The whole school approach: Health and safety as a promoter of educational quality / the quality of educational establishments

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Linking Health and Education

Health

Education
Health and schools

Traditional
(1) Schools promote Health

Modern
(2) Health promotes Schools
Reality of setting based approaches in traditional school health promotion

Evidence based practice
Models of good practice

Often no practice based evidence
Often no practice of good models

Pilot studies
Everyday school life
The traditional health promoting school approach: successes and failures

• Health Promoting School approach was a innovative step forward in the 1990 away from traditional health education
• Approx. only 14% of all schools in Germany state that they work with a health promoting school approach (Paulus & Witteriede 2008)
• Much less do it really
• Teachers (and principals) often feel that dealing with health (problems) in schools is not their core business
• Feel not well trained to cope with these problems
• Experience it as an extra burden
“Good health supports successful learning. Successful learning supports health. Education and health are inseparable.”
(Desmond O’Byrne, WHO-Headquarter Geneva, 2001)
Health and educational outcomes

Correlation of school achievement and subjective health (Mean scores of 35 countries, n = 162,305; r = 0.696)

Source: WHO-HBSC-Survey 2002, international Dataset
Relationship between health and education. Results from 39 longitudinal studies (Dadaczynski 2012)

- overweight,
- obesity,
- reduced physical activity,
- mental health problems

- school performance,
- school attendance,
- school attainment
Health and school achievement: Results from the HBSC-Study

- Infrastructure
- Leadership, participation, cooperation & social climate among staff, teaching methods, quality of relations
- Well-being, physical & mental complaints
- School achievement

Quality of Structure
Quality of Processs
Health
School Achievement

Griebler et al., 2009
How Social and Emotional Learning (SEL) supports good outcomes for kids (www.casel.org)

Safe, Caring, Challenging, Well-Managed, Participatory Learning Environments

Teach SEL Competencies
• Self-awareness
• Social awareness
• Self-management
• Relationship skills
• Responsible decision making

Greater Attachment, Engagement, & Commitment to School

Less Risky Behavior, More Assets, More Positive Development

Better Academic Performance and Success in School and Life
Changing the perspective: From school health promotion to education promotion through health
“Better Schools through Health”

Better Schools through Health: the Third European Conference on Health Promoting Schools

15–17 June 2009, Vilnius, Lithuania
Good healthy school: A paradigmatic shift in school health promotion

- Linking health and education in an innovative way
- Crossing the river: From health to education
- Bringing health for education to schools
- Health as an input and throughput for teaching, learning and educational school development
- Health as a driver of education
- Changing the perspective: What has health to offer education in schools?
- Final aim is to promote education through or with health
- „To make good schools through health“
Linking health and education: „The good healthy school“

• The good healthy school
  ...is a school clearly committed to work on the quality dimensions of a good school
  ...applies special health interventions in order to fulfill the demands of school quality
  ...has as its overarching aim, the sustainable and efficient increase of its teaching and education quality.
Quality of a good school – SEIS-Concept

- **Fulfillment of Educational Tasks**
  - Academic achievement
  - Social skills
  - Learning skills
  - Individual and creative thinking skills*
  - Practical competencies*
  - Fulfillment of requirements of in-taking schools*
  - Fulfillment of requirements of companies*

- **Learning and Teaching Process**
  - Learning and teaching strategies
  - Balance in teaching
  - Assessment
  - Practical competencies*
  - Fulfillment of requirements of in-taking schools*

- **Leadership and Management Process**
  - Vision
  - Decision-making
  - Communication
  - Operational management*
  - Motivation and support
  - Planning, implementation and evaluation

- **Climate/Culture**
  - School climate
  - Relationships within school
  - Relationships outside school*
  - Promoting positive behaviour

- **Satisfaction**
  - Fulfillment of students’ needs (student perspective)
  - Fulfillment of students’ needs (parent perspective)
  - Teachers’ satisfaction with their work
  - Support for students
  - Staff development
Learning and teaching strategies

In the good healthy school...

