



The sustainable coordination of an integrated multi-level process to facilitate holistic well-being in South African school communities

B van Rooyen

 **orcid.org 0000-0003-2951-9757**

Thesis submitted in fulfilment of the requirements for the degree *Doctor of Philosophy in Education Sciences* at the North-West University

Promoter: Prof AE Kitching

Graduation: May 2018

Student number: 23290080

DECLARATION OF AUTHORSHIP

I, **Bianke Van Rooyen** hereby declare that the work contained in this thesis is my own original work and that I have not previously in its entirety or in part submitted it at any university for a degree.

A handwritten signature in black ink, appearing to be 'BVR', is centered on a light blue rectangular background. Below the signature is a horizontal line.

Handtekening / Signature

20 October 2017

Kopiereg©2018 Noordwes-Universiteit (Potchefstroomkampus) Copyright©2018 North-West University

(Potchefstroom Campus) Alie regte voorbehou / All rights reserved

ACKNOWLEDGEMENTS

I would like to demonstrate my thanks and utmost appreciation toward a number of people who contributed toward the completion of this study:

- ❖ My supervisor, Professor Ansie Kitching, for being my mentor throughout this process. I truly appreciate your insight, guidance and support and most of all, thank you for caring. I admire your dedication to make a difference in this world.
- ❖ My family, for your love and support throughout this journey. My husband, Derick for your love and support and motivating me throughout this journey; thank you for your words of encouragement in the times I really needed it.
- ❖ To all the coordinators and other members of the well-being support teams; thank you for your time and commitment in this process. Thank you for allowing me to be part of the journey over the past three years.
- ❖ To all the school principals, thank you for your support in this process and your valuable inputs in my research study.
- ❖ To the international colleagues who participated in my study, thank you for graciously accepting to be part of this research and the valuable inputs you have made to this study. I value each conversation I had.
- ❖ To Naomi Bolton, thank you for making the time and effort to do the transcripts for me.

- ❖ To my friends, for caring and supporting my journey over the past three years.

- ❖ To the Language editor, Viki Janse van Rensburg for your diligent work in assisting me to prepare and finalise my thesis for hand-in.

- ❖ NRF and North-West University for the financial support over the past three years. The financial support made this journey possible and is truly appreciated.

“When she transformed into a butterfly, the caterpillars spoke not of her beauty, but of her weirdness. They wanted her to change back into what she always had been. But she had wings”

(Dean Jackson)

“Without leaps of imagination, or dreaming, we lose the excitement of possibilities. Dreaming after all, is a form of planning.”

(Gloria Steinem)

“If you want to build a ship, don't drum up people to collect wood and don't assign them tasks and work, but rather teach them to long for the endless immensity of the sea.”

(Antoine de Saint-Exupery)

“All social change begins with a conversation.”

(Margaret J. Wheatley)

SUMMARY

In this study, the sustainable coordination of an integrated multi-level holistic well-being process within school communities was investigated. More specifically, the primary research question directing this study was: “What key aspects in the development of an integrated multi-level process to facilitate the promotion of holistic well-being in six South African school communities, inform our understanding of the sustainable coordination of such a process”?

The theoretical perspectives that informed this study included relational coordination theory, complex interactive process of relating theory, social network theory, and a three-fold theory of social change. Epistemologically, the study included a combination of the social constructionist and transformative paradigms. A qualitative methodological approach was applied, implementing a multiple-case study research design. The study encompassed two phases. In the first phase, the researcher was involved in the participatory action learning action research process for a period of 15 months and assisted with gathering data. In the second phase, the researcher conducted additional research to crystallise the findings obtained in the first phase of the study.

From thematic analysis, the following four themes, each with their related sub-themes, emerged: develop a core team to take responsibility for the process, develop a vision for the promotion of holistic well-being, facilitate a shared commitment to the promotion of holistic well-being, and pro-actively steer the integrated multi-level process.

Viewed through the lens of sustainable coordination and integrating the voices of the international colleagues who participated in this study as well as integrating the theories that informed this study, the

discussion of findings has contributed toward the identification of key aspects. These aspects are to ensure sustainable coordination of an integrated multi-level process to facilitate the promotion of holistic well-being in school communities. The aspects are: (1) to ensure ownership and responsibility of the process across all levels of interrelatedness through establishing a multi-level core team that includes a balance between top-down and bottom-up approaches; (2) to develop a clear sense of direction to promote shared responsibility which co-constructs a shared vision that includes the whole school community; (3) to develop deep connections between people to ensure their shared commitment to the process; (4) to facilitate an integrative approach for the promotion of holistic well-being to become core school business, and (5) to recognise the complex interactive nature of the process as an on-going cyclical process based on continuous engagement, action and reflection.

Based on the findings of the study, the following contributions have been made: This study has contributed toward the increasing knowledge base of sustainable coordination relating to the promotion of holistic well-being within school communities. More specifically, the study has contributed toward defining sustainable coordination in the context of promoting well-being in school communities. The study has further contributed toward the identification of the key aspects, as indicated above, which has provided greater insight into the sustainable coordination of the integrated multi-level holistic well-being process.

Key terms:

- Health promotion
- Holistic well-being
- Well-being support teams
- Schools as communities
- Sustainable coordination

TABLE OF CONTENTS

CHAPTER 1

INTRODUCING THE STUDY

1.1	INTRODUCTION AND BACKGROUND TO THE STUDY	1
1.2	STATING THE PROBLEM	4
1.3	RESEARCH QUESTIONS	5
1.4	PURPOSE AND AIM OF THE STUDY	6
1.5	KEY TERMS	7
1.5.1	HEALTH PROMOTION.....	7
1.5.2	HOLISTIC WELL-BEING	8
1.5.3	WELL-BEING SUPPORT TEAMS	9
1.5.4	SCHOOLS AS COMMUNITIES.....	9
1.5.5	SUSTAINABLE COORDINATION.....	10
1.6	OVERVIEW OF THEORETICAL PERSPECTIVES	10
1.7	PARADIGMATIC PERSPECTIVES	12
1.8	BRIEF OVERVIEW OF RESEARCH DESIGN AND METHODOLOGY	12
1.9	ROLE OF THE RESEARCHER	15
1.10	TRUSTWORTHINESS	15
1.11	ETHICAL CONSIDERATIONS	16
1.12	LAYOUT OF THE THESIS	17
1.13	SUMMARY.....	19

CHAPTER 2

THE PROMOTION OF HEALTH AND WELL-BEING IN SCHOOL COMMUNITIES

2.1	INTRODUCTION	20
2.2	THE PROMOTION OF HEALTH AND WELL-BEING IN SCHOOL COMMUNITIES: A GLOBAL PERSPECTIVE	20
2.3	THE PROMOTION OF MENTAL HEALTH AND WELL-BEING IN SCHOOL COMMUNITIES: A LOCAL PERSPECTIVE	24
2.3.1	STRUCTURE OF EDUCATION SYSTEM	24
2.3.2	THE DEVELOPMENT OF A HEALTH PROMOTION FRAMEWORK FOR SOUTH AFRICAN SCHOOL COMMUNITIES	27
2.3.3	CONCERNS REGARDING THE CURRENT STANCE OF PROMOTING HEALTH AND WELL-BEING IN SOUTH AFRICAN SCHOOL COMMUNITIES	30
2.4	A MULTI-LEVEL APPROACH TO THE PROMOTION OF HOLISTIC WELL-BEING IN SCHOOL COMMUNITIES	35
2.4.1	A SHIFT FROM INDIVIDUAL WELL-BEING TOWARDS A MULTI-LEVEL APPROACH TO ENHANCE HOLISTIC WELL-BEING	36
2.4.2	FACILITATING THE SHIFT TOWARDS HOLISTIC WELL-BEING IN SCHOOL COMMUNITIES	38
2.5	SUMMARY	42

CHAPTER 3

TOWARDS AN UNDERSTANDING OF SUSTAINABLE COORDINATION IN THE CONTEXT OF PROMOTING MENTAL HEALTH AND WELL-BEING

3.1	INTRODUCTION	43
3.2	SUSTAINABILITY AS A CONSTRUCT IN THE CONTEXT OF PROMOTING HOLISTIC WELL-BEING	43
3.2.1	DEFINING SUSTAINABILITY	44
3.2.2	ASPECTS CONTRIBUTING TO SUSTAINABILITY OF HEALTH RELATED PROGRAMMES OR INTERVENTIONS IN SCHOOL COMMUNITIES	45
3.2.3	ASPECTS CONTRIBUTING TO SUSTAINABILITY OF HEALTH RELATED PROGRAMMES IN OTHER HEALTH SETTINGS	47
3.2.4	STRATEGIES FOR SUSTAINABILITY OF MENTAL HEALTH INITIATIVES	49
3.2.5	OVERVIEW OF THE KEY ELEMENTS OF SUSTAINABILITY IDENTIFIED IN SCHOOL AND OTHER RELATED CONTEXTS	51
3.3	CONCEPTUALISING COORDINATION WITHIN THE CONTEXT OF HOLISTIC WELL-BEING PROMOTION	52
3.4	THEORIES INFORMING THE STUDY	57
3.4.1	RELATIONAL COORDINATION THEORY	58
3.4.2	COMPLEX INTERACTIVE PROCESS OF RELATING THEORY	59
3.4.3	SOCIAL NETWORK THEORY	61
3.4.4	A THREE-FOLD THEORY OF SOCIAL CHANGE	62
3.4.4.1	TYPES OF SOCIAL CHANGE PROCESSES	63
3.4.4.2	INTEGRATING THE THREE TYPES OF CHANGE	65
3.4.4.3	SOCIAL CHANGE IN PRACTISE	65
3.5	SUMMARY	66

CHAPTER 4

RESEARCH DESIGN AND METHODOLOGY

4.1	INTRODUCTION	67
4.2	CONTEXTUALISING THE STUDY	68
4.3	OVERVIEW OF THE RESEARCH PROCESS	71
4.4	RESEARCH PARADIGM	74
4.5	RESEARCH DESIGN	76
4.6	RESEARCH METHODOLOGY	77
4.6.1	PARTICIPANTS INVOLVED IN THE STUDY	77
4.6.2	DATA GATHERING	79
4.6.3	DATA ANALYSIS	85
4.7	TRUSTWORTHINESS OF THE STUDY	86
4.7.1	RICH RIGOUR	86
4.7.2	SINCERITY	87
4.7.3	CREDIBILITY	88
4.7.4	TRANSFERABILITY	89
4.8	ETHICAL CONSIDERATIONS	89
4.9	SUMMARY	92

CHAPTER 5

PRESENTATION OF THE FINDINGS

5.1	INTRODUCTION	93
5.2	THEME 1: DEVELOP A CORE TEAM TO TAKE RESPONSIBILITY FOR THE PROCESS	94
5.2.1	SUBTHEME 1.1: INITIATING CONVERSATIONS ABOUT PRO-ACTIVE WAYS OF DEALING WITH CHALLENGES IN THE SCHOOL COMMUNITIES	95
5.2.2	SUBTHEME 1.2: ENSURE MULTI-LEVEL INVOLVEMENT ON THE TEAMS	97
5.3	THEME 2: DEVELOP A VISION FOR THE PROMOTION OF HOLISTIC WELL-BEING	107
5.3.1	SUBTHEME 2.1: CONSTRUCTING A VISION WITH THE WELL-BEING SUPPORT TEAMS	108
5.3.2	SUBTHEME 2.2: SHARING THE VISION WITH THE WHOLE SCHOOL COMMUNITY	113
5.3.3	SUBTHEME 2.3: CONTINUOUS REVISITING OF THE VISION	114
5.4	THEME 3: FACILITATE A SHARED COMMITMENT TO THE PROMOTION OF HOLISTIC WELL-BEING	117
5.4.1	SUBTHEME 3.1: STRENGTHENING THE TEAMS' COMMITMENT BY DEVELOPING THEIR CAPACITY TO FACILITATE THE PROMOTION OF HOLISTIC WELL-BEING	118
5.4.2	SUBTHEME 3.2: ENCOURAGE DEEP LEVEL ENGAGEMENT BETWEEN TEAM MEMBERS.....	122
5.4.3	SUBTHEME 3.3: ENGAGE ALL MEMBERS OF THE SCHOOL COMMUNITY ACROSS THE VARIOUS LEVELS OF INTERRELATEDNESS	129
5.5	THEME 4: PRO-ACTIVELY STEER THE INTEGRATED MULTI-LEVEL PROCESS	135
5.5.1	SUBTHEME 4.1: ACKNOWLEDGE THE ROLE OF EVERYDAY WAYS OF RELATING AND INTERACTING AND EXISTING ACTIONS AND INTERVENTIONS IN THE PROMOTION OF HOLISTIC WELL-BEING	136
5.5.2	SUBTHEME 4.2: PURPOSIVELY INITIATE WELL-BEING RELATED ACTIVITIES	139
5.5.3	SUBTHEME 4.3: INTEGRATE THE PROMOTION OF HOLISTIC WELL-BEING INTO A WHOLE-SCHOOL PROCESS	146
5.5.4	SUBTHEME 4.4: CONTINUOUSLY REVISIT THE PROCESS	153
5.6	SUMMARY	157

CHAPTER 6**DISCUSSION OF FINDINGS**

6.1	INTRODUCTION	158
6.2	DEVELOP A CORE TEAM TO TAKE RESPONSIBILITY FOR THE PROCESS	158
6.3	DEVELOP A VISION FOR THE PROMOTION OF HOLISTIC WELL-BEING	169
6.4	ENHANCING AND MAINTAINING A SHARED COMMITMENT TO THE PROMOTION OF HOLISTIC WELL-BEING THROUGH ON-GOING CONVERSATIONS	173
6.5	THE PRO-ACTIVE INTEGRATION OF WELL-BEING RELATED ACTIVITIES AND INTERVENTIONS INTO A HOLISTIC ENDEAVOUR	177
6.6	KEY ASPECTS FOR SUSTAINABLE COORDINATION	184
6.6.1	ENSURE OWNERSHIP AND RESPONSIBILITY OF THE PROCESS ACROSS ALL LEVELS OF INTERRELATEDNESS	184
6.6.2	DEVELOP CLEAR SENSE OF DIRECTION TO PROMOTE SHARED RESPONSIBILITY	185
6.6.3	DEVELOP DEEP CONNECTIONS BETWEEN PEOPLE TO ENSURE THEIR SHARED COMMITMENT TO THE PROCESS	186
6.6.4	FACILITATE AN INTEGRATIVE APPROACH	188
6.6.5	RECOGNISE THE COMPLEX INTERACTIVE NATURE OF THE PROCESS	188
6.7	SUMMARY	192

CHAPTER 7

CONCLUSIONS AND RECOMMENDATIONS

7.1	INTRODUCTION	193
7.2	OVERVIEW OF PRECEDING CHAPTERS	193
7.3	CONCLUSIONS TO THE STUDY	195
7.3.1	THE DEVELOPMENT OF AN INTEGRATED MULTI-LEVEL PROCESS TO FACILITATE THE PROMOTION OF HOLISTIC WELL-BEING IN SOUTH AFRICAN SCHOOL COMMUNITIES SHOULD BE THE RESPONSIBILITY OF A CORE TEAM WHO REPRESENT MEMBERS OF THE SCHOOL COMMUNITY ACROSS VARIOUS LEVELS OF INTERRELATEDNESS	196
7.3.2	THE INTEGRATED MULTI-LEVEL PROCESS TO FACILITATE THE PROMOTION OF HOLISTIC WELL-BEING IN SCHOOL COMMUNITIES SHOULD BE PERCEIVED AS A COMPLEX, CYCLIC PROCESS STEERED FROM THE BOTTOM-UP TO ENSURE SUSTAINABILITY	197
7.3.3	A PARTICIPATORY ACTION LEARNING ACTION RESEARCH APPROACH SHOULD FORM THE BASIS OF THE PRACTICAL IMPLEMENTATION OF AN INTEGRATED MULTI-LEVEL PROCESS TO FACILITATE THE PROMOTION OF HOLISTIC WELL-BEING IN SCHOOL COMMUNITIES	198
7.3.4	A MULTI-LEVEL APPROACH TO THE FACILITATE THE PROMOTION OF HOLISTIC WELL-BEING WILL ENHANCE THE CURRENT NARROW-MINDED IMPLEMENTATION OF HEALTH PROMOTION IN SOUTH AFRICAN SCHOOL COMMUNITIES	199
7.4	RECOMMENDATIONS	199
7.4.1	RECOMMENDATIONS FOR PRACTISE THAT WILL CONTRIBUTE TO SUSTAINABLE COORDINATION	200
7.4.2	RECOMMENDATIONS REGARDING POLICY DEVELOPMENT	201
7.4.3	RECOMMENDATIONS FOR FUTURE RESEARCH	202
7.5	LIMITATIONS OF THE STUDY	203
7.6	CONTRIBUTION OF THE STUDY	205
7.7	REFLECTING ON THE PROCESS	205
7.8	A FINAL WORD	206
	REFERENCES	208
	ADDENDA	234

LIST OF TABLES, FIGURES AND PHOTOS

Table 1.1	
Overview of theoretical perspectives	11
Table 1.2	
Overview of methodology (Phase 1)	14
Table 1.3	
Overview of methodology (Phase 2)	14
Table 3.1	
Elements contributing to sustainability of programmes in school and mental health contexts.....	51
Table 4.1	
Overview of Western Cape Educational context	68
Table 4.2	
Demographic of school communities	70
Table 4.3	
Brief description of school contexts	70
Table 4.4	
Overview of the research process	73
Table 5.1	
Overview of themes and subthemes	93
Table 5.2	
Abbreviations of items for identification purposes	95
Table 6.1	
Overview of key aspects in relation to existing literature	189

LIST OF FIGURES

Figure 6.1	
Representation of the key aspects identified in this study	191

LIST OF PHOTOS

Photograph 5.1	
Collective vision created by school E	112
Photograph 5.2	
Collective vision created by school D	112
Photograph 5.3	
Collective vision created by school B	112
Photograph 5.4	
Introducing teachers to the well-being framework	130
Photograph 5.5	
Relationship-building as part of workshop with teachers	130
Photograph 5.6	
Leadership camp- learners' start the morning with exercises	141
Photograph 5.7	
Team-building event for teachers: Teachers participating in team-building activities	141

CHAPTER 1

INTRODUCING THE STUDY

1.1 INTRODUCTION AND BACKGROUND TO THE STUDY

School communities, as one of the most important social contexts, play a significant role in promoting the mental health and well-being of all involved and more specifically, in contexts where various challenges limit opportunities to flourish. Since the inception of the concept of *health promoting schools* in the late 1980s by the World Health Organization, various initiatives to promote mental health and well-being in school communities have been implemented within the global and the local context.

In Europe, the European Network of Health Promoting Schools (ENHPS) was established in 1991, which later became known as the Schools for Health in Europe (SHE) and currently includes a total of 45 member countries (Deschesnes, Martin & Hill, 2003; Burgher, Rasmussen & Rivett, 1999; SHE Network, n.d; Taylor, Quinn, Littledyke & Coll, 2012). Similarly, the Australian Health Promoting Schools Association (AHPSA) was established in 1994 with the aim of initiating and supporting health promoting schools (Parliament of Victoria, 2010). With reference to more of the populous and developing countries, the school component of the Mega Country Health Promotion Network was established between 1996 and 1997. It includes partnerships with 11 countries such as Bangladesh, Brazil, Mexico, Nigeria and Pakistan. The aim is to improve strategies to implement school health programmes and to enhance the involvement of provincial and local agencies (WHO, 1999). A concern however, is that these developing countries experience great challenges to adopt the health promoting schools framework, especially due to a lack of resources (WHO, 1999; WHO, 2017; Langford, et al., 2016).

In the South African context, the health promoting schools framework (HPSN) was developed as part of a national initiative to enhance the health and well-being of learners. According to Swart and Reddy (1999) and Shung-King, Orgill and Slemming (2014), the main objective was to address the historical imbalances and its consequences. To amend some of these imbalances, the National School Health policy and implementation guidelines were developed and introduced in 2002. Some of the objectives of this policy included improvements of the provision of basic school health services, the integration of service provision at district level and assisting school communities to become health promoting schools (Shung-King et al., 2014; National Department of Health, 2002). Over the years, developments and changes have been made based on evaluations of the first National School Health Policy and Implementation Guidelines in 2002. Currently, the health promoting programme focuses on four areas: (1) alcohol and drug use prevention and management; (2) care and support for teaching and learning (CSTL); (3) HIV and AIDS Life Skills education programme, and (4) the Integrated School Health Programme (ISHP), which includes providing health services to address the health needs of school-going children.

Literature of the South African context indicates that the concept of health promoting schools has been valuable in addressing the inequalities of the past to some extent (Shung-King et al., 2014; South African Department of Basic Education [DBE], 2011). The value has been the development of health care programmes and health services in school communities aimed at screening for visual and auditory impairments, assessment of nutritional conditions, growth monitoring, health examinations and health education in school communities (DBE, 2012; Shung-King et al., 2013). The provision of health services and health education in particular, places a strong emphasis on creating increased awareness and implementing interventions for the prevention of HIV and AIDS (Stuart & Swan, 2000; Shisana, 2005; Visser, Schoeman & Perold, 2004; Mukoma et al., 2009).

Various researchers critique the fragmented nature of the efforts to promote health and well-being, which has led to a limited focus on specific challenges or aspects of well-being (Gugglberger & Dür, 2011; Mohlabi, van Aswegen & Makoena, 2010; Shung-King et al., 2013; Swart & Reddy, 1999). Prilleltensky and Prilleltensky (2003) argue that these efforts, although valuable in itself, may be less effective if presented in isolation and without understanding how it resonates with a common transformative goal, such as the enhancement of holistic well-being that involves the school as a whole. In response to this critique, a holistic multi-level approach which implies a concurrent focus on the promotion of personal, relational and collective well-being was proposed by Prilleltensky (2005; 2102). The holistic well-being approach is based on the premise that the well-being of a person is highly dependent on his or her relationships and the community in which the person resides. In other words, the different levels of well-being are interrelated and relational well-being mediates both personal and collective well-being (Evans & Prilleltensky, 2007).

In 2015, I became involved in a research project situated in the Community-Based Education Research (COMBER) niche area of the Faculty of Education at the North-West University, South Africa. The main aim of the project is to develop an integrated multi-level process to facilitate the promotion of holistic well-being in South African school communities. The research was conducted in six school communities in the Western Cape, one of the nine provinces of South Africa.

The rationale of the research project was to obtain a broader understanding of well-being as proposed by Konu and Rimpelä (2002), and facilitate the integration of promoting well-being into the core business of schooling (Roffey, 2008). Following a six month consultation process with the six school communities, well-being support teams were established in each school. These teams were engaged in a participatory action learning process over a period of 15 months, in which they were challenged to shift towards a more integrated, multi-level approach to promote well-being. The teams

took responsibility for the coordination of the process and involved everyone in the school communities. It is against this background that the focus of this PhD study is on the sustainable coordination of the integrated, multi-level process to facilitate the promotion of holistic well-being in South African school communities.

1.2 STATING THE PROBLEM

One of the major challenges identified in the larger research project was to ensure the sustainability of the process. Efforts to promote mental health and well-being, although considered valuable, are often critiqued as not being sustainable (Forman, Olin, Hoagwood, Crowe & Saka, 2009; Stirman, et al., 2012; Sugai & Horner, 2006). The limited sustainability is ascribed to a lack of sufficient follow-up training and support for those involved in the programmes (Motitswe, 2014; Mohlabi, van Aswegen & Makoena, 2010; Pillay & Wasielewski, 2007). Recent research emphasises the need for initiatives that are sustainable and can become an integral part of schooling (Cefai & Cooper, 2017; Roffey, 2016). According to Cope (2017), this may imply that school communities should be provided with the knowledge and skills to take charge of their own well-being.

However, programmes that aim to promote mental health and well-being are often implemented by experts and without the input of school community members, which limits the chances of sustainability (Sugai & Horner, 2006; Han & Weiss, 2005; Forman et al., 2009). If members of the school community do not participate in implementation of the programme and really experience a sense of ownership, then taking responsibility to continue with the programme is less likely to occur (Barnekow et al., 2006; Bloch et al., 2014). Efforts to promote health and well-being in such instances are considered as something separate and in which responsibility rests upon professionals, in the health sector who are expected to address ill-being (Konu & Rimpelä, 2002; Kirsten, van der Walt & Viljoen, 2009; Ng & Fisher, 2013). As a consequence, school-based interventions and programmes do not seem to be

sustainable, because development strongly relies on top-down approaches and implementation is based on a train-and-hope strategy. Teachers are provided with training and are then expected to be motivated and supportive in implementing the programme (Sugai & Horner, 2006; Gugglberger & Dür, 2011; Mohlabi, van Aswegen & Makoena, 2010).

In the current project, the well-being support teams (WBSTs) were closely involved in the development of this integrated, multi-level process through their involvement in a participatory action learning process. This study was part of a larger holistic development initiative in the schools. Considering the fact that the WBSTs were informal structures developed in these schools over a period of two years, the chances were that the teams could stop operating when the research project came to an end. To address this concern, the aim of this PhD study was to investigate the sustainable coordination of the process by these well-being support teams.

1.3 RESEARCH QUESTIONS

The investigation into the sustainable coordination of the integrated, multi-level process was guided by the following primary research question:

- ❖ What key aspects in the development of an integrated multi-level process to facilitate the promotion of holistic well-being in six South African school communities, inform our understanding of the sustainable coordination of such a process?

In order to comprehensively explore the primary research question, the following secondary questions were addressed:

- ❖ What does the participatory action learning and action research (PALAR) process in which the well-being support teams from each of the schools were engaged, reveal about the sustainable coordination of the process?

- ❖ How do school principals of participating schools perceive the coordination of facilitating an integrated multi-level holistic well-being approach in school communities?

- ❖ How do the coordinators of the well-being support teams perceive sustainable coordination of the integrated multi-level process to promote holistic well-being in school communities?

- ❖ How do international professionals working in the field of community psychology and the promotion of holistic well-being in school perceive the sustainable coordination of the integrated multi-level process to promote holistic well-being in school communities?

1.4 PURPOSE AND AIM OF THE STUDY

The purpose of the study was to contribute to the more effective implementation of the promotion of holistic well-being as part of the core business of schooling. The aim was to identify key aspects in the development of an integrated multi-level process to facilitate the promotion of holistic well-being in six South African school communities, which inform our understanding of the sustainable coordination of such a process.

To obtain this aim the following objectives were set:

- To investigate what the participatory action learning action research process in which the well-being support teams from each of the schools were engaged, reveal about the sustainable coordination of the process;
- To investigate how the school principals participating in this project perceive the coordination of facilitating an integrated multi-level holistic well-being approach in school communities;
- To investigate how the coordinators of the well-being support teams perceive the sustainable coordination of the integrated multi-level process to promote holistic well-being in school communities;
- To investigate how international professionals working in the field of psychology and the promotion of health and well-being perceive the sustainable coordination of the integrated multi-level process to facilitate the promotion of holistic well-being in school communities.

1.5 KEY TERMS

In order to develop a clear understanding of concepts used throughout the research study, the researcher provides definitions of the key terms:

1.5.1 Health promotion

Health promotion as described in the Ottawa Charter (1986) refers to the process of enabling people to practice increased control over and improve their health. This includes reaching a state of complete physical, mental and social well-being. To achieve the latter, the World Health Organization's (WHO) (1998) global school health initiative identified four strategies for action which include the

following: (1) to increase the capacity for improved school health programmes to be implemented; (2) to establish networks and alliances for the development of health promoting schools; (3) to strengthen national capacities; and (4) to conduct research to improve school health programmes. The more specific areas of focus of health promoting schools include: influencing health related behaviors; preventing leading causes of death, disease and disability such as HIV and AIDS; preventing violence; preventing tobacco, drug and alcohol use, and enhancing conditions that are conducive to health and building capacities for peace, shelter, education, food, income, equity and social justice (WHO, 2017).

Even though the concept of health promoting schools has been valuable in promoting the physical health of learners, some research, especially within the global context, has indicated that the concept of health promoting schools is too narrow. As such, a shift is required towards a holistic well-being approach that includes the individual, relational and collective well-being of all members in the school community (Konu & Rimpelä, 2002; Ng & Fisher, 2013; Prilleltensky, 2005; 2007).

1.5.2 Holistic well-being

According to Evans and Prilleltensky (2007) holistic well-being refers to a positive state of affairs of individuals and communities in which their personal, relational and collective needs are met. From an ecological systems perspective, the well-being of every individual is highly dependent on his or her relationships and the community in which the person resides (Nelson & Prilleltensky, 2010; Kirsten, van der Walt & Viljoen, 2009; Ng & Fisher, 2013). According to Evans and Prilleltensky (2007) the different levels of well-being are interrelated whereby relational well-being tends to mediate both individual and collective levels of well-being. Similarly, Nakamura (2000) states that health and well-being does not merely refer to physical and mental wellness, but also include interpersonal relationships and the nature thereof.

