



Charles Sturt
University



Student wellbeing: exploring connections with formative assessment

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Presentation content



- Who am I?
- What is wellbeing?
- What do we mean by wellbeing in the classroom context?
- How can we design formative assessment to support students' wellbeing? Tips and recommendations.



Who am I?



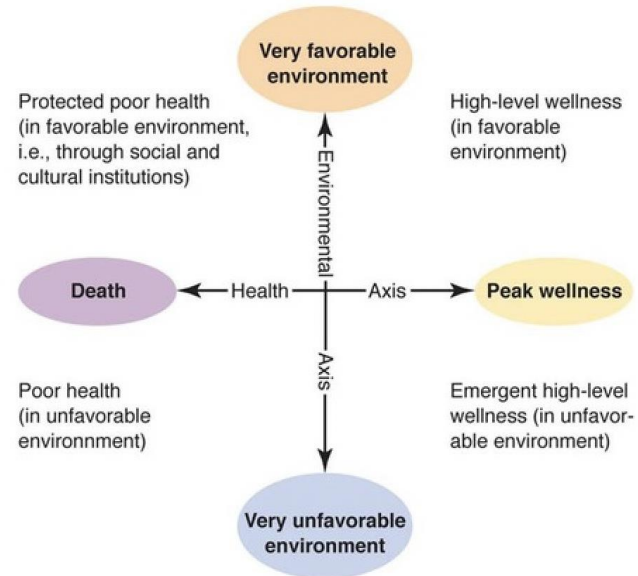
- 34 years in education: teacher, lecturer, international consultant.
- Role at Charles Sturt University: teacher education – professional teaching, wellbeing, creative arts subjects.
- International consultant: Cambridge Assessment International Education, Cambridge University Press, Montrose (Kazakhstan, Mongolia, Egypt, Myanmar).
- Research: physical education, sport, body governance (sociology), wellbeing, mindfulness, yoga, dance, gender, inclusion.





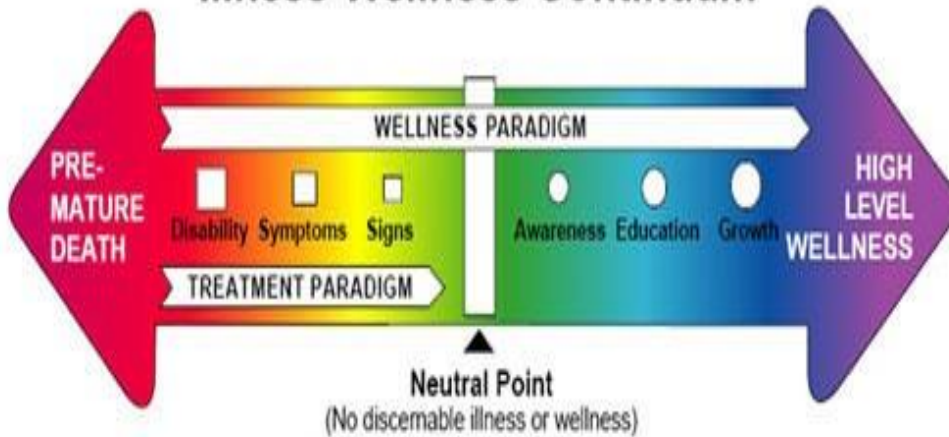
What is wellbeing?

Health Grid Model (Dunn)



