



PROJECT SO-WELL-AWARE

WHAT EVERY TEACHER SHOULD KNOW ABOUT STUDENTS' SUBJECTIVE WELL-BEING

EVIDENCE-BASED PRACTICES FOR STUDENT SUBJECTIVE WELL-BEING

Booklet 1



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1 SUBJECTIVE WELL-BEING AND ITS IMPORTANCE IN SCHOOLS

Subjective well-being is a holistic concept encompassing emotional, psychological, and social dimensions of an individual's life or specific life domains. For students, this means feeling happy, confident, and able to face the daily school challenges. It's not just about the absence of negative experiences but also the presence of positive experiences that contribute to their overall happiness and satisfaction.

Promoting student subjective well-being in schools is crucial. According to the PISA (Programme for International Student Assessment) indicators, students who report higher levels of well-being tend to have better academic performance, stronger social skills, and great engagement in school activities. On the other hand, symptoms of ill-being, such as anxiety, depression, and stress, are common among students and can significantly impair academic and personal development.



1 SUBJECTIVE WELL-BEING AND ITS IMPORTANCE IN SCHOOLS



DID YOU KNOW?

- 50% of all lifetime cases of mental illness begin by age 14.
- Students with high well-being are 21% more likely to perform better in their studies.

Creating a school environment that supports students' subjective well-being helps in reducing these negative outcomes and promotes a positive school climate where students can thrive both academically and personally.



QUICK SUMMARY:

- Subjective well-being includes emotional, psychological, and social dimensions of a student's life.
- Higher student well-being leads to better academic performance, social skills, and engagement.
- Schools can create a positive environment that supports both academic success and personal growth.



2 EVIDENCE-BASED PRACTICES

WHY EVIDENCE-BASED PRACTICES MATTER

Implementing evidence-based practices is essential because they are grounded in research and proven effective through rigorous studies. These practices ensure that the strategies used by teachers to promote student well-being are not based on guesswork but on solid evidence of positive outcomes for students.

Evidence-based practices rely on data from numerous studies, meaning they have been tested and validated in diverse educational settings. This gives teachers confidence that these methods will work in their classrooms, providing a reliable foundation for enhancing student well-being.

By adopting evidence-based practices, schools can systematically address the various factors that contribute to student well-being. For instance, programs like social-emotional learning (SEL) have been shown to improve students' emotional regulation, empathy, and social skills, which are critical for their overall development.

Moreover, using proven strategies helps create a more structured and predictable environment, which can significantly reduce stress and anxiety among students.



2 WHY EVIDENCE-BASED PRACTICES MATTER



DID YOU KNOW?

- Schools that implement social-emotional learning (SEL) programs report a 11% increase in academic achievement.
- Evidence-based mindfulness programs can reduce students' symptoms of depression by 38%.

By focusing on methods that are based in solid evidence, schools can ensure that their efforts to promote student well-being are successful and lasting. This leads to better results for students both in and out of the classroom.



WHAT RESEARCH SAYS ABOUT IT

Research consistently shows that schools adopting evidence-based practices in promoting well-being see improvements in students' mental health, academic performance, and overall school climate. For instance, SEL programs, mindfulness activities, and positive behaviour interventions help students manage their emotions better, reduce behavioural issues, and stay more engaged in their studies.



REFLECTIVE QUESTION:

How can integrating evidence-based practices in your daily routine help improve your students' subjective well-being?

TEACHERS' ROLE IN THE PROMOTION OF STUDENT SUBJECTIVE WELL-BEING

Teachers play a critical role in supporting student well-being. By regularly monitoring and assessing their students' subjective well-being, teachers can identify those who might be struggling and need extra help. This preventive approach involves detecting early signals of distress and addressing them before they become bigger issues. Simple tools and regular check-ins can help teachers stay informed about their students' emotional and social health, allowing for timely interventions that can make a significant difference in students' personal and academic growth.

TEACHER WELL-BEING AND ITS IMPACT ON STUDENTS

Teacher well-being is also crucial, as there is a strong link between teachers well-being and their students. Teachers who maintain their well-being are better prepared to create a supportive and effective learning environment. Additionally, students often reflect emotional states of their teachers, making it essential for educators to manage their stress and well-being effectively.



