Glasgow Motivation and Wellbeing Profile (GMWP)

A guide to support tracking wellbeing in schools and education establishments with specific support linked to COVID-19

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Foreword

This Wellbeing Profile (**Glasgow Motivation and Wellbeing Profile GMWP**) was originally developed by Glasgow City Council's Educational Psychology Service to support monitoring and tracking the wellbeing of children and young people. It links to the theory of motivation and can support children and young people self evaluate their own wellbeing in line with the principles of Getting it right for every child (GIRFEC). The GMWP provides a useful and engaging tool which can assist schools, settings and local authorities to evaluate learner progress and have meaningful dialogue in relation to wellbeing and identifying next steps.

The tool can also be used to monitor and track wellbeing over time in individual establishments across all sectors. It can be applied to individual pupils, groups of children or young people, a whole class or whole school or sector focus, depending on the data analysis. It could also be used authority wide to highlight trends across its establishments and enable staff to focus on authority wide intervention and prevention measures.

Education Scotland wishes to thank Glasgow City Council, Glasgow Educational Psychology Service and St Brendan's Primary School, Glasgow City Council for sharing the resource more widely as an example of monitoring and tracking wellbeing over time.

It should be noted that this tool is intended to provide a means of evaluating progress in wellbeing as part of the ongoing assessment process and the tool is not a validated assessment.

Part 1

Introduction

The Wellbeing Profile (**Glasgow Motivation and Wellbeing Profile GMWP**) is a 20 item questionnaire that explores motivation and sense of wellbeing in the learning context. It elicits children and young people's views of themselves and their emotions and gives them an opportunity to reflect on their feelings and current experiences. It also encourages them to consider how they can increase their own determination, motivation and sense of wellbeing.

It is well documented that children and young people's motivation and determination is increased through positive engagement with staff. Learners are more engaged in involvement when agreeing structures, stimulation through setting own goals and dialogue through constructive feedback. This Wellbeing Profile provides a vehicle to identify needs and suggests activities to improve those needs, potentially providing a baseline measure that can be tracked over time.

The profile can be completed in three ways: a paper version, on a laptop or PC with Excel and on Glow Microsoft Forms. Each method provides an opportunity for staff to engage in dialogue with children and young people and to help them to consider their wellbeing by reflecting on their responses.

This guide outlines:

- Background information – how the profile was developed and its articulation with United Nations Convention on the Rights of the Child (UNCRC) and Getting it right for every child (GIRFEC)
- How to use the profile and how to interpret the results
- How the profile can monitor and track wellbeing over time
- The blue boxes contain information for the lead person within the school or setting overseeing the collation of data
- The pink boxes contain information specific to the profile's potential as part of the recovery phase of Covid-19.

The Wellbeing Profile can be used to support school or setting recovery or reconnection with children and young people following the impacts of the COVID-19 pandemic.

Once gaps or needs are identified, specific next steps can be identified to support recovery / reconnection at whole school, class, group or individual level.

Background Information

Self-determination Theory

> 'Self-determination is an important concept that refers to each person's ability to make choices and manage their own life.
> This ability plays an important role in psychological health and well-being.'
>
> The Very Well Mind, Kendra Cherry

The Wellbeing Profile is founded on self-determination theory. This theory suggests that people can become self-determined, or motivated when their needs for **agency, affiliation** and **autonomy** are fulfilled. The theory of motivation suggests that people tend to be driven by a need to grow and gain fulfillment.

According to self-determination theory, people are deemed to have innate psychological needs and in order to foster wellbeing each of these needs should be satisfied:

- **Agency**: People need to gain mastery of tasks and learn different skills. When people feel that they have the skills needed for success, they are more likely to take actions that will help them achieve their goals. (A sense of competence and skills)
- **Affiliation**: People need to experience a sense of belonging and attachment to other people. (A sense of belonging)
- **Autonomy**: People need to feel in control of their own behaviors and goals. This sense of being able to take direct action that will result in real change plays a major part in helping people feel self-determined. (A sense of being capable, trusted and allowed to embrace responsibilities)
- **Healthy and safe**: Although not specific to the self-determination theory, people need to have positive mental wellbeing and a sense of safety to fully engage in learning.

Due to the COVID-19 pandemic and actions taken to mitigate its impact, these basic psychological needs have been significantly compromised in a very short space of time. This is despite the fact that schools and settings moved rapidly to ensure that as many children and young people as possible remained connected to their key adults and to learning.