1.5.3 Well-being support teams

Well-being support teams as applicable in the research project involved teachers, learners and parents, who voluntarily decided to become part of these teams. The well-being support teams in this study participated in an action learning, action research process in which they were considered to be co-researchers (Zuber-Skerritt, 2002; 2011; Wood & Zuber-Skerritt, 2013). Part of their role has been to encourage and implement well-being activities, to coordinate, reflect on and evaluate such activities with the aim of facilitating holistic well-being in the school community. Although the terms *well-being support teams* are unique to this research project, similar teams or groups are noted in research literature. For example, the Alliance for Healthier Generation (2013) refers to a wellness committee, the KidsMatter framework (Graetz, et al., 2008) refers to an action team and Adelman and Taylor (2008) refer to work or task groups.

1.5.4 Schools as communities

Schools as communities suggest that schools should be considered as places that allow for nurturing relationships to develop between learners and teachers and where values and ideals are shared. Sergiovanni (1994) states that by referring to schools as communities, it means making a shift from a collection of "I's" to a collective "we." This collective "we" contributes toward a sense of belonging, place and identity. Strike (2000) concurs by stating that schools as communities contribute toward a sense of belonging, emotional safety and rootedness. In other words, it contributes to the experience of having membership (McMillan & Chavis, 1986).

1.5.5 Sustainable coordination

The constructs of sustainability and coordination are familiar in research within a variety of fields. Within the context of health promotion, sustainability of interventions or programmes is referred to as the maintenance of health benefits over time (Gruen et al., 2008). From a community development perspective, sustainability refers to the ability of communities and individuals to uphold changes in behaviour (Gruen et al., 2008). In the field of education, reference to coordination as a construct is limited. Therefore from an organizational design perspective, Okhuysen and Bechky (2009:463) describe coordination as: “the process of interaction that integrates a collective set of interdependent tasks.”

In response to the absence of a definition for sustainable coordination in the contexts of holistic well-being promotion in educational contexts, for the purpose of this study, sustainable coordination is defined as: *the on-going coordination of complex processes which is embedded within a relationship-based approach and involves the active participation of community members with the intention to contribute toward social change in the particular context.*

1.6 OVERVIEW OF THEORETICAL PERSPECTIVES

A brief overview of the theoretical perspective that informed the research in this study is presented in the table below. A more extensive discussion of these theoretical perspectives follows in Chapter three.

Table 1.1: Overview of theoretical perspectives

Theoretical perspectives	Key constructs
<p><i>Social network theory</i></p> <p>(Coburn, Russel, Kaufman & Stein, 2012; Moolenaar, 2012)</p>	<ul style="list-style-type: none"> ▪ People are embedded within a web of social relations, thus people are interrelated ▪ Knowledge is exchanged in relationships between people. ▪ Social networks have the ability to constrain or enable the actions of people
<p><i>Complex interactive process of relating theory</i></p> <p>(Shaw, 2002; Stacey, 2001; 2003).</p>	<ul style="list-style-type: none"> ▪ Human interaction is a complex dynamic process, thus behaviour is unpredictable ▪ People shape and are being shaped by one another as they are interconnected ▪ Meaning emerges in our interactions with one another that leads to self-organization
<p><i>Relational coordination theory</i></p> <p>(Gittell, 2002; 2011; 2012)</p>	<ul style="list-style-type: none"> ▪ Effectiveness of coordination lies within relationships as shared knowledge, shared goals, and mutual respect and communication that is frequent, timely and problem-solving ▪ Coordination combines top-down and bottom-up approaches as everybody involved. This allows for greater collaboration and coordinating activities together
<p><i>A three-fold theory of social change</i></p> <p>(Reeler, 2007)</p>	<ul style="list-style-type: none"> ▪ Emergent change is change that emerges in our everyday lives based on our interactions with others and the environment. It is related to complexity theories ▪ Transformative change: Crises or 'stuckness' instigates change processes. ▪ Projectable change: Can initiate change by envisioning what goals we want to achieve. Requires planning to bring about change. ▪ To contribute toward social change, facilitators need to be aware of change processes.

1.7 PARADIGMATIC PERSPECTIVES

For the purpose of the study, a combination of the *social constructionist* and *transformative* paradigms were applied. A *social constructionist* paradigm provides opportunities to explore the participants' experiences and perceptions based on the meanings they attach to their experiences, which are influenced by their interaction with others. From a transformative perspective the meanings that participants attach to their experiences are influenced by dominant institutions, policies and social structures. Therefore, the implementation of an integrated multi-level holistic well-being approach provided the researcher with the opportunity to investigate the experiences and perceptions of the participants pertaining to the sustainable coordination of such a process. Concurrently, issues of social inequalities and oppression were also addressed, aiming toward social change (Lather, 2006; Mertens, 2015; Nelson & Prilleltensky, 2010). By following a combination of these paradigms, the researcher and participants were considered as equal partners in the research process, which allowed for knowledge to be co-constructed (Mertens, 2005). The research community was considered as fundamental in the research process as community members were the experts of their own experiences (Nelson & Prilleltensky, 2010).

A more detailed description of the research paradigms as well as the research design and methodology are presented in chapter four of this study.

1.8 BRIEF OVERVIEW OF THE RESEARCH DESIGN AND METHODOLOGY

The brief overview of the research design and methodology applied in this study is presented as an orientation; a detailed discussion of the research process is presented in Chapter four.

The researcher applied a *qualitative multiple-case study research design* embedded within a combination of the social constructionist and transformative paradigms (Mackenzie & Knipe, 2006; Mertens, 2015). According to Creswell (2012), Bishop (2010), and Baxter and Jack (2008), the multiple-case study design is used interchangeably with collective case study design and multi-site case study design. Stake (1995) refers to a collective case study which he describes as the application of multiple cases to gain greater appreciation of a particular phenomenon. Similarly, Yin (2003) states that by applying a multiple-case study design, a researcher is able to investigate several cases to understand the similarities and differences between them. Furthermore, Yin (2003) states that a multiple-case study design can be applied to either argue similar results across cases or argue contrasting results for expected reasons (Baxter & Jack, 2008; Gustafsson, 2017). Bishop (2010) refers to a multi-site study design which she describes as the investigation of a phenomenon within two or more natural settings.

In this study, the researcher used the term multiple-case study design to indicate how similarities between the six school communities contributed toward the identification of key aspects for the sustainable coordination of an integrated multi-level holistic well-being process. In other words, applying a qualitative multiple-case study design enabled the researcher to explore how participants, within their natural contexts, constructed meaning relating to the sustainable coordination of the integrated multi-level approach to facilitate holistic well-being in their school communities. Furthermore, according to Baxter and Jack (2008) and Zainel (2007), the benefit of the multiple-case study design contributes toward in-depth data and essentially enhances the trustworthiness of the study.

The research study included two phases. Tables 1.2 and 1.3 presented below provide an overview of the **two phases** with reference to the selection of participants, data gathering methods and data analysis. A more detailed discussion of the methodology is presented in Chapter four of this study.

Table 1.2: Overview of methodology PHASE 1:

	SELECTION OF PARTICIPANTS	DATA GATHERING	DATA ANALYSIS
<p>PHASE 1</p> <p>(Part of larger project which included a PALAR approach)</p>	<p>Purposive sampling was applied. Teachers, learners and parents who were members of the well-being support teams that were established in 2014 as part of the well-being initiative.</p>	<p>The researcher used data obtained from the PALAR approach. This included three data sets: (1) Data from a start-up workshop that was held as part of PALAR process (2) 17 data sets from action learning sets which was held over a period of 15 months; (3) Field notes of being part of the PALAR process over a period of 15 months.</p>	<p>The action learning sets and the start-up workshop were recorded and transcribed. The researcher applied thematic analysis (open and axial coding) to analyse the data of PALAR process</p>

* See addendum A for project proposal of the larger project

Table 1.3 Overview of methodology PHASE 2:

	DATA SET 1	DATA SET 2	DATA SET 3
SELECTION OF PARTICIPANTS	<p>Convenience sampling was applied. Participants included the school principals of the six schools involved in the PALAR process. Only five of the principals ended up participating in the study.</p>	<p>Convenience sampling was applied. The participants included the coordinators from the well-being support teams of all six schools.</p>	<p>Purposive sampling was applied. The participants included four international experts in the field of psychology and in health promotion and well-being in school communities.</p>
DATA GATHERING	<p>Data was collected through a semi-structured qualitative questionnaire. Principals were given options of how they would complete the questionnaire. Four of the principals completed the qualitative questionnaire electronically and one principal preferred to participate in a semi-structured individual interview.</p>	<p>A semi-structured focus group interview was held with the six coordinators from the well-being support teams. The semi-structured focus group interview was recorded and transcribed.</p>	<p>Unstructured individual expert interviews were conducted with the international experts via Skype. The four interviews were recorded and transcribed.</p>
DATA ANALYSIS	<p>The process of open coding and axial coding was repeated in the analysis of all the data sets obtained in phase 2. New codes that emerged were incorporated into the initial scheme (phase 1).</p>		

1.9 ROLE OF THE RESEARCHER

In selecting a combination of the social constructionist and transformative paradigms and by being part of the PALAR process as a participant researcher over a period of 15 months, the researcher's role entailed that of being an active and equal partner in the research process. In other words, the researcher did not enter the community as an expert with the intention to do research on a community, but rather, the researcher entered and engaged as an equal partner in which all the participants involved were considered as co-researchers in the process.

The researcher had to continuously reflect on her position in the research process in order to ensure credibility. She often engaged with her supervisor about the research process and aspects thereof, which allowed for reflexive conversations, the discussion of possible challenges and how to address the challenges. This reflection, in turn, contributed toward the trustworthiness of the study (Tracy, 2010; Shenton, 2004).

1.10 TRUSTWORTHINESS

In this study, the criteria suggested by Tracy (2010) guided the researcher to ensure the rigor of the study. The researcher worked diligently to address the gap in research and made great effort to provide readers with relevant literature relating to the research topic; spent an appropriate amount of time (15 months) in the school communities in order to gather in-depth, rich data to answer the research questions; included multiple voices as well as multiple methods which contributed toward in-depth descriptions of the particular; continuously engaged in reflexive conversations with her supervisor to address possible biases or challenges regarding the research process, and finally, confirmed her findings with the coordinators of the well-being support teams as a way to enhance the credibility of the study (Ellingson, 2009). A more extensive discussion of the criteria is presented in Chapter

1.11 ETHICAL CONSIDERATIONS

Ethical clearance for this study was obtained from the Ethics Committee of the Faculty of Education Sciences, Potchefstroom campus, as part of the larger research project that had already been allocated an ethical clearance number NWU-00160-15-A2. Ethical clearance was also obtained from the Western Cape Department of Education.

In conducting this study, the researcher adhered to the ethical guidelines described in the research literature. The participants involved in this research process were clearly informed about the rationale, the aim and the expected outcomes of the study before they were required to give their consent and assent to participate in the study. Participants were further informed that their participation would be voluntary and that they would not be discriminated against or penalised in any way if they declined to participate. Participants were also informed that any information and opinions that were shared would be kept confidential and presented in an anonymous manner (Babbie & Mouton, 2012; Brinkmann & Kvale, 2008; Creswell, 2012).

By conducting the research study, none of the participants were exposed to any physical or emotional harm or any harmful activities (DeAngelis, 2011; Fouka & Mantzourou, 2011). The ethical guidelines adhered to in this research project are described in more detail within Chapter 4 of this study.

1.12 LAYOUT OF THESIS

CHAPTER 1: INTRODUCTION TO THE STUDY

Chapter 1 provides an introduction and background to the study as well as the rationale, which is embedded within the problem statement. The researcher presents the research questions, the purpose, aim and objectives of the study. She provides a brief overview of the paradigmatic perspectives, the design and the methodology, which is illustrated in tables 1.2 and 1.3. The researcher further describes the trustworthiness of the study and ethical considerations of the study.

CHAPTER 2: THE PROMOTION OF HEALTH AND WELL-BEING IN SCHOOL COMMUNITIES

In Chapter 2, a comprehensive discussion is provided, based on existing literature pertaining to the promotion of health and well-being within the global and South African context. In her arguments, the researcher explores the concept of health promoting schools, the value thereof and the concerns about it. In response to the concerns, the researcher presents an argument for the need to move towards a multi-level approach to promote health and well-being in school communities.

CHAPTER 3: TOWARDS AN UNDERSTANDING OF SUSTAINABLE COORDINATION IN THE CONTEXT OF PROMOTING MENTAL HEALTH AND WELL-BEING

Chapter 3 commences with a discussion on the constructs of sustainability and coordination with the intention to move toward a better understanding of sustainable coordination. The researcher then presents the theoretical perspectives that guided this study.

CHAPTER 4: THE RESEARCH DESIGN AND METHODOLOGY

In this chapter an overview of the research process is provided, as well as the context in which the research process took place. Discussions are then provided pertaining to the research paradigm and research design. She then presents the methodology of the two phases with reference to the selection

of participants, data collection and data analysis. Lastly, the researcher discusses the trustworthiness and ethical considerations of the study.

CHAPTER 5: PRESENTATION OF THE FINDINGS

Chapter 5 captures the results of the study which are presented in terms of four themes, each with their related sub-themes.

CHAPTER 6: DISCUSSION OF FINDINGS

In this chapter the researcher presents the discussion of the findings which includes an interpretation of the results through the lens of sustainable coordination and she integrates existing research literature further, as well as the voices of international experts. She then links the discussion with the theoretical perspectives. The research concludes by proposing five key aspects required for the sustainable coordination of an integrated multi-level process to facilitate the promotion of holistic well-being in school communities.

CHAPTER 7: CONCLUSIONS AND RECOMMENDATIONS

In this chapter, the researcher provides a summary and the conclusions of the study. She then provides a discussion on the recommendations for practice, policy development and future research. The limitations of the study are then presented after which the contributions are described. The chapter concludes by presenting a brief reflexive discussion of the researcher's journey.

1.13 SUMMARY

In this chapter, the researcher provided an introduction and background of the study, followed by the problem statement which further indicated the rationale for this study. She then presented the research questions, the purpose, aim and objectives of the study. She defined the key terms and provided an

overview of the paradigmatic perspectives, design and methodology that were applied in the study and concluded by briefly stating how trustworthiness was ensured and what the ethical considerations pertaining to this research study were.

CHAPTER 2

THE PROMOTION OF HEALTH AND WELL-BEING IN SCHOOL COMMUNITIES

2.1 INTRODUCTION

In this chapter, the promotion of health and well-being in school communities is discussed with reference to global and local developments since the introduction of health promoting schools by the World Health Organisation in 1986. Global developments in Europe, Australia, the United States of America, South East Asia as well as Latin America and the Caribbean are discussed briefly. Local developments in the South African contexts are discussed with reference to the structure of the education system in South Africa, the development of a health promotion framework for schools and concerns regarding the current stance of health promotion and well-being in South African school communities. A response to the concerns owing to the recent shift towards a more integrated, multi-level approach to health promotion and well-being is presented.

2.2 THE PROMOTION OF HEALTH AND WELL-BEING IN SCHOOL COMMUNITIES: A GLOBAL PERSPECTIVE

The World Health Organization (WHO) introduced the concept of health promoting schools (HPS) with the aim of advocating the health and well-being of teachers, learners, general staff, parents and the wider community, as a way to facilitate enabling and humanized contexts (Edwards, Ward & Heald, 2003; Leger, 1999; WHO, 1986; WHO, 1998). Since the establishment of this initiative, the concept of Health Promoting Schools (HPS) has expanded across various countries with different interpretations of the WHO's policy on health promotion.

Building on the concept of HPS, the European Regional Office of the WHO, the Council of Europe (CE) and the Commission of the European Communities (CEC) worked together to incorporate health and education in the European Network of Health Promoting Schools (ENHPS) in 1991 (Deschesnes, Martin & Hill, 2003; Burgher, Rasmussen & Rivett, 1999). In 2007 this network became known as the Schools for Health in Europe (SHE) and now includes a total of 45 member countries (SHE Network, 2017; Taylor, Quinn, Littledyke & Coll, 2012). The aim of the network is to support organizations in Europe and other experts in the field of health promoting schools (Taylor et al., 2012). The school communities that are involved in the SHE network are expected to implement the following core values: equity, sustainability, inclusion, empowerment and democracy (SHE, 2017). The SHE network further emphasises a whole school approach and encourages active participation by all members of the school community to improve health and well-being.

Australia has also embraced the concept of health promoting schools. The Australian Health Promoting Schools Association (AHPSA) was established in 1994 with the aim to initiate and support ways of implementing health in school communities consistent with what had been presented in the Ottawa Charter (Parliament of Victoria, 2010). The AHPSA developed a framework which was illustrated as three overlapping elements: (1) curriculum, teaching and learning; (2) school organization, ethos and environment; and, (3) partnerships and services (Parliament of Victoria, pg. 18). The purpose of this framework has been to encourage collaboration between the health and education sectors with the intention to promote the health of learners and young citizens. The framework follows a whole-school approach and recognizes aspects such as social justice, equity, participation and empowerment, collaboration, a safe and supportive environment as well as the well-being of school staff as some of the core principles in promoting health and well-being of school communities (Western Australia Health Promoting Schools Association [WAHPSA], 2011).

The United States of America has developed the 'Comprehensive School Health Programme' (CSHP) to promote the health of learners (Quirke, 2015; Deschesnes et al., 2003). The overall objective of the CSHP, also referred to as the 'Coordinated School Health Programme,' is to create a support network within the home, school and community in order to assure that learners are provided with planned programmes of study, necessary services, and a nurturing environment that allows for the development of healthy, well-educated productive citizens (Allensworth, Wyche, Lawson & Nicholson, 1995). There are eight components included in this programme: health education, physical education, health services, nutrition services, health promotion for staff, counselling, psychological and social services, healthy school environment as well as parent and community involvement (Allensworth et al., 1995). According to Lohrmann (2008), when CSHP is implemented to its full extent, the model includes coordination of health services and programmes amongst all eight of the components.

The concept of health promoting schools has also been adopted partially by South-East Asian countries such as Bangladesh, India, Korea, Indonesia and Hong Kong (WHO, 2003; Lee, Cheng, Fung & St Leger, 2006). Recent literature on the development and evaluation of health promoting schools within these countries seem to be quite limited. Nevertheless the WHO provides some insights into the development of school health promotion services within some South-East Asian countries. For example, according to the WHO (2003), the School Health Pilot Project was launched in 1996 with the emphasis on prevention, promotion and curative health care to learners and was implemented through the school curriculum. The aim of this project has been to improve the physical and mental health of learners through creating healthy school environments (e.g. water and sanitation) and providing learners with the knowledge and attitudes to adopt good health habits, such as strengthening healthy nutrition activities. This project has delivered positive results, but according to the WHO (2017) and Langford et al. (2016), low-income countries such as Bangladesh have only been able to adopt certain components of the health promoting schools framework. Despite the measures being taken, there is a

struggle to gain momentum due to the challenges relating to poverty, especially scarce resources. Similarly, the Government of India endorsed the concept of health promoting schools in 2007 and is working together with different stakeholders to develop and implement school health promoting models. However, according to Rajaraman et al. (2012), attempts to adopt the health promoting schools framework seems to remain challenging due to lack of human resources. Despite the challenges, NGO's such as Sangath continue to provide programmes and support to enhance the mental health of children and adolescents (Sangath, n.d.; Rajaraman et al., 2012).

Other developing countries that have made efforts to implement the health promotion framework or elements thereof include Latin America and the Caribbean (Pan American Health Organization [PAHO], 2003). The PAHO released a document in 2003 that provides insight into progress since the concept of health promoting schools was introduced. It also provides an action plan for the health promoting schools regional initiative (HPSRI) for 2003-2012. A survey was conducted in 2001 to determine the current status of the HPSRI in 17 countries in Latin America such as Brazil, Mexico, Argentina and Colombia (PAHO, 2003). The survey collected information on the following aspects: school health policies, healthy environments, health and nutrition services, inter-sectoral coordination, health education, training, research and evaluation, financing, participation and publication. The data indicated that the greatest progress was made in the areas of implementing health promoting policies in 94% of the countries and school health plans such as creation of healthy school environments and nutrition services in 82% of the countries (PAHO, 2003). Furthermore, 90% of the countries have implemented a health promotion strategy in primary schools in urban areas, and all the countries indicated that they have implemented health education in school programmes. Although there is evidence of progress, there are also barriers to implementation according to the PAHO (2003). These barriers include for example, lack of human and financial resources, difficulty incorporating health promotion into school programmes, lack of support of health promotion programmes and difficulty

regarding inter-sectoral collaboration and coordination (PAHO, 2003). In response to these challenges, certain actions were identified to strengthen the health promoting school strategy. Examples of these actions include an increase of available resources, improved efforts of inter-sectoral coordination, training for people in school health promotion, and institutionalisation of the health promoting schools strategy (PAHO, 2003). Recent evidence on whether these actions have achieved outcomes since they were introduced, could not be found in the literature.

2.3 THE PROMOTION OF MENTAL HEALTH AND WELL-BEING IN SCHOOL COMMUNITIES: A LOCAL PERSPECTIVE

In this section, the promotion of mental health and well-being in school communities is discussed with reference to the South African context. The structure of the South African education system is presented as a backdrop to the discussion of the framework for the promotion of mental health and well-being developed in 1999, which still guides current practice. Concerns regarding the current stance of practice are presented.

2.3.1 Structure of education system

The education system in South Africa is governed by two departments, namely the Department of Basic Education (DBE) and Department of Higher Education and Training (DHET). The Department of Basic Education is responsible for primary and secondary education whereas the Department of Higher Education and Training oversee tertiary education and vocational training. The aim of the DBE is to provide access to lifelong learning to the citizens of South Africa, including education and training as a means to improve the quality of life and build a peaceful, prosperous and democratic South Africa (Department of Basic Education, 2017). With reference to the DHET, the aim is to have a differentiated and fully inclusive post-school system, providing South African citizens with access to relevant post-

school education and training as a means to fulfil the economic and social goals of participation in an inclusive economy and society (Department of Higher Education and Training, 2013).

Besides the two national departments, each of the nine provinces has a Basic Education Department, which takes responsibility for implementing the policies of the national department and provide specialised education services (South African Government, Western Cape Education Department, 2017). The provinces are furthermore divided into districts with a district office which acts as the link between provincial education departments and the school communities for which the office takes responsibility. The district offices play a pivotal role in the areas of planning, support, oversight and accountability as well as public engagement (DBE, 2013).

In each of the school communities, the governance and management are the responsibility of the School Governing Body (SGB) and the School Management Team (SMT). The SGB comprise the school principal, elected members from parents of learners in the school, teachers at the school, staff members who are not educators at the school and learners from Grades 8 to 12. Co-opted members who are individuals from the community may also serve on the SGB but are non-voting members (DBE, 2014; Equal Education, 2011). The SGB is responsible for governing the school according to the best interest of all the stakeholders. The focus is on duties such as promoting the best interest of the school and its development, administering the school buildings and grounds, developing of a mission statement and a code of conduct for learners which set out disciplinary procedures. Finally, the SGB assists the principal, educators and other staff members to perform their professional functions (DBE, 2014).

The SGB and SMT work as partners in the school. Whereas the SGB is responsible for making decisions of how the school should be run, the SMT is responsible for carrying out the daily management tasks (Equal Education, 2011). Management tasks will therefore typically include administrating and organising the teaching and learning activities in accordance with the mission statement developed by the SGB.

In addition to management teams, schools in South Africa are supposed to have school-based support teams, previously referred to as Institutional Level Support Teams (DBE, 2014). These teams were established as support mechanisms in line with the global strategy of inclusive education, which focusses on addressing and responding to the diverse needs of all learners by reducing barriers to learning and thereby including all learners in mainstream education (Department of Education [DoE], 2001; Motitswe, 2014). The role of the school-based support team is to identify learners with special needs and barriers to learning and to provide support, not only for these learners, but also for their teachers. Upon the identification of learners', teachers' and the school's needs, the school-based support team is responsible for collaborating with other stakeholders such as the district-based support team, health services, social services, community safety and security and therapists as well as organising in-service training for teachers in order to support learners (Motitswe, 2014; DoE, 2005).

In schools where a school-based support team has not yet been established, it is the role of the district-based support team to assist schools in establishing such a team. Support providers at district level usually include specialised members such as psychologists, learning support teachers, special needs specialist as well as other health and welfare professionals who are employed by the Department of Basic Education (DoE, 2005). These teams would further include curriculum experts that provide support to educators and educational institutions, school managers and administrative experts (DoE, 2005; DBE, 2014). Based on the White Paper 6, the primary role of these teams is to

evaluate programmes, determine their effectiveness and propose modifications (DoE, 2001). Apart from evaluating programmes, further emphasis is on supporting learners, teachers and the system as a whole in order for learning needs to be met (DoE, 2001).

2.3.2 The development of a health promotion framework for South African school communities

In 1999, a Health Promoting Schools Framework was developed in response to the WHO's call for the construction of enabling educational contexts. In 2000, the Department of Health brought forth the National Guidelines for the Development of Health Promoting Schools in South Africa (Department of Health, 2000). The national policy guidelines (Department of Health, 2001; 2008) emphasise a whole school approach that includes five action areas to be implemented: (1) developing policies that promote well-being of the school; (2) providing a safe and supportive teaching environment; (3) implementing curriculum interventions that contribute toward the development of personal skills, promotes staff development and focuses on life skill education; (4) establishing strong school-community partnerships; and, (5) developing support services that are accessible and incorporates preventative and health promoting programmes (Lazarus, 2006).

The Department of Basic Education still considers the health promotion programme to be important. The programme aims to create a healthy school environment by promoting the general health and well-being of learners and educators and by addressing key health and social barriers to learning in order to promote effective teaching and learning. The strategic objectives are: to increase knowledge and awareness of health promoting behaviors; to develop systems for the mainstreaming of care and support for teaching and learning; to increase knowledge on sexual and reproductive health; to develop skills in decision-making among learners, educators and school support staff; to facilitate

early identification and treatment of health barriers to learning; and, to increase knowledge and awareness of health promoting behaviours (DBE, 2017).

The current health promotion programme focuses on four areas, namely:

➤ Alcohol and Drug Use Prevention and Management

The DBE developed the National Strategy for the Prevention and Management of Alcohol and Drug Use amongst Learners in Schools. The strategy is a preventative approach in which learners receive lessons about alcohol and drug use within the Life Orientation curriculum. Learners are further supported by providing positive co-curricular opportunities with the intention to make better choices. Such activities include for example, music, sports and peer education (DBE, 2013). As part of this strategy the Department has developed a step by step guide for conducting drug searches and testing. The purpose of the guide is to provide teachers, parents and guardians with the required information and addresses some of the common concerns and questions.

➤ Care and Support for Teaching and Learning (CSTL). The framework compliments the implementation of White Paper 6 and has been developed to support vulnerable children - children and youth who are faced with challenges such as HIV/AIDS, extreme poverty, disabilities and other diseases (MIET Africa, 2011; DBE, 2010). The vision of the CSTL programme is to ensure that learners' rights to education are recognized by encouraging schools to be inclusive centres of care, learning and support (DBE, 2010). At a regional level, the CSTL programme aims to strengthen policies so that it aligns with the provision of care and support in school communities.

➤ The HIV and AIDS Life Skills Education Programme- The programme find its policy mandate from the National Policy on HIV and AIDS for Learners and Educators in Schools (DOH, 1999).

The programme was developed in 2000 and has been implemented in all public schools amongst learners in Grades 1-12. The overall purpose of the programme is to integrate knowledge of HIV and AIDS and relevant life skills into the school curriculum with the intention to prevent and alleviate the spread of HIV infection and to provide care and support for learners who are infected and affected by HIV and AIDS (DBE, 2017).

- Integrated School Health - Operating alongside the CSTL programme, the Integrated School Health Programme offers a comprehensive and integrated package of services with the purpose of addressing the health needs of school-going children and youth (DBE & DOH, 2012). The Health Services Package for the Integrated School Health Programme includes a large component of health education on how to lead a healthy lifestyle, and drug and substance abuse awareness, for each of the four school phases; health screening for vision, hearing, oral health and tuberculosis; and onsite services such as for deworming, minor ailments and immunization (DBE & DOH, 2012).

- Peer Education - This program is used to role model health promoting behaviour and to shift peer norms on HIV and AIDS and other health and social issues as a support to curriculum implementation (DBE, 2017).

The concept of health promoting schools has been valuable in creating awareness of health issues. The implementation of a democratic dispensation allowed the government and other stakeholders to pro-actively address serious health risks that had been neglected previously due to racial segregation. Furthermore, the programmes relating to health promotion have been valuable in identifying health risks and facilitating more enabling environments. Accordingly, since the demise of Apartheid, various attempts have been made to improve the education system in South Africa. For

example, in Sections 28 and 29 of the Bill of Rights, children are entitled to: (1) basic and further education; (2) basic health care services; and, (3) basic nutrition and social services (The Government of South Africa, 1996). In line with the rights of the child in which the emphasis is on 'putting the child first' and embedded within the Health Promoting Framework, the National School Health Policy and Implementation Guidelines were developed in 2003 to address the following issues: (1) to alleviate the prevalent inequities in school health provision; (2) to integrate the previous vertical and fragmented health care services, and (3) to promote provision of highest quality health services as suggested by the Bill of Rights (National Department of Health, 2002; Shung-King et al., 2014).

However, despite the value of health promotion programmes, various concerns relating to the promotion of mental health and well-being in the South African school context arise as discussed within the next section.

