



**CATHOLIC
EDUCATION**
MELBOURNE

Enabling full flourishing: Student wellbeing, grace & mercy

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I AM MADE IN GOD'S IMAGE

GENESIS 1:27

Living out mercy: our Catholic education values

- *Compassion* **our relationships** with students, staff, parents & the community
- *Equity & justice* **access & opportunity** for all
- *Hope* a spirit of **optimism & joy** sustained by faith
- *Inclusion* foster a **sense of community & belonging** for all
committed to **welcome, partnership & service**
develop the **potential of each individual**
- *Respect* value the **dignity, diversity & contribution** of each person
- *Stewardship* **treasure, develop & conserve the gifts & resources** that have
been entrusted to us



*The mission and privilege of the Catholic school is to **build a community** where **authentic relationships** based on **respect, acceptance, compassion and justice** provide the means and the support for **all students to flourish and grow** into the **fullness of life.***

“In order to teach it is enough to know something. But to educate one must be something. True education consists in giving oneself as a living model, an authentic lesson.”

- Saint Alberto Hurtado , SJ (1901 – 1952)

- Jesuit priest who became Chile’s second saint when canonised in 2005
- Born in Chile, he served that country’s poor, founded the Hogar de Cristo for young people.

relationships

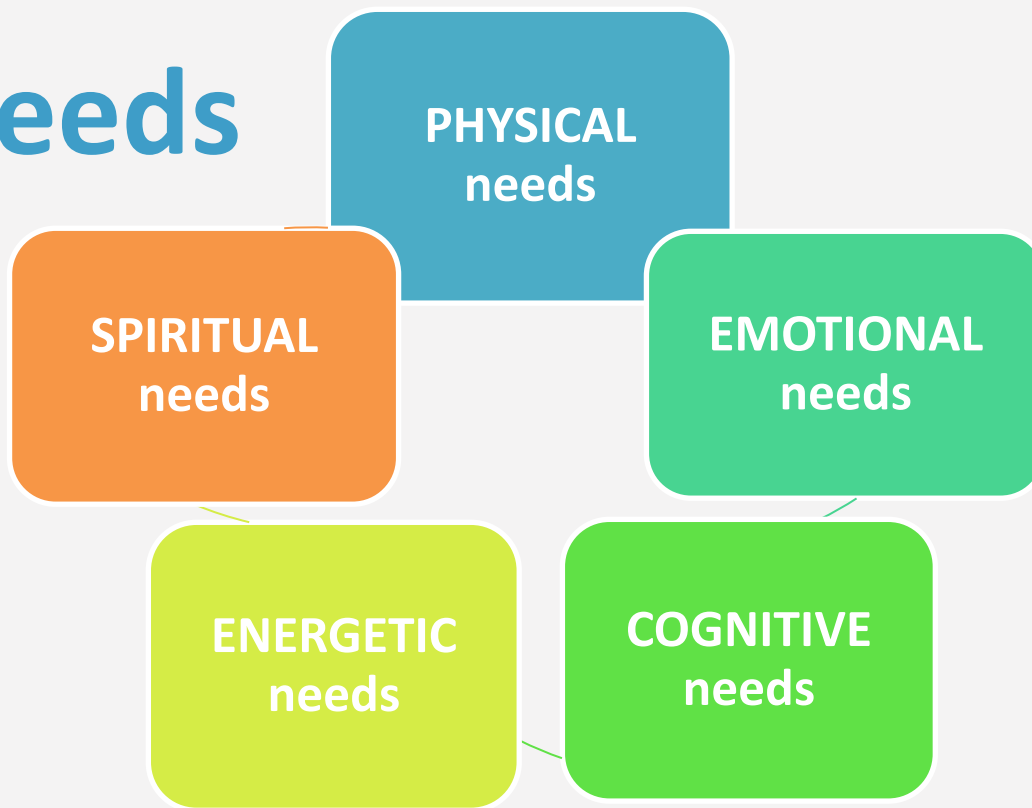
full flourishing

wellbeing

What is the place of mercy in student wellbeing?

What perhaps are some of the conditions for full flourishing in our school communities?

