



NURTURING WELLBEING DEVELOPMENT IN EDUCATION

"From little things, big things grow"

Edited by Faye McCallum and Deborah Price



Nurturing Wellbeing Development Education Little

Christian Drosten

Nurturing Wellbeing Development Education Little:

Nurturing Wellbeing Development in Education Faye McCallum, Deborah Price, 2015-12-22 At the core of education the notion of wellbeing permeates both learner and teacher wellbeing. This book explores the central role and responsibility of education in ensuring the wellbeing of children and young people. Through the employment of vignettes proactive educational wellbeing initiatives are provided to address issues pertaining to learner and teacher wellbeing mainstream classrooms educational marginalisation disabilities cyber citizens initial teacher education and rural education. Through employing diverging theoretical approaches of expectancy x value theory ecological systems theory and community practices across digital imagery case studies questionnaires and survey methodology the key message of the centrality of wellbeing to educational success pervades. This book provides a critical engagement with the educational discourse of wellbeing whilst addressing issues impacting on wellbeing with worldwide implications. It offers a unique insight into both learner and teacher wellbeing and how education can contribute to enhancing wellbeing outcomes for society in general.

New Research and Possibilities in Wellbeing Education Mathew A. White, Faye McCallum, Christopher Boyle, 2023-10-24

This book examines a variety of issues related to wellbeing education and cross cultural education curriculum and pedagogy education policy and systems teacher education and professional development of educators educational administration management and leadership and inclusive education. Stimulated in part by the launch of positive psychology wellbeing education has grown worldwide. Various theories of wellbeing have been adopted in education coining the term wellbeing education defined in this book as how school leaders and teachers plan to implement evidence informed wellbeing interventions to promote wellbeing and academic goals. This book investigates a series of questions related to wellbeing education and how evidence informed wellbeing approaches are integrated into learning teaching and education.

Transforming Teaching: Wellbeing and Professional Practice Mathew A. White, Faye McCallum, 2022-08-31

This book focuses on evidence based approaches to teaching from a wellbeing lens. It addresses significant issues in wellbeing education in initial teacher education teacher and leaders wellbeing during schooling disruption and in teaching more broadly through innovative multi disciplinary research. This book addresses how to lead wellbeing within schools and showcases a unique strategy adopted by an Australian university to integrate a wellbeing framework throughout initial teacher education preparation. It explores different evidence based models of wellbeing education and focuses on the significance of culture and context. Readers can learn how teachers can integrate evidence based wellbeing approaches to transform their professional practice and promote student flourishing and academic growth.

Multiple Perspectives in Persistent Bullying Deborah Green, Deborah Price, 2016-12-08

Multiple Perspectives in Persistent Bullying. Capturing and listening to young people's voices recognizes that bullying plays a significant role in influencing the social emotional physical and cognitive wellbeing of many children and young people. The authors of this insightful text question what reinforces and perpetuates persistent bullying despite intensive interventions.

and suggests proactive strategies to address this phenomenon. Multiple perspectives on persistent bullying are provided by giving voice to those who bully, are victimized, are both bully and victim, and those who desist their bullying behaviour. This book foregrounds these voices to gain new insights into the characteristics of those who persistently bully and the mechanisms that reinforce their behaviour. Examples drawn on include discussions of turning points, teacher expectancy theory and self verification. *Multiple Perspectives in Persistent Bullying* includes international research that explores bullying in relation to education psychology and social media with implications for policy and practice. It is a crucial and fascinating read for anyone wishing to gain insight into the lives of those who are victimized or bully and find proactive support measures involving all stakeholders. These multiple perspectives will inform future school based interventions and serve to improve the life trajectories and wellbeing of students, their peers and the school community.

Language Teacher

Wellbeing across the Career Span Giulia Sulis, Sarah Mercer, Sonja Babic, Astrid Mairitsch, 2023-04-12. This book explores language teacher wellbeing across the career span from an ecological perspective. It reports on empirical findings from an extensive investigation into language teacher wellbeing in various social, cultural and linguistic contexts. It is unique in casting light on the professional trajectory of language teachers and opening up discussions on the characteristics, psychological needs and strengths of language teachers at different points in their careers. It examines wellbeing in terms of the dynamic interplay between the challenges individuals encounter in their personal and professional lives and the psychological, social and contextual resources that they draw on to buffer the impact of these challenges. The findings of the study will help readers to understand how language teachers can protect and nurture their wellbeing not only to remain in the profession but also to thrive in the long term. The book will be a valuable resource for anyone interested in the lives, wellbeing and psychology of language teachers in diverse contexts and career phases.