However, the impact of a prolonged period of lockdown and the restrictions placed on social connection (interaction) and ability to exercise personal choice will no doubt have impacted at every level of the ecological system. This may leave individuals feeling anxious, disconnected and worried about being able to do/remember their school work.

For others this may have been a time of growth; learning to cope with frustrations and disappointments while developing an understanding of other people's perspectives.

This Wellbeing Profile will help to ascertain wellbeing needs of individuals at this time and allow for interventions appropriate to those needs to be put in place and their progress measured over time.

The Wellbeing Profile (**Glasgow Motivation and Wellbeing Profile GMWP**) articulates with UNCRC and the rights of the child as well as Getting it right for every child (GIRFEC), the national approach in Scotland to improving outcomes and supporting wellbeing. Each of the aspects, **Agency, Affiliation** and **Autonomy** link seamlessly with rights and the wellbeing indicators in a number of ways:

- It puts the child or young person at the centre of the 'thinking, planning and action' process in relation to their needs, by providing an objective and unthreatening means of eliciting their views.

- It creates a shared language with which to discuss issues of feelings, emotions and experiences - facilitating discussion between children and young people and the adults who work with or care for them.

- It empowers children and young people to take part in meetings about themselves and gives them a framework with which to express their views.

- The planning process is informed by a portrait of the eight wellbeing indicators:

Agency	competence & skills	**Achieving & Active**
Affiliation	belonging	**Nurtured & Included**
Autonomy	capable & trusted	**Responsible & Respected**

The fourth continuum within the questions is the extent to which a young person feels **Healthy** and **Safe** in school.



How to use the Wellbeing Profile

This section provides an overview as to how to use the Wellbeing Profile (**Glasgow Motivation and Wellbeing Profile GMWP**) with an individual child or young person from the ages of 3 – 18.

The 20 questions have been set up for individual learners to complete. For most people, this can be done in a relatively short time frame. Learners who require additional support with their learning can and should be supported where and when appropriate. One of the key advantages of using the Glow Microsoft Forms format is that the results – individual, whole class or whole school - can be viewed and discussed immediately.

If access to technology for all is not possible, the paper version can be completed and the results scored manually and inserted into a Glow Microsoft Form by the practitioner in order to be able to analyse all results together.

The Wellbeing Profile (Glasgow Motivation and Wellbeing Profile GMWP) opens as a list of 20 questions and the child or young person is invited to insert their name and then answer 'how true is this for you' on a scale of 1 – 10 to each question:

- to do this, they click on the number of stars they agree with the statement; 1 star 'not true at all' to 10 stars 'really true'. It would be good practice to spend time explaining this scale using other examples to ensure full understanding
- some children and young people will benefit from the assistance of an adult to read and interpret the questions
- it is essential that the adult does not influence the child or young person's responses.

The 20 questions appear in the following order

1. I like this school
2. I work hard in this school
3. I am good at working with others
4. I like being chosen to do things in school
5. Other pupils look out for me in school / make sure I am feeling ok
6. I have friends in this school
7. I am proud of the work I do in school / my work is good
8. I wait my turn
9. I can stand up for myself in school
10. Adults look out for me in school / make sure I am feeling ok
11. People help me if I am upset in school
12. People tell me what I am good at
13. I follow the school rules
14. People listen to me in school
15. I feel safe in school
16. I belong to this school / I feel important to this school
17. I keep trying even if the work is hard
18. I stay calm even when I don't get what I want
19. I would complain if I felt picked on by anyone in school
20. I feel good about myself in school

How to prepare the Microsoft Glow Form for use with pupils in your school or setting

It is vital that the person responsible for collating the information for the school or setting follows these instructions to enable you to save results for your own school or setting.

This short video provides an overview of these instructions. setting up the Microsoft Glow form

- Click on the Wellbeing profile
- **DUPLICATE** the form to edit a version for your own school
- Edit the title to add the name of your school or setting along with the date, such as 'Primary 1 or S1 : September 2020' to allow for repeating the profile over time
- Do not edit the following statement;
  'How true are these statements for you ? '1 star = not true at all / 10 stars = really true'
- Edit section 2 to create a Microsoft Glow Form for each of the classes within your school
- The questions have been very carefully selected to link with the self-determination theory outlined above. It is preferable to **NOT** edit the questions as this will allow you to compare and contrast results over time
- Click on 'Share' in the top right section
- Click on 'Send and collect responses' 'Anyone with a link can respond' This link can now be shared with staff & pupils – they will not be able to edit this version.