Childhood needs



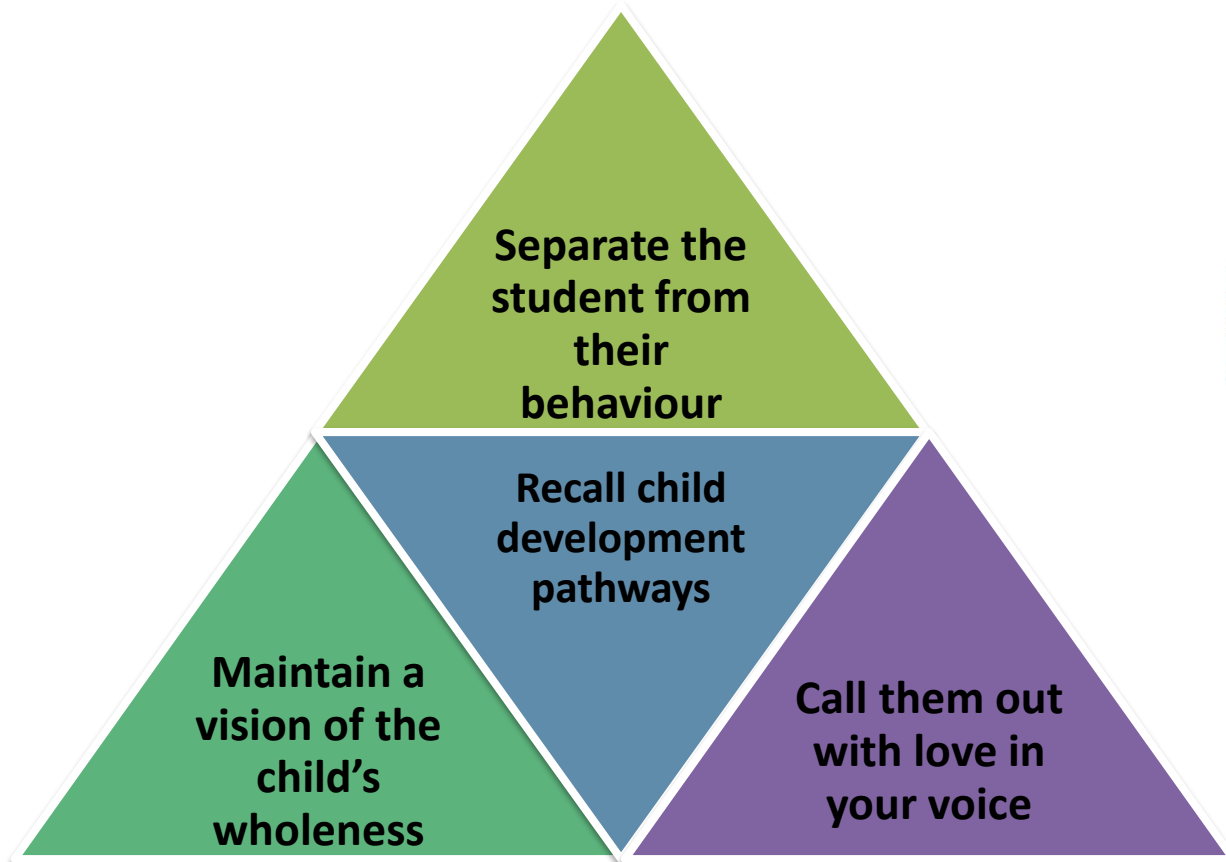
Attachment

- **Habits & means of relating** form in the **first 2 years** of our life in the mother-infant dyad (Bowlby, 1971)
- **Attunement and stress** interactively regulate brain systems and self-protection strategies → attachment is a **regulatory** theory (Schore, 2012)
- **Interrupted, irregular, abusive, neglectful care** result in insecure attachment patterns
- An infant does not have the ability to **self-soothe**
- Child comes to believe they are **unlovable, shameful & incompetent** → The wider world seems frightening and undependable
- Remember the cycle of **rupture** and **repair**

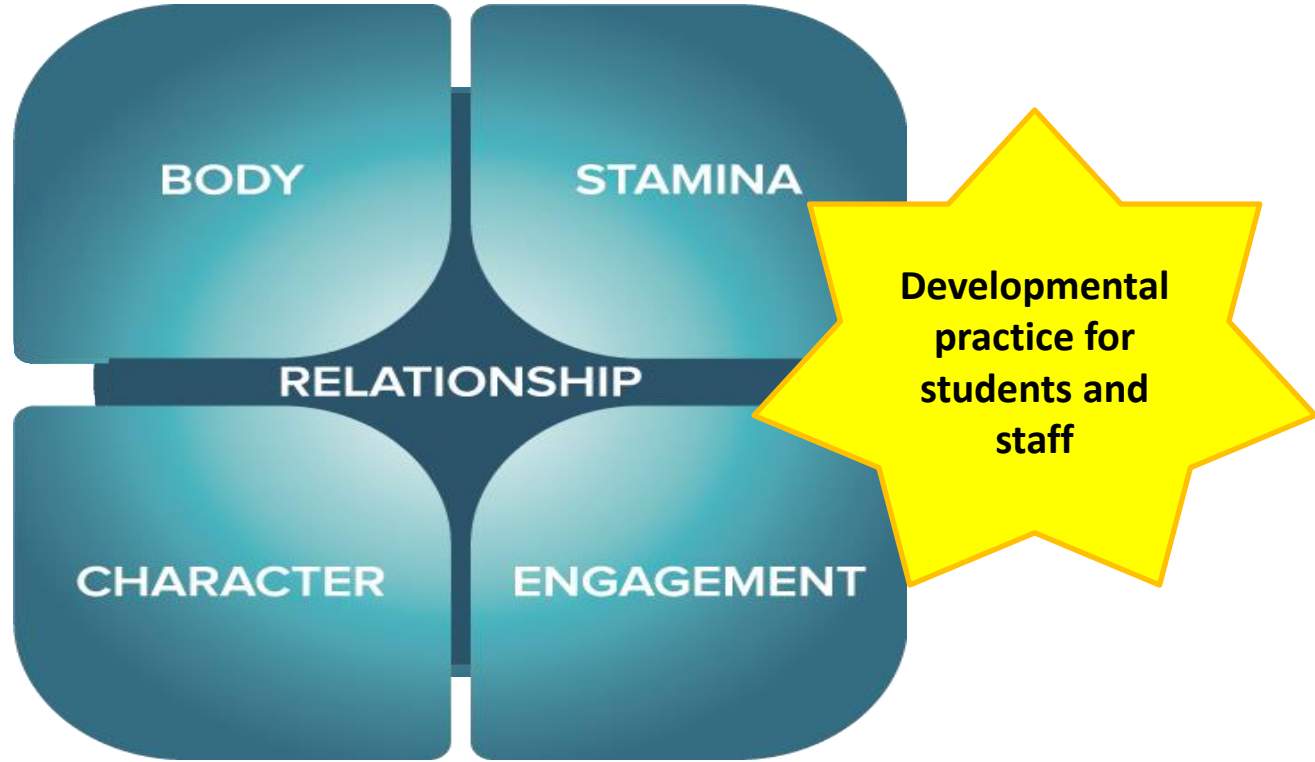
THUS:

