

LEARNING FOR AND THROUGH WELLBEING

Modular presentation

A course for teachers about the relationship of learning and general well-being of students. The course is based on a highly participatory approach where the course is not something you take but something you make. According to several studies in various European countries, mental health issues have been and are increasing among children and youth during the past decade. This is just the tip of the iceberg. Students today are concerned and scared of the future that awaits them. In many materially affluent countries, they suffer from what could be termed an existential void. Paradoxically, economic wealth leads to increased hopelessness, as those suffering from meaninglessness in life know that things will not change for the better with an improvement in their economic status.

Yet, there is still a lot of idealism and positive energy latent in our young. The internationally known Swedish teenager, Greta Thunberg, exemplifies this potential. She was able to overcome her mental health issues with help of her fantastic parents and find meaning in her efforts to save the planet for her generation. Her example shows what great powers reside in young people and how these can be released and positively channeled through proper leadership on part of the adults involved.

Our children and youth spend most of their waking hours at school. Hence, teachers have a unique opportunity to help young people find their inner vitality, their holistic wellbeing and direct it at the betterment of the world. Schools can and should be about much more than just attending to their pupils' cognitive side and advancing their intellectual development. Young people need to grow as whole human beings, developing all sides of their human nature. Schools should become spaces for holistic human flourishing.

The purpose of this course is to provide teachers with insights and practical skills that will enable them to foster their pupils' wellbeing, help them blossom as human beings, and educate them into happy and vibrant global citizens. This they will be able to do together with their colleagues from several other European countries with whom they can then continue collaborating in various ways after the completion of the course.

MODULE	CONTENT	LEARNING OBJECTIVE	METHODOLOGY
Embarking on a journey of discovery	<p>Pedagogics of experimentation and collective exploratory learning</p> <p>Involving students actively in their own learning process</p> <p>Living with uncertainty and dealing with “mistakes” as opportunities for learning</p>	<p>Learning how to implement pedagogy as an exploratory process of discovery</p> <p>Learning to teach and lead without having planned all beforehand</p> <p>Learning to promote student autonomy and experimentation</p>	<p>Interactive presentation</p> <p>Formulating rules and principles for the learning process</p> <p>Game: Operating outside the box</p>
Creating a Learning Community	<p>Discussion of a class as more than a collection of a number of learners and a teacher</p> <p>Exploring various key aspects of a healthy learning community</p>	<p>Learning how a class can be transformed into a learning community</p> <p>Learning about the health-promoting interaction of the individual and collective aspects of a learning community</p>	<p>Interactive presentation</p> <p>Creating a learning space</p> <p>Conducting model mini lessons</p>
The worst kind of a world for our children	<p>Analyzing the current world situation in terms of human wellbeing and sustainable development</p> <p>Familiarization with psychological determinants of inner wellbeing and lacking self-esteem and true meaningfulness</p>	<p>Learning that the way the world, and many central aspects of the school system, are currently operating are detrimental to human wellbeing</p> <p>Learning to understand the need for transformative change, both</p>	The worst kind of a world for our children

	Discussing the workings of the educational system in relation to society at large	in society, at large, and in the educational system in particular.	
The art of asking good questions and questioning	<p>Discussing the significance of questions and the way the school approaches it</p> <p>Exploring key aspects of the art of asking good questions</p> <p>Discussing possible dangers and benefits of questioning fundamental cultural and personal beliefs</p>	<p>Learning to have a positive attitude towards questioning and asking questions</p> <p>Learning ways of promoting a liberating and developmental use of questions</p>	<p>Interactive presentation</p> <p>Game: Arguing against your own fundamental beliefs</p> <p>Game: Digging deeper with help of questions</p>
What do you see when you look at your students?	<p>Exploration of potential, its identification, development, and realization</p> <p>Reflection on students as mines of gems</p> <p>Discussing the historical situation of humanity's development and the potential role of young people as globally transformative agents</p>	<p>Understanding education as a process of identifying and realizing human potential</p> <p>Learning how to detect constructive potential in every student</p> <p>Learning to promote service learning and understanding its holistic effects</p>	<p>Interactive presentation</p> <p>Videos</p> <p>Personal life stories and experiences</p> <p>Role play</p>

