ABOUT THE PROJECT

The mental health of young Australians is a significant national concern. Schools are increasingly expected to play a role in supporting the social and emotional ‘wellbeing’ of children and young people. Yet evidence suggests the term ‘wellbeing’ is poorly understood and that policy and program implementation remain fragmented.

This research aims to examine teacher, student and policy perspectives on wellbeing in schools and explore the role that recognition theory plays in conceptualising wellbeing. The project will generate important policy and practice-relevant evidence to improve the way children’s social and emotional ‘wellbeing’ is understood and approached in schools.

This project is being conducted in four phases:

- Phase 1: Analysis of key relevant local, state and Commonwealth policy regarding wellbeing
- Phase 2: Interviews with teachers and principals; focus groups with primary and secondary students
- Phase 3: Interactive on-line survey with primary and secondary students and teachers across three Catholic school regions
- Phase 4: Analysis and presentation of findings and professional development for schools

PROJECT TIMEFRAME

September 2011 – December 2013

PROJECT PARTNER

Interrelate Family Centres  
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A Wellbeing Advisory Group (WAG), comprising project partners, principals, teachers and students, supports the work of the research team.

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