



What do students think makes a great school?

Dr Aaron Jarden

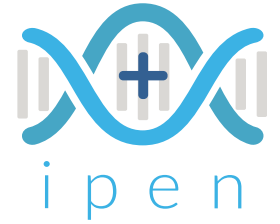
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Festival of Positive Education

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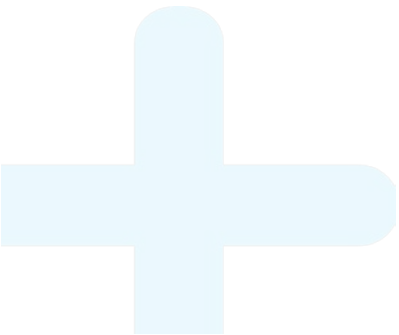
 **HUMAN POTENTIAL CENTRE**
AN AUT UNIVERSITY RESEARCH CENTRE

 **AWE**
ASSESSING WELLBEING
IN EDUCATION



www.awesomeschools.com

The screenshot shows the homepage for 'AWE Assessing Wellbeing in Education'. At the top left is the AWE logo and tagline. A navigation menu at the top right includes links for 'INFO', 'PRICING', 'CONTACT', 'LOGIN', and 'REGISTER'. The main hero section features a large, colorful 'AWE' logo and the text 'Wellbeing assessments for school communities', with 'LEARN MORE' and 'REGISTER' buttons below. The bottom section contains two video player thumbnails: 'Students - watch this!' and 'Schools & Adults - watch this!', each with a play button icon.



Overview

- AWE provides short, empirically validated, and solution focused assessments for students (aged 12-18 years) and adults (teachers/parents).
- We posit that gaining qualitative feedback from students is a key pathway to enable wellbeing co-creation in schools.
- N = 3,000 randomly selected responses; largely private schools, greater females.
- Student assessments consist of 29 questions, including two qualitative questions:
 - 1) "What one thing, more than anything else, makes your school a great place?"
 - 2) "What one thing, more than anything else, *needs to change* to make your school a great place?"

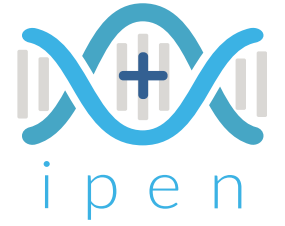


Analysis process:

- Deductive Thematic Analysis (DTA; Braun & Clarke, 2006) was used. This 'top-down' approach is best suited for research that is driven by a specific question.
- 1) Data familiarisation and identification of meaningful units.
- 2) Initial code generation.
- 3) Identification of themes.
- 4) Reviewing themes and sub-themes.
- 5) Defining themes.
- 6) Identification of extract examples for the final report.

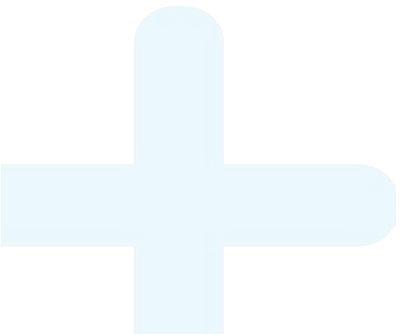
(although presented in order, these phases were approached and organically revisited as the analysis progressed)





Themes

- What one thing, more than anything else, makes your school a great place?



A rectangular wooden box, likely a domino set, is shown from a slightly elevated perspective. The box is light-colored wood with a visible grain. The top surface is a lighter, possibly paper-lined or painted, area where the word "DOMINO" is printed in a bold, black, sans-serif font. The box is centered on a plain, light-colored surface. The entire image is framed by a white border, which is itself set against a blue background with a pattern of vertical bars of varying heights.