Am I supposed to feel happy?	<p>Exploration of the concept of happiness in a cultural, psychological, and philosophical perspective</p> <p>Discussion of ways to promote happiness at school</p> <p>Discussion on the connection between emotional and cognitive factors pertaining to learning</p>	<p>Understanding the nature of human happiness</p> <p>Learning how to promote happiness as a central feature of the school culture</p>	<p>Interactive presentation</p> <p>Role play</p> <p>Poster</p>
Relational pedagogics: the teacher as a gardener	<p>Exploring various aspects of teacher-student relationship and its implications for student wellbeing</p> <p>Discussing ways of attending to individual students' needs</p> <p>Fostering individual development and wellbeing without promoting individualism and narcissism</p>	<p>Learning how to create a close relationship, based on trust and respect, with students</p> <p>Learning how to nurture simultaneously individual development and group solidarity</p> <p>Learning about the significance of student-student and teacher-teacher relationships</p>	<p>Interactive presentation</p> <p>Role play</p> <p>Self-Assessment</p> <p>Pair Counselling</p>
Being young in 2022: potentials and challenges	<p>Discussing the universal similarities in the lives of young people in today's world</p> <p>Analyzing the way adults view today's young people</p>	<p>Understanding the actual and potential lives of today's young people</p> <p>Understanding factors that can hinder or advance the realization</p>	<p>Interactive presentation</p> <p>Case studies</p>

	Discussing the historically unique situation of today's young people and the full potential it creates	of the true potential within young people	
Helping students realize their full potential: the teacher as a midwife	<p>Discussion on human becoming and self-leadership</p> <p>Discussion on the ways various human intelligences can interact to promote human wellbeing</p> <p>Discussion on ways of identifying, communicating, and fostering students' potential</p> <p>Exploration of holistic educational approaches and practices</p>	<p>Understanding some of the key aspects of a uniquely human mode of education</p> <p>Learning to view humans and their potential as a multifaceted entity</p> <p>Learning about educational methods to realize human potential in a complimentary autonomous and interdependent relational context</p> <p>Learning about the difference of meaning and motivation in human learning</p>	<p>Interactive presentation</p> <p>Jigsaw puzzle game</p> <p>Role play</p> <p>Planning exercise</p>
Taking students from their comfort zone to their growth zone	<p>Discussing various developmental zones</p> <p>Analysis of the way adults prepare young people for dealing with difficulties and challenges</p>	<p>Understanding the dynamics of human inner growth in relation to challenges and resilience</p> <p>Understanding how teachers can invite and support students in gladly facing ever growing</p>	<p>Interactive presentation</p> <p>Exercises in metacognition</p> <p>Role play</p>

	<p>Exploring how to build up and upon resilience</p> <p>Discussing the art of appropriate expectations</p>	<p>challenges and develop necessary inner discipline</p> <p>Learning about teaching metacognitive processes</p>	
Examples of best practice in fostering student wellbeing	<p>Discussing the main elements and determinants of student wellbeing</p> <p>Exploring and analyzing examples of best practice about fostering student wellbeing</p>	<p>Learning about promoting student wellbeing in a variety of settings</p> <p>Learning about fundamental elements in promoting student wellbeing at schools</p>	<p>Interactive presentation</p> <p>Videos</p>
Teachers' wellbeing as an example for students	<p>Discussion on the role of teachers as role-models</p> <p>Discussion on teacher collegiality and its implications for students' wellbeing</p> <p>Exploring ways of promoting teacher collegiality and wellbeing</p>	<p>Learning about creating thriving teacher communities within schools</p> <p>Learning about the interactive relations between teacher and student communities</p>	Interactive presentation
Summing up: the school as an arena of transformation	<p>Analyzing the alternative paradigms of schools as spaces for adaptation or for transformation</p> <p>Discussion on the fundamental changes required in teacher self-image and pedagogical processes for</p>	<p>Learning to rethink one's role as a teacher</p> <p>Learning to engage in pedagogical processes that are conducive to transformation</p>	<p>Interactive presentation</p> <p>"Arguing against your own convictions" exercise</p>

	<p>schools to be able to operate as arenas for transformation</p> <p>Exploring ways in which diversity can serve as an asset for promoting wellbeing in schools</p>	<p>Learning about assessing and documenting qualitative and transformative development in terms of human becoming</p> <p>Learning to create set-ups and processes that can help the young to create a so-called “third culture”</p>	Co-producing a multi-media presentation
Resources available for promoting wellbeing in schools	<p>Exploring and identifying existing resources for promoting student wellbeing in schools</p> <p>Discussing possibilities of collaboration with stakeholders outside the school</p>	<p>Learning how to access both national and international resources pertaining to the issue of wellbeing for young people</p> <p>Learning about creating collaborative relations with a variety of organizations and authorities that can and want to support advancement of student wellbeing</p>	<p>Online demonstrations</p> <p>Plans of action</p> <p>Role play</p>
My vision of the future in my classes	<p>Discussion on the conceptualization of the future</p> <p>Exploring ways in which a future vision can be construed and used as a driving force for development</p>	<p>Learning to plan from the future</p> <p>Learning to create collectively future visions</p> <p>Learning to use future visions as a pedagogical method</p>	<p>Interactive presentation</p> <p>Vision posters exhibition</p>