2.3.3 Concerns regarding the current stance of promoting health and well-being in South African school communities

The first concern is that despite the emphasis on the important role that school communities should play in the promotion of the health and well-being of learners in various documents, the education system places significantly higher value on academic learning and performance than on the promotion of mental health and well-being. Consequently, the promotion of well-being is perceived as an add-on and is therefore often neglected (Tsanwani, 2009; Pretorius, Strydom & Joubert, 2012; Clark 2016; Dreyer, 2017). The implications of this neglect are evident in the research literature which indicates that teachers and learners experience high anxiety levels and in some instances, symptoms of depression, due to work overload and pressure on learners to perform academically (van Tonder & Williams, 2009; Pretorius et al., 2012). As a result of the emphasis on academic performance and the pressure placed on teachers to ensure high pass rates, school communities seemingly become

dehumanized spaces (Haslam & Loughnan, 2014; van Noorden, Haselager, Cillessen & Bukowski, 2014). Children become objects of learning or teaching, since teachers are expected to cover all aspects of the curriculum within an unreasonable amount of time, leaving them very little time to focus on the well-being of the children (Wagley, 2013; Francis & Mills, 2012). According to Shaughnessy, Galligan and Hurtado de Vivas (2008) teachers and children are treated as machines in which the aim is to raise the test scores in order to get the children through the system. This preoccupation with getting learners through the system has become a way to systematically reduce learners to a numerical value that discards what makes them human (Dewey, 1997).

Naidoo (2011) concurs by stating the following about the way in which school communities operate:

As long as schools operate like factories, they cannot prepare children for life in today's world... The problem with the factory mode of schooling is that children are treated as if they are all the same and not individuals with differing interests and talents. The school puts them on a conveyer belt and processes them as if they are all the same. (p. 1).

Fataar (2016) explores the concept of re-humanized spaces in education by arguing that education is a social-subjective experience in which learners are constantly thinking, adapting, and generating knowledge not only within the educational setting, but in their daily interactions within multiple spaces. However, Fataar (2016) expresses concern that due to the homogenized space of schools in which the emphasis is on academic performance, learners are often misrecognised and their learning identities are suppressed.

Evidence of experiences associated with dehumanization is present within numerous studies. The following statements are from the findings of research conducted in South Africa and serve as examples: A learner stated: “You will also get teachers that will say you are just a number” (van Rooyen, 2015: 80); A teacher, pertaining to the emotional well-being of teachers, said: “Now, here I am driven to tears, because we are so unappreciated” (Strauss & Daniels, 2013: 398). In another study, a 16 year old boy responded to the aggression of teachers: “He made me and the rest of the class feel stupid, he just concluded that we were not studying. I feel so demoralised...” (Naicker, Myburgh & Poggenpoel, 2014: 4).

Other school practises such as corporal punishment, discrimination, silencing learners, curative approaches to dealing with matters in school, all contribute toward the dehumanization of members in the school community (Kitching, 2016; Wagley, 2013; Zinn & Rodgers, 2012). For example, the punitive approaches applied in schools to control the behaviour of learners follow strict rules and procedures set out by the DBE (2015). Learners’ inappropriate behaviour is categorised and graded to a specific norm by means of checklists, a process which is in itself dehumanizing (National School Safety Framework, Centre for Justice and Crime Prevention, 2015; Francis & Mills, 2012). Schools further attempt to address challenges through curative approaches in which interventions focus on identifying symptoms, factors and causes and providing treatment to individuals which alleviates the symptom without really exploring the complexity of the problem (Kitching, 2016).

In order to change these dehumanized spaces, Fataar (2016) suggests that the educational system should recognise learners in their own right and allow student voices more frequently during lessons, giving them agency and providing the space for learners to participate in their own education. Kitching, Roos and Ferreira (2012) propose a shift away from a focus on individuals to a relationship-focussed approach that acknowledges the interconnectedness between individuals.

The second concern with reference to the current stance of health promotion in South African school communities is that the focus in both research and practice is mainly on addressing physical and mental health risks. Research relating to health promotion, for example, focusses mainly on the prevention of HIV/Aids (St Leger, 1999; Mthobeni & Peu, 2013; Taylor, Dlamini, Kagoro, Jinabhai & de Vries, 2003); teenage pregnancy (Jewkes, Morrell & Christofides, 2009); violence amongst learners (Bender & Emslie, 2010); the development of nutrition programmes (de Villiers & Faber, 2015; Abrahams et al., 2011) and programmes to address unhealthy sexual behaviour and substance abuse (van Wyk, Kleintjes, Ramlagan & Peltzer, 2007; Taylor et al., 2003). In practice the responsibility to address these risks are left to mental health professionals and are therefore not seen as an integral part of the school system, but as an added programme for which external departments and agencies should take the responsibility (Konu & Rimpelä, 2002; Kirsten, van der Walt & Viljoen, 2009; St Leger, 1999).

A third concern is that the frameworks developed to establish how health promotion and well-being are coordinated in school communities, support a programme-orientated approach to organizing activities in schools (DEC, 2015; DOH, 2011; DBE, 2012). The programme-orientated approach implies that experts enter the school and introduce a programme without providing sufficient training to educators on how to sustain the programme. Yet, experts often expect educators to be motivated and supportive in continuing the intervention. These programmatic 'train-and-hope' approaches are destined to fail (Forman et al., 2009; Sugai & Horner, 2006) as they do not take the expertise of those involved in the context into account. Neither does this approach consider the complexity of promoting mental health and well-being.

A fourth concern is that only a limited number of studies lean towards a more pro-active approach to the promotion of mental health and well-being in schools. Recent examples include explorations of teachers' perceptions of relational well-being (Benade, 2013; Wagner, 2014), explorations of family psychosocial well-being (Koen, van Eeden & Rothmann, 2014), and strategies to enhance psychosocial well-being of teachers (du Plessis, 2012; Kok, 2013; Visser, 2007) and learners (Gae, 2016). In a study by Watkins (2010), the focus was on explorations of personal, relational and collective well-being in nursing student tertiary training. Most of these studies are exploratory in nature and therefore limited in terms of understanding how well-being can be more actively promoted in South African school communities. It is also evident that the focus is still mainly on psychosocial, emotional or physical well-being of individuals (Atkinson & Robson, 2012; du Plessis, 2012; Kok, 2013; Strauss & Daniels, 2013).

The limited focus on individual well-being is not sufficient to change schools into enabling contexts. A more holistic focus on well-being should be promoted as suggested in recent studies (Trickett & Rowe, 2012; Preiser, Struthers, Mohamed, Cameron & Lawrence, 2014).

The conceptualisation and implementation of health promoting schools have made valuable contributions within the global context. Such contributions include promoting health education in school communities through the school curriculum and interventions to encourage learners to adopt positive health behaviours such as healthy eating and participating in physical activities. Other contributions are school communities implementing interventions to address health issues such as obesity, sexual health, oral health, substance abuse and diabetes. Accordingly, mental health interventions and providing psychological and social services to address the mental health of learners and teachers have also been implemented (Langford et al., 2016; Lohrmann, 2008; Allensworth et al., 1995; WHO, 2003; PAHO, 2003). However, research from a well-being perspective clearly indicates that having a deficit approach to the health and well-being is not sufficient to create enabling school environments

(Prilleltensky, 2005; Konu & Rimpelä, 2002; Roffey, 2015). Researchers such as Prilleltensky, (2005), Cefai and Cavioni (2014), Ng and Fisher (2000), Konu and Rimpelä, (2002) and Roffey (2011; 2015) recommend a more integrated and multi-level approach in which the focus is on blending the ameliorative and transformative approaches, where the focus is on a whole-school approach and across various levels of interrelatedness. A multi-level approach will be discussed in more detail in section 2.4.

2.4 A MULTI-LEVEL APPROACH TO THE PROMOTION OF HOLISTIC WELL-BEING IN SCHOOL COMMUNITIES

Although the concept of health promoting schools and the variations thereof have been embraced and implemented globally and locally, there are numerous research studies that question the effectiveness of health promoting schools (Deschesnes et al., 2003; Fathi, Allahverdipour, Shaghghi, Kousha & Jannati, 2014; Konu & Rimpela, 2002; Roffey, 2016; Slee, Dix & Williams, 2011). In these studies, concerns are raised with reference to the effectiveness of the implementation, the impact of interventions as well as the relevance of the approach toward improving school communities. For example, Deschesnes et al. (2003) queries the gap between discourse and practise, which indicates that there seems to be limited literature regarding the gains for children who participate in health promotion activities and interventions. These authors also question the strategies that are applied to promote skills in children and youth, by arguing that the focus is on the individual too much and more emphasis should be placed on the school environment and participation of the community. Roffey (2016) argues that too much focus is on student welfare, which is a reactive approach to identified problems, rather than a well-being framework which is a pro-active approach that includes the whole-child and every child within a school community (2012; 2016).

2.4.1 A shift from individual well-being towards a multi-level approach to enhance holistic well-being

Research on the promotion of well-being initially focussed on the enhancement of individual well-being. This is evident in the work of Ryff (1989), Ryff and Keyes (1995) and Keyes, Ryff and Shmotkin (2002). These authors build upon the work of Ryan and Deci (2001) that explains well-being in terms of hedonic well-being (experiencing happiness) and eudemonic well-being (human potential). Extending on these concepts, Diener (2009), Keyes et al. (2002), Ryff (1989) and Ryff and Singer (2008) refer to subjective well-being and psychological well-being. For Ryff (1989), psychological well-being is based on the premise that an individual functions effectively within six areas of life: (1) self-acceptance; (2) positive relations with others; (3) autonomy; (4) environmental mastery; the ability to manage one's surroundings; (5) purpose in life and a sense of having meaning and purpose; and, (6) personal growth, which includes developing one's potential. In other words, psychological well-being places emphasis on an individual's psychological and social functioning (Ryff & Singer, 2008). These aspects are in line with what Ryan and Deci (2001) refer to as eudemonic well-being. On the contrary, subjective well-being refers to life satisfaction - a process of evaluating one's life based on experiences of negative and positive affect, which contribute toward a sense of happiness and thus falls within the hedonic perspective (Ryff et al., 2002; Ng & Fisher, 2013).

In the South African context, Wissing and van Eeden (2002) conducted a study from a positive psychology perspective in order to gain a deeper empirical understanding regarding the nature of psychological well-being. The nature of psychological well-being was measured on seven different factors which included the following: (1) general psychological well-being, including aspects of subjective well-being and psychological well-being as described by Ryff et al. (2002); (2) personal actualization and an individual's capacity to work and love; (3) constructive social involvement and coping; (4) multidimensional healthy lifestyle with the focus on exercise and nutrition; (5) relational well-

being and close relationships which entails a positive experience of family and others close to one; (6) dependency on alcohol and drugs and, (7) mastery beliefs which reflect self-efficacy beliefs. The findings of this study indicate that experiences of psychological well-being differ greatly amongst the sub-groups of age, gender, ethnicity and culture, which therefore seem to indicate that psychological well-being is a multidimensional concept. In other words, people from different groups experience psychological well-being differently; not only within the factors mentioned above, but also with regard to domains of life.

Although the explorations of psychological well-being are valuable to help us understand this construct more deeply, they focus mainly on individual well-being. What is needed is a multi-level approach to the promotion of holistic well-being in school communities as suggested by Ng and Fisher (2013). These authors argue that merely focusing on the individual greatly limits our understanding of such a rich, dynamic and meaningful concept.

The proposed shift according to Ng and Fisher (2013) is evident in the work of Isaac Prilleltensky (2005, 2008), who proposes a holistic multi-level approach to well-being. Such an approach includes the enhancement of personal, relational and collective well-being (Nelson & Prilleltensky, 2010; Evans & Prilleltensky, 2007; Prilleltensky, 2012). The approach rests on the principle that the well-being of a person is highly dependent on his or her relationships and the community in which the person resides. The various levels of well-being do not function separately, but are interrelated, with relational well-being mediating both personal and collective well-being (Evans & Prilleltensky, 2007).

As argued above, research literature indicates that the mere focus on individual well-being is too narrow of a view (Konu & Rimpelä, 2002; Prilleltensky & Prilleltensky, 2006; Roffey, 2015). Rather, well-being manifests through complex and interactive processes based within the ecological framework,

which essentially fosters individual as well as community well-being (Roffey, 2015). By giving recognition to the complex processes involved in the manifestation of well-being, a multi-level approach to well-being therefore creates the awareness that people within a particular context influence one another and through these influences, their well-being can either be nurtured or restrained (Prilleltensky, 2005; Evans & Prilleltensky, 2007; Roffey, 2015). Evans and Prilleltensky (2012) and Roffey (2008; 2011; 2012) argue that the intention of well-being is not just to focus on the physical welfare of an individual, but instead, suggests a holistic approach. It considers and emphasises the relationships of people as a means to enhance the well-being of all involved within a specific context.

2.4.2 Facilitating the shift towards holistic well-being in school communities

Konu and Rimpelä (2002) suggest that the approaches taken by various countries to improve the health of school communities is based on too narrow a view and should extend to include a focus on the well-being of members within the school community. These authors propose a well-being framework that includes an emphasis on four categories: having, loving, being and health. This is in concurrence, with the arguments by Prilleltensky (2005) and Evans, Hanlin and Prilleltensky (2007) that health promotion focuses too much on a state of ill-being and therefore requires a shift towards a transformative approach that builds upon strengths, prevention, empowerment and community.

The facilitation of such a shift implies that schools should not only be perceived as organisations, but also as communities that focus on the collective “we” rather than only on the individual “I”, as stated by Sergiovanni (1994). The implications of this argument is that schools should be considered as places that bind teachers and children in special ways and where values and ideals are shared, ultimately creating enabling spaces for members of the school community to be well. Strike (2000) concurs that schools as communities should contribute toward a sense of belonging, emotional safety

and rootedness, through experiences that confirm their membership to the school community as proposed by Mcmillan and Chavis (1986) more than three decades ago.

The implication of perceiving schools as communities in which the focus is on the collective “we” means that schools need to provide spaces for learners where they do not only gain knowledge, but also have opportunities to learn more about themselves, build healthy and supportive relationships and become part of a community who values them (European Network for Mental Health Protection [ProMenPol], 2009; Joyce, 2013; Van Jaarsveld, 2008;). By recognising schools as a space that emphasises the collective “we” instead of a collection of “I’s” further holds the implication that individuals cannot be understood in isolation and should be acknowledged within their broader context. Working from a community psychology perspective in which schools are perceived as communities, the approach is that all members of the school community are taken into consideration, as the well-being of one person cannot exist independently from the rest of the school community (Ng & Fisher, 2013). As such, in order to promote well-being, a multi-level approach is required in which the focus is on all members of the school community across various levels of interrelatedness (Ng & Fisher, 2013; Nelson & Prilleltensky, 2005).

The increase in literature on the shift towards a focus on well-being, led to the incorporation of well-being in health promoting initiatives in various countries. A scoping study published in Australia in 2008, focused on the importance of student well-being and encouraged the Australian government to provide funding to develop a National Student Well-being Framework (Noble, Wyatt, McGrath, Roffey & Rowling, 2008). The report highlighted the following as aspects that contribute towards student well-being: (1) building respectful and supportive school communities; (2) encouraging pro-social values; (3) providing safe learning environments; (4) promoting social-emotional learning; (5) strength-based

approaches; (6) developing a sense of meaning and purpose and, (7) emphasising a healthy lifestyle (Noble et al., 2008; Roffey, 2012).

Another valuable contribution is the establishment of the Well-being Australia Network, a non-profit organisation founded by Dr Sue Roffey that focusses on individual and community well-being, especially in education (Well-being Australia Network, 2017). In her work, Roffey (2008; 2011; 2012) emphasises the relational dimension as a means to enhance well-being, with specific reference to aspects such as social capital, connectedness, sense of belonging, care, support and trust. She argues that well-being should become an integral part of schooling (Roffey, 2008, 2011; 2016).

Other initiatives in Australian school contexts that have added value include the Kids Matter (Slee et al., 2009) and Mind Matter frameworks (Wyn, Cahill, Holdsworth, Rowling & Carson, 2000). The Kids Matter framework was developed for primary schools and includes a whole-school approach with emphasis on a social-ecological perspective. In other words, the framework recognises the strong influence of the school community, family and the broader community on children's mental health and well-being. As such, the following four components that form the basis of this initiative embodies a positive school community, social and emotional learning for children, parenting support and, education and early intervention for learners who experience particular mental health challenges (Graetz, et al., 2008; Slee et al., 2011). Similarly, the Mind Matters initiative, which is also a whole-school approach, was developed for secondary schools. This initiative was developed with the understanding that the school context plays a significant role in the mental health and well-being of learners and therefore takes the broader life patterns of young people, such as relationships with family and peers, into consideration (Wyn et al., 2000). The Mind Matters framework is based on the same components as the Kids Matters framework and each component includes specific modules that explore different topics in an interactive and interesting manner.

Another significant contribution to a well-being focus in school communities has been made by Cefai and Cavioni (2014; 2015), who developed a framework for social emotional education (SEE). Their work presents valuable and meaningful insights in proposing a whole-school, multi-level, evidence-based framework with the aim of promoting social emotional education in primary school communities. There are six perspectives that underpin the SEE framework, namely social emotional learning, mindfulness, resilience, positive education, inclusive education and caring communities. The framework consists of five elements: (1) multidimensional- implementation at individual, classroom, and whole-school levels; (2) a multi-stage perspective for a focus on developmental stages of learners; (3) a multi-target approach that includes parents and staff; (4) an strategy of multi-intervention that provides a universal approach which includes all learners as well as targeted interventions for learners who experience difficulties; and, (5) a well-planned, well-implemented, and well-evaluated framework. According to Ferrante (2014), the literature on SEE and the framework proposed by Cefai and Cavioni (2014) are highly valuable in the sense that it integrates theory and research and appears to be a significant resource for practitioners, parents, policy makers and researchers. According to these authors, school communities are meaningful places to build resilience of both the learners and teachers, by providing opportunities to acknowledge and build on strengths, namely positive emotions, creating caring communities through relationships, encouraging involvement, acceptance and support in making meaning, and valuing others (Cefai, 2008; Gibbs 2011; Quinlan et al., 2012; Roffey, 2012).

The framework developed by Cefai and Cavioni (2015) resonates with the PERMA Model of flourishing developed by Seligman (2011) in which psychological well-being is enhanced by five elements. These elements include: positive emotion, engagement, relationships, meaning and achievement. According to Seligman (2011) and Kern, Waters, Adler and White (2014), the application of these elements within school communities can greatly contribute toward the well-being of learners.

Seligman, Ernst, Gillham, Reivich and Linkins (2009) assert that well-being can be enhanced in schools through evidence-based interventions including for example, programmes that promote resiliency amongst learners and programmes that guide learners to identify their strengths and to use their strengths more regularly. Seligman et al. (2009) found that an intervention such as the Penn Resiliency Programme or the Positive Psychology Programme helps students to learn to deal with daily stressors more effectively, promotes positive emotions, enhances students' sense of purpose and encourages optimism by teaching learners to think more realistically and flexibly about challenges they experience. The gradual shift towards a broader focus on well-being in school communities seem to have a more positive impact, as proposed by Roffey, (2011), Quinlan et al. (2012) and Noble et al. (2008).

2.5 SUMMARY

This chapter commenced by presenting discussions on health promotion and well-being in the global context. The researcher then provided information pertaining to health promotion and well-being in the South African context, after which she discussed various concerns relating to the current stance of health promotion in school communities. In response to these concerns, the researcher then presented the alternative, which includes a shift towards a more integrated multi-level approach to promote health and well-being in school communities.

CHAPTER 3

TOWARDS AN UNDERSTANDING OF SUSTAINABLE COORDINATION IN THE CONTEXT OF PROMOTING MENTAL HEALTH AND WELL-BEING

3.1 INTRODUCTION

In this chapter the emphasis is on the understanding of the construct 'sustainable coordination' in the context of promoting mental health and well-being. The constructs sustainability and coordination are discussed with reference to literature that facilitates a deeper understanding of these constructs. It will form a basis for understanding what sustainable coordination of a process to facilitate holistic well-being might imply. The theories that informed this understanding are also presented with reference to the key components relevant for this study.

3.2. SUSTAINABILITY AS A CONSTRUCT IN THE CONTEXT OF PROMOTING HOLISTIC WELL-BEING

In this section, the construct sustainability is explored within the broader context of health related services, health promotion programmes and mental or behavioural health programmes, since the research pertaining to the sustainability of holistic well-being initiatives within school communities is limited.

However, a recent study conducted in Australia explored teachers' and school leaders' perspectives pertaining to long-term sustainability of well-being and mental health initiatives in educational settings (Askill-Williams, 2017). This study will be discussed in more detail later in this chapter.

3.2.1 Defining sustainability

Sustainability, as a construct, is widely acknowledged and researched in the context of sustainable development. The construct has been explored from an ecological perspective mainly but later developed to include economic and social dimensions. The concept of sustainable development has been informed from organisational management sciences and community development perspectives mainly (Brundtland Report, World Commission on Environment and Development [WCED], 1987). However, in terms of defining sustainability in the context of sustaining particular programmes, interventions or processes, it is interesting to note that a clear conceptual framework or model does not exist across fields (Stirman, et al., 2012; Gruen et al., 2008).

According to Gruen et al. (2008), definitions vary somewhat within the different fields. For example, in health promotion, sustainability is referred to the maintenance of health benefits over time. From a community development perspective, sustainability is defined as the ability of communities and individuals to uphold changes in behaviour. Within organisational change and innovation, sustainability is emphasised as the continuous delivery of health programmes that may be measured in the extent to which the programmes or interventions become institutionalized within the organisation, health or social system (Gruen et al., 2008). The way in which the different research traditions define sustainability, therefore, influenced the way in which they planned for and monitored aspects of sustainability (Gruen et al., 2008).

In the context of this study, the *super-setting* approach appears to provide the most relevant description in terms of sustaining interventions. According to Bloch et al. (2014), sustainability from a super-setting approach includes: “applying of a set of principles such as integration, participation,

empowerment, context and knowledge, and involving relevant partners in the super-setting for developing sustainable approaches to optimize health, well-being and quality life” (Bloch et al., 2014:6).

3.2.2 Aspects contributing to sustainability of health-related programmes or interventions in school communities

As previously mentioned, literature on the sustainability of interventions or initiatives do not seem to provide a conceptual framework or comprehensive model regarding which aspects contribute toward sustainability and how can it be achieved in practise. Numerous studies in health promotion, in retrospect, indicated certain elements that could be associated with the sustainability of programmes or interventions in school communities (Stirman et al., 2012). For example, a study that was conducted on the implementation of mental health programmes by teachers explored the factors that enhanced or hindered the process of implementation. Based on these factors, the study provided “essential ingredients” to what could possibly contribute toward a sustainable programme. These ‘ingredients’ should: (a) be acceptable to schools and educators or facilitate the buy-in of teachers; (b) be effective school-based programmes that contribute toward change in children’s behavioural and emotional functioning; (c) be practical enough to implement on an on-going basis with consideration of resources and funding and, (d) be flexible and adaptable so that teachers are able to adapt programmes according to changing circumstances. This study further acknowledges that these aspects alone are not sufficient for programme sustainability and other aspects such as institutional understanding, readiness and support also influences the sustainability of mental health programmes (Han & Weiss, 2005).

Similarly, in a review of evidence-based mental health interventions, 29 interventions that had been implemented in schools were explored. The aim of the study was to explore the nature of the interventions, factors that supported and challenged implementation, and sustainability. The following

conclusions were drawn from the study and included the characteristics that should be addressed for keeping interventions sustainable: (a) support from the principal and other administrators; (b) development of teacher support; (c) obtaining financial resources to sustain intervention; (d) providing high-quality training and consultation strategies; (e) alignment of intervention with school climate and school programmes, (f) visibility of impact of programme outcomes to stakeholders, and (g) dealing with turnover in school staff and administrators (Forman et al., 2009). Other studies in the field of health promotion in school communities have provided similar and sometimes overlapping suggestions of what could possibly contribute towards sustainability (Mohan et al., 2012; Sugai & Horner, 2006; Safe Schools Healthy Students, 2011).

A study conducted in Australia explored the perceptions of 17 teachers and school leaders on what they thought contributed toward sustainability of school based interventions (Askeff-Williams, 2017). The following aspects emerged: (a) A local champion is not enough - when the initiative is established and maintained by one or just a few people, long-term sustainability might be difficult to achieve; (b) Leadership support is essential - visible and active leadership is required, which includes providing support in allocating resources, making well-being initiatives part of the curriculum and having well-being promotion events to create awareness throughout the school community; (c) Staff professional education must be continuous - on-going, whole staff professional education is considered to be critical for effective implementation and maintenance; (e) Evaluation and review must proceed throughout the life of the programme - the lack of on-going evaluation, adaption and quality assurance contribute toward programmes fading after some time (Askeff-Williams, 2017).

A concern highlighted in the research on the sustainability of interventions within school communities is that it is perceived as closely connected to available funds – hence the notion amongst researchers that when funding ends, the programme ends (Adelman & Taylor, 2003). To address this

concern, Adelman and Taylor (2003) propose various discussion points to consider when implementing interventions with the aim of keeping it sustainable. The authors explain that sustainability does not necessarily have to rely on funding, and may be more sustainable through systemic change. The following concerns and activities should be considered in sustaining initiatives: (1) The nature and scope of focus which includes questioning on what functions will be implemented and how many organizations will be involved. These questions set the boundaries - the broader the scope, the higher the costs. (2) Key facets are that sustainability occurs by setting a clear, shared vision for the intervention, ensuring a strong commitment from all participants, and strong facilitation to steer mechanisms, resources and building capacity. (3) Approaching sustainability as systemic change requires addressing four major phases of the change processes: (a) readiness, (b) initial implementation that needs guidance and support, (c) institutionalization - maintaining and sustaining changes throughout policies and practises, (d) and, on-going evolution and renewal. The authors continue their discussion by providing further stages and steps for implementation and sustainability.

3.2.3 Aspects contributing to sustainability of health-related programmes in other health settings

Apart from exploring the sustainability of school-based health interventions, some research reports the influences of sustainability of health-related interventions within other health settings. For example, Stirman et al. (2012) conducted a systematic review of 125 published papers in a variety of fields which included medical interventions or healthcare programmes, mental health or behavioural health interventions, health promotion programmes and educational interventions. The purpose of the study was to explore what is already known in the area of sustainability, what factors contributed toward sustainability and ultimately what the focus should be for future research.

Stirman et al. (2012) found that the following aspects could influence sustainability of evidence-based programmes and practises: (1) the context, including the structure, climate, leadership, and policies; (2) the initiative itself - its fit, adaptability and effectiveness; (3) processes such as evaluation, on-going support and training; (4) the capacity to sustain funding, resources, and workforce characteristics. Furthermore, within these categories, results from both qualitative and quantitative methods indicated that capacity and the workforce's attitudes and attributes were associated with sustainability. The 36 qualitative studies placed emphasis on support, participation of stakeholders and funding as well as interactions, which included collaboration, integration of the programme, training, on-going support, engagement and relationships building. From the 30 quantitative studies, emphasis was placed on context, namely on structure and policies. Although Stirman et al.'s (2012) study provides insight regarding aspects that influences sustainability, concern remains that researchers do not have a clear working definition, model or theoretical framework to guide them in demonstrating evidence of sustainability. As a result, it seems as if there is limited consensus amongst researchers from different fields regarding the way in which sustainability has been investigated and interpreted (Stirman et al., 2012).

As indicated in the beginning of this section, the super-setting approach seems to be the most relevant for this study in the sense that there are some similarities in the application of a multi-level approach that the research methodology is based on a participatory approach and that initiatives that are implemented require active integration. Bloch et al. (2014) explain that a supersetting approach refers to an intervention strategy that requires coordinating activities across a variety of setting as a means to achieve a common overall goal. According to Bloch et al. (2014), in order to sustain particular interventions within a super-setting, the following principles need to be applied: (1) integration, which includes the coordination and co-implementation of activities that relate to one another as this acknowledges interrelatedness and inter-sectoral collaboration; (2) participation, which

includes a bottom-up approach, meaning that participants are actively involved in the change process and contribute toward motivation, that further contributes toward a sense of ownership; (3) understanding the context and awareness of what contextual factors may possibly influence the implementation of the intervention; (4) empowerment, which requires respect, dialogue with community members, and providing supportive and creative opportunities to gain knowledge and skills; (5) knowledge-based interventions as the super-setting approach applies and produces scientific knowledge of high quality.

3.2.4 Strategies for sustainability of mental health initiatives

In the following section the researcher will present six strategies toward enhancing sustainability that are proposed by the National Center for Mental Health and Youth Violence Prevention (2006), based in the U.S. The proposed strategies have the aim of helping grantees to keep their initiatives going, even after initial funding has ended. The six strategies include:

Leadership for change:

For systemic change to occur, leaders with the vision, knowledge and skills of facilitating change in communities and systems are required. Leaders should be able to recognise problems, but with the emphasis on describing solutions. Individuals in leadership positions should guide the decision-making processes with the intention of successful programme implementation. In the leadership role, strategic planning is necessary and should include a needs assessment, resource mapping, and development of goals and timelines for implementation. Stakeholders could be included in discussions on goals and objectives as they can provide input in terms of what resources they can provide. The leadership team should also be able to provide a vision of how the activities within the project could possibly relate to other community initiatives. Leaders should make the effort to link with other groups and individuals in the community.