TEACHERS' ROLE IN THE PROMOTION OF STUDENT SUBJECTIVE WELL-BEING



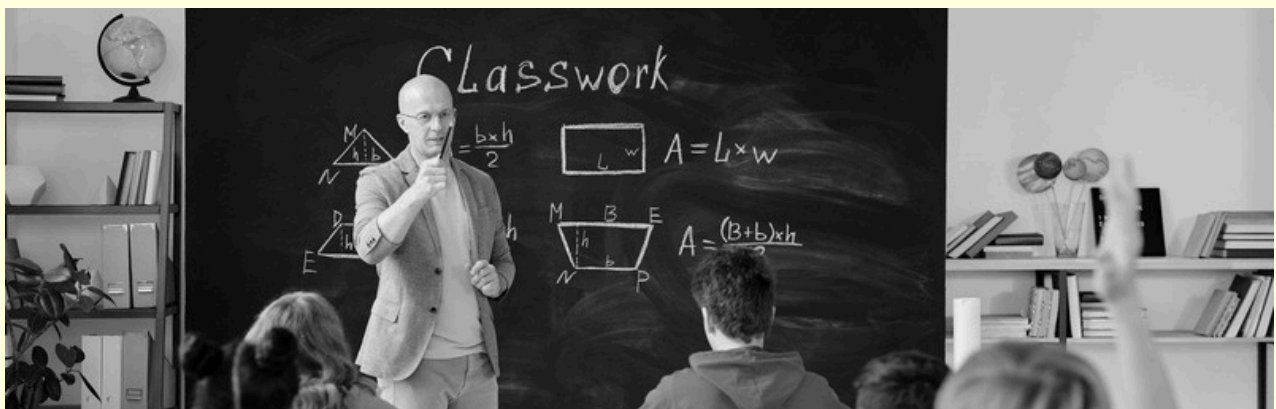
DID YOU KNOW?

- Research indicates that when teachers experience high levels of well-being, there is a reported 35% increase in student engagement. This suggests that a teacher's emotional state may influence the classroom environment, potentially leading to higher engagement among students.



QUICK SUMMARY:

- Evidence-based practices like social-emotional learning (SEL) and mindfulness improve student emotional regulation, empathy, and reduce stress.
- Schools implementing these practices see lasting improvements in mental health, academic outcomes, and overall classroom climate.
- There is a reciprocal relationship between teacher and student well-being: when teachers feel supported and balanced, it positively impacts students' well-being, creating a healthier learning environment for everyone.



3 PIQ – A CASE OF SUBJECTIVE WELL-BEING MEASUREMENT



SUGGESTION FOR PRACTICE

One effective tool for measuring well-being in the classroom is the Perceptions of Inclusion Questionnaire (PIQ). The PIQ is a reliable, valid, and economical instrument designed to capture three central dimensions of subjectively perceived inclusion in school:

EMOTIONAL WELL-BEING IN SCHOOL:

this refers to how positively students feel about their experiences in school, including their general mood and comfort level.

“Sara feels excited and happy each day when she walks to school because she enjoys her classes and feels safe with her teachers and peers.”

SOCIAL INCLUSION IN CLASS:

this reflects the degree to which students feel accepted and part of the social fabric of their classroom, such as feeling included in peer interactions

“Maria, who has a speech disorder, sometimes struggles to express herself clearly in group discussions. However, her classmates always invite her to join in group activities and patiently wait for her to contribute. When she does, they listen carefully and encourage her, making Maria feel like a valued member of the group.”

ACADEMIC SELF-CONCEPT:

this dimension gauges how capable and confident students feel about their own academic abilities and performance.

“After consistently getting good grades on her maths tests, Emily feels confident that she can handle more challenging problems and believes she is good at maths.”

3 PIQ – A CASE OF SUBJECTIVE WELL-BEING MEASUREMENT

→ SUGGESTION FOR PRACTICE



By assessing these dimensions, teachers can gain a comprehensive understanding of their students' well-being and inclusion experiences. The PIQ is designed to be straightforward and user-friendly, making it easy for teachers to implement in their daily routines.

3 PIQ – A CASE OF SUBJECTIVE WELL-BEING MEASUREMENT

→ ONLINE PLATFORM FOR CLASSROOM WELL-BEING ASSESSMENT

An online platform is available where teachers can access and use the PIQ to measure their students' well-being. This platform provides valuable insights into how students are feeling and allows for the tracking of well-being over time. By using this tool, teachers can identify trends, understand the impact of their practices, and make informed decisions to better support their students.

→ ACCESSING THE PIQ MANUAL

For detailed guidance on using the PIQ, teachers can refer to the comprehensive manual available online. This manual provides step-by-step instructions on administering the questionnaire, interpreting the results, and using the findings to enhance student well-being. Teachers can access the manual at [PIQ Manual](#).



QUICK SUMMARY:

- The Perceptions of Inclusion Questionnaire (PIQ) is a practical tool that measures student well-being in three key areas: emotional well-being, social inclusion, and academic self-concept.
- Teachers can easily implement the PIQ in their routines, using it to assess and monitor student well-being, helping identify areas where students might need additional support.
- An online platform and manual are available to guide teachers in using the PIQ, enabling them to track well-being trends and make data-driven decisions to improve student outcomes.

PIQ Example

I like going to school. 😊

Not true at all Somewhat not true Somewhat true Definitely true

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