The following information provides a breakdown of the 20 questions and how they associate with each of the areas of **Agency, Affiliation, Autonomy** and keeping **healthy** and **safe.**

Agency Achieving and Active Trying hard / Giving up	I work hard in this school
	I am proud of the work I do / my work is good
	People tell me what I am good at
	I keep trying even if I the work is hard

Affiliation Nurtured and Included Getting along / not getting along	I like this school
	I have friends in this school
	People help me if I am upset in school
	I belong to this school / I feel important to this school

Autonomy Respected and Responsible Negotiating Sharing / getting own way	I am good at working with others
	I wait my turn
	I follow the school rules
	I stay calm when I am told 'No'

Autonomy Respected and Responsible Expressing yourself / hiding	I like being chosen to do things for the school
	I can stand up for myself in school
	People listen to me in school
	I would complain if I felt picked on by anyone in school

Safe Feeling Healthy / safe	Other pupils look out for me in school / make sure I am feeling ok
	Adults look out for me in school / make sure I am feeling ok
	I feel safe in school
	I feel good about myself in school

Interpreting the results

Once the Microsoft Glow Form data has been transferred to the question analysis sheet, the Wellbeing Profile (**Glasgow Motivation and Wellbeing Profile GMWP**) produces a 'score' for each of the four sections linked to the wellbeing indicators.

Agency	competence and skills	**Achieving and Active**
Affiliation	belonging	**Nurtured and Included**
Autonomy	capable and trusted	**Responsible and Respected**
Healthy and safe		**Healthy and safe**

The **Agency** section reflects the degree to which the child or young person feels they are Achieving and Active.

The **Affiliation** section reflects the degree to which the child or young person feels Nurtured and Included.

Autonomy has two sections linked to feeling Respected and Responsible:

- Negotiation: the degree to which the child or young person is able to have their own needs met whilst also respecting the needs of others.
- Expression: the degree to which the child or young person is able and willing to express themselves and their needs.

The fourth continuum is the extent to which a child or young person feels **Healthy and Safe** in the school or setting.
It is essential that the results are checked by the teacher soon after the children or young people have completed the survey in case any safeguarding concerns have been highlighted and require actions to be taken.

To view the result on Microsoft Glow Forms, the person responsible for collating the data for each class or year group within the school or setting can click on the **'RESPONSES'** tab at the top right. This short video provides a demonstration of how to transfer the information. Transfer the data from Microsoft Glow form to data analysis sheet

You can opt to view the results, or 'open in excel' which will allow you to view individual, group, class or whole school responses.

COPY the data

Open the 'Excel Analysis Grid' on this page https://blogs.glowscotland.org.uk/glowblogs/gmwp/

PASTE in to the analysis sheet

SAVE as class or year group & school name & date

Analysis Excel - Click : Review . select tabs at bottom to view data / graph information
How to interpret / analyse the data

Once class / group information on the analysis sheet is shared with the class teacher / practitioner, they can interpret the results on an individual basis, by group or class basis, or indeed results can be analysed by looking at the whole school results together.

How can the data be used?

The raw data will provide an overview of areas of strength and identify potential gaps in each section, **Agency**, **Affiliation, Autonomy** and **Healthy** and **Safe** and there are a range of ways in which the information can be used.

- The class teacher can use this data to inform professional dialogue at tracking meetings with the Senior Leadership Team and to identify targets at whole school, class, group or for individuals

- The class teacher can share data with the class and engage in dialogue around the results, identifying strengths and needs along with agreeing next steps together

- The Wellbeing Profile empowers children and young people to take part in meetings about themselves and gives them a framework with which to express their views and help to identify next steps within their own learning, linking to the Getting it right for every child (GIRFEC) process

- The Wellbeing Profile can be repeated throughout the school year or at transition stages in order for the school or setting to track the impact of interventions at school level, class or group level or on an individual basis.

Strengths and needs

The analysis of the data will highlight areas of strength and areas of improvement at school, class, group or individual levels.

This data will provide the basis to collaborate with staff, children and young people to identify and agree goals or next steps and how these will be achieved.

Timescales for achieving goals and next steps should be identified, as well as timescales for repeating the profile in order to measure progress over time.

Part 2 of this guidance includes suggested activities for whole school, class, group or individuals at various stages throughout the broad general education which could be used to support goal setting.

Whole school strengths :			
Area of need (circle one)			
Agency	Affiliation	Agency	Healthy & safe
Whole school goal :			
Lead :			
Timescale :			

Classroom climate strengths :			
Area of need (circle one)			
Agency	Affiliation	Agency	Healthy & safe
Class goal :			
Lead :			
Timescale :			

Individual strengths :			
Area of need (circle one)			
Agency	Affiliation	Agency	Healthy & safe
My goals are :			
Timescale :			

Part 2

Suggested activities to improve wellbeing linked to self-determination theory

This section of the guidance includes *suggested* activities that can be used at whole school, class, group or individuals level across various stages.

