research seminar

School of Education, Room 812, Level 8 Nexus Building

# Measuring student wellbeing: A Canadian case study

Abstract: The field of student wellbeing education has emerged as a growing field which has attracted attention and critique. While these criticisms are valid, it is argued that student wellbeing education has more potential than critics suggest. Through a case study, it is claimed that the measurement of wellbeing is a significant step for schools to take before developing and implementing wellbeing education that can positively impact students within an educational community. But success is not immediate. The case study describes student wellbeing assessment from an all-boys Canadian school (n = 797) ages 11-18 years old. Analysing objective and subjective wellbeing data from 2019 the case study will also outline recommendations to the school on how the data could be used to progress its wellbeing strategy. Results generated included descriptive statistics based on Kern, Waters, Adler & White (2014a), Kern, Waters, Adler, & White (2014b) and Kern, Benson, Steinberg, & Steinberg (2014) EPOCH Measure of Adolescent Wellbeing measure of flourishing for youth which assesses engagement, perseverance, optimism, connection to others, happiness and open-ended subjective comments on wellbeing. Results support the claim that there is keen interest from the student’s perspective for wellbeing education and suggest a strong foundation for the case study school to progress its ambitious wellbeing priorities while providing candid feedback on school culture.

**Biography: Associate Professor Mathew White PhD**

Mathew White s the Program Director for the Master of Education. He is also a Principal Honorary Fellow in Melbourne Graduate School of Education and an Associate Professor at the University of Melbourne. His research focuses on educational leadership, strategic planning in education, character education, international education, positive education, and wellbeing education. He has co-edited three books including Future Directions in Wellbeing: Education, Organizations, and Policy (Springer, 2017) and published 19 book chapters on wellbeing education. He is the President-elect of the International Positive Psychology Association Education Division (IPPAEd) and a Council Appointed member of the School Council of St Peter's Woodlands Grammar School. Before his appointment to the University of Adelaide in 2018, Mathew held senior leadership positions in schools. He has over 20 years senior secondary school teaching and examination experience in English Literature, French, Theatre Arts and Theory of Knowledge in the International Baccalaureate Diploma (IB), Victorian Certificate of Education (VCE) and South Australian Certificate of Education (SACE). Mathew is an alumnus of the University of Adelaide and was conferred his PhD in 2004 under the supervision of the late Professor J. J. Smolicz AM, and Dr Margaret J. Secombe.

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