Classification:

Aggregated: No

Document	6	15	1,180	24

Source Type	Number of Sources	Number of Coding References	Number of Words Coded	Number of Paragraphs Coded	Duration Coded

Nickname: Nodes\\Resistance

Classification:

Aggregated: No

Document	2	2	84	3

Nickname: Nodes\\Seeking help

Classification:

Aggregated: No

Document	3	8	796	24

Nickname: Nodes\\Self-esteem

Classification:

Aggregated: No

Document	5	10	797	12

Nickname: Nodes\\Social acceptance

Classification:

Aggregated: No

	0	0		

Nickname: Nodes\\Social coherence

Classification:

Aggregated: No

Document	3	3	312	3

Source Type	Number of Sources	Number of Coding References	Number of Words Coded	Number of Paragraphs Coded	Duration Coded

Nickname: Nodes\\Social contribution

Classification:

Aggregated: No

Document	3	5	348	5

Nickname: Nodes\\Social growth

Classification:

Aggregated: No

	0	0		

Nickname: Nodes\\Social integration

Classification:

Aggregated: No

Document	10	17	1,583	25

Nickname: Nodes\\Special needs

Classification:

Aggregated: No

Document	4	8	3,019	46

Nickname: Nodes\\Strategies for enabling well-being

Classification:

Aggregated: No

Document	4	14	1,367	39

Source Type	Number of Sources	Number of Coding References	Number of Words Coded	Number of Paragraphs Coded	Duration Coded
Nickname: Nodes\\Taught curriculum					
Classification:					
Aggregated: No					
Document	6	9	1,421	12	
Nickname: Nodes\\Teacher support					
Classification:					
Aggregated: No					
Document	4	6	815	8	
Nickname: Nodes\\Technology as distraction_impediment to well-being					
Classification:					
Aggregated: No					
Document	1	2	159	2	
Nickname: Nodes\\Transitions					
Classification:					
Aggregated: No					
Document	3	3	467	5	
Nickname: Nodes\\Unofficial curriculum					
Classification:					
Aggregated: No					
Document	4	9	1,515	17	

Source Type	Number of Sources	Number of Coding References	Number of Words Coded	Number of Paragraphs Coded	Duration Coded
Nickname: Nodes\\Vitality					
Classification:					
Aggregated: No					
Document	2	2	527	3	
Nickname: Nodes\\Workload					
Classification:					
Aggregated: No					
Document	7	15	2,219	39	
Nickname: Nodes\\Written curriculum					
Classification:					
Aggregated: No					
Document	1	1	119	1	

8.10 Appendix 10: Research questions with corresponding data sources

Research Questions	Methods
What is the well-being of the sample student population?	Student survey Semi-structured interviews (students) Semi-structured interviews (leaders, coordinators, and teachers)
In what ways do IB World School leaders and teachers interpret well-being and what significance do they attach to the development of well-being in schools?	Semi-structured interviews (school leaders and teaching staff)
How do curriculum managers construct a curriculum that supports students' well-being? o What components of the curriculum, including the learner profile, are oriented towards promoting/supporting well-being? o To what extent do other IB documents contribute to creating an atmosphere favourable to well-being? o What other documents or programmes contribute to creating an atmosphere favourable to well-being, and in what ways?	Semi-structured interviews (curriculum coordinators and teaching staff) Semi-structured interviews (students) Document analysis
To what extent do schools use the existing curriculum to create a culture that supports well-being? o What are the teachers' perceptions of the challenges in achieving well-being in schools? What are the practices that constrain or support well-being? o How does the learner profile contribute to supporting well-being?	Semi-structured interviews (curriculum coordinators and teaching staff) Semi-structured interviews (students)
What are the cultural differences in expectations for students' well-being?	Student survey Semi-structured interviews (students) Semi-structured interviews (leaders, coordinators and teachers)