Adjunct Faculty in Online Higher Education: Best Practices for Teaching Adult Learners

Tarbutton, Tanya McGlashing, Doyle, Lori Beth, 2024-01-22. *Adjunct Faculty in Online Higher Education: Best Practices for Teaching Adult Learners* is an essential handbook that delves into the pivotal role of adjunct faculty instructors in the booming realm of online higher education with a specific focus on adult learners. As the demand for online education continues to soar, administrators, program directors and adjunct faculty instructors alike are presented with unique challenges and opportunities. This comprehensive guidebook provides a wealth of knowledge and best practices for adjunct faculty instructors seeking to excel in online teaching roles. With a keen understanding of the competitive nature of the field, this book equips instructors with valuable insights that will set them apart in the ever-expanding landscape of higher education. University administrators and program directors will also find immense value in the book's content, which explores strategies for providing professional development to adjunct faculty and designing effective evaluations to support continuous improvement. Recognizing the paramount importance of the student experience, the book emphasizes the crucial role played by adjunct faculty in representing their respective institutions.

Covering a wide range of topics from the historical context of adult learners to the challenges associated with being an adjunct instructor this handbook serves as a comprehensive guide for both aspiring and experienced adjunct faculty members It offers practical advice on curriculum design personnel development and evaluation methods empowering administrators and directors alike to make informed decisions in hiring and supporting adjunct faculty instructors

Emotional Vulnerability of Language Teachers in Digital Settings Mostafa Nazari, Ismail Xodabande, Sedigheh Karimpour, 2026-01-01 This edited volume delves into the emotional experiences of language teachers as they navigate the digital landscape in their professional practice. It explores the intricacies of emotional vulnerability, shedding light on the challenges and opportunities that arise when language educators engage with digital venues, particularly in light of the shift towards online teaching due to the COVID 19 pandemic. Through engaging with this book, readers can gain a deeper understanding of the emotional challenges language teachers face in the digital age. This book also equips educators with the knowledge and insights to develop targeted strategies for supporting and empowering themselves in digital settings. Additionally, it provides valuable guidance for teacher educators, administrators, and policymakers in designing effective professional development programs that address the emotional well-being of language teachers in the digital era.

The Educators' Guide to Whole-school Wellbeing Denise M. Quinlan, Lucy C. Hone, 2020-02-20 The Educators' Guide to Whole-school Wellbeing addresses challenges faced by schools wanting to improve wellbeing. While many schools globally now understand the need to promote and protect student wellbeing, they often find themselves stuck, not knowing where to start, what to prioritise or how to implement whole school change. This book fills that gap. This book provides companionship through rich stories from schools around the world that have created wellbeing practices that work for their schools. It guides educators through processes that help create individualised, contextualised school wellbeing plans. With chapters addressing why wellbeing, what is whole school change, dynamics, measurement, staff wellbeing, coaching, cultural responsiveness and how to build buy in, it is the first of its kind. Balancing research and practice for each topic with expert practitioner and researcher insights, this book gives schools access to best practice guidance from around the world in a user friendly format designed for busy educators. What sets the authors apart from the many school wellbeing practitioners globally is their substantial experience working alongside diverse school groups. While many have experience in one school, few work across a multitude of very different schools and clusters, giving these practising academics a unique appreciation for effective cross-context processes.

Nurturing Resilience and School Success in American Indian and Alaska Native Students Joyce A. Strand, 2002 *The Health Exhibition Literature: sec. D Conference on education*, 1884 Social Work, 1982 Child Development John W. Santrock, 1994 CURA Reporter, 2012 tyhe educational times, 1878 Pennsylvania School Journal, 1884 **Nurture Nature, Nurture Health** Mitchell L. Gaynor, 2005 **Journal of Health, Physical Education, Recreation**, 1959 **Developing a Comprehensive Health Services Research Capacity in Physical**

Disability and Rehabilitation ,1991

Women's Employment ,1937

The Journal of Home Economics ,1929

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