Financing

Research indicates that interventions are often dependant on funding to sustain project activities. However, with careful and thorough financial planning to guide project members to identify possible resources, positive project outcomes can still be achieved with less funding.

Evaluation

Evaluation of project initiatives is needed and should be presented to those groups the project serves and to stakeholders that support the work. To maintain the buy-in of stakeholders, grantees need to be able to illustrate that their project is making an impact by adequately addressing the initially presented problem.

Partnerships and collaboration

Connections with other agencies, individuals or organizations should be established early on in the project. Establishing strong partnerships can be beneficial in the sense of obtaining support and resources for the project. Partnerships can help with funding by establishing revenue streams.

Implementation

Sustainability is more likely to be achieved through high quality implementation that includes capacity building and policy change efforts. This kind of high quality implementation requires participation from district and agency leadership and entails an understanding of how to support change. Training staff members is only the first step in facilitating on-going change. If staff members are involved in implementing the intervention, a supportive infrastructure is needed. For example, training the staff will be necessary and support should be available to assist when problems regarding implementation and the designing of a reliable evaluation tool arise. To ensure

effective implementation, project members should explore how systems around the intervention support and compliment it. Policy changes may also be needed to ensure sustainability.

Communications and marketing

Marketing tools and skills that promote the goals and successes of the intervention can be useful in obtaining the buy-in of other people. Gaining the support from others can contribute toward continuing with the programme and its functions. Communication initiatives should include everybody - the target population of the project, the stakeholders and other members that are involved in the intervention.

3.2.5 Overview of the key elements of sustainability identified in schools and other health related contexts

The information presented in this section, provides similar and sometimes overlapping elements in terms of sustaining school-based interventions to promote health and well-being. An overview of the various elements identified by research in schools and other mental health related contexts is presented in table 3.1 below.

Table 3.1 Elements contributing to sustainability of programmes in school and mental health contexts

Schools			
Adelman and Taylor (2003)	Forman (2009)	Stirman et al. (2012)	Askill-Williams (2017)
Focus and scope	Support from principals and teachers	Acceptable to school and educators	More than a local champion
Shared vision	Financial resources	Changes in behaviour and functioning	Leadership support
Leadership	High quality training	Flexible – able to adapt programme	Professional development
Commitment	Align interventions	Readiness and support	Evaluation and review
Steer mechanisms: resources and capacity building	Impact should be visible Deal with staff turnover		Adaptation

Mental health settings		
Stirman et al. (2012)	Bloch et al. (2014)	National Center for Mental Health and Youth Violence Prevention (2006)
Context with reference to structure, climate, leadership and policies	Integration – coordination of related activities	Leadership with a vision
The fit of the initiative	Participation – active involvement from bottom-up	Financing
Processes as part of the initiative	Contextual awareness	Evaluation
Capacity to sustain – resources	Empowerment	Partnerships and collaboration
Attitudes	Knowledge based interventions	Implementation
		Communications and marketing

The literature on aspects that influence sustainability in school communities is valuable as it provides greater insight of what to keep in consideration when implementing school-based interventions. The presence of similar and overlapping elements that could inform understanding of the sustainability of promoting mental health and well-being is evident in the overview. In summary, the elements that are most often emphasised regarding sustainability are leadership support, setting a vision, availability of resources and providing high quality training for teachers.

3.3 CONCEPTUALISING COORDINATION WITHIN THE CONTEXT OF HOLISTIC WELL-BEING PROMOTION

In order to proceed with this research it was important to understand coordination as a construct and how the construct should be interpreted in the context of promoting mental health and well-being in school communities. The construct has not been researched within the field of education, educational psychology or psychology. The research literature on coordination is mainly found in the field of organisational and management sciences.

Coordination as a construct dates back to the early 1970's. Various fields such as computer science, management, economics and sociology have dealt with the most basic questions pertaining to coordination (Malone & Crowston, 1990; Okhuysen & Bechky, 2009). The work of Malone and Crowston (1990), which is widely referenced in research, served as a basis for understanding this construct.

The broad definition of coordination is described as: "the process of things to be the same or to go together well" (Merriam-Webster Dictionary (n.d.)). From an organisational design perspective, Okhuysen and Bechky (2009:463) describe coordination as: "the process of interaction that integrates a collective set of interdependent tasks." From a management perspective, Mooney and Reiley (1931) describe coordination as: "orderly arrangement of group efforts to provide unity of action in the pursuit of common goals." Similarly, Charles Worth (n.d.) defines coordination as "the integration of several parts into an orderly whole to achieve the purpose of understanding."

Malone and Crowston (1990) argue that the interdisciplinary connections regarding coordination are evident when based on an exploration of the fundamentals of coordination across various disciplines. They suggest that all disciplines can benefit from more general theories of coordination. Despite the similarities across different fields (Jarzabkowski, Lê & Feldman, 2011; Okhuysen & Bechky, 2009), Malone and Crowston (1990) argue that there does not seem to be an integrated approach toward understanding the construct of coordination and therefore in an attempt to address this issue, these authors developed the coordination theory as a means of bringing together various aspects of coordination across different disciplines. In this sense, coordination theory refers to body of principles about how tasks can be coordinated. In other words, although these authors refer to their work as a 'theory,' in essence, what they present is an integration of existing research relating to coordination (Malone & Crowston, 1990). In an effort to facilitate such an integration of knowledge, the authors

address these questions asked across disciplines: “How can overall goals be subdivided into actions? How can actions be assigned to groups or to individual actors? How can resources be allocated among different actors? How can information be shared among different actors to help achieve the overall goals?” (Malone & Crowston, 1990: 2).

In an attempt to address these questions in a manner that can be applied to various disciplines, they highlight the following aspects when considering coordination processes:

1. Components of coordination: Taking the definition of ‘coordination’ into account, coordination theory states the following components that should be kept in mind: identifying goals, dividing goals into various actions, selecting actors to carry out the various actions and being aware of the interrelatedness of various components.
2. Coordination is attributed to a situation by observers: The argument here is that not all actors involved in coordination processes will always agree on all the components of coordination. It is natural that one can sometimes expect disagreements on coordinating activities, yet the success of coordination will be visible to observers. In other words, during the process of coordination one needs to evaluate the collective behaviour of all actors involved in terms of how well it is able to achieve goals.
3. A narrow definition of coordination: The key element when thinking about coordination is the recognition of the interrelatedness of various activities involved in the coordination process. Therefore, in the process of coordination, the focus is on how well one is able to manage the interrelatedness of the various activities in order to achieve a particular goal.

4. Kinds of interdependence: Realising that coordination is essentially about managing the interrelatedness of various tasks, one should therefore also be aware of the kinds of interdependencies that exist in order to manage them.

5. Processes underlying coordination: The underlying processes are to do with the interactions amongst various role-players in the effort to achieve a particular goal. For example, in some instances, group decisions are necessary to complete an action and within this group, the communication between members plays an important role in how fluently the decision-making process will be.

The initial work of Malone and Crowston (1990) made valuable contributions within various fields. According to Crowston, Rubleske and Howison (2006) they include: guidance to scholars in various fields toward a more concise definition; recognition of the interdependencies between tasks (Crowston, Rubleske & Howison, 2004); and, the provision of a theoretical framework for some of the complex processes involved in coordination. The recognition that coordination is about interdependencies between tasks, gave rise to questions about the underlying processes involved in coordination. According to Crowston et al. (2004) it is important to consider the dependencies between tasks and the mechanisms to manage such interdependencies.

This theory follows a linear, cause-and-effect approach which includes the identification of dependencies, coordination problems resulting from these dependencies and identifying mechanisms to deal with these coordination problems. In the aspects that they propose, interdependencies between tasks and underlying processes are acknowledged as well as the interrelatedness between members who form part of organizations and how the interaction between people can influence coordination processes.

Various other scholars within organizational science (Jarzabkowski, Lê & Feldman, 2011; Feldman & Orlikowski, 2011), acknowledge human interaction in the process of coordination, but still relies heavily on coordination mechanisms such as plans and rules, roles, objects and representations, routines and boundary spanners as a means to accomplish coordination (Okhuysen & Bechky, 2009; Gittell, 2002; Jarzabkowski, Lê & Feldman, 2011; Feldman & Orlikowski, 2011). Some scholars in organizational science argue that mechanisms guide coordination and it is within these mechanisms that actions emerge that assist in the process of coordination. Although valuable, these organization design theories also do not fully comprehend the importance and complexity of human relationships in coordinating processes. Okhuysen and Bechky (2009: 482) acknowledge this limitation, stating that “A third challenge lies in the lack of explication of the means by which coordination happens: a focus on the “how” behind the mechanisms.”

The above-mentioned research literature on coordination as a construct provides greater insight into what is meant by coordination and what it entails, especially in terms of acknowledging that coordination is often about managing the interdependencies between tasks and requires recognition of the underlying processes. However, conceptualisation of the stated construct shows a lack of insight into the complexity of the human interactive dynamics in the coordinating processes. A shift towards an understanding of this complexity is evident in the research by Gittel (2002; 2010; 2011) who acknowledges the relational dimensions involved in coordinating processes in her work. She developed the theory of relational coordination (Gittel, 2002; 2011) in which the human processes underlying coordination, became more visible. She argues that coordination is not merely about managing the interdependence between tasks (Malone & Crowston, 1990), but also being aware of the interrelatedness between people who perform these tasks. This theory will be discussed in paragraph 3.4.1 as a theory that informed in the study.

In summary, coordination implies the integration of processes that integrate collective tasks into a whole in order to obtain a particular outcome. Attention should be paid to the various interrelated components of coordination, namely identifying goals, dividing it into associated actions and assigning actions to individuals or groups. Coordination is a collective process that has to deal with disagreements between individuals, while trying to accomplish the outcomes that will benefit all those involved in the process. In this study, the researcher aims to obtain a deeper understanding of the key aspects that are involved in the coordination processes in the development of an integrated multi-level process to facilitate the promotion of holistic well-being with the intention to keep the process sustainable.

3. 4 THEORIES INFORMING THE STUDY

The understanding of sustainable coordination in the context of promoting mental health and well-being were informed by theories which presented a better understanding of the relational processes associated with the process. These include relational coordination theory (Gittell, 2010; 2011) and the complex interactive process of relational theory (Stacey, 2001; 2003; Shaw, 2002). The three-fold theory of social change (Reeler, 2007) provided insight into the process of social changes and social network theory (Coburn, Russel, Kaufman & Stein, 2012). Moolenaar, (2012) emphasises the importance of strong networks between people as a basis for sustainable coordination.

3.4.1 Relational coordination theory

The theory of relational coordination focuses on the quality of communication and work relationships between people and also on the technical aspects of the work. Although relational coordination acknowledges the interdependence of tasks, this theory delves deeper into the process of coordination by conceptualizing coordination as “occurring through a network of relational and communication ties among participants in a work process” (Gittell, 2011:400). According to Gittell (2002; 2010; 2011) the effectiveness of coordination lies within the relationships and more specifically in the following three dimensions of relationships: shared goals, shared knowledge and mutual respect. The integration of these three dimensions allows for a reciprocal process of communication that is frequent, timely, accurate and problem-solving. In other words relational coordination is considered as a mutually reinforcing cycle of relationships and communication. For example, by knowing the contribution that each member makes in the overall work process, a person is able to communicate with people in other functions more timely. By having shared goals, members are more motivated to engage in continuous conversations with the focus on problem solving, rather than blaming one another when challenges arise (Gittell, 2011).

The author of this theory further argues that coordination from a relational approach appears to be more effective than other mechanistic approaches to coordination. The reason is that bureaucratic forms of coordination tend to follow a more top-down approach in which activities of coordination are usually carried out by managers at the top of functional silos. However in relational coordination, tasks are carried out through direct contact amongst all workers who perform different functions in that work process. Allowing all members to collaborate and coordinate activities together, improves the quality of relationships and contributes toward higher quality communication, which in turn, enhances the effectiveness and quality of coordination processes (Gittell, 2010; 2011).

The relational coordination theory provides valuable insights into the process of coordination through an emphasis on work relationships, but still lacks depth in the underlying processes regarding relationships between people and essentially, how relationships can contribute toward more effective coordination. Gittell (2011:404) also acknowledges this limitation stating: “one promising new direction for relational coordination theory is to explore more deeply its relational underpinnings.” Gittell (2011) asserts that relational coordination needs to extend beyond work roles, to include everyday relationships between people.

3.4.2 Complex interactive process of relating theory

An exploration of complexity theory guides our understanding regarding the complex dynamics involved in being together in everyday life (Shaw, 2002). A complexity perspective on human behaviour suggests that human interaction is a complex dynamic process in which individuals influence and are being influenced by one another in their social networks (Stacey, 2001; 2003).

The complex responsive processes of relating theory proposed by Stacey (2003; 2007a; 2007b) indicate that people continuously behave in ways that elicit responses from each other. In this process, patterns of being together develop in emergent self-organising ways (Morrison, 2002). Shaw (2002) further states that we have no control over this process of self-organization, but instead, we continuously shape and are being shaped in our interactions with others. Essentially, the members of a school community are thus involved in on-going interactive processes that take place between them on a daily basis (Burr, 1995). Schools should therefore be understood in terms of the web of relational interrelatedness that occurs between all members of a school community (Gergen, 2009; Gergen & Gergen, 2008; Josselson, 1996) and not as individual acts of the unconscious mind (Stacey, 2001).

This perspective provides a very different way of thinking about the interaction between people in a social context such as a school community and has been applied to understand the interactive dynamics in schools better (Morrison, 2002). From a complexity theory perspective, schools are considered as complex, adaptive systems, in which they engage in processes of self-organisation that enables them to facilitate change. In these complex adaptive systems, the exchanges between individuals on the different levels give rise to the behaviour of the school as a whole in non-linear ways. Ultimately, according to the theory of complex responsiveness processes, the members of a school community are interdependent, and individual minds are formed by the social interactions between them while they, in turn, form the social relations in iterative, non-linear self-organising processes (Stacey, 2003).

Pisek and Greenhalgh (2001) concur with the work of Stacey (2001; 2003; 2007) and Shaw (2002) by stating that a complex adaptive system is a "collection of individual agents with freedom to act in ways that are not always totally predictable, and whose actions are interconnected so that one agent's actions change the context for other agents" (p. 265). In other words, from a complexity perspective, we become increasingly aware of the interconnectedness of human beings and their contexts. Human beings influence their context while at the same time, they are being influenced by their context (Stacey, 2001). The reciprocal influences between individuals and their contexts contribute towards the well-being (or the lack thereof) of all involved, not only on a personal level, but on a relational and collective level as well. Considering that school communities are one of the most influential social contexts, in which members of the school community shape and are being shaped by their interactions, it is evident that the promotion of well-being should be at the core of schooling, as proposed by Roffey (2016). By placing relationships at the core of coordination, it can possibly guide practice in terms of how an integrated multi-level holistic well-being process should be coordinated for such a process to be sustainable.

3.4.3 Social network theory

Social network theory refers to an approach that is applied in order to understand how an individual's or organisation's position in a web of social relations enables or constrains social processes in a specific context (Coburn, Russel, Kaufman & Stein, 2012; Moolenaar, 2012). Instead of merely focusing on individual attributes or the attributes of an organisation in an attempt to understand and explain social phenomena, social network theory makes a shift toward exploring the social relations between people, in a specific context in which action is embedded.

Research indicates that social network theory is characterized by three key aspects pertaining to the embeddedness of individuals in social structure. These aspects include:

- (1) Resources such as information and knowledge are exchanged in the relationships between people. Resources flow through a social network and is transferred via interactions among people, for example through collaboration of a specific issue (Borgatti & Ofem, 2010; Kadushin, 2012).
- (2) Individuals are not independent beings, but interrelated on various levels, because they exist in a social network (Kudushin, 2012).
- (3) Due to the interrelatedness of people, social networks have the ability to enable or constrain the actions of individuals or organisations (Moolenaar, 2012).

In conjunction with the above-mentioned aspects, Moolenaar (2012) presents three concepts of social network theory that have an influence on the above. Firstly, tie strength, characterized by frequency and social closeness, contributes toward how effective resources are transferred to other individuals in the network. Secondly, apart from relational and structural aspects of social network theory, scholars are becoming increasingly interested in levels of expertise as a means to get access to

resources as well as the availability of resources. The third concept, depth of interaction, not only influences the flow of resources in a social network, but some scholars argue that the depth of interaction between people also influences the behaviour and actions of individuals in a specific network (Kadushin, 2012; Moolenaar, 2012; Quatman & Chelladurai, 2008).

The above-mentioned concepts are valuable in the sense that they inform our understanding of the importance of relationships and interactions in the contexts in which we work and aim to facilitate social change. Social network theory is also meaningful in that it guides understanding of how certain relational aspects possibly contribute toward the sustainability of initiatives in school contexts. For example, according to Coburn et al. (2012), the combination of strong relationships characterized by in-depth interactions and high levels of expertise provides conducive grounds for sustaining educational reforms in school communities.

3.4.4 A three-fold theory of social change

Theories of social change are needed as they guide and organise our thinking and ultimately the actions of those involved in the processes of development of individuals, communities, organisations and social movements (Reeler, 2007; Eguren, 2011). According to Bushe (2001) and Reeler (2007), theory facilitates practitioners to ask good questions, to be more systematic and meticulous, to allow meaning making and, essentially, to help discover ways of assisting communities and organisations in understanding and shaping their own realities. According to Reeler (2007) and Daly and Finnigan (2009), if we aim to contribute toward social change, it is imperative that we have an understanding of the different types of change processes. This will guide us in how to respond respectfully to existing change processes instead of enforcing prescriptions for change based on our own assumptions (Reeler, 2007; Daly & Finnigan, 2009).

3.4.4.1 Types of social change processes

Reeler (2007) describes three different types of change that underlie most social processes of development namely, emergent change, transformative change and projectable change. These types of change are descriptive rather than prescriptive. They already exist and are ultimately part of the continuous development of a social being. In order to contribute toward social change one needs to understand the different types of change:

- 1) **Emergent change:** It refers to every day realities of life. The unfolding of daily events includes adaptive, uneven processes of conscious and unconscious learning based on everyday experiences and in which change is the result (Burnes, 2004; Eguren, 2011; Reeler, 2007; Taborga, 2012). Emergent change applies to individuals, families, communities, organisations and societies adapting to ever-changing realities and situations. It involves trying to extend existing knowledge and experience, improving on what there is. While some uncertainty may be experienced, learning and adjustment continues nevertheless. Research on complex systems, chaos theory and emergence incorporate this kind of change, stating that apparent minor changes within a social network are likely to affect each other, even in unnoticeable ways, yet contribute to considerable systemic patterns and changes over time (Liebhart & Lorenzo, 2010; Reeler, 2007; Shaw, 2002; Stacey, Griffin & Shaw, 2000; Stacey, 2001; Taborga, 2012). Within these apparent chaotic systems, emergence is a process of self-organisation in which we shape and are being shaped through our interactions. This process of self-organisation is paradoxical where feelings, perceptions and intentions are just as meaningful as the facts with which they engage (Reeler, 2007; Shaw, 2002; Stacey, 2001).
- 2) **Transformative change:** At some point during development, it is not strange for social networks to experience crises or stuckness. This can occur due to natural processes of inner

development or crises that may be due to external shifts in, for example, political, economic or cultural contexts in which people experience tense or contradictory relationships (Reeler, 2007; Kegan & Lahey, 2009; US Social Forum, 2010). Crises or stuckness therefore initiates the change process and whereas the focus of emergent change is continuous learning, transformative change on the other contrary focuses on unlearning, removing or freeing oneself from those relationships. It is removing inner or external factors that reinforce the crises, hindering resolution and further healthy development (Reeler, 2007; US Social Forum, 2010).

- 3) Projectable change: As human beings we have the ability to address and solve challenges. We have the ability to envision possible solutions for challenges we experience in our context, by consciously developing plans to bring about change. At the root of this kind of change is project development. Projectable change is more likely to be effective in contexts where relationships are stable, coherent and predictable and where unpredictable conditions or risks do not interfere with the desired results (Reeler 2007; Reeler, 2015; Woodson, 2015; Erugen, 2011). There are two areas in which projectable change dominates. First, project development is often used in problem-based approaches. Problem-based approaches follow a logical path with plans from the present to the future. In other words, a problem is identified and a plan is developed in order to fix the problem. Secondly, projectable change is visible in situations characterised by creative approaches in which people envision desired results, not a direct fix of the problem, but rather as a possible alternative solution to the problem. Essentially, projectable change includes changes that are based on simple or complicated problems that can be resolved through projects and actions derived from linear logic (Retolaza, 2011).

3.4.4.2 Integrating the three types of change

Although some situations are more simplistic than others, it is unlikely for one set of change conditions to exist in the unfolding of a particular event. Based on the complexity of everyday interactions, one can argue that at some point during a change process, conditions will be of such a nature that one kind of change is more prominent than the other in order to maintain some sense of equilibrium. Nevertheless, it often occurs that two or more change conditions co-exist and form part of a prominent change process in an unfolding situation. For example, a situation may be characterised as being in a dominant process of emergent change, yet in the various layers, there may be sub-processes of projectable or transformative change (Reeler, 2007).

Due to the complex interactive dynamics, it is not an easy task for the practitioner to read processes of change. Therefore it is essential for the practitioner to stay aware to the movements of change, and to move where the situation takes one and to adjust accordingly (Shaw, 2002).

3.5.4.3 Social change in practice

To contribute toward social change it is important to steer away from linear, cause and effect approaches toward acknowledging the complexity of social networks. Although perceived or experienced problems can sometimes give the appearance of logical cause and effect in which solutions are sought for problems, this is not really the case. The social world is characterised by ambiguity, paradox and complexity, some of which can be understood, but most often some uncertainty remains. Therefore, when we want to facilitate social change, our planning should acknowledge that we will probably never have the full picture. It is only through learning from continuous experience that we can gain a deeper understanding, and in this shared understanding, we can move forward together (Reeler, 2007; Reeler, 2014).

3.5 SUMMARY

In this chapter the researcher first explored the construct of sustainability and reviewed existing literature on the sustainability of health-related programmes and services within school communities and health settings to identify key elements. The researcher then explored the construct of coordination with specific reference to the work of Malone and Crowston (1990). She then presented the theories that support this study namely, relational coordination theory, complex interactive process of relating theory, a three-fold theory of social change and social network theory. The relevance of relational coordination theory and social network theory in this study is that these theories acknowledge the importance of relational aspects in coordinating tasks. The complex interactive process of relating theory and the three-fold theory of social change acknowledge the complex nature of human interaction as well as the value of interaction and building relationships as a way to facilitate social change.

Based on the conceptualisations of these two constructs and the theoretical perspectives, sustainable coordination is understood as the management of a complex process aimed at the promotion of mental health and well-being. The interrelatedness between various components is acknowledged and the relational dimension is appreciated. This forms a basis for the active participation of community members with the intention of empowering them to contribute toward social change in a particular context.

CHAPTER 4

RESEARCH DESIGN AND METHODOLOGY

4.1 INTRODUCTION

The PhD study is part of a National Research Foundation project, led by the supervisor, referred to as the primary researcher. The research in the larger project was conducted with the aim of developing an integrated, multi-level process to facilitate the promotion of holistic well-being in six schools in the Western Cape, one of the nine provinces of South Africa. The project proposal for the larger project (Addendum A) indicates the purpose, aims and objectives of the study.

The purpose of this specific PhD study, as mentioned in Chapter one, paragraph 1.4 was to contribute to the more effective implementation of the promotion of holistic well-being as part of the core business of schooling. The aim was to identify key aspects in the development of an integrated multi-level process to facilitate the promotion of holistic well-being in six South African school communities, which inform our understanding of the sustainable coordination of such a process. To obtain this aim, the following objectives were set: 1) to investigate what the participatory action learning and action research process in which the well-being support teams from each of the schools were engaged, reveal about the sustainable coordination of the process; 2) to investigate how the school principals participating in this project perceive the coordination of facilitating an integrated multi-level holistic well-being approach in school communities; 3) to investigate how the coordinators of the well-being support teams perceive the sustainable coordination of the integrated multi-level process to promote holistic well-being in school communities; 4) to investigate how international professionals working in the field of psychology and the promotion of health and well-being, perceive the sustainable coordination of the integrated multi-level process to promote holistic well-being in school communities.

In this chapter the context in which the research took place is described. An overview of the research process for this specific PhD study is presented, followed by an extensive discussion of the research paradigm, the research design and methodology, the strategies applied to ensure trustworthiness of the study and the ethical principles applied to ensure that the study respects the rights of all participants who were involved are then presented.

4.2 CONTEXTUALISING THE STUDY

The six school communities that participated in the research are situated in a rural town in the Western Cape, one of the nine provinces in South Africa. The Western Cape is situated in the south-western part of the country. It is one of the three largest provinces with a population of approximately 6 397 858 people. With reference to the educational context of the Western Cape, table 4.1 below provides an overview pertaining to the educational institutions, staff and learners (Department of Education, 2016).

Table 4.1: Overview of Western Cape Educational context

Learners	
Learners in public ordinary schools in Grades 1-12 inclusive	985 315
Learners in Grade R in public ordinary schools	15854
Learners in Grade R at independent schools	20 139
Learners in special needs schools	48 153
Learners in Independent schools	48153
Total	1137 109
Staff	
Educators	320 039
Public service staff (approved establishment)	8802
Total	40 841

Institutions	
Public ordinary schools	1457
Schools for learners with special needs	72
District offices	8

Based on the 2011 census, the town has a population of approximately 17 000 people and is situated near two larger towns and about 80 kilometres from Cape Town. The area is a well-known tourist attraction, known for its history, its breath-taking scenery, hospitality, world-class cuisine and tends to be perceived as a town for the affluent. Despite the wealth of the town, the area includes three neighbouring and nearby townships with a population of approximately 15 600 people. There are seven schools (primary and secondary) within this area.

The school communities with the exception of one school, is categorised as quintile 1 schools. All South African public ordinary schools are categorised according to a quintile system which includes five categories. School communities are categorised for funding purposes based on the relative poverty of the communities surrounding the school communities (Western Cape Education Department, 2006). Quintile one is considered the 'poorest,' while quintile five is the 'least poor.' School communities that fall within quintiles one, two and three are referred to as 'no-fee' schools, whereas schools in quintiles four and five are considered to be fee-paying schools (Grant, 2013). The quintile ranking of schools is important as it determines the amount of funding the school receives each year and whether the school is allowed to charge school fees or not.

Within the Western Cape, 98.5% of the school communities are either *no-fee* schools or have benefited from fee compensation. According to Mduduzi (2016), an estimate of 60 0000 learners are enrolled within no-fee schools. All the school communities (as indicated in the table below) that were included in this study are quintile 1 schools, with the exception of one school which is a quintile 4

school. Even though school F is categorized as a quintile 4 school, the school also accommodates learners from same socio-economic conditions as the other five schools involved in this study.

Tables 4.2 and 4.3 below provide an overview of each of the cases that were used in this multiple-case study. The information provided was given to the researcher by each of the coordinators.

Therefore, the information is not a result of the observations made by the researcher, but is a reflection of their reality within the schools in which they work.

Table 4.2: Demographic of school communities

	School A	School B	School C	School D	School E	School F
Quintile	1	1	1	1	1	4
Number of learners	419	988	843	762	526	435
Number of teachers	17	33	32	21	17	19

Table 4.3: Brief description of school contexts

HOME LANGUAGE AND LANGUAGE OF INSTRUCTION
The home language of the majority of the learners, teachers and parents is Afrikaans, the language used by 67% of the population in the Western Cape Province. The learners who have Afrikaans as their home language are instructed in Afrikaans, unless they request otherwise. The group of learners, teachers and parents whose home language is English, isiXhosa or one of the other indigenous African languages are instructed in English, except in the Foundation Phase where some allowances for instruction in isiXhosa are made.
SOCIO-ECONOMIC CONDITIONS ACROSS ALL SIX SCHOOLS
All the schools are quintile 1 schools, with the exception of one school. This school is considered a quintile 4 school, but also accommodates learners from the same socio-economic deprived contexts as the other schools. The majority of the learners across all six schools come from very low-income areas, characterized by poverty and high unemployment rates.

SPECIFIC CONTEXTUAL ASSETS
<p>All six schools mentioned have a feeding scheme as an asset. For many learners, the one meal they get at the school will be their only meal for the day. Therefore, the feeding scheme is considered as a very valuable asset in these school communities. Five of the schools indicated that they have a library which gives learners access to books that they might not otherwise be able to afford. Each school has a computer room, providing learners with access to computers and the Internet. The schools further indicated that they have qualified personnel who are dedicated and hard working.</p>
CONTEXTUAL CHALLENGES NOTED
<p>All six schools indicated that substance abuse, such as alcohol and marijuana, is a problem amongst the learners, even amongst the learners in primary schools. Some schools also indicated that substance abuse is a problem amongst parents. All schools indicated a lack of financial resources, which makes it challenging to do upgrades and maintenance at the schools. One school indicated that many learners tend to skip school and a number of learners drop out of school. Similarly, all schools have indicated a lack of motivation amongst learners, which makes teaching more difficult. Two schools mentioned the lack of parent involvement in their children's school career as a challenge.</p>

4.3 OVERVIEW OF THE RESEARCH PROCESS

The research in the larger NRF project was pre-empted by the primary researcher's involvement in community consultations initiated by an Education Trust that was involved in the six school communities as part of their social responsibility outreach. In January 2014, the primary researcher was invited by the director of the Education Trust to become part of the consultation team, who had to establish their support needs and negotiate strategies to implement a holistic support initiative in the schools. During these conversations, the value of focussing on well-being rather than on ill-being was emphasised by the primary researcher. Groups of teachers at each of the schools indicated that they would like to become involved in on-going discussions on possible ways to provide more psycho-social support that would benefit all the members of the school community. In her position as consultant, the primary researcher proposed that a holistic well-being framework based on the work of Prilleltensky (2005; 2012), might provide a basis for these on-going discussions with the interested teachers. The framework (see Addendum B) was introduced to a group of 30 teachers, between four and six from

each school in July 2014. In response, they proposed that informal well-being support teams should be formed to take responsibility to continue the conversations at each school. A coordinator was selected for each of the teams. Meetings were held with the respective teams in November 2014, March 2015 and June 2015, to discuss progress with the planning of the process.