1. Can you consider the student you are most concerned about through an attachment lens?
2. How can you be a source of regulation for the child's attachment patterns?

Unconditional Positive Regard

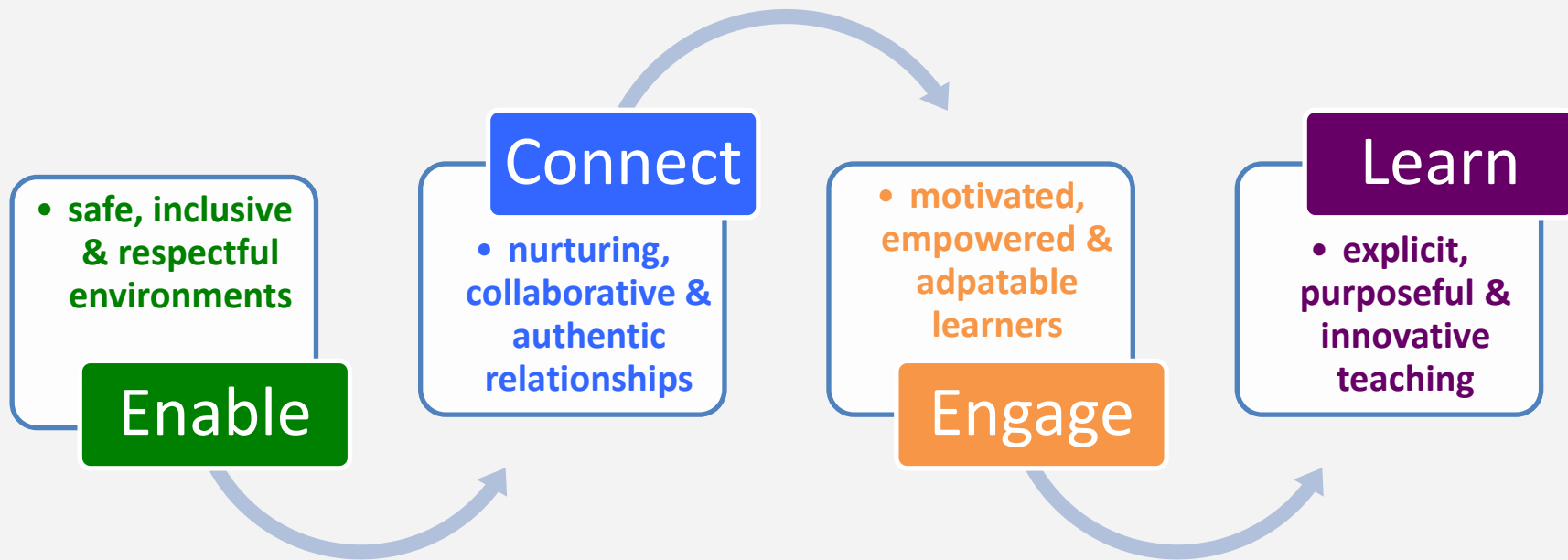


STRATEGIES. BRAIN BREAKS. LESSON PLANS.



Berry Street Education Model

Student Wellbeing Framework: a common approach



Catholic values, identity & spirituality are inherent

Wellbeing: integrating faith & life

I am ~~the sum of things I own.~~

I am ~~what others think of me.~~

I am ~~how good I'm feeling today.~~

I am ~~how much I've failed.~~

I am ~~how much I've succeeded.~~

I am A CHILD OF THE LIVING GOD,
holy, and dearly loved.

- positive **self-regard**
- personal **resilience**
- **respect** for others
- positive **relationships**
- responsible **behaviours**
- contributing to the **common good**

Lead_{me}
guide_{me}
walk beside me
help_{me} *find the way*
teach_{me}



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