► the rooms, seating arrangements, furniture and ambience are created with health-promoting principles in mind (e.g. offering emotional security, enabling sufficient mobility, eye-contact between pupils and ensuring sufficient fresh air supply)

► health-promoting aspects are considered with respect to organisation of time-tables (e.g. avoiding work-overloading, providing opportunities for activity, taking refreshments, relaxation)

► active and ergonomical learning and living are introduced as a natural element of school-life (classes, playground/ playtime, fitness rooms, time-out rooms, active classrooms, health-promoting staff-rooms)
(2) Learning and teaching process

Balance in teaching

In the good healthy school...

► staff are concerned that pupils understand lessons as comprehensible and meaningful and are thus supported in their behavioural capacities/skills (self-effectiveness, self-esteem)

► specifically designated extracurricular venues are involved (e.g. sport clubs)

► staff ensures interdisciplinary teaching of health matters, including “practising what they preach”
(3) Leadership and management process

Vision
In the good healthy school...
► good health is integrated into school curricula as a concept with content and method

Decision making!Communication
In the good healthy school...
► staff cooperates with frankness and trust when developing collectively plans pertaining to teaching and upbringing, hereby furthering their self-confidence
Operational Management
In the good healthy school...

- an optimal supply is offered of suitable types of sports activities fulfilling pupils’ requirements for movement, sufficient, accessible games and sports facilities, ergonomically designed furniture

- attention is paid to correct lighting, good ambience (e.g. ventilation), protection from toxins, reduction of noise, cleanliness and hygiene (e.g. toilet facilities)

- the school administration ensures the existence of a well-functioning security system (health-care, safety at work, fire-prevention, evacuation plans, fittings and equipment)
(3) Leadership and management process

Operational Management
In the good healthy school...

....

► the school administration acts as a role model through responsible behaviour (i.e. lives healthy, does not smoke...)

► the school administration organises the creation of a team of persons who are responsible for health matters pertaining to the school in which they work

► nutrition is ensured in the shape of healthy breakfasts/lunches, cafeterias, supply of milk, sufficient drinking water
(3) Leadership and management process

Motivation and Support
In the good healthy school...
► constructive problem-solving strategies for dealing with pressures at work are developed with members of staff

Planing, Implementation und Evaluation
In the good healthy school...
► a “status quo” analysis of the health- and educational situation of the school allows for tailored planning of health-promoting measures
► regular evaluation of the health- and educational quality of the school is made
(3) Leadership and management process

Staff Development
In the good healthy school...
▶ the school administration is aware of work-related physical and psychological pressures are brought to bear on the staff, and implements measures to keep them to a minimum
(4) Climate and culture

Promoting positive behaviour
In the good healthy school...
► rules of behaviour governing social interaction of all school participants are developed together with pupils
► modes of coping with crises and conflict are offered for all members of school (moderators, mediators, psychological advice/guidance

Support for students
In the good healthy school...
► there are support systems for newcomers (e.g. mentors) and school-leavers (e.g. partnerships/networks for practical training courses/internships/apprenticeships, further-education application information evenings)
(4) Climate and culture

School climate
In the good healthy school...

► the school makes sure that all members (pupils, staff, parents) are given the opportunity to participate (e.g. in “health-circles” in which all parties are represented)

► gender-specific differences are administered to with respect to how healthy living is experienced or put into practice („Gender Mainstreaming“)
(4) Climate and culture

Relationships within school

In the good, healthy school...