8.11 Appendix 11: Kruskal Wallis analyses – pairwise comparisons

Table 11: Significant differences in median EPOCH scores by school (shown in order of decreasing difference)

School (1)	Median EPOCH score	School (2)	Median EPOCH score	*Sig*
School H	4.30	School C	3.25	*p=.001*
School H	4.30	School F	3.40	*p=.001*
School H	4.30	School K	3.40	*p=.001*
School H	4.30	School J	3.45	*p=.001*
School H	4.30	School G	3.47	*p=.001*
School H	4.30	School I	3.55	*p=.001*
School H	4.30	School A	3.70	*p=.001*
School H	4.30	School D	3.85	*p=.001*
School H	4.30	School E	3.85	*p=.001*
School E	3.85	School I	3.55	*p=.01*
School D	3.85	School I	3.55	*p=.004*
School E	3.85	School G	3.47	*p=.002*
School D	3.85	School G	3.47	*p=.001*
School E	3.85	School J	3.45	*p=.001*
School D	3.85	School J	3.45	*p=.001*
School D	3.85	School K	3.40	*p=.001*
School E	3.85	School K	3.40	*p=.001*
School D	3.85	School C	3.25	*p=.001*
School E	3.85	School C	3.25	*p=.001*
School A	3.70	School J	3.45	*p=.003*
School A	3.70	School K	3.40	*p=.001*
School A	3.70	School C	3.25	*p=.001*
School I	3.55	School C	3.25	*p=.001*
School I	3.55	School K	3.40	*p=.001*

Table 12: Significant differences in median MSLSS scores by school (shown in order of decreasing difference)

School (1)	Median MSLSS score	School (2)	Median MSLSS score	*Sig*
School H	5.02	School C	4.46	*p=.001*
School H	5.02	School K	4.53	*p=.001*
School H	5.02	School G	4.62	*p=.001*
School H	5.02	School J	4.67	*p=.001*
School H	5.02	School E	4.67	*p=.001*
School H	5.02	School A	4.69	*p=.001*
School H	5.02	School I	4.75	*p=.001*
School D	4.86	School C	4.46	*p=.001*
School D	4.86	School K	4.53	*p=.001*
School D	4.86	School J	4.67	*p=.004*
School I	4.75	School C	4.46	*p=.001*
School I	4.75	School K	4.53	*p=.001*

Table 13: Significant differences in median EPOCH scores by age (shown in order of decreasing difference)

Age (1)	Median EPOCH score	Age (2)	Median EPOCH score	*Sig*
18	3.2	10	4.1	*p=.001*
17	3.38	10	4.1	*p=.001*
18	3.2	12	3.75	*p=.001*
16	3.55	10	4.1	*p=.001*
15	3.55	10	4.1	*p=.001*
14	3.55	10	4.1	*p=.001*
13	3.6	10	4.1	*p=.001*
17	3.38	12	3.75	*p=.001*
17	3.38	11	3.7	*p=.001*
16	3.55	12	3.75	*p=.001*
15	3.55	12	3.75	*p=.001*
14	3.55	12	3.75	*p=.004*

Table 14: Significant differences in median MSLSS scores by age (shown in order of decreasing difference)

Age (1)	Median MSLSS score	Age (2)	Median MSLSS score	*Sig*
19	4.21	10	5.32	*p=.002*
17	4.54	10	5.32	*p=.001*
18	4.55	10	5.32	*p=.001*
16	4.58	10	5.32	*p=.001*
14	4.6	10	5.32	*p=.001*
15	4.62	10	5.32	*p=.004*
13	4.73	10	5.32	*p=.001*
12	4.82	10	5.32	*p=.001*
11	4.88	10	5.32	*p=.001*
16	4.58	11	4.88	*p=.002*
17	4.54	12	4.82	*p=.001*
15	4.62	11	4.88	*p=.001*
16	4.58	12	4.82	*p=.001*
14	4.6	12	4.82	*p=.001*
15	4.62	12	4.82	*p=.001*