In October 2014, the primary researcher applied for funding from the National Research Foundation with the aim of conducting participatory action research to develop an integrated, multi-level process to facilitate the promotion of holistic well-being in these school communities. The funding was obtained and the official research commenced in August 2015 after ethical approval was obtained from the North West University and the Western Cape Education Department.

I was involved as a PhD student from the onset of the participatory action research process from August 2015. The Participatory Action Learning and Action Research (PALAR) approach was applied to collect the data in the larger project in six schools, used as cases in this PhD study. The PALAR approach is considered as a methodology of action research developed by Zuber-Skerritt (2002; 2011). The PALAR approach rests upon the principles of Participatory Action Research (PAR), but goes beyond to further include aspects of both action learning and action research. Briefly described, Participatory Action Research is a process in which the participants are actively involved in all phases of the research with the primary purpose of contributing toward social change (Babbie, 2012). The application of the PALAR approach allows people to work together in action learning sets on complex issues which affect their daily lives, to learn from their own experiences and from one another, and to engage in a process of systematic inquiry into how these problems or issues can be solved. This approach allows for lifelong learning with the intention to contribute toward positive social change anchored in a just and better world for all (Zuber-Skerritt et al., 2015).

In the research project, the well-being support teams that were established in collaboration with the Education Trust were invited to become involved in the PALAR process as action learning sets. The aim was to work together to solve complex issues of mutual concern, share experiences, ideas, and feelings and entailed a reflexive process in which participants had opportunities to discuss what works and what does not with possible reasons (Zuber-Skerritt, Wood & Louw, 2015). Their involvement encompassed a cyclical process commencing with an introductory workshop followed by regular action learning set meetings once per term for three terms as well as opportunities to give feedback on their progress. The table below is an overview of my PhD research process within this larger project.

Table 4.4 Overview of research process

Actions	Timeframe
Enrolled for the PhD study	March 2015
Write the PhD proposal for my specific focus of this study	April 2015 – August 2015
PhD proposal accepted and permission obtained to conduct research in the NRF research project	September 2015
Phase 1 of the research for the PhD study	August 2015-November 2016
<ul style="list-style-type: none"> • Participation in the PALAR process <ul style="list-style-type: none"> ➤ Attend introductory workshop ➤ Attend action learning set meetings with the teams ➤ Attend action learning set meetings with coordinators ➤ Attend the mid-term celebration where teams give feedback on the process • Analyse the data obtained from the PALAR process and identify indicators of sustainable coordination in the data 	<p>August 2015;</p> <p>September 2015; November 2015; April 2016</p> <p>August 2016; September 2016; November 2016</p> <p>November 2016</p> <p>September 2016</p>

<p>Phase 2 of the PhD research process</p> <ul style="list-style-type: none"> ➤ Investigate school principals perceptions and experiences of what contribute to sustainable coordination ➤ Investigate coordinators perceptions and experiences of what contribute to sustainable coordination ➤ Crystallise perceptions and experiences of sustainable coordination 	<p>October 2016 - April 2017</p> <p>October 2016</p> <p>November 2016 – February 2017</p> <p>March – April 2017</p>
<p>Compile the report of the findings and finalise the thesis</p>	<p>May 2017 – October 2017</p>

4.4 RESEARCH PARADIGM

A paradigm refers to a set of basic beliefs, or a worldview that guides the researcher throughout the research process. Essentially the paradigm influences the way in which knowledge is interpreted and understood (Guba & Lincoln, 1994; Rossman & Rallis, 2012; Willis, Jost & Nilakanta, 2007; Mackenzie & Knipe, 2006). A research paradigm can be characterised by its ontology, epistemology and methodology. Ontology provides insight into nature of reality that we wish to study whereas epistemology refers to how knowledge is obtained - that is, the relationship between the knower and what can be known (Creswell, 2012; Denzin & Lincoln, 2013; Guba & Lincoln, 1994; Terre Blanche, Durrheim & Painter, 2006). Methodology is how the researcher acquires knowledge.

In this study, the research paradigm included a combination of the social constructionist and transformative paradigms (Gergen, 2009; Mertens, 2005). The social constructionist paradigm emphasises that knowledge and reality are constructed through interacting with others as well as through historical and cultural norms that are present in people's lives (Creswell, 2012). In other words, the **ontological assumption** includes how **knowledge is socially constructed** by people. From a transformative perspective, people's **understanding of the world** (ontology) is based on their experiences and the meaning they attach to these experiences influenced by dominant institutions,

policies and social structures. Therefore issues of social inequalities and oppression need to be addressed, aiming toward social justice (Lather, 2006; Mertens, 2015; Nelson & Prilleltensky, 2010). The emphasis of the transformative paradigm, which was earlier known as the emancipatory paradigm, is on the agency role of participants that are part of the research process. According to Mertens (2007), rather than being emancipated, the researcher and the participants work together for social and personal transformation. Mertens (2007) argues that the need for applying a transformative perspective is due to the on-going challenges in society, to confront issues of power, oppression and discrimination that is valuable in redressing inequities, and that research within the transformative paradigm is likely to contribute toward social change.

The **epistemological assumption** of this combination centres on the interaction between the researcher and participant. The researcher and participants are considered as equal partners in the research process in which knowledge is co-constructed (Mertens, 2005). The research community is considered as fundamental in the research process as community members are the experts of their own experiences (Nelson & Prilleltensky, 2010). In this research process, the PALAR approach was applied in the larger project which provided me with the opportunity to become involved as a participant researcher over a period of 15 months. My involvement as participant researcher meant the participants and I were considered equal partners and the participants were co-researchers in the construction of knowledge relevant to this research study.

Based on the ontological and epistemological positions I took in this research study, the **methodology** was qualitative in nature. Creswell (2012) and Corbin and Strauss (2008) describe qualitative research as a way that allows the researcher to explore the inner experiences of people, which provides greater insight into the meanings that they attach to social or human problems. A qualitative approach was appropriate for this study as it allowed me to collect data within participants'

natural setting (Creswell, 2012). Furthermore, the participants' lived-experiences of an integrated multi-level approach to facilitate the promotion of holistic well-being in the school communities could be explored. This, in turn, informed my understanding pertaining to the sustainable coordination of such a process.

4.5 RESEARCH DESIGN

A qualitative multiple-case study design (Creswell 2012), was applied in this study. Research embedded in a qualitative approach implies that the inquirer is interested in how people make sense of the world, how they experience events and the meanings they attach to these events (Willig, 2008). Researchers aim to understand human behaviour and action from the perspective of being social actors themselves (Babbie, 2012; Stage & Manning, 2013). The term multiple case-study design is used interchangeably with the terms collective case study design and multi-site case study design (Bishop, 2010; Creswell, 2012; Willig, 2008; Zainal, 2007). By applying a multiple-case study design the researcher examines a particular phenomenon in multiple cases or settings. In this study, the phenomenon investigated was the sustainable coordination of an integrated multi-level process to promote holistic well-being. The six school communities constituted the multiple cases.

The researcher was interested in understanding how the development of an integrated multi-level holistic well-being process informed our understanding of the sustainable coordination of such a process. This is in line with Yin's (2003) argument that the application of a case study design is useful when the researcher aims to answer 'how' and 'why' questions. A multiple-case study design also allowed for the exploration of experiences and perceptions of multiple participants in multiple settings, which in turn contributed towards wider understandings of the sustainable coordination of the integrated multi-level, holistic well-being process. Furthermore, the multiple-case study design provided an opportunity to explore differences and similarities between the various cases, which according to Baxter

and Jack (2008) and Yin (2003) contribute toward deepened understanding of the phenomenon, which essentially enhances the trustworthiness of the study.

4.6 RESEARCH METHODOLOGY

The research for this study encompassed **two phases**:

In the **first phase** of the research, I was involved in the PALAR process for a period of 15 months and assisted with the gathering of the data for the larger project as a co-facilitator in the action learning set meetings that was held at each of the schools. The data gathered during my involvement was used in this study. In the **second phase** of the research, I conducted additional research to crystallise the findings obtained in the first phase of the study as described in paragraph 4.6.2.

4.6.1 Participants involved in this study

Participants involved in the **first phase of the study** included teachers employed at the schools, learners attending the specific school as well as parents who have a child or children in the school and were on the well-being support teams. It is important to note that these participants had already been purposively selected (Ritchie, Lewis, & Elam, 2009) to participate in the larger project, based on the following criteria:

- **Parents** who lived in the community where the school was situated for at least five years and had a child or children in the school. They had to be available to participate in the action learning sets and volunteer to be part of the WBST.
- **Learners** who had lived in the community where the school was situated and had been in secondary school for at least two years. They had to act as a representative of as many learners as possible and be capable of expressing their opinions regarding the needs and strengths of their school and fellow-learners.

- **Teachers** who taught in one of the schools involved and were in a position associated with the facilitation of well-being or interested in such a process. They had to voluntarily agree to form part of the WBST that facilitated the implementation of the well-being initiative at the school. All these participants consented to participate as explained in paragraph 4.8.

The participants involved in the **second phase of the study included** the following groups:

- **School principals:** The six school principals were selected based on their position at the schools and their engagement with the teams from the onset. One principal indicated that he was not willing to participate at that stage and staying true to the ethical guidelines, the researcher did not ask or expect an explanation regarding his decision not to participate.
- **Coordinators of the well-being support teams:** The six coordinators who were already part of the PALAR process participated in this phase.
- **International experts on the promotion of mental health and well-being:** Four international experts were purposively selected. To select these participants, I approached an international colleague in the field of educational psychology, who had been actively involved in promoting student, school and community well-being over the past 17 years. Based on our shared interest in well-being in school communities, she recommended professionals that she considered as experts in the field. I also explored the research literature to identify experts in the field. I compiled a list of 10 experts who adhered to the following inclusion criteria: (1) should be a professional living abroad; 2) should work in the field of psychology or health promotion either in academic institutions, government departments or non-profit organizations; (3) should have extensive knowledge and experience of promoting well-being informed by a broader well-being perspective in school contexts; (4) should have been involved with the

development of programmes, frameworks or policies related to the promotion of well-being in school communities; and, (5) should have time available to have at least one interactive engagement with the researcher via Skype. Six of the ten participants indicated that they were willing to participate in the research. Eventually four participants were interviewed.

4.6.2 Data gathering

The data gathered in the **first phase of the study** comprised **three sets of data**. The **first set of data** included the worksheets that the teams developed during the introductory workshop which was part of the cyclical process applied in the PALAR approach as described in paragraph 4.3. The workshop was held at one of the schools and attended by 52 members of the 6 school communities.

The **second data set** included the transcriptions of the 17 action learning set meetings held over a period of 15 months with the respective well-being support teams. The purpose of the action learning sets was to gather data regarding the facilitation of holistic well-being in school communities. The action learning sets were characterised by three important features, namely relationship and relationship-building, reflection and recognition (Kearney et al., 2013), which were continuously kept in consideration and applied throughout the action learning set meetings. Discussions in these meetings were often based on identifying challenges, talking about assets, talking about what this process means, seeking and negotiating solutions for challenges, implementing actions to solve problems as well as reflecting on actions and experiences.

All the action learning set meetings were held at the schools (in a suitable venue which allowed privacy) at a day and time that best suited all the members of the team. Staying true to the nature of the PALAR approach by recognising the complexity of events, it was not always possible for all members to attend all three Action learning set (ALS) meetings due to unforeseen circumstances.

Nevertheless, we continued with the meetings, irrespective of who could or could not be present. This allowed members to still feel valued and recognised, as they had a voice to share their ideas and experiences.

The third data set comprised the field notes that the researcher made during the action learning meetings and the workshops. These were used to confirm, disconfirm or add what has been said in these meetings.

The data gathered in the **second phase of the study** also comprised of *three data sets*: The **first data set** included the data obtained from the school principals. The initial intention was to conduct a focus group interview with the principals. However, after brief discussions with some of the principals it became clear that this might be too difficult considering the time constraints associated with their position. To address this challenge, a qualitative questionnaire as described by McClure (2002) and Meho (2006) was developed in collaboration with the supervisor and based in the insight gained from our involvement in the PALAR process. The qualitative questionnaire (see Addendum P/ Q) was semi-structured in nature with the intention of providing participants with the opportunity to freely elaborate on the questions, and at the same time, hopefully cover the different avenues of the topic at hand.

According to Gillham (2005) and Meho (2006), there are various pros and cons of using a qualitative questionnaire. With regards to the gains, some of the benefits are described as: low cost in time and money; participants can respond in their own time; lack of interviewer bias; and, no need to transcribe data as it is already in written format. However, there are also a number of challenges of using qualitative questionnaires: the information provided can be superficial; misunderstandings cannot be corrected; people sometimes talk more easily than they write; and there may be delay in responses.

When deciding on whether to conduct a qualitative questionnaire it is helpful to keep these benefits and challenges in mind.

Before sending the qualitative questionnaire, an independent person contacted the school principals via e-mail to request their consent to participate. A consent form with information about the research process and the insurance that participation was voluntary was attached to the email (see Addendum K). The principals were given a week to consider their participation and to complete the consent form. Once I received the signed consent form, I e-mailed the qualitative questionnaire to the principals. Principals were asked to return the questionnaires at their earliest convenience.

In the introductory part of the questionnaire, the principals were given three options of how they could respond or participate. Participants could either read through the questionnaire and if they preferred, they could contact the researcher for a semi-structured individual interview or principals had the option of recording themselves on a voice recorder that the researcher would collect. Lastly, the principals could complete the questionnaire electronically or written by hand and then either e-mail it to the researcher or it could be collected it from the school.

Based on these options, four of the school principals completed the questionnaire electronically and returned it by e-mail. Another participant preferred to conduct an individual interview as the person felt he preferred to talk rather than to write. I arranged a date, place and time with participant that suited him the best. I used the qualitative questionnaire as the interview schedule to ensure that I cover all the different avenues of the topic (de Vos et al., 2011; Edward & Holland, 2013).

Conducting a semi-structured individual interview was valuable in the sense that it allowed me to obtain detailed information about the school principal's beliefs, experiences and perceptions regarding

the sustainable coordination of the holistic well-being process as suggested by de Vos et al. (2011). Another benefit of the interview was that it provided greater flexibility and space, and I was able to clarify certain questions that he had. We were able to engage in a dialogue which in turn contributed toward more in-depth and rich data (de Vos et al., 2011; Edwards & Holland, 2013; Galetta, 2013). The interview was recorded and transcribed.

The **second data set** for this phase comprised of data collected through conducting a semi-structured focus group interview with the coordinators from the well-being teams. I e-mailed the coordinators beforehand to inform them about the interview. I proposed a few possible dates and we then negotiated a date, time and place that suited them all. Seeing that the coordinators were part of the PALAR process, they already signed consent forms at the onset of the project in which they had already agreed to be involved in this research process.

The purpose of this semi-structured focus group was to obtain a better understanding of how the coordinators thought about the sustainable coordination of the integrated multi-level process. Seeing that they played such an important role in this process and the sustaining thereof, their inputs in terms of their experiences, opinions and perceptions were considered valuable (de Vos et al., 2011; Krueger & Casey, 2015).

Upon the coordinators' arrival, I briefly introduced the purpose of the research, what they could expect during the focus group interview, reminded them again that their participation was voluntary and that everything discussed would be kept confidential. I handed a worksheet to each of the coordinators to be used as discussion tool during the interview. The worksheet was an integrated document of data obtained in Phase 1 of this study and entailed the indicators that could possibly contribute toward sustainable coordination of the integrated multi-level process (see Addendum S for the worksheet). I

asked the coordinators three questions relating to the aspects. The coordinators had the opportunity to freely elaborate on the questions, to share their opinions and experiences as suggested by Krueger and Casey, (2015) and Silva, Healey, Harris and Van den Broeck (2015). The focus group interview was recorded and transcribed.

The **third data set** was collected by conducting unstructured individual expert interviews with four international professionals working in the field of psychology and within the area of promoting health and well-being in school communities. Expert interviews is a common data gathering method in the social sciences and is considered valuable in terms of obtaining meaningful data from professionals who have special knowledge in a particular field (Bogner, Littig & Menz, 2009; Littig & Vienna, 2013). According to Meuser and Nagel (2009), a person is referred to as an expert if the person has knowledge about an issue or topic which he or she does not necessarily possess alone and which is not accessible to anybody in the field. From a sociological point of view, expert knowledge is further characterized by its potential to become dominant within a certain organisational or functional context in a particular field, and therefore has the ability to be strongly influential in creating change (Meuser & Nagel, 2009).

Seeing that the interviews were unstructured in nature, I did not rely on a list of predetermined questions and instead, allowed the interviews to be flexible and based on free-flowing conversation. I kept the research question in mind as suggested by Gillham (2005) and Zhang and Wildemuth (2009). Even though I did not rely on a list of predetermined questions, the interviews were not random and non-directive. Conducting an unstructured expert interview meant that I had to be well-prepared for the interview. Therefore, before conducting the interviews I first had a pilot interview with my research supervisor. She gave me useful feedback and also encouraged me to perhaps have an aide memoire

at hand that included the general scope of issues that I wanted to discuss, as suggested by Edwards and Holland (2013) and Zhang and Wildemuth (2009).

I contacted the proposed participants via email to inform them about the research project and what their involvement in the project would imply. They were requested to consider participation and if willing, to return the signed consent form. Upon receiving confirmation of their participation via email I engaged with participants to decide on a date and time for a Skype interview. Following the confirmation of the date, I sent out a second e-mail to the participants which provided some background information regarding health and well-being in the South African context as well as an overview of the preliminary indicators of sustainable coordination (see Addendum U) that was obtained in the first phase of the study. I informed the participants that the background information was to serve as a discussion tool during the interview only. I also requested permission to record the Skype interview.

On the day of the interview, I set up Skype in a quiet private venue and after introducing myself, inquired whether the participant was comfortable and at ease with the process. I then posed an open-ended question requesting them to explain their participation in the promotion of mental health and well-being, and from that position, comment on what they perceived as contributing factors to sustainable coordination in their own contexts. The open-ended question was followed up with prompts to comment on specific matters that arose during the conversation. The interviews lasted between 40 and 60 minutes. Similar patterns emerged from the interviews and therefore it was decided not to proceed with more interviews.

4.6.3 Data analysis

Thematic analysis, a method that is used in order to identify, analyse and report on patterns or themes in a data set (Braun & Clarke, 2006; Guest, MacQueen & Namey, 2012) was applied to analyse the data. The first step in thematic analysis involved open coding. Open coding required the researcher to read through the data several times and then start to add labels to the data according to the meaning that emerged from the data (Gallicano, 2013). In this case, the researcher initially coded the data by assigning single words or phrases to the data and highlighted the words in colors to make categorising easier (see Addendum M). The initial codes were more abstract in nature as the codes would be refined at a later stage (Borgatti, 1996; Böhm, 2004). After the initial coding, the researcher then grouped the various codes together in categories which then lead to the following phase of axial coding. Axial coding was done per site and across sites (see Addendum N). Axial coding is the process where the initial open codes are refined by exploring the relationships amongst the various codes and grouping them together (Böhm, 2004; Gallicano, 2013). The researcher proceeded with axial coding by re-reading the open codes, exploring the similarities and differences between the codes and thereby narrowing them down to less codes (see Addendum O). The researcher, guided by her supervisor, explored the patterns that had emerged from the data and proceeded to identify themes relevant to the sustainable coordination of an integrated multi-level process to holistic well-being approach in South African school communities.

The themes identified in phase one from the three data sets involved were considered as preliminary indicators of sustainable coordination and were presented to the participants in phase two as a discussion tool. However, the whole process of open coding and axial coding was repeated in the analysis of all the data sets obtained in phase two. New codes that emerged were incorporated into the initial scheme. On completion of the analysis of all the data sets, themes and subthemes were

identified, refined and organized to only present the most important themes and subthemes relating to the purpose of the study.

4.7 TRUSTWORTHINESS OF THE STUDY

In qualitative research, the term *trustworthiness* is used to illustrate the quality and integrity of a research project (Lincoln & Guba, 1985; Tracy 2010). Although this term is often questioned by those who work from a positivist perspective in which the concepts “reliability” and “validity” are preferred, authors such as Creswell (2012) Lincoln and Guba (1985), Ellingson (2009) and Tracy (2010) have provided alternative criteria or procedures as a way of evaluating the qualitative goodness of a research study (Shenton, 2004). In this research project, I applied the criteria presented by Tracy (2010) to demonstrate the trustworthiness of the study.

4.7.1 Rich rigour

Rich rigour in qualitative inquiry refers to rich descriptions, explanations and data. It requires the researcher to be able to see nuance and complexity and to deliver a study that is reasonable and appropriate (Tracy, 2010). Similarly, Lietz, Langer and Furman (2006) indicate that rigour requires the researcher to engage in efforts to increase his or her confidence that the findings that are presented reflect the meanings of the participants. According to Tracy (2010), engaging efforts to achieve rigour requires the researcher to ask questions such as: (1) Did the researcher spend enough time in the field to gather significant data and is the data enough? (2) Is the sample or context appropriate in relation to the goals of the study? (3) Did the researcher use appropriate methodological procedures throughout the study? The careful consideration of the above questions can guide the researcher in terms of achieving rigour.

In this study, rich rigour was achieved by addressing the gap in the research which involved a lack of knowledge and understanding pertaining to the sustainable coordination of an integrated multi-level process to facilitate the promotion holistic well-being in school communities. In an effort to address this gap, I provided extensive discussions based on relevant and existing literature, and I explained theoretical constructs relating to the research topic. As part of the PALAR approach I spent a period of 15 months in the school communities as a participant researcher, which informed my understanding pertaining to the sustainable coordination of the holistic well-being initiative.

4.7.2 Sincerity

Sincerity includes being genuine, honest, transparent and self-reflexive. In other words, sincerity relates to the question of whether the researcher has been open in terms of biases, shortcomings and achieving goals and also considering the role that these played throughout the research process.

Throughout the research process, I often engaged in reflexive conversations with my supervisor to address possible biases and challenges regarding the research process. According to Shenton (2004) this is also referred to as *debriefing sessions* in which the researcher and supervisor come together to collaborate on the research process and through the conversations, the researcher might become more aware of any biases or preferences (Shenton, 2004).

4.7.3 Credibility

Tracy (2010) refers to credibility as a study that is trustworthy and plausible. In other words, do the research findings represent the meanings provided by the participants in the study? According to Lincoln and Guba (1985), to ensure credibility, the research report should reflect accurate interpretation of the data – that is, not making up or distorting the data obtained by the researcher (Huberman &

Miles, 2002). According to Tracy (2010), a way in which to enhance credibility of a study is through the practise of crystallisation or triangulation.

Therefore in this research study, I aimed to deliver a credible study through the process of crystallisation. According to Ellingson (2009), crystallisation is a process that includes a combination of various forms of analysis and representations of different kinds of data which in turn, delivers in-depth descriptions of a particular phenomenon through which we obtain an understanding of others' lived experiences. In this study crystallisation was achieved through:

- (a) Multivocality: obtaining the viewpoints of different categories of participants, such as members of the well-being support teams, school principals and international professionals working in the field of psychology and health and well-being in school communities;
- (b) Multiple methods: I used data from the PALAR approach, semi-structured qualitative questionnaires, semi-structured focus group interview with the coordinators from the well-being support teams as well as unstructured individual interviews with experts via Skype;
- (c) Member reflections: this required the researcher to check the data with the participants to give them the opportunity to confirm or disconfirm the findings and essentially, enhance the credibility of the study. During the research process, I often engaged with the coordinators to confirm and expand on some of the matters that were observed and had been reported during the data gathering process.

4.7.4 Transferability

According to Tracy (2010), transferability refers to the potential of a study to be valuable across a variety of contexts. In other words, transferability refers to the extent to which the research findings can be generalised to other contexts. In Shenton's (2004) view, some naturalistic inquirers are of the opinion that generalisability is unlikely seeing that the particular research relates to the specific context

in which it occurs. Nevertheless, according to Bassey (as cited in Shenton, 2004), if professionals believe that their situation is similar to what has been described in one study, they might be able to relate the findings to other contexts. Lincoln and Guba (1985) concur and state that it is the responsibility of the investigator to ensure that sufficient contextual information is provided about the site where the research occurs, to allow the reader to make such a generalisation or transfer.

With reference to this study, I am of the opinion that transferability is possible. I provided readers with information pertaining to the circumstances of the six school communities allowing readers to understand the context in which the research took place. Furthermore, by using a multiple-case study design in which all of the school communities have similar contexts, the findings across all six school communities presented more similarities than differences, which imply that the research can be transferred to other school communities with similar contexts.

4.8 ETHICAL CONSIDERATIONS

Ethical clearance for this study was obtained from the Ethics Committee of the Faculty of Education Sciences, Potchefstroom campus of the North-West University, as part of the larger research project that had already been allocated an ethical clearance number NWU-00160-15-A2. Ethical clearance was also obtained from the Western Cape Department of Education.

With reference to adhering to the ethical guidelines as proposed by Creswell (2012) and Brinkmann and Kvale (2008), all the participants in the research project provided their **consent** to participate. Participants in the PALAR process had already given their consent to participate in 2015, as part of the larger project (see Addendums C/D and E/F). The consent and assent forms were handed out to the participants by an independent person who did not form part of the research process to avoid any concerns of coercion. Seeing that children were also involved in the PALAR process, the independent

person explained the nature of the research to the children and gave them the opportunity to ask any questions about the research process. The participating learners themselves had to sign an assent form to indicate that they were well informed and agreed to participate voluntarily (see Addendum G/ I). Consent forms were also provided to these children's parents which they had to sign and send back if they agreed for their child to participate (see Addendum H/ J). The contact details of the project leader was provided on the consent and assent forms in the case of requiring any further clarification of what the research entailed.

In terms of obtaining consent from the school principals within phase two, I provided the consent forms via an independent person who agreed to be the mediator between myself and the principals in terms of obtaining consent. The independent person e-mailed the consent forms to all the principals. If principals agreed to participate, they had to sign their forms and e-mail it to me. I gave the principals sufficient time to decide whether they wanted to participate or not. My contact number and my supervisor's contact details were provided in case the principals required further clarification of the research process.

In terms of obtaining consent from the professionals abroad, I e-mailed the consent forms to the identified persons (see Addendum L). Coercion was not really a concern in this case, seeing that the researcher had no prior connection with any of the identified persons. The consent form clearly and comprehensively explained the nature and purpose of the research as well as what the participants could expect, should they agree to participate. They were also given the opportunity to ask questions in the case of requiring any further clarification.

Throughout the research process the variety of participants had been clearly informed about the rationale, the aim and the anticipated outcomes of the study before they were expected to give their

consent. Participants were informed that their participation was voluntary and that they would not be discriminated against or penalised in any way if they declined to participate. They were allowed to withdraw from the research at any stage and no explanation would be required.

Anonymity was ensured throughout the research process. This means that the names of the participants had not been linked to the data. Symbols A-F were assigned to each of the school communities therefore ensuring the anonymity of participants in each of the schools. To further ensure anonymity, participants' names were not been revealed in the transcriptions or the research findings. However, in the case of the PALAR process and the focus group interview with coordinators, only partial anonymity could be ensured as they formed part of a group in which participants knew each other. Despite the partial anonymity, the identities of participants were not made public.

Confidentiality was ensured by not sharing any of the data with the public. After the data was transcribed, the recordings were deleted. Electronic copies of the transcriptions were also deleted. All the hard copies of the transcriptions has been filed and locked in a cabinet at my home. No one, apart from myself, has access to the cabinet. Information on my computer was password protected and only I know the password. This prevented any other person to access to data on my computer.

Non-maleficence: This refers to avoidance of harm, may it be physical or emotional harm to participants, either unintentionally or intentionally (DeAngelis, 2011; Fouka & Mantzorou, 2011). In the case of participants experiencing any form of discomfort pertaining to the research process, participants were informed that they were welcome to voice their concerns or frustrations through a private meeting with myself and my supervisor. The contact details of my supervisor were provided in the consent form. If any of the participants had any complains, they were able to contact her.

No individuals who formed part of this research process were deliberately deceived by the findings. The research findings were not manipulated or falsified in any way. Through regular supervision, academic rigour and personal integrity I upheld the ethical standards required of a PhD dissertation (Creswell, 2012; Brinkmann & Kvale, 2008). Throughout the study, I often engaged with my supervisor to ensure that the ethical requirements were met. I am aware that final ethical responsibility rests with me in terms of adhering to the ethical requirements throughout all stages of the research project.