► various social gatherings, like meetings on good-health information, nutrition counselling, cooking and relaxation /leisure courses, sports activities etc., encourage solidarity between all members of the school (including parents) and greater identification with the school
Integrated school health management

Based on S. M. Nagel-Prinz (2009)
Health and school development

ACT

PLAN

CHECK

DO
Anschub.de – Program for the good healthy school

Anschub is an Allianz für nachhaltige Schulgesundheit und Bildung in Deutschland

Anschub is nation wide programme in five states („Länder“) in Germany with more than 2000 schools and more than 60 institutions involved
Good schools with mental health

A resource for secondary schools
MindMatters and the good healthy school: Improving schools with mental health
To promote whole day schools with mental health
Eight features of positive developmental settings
(Eccles & Gootman 2002)

- Caring and supportive relationships,
- Developmentally appropriate structure and high expectations for behavior,
- Positive social norms,
- Opportunities for belonging,
- Physical and emotional safety,
- Opportunities to build new skills,
- Support for efficacy and mattering, and
- Integration of family, school, and community
Schools for Health in Europe (SHE)

- www.schoolsforhealth.nl

Acting for better schools, leading to better lives
Further developments

Linking good healthy school with good healthy growing up of children and young people

Linking good healthy school development with good healthy community development
Growing up needs more than a school

• „It takes a village to raise a child to be a healthy and well educated child“
• But also: „A child needs a village to grow up good and healthy“
Mental health promotion: Prevention and health promotion pay offs

(Return on Investment Knapp et al. 2011)

### Economic pay-offs per £1 investment

<table>
<thead>
<tr>
<th>Program</th>
<th>NHS</th>
<th>Other public sector</th>
<th>Non-public sector</th>
<th>Total</th>
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<tbody>
<tr>
<td>Early identification and intervention as soon as mental disorder arises</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Early intervention for conduct disorder</td>
<td>1.08</td>
<td>1.78</td>
<td>5.03</td>
<td>7.89</td>
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<tr>
<td>Health visitor interventions to reduce postnatal depression</td>
<td>0.40</td>
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<td>0.40</td>
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<td>Early intervention for depression in diabetes</td>
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<td>0.14</td>
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<td>Early intervention for medically unexplained symptoms b</td>
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<td>0.74</td>
<td>1.75</td>
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<tr>
<td>Early diagnosis and treatment of depression at work</td>
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<td>4.52</td>
<td>5.03</td>
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<tr>
<td>Early detection of psychosis</td>
<td>2.62</td>
<td>0.79</td>
<td>6.85</td>
<td>10.27</td>
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<tr>
<td>Early intervention in psychosis</td>
<td>9.68</td>
<td>0.27</td>
<td>8.02</td>
<td>17.97</td>
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<td>Screening for alcohol misuse</td>
<td>2.24</td>
<td>0.93</td>
<td>8.57</td>
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<td>Suicide training courses provided to all GPs</td>
<td>0.08</td>
<td>0.05</td>
<td>43.86</td>
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<tr>
<td>Suicide prevention through bridge safety barriers</td>
<td>1.75</td>
<td>1.31</td>
<td>51.39</td>
<td>54.45</td>
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### Promotion of mental health and prevention of mental disorder

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<tr>
<th>Program</th>
<th>NHS</th>
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<th>Non-public sector</th>
<th>Total</th>
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</thead>
<tbody>
<tr>
<td>Prevention of conduct disorder through social and emotional learning programmes</td>
<td>9.42</td>
<td>17.02</td>
<td>57.29</td>
<td>83.73</td>
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<td>School-based interventions to reduce bullying</td>
<td>0</td>
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<td>14.35</td>
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<tr>
<td>Workplace health promotion programmes</td>
<td>-</td>
<td>-</td>
<td>9.69</td>
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### Addressing social determinants and consequences of mental disorder

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<th>Program</th>
<th>NHS</th>
<th>Other public sector</th>
<th>Non-public sector</th>
<th>Total</th>
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<tbody>
<tr>
<td>Debt advice services</td>
<td>0.34</td>
<td>0.58</td>
<td>2.63</td>
<td>3.55</td>
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<tr>
<td>Befriending for older adults</td>
<td>0.44</td>
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</table>
„Nothing is possible without men and women, but nothing is lasting without institutions.”
(Jean Monnet, 1888-1979, one of the fathers of the European Community)

Thank you very much for your attention

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