Whole school approaches

Agency: Achieving and Active

- review how the school or setting recognises and celebrates achievements
- ensure a consistent approach is agreed and shared across all stages to using positive connections such as warm welcomes, smiles, eye to eye contact, check-ins etc.
- ensure a wide range of out of class activities are available and accessible for all pupils

Affiliation: Nurtured and Included

- review nurturing approaches within the school Applying nurture as a whole school approach
- review the vision, values and aims of the school community – how have they changed due to current circumstances?
- ensure a culture of respect is embedded within the school/setting

Autonomy: Respected and Responsible

- have themed whole school activities or assemblies looking at things from a different viewpoint
- be good role models of school values
- encourage leadership at all levels

Healthy and safe:

- ensure consistent messages are shared relating to personal hygiene, such as regular handwashing
- find out from the children and young people what would make them feel safe in school and embed this in school values
- use the Learner Participation framework to ascertain areas for improvement

Classroom climate

Agency: Achieving and Active

- choose activities that link to current and local issues, therefore helping to provide purpose
- review the structure of the class timetable over the day and week – does it include active / play based learning throughout? Are there opportunities for learning outdoors?
- focus on specific and clear goals: work out where you are now and where you want to go, make this visible in the classroom and where possible, set out and share your intention and progress with the rest of the school/setting

Affiliation: Nurtured and Included

- consult with pupils their thoughts around the current classroom environment to check how safe and welcoming it feels for them
- adapt different types of praise, reinforcement and feedback dependent on the needs of the pupils
- take time to share interests and opinions
- all behaviour is communication
- encourage a culture of it being okay to ask for help
- be proud of your class and the people in it
- encourage a climate of compassion
- make an effort to show an interest in others
- respect others' opinion even when it is different to your own
- try to focus some of your goals on doing things for others
- ask for support from others when you need it
- find out what goals and interests you have in common with others
- find out who you work best with, and try to work with those people when you can
- help to sort out conflict when you can
- find out what groups and clubs you can join in school
- praise others

Autonomy: Respected and Responsible

- focus on establishing positive relationships with pupils and attempt to attune to them as and when they need it
- model respectful and positive interactions with pupils
- ensure your class has a climate encouraging for good listening and taking turns
- ensure learner voice is listened to and actioned upon
- have fun
- discuss and agree strategies to stay on task
- encourage a climate where learners can express their needs, feelings and emotions
- if someone is frustrated, give them time to work out what it is they want or need

Healthy and safe:

- have clear routines that everyone can adhere to

- provide safe spaces in their class to support emotional regulation
- set clear and consistent boundaries with pupils to establish a sense safety
- ensure the staff working with the class are self-aware and self-regulate in order to support pupils

Individual learners

Agency: Achieving and Active

- select and choose activities that make you feel good
- don't give up – find another way of doing things
- tell people about things you do outside of school
- select and choose activities that give you a sense of purpose
- get advice from people who have achieved the goals you are aiming towards
- keep reminding yourself of your own strengths and achievements
- take part in a wide range of activities, particularly sport
- concentrate on doing your best rather than getting focussing on who is the best
- accept the areas you need to work on and believe you can change
- focus on specific and clear goals: work out where you are now and where you want to go

Affiliation: Nurtured and Included

- ask for support from others when you need it
- think of things you are proud of about your school and share these with others
- make an effort to show an interest in others
- respect others' opinion even when it is different to your own
- try to understand different beliefs and cultures

Autonomy: Respected and Responsible

- make an effort to be a good listener and contributor when you are working in a group
- try to see things from other peoples' point of view
- accept that you can't always get your own way
- try to ask really good questions
- be a positive role model for others
- work out what you would like teachers to say about you
- accept responsibility for your own learning
- seek opportunities to help others
- be prepared to take the lead when you can
- keep a sense of humour
- resist other people's attempts to distract you
- work on holding others' attention
- learn to express both positive and negative emotions
- find activities that let you express yourself
- don't let criticism stop you expressing your ideas and opinions

Healthy & safe:

- talk to someone you can trust if you are not feeling okay or safe
- remember to wash hands regularly
- remind yourself of things to be grateful for each day

For further information and details relating to the Wellbeing Profile, please contact enquiries@educationscotland.gov.scot or call 0131 244 4330.

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