4.9 SUMMARY

In this chapter, the research design and methodology allowed me to obtain an increased understanding regarding the sustainable coordination of an integrated multi-level process to facilitate holistic well-being within South African school communities. The PALAR approach, which was applied in the larger project, provided me with the opportunity to be involved as a research participant over a period of 15 months and contributed toward my deeper understanding of the processes involved in the sustainable coordination. Furthermore, by adopting a qualitative multiple-case study design and applying various data collection methods, I was able to obtain rich and in-depth data. The findings from the two phases allowed me to gain deeper insight and essentially to propose five key aspects described in Chapter six, for the sustainable coordination of an integrated multi-level process to facilitate holistic well-being in school communities. The research findings are presented in the next chapter and a detailed discussion of the findings is presented in Chapter 6.

CHAPTER 5

PRESENTATION OF THE FINDINGS

5.1 INTRODUCTION

In this chapter the findings of the study are reported with reference to data obtained in the three data sets in Phase 1 and the first two data sets obtained in Phase 2. The data obtained in the third data set in Phase 2 is integrated into the discussion of the findings in Chapter six. The research findings are presented with reference to four main themes. An overview of the themes and subthemes is presented in table 5.1 below.

THEME 1 DEVELOP A CORE TEAM TO TAKE RESPONSIBILITY FOR THE PROCESS	THEME 2 DEVELOP A VISION FOR THE PROMOTION OF HOLISTIC WELL-BEING	THEME 3 FACILITATE A SHARED COMMITMENT TO THE PROMOTION OF HOLISTIC WELL-BEING	THEME 4 PRO-ACTIVELY STEER THE INTERGATED MULTI- LEVEL PROCESS
Subtheme 1.1 Initiating conversations about pro-active ways of dealing with challenges in the school communities	Subtheme 2.1 Co-constructing a vision within the well-being support teams	Subtheme 3.1: Strengthening the teams' commitment by developing their capacity to facilitate the promotion of well-being	Subtheme 4.1 Acknowledge the role of everyday ways of relating and interacting and existing actions and interventions in the promotion of holistic well-being
Subtheme 1.2. Encouraging multi-level involvement in the well- being support teams	Subtheme 2.2 Sharing the vision with the whole school community	Subtheme 3.2 Encourage deep level engagement between team members	Subtheme 4.2 Purposively initiate specific well-being related activities
	Subtheme 2.3 Continuous revisiting of the vision	Subtheme 3.3 Engage all the members of the school community across the various levels of interrelatedness	Subtheme 4.3 Integrate the promotion of holistic well-being into a whole-school process
			Subtheme 4.4 Continuously revisit the process

Table 5.1 Overview of themes and subthemes

The quotations throughout the chapter were allocated abbreviations for the purpose of identifying the sources. The table below presents the abbreviation including the items it represents.

Table 5.2 Abbreviations of items for identification purposes

Abbreviation	Item
Sch	School
A-F	Symbols given to represent the six schools
COORD	Coordinator of well-being support team
Prin	Principal of the school
ALS(1-3)	Action learning set and number to indicate whether it was the 1 st , 2 nd or 3 rd action learning set meeting
CE	Celebration event
SUWS	Start-up workshop which was held in August 2015
P	Participant
FGI	Focus group interview that was held with coordinators
i	Individual interview
qq	Qualitative questionnaire which school principals completed
F	Facilitator (primary researcher)

5.2 THEME 1: DEVELOP A CORE TEAM TO TAKE RESPONSIBILITY FOR THE PROCESS

The theme refers to the development of a core team who are representative of all the members of the school community who can take responsibility for the process. The role of conversations that introduce a focus on well-being in the development of teams is highlighted and the process of involving members across the various levels of interrelatedness is presented.

5.2.1 Subtheme 1.1: Initiating conversations about pro-active ways of dealing with challenges in the school communities

In the initial discussions before the onset of the research process, it was evident that the focus in the school communities was mainly on problems and challenges and that they had very limited knowledge and understanding of the promotion of mental health and well-being, as a holistic process that has a wider focus than merely addressing ill-being and risk prevention. The focus of the initial discussions with teachers and parents who attended consultations at their respective schools was almost exclusively on the problems they experienced within their respective contexts. They specifically referred to academic learning and achievement, learner behaviour and lack of parental involvement. It also became evident that the services provided by the Department of Education, Department of Health, volunteers and non-profit organisations, were perceived as inconsistent and fragmented and therefore not always efficient, although they were helpful in some instances.

Being aware of this ameliorative focus, the primary researcher who was acting as a consultant at that stage, emphasised the value of a shift towards a well-being focus in all the engagements with the members of the school community. The teachers involved in these conversations who were part of the consultation process, were specifically challenged to consider more pro-active ways to address these challenges, instead of merely talking about the challenges.

Reflecting on this initial phase, one of the coordinators, during her feedback at the celebrating event held in November 2016, stated how she became aware that this process might provide an alternative to the current reactive manner in which problems has been addressed. She stated:

Two years ago, "X" and her team came to our school, to initiate and tell us more about well-being...awareness. We thought to ourselves, Oh gosh, more work is coming our way; but as the days and months proceeded, we knew that well-being is of the essence...because you can't teach a child that is not well; and so we have to make a mind change... (CE: Sch A-COORD).

Another coordinator expressed her appreciation of the well-being initiative process by stating the following:

The well-being... I believe that for me it has... it is really one of the best things at our school; because you don't think that negatively, that much. You see the positive side of what is here at the school... (Sch: C- ALS1).

These conversations, which emphasised a holistic well-being approach, facilitated a shift towards an awareness that they should not only focus on problems and challenges, but also on the promotion of holistic well-being if they intended to transform their schools into enabling spaces. As these teachers gained more insight into the value of promoting holistic well-being and were orientated to understand the holistic framework, they became more willing to accept some responsibility for moving the process forward. To explore ideas of how the promotion of holistic well-being could be introduced and what it would entail, 30 teachers across the six schools attended a workshop in July 2014. The aim of this workshop was to explore the possibility of establishing an informal team in each school that could take responsibility for continuing the conversations. By the onset of 2015, each school had an informal well-being support team which mainly included teachers. The teams were encouraged to continue with the conversations in their respective school and to include other colleagues, as well as parents and learners in these conversations.

5.2.2 Subtheme 1.2: Ensure multi-level involvement on the teams

Multi-level involvement in the well-being support teams implies the involvement of representatives from all the levels of interrelatedness, namely learners, parents, teachers and other staff members, with the intention to take collective action in promoting holistic well-being in school communities. The data indicate that the involvement of teachers, learners and parents was possible although not without specific challenges.

The involvement of the initial group of teachers was fairly easy since most of the teachers who joined the process did so voluntarily. However, these teachers had to strategise to get more colleagues involved. At one of the schools, (Sch F) the existing team had a conversation with the heads of the different phases and they all agreed that it made sense for the phase heads to be on the team as a representative of each phase. At one primary school (Sch E), the coordinator presented an open invitation to all the staff members and in particular, to new staff members. The coordinator at a different primary school (Sch B) explained that when new staff were appointed, the coordinator along with other team members explained the well-being process and then invited them to become part of the team should they be interested (FGI- COORD4: 4).

The data furthermore revealed that the involvement of learners into the well-being support teams was relatively easy. The coordinators and the teachers on the teams identified learners whom they considered as suitable to serve on the teams. The criteria for including learners according to the coordinators, included leadership characteristics (Sch: A-F), independence and a sense of responsibility (personal communication, COORD-Sch: A, May 25, 2017). In most cases, the learners were approached by the coordinator who had a discussion with the learners about what well-being is

and what it means to be on the well-being team. The learners were then given a choice as to whether they wanted to join the team.

The learners' responses to their involvement in the teams confirmed that they valued being included. It gave them a sense of purpose and provided them with the opportunity to give support to their peers who were facing certain challenges and to address problems to make the school a better place for all. The following statements by learners demonstrate this sense of purpose:

When the teacher asked me to be part of the well-being team I thought that this is a good thing that I am now part of the team, because if I see that children have problems at home, in the school or in the community, I can help them and I can... I can encourage them so that they will have a better future. I also thought that it is good to be on this team, because now I can talk not only to the learners, but also the parents that do not really listen... I can encourage them and tell them to encourage their children. It was nice, it was a nice feeling that I got when I was asked to be on the team. (Learner-Sch: B- ALS1).

The reason why I am here is because in the first place I belong to a group and I would like to bring change in the school and make it a better place than it already is. (Learner1- Sch: C- ALS3).

The purpose of why I am here today is to give my opinion on the problems in the school and also to find solutions to those problems. To work together with the learners of the school and the teachers to find solutions and to improve the school. (Learner2- Sch: C- ALS3).

The reason why I am here is to contribute toward the solutions instead of the problems. I would really like to see how our school moves forward. (Learner3- Sch: C- ALS3).

The enthusiasm with which the learners responded to their involvement in the teams was inspiring. As indicated in the quotations above, learners appeared to be excited to be involved in this process. However, their involvement implied that learners had to give their opinions regarding concerns and ways in which well-being can be enhanced within the schools. The learners found this difficult due to the traditional understanding that adults should be respected as authoritative figures and that children do not really have to express their opinions in such matters.

There are still some teachers, they are in the minority, but there are teachers that belittle learners. I think that contributes toward why learners are so disrespectful. (Learner-Sch: C- ALS3).

Since the learners found it more difficult to see themselves as equal to the teachers within this space, and despite the fact that they were encouraged and reminded to express themselves freely (Sch: E, ALS 1:14; Sch: C- ALS 3:18), separate conversations were facilitated with the learners while the action learning set meeting with the adults continued. After a period of time, the learners re-joined the action learning meeting and gave feedback of what was discussed. This was very valuable as learners were more comfortable to speak, and came up with very good suggestions to address some of the challenges they mentioned. Below are examples of suggestions that the learners presented during an action learning meeting:

We spoke about bullying. How we can make it less and what kind of bullying is happening- kids that take other children's' bread or food away, hitting the small children and belittling other kids...We can write anonymous letters to the teachers (Learner1-Sch: A- ALS3).

We want to have games in the school hall. Grade one and pre-school can come first mam, and then they can come and play mam, during break-time on Fridays mam (Learner1- Sch: A- ALS3)

The facilitator who guided the conversations added:

They came up with the idea of having games in the hall, and they said themselves to divide it up in groups because there are so many learners. So on the first Friday the grade RR and grade 1 learners can have a turn and the next Friday the grade 2 and grade 3 learners can have a turn and so forth. (Sch: A- ALS3).

Even in the secondary school, facilitation of involvement was necessary. In particular, when learners were new to the team, they were a bit hesitant to open up in front of the teachers. So having separate discussions with these learners again proved to be valuable as they were able to identify and speak openly about matters that were concerning them:

One of the ideas that we would like to build on is to do a role-play where we include things like respect and discipline and other problems in the school...and we feel that maybe if we make a video of it, it is not only for our school, but we can share it with other schools, other learners and other communities (Learner1- Sch: C- ALS3).

Another example includes a discussion that I had with the learners regarding the relationship between learners and teachers. One of the girls responded by saying that the relationship is not always that good and explained why she thinks.

I think it is mainly because some learners have a perception of a teacher and that is the thoughts he or she walks around with. Sometimes they don't get the chance to get to know the teacher and then they make their own assumptions such as, that the teacher is strict. So, I will never be able to talk to that teacher, but actually the teacher is the type of person you can talk to. (Learner4- Sch: C- ALS3).

By engaging with learners separately from the teachers and parents significantly enhanced their willingness to express themselves. Although the conversations required some facilitation, it was certainly useful in obtaining learners' voices about matters relating to their well-being.

Another way in which learner involvement was enhanced was through the establishment of a separate learner well-being team. The coordinator at one of the secondary schools came up with the idea to establish a learner well-being team to encourage learners to take ownership for the process. The implications were that learners, with some guidance from the coordinator, generated ideas for activities they would like to implement in relation to the well-being framework and then discussed their ideas with the adult well-being support team to make the final decisions together. This approach to learner involvement allows learners to take ownership and implement their ideas. Some of these ideas included the organising of an event to celebrate World Happiness Day; a visit to an old-age home and an anti-bullying campaign, as was reported:

The 20th of March was world happiness day. We got quotes on happiness to create some positivity and we and put this on wristbands. The purpose was that you give it to someone to bring happiness to them (Learner1- Sch: F- ALS3).

We are going to visit the old age home and we got some donations for them...to show them that there are people that care about them (Learner1-Sch: F- ALS3).

We are busy planning the bullying campaign (Learner1- Sch F- ALS3).

The extent to which the learners were given voice through their involvement in this process was evident during a celebration that was held in November 2016 to showcase the work of the WBSTs' in the six schools. Each school selected 2-3 learners from their well-being team to report back on successes they had throughout the year. They spoke with confidence about their involvement in their teams:

Being part of the well-being team actually learned me how to appreciate others more, how to...not only make myself a better person, but it also helped me realise that treating others better is actually a good thing, because at the end of the day it defines who you are...(CE: Sch C - Gr 11 learner).

Good evening to guests, educators, parent and wellness teams... I am standing here on behalf of School D wellness team. Let me tell you a little about the wellness programme. Wellness is a state of being comfortable, healthy and happy. What we do at our school, we make sure all our kids are safe, no learner abuses another...Lastly, we motivate our kids to express themselves

so that everybody is happy. The purpose of wellness is to make all learners enjoy school.

Thank you very much. (CE: Sch D- Gr7 learner).

Contrary to the ease with which learners were involved, the well-being support team found it very challenging to involve parents. The coordinators, in collaboration with the teams, employed various strategies in the process. The most obvious strategy was to approach members of the school governing body, which is a body that represents the parents whose children are in the school (DBE, 2014; Equal Education, 2011). At one school, the chairperson of the SGB was very eager to be part of the process as demonstrated through his regular attendance of action learning set meetings as well as other work-sessions and seminars that were presented. At another school, the vice chairperson joined the team voluntarily. He took a very critical stance towards the promotion of holistic well-being in the school from the onset of his involvement. Despite the frustration that this caused for some of the other staff members and parents, his contribution to the team was valued.

Parents who were invited to join the teams included mothers who were already serving their communities as volunteers. The dedication of these parents was evident and they offered their services in a selfless manner based on their care for children, as stated and acknowledged by one of the coordinators:

We want go back to the parent-community. I thought of a few ways that we can...ways of caring for our parents and caring for other parents' kids and talk to them as well, because I know "x" is already doing it (COORD- Sch: A- ALS2).

We usually do acknowledgements...especially if I think about the parent-group; they do something extra, so at the parent-meetings or events, we acknowledge them to show them that their contributions are valued. (COORD 2-FGI).

One of the parents, based on her involvement in the team, expressed her appreciation of this process:

I agree, since well-being has been here...it is the first time that I am part of something like this. I love working with children. I often go around to the houses, I go to the children and since they've heard about well-being they have more respect. (Parent-Sch: A- ALS1).

In other instances the coordinator or members of the WBST approached parents whose children were already on the well-being team (Sch: A- ALS3:3). The impact of selecting parents in this way where both parent and learner were present on the team might have contributed toward why some learners were more reluctant to speak out in front of the group. Due to the possible authoritarian nature of the parent-child relationship, learners might not have been as comfortable to give open and honest expressions. One parent stated that she is very strict with her son (Parent- Sch: E- ALS1: 15), and although it seems that they do have a very good and loving relationship, he was a bit more expressive when I spoke to the learners separately from the adults. The same occurred at another school. When I had separate discussions with learners, they did seem more comfortable to open up (Observation, Sch: A- ALS3:20). I am of the opinion that this was not only because parents were present, but also due to the nature of the teacher-learner relationship.

Another way in which parents were approached to become involved in the teams was during parent evenings and meetings. In the past, these meetings focussed mainly on discussing academic issues.

However, as the WBST began to see the value of this process, they decided to allocate time to discuss the holistic well-being process with specific reference to how parents can support their child. Following these discussions, parents were then invited to join the team (Sch: A- ALS1: 12).

In some instances the learners acted as ambassadors to get more parents involved by inviting interested parents:

The learners that are on the committee went to the community and asked parents who were interested and they were then invited to come (personal communication-COORD, May 25, 2017).

In an effort to get more parents on the team, I assisted one of the parent's that was on the team to start a 'parents- Whatsapp group'. This way, parents can become involved on the team and can communicate with one another irrespective of whether they can attend meetings or not. This strategy unfortunately did not work that well owing to the fact that parents did not really respond on the messages. One of the coordinators indicated that creating Whatsapp groups will not always work, because there are parents who do not have cell phones and therefore, an alternative is to rather send a letter home (FGI-COORD 3:3). Therefore, the fact that parents did not respond to the messages does not necessarily imply a lack of interest, but can also be due to other contextual circumstances.

There were challenges related to the inclusion of parents. Even though the coordinators and the other team members acknowledged the importance of including the parents in the team, they indicated that this was a challenge. This challenge became evident during the conversations that occurred throughout the action learning set meetings in which team members acknowledged that parents are not

always available to attend meetings due to busy work schedules and other obligations (Sch E-ALS1:12; (Sch A- ALS1).

This was further confirmed by one of the school principals:

I think one area that needs to develop more is the parent component. It takes longer to for parents to become actively involved and there are reasons for that. The parent component is not that available during the day... (Prin F- i).

Apart from busy work schedules, one of the coordinators also felt that the lack of involvement was due to disinterested parents:

I had a tremendous problem with parents that just wasn't interested (FGI- COORD 5).

Although getting parents on board was a challenge, there is sufficient evidence to indicate that some parents are positive about this process and experience their involvement in the well-being initiative as a way to contribute to the upliftment of the school community:

As a parent, the well-being also did something good for me, because at home, my child and I can communicate about things that happened at school. (Sch: A- ALS1).

I really want to help. I will do anything in my ability. (Personal communication-parent, March 13, 2017)

One of the parents showed a lot enthusiasm, evident through the initiative she took to plan certain activities, for example, starting a tuck-shop at the school and giving the profit to the school, approaching a local business to donate compost and seeds for the school's vegetable garden and approaching different local restaurants to sell them the vegetables that were grown at the school:

We are going to have a tuck-shop twice a week or maybe every Friday. I am willing to start it off and if there is someone else then the profit goes to the school. (Sch E-ALS1).

This week I went to x and asked them for compost and seeds for the school. They can also give the school a tank. We just need a letter from the principal or the secretary. (Sch E- ALS1).

The vegetables that have been planted, when they are fully grown, we are going to go to a restaurant. I already got a restaurant. There are seven restaurants that I've got and then that money, we put it back into the school and we try and organise more functions. (Sch E-ALS1).

5.3 THEME 2: DEVELOP A VISION FOR THE PROMOTION OF HOLISTIC WELL-BEING

The development of a vision as a theme refers to the collaborative process in which the team members were involved at the onset of the process to establish what they wanted to achieve with this process. It also encompasses an understanding of the challenges to ensure that the vision makes sense to the larger school community and therefore becomes the motivation to move forward with the promotion of holistic well-being.

5.3.1 Subtheme 2.1: Co-constructing a vision within the well-being support teams

Due to the critical role of the well-being support teams in such a process, it was essential to strengthen these teams to take responsibility for the process. The application of the PALAR process developed by Zuber-Skerritt, (2011), guided the research process. In the PALAR approach the process should bring the participants together in a start-up workshop with the aim of (1) laying the foundation for knowledge and skills relating to the PALAR process, (2) developing relationships and experiencing team-building between participants, (3) conducting a needs analysis and, (4) co-constructing a clear vision for the promotion of holistic well-being in each of the school communities (Zuber-Skerritt, 2015; Wood & Zuber-Skerritt, 2013).

A start-up workshop was held in August 2015. At the onset of the workshop, the whole group was asked to mix across the boundaries of their specific schools and to briefly share some information about themselves. The participants were initially hesitant to engage but as individuals started to introduce themselves, the engagements increased. The participants stayed mainly in their group according to their position in the school contexts, namely, learners, teachers and parents. After sharing stories and experiences, the participants were asked to return to their teams and to address the following questions: (1) What is already happening in your school that promotes well-being? (2) What else you can do to promote well-being in your school? (3) What would well-being look like when it is portrayed as a symbol? This exercise intended to allow each member of the team an opportunity to voice their understanding of the promotion of well-being in their specific context at that particular point in time.

With reference to the first question, the participants identified a variety of actions and interventions associated with the provision of support for learners who are in need. Based on the participants' responses, it appears that their understanding of a holistic well-being approach was at this stage still

somewhat limited in that they focused mainly on the individual well-being of the learners. The following are examples from the different schools which provide some indication of participants' understanding relating to holistic well-being:

In our school, well-being is currently promoted through the feeding scheme that we have for learners three times a week. (Sch F- SUWS: P3).

In our school, well-being is being promoted through our feeding scheme, because children that maybe don't have food at home, gets food every day during break-time and it helps them to concentrate better in the class and so forth. (Sch C-SUWS: P2).

I think well-being is promoted at our school, amongst other things, by starting out small with our children, such as during assembly we try to instil certain characteristics within our children, for example, self-respect, attitude and so forth. (Sch E-SUWS: P1).

We have a lot of programmes that promote the well-being, but one of those programmes that we are doing is going to the township and going to the community and look for the way or the circumstances that our learners live under. For example, for home visits we go there and check who they are living with, how the situation looks at home and then we go back to school and report that. So that we are able to know the challenges that our learners are facing. (Sch D-SUWS: P2).

With reference to how well-being should be promoted in the school community, the responses amongst the team members varied but there appeared to be an overarching emphasis on the provision

of opportunities for the learners. These opportunities included support for learners who experienced problems as well as opportunities to develop particular skills as teachers stated:

What I think must be done in my school; I think there should be a soccer field, so that the kids, they can play better there. (Sch D- SUWS- P1).

We can improve well-being by encouraging the kids to talk to one another about their problems, also about their emotions and to help friends in need. (Sch B- SUWS- P4).

If we want to improve well-being in our school, I would say there should be extra classes after school for learners from grade eight to grade 12 and also to present more classes over the weekend (Sch C- SUWS- P2).

The importance of relationships and collaboration as part of the promotion of well-being in the contexts was also emphasised:

If we want to improve well-being in our school we need to pay attention to the relationships between learners, parents and teachers (Sch F- SUWS- P1).

If we want to improve well-being, the cooperation between parents, children and teachers must be very good (Sch F- SUWS- P4).

If we want to improve well-being in our school, we have to create a space where well-being can be discussed by teachers, children and even the parents (Sch B-SUWS- P2).

If we want to promote well-being, the whole school community- this includes the parents, learners and teachers, they must be empowered and developed holistically (Sch A- SUWS- P1).

The third question on presenting a symbol for well-being, pre-empted the development of a collective vision for a specific school community. What is important to note is that the symbols indicated a collective growth perspective on the promotion of well-being as indicated in the following responses:

If we had to portray well-being as symbol, I would say it has to be a pot filled with many healthy ingredients. (Sch F- SUWS- P1).

As a parent a symbol would portray something like “my child is your child,” because during the day my child is with the teachers. It is not just “your child is your child;” it is cooperation. It is unity to say that “your child is my child.” (Sch E- SUWS- P5).

The best thing that I see or I think of when I think of the well-being is a green leaf. Because when it is well it is going to stay green, but when it is not well it is not going to be green, it is going to change its colour. So for me, the symbol that I can use is a green leaf (Sch D- SUWS- P1).

Following the relationship-building, the teams were asked to collectively co-construct a vision for the promotion of holistic well-being in their school. Vision-building can include different creative methods such as drawing a picture, creating a model or preparing a performance. Co-constructing a vision allows participants to think and collaborate together on what they would like the outcomes to be and to

envision where they would want the project to be, two or three years down the line (Kearney, Wood & Zuber-Skerritt, 2013). Creating a vision also contributes toward a shared understanding and therefore helps to avoid team problems later (Zuber-Skerritt, 2015). In most instances, aspects of each individual symbol were incorporated to create a collective symbol which was then presented to the whole group. The photos below are examples of some of the collective visions that were developed by the well-being support teams.



Photograph 5.1: Collective vision created by school E



**Photograph 5.2: Before well-being/ After well-being
Collective vision created by School F**



**Photograph 5.3: Before well-being/ Growth of individual
Love; care; warmth.
Collective vision created by school B**

The development of a collective vision appeared to have been valuable for team members since it provided them with a clear indication of what they would like to achieve. The team members responded with enthusiasm and excitement, because the vision seemed to have laid the foundation for WBSTs in terms of knowing how to move forward in the process.

5.3.2 Subtheme 2.2: Sharing the vision with the whole school community

Following the co-construction of their collective vision, the teams were challenged to share their vision with their respective schools as a basis for the development of a process that would eventually have to involve the whole school community. Some of the WBSTs made an effort to share their vision with the rest of the school community:

One of the schools' displayed printed posters with the vision in the staff room, on a wall in the passage close to the Life-Orientation classroom and on a wall next to the entrance into a room allocated to the well-being support team in the school.

At another school, they displayed their vision at the entrance to the school building; close to the pillars on which they painted the core values identified in a character-building session presented by another organisation. The coordinator reported the following responses:

... Parents that come here and even motorist that drive by want to know what is going on here on the walls. I then say: "come in, come and have a look;" ... because people see the change (ALS3).

Even the young ones come to me and say: “those hands mam... those hands on the vision that are reaching out, we must help each other like that. It was actually a child in grade one that said that to me (ALS3).

Not all the WBSTs have been successful in taking their vision to the rest of the school community. In a brief conversation with one of the previous coordinators from a secondary school, the coordinator stated that although there were some suggestions, the team along with other staff members never decided on a collective vision that they want to display in the school.

Nevertheless, in the focus group interview with the coordinators, most of the coordinators indicated that the vision underpinned the planning of well-being related activities (FGI: 10-12) to achieve the goals they had set out for the promotion of well-being in their school community.

The co-construction of a collective vision and sharing the vision with the members of the school community seems to be a critical part in the process seeing that it embodied the goals of what the teams aimed to achieve in terms of promoting well-being. As indicated by the coordinators, the vision underpins the activities that are planned and implemented and therefore the vision is central in moving forward with this process.

5.3.3 Subtheme 2.3: Continuous revisiting of the vision

Approximately one year after the start-up workshop, I engaged with coordinators in a semi-structured focus group interview and asked them to discuss the value of setting a vision for the sustainability of this process. The coordinators emphasised the fact that the vision is valuable as a basis for setting specific goals for the process in which the team members come together and carefully think and collaborate on the goals:

Off course you need a vision and included in your vision are obviously your goals. So I think you first need to sit with your team or all the role-players and find what our vision is. What do you see? What do you see moving forward? So you first need to draw that up. What is our vision? Everybody needs to develop in his or her totality, so first draw up your vision of what you want to achieve. (FGI- COORD 2).

The vision needs to be understandable and goal-orientated towards creating an overall picture of the holistic development of the child, the learner and the school. Everybody needs to buy into the change through growth and change. (FGI- COORD 3).

In reflecting on the role and value of the vision, coordinators indicated that the vision needs to be inclusive. In other words, the vision should include the well-being of parents, teachers and learners:

We already have our vision of what well-being is. Now we need to think about, the vision that we have how is it going to be of advantage for the child, the teacher and the parent. (FGI- COORD 4).

We all know what our vision is, that is clear to everybody- our biggest desire is that everyone at the school can feel well; the child, the teacher and also the parents. (FGI- COORD 5).

Like I say, we have a vision. Our vision is that we want to make everyone feel good at the school, the teachers, the child and the parent. (FGI- COORD 4).

We obviously want everybody...we should not only think of the learners, but also about the parents and the teachers...And I think if everybody is well then we are moving a step forward with our vision (FGI- COORD 2).

Based on their understanding that the well-being initiative is a continuous process and not a fixed programme, coordinators therefore reported that the vision should be flexible, open and broad. The process constantly changes depending on the needs of the school and the areas where well-being needs to be addressed:

In terms of a clear vision, I would say that it is important that everyone buys into the vision and obviously everyone needs to work together on it. The vision must be simple, it must not be specific, because sometimes it can become "nitty gritty" and then you feel that you are not succeeding if you don't achieve those specific things. So it must be simple, something in which everyone is bought in. (FGI- COORD 1).

Something else that I thought of is that the vision should not be fixed, it must be open. Because, look at our school for example, I feel it is almost time that we refine and change it based on the needs that emerged. I mean it keeps it fresh and allows everyone to buy in, because it is a process. You should carve it. (FGI- COORD 1).

And you have to always refer to your vision. (FGI-COORD 2).

Having a vision that is inclusive of all members of the school community and that is flexible in nature, seems to contribute toward the buy-in of this process as indicated in the following quotes:

The vision needs to be understandable and goal-orientated towards creating an overall picture of the holistic development of the child, the learner and the school. Everybody needs to buy into the change through growth and change. (FGI- COORD 3).

Something else that I thought of is that the vision should not be fixed, it must be open.

Because, look at our school for example, I feel it is almost time that we refine and change it based on the needs that emerged. I mean it keeps it fresh and allows everyone to buy in, because it is a process. (FGI- COORD 1).

Apart from the importance of co-constructing a collective vision and sharing it with members of the school community, based on the evidence presented above, it seems that revisiting the vision is also essential in this process. Seeing that the needs of the school change on a regular basis it is essential that vision should be flexible and open to change according to the needs of members in the school community. By revisiting the vision, team members are able to make the required changes, which allow them to be more effective in this process.