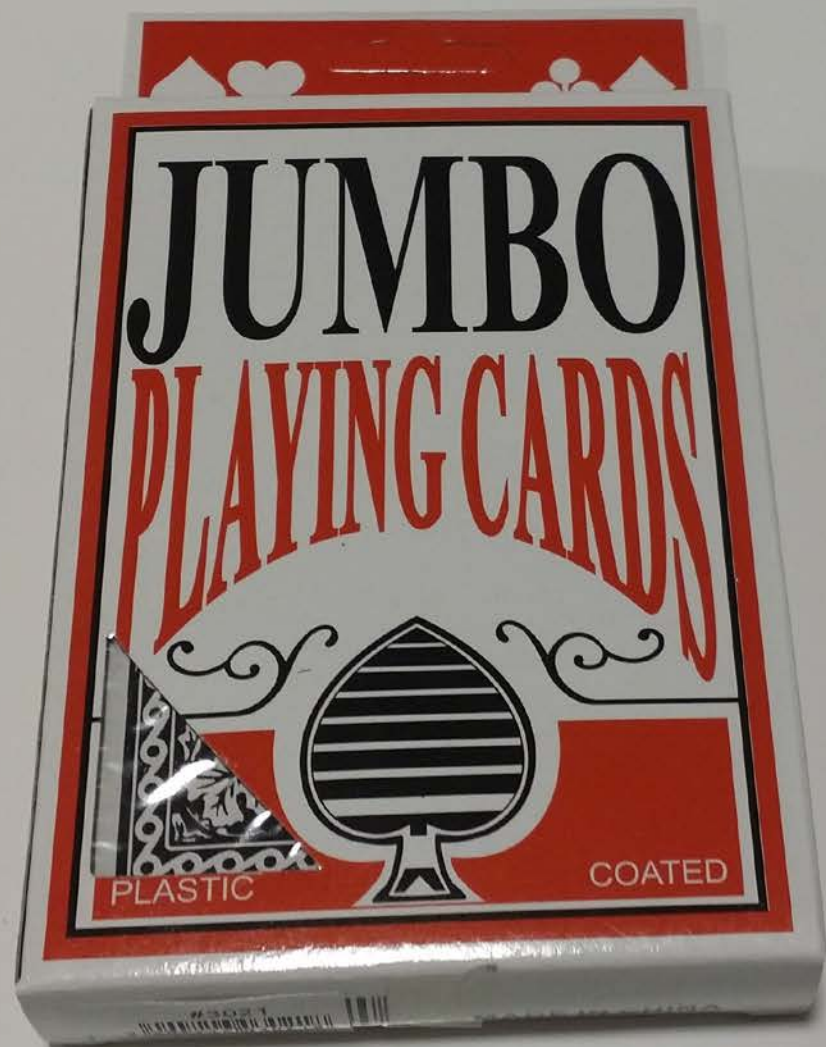
DOMINO







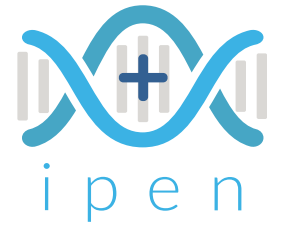




Themes

- What one thing, more than anything else, makes your school a great place?
 - Relationships (that meet needs)
 - Friends
 - Good teachers (passionate, approachable)
 - Sense of safety (absence of bullying, supportive teachers)
 - School culture
 - a culture of great education and aspiration
 - a culture of acceptance and kindness (caring community)
 - a sense of great opportunities - variety of activities and educational options

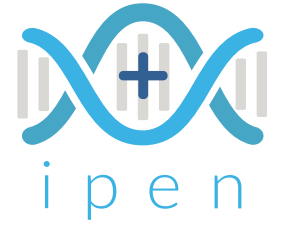




Bloopers...

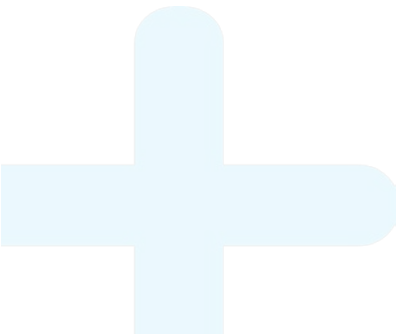
- "I like the soap dispensers"
- "air-con in every room is nice"
- "the bacon and egg wraps"
- "Being able to use the toasters at lunch"





Themes

- What one thing, more than anything else, *needs to change* to make your school a great place?











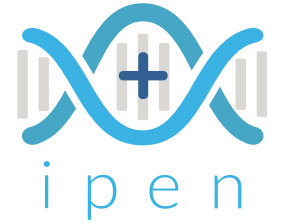




Themes

- What one thing, more than anything else, *needs to change* to make your school a great place?
 - Expectations (test pressure, stress levels)
 - Strict rules (uniforms, access to rooms/locations)
 - Homework quantity (study/life balance)
 - Food (quality, expense)
 - Communication – between students and teachers
 - Physical environment (air-conditioning, better lockers)





Bloopers...

- "all the ignorant up-tight pricks"
- "allowing headphones in class"
- "ban obvious fake tan"
- "have a designated nap time"
- "bring back chicken strips"





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