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Illness-Wellness Continuum

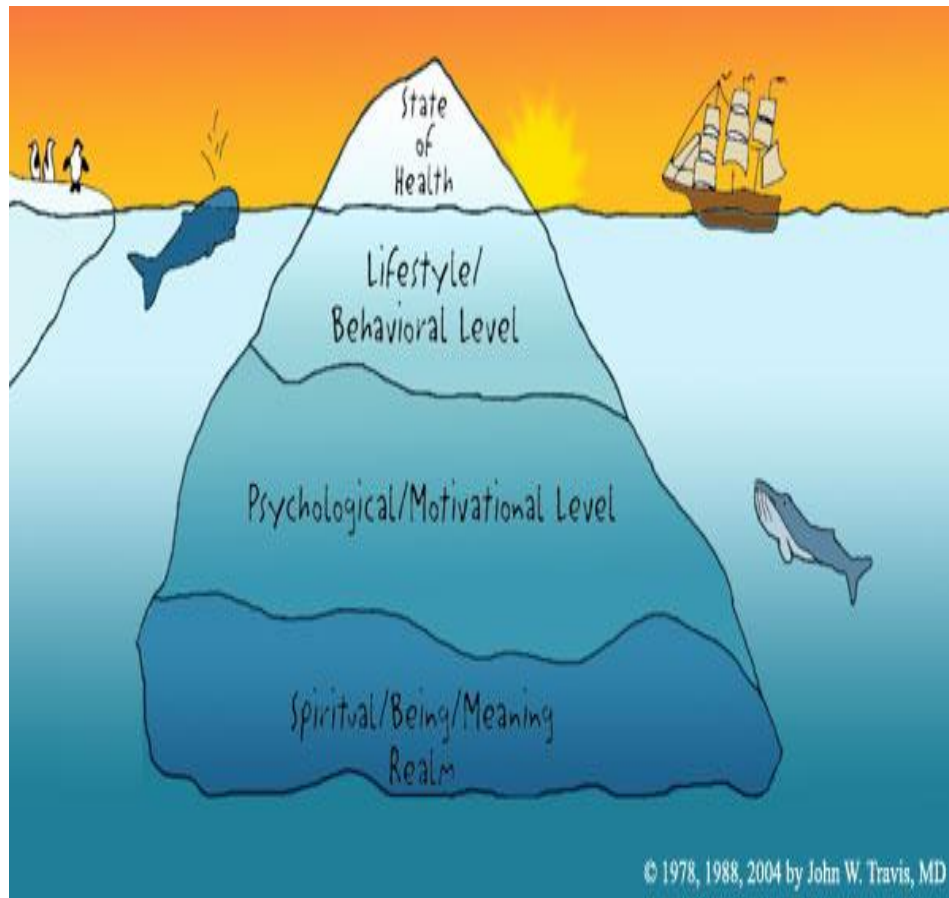


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Illness-Wellness Continuum (Travis)

What is wellbeing?

Iceberg Model of Health and Illness (Travis)



**Social-Ecology Model
(adapted from the CDC)**



Dimensions of wellbeing



Dimension	Definition
Physical	Involves the functional operations of the body such as physical fitness, dietary and lifestyle habits, and medical self-care.
Social	Involves the ability to get along with and feel connected to and a sense of belonging with others.
Emotional	Involves an awareness of your own and others' feelings, an acceptance of the range of human emotions, and the ability to manage emotions and cope with stress.
Intellectual	Involves maintaining an active mind and growing intellectually.
Spiritual	Involves the personal search for meaning and direction in life.
Environmental	Involves the preservation of our natural environment and resources.
Occupational	Involves deriving personal satisfaction from your work.
Financial	Involves the appropriate management of financial resources and the ability to plan financially for the future.

Adapted from Robbins et al. (2017).

What do we mean by wellbeing in the classroom context?



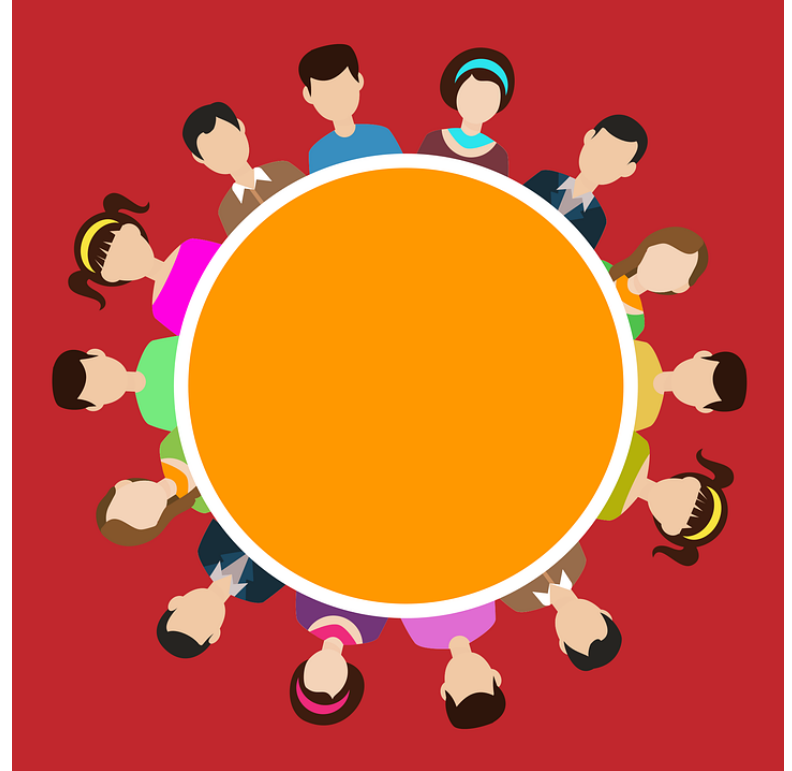
- Some of these 8 wellbeing dimensions are more relevant than others in the classroom context, e.g., physical, social, emotional, intellectual.
- Teacher’s holistic role: assist students in a range of wellbeing domains. Strategies might include **social wellbeing** support via assessment involving peer discussion, learning conversations, cooperative games.
- Trial and error: explore what feels right for each student, and actively listen. Students all bring different expectations and experiences to the classroom.
- Maintain a calm classroom with routines that can be adapted according to student needs.



How can we design formative assessment to support students' wellbeing? Tips and recommendations



- Assessment FOR learning, WITH students.
- All students can improve how they manage learning processes and become owners of their own learning (empowerment: positive wellbeing effect).
- Support students' holistic wellbeing at all times during the formative assessment process.
- Students have different rates of progress, different strengths and areas for improvement.
- Most students will need support at some stage - offer reassurance, encouragement.
- Keep parents/guardians informed.
- Provide constructive feedback: what they can already do and their next steps.
- Working beyond success criteria: offer extension tasks.



How can we design formative assessment to support students' wellbeing? Tips and recommendations



- Peer assessment.
- Self-assessment.
- Learning journal.
- I can do.
- Quiz: student/teacher-led.
- Target setting.





Thank you for
your time and
attention.