5.4 THEME 3: FACILITATE A SHARED COMMITMENT TO THE PROMOTION OF HOLISTIC WELL-BEING

The theme focusses on the facilitation of shared commitment in the integrated, multi-level process, introduced to promote holistic well-being in the school communities. A shared commitment to promote holistic well-being was facilitated through an on-going participatory process in which the teams were strengthened to take responsibility for the process and engage on a deeper level. By taking increased

ownership and the continuous conversations between team members, expanded their shared commitment to the other members of the school community.

5.4.1 Subtheme 3.1: Strengthening the teams' commitment by developing their capacity to facilitate the promotion of well-being

Following the start-up workshop as indicated in theme one, action learning sets as proposed in the PALAR approach were introduced. The action learning sets held over the course of 15 months between August 2015 and November 2016 allowed the teams to enter into regular free-flowing conversations with the researchers who facilitated the process. A pertinent aim of these free-flowing conversations was to strengthen the capacity of the teams to effectively facilitate the promotion of well-being in their school communities.

In the initial engagements it was evident that strengthening the WBSTs capacity necessitated a mind-shift away from understanding the promotion of well-being as a focus on ill-being, mental health problems and socio-economic challenges towards a broader understanding of holistic well-being as attending to the strengths and assets. The strengths and assets are resources to facilitate enabling spaces in which people could flourish despite their challenges. As the process unfolded, such a mind-shift was facilitated gradually over a period of two years. A framework based on research conducted by Prilleltensky (2005; 2105) on what the promotion of holistic well-being encompass was adapted and introduced to the teams in each of the schools (Addendum B).

The well-being framework suggests a holistic approach to enhance the well-being in school communities by attending to the individual, relational and collective domains of well-being and across different levels of interrelatedness. In other words, within the school context, the promotion of well-being should not only focus on the individual well-being of learners, but rather on the well-being of all

members in the school community including parents, learners and teachers, with the focus on all three domains of well-being.

Embedded within the framework, is a broader understanding of the promotion of holistic well-being as a blend between addressing the problems and challenges and the facilitation of social change through the empowerment of all the members of the school community to take responsibility for their own well-being. In other words, while acknowledging the problems that the schools are experiencing, it is just as important to recognise strengthening members, who are not necessarily experiencing problems to reach their full potential, develop relationships between people and ensure that the school communities are enabling spaces. Based on this, the project leader who acted as facilitator in the actions learning sets, continued to engage with team members about the notion to focus on the promotion of well-being rather than the ill-being. The following are examples of statements made by the facilitator to challenge the ameliorative tendency to focus on the problems:

See, we got stuck in talking about the negative, we got stuck in the problematic and what he said was valuable, if we transform... (Sch A- ALS1).

For me well-being is a process right? So part of that process is that we talk about the positive and the negative things. (Sch A- ALS1).

The idea of well-being is; that away from the ameliorative towards the transformative. So it is not always focusing on the problems, but wellness focused. (Sch B- ALS1).

The on-going conversations with the team members about the way in which their perceptions influence how they respond, gradually facilitated an understanding of their role as agents of change in

the school contexts. Evidence of this shift was observed in the way in which team members initially referred to the needs and challenges in their school communities at the onset of this whole process in 2013, when they were mostly despondent about the situation and were mainly blaming parents for the learners' situation. Three years later, during an action learning set, instead of participating in blame games, teachers proposed that they should reach out to and collaborating with parents to address the problems, as one stated:

Sometimes the parents think, yes you just want to blame us. It shouldn't be like this. We should actually take hands so that learners can see there is now a strong platform here. (Sch A- ALS3).

The pro-active, solution-focused approach was also displayed by two teachers in one of the teams, who suggested that they take learners that are not academically that strong to the theatre, after noticing their interest and positive response in the drama class (Sch E- ALS3: 3). According to the teachers many of these learners appear to be more introvert and some of the kids are not very academically inclined. The teachers felt that giving these learners exposure by going to the theatre is a great opportunity for them to consider acting as a possible career. The teacher described this from a learner's perspective:

Look here, I always thought, no I can't do that, I am not an academic, but my love for singing and dancing, that is what I love. So the child can see, oh but maybe one day I can also go into that direction. (Sch E- ALS3).

This is not something that teachers usually would have considered in the past as indicated by the following statement:

Now you can see, you've always... You put so much emphasis on the negative, what the child cannot do and now you see, oh but this is something positive. This is something that the child can move forward with. (Sch E- ALS3).

The mind-shift facilitated by a deeper understanding of what a holistic well-being approach implies were evident in the statements made by two learners, a parent and one of the coordinators on the teams, when asked to reflect on the her experience of being involved in the team:

For me the well-being project... it is just wow. It gave me the exposure of what I really want to do in my life. Because since I was small I had this vision of let's make... I wouldn't say the world, but this place where we are now. Let's make it a better place... And how can we make it a better place (Learner4- Sch C-ALS1).

I also think this well-being project... just the word well-being on its own has created a positive atmosphere in our school and I think it is important. A positive atmosphere in such a sense that we start to think positively and we can also bring the negative things forward and make everyone aware of it. I also think that we need to inform more people about the well-being programme. (Learner3- Sch C- ALS1).

If I think back, before the well-being initiative groups came in, before doctor and they came in, we did not think that much about well-being. We focused on the academic side, the child must be able to do this and we still need to do that and the child must come right with this, but we

never thought much about... took notice of well-being, until you came in with your team and indicated it to us. (Parent- Sch A- ALS1).

Now things are a bit more balanced, because we talk about the good things as well, a little about the bad things as well. We would have only focused on the negatives, so yes it balances things a bit more (COORD- Sch E- ALS1).

On-going conversations with team members in which a deeper understanding of the process was facilitated and that contributed toward a mind-shift in terms of how WBST members perceive and experience well-being, appeared to have strengthened the commitment of team members. The increased commitment amongst team members was evident in the sense that members increasingly began to take ownership by initiating activities to promote well-being in the school.

5.4.2 Subtheme 3.2: Encourage deep level engagement between team members

The application of participatory action learning and the action research approach (Zuber-Skerritt, 2009) as well as the complex interactive dynamic approach (Shaw, 2002) could facilitate the changing of conversations in organisations. The application of these approaches implies that the conversations between members of the WBST as well as those that take place between the WBST and the other members of the school community enhanced open, free-flowing discussion about communication between members. The dialogical nature of the conversations between team members facilitated opportunities for deep level engagement due to the fact that both approaches aim to develop equal, trusting and supportive relationships, conducive for reflection and collaboration through the recognition of the achievements of all participants (Kearney, Wood & Zuber-Skerritt, 2013).

At the onset of the research, deep level engagements emerged from the conversations in the action learning sets. The project leader facilitated safe spaces in which the team members could freely engage with whatever they needed to discuss in relation to the promotion of well-being in their context. The deeper level engagement was enhanced by the call to take responsibility for the process and become agents of change within their school community. The facilitator voiced this call to agency repetitively in all the action learning sets. Three examples of such encouragements are:

It is not teachers, parents and people from the university that is here... We are all here for one thing and that is to improve the well-being of the school (Sch E- ALS1).

You actually know best what works and what does not work at your school. People often come in say that they are the experts,' right... People that come and tell you how to solve your problem, then you feel..., but they do not understand... (Sch C- ALS3).

It seems like every time we converse, you are getting stronger... In the sense that I feel we can withdraw a bit... I'm not saying we want to withdraw completely, but it is important that you decide for yourselves what you want to do (Sch E- ALS2).

As the team members became more aware of their agency, the action learning set meetings become enabling space in which they could feel comfortable and safe enough to openly raise concerns and problems as demonstrated by the following examples:

One of the parents described a situation in which she was concerned about learners running around in the streets after school. She explained that she felt that there was little adult supervision and this needed to be addressed as it was a safety issue (Sch E- ALS1: 5). The teachers in the group

welcomed her concern, discussed her concern and assured her that something will be done about the situation.

To provide another example, a parent at school A raised his concern by stating that he felt that some teachers were favouring the clever learners and girls above the boys and he felt that this was unfair. His concern was acknowledged and with some facilitation, members were able to engage in this discussion to put his concern into perspective. One of the teachers on the team assured him that the concern he had was being addressed by the school (Sch A- ALS1: 15-16).

Not only did this space provide opportunities for parents to raise their concerns, but some learners also felt comfortable enough to express their concerns. A boy in the primary school spoke up about his concern that he felt teachers do not always listen to both sides of a story when there is a troubling situation. Members involved were able to discuss this concern and one of the teachers even mentioned that having these kinds of open discussions are valuable to have:

I think this is good, this kind of meeting, because the learners- you also get to hear how the teachers feel (Sch E- ALS 2).

Similarly, at another primary school, one of the grade 7 boys felt comfortable enough to challenge the teachers about an issue pertaining favouring learners based on gender:

My teachers does not like the boys, she only likes that girl and the other girls. She always believes them, she never believes us (Learner Sch: A- ALS1).

The last example that the researcher would like to share includes a conversation that occurred within one of the action learning sets at one of the secondary schools. The conversation was about what one can do to change teachers' perspective in terms of using punitive measures in addressing learners' behaviour. One of the grade 10 learner's responded by indicating that regular and open conversations between learners and teachers are necessary:

I think the best way is just to talk with that teacher... For example, say that "X" goes straight to Mr. "X" and talks to Mr. "X" and he tells him that he does not like this and he doesn't like that... I think they [the teachers] will understand better and Mr. "X" will respect "X," because he spoke up. Mr. "X" might realise that it is really like that and he will reflect by himself... And like I've said, he will...because I don't think Mr. "X" will just not say anything and "x" will also change himself more and more (Sch F- ALS3).

Even though learners were encouraged to raise their concerns and as indicated within subtheme 1.2, in some schools learners did appear a bit more apprehensive to talk openly about their concerns in front of the teachers or parents. Therefore, based on this observation, the research team felt that if engagement occurred in separate discussions with learners, they might be more comfortable to talk openly. Also, having discussions separately from the teachers, gave the opportunity to encourage agency amongst learners in the team as they had to come up with their own ideas instead of depending too much on the teachers' suggestions.

Having discussions with the learner team members separately from the adults did seem to facilitate more in-depth discussions pertaining to issues that relates to their well-being. The researcher facilitated the discussions with the learners and based on her observations from being part of the action learning sets, the children did appear to be more comfortable to engage in conversations when they

were away from the adults. Although she had to initiate the conversations, they were not as reserved and tended to respond with more confidence to her questions. For example, at one of the primary schools, the conversation with learners centred on challenges that they experience in the school. The issue of bullying came up so we spent some time discussing this in more detail. To encourage agency amongst the learners, the researcher guided the conversation in such a way to encourage the learners to come up with their own solutions instead of just telling them what to do. After the conversation, learners went back to the rest of the group and a learner representative then gave feedback of what was discussed and gave suggestions of how bullying could be addressed:

We spoke about bullying, how to make bullying less and also the kinds of bullying, children that take away bread or food and tease the young children and hit as well as belittle children (Sch A- ALS 3).

We can write anonymous letters to the teachers and throw it in a box [to report incidents of bullying] (Sch A- ALS3).

With reference to the teachers on the team, they were also able to openly raise their concerns about the challenges they experienced in the school. Such problems included for example, drug abuse amongst learners (Sch E-ALS2: 9), learners with behavioural problems (Sch B- ALS1: 4 & 17; Sch E- ALS1: 1), lack of motivation amongst learners (Sch F- ALS1: 7; Sch C- ALS2: 3) and lack of parent support in children's academics (Sch A- ALS2: 3). A common concern across all six schools was the discipline and behavioural problems of learners:

I've mentioned it before, but we... I don't know about my colleagues, but we experience tremendous behavioural problems this time of year. The people do not want to come and work with us, not us, those specific children. (Sch B- ALS1).

There are three learners in my class that do not behave themselves. I have the grade 4 learners, and I spoke to the one mom about her child's rude behaviour. (Sch A- ALS1).

It is almost something like this: why do you give problems in the class? Go out or go to that classroom, go talk there, what is your problem, why can't you behave yourself in the class? (Sch C- ALS 2).

There are learners that do not give you problems, but they have problems. Those are the learners that get 'missing' in your groups. You give all your attention to the rude, undisciplined children and they just don't come right (Sch A- ALS 2).

Sharing personal experiences and stories:

Apart from talking about problems and concerns, the enabling space that was created within the action learning set meetings allowed members to feel safe, to become visible as human beings. This was evident in the way in which the members started to share personal experiences and stories and asked advice from one another. As an example, during one of the meetings teachers spoke about an event they wanted to arrange for the teachers to strengthen the connection amongst them. They touched on the possibility of a boot-camp for team building, but mentioned that it should include activities that everyone enjoys. As the conversation continued, one teacher referred back to the statement that "everybody should enjoy the activities." She mentioned that although she is adventurous, she cannot swim, so activities should not include swimming. She made this statement in

a very light-hearted manner and welcomed the laughter after she admitted that she cannot swim. The laughter was not in an offensive way, and she felt comfortable enough to continue her story by explaining that she actually had a fear of water, because as small child she nearly drowned. She concluded her story by saying that she is going to make it a goal to learn how to swim. Everybody was supportive of her story despite the joking and laughing in between.

Another example included one of the parent representatives on a team who openly discussed his concern as a grandfather about his grandson and asked the other members' advice, including the learners on the teams. He felt that his grandson was friends with the 'wrong' people, seeing that they had a negative influence on his grandson (Sch A: 12 & 13). The facilitator as well as other members in this group supported him by trying to give some advice that might help him to handle the situation in the appropriate manner. On the surface the above mentioned examples might seem irrelevant to the sustainability of the process, but it was evident that the opportunity for members to share their stories facilitated a sense of connectedness between them (Roffey, 2012). Furthermore, the sharing of experiences provided opportunities for members to relate to one another and through relating, connections were strengthened (Moolenaar, 2012).

In conclusion, by providing opportunities for deep level engagement to occur in which members were able to have open discussions about problems and concerns and having the opportunity to share things about themselves, appeared to have contributed towards an enhanced commitment between team members to promote well-being in the schools.

5.4.3 Subtheme 3.3: Engage all the members of the school community across the various levels of interrelatedness

Through facilitating a mind-shift amongst the team members pertaining to the promotion of holistic well-being, and therefore enhancing the commitment amongst team members, WBST increasingly began to realise the importance of creating awareness of the value in promoting holistic well-being in the school. Awareness amongst other members in the school community was cultivated in various ways: (1) Introducing the framework to school personnel; (2) Presenting teachers with the well-being wheel which facilitated conversations in some classrooms; (3) Multi-level involvement beyond the teams, and (4) Increased use of well-being language. Each of above-mentioned aspects will be discussed in more detail below:

1) Introducing the framework to school personnel and talking about well-being

Based on team members' realisation of the value to promote holistic well-being in the school communities, they expressed the need to develop increased awareness amongst the rest of the school staff regarding what the holistic well-being initiative entailed. Therefore, with the assistance of the project leader and myself, a work-session was arranged in April 2016 with all the schools.

An invitation was sent out to all the teachers, inviting them to participate in a discussion relating to the well-being process in their school and discussing their role in the well-being initiative process.

At this gathering, the well-being framework was explained to the teachers and also served as a discussion tool for talking about the well-being process in their school. Apart from creating awareness of what this process implies, conversations also focused on the teachers' role in promoting well-being within the school and therefore facilitated a shared commitment amongst all school staff.



Photograph 5.4: Introducing teachers to the well-being framework



Photograph 5.5: Relationship building as part of the workshop with teachers

- 2) Presenting teachers with the *Wheel of well-being* poster as way to promote well-being in the classroom:

The wheel of well-being incorporates the *Six ways to well-being*, which initially started out as the five ways to well-being, was developed by the New Economics Foundation (NEF) (2011). The *Five ways to well-being* (NEF, 2011) refer to evidence-based messages with the intention to promote mental health. According to the New Economics Foundation (2011), the *Five ways to well-being* which include: take notice; give; keep learning; be active, and connect, can be used as a tool by any individual to enhance their mental health and well-being. At a later stage, the mental health promotion team at South London in partnership with the Maudsley NHS foundation Trust, added 'care for the planet' and thus became the sixth way of well-being (Kent County Council, 2014). Seeing that the *Six ways of well-being* is presented in such a way that it can be easily applied by

anyone, our aim in the project was to introduce it to the school communities with the intention to promote well-being. Therefore, during the course of 2016 we collaborated with an UK expert in the field of mental health promotion to use some of their materials in the school communities.

I went to each of the schools and explained the *Six ways to well-being* (NEF, 2011) to the school staff. Each teacher received a *Wheel of well-being* poster and was encouraged to apply it in the classroom whichever way they preferred - through conversations, a game or just merely referring to it. In obtaining feedback from teachers, it seems that most teachers have used the six ways of well-being as discussion tool in the class and during life orientation lessons. Here are some examples of how teachers applied the *Six ways to well-being*:

By communicating with learners on a daily basis regarding their appearance (neatness), respecting those around them. Holistic development, healthy positive growth (Sch A).

I refer to the poster when friends have problems with each other- care about one another, love one another; encourage them to participate in sport (Sch A).

We talk about it, especially during Life Orientation period and also when there is an opportunity during other periods. I've also had a listen and discuss lesson about it (Sch F).

Often refer to it when I want to instil certain values in learners. I also try and explain that a person does not have to do extraordinary things to contribute toward a person's well-being. I also encourage them to reflect regularly on whether they are still on track (Sch C).

It appears that the well-being wheel has been valuable in some classrooms in the sense that it facilitated conversations and increase awareness of what well-being entails and how it can be promoted in practical ways.

3) Multi-level involvement beyond the teams:

By strengthening the well-being support teams, the data obtained provide some indication that the teams increasingly began to involve other school staff members in making decision relating to the planning and implementation of well-being activities. The coordinators as well as other teachers in the team have indicated the importance of everyone being involved (FGI-COORD2) and therefore they have engaged with teachers through a process of consulting in terms of shared decision-making relating to well-being activities.

In the focus group interview with the coordinators, one of the coordinators described that the well-being team usually came together first to discuss and plan activities. Once they had placed some options on the table, they took it back to the rest of the staff, usually during the staff meeting, and informed them about what they were planning. The rest of the staff then had the opportunity to give their input as well (FGI- COORD2). At school E, the coordinator described the same procedure:

We sit together as a team to discuss our projects and how we are going to move forward. We then take it back to the staff and we take it from there... They also give their ideas.” (Sch E- Personal communication, March 14, 2017).

Some of the schools also worked closely with the school management team. The SMT seemed to be involved through a collaborative process of consulting. The coordinator of one of the primary schools explained that after the team had come together to plan activities, they then took it to the SMT.

The management team would then give their input and only after the meeting would they take their ideas to the rest of the staff for their input (Sch D- personal communication, May 26, 2017).

With reference to the parents, team members felt that more awareness should be created amongst the parents regarding the holistic well-being process. They felt that it would enhance parent involvement once they understood the value of promoting well-being in the school. A parent session was held in September 2016 with 22 parents attending the workshop. The well-being approach was explained with reference to how it applied to the specific context. Thereafter, the parents engaged in small group discussions about their involvement and the challenges relating to their involvement. Based on these conversations, there were certain elements that stood out in terms of parent involvement and from these elements, suggestions were made of how some could be addressed from a well-being approach. The overall feedback of their experience in the parent session was positive. This is evident in that parents asked for a follow-up meeting and also asked if mentorship training could be made available to them with the intention to support their children better (Observation, September 17, 2016).

In response to multi-level involvement to enhance well-being, the coordinators as well as school principals agreed with such an approach. Members feel strongly about including everybody in this process. One coordinator said that if they did not have the learner team, so many things would fall through:

I mean, if I see how many times the learners came to me and told me things that I did not think of at all. All of that would have been lost if we did not have them as representatives (FGI-COORD1).

The importance of ensuring multi-level involvement of all the members of the school community in the process to promote holistic well-being was confirmed by the coordinators and principals:

Including all stakeholders [the parents, teachers and learners] on all levels regarding building support is important- so you obviously you want to involve everyone, otherwise it tends to fall flat a bit if everyone is not included. The team must be relatively active in the involvement itself (FGI- COORD 1).

The more people are involved, it will be less of a one man show and the bigger the chances that this will continue (Prin F-i).

The involvement of community can also have an input on sustaining the wellness. Parents and community leaders can be trained in order to lead well-being in their community (Prin D-qq).

It [involvement] is one of the most important aspects. This process cannot be merely driven by the well-being team, otherwise it won't be sustainable (Prin B-qq).

Increased use of well-being language:

As the well-being support teams' understanding developed, they increasingly used the well-being language in various contexts to ensure that the members of the school community who were not on the teams were familiarised with the language. Examples of the increased use of well-being language in creating awareness included talking about well-being related concepts during assembly and putting up posters in the school that related to aspects of well-being (Sch F-ALS1: 3; Sch A- ALS2:14; FGI:1-2). Talking about well-being during assembly was a strategy that was used by many of the schools. One of the schools used the *Six ways of well-being* as a guideline to establish different themes for the term.

The well-being team took responsibility for developing different themes and each teacher was given a copy. The themes were accompanied by small actions and learners as well as teachers were encouraged to carry out these actions. The themes were also discussed throughout the term within the class context and sometimes during assembly as well (Sch F- personal communication, May 5, 2017). At another school, they focused on talking about different values and how it related to well-being (Sch E- ALS1: 3). Previously, the emphasis was more on the negatives, so the idea of this was not only to focus on values per se, but also to create more of a balance between talking about the negatives as well as the positives during assembly time (Sch E- ALS1: 3).

Although a strong shared commitment was not yet fully present within the whole school community, the data provided some indication that engaging with others did gradually lead to some degree of shared responsibility amongst members of the school community.

5.5 THEME 4: PRO-ACTIVELY STEER THE INTEGRATED MULTI- LEVEL PROCESS

The theme refers to the important aspects that should be considered to ensure that the process continued to have an impact on the well-being of all the members in the school community. These aspects, as indicated in the discussion below, include the acknowledgement of the role of everyday activities and interactions in the promotion of well-being; the purposive initiation of well-being related activities; continuous integration of well-being related activities; interventions into the process and continuously revisiting the process.

5.5.1 Subtheme 4.1: Acknowledge the role of everyday ways of relating and interacting and existing actions and interventions in the promotion of holistic well-being

From a complexity theory perspective the everyday interactions between people in the school communities play a significant role in the promotion of holistic well-being. Pro-actively steering the holistic well-being process therefore required an understanding that everyday interactions contributed toward the well-being of members of the school community. The team members who attended the action learning sets were guided to understand that well-being already is an integral part of their everyday existence and that every person in the school community was already engaged in the promotion of holistic well-being through various everyday interactions. These acts included greeting one another, giving a compliment, dealing with conflict in a kind manner and assisting someone else, which would contribute significantly to the promotion of holistic well-being. In response to the guidance, members on the team increasingly began to realise and acknowledge that well-being had always been part of their existence even though they did not name it as such. One of the teachers on the team stated:

I just have to say, well-being has been done for a long time, but it's only been placed on the table now. I think we have been doing well-being for a long time, every day. (Sch A- ALS1).

Similarly, in one of the action learning sets, another coordinator shared what happened in one of the classes to illustrate the value of keeping well-being in mind within everyday interactions with learners:

Each period is wellness... The one teacher that is relatively new, she said the other day that there is this one child that is late every day; and she said that she gets annoyed with this child,

because he sleeps while she is giving lesson and it is still early morning. So when she asked him nicely why he is sleeping every day; the child must wake up at 4am in the morning and then she has to look after the child until 7am until the dad gets home. So the child is going to... sleep at school. So, just making that educator aware that... the child's behaviour might be negative, but you have to try and determine what...why... what the reason is (FGI- COORD 4).

By becoming more aware that well-being is something that is happening every day and is present within the normal day to day activities, members on the team were empowered to encourage other members of the school community to understand the value of these interactions from a well-being perspective. The recognition of these small acts helped motivate teachers, learners and parents to take ownership of the process as they realise that well-being is not a programme presented by experts, but a process in which all of them are engaged on a daily basis. Through acknowledging that everyday interactions enhanced the understanding that all members of a school community contribute to holistic well-being in the school community, and not only certain people who accepted responsibility, each and every person is given some agency to contribute toward the well-being of others.

The teams were concurrently guided to understand the value of existing actions and interventions that have already been implemented in their schools to enhance the development of and support for learners, teachers and or parents, for the promotion of holistic well-being. These include physical activities such as ball games, character building sessions, feeding scheme and parent guidance sessions in terms of how to support learners during exam times (Sch F- ALS2:6).

They came to our school and helped me to teach the children different ball-games. For me it is a tremendous asset, because the children, really... They were part of the group, and the

children are in this programme where you can see there is progress, and that for me was a big positive-point. (Sch C-ALS 1).

On Saturday we had a character-building session. The WCED suggested that our school to have a character building session here. All the teachers were there, except Ms. X that was ill. Mr. X was also here along with 30 of our learners. Mr X who was the presenter spoke to them about character-building and choices (Sch A –ALS 1).

In our school well-being is promoted through the feeding scheme that we have. Everyday learners that perhaps do not have food at home, gets a meal during break time at school and it helps them to concentrate better in the class (SUWS- P2- learner).

The response of one of the teachers on the outcomes of a school camp indicated that they began to understand the value and meaning of activities in terms of the promotion of holistic well-being. She explained that she noticed various aspects that enhanced well-being on individual, relational and collective levels throughout the weekend:

The children also got to see the teachers in a different light, they saw a different side to the teachers: “Oh X can also make jokes” and “that can also do that” and “that one also;” And the appreciation that we had for each other at the end of the day... One would think with the isiXhosa learners, you would think...that they would feel excluded. Not at all. That was the least and I think Mr. X was so proud of the fact that there was a sense of togetherness between learners which was fantastic that you almost feel you want to take a group each week, just to show them, there is a world beyond this... (Sch C- ALS1).

By acknowledging that everyday interactions and existing activities contribute significantly toward the well-being of members in the school community guides members to steer the process effectively in the sense that they increasingly realise their responsibility in promoting well-being within their daily interactions with others. Furthermore, recognising ways of relating, interacting and using existing activities and interventions that contribute towards well-being, guides the team members to further identify areas where well-being can be promoted.

5.5.2 Subtheme 4.2: Purposively initiate specific well-being related activities

Although everyday interactions and existing activities and interventions might play a significant role in the promotion of holistic well-being it is not necessarily sufficient to address all the dimension of well-being as identified in the framework, referred to in subtheme 3.1. The teams were therefore also guided to purposively initiate specific well-being related activities that deliberately attend to all the levels of well-being:

I believe we should look at it holistically. Everything cannot just be just focus on individual level, it must be about the relationships and it must be about equality. (F: Sch A- ALS 1).

The purposive initiation and implementation of well-being related activities require that team members take ownership. Therefore, as indicated within subtheme 3.1, strengthening the teams was a critical part of the process in order for this process to move forward. Within the initial phase the team members found it somewhat challenging to take ownership and therefore required guidance from the research team to take initiative in this process. This was evident in the way that the project leader often had to initiate and facilitate the conversations during the initial action learning sets (Sch E- ALS1; Sch A- ALS1; Sch B- ALS1).

During the second action learning set, the teams were divided into groups and asked to think and talk about activities that they could implement to promote holistic well-being, to encourage them to take responsibility for the process. They were asked to give suggestions for at least one activity for teachers, one for learners, and one for parents as well as a whole-school activity. They were also requested to discuss the practicalities in terms of how and when they envision the implementation of the activities (Sch E- ALS2: 8; Sch B-ALS2: 7).

In the meetings that followed, it became evident that the teams gradually started to take ownership of this process and needed less input from the facilitators. This was evident in that members started to plan activities by thinking it through carefully with reference to the various dimensions of holistic well-being, as indicated by the following examples:

We have many ideas, but in the previous meeting we decided that we are going to wait for the form, because we don't want to plan for the sake of planning. It is interesting, when I started to list activities according to the categories- individual, relational and collective- most activities are directed toward individual and relational, so there is not enough collective. So I thought that in the future, we need to organise more things to build on those relationships and to build on the collective (Sch F- ALS 1).

We decided that we want a camp at the school for grade 5 to grade 7 learners. We want to do an obstacle course, exercises, teamwork and more sport. Sports such as volleyball, swimming, tennis, soccer and dodge-ball... We want to encourage sharing, helping and teamwork at the camp. Where there is conflict between learners, we want to put them in the same team, so that they can get to know each other (Sch E- ALS 2).

We still want a teacher-session this term, but we are still planning it...Just a team-building session, because there is a great need amongst us at the moment, to engage with the teachers on different...on a different level. That is actually what it is about; not only empowering, but I also think relationships, just to connect and so forth (Sch F- ALS 3).

Below are some photos of activities that were initiated by the well-being support teams:



Photograph 5.6: Leadership camp- learners start the morning with exercises



Photographs 5.7: Team-building event for teachers: Teachers participating in team-building activities

Taking initiative as indicated in the above examples occurred more easily at some of the schools. Below is a comparative example of two schools - one school which was able to move forward with less input from the facilitators whereas the other school still required quite a lot of support and input from the facilitators:

School F that was advanced in terms of steering this process, implemented a variety of interesting activities aligned with the framework. On an individual level, learners were recognised for positive behaviour, such as friendliness, respect and kindness. A sport day, in which both learners and teachers participated in various sport activities as a way of having fun together was held to strengthen the relationships between them. The school also celebrated “zero discrimination day” as a way to collectively promote equity and social justice (Sch F- ALS2:15-16; Sch F- ALS3: 6; Sch F- ALS3:13).

A possible reason for the efficient way in which the process was implemented in this particular context is the fact that the well-being initiative became part of the school portfolio, which implied that it was on the agenda of the school management team and therefore perceived as an integral part of the functioning of the school. Furthermore, the coordinator was a member of the school management team and made sure that all the staff members were included in planning of actions through a consultative process.

Contrary to school F, the challenge of making progress at school C regarding the initiation of activities and interventions was evident. The team often had to cancel plans about which they were extremely excited. For example, an art and music event to motivate learners who were talented to showcase their talents and creativity, was cancelled. Another initiative that was cancelled owing to a lack of support from teachers and parents was an after-school study group for learners. The seemingly slow progress with regards to the implementation of the process may be ascribed to the fact that it had

been perceived as separate from the normal school processes and was therefore the responsibility of a few teachers who opted to get involved. The teachers appeared to be somewhat resistant towards implementation. Concurrently, the principal and the school management team perceived the coordinator as the person responsible for steering the process together with the team members, despite the fact that some teams members were on the school management team.

In addition to the challenges mentioned above, it seemed evident that all the teams faced challenges with regards to time and resources. Time constraints were experienced due to the full schedule of a typical school day that was organised around teaching, exams, staff meetings and extra-curricular activities. It was often very difficult to find a timeslot that would be suitable for organising activities (Sch A- ALS2: 10; Sch B- ALS2: 8; Sch F-ALS2:13).

One way to address the time constraints was to immediately make a note of an important date on the school calendar so that everyone knew it was confirmed and that something else should not be organised on that date. Confirming activities on the calendar apparently also motivated members to follow through with activities:

Many of the dates have been confirmed and this is going to make it more sustainable. I think, like I've said if we get the go ahead on the budget, and I can confirm the dates in the portfolio, then it is... If something is on the calendar, it has to be done (Sch F- ALS2).

Sometimes it is necessary to schedule specific things on the school calendar so that no one can say, but this date is not available (FGI- COORD 1).

Limitations regarding resources were obvious if one considered that five out of the six schools were quintile 1 schools, meaning that they were serving the poorest communities in the area (DoE, 2004). Due to this scarcity of resources, the members of these school communities had to think creatively when planning activities to enhance well-being. Although not all activities required money, funding seemed to be an important element of this process (Prin F-i; Prin C-qq). Schools had received a certain amount of funding from an organisation which had been beneficial in this process. Nevertheless, the amount was not exponential and therefore members still had to budget carefully when planning activities:

We plan a session for each term, but I know that getting the people in for these sessions are quite a lot of money. So if we know that the money is available we will try and arrange one for this term (Sch F-ALS2).

You know money is a factor, but the thing is if we want sustainable change we have to take into consideration that we won't always have lots of money (Sch E-ALS2: facilitator)

Apart from funding as a resource, schools also considered stakeholders and role-players within the community as resources. Not all stakeholders in the community necessarily provided funding, but the schools relied on them for the services they provided to the school communities. For example, such services included sport, assisting learners to read, dance classes and supporting learners in maths. Members further indicated that identifying resources depended on what activities they intended to implement. Most often members looked for people in the community who were accessible to provide support with certain actions:

You see...I think people need to... More people need to be aware of what the goals are, because the resources that you want to use, usually includes those people that are involved in that field. So if people can see that there is an opportunity here- things that can give meaning, then they will become involved in their own right and as a consequence that will lessen the financial strain (Prin F-i).

I would say that the starting point is the team. If the team is right, the composition works well together then you immediately have access to people from your parent-community and they in turn are also in contact with various things via their work and via their circumstances...So it makes the options easier in terms of seeking and finding resources (Prin F-i).

Like I say, Identify resources; we go out and see who can come to the school and who can help (FGI- COORD4).

Purposively initiating activities by the team members were required in order to steer the process effectively. It was essential that team members planned and implemented actions according to the gaps identified on the well-being framework if they intended to promote holistic well-being across various levels of interrelatedness. Furthermore, by initiating activities team members needed to be aware that they were likely to face some challenges and had to keep it in mind when planning actions and interventions to promote well-being in the school.

5.5.3 Subtheme 4.3: Integrate the promotion of holistic well-being into a whole-school process

As indicated in subthemes 4.1 and 4.2, the promotion of holistic well-being had to be acknowledged as a process that was already present in the everyday ways of relating and interacting with people in the school community, to facilitate opportunities for learning and development. In this process the WBSTs were equipped to deliberately steer the process to become part of the core business of schooling as proposed by Roffey, (2016).

In the action learning sets, the facilitator used the analogy of making a soup, comparing all the activities and interventions with the ingredients used to make the soup:

The purpose of the team is to keep stirring the pot, so that it does not burn and all the valuable things that are thrown in, to see it through; because you can throw valuable things in, but if you don't stir it sinks to the bottom and stays there, only with the grade 10's, but if you begin to stir it then it starts to filter through to the other grades (F: Sch C- ALS 1).

...you know when you add something to a soup and you don't stir it will not mix properly. That is what I am hearing, definitely with the character building. It is a good thing, but you have to stir it through so that it will have an effect on others. And you know that is your task as a team. (F: Sch A- ALS 1).

The framework that was introduced at the onset of the project was used throughout the process to guide the reflections on what was already happening and what should be done in future to ensure that all the facets of individual, relational and collective well-being are attended to by the teams. The facilitator explained:

If you work in those blocks [with reference to the facets indicated in the framework], if you understand the principle then it does not matter whether you play games or kick ball, or whatever it is that you are doing, as long as you understand the principle . That is why I suggested the framework, so that you can work according to the principles and not the actions. So you first have your principle, then the action (F: Sch B- ALS1).

The findings indicated that team members and in particular the coordinators, gradually developed an understanding of the value of an integrated approach as illustrated by the way in which they applied the framework for the planning of activities. The following was reported in one of the action learning sets:

It is interesting, when I started to list activities according to the categories- individual, relational and collective most activities are directed toward individual and relational, so there is not enough collective. So I thought that in the future, we need to organise more things to build on those relationships and to build on the collective. (Sch F- ALS1).

We decided that we want a camp at the school for grade 5 to grade 7 learners. We want to do an obstacle course, exercises, teamwork and more sport, sports such as volleyball, swimming, tennis, soccer and dodge-ball... We want to encourage sharing, helping and teamwork at the camp. Where there is conflict between learners, we want to put them in the same team, so that they can get to know each other. (Sch E- ALS2).

If it comes to implementation, I would say that it has to be integrated. I know it is sometimes difficult to implement an activity on all levels (individual, relational and collective), but I feel for

something to be integrated, it is ideal to see that an activity functions on all three levels. (FGI-COORD 1).

An example of how an activity that was developed to facilitate positive behaviour in School F became a part of the process to promote holistic well-being illustrates the value of well-being as a whole-school process. In this school, the team introduced a system where they handed out badges to learners who display positive behaviour such as friendliness, integrity and respect. Teachers and classmates identified a learner in each class who displayed positive behaviour during the week, and the learner was given recognition by receiving the badge to wear for the following week. According to the teachers on the team, the fact that they introduced this as an on-going project, had a positive impact in the school:

I would say that the badges have created quite some movement. I think the people look forward to see who is going to get it next. (Sch F-ALS 2).

What is critically important is that the team in this school understood that this could not be a once-off activity but should be maintained throughout the year. This was evident in the way in which they explored possibilities for expanding the event, by giving recognition to learners at the prize-giving event at the end of the year (Sch F- ALS2:14-15).

Besides making specific activities part of an integrated process, it was also evident that some teams realised that they should integrate the well-being initiative into the school's agenda. In other words, the well-being initiative process should not have been considered as something 'extra' or something that was separate from the school, but should rather have formed an integral part of

schooling. One coordinator argued that this could be achieved by ensuring that well-being language was used throughout the school:

I mentioned the importance of assured well-being language that, that language must be used as far as possible throughout the school...It is important for people to buy into the language and that the language must be used often (FGI- COORD 1).

Another coordinator strongly promoted the integration in regular comments on how well-being should become part of oneself and the daily classroom practise:

And within the class setup, I would say that the teacher must weave in and present this whole well-being movement and well-being throughout her or his lessons (FGI- COORD 4).

Wellness should become an integral part of yourself in order to help that child. I feel we will also have fewer problems in the school. (FGI- COORD 4).

The awareness of wellness... Wellness is not something that stands over there and we over here... Wellness should actually form part of every teaching moment in your school. Every period is wellness (FGI - COORD 4).

At one of the secondary schools, integration of the process occurred gradually as it became part of the school's portfolio:

I just want to talk about the WB portfolio that will become part of the school's portfolio. It will be added to the academics, sport and culture. The team and I, as coordinator will take responsibility for the portfolio (Sch F- ALS 2).

We made it part of our work division structure; so like we have a category for sport, we have a category for well-being enhancement. It is also part of his portfolio. (Prin F-i).

Although not all the schools had been able to facilitate this integration, the school principals had begun to realise that the holistic well-being initiative should become an integral part of the schooling in as part of the school plan:

My opinion is that it should form part of the school activities and carried out through well-trained personnel (Prin C-qq).

It needs be managed as a school activity so that it can form part of the school calendar as well as the budget (Prin C-qq).

The process can be included in the school year plan, be monitored, and included in school staff meeting, SMT, parents meeting (Prin D-qq).

An important requirement for the effective integration of the process seemed to be the open and flexible nature in which the well-being initiative was steered. The teams were encouraged to follow an evolving and open structure to ensure that it was characterised by its flexibility, inclusiveness, the on-going conversations and ever changing 'processes.' The changes in the structure of teams were one such example. There were no rigid, fixed requirements of who should be on the team and how the

structure should look like. This was also often emphasised by the facilitator with the intention of reminding the members that the process was on-going and that they should move along with the process:

It is very important that process need remain informal and open. It shouldn't become a formalized process. There is leadership and coordination, but is never a formal process that excludes people. So if you want to be part, there are no conditions, you are in...And you can also move in and out. (Sch F- ALS 3).

Not everyone moves exactly... This is why we say we talk about processes and not about programmes. Nothing is rigid. (Sch B- ALS 1).

The flexibility relating to the teams was further demonstrated by one of the learners. She explained a scenario about another learner in the school who wanted to join the team:

"X" told me the day that she want to come, but she doesn't know if she is going to make it. So I told her it is not like you have to audition to be part, you just come and then you are part. (Sch F- ALS 3).

The flexibility was further evident in that the process was inclusive and seemed to have become a consultative process. In other words, not all members of the school community were necessarily on the team, but were included in planning and decision making. Although the teams drove this process, it was reported that the rest of the staff also played a valuable role in planning and decision making. By including everyone in the process contributed towards a shared responsibility:

I would say it is not only for the well-being team, open it for all the staff so that they can give their input in the portfolio and say but listen, this did not work or we want to expand on this, or this was not necessary or we can divide this in more segments... So it should be collaborative in consultation with the staff. I think if you do that, more people will buy in... Like they will feel like...you are acknowledging me. My opinion is valid. (FGI- COORD 1).

The well-being team first have a meeting with our agenda, but it is not to say... it is suggestions, but then we hear from the rest what they say and feel, because often the staff gives better suggestions, then you say: "ok it looks better, or yes we can do it this way, or we can do it a different way." (FGI- COORD 2).

It will be nice if teachers are willing to make themselves available, so I want to ask the management team if it is possible to approach certain people. I think everyone will then have share, but you are not forced to do it. We ask: is there any chance that you will do this, this year? I also think that everyone will then take collective responsibility for the well-being in the school. (Sch F- ALS1).

The well-being team needs to include the teachers in all the activities as well as decision-making. (FGI –COORD 2).

Facilitating an integrated process involved various dimensions ranging from integrating activities within the well-being framework, acknowledging that activities, whether they had been initiated by the teams or other organizations, contributed toward well-being of members in the school. This facilitation had integrated the well-being process in the school, by acknowledging and making an effort to make

the process an integral part of schooling. Furthermore, to facilitate an integrated approach required a structure that was open, inclusive and flexible in nature.

5.5.4 Subtheme 4.4: Continuously revisit the process

Continuously revisiting the process referred to the on-going conversations between team members with the purpose of implementing continuous activities to raise awareness about the value of promoting holistic well-being, engaging in conversations as a means of reflecting on activities and also to reflect on individual's own experience within the process.

In contrast to a programme, which is characterized by its linear nature in the sense that it had a beginning and end, the holistic well-being initiative was an on-going process, characterized by complexity. The process therefore required members to engage in on-going conversations to reflect on the process with the aim of sustaining the process. This entailed continuous efforts to raise awareness of the holistic well-being process to maintain and obtain the buy-in of members in the school community and other stakeholders. An example of this continuous awareness was to constantly use the well-being language throughout the school, as indicated by one of the coordinators:

With the awareness, I mentioned the importance of assured well-being language and that, that language must be used as far as possible throughout the whole school... it is important that people buy into the language and that the language is used often (FGI- COORD 1).

Another example of continuous awareness raising was to have regular conversations with members of the school community regarding well-being. One of the coordinators, who seemed to experience some resistance from the teachers, stated that regular conversations with teachers might

remind teachers about the importance of such a process and therefore encourage them to buy into the well-being process:

The four of us discussed this and said that the best would probably be if we get someone in again to come and talk to all the staff... To make them attentive again about how important it is for everyone to buy into this (FGI- COORD 5).

Continuous awareness was also created by enhancing the visibility in the school pertaining to the holistic well-being process. For example, one of the secondary schools had a television which they used to display images and stories relating to well-being in their school and in this way, they maintained awareness of the holistic well-being initiative.

Similarly, in terms of using visual materials to create awareness, one of the coordinators at a primary school indicated a need for an awareness campaign, using the logo and posters about well-being:

We want to make them aware, a campaign. You see, we did it once... Many months pass by before we talk to the learners again. So we felt that when we have our logo, we want the learners...because we have hearts and a sun and things like that... and posters that we want... just amongst the learners at the school, to have an awareness campaign again (Sch A- ALS2).

Another coordinator concurred with the idea of enhancing visibility in the school with the intention to get more people involved:

The more visibility you create about the well-being process, the more people will become involved (FGI- COORD1).

In this research process, the project team members also contributed toward creating continuous awareness. Such an example was an event that was arranged in November 2016. The project leader invited an expert in the field of school well-being, an educational psychologist, Prof. Sue Roffey from the U.K. to come to South Africa. One of the workshops that Prof. Roffey presented was a session on “well-being as core school business,” which was attended by approximately 40 teachers, principals and other colleagues. The key message of this workshop was to remind and encourage teachers to make well-being an integral part of their schooling through curriculum delivery and teacher’s interacted with learners and other school staff (Roffey, 2016). Those who attended this workshop seemed to have found it meaningful as they often referred back to this workshop during conversations, especially the coordinators.

Furthermore, revisiting the process also entailed continuous reflections. The reason for this was to get some idea of whether the activity did what it was intended for and obtain a sense of how it influenced those who participated in the activity. In other words reflection, a process also referred to as self-evaluation, served the purpose of evaluating actions that had been implemented, (DBE, 2014; Chapman & Sammons, 2013). Reflection was quite a challenging part of the process as members seemed unsure of what questions to ask for reflections. When those who had participated in an activity reflected on it, the responses seemed to be more reporting than reflecting, particularly by the learners. Based on this challenge, the facilitator and co-facilitator developed a reflection form template that the schools were able to use after the implementation of activities. It seemed to help as they increasingly began to incorporate reflections after implementing activities.

Not only was reflection on activities essential, but the primary researcher also encouraged team members to reflect on the process. In other words, members were encouraged to engage in self-reflections relating to their experience of this process and also to reflect on the various aspects of this process to ensure that teams were moving forward (Sch F- ALS3: 20; Sch C- ALS3: 4). Doing formal reflections seemed a bit challenging for team members to do, but despite this, the action learning sets and other engagements such as the coordinator work-sessions, provided team members with the opportunity to reflect throughout the conversations:

The whole time while you were talking I was thinking about my personality... I want a 'quick fix.'
I am a bit frustrated at this moment... And it feels to me that we are going to get there, but I would want things to move faster. (Sch F- ALS1).

I wrote here on my reflection, that things are busy now, I can put it in another way, it is spreading roots. (Sch F- ALS3).

That is why I am telling you these things, I also really want these things to work at our school, but I don't know what to do. It makes me sad. (FGI- COORD 5).

If I think back and reflect to where we are now, I think we have made way to meeting the learners' needs; how we are trying to make them feel good, making positive contributions, the badges that we are giving out and the feeding scheme that we have. That is what we have in place. (Sch F- ALS1).

Based on the fact that the well-being initiative was an on-going process, continuously revisiting the process therefore formed a critical part of steering the process effectively. Efforts to raise awareness about the value of promoting well-being occurred on a regular basis to remind those involved why it was valuable and to obtain the involvement of other members in the school community and the stakeholders. The ability to reflect on activities and on the process allowed members to evaluate and identify areas in the well-being process that required further attention or change and to also identify successes within the process. Essentially, this allowed members to steer the process effectively and to move forward together.

5.6 SUMMARY

In this chapter I presented the research findings obtained from the first three data sets. This included data obtained from the PALAR approach, four semi-structured qualitative questionnaires obtained from school principals and one individual interview as well as semi-structured focus group interviews that were conducted with the coordinators of the WBSTs. I presented the findings with reference to four themes that had emerged, each with their related subthemes. The findings were presented in terms of aspects that influenced the sustainable coordination of an integrated multi-level process to facilitate holistic well-being in school communities.

CHAPTER 6

DISCUSSION OF FINDINGS

6.1 INTRODUCTION

In this chapter I discuss the themes identified in Chapter 5 through the lens of sustainable coordination. The focus is on how the elements introduced into the process might have contributed to the sustainable coordination of the process. The opinions expressed by expert international colleagues who were interviewed, as well as relevant research literature and theories pertaining to each of the themes, are integrated into the discussion as part of the crystallisation process.

6.2 DEVELOP A CORE TEAM TO TAKE RESPONSIBILITY FOR THE PROCESS

The establishment of a core team who could take responsibility for the process seemed to be a critical first step in ensuring the sustainable coordination of the process. The establishment of the teams encompassed a gradual initiation by entering into the school communities to inform interested staff members about the rationale for the promotion of well-being. One of the aims of the conversations was to make staff members aware of the value of a more pro-active approach that focused beyond the problems to create opportunities for all involved to flourish in an enabling environment. In these conversations, teachers were therefore informed that well-being does not merely include a focus on the social-emotional well-being of learners, but rather on the well-being of all the members of the school community as proposed in the multi-level models to the promotion of well-being and on various levels of interrelatedness (individual, relational and collective levels of well-being). This shift towards a more pro-active approach was important as a basis for understanding the value of promoting holistic well-being, as a blend between the ameliorative focus which deals with the problems and the transformative

approach which aims to facilitate individual, relational and collective well-being as proposed by Evans, Hanlin and Prilleltensky (2007).

Following these initial engagements, interested members of the school community were invited to become involved in a well-being support process. As these staff members participated in the conversations and gained greater insight into the role that they could play in the process, they gradually became ready to move forward to establish a well-being support team. Once the teachers who were interested agreed to form a team, it was important that they nominated a coordinator who became the spokesperson for the team in discussion with the formal structures responsible for governance and management in the school.

However, in order to adhere to the multi-level approaches to the promotion of well-being, learners and parents were also included in the teams. This inclusion was to ensure inclusive spaces in which the voices of all the role players in the school community were represented (Graetz et al., 2008; Skrzypiek & Slee, 2017; Alliance for a Healthier Generation, 2013). According to Epstein (2010) by developing partnerships between parents, teachers and students a caring community is formed in which all members are motivated to work together towards a shared vision (Adelman & Taylor, 2008). The findings of this study confirm the value of the partnership between teachers, learners and parents for the co-construction of such caring spaces.

Research conducted by Cefai and Askell-Williams (2017) and Baldacchino (2017) indicates the importance of including teachers in the promotion of mental health and well-being. The authors have shown that the active involvement of teachers has been valuable in terms of enhancing the effectiveness of these initiatives. For example, in the research conducted by Baldacchino (2017) the teachers indicated that their involvement in social-emotional learning (SEL) programmes contributed

toward a sense of accomplishment. This sense of accomplishment along with a common language used amongst the teachers seemed to contribute toward a shared commitment that made use of the proactive practises. Similarly, according to Cefai and Askell-Williams (2017) the active participation of all staff in a collaborative effort appeared to have been a key aspect in the effective promotion of mental health in school communities. The authors' findings therefore imply that the active involvement of teachers in the promotion of mental health and well-being are essential for sustainable coordination.

Accordingly, the involvement of learners on the teams was apparently very valuable in sustaining the process. Through their involvement the learners experienced a sense of purpose based on their involvement in a process, in which they had been given the opportunity to make their voices heard. The value of including learners in the WBSTs was acknowledged in the expert interviews. In a discussion with participant A about the involvement of learners in making decisions about their own well-being, he responded as follow:

I agree, I think it is so exciting to empower kids to be co-leaders. It is so, so powerful, so I resonate with what you are describing. (PA-1).

Similarly, in a discussion with Participant B about the value of having learners on the well-being team, she agreed with the importance of involving learners on the well-being teams and that it had been something she tried to encourage for a few years (PB-1:2). She argued that learners' inclusion in this process could also contribute to them becoming responsible adults. She stated:

Even in terms of thinking about you know, we want these people to go into the world and feel like trustworthy, responsible, young adults. But if we never give them any trust or responsibility, how do we think that is going to happen? (PB-1).

The research literature concurs that the inclusion of their voice provides learners with a sense of meaning and connectedness to the tasks in which they are involved in (Noble, Wyatt, McGrath, Roffey & Rowling, 2008). Providing opportunities for learner participation makes learners feel useful and valued and in turn enhances their commitment toward continuing with the activities that they are involved in (Roffey, 2017; Noble et al., 2008). The value of providing learners with a voice is further emphasised by Cefai and Cooper (2010) who argue that not only does the student voice contribute toward a sense of purpose, but listening to learners provides a more adequate and useful construction of the situation, allowing others to better understand what the learners' needs are. Therefore, by encouraging student voice in the co-construction of ways to enhance well-being on various levels, learners were provided with a sense of agency, critical for the sustainable coordination of this process (Roffey, 2017).

However, it is important to note that even though learners were reminded that they were equal partners in this process, the authoritarian nature of the teacher-child relationship, presented a challenge. Learners were therefore somewhat hesitant to express their opinions. In reflecting on the inclusion of learners on the well-being support teams, it seemed that on-going conversations with learners were required to equip them to accept their position as equal partners in this process, yet without compromising the position of teachers.

In terms of sustainable coordination, the involvement of parents was critical in the process. They were involved based on the premise that parents form part of the school community in which they influence and are being influenced by their relationships with others in the school community (Stacey, 2001; 2003; Shaw, 2002). The findings indicated that team members and some of the school principals increasingly realised that getting parents involved was important for the process to continue.

The need to involve parents and other community members to enhance sustainability has been confirmed by research. Bloch et al., (2014) and Barnekow et al. (2006) argue that if community members such as parents do not agree with the intervention or programme and if they do not experience some sense of ownership of the intervention, chances are that they won't feel motivated to adopt the intervention in the long run.

Parents, in the context of this study, faced certain challenges associated with their socio-economic status which hindered their involvement in the teams. For example, parents have to travel long distances to get to work, they have to work long hours and might not necessarily have anyone at home to take care of their children. However, the challenge of getting parents on board appeared to be a global concern as indicated by one of the international experts. She acknowledged the value of getting parents involved, but confirmed that their inclusion was challenging to achieve. With reference to the Australian context, she stated:

It's the same challenge here, getting the conversations going and propose that one of the ways that seems to be engaging schools and parents at the moment for us is talking about well-being literacy. (PB-I).

Despite the challenges that the WBST faced to get parents involved, team members worked diligently to ensure that they recruited parents. As indicated in the findings, team members were gradually able to overcome the blame mentality and increasingly acknowledged that the lack of involvement was due to other circumstances beyond anyone's control. This way of approaching challenges was also described by Nelson and Prilleltensky (2010) who argued that from a community psychology perspective, problems should be reframed in terms of the social context and seen as

arising from the current social conditions. Through acknowledging the context, the tendency to blame others is reduced.

As indicated above, getting parents involved in this process was a challenge. Therefore, in retrospect, I would propose that it seems critically important to get the parents on board when entering a school community. According to policy, the School Governing Body, which represents the parents, is responsible to oversee the mental health and well-being of learners as part of their duty to govern the school (DBE, 2017; South African Schools Act, 1996; FEDSAS & IoDSA, 2015). The inclusion of parents in the initial engagements will provide a more effective opportunity for buy-in at the onset of the project. When teams are established and parents are already included from the beginning, parents are provided with a sense of ownership and in turn, a stronger commitment to move forward with this process. This has been confirmed by Bierman et al. (1997); Graetz, et al. (2008) and Epstein (2010).

The establishment of well-being support teams that include members from the different levels of interrelatedness, who can take responsibility to steer the process, implies a bottom-up process. The responsibility for the development of an integrated, multi-level process in each school community is situated in the team. The establishment of inclusive teams suggests an approach in which the community members are considered as 'experts'. They know their context the best and therefore they will be able to provide the most meaningful suggestions in terms of how this process can work within their school community (Reeler, 2007; Zuber-Skerritt, 2013; 2015).

Furthermore, the success of a bottom-up approach could be ascribed to the fact that it encourages team members to take responsibility of the process through on-going conversations in which team members gain knowledge, learn from one another and build stronger relationships. It seems to enhance their willingness and confidence to take agency of the process, as suggested by Bloch et al.

(2014). One of the expert participants confirmed that the application of a bottom-up approach ensures that people will have much more buy-in if they are involved in the development stage. (PD-I:3).

A bottom-up approach is supported in the research literature (Reeler, 2007; Bierman et al., 1997; Cefai & Cavioni, 2014; Quirke, 2015). The approach acknowledges that interventions and initiatives should be co-constructed along with community members who are most affected by the issues at hand. Establishing partnerships with community members in which they play a vital role in suggesting ways of how well-being can be enhanced, is critical in this process as it provides members with a sense of ownership and therefore greater motivation to implement the intervention in the long-run (Adelman & Taylor, 2008; Bloch et al., 2014; Blonder, Kipnis, Naaman & Hofstein, 2008). On the contrary, many studies indicate that interventions are often developed by an 'intervention-developer' (top-down approaches) after which this is then adopted by school communities (Forman et al., 2009; Frantz, 2009). The members of the school community are seldom included in the development of interventions implemented in their contexts. As previously indicated, Sugai and Horner (2006) suggest that such 'train-and-hope' approaches are likely to fail, because it is not an integrated approach.

Throughout this process, the team members and all the other staff members and the school principals were treated with respect and engaged as equal partners in conversations about their contexts as proposed in the participatory action learning models (Zuber-Skerritt, Wood & Louw, 2015; Zuber-Skerritt, 2013; 2015;). No predetermined agenda that prescribed how the process should unfold was presented to the teams at the onset of the process. The facilitator presented only a basic framework that could guide the open discussion aimed at hearing the voices of key role-players who were familiar with the contexts and included all the voices across the various levels of interrelatedness. The significance of entering into conversations without predetermined agendas, frameworks or plans is emphasised in the work of Shaw (2002), who argues that the absence of detailed agendas allows those

involved to engage in free-flowing conversations from which purpose and meaning emerge. The author argues that it is within the free-flowing conversations itself that change starts to emerge in self-organizing ways, because our perceptions, ideas and opinions are influenced by one another (Reeler, 2007). On the contrary, conversations dominated by agendas and rigid plans or frameworks, which control who speaks and what is discussed, constrain the possibility of open and honest conversations and inhibits the process of sense-making and change (Shaw, 2002).

In order to sustainably coordinate an integrated, multi-level process to facilitate the promotion of holistic well-being, it is imperative to ensure that these conversations encompass deep listening from the onset of the process to facilitate a clear understanding of the challenges that a particular school community experience and recognise the strengths and assets they might have to assist them to address the challenges. The conversations should also challenge all involved to move towards a more pro-active, solution-focused approach to address the needs and problems. In other words, even in the process of preparing for the establishment of the team, the conversations should already encourage those involved to focus on the promotion of well-being instead of only focusing on the problems. As already indicated, this should not happen in a prescriptive way – the facilitator who guides the process should rather ensure open dialogue between all involved in a way that will facilitate the emergence of a new understanding of how they could view these challenges (Shaw, 2002; Stacey, 2001; Reeler, 2007).

The findings furthermore indicate that well-being teams should encourage open and flexible spaces which provide opportunities to engage in and interact with one another across various boundaries. Such an open, flexible approach may be in contrast with typical systems in which committees are selected, fixed, and more rigid in nature. The ability of well-being teams to have an open and flexible structure seems to be valuable for sustainable coordination in the sense that it encourages involvement of all members in the school community, whether members are on the well-being teams or not. An

example within the research findings includes the consultative process that team members followed with the rest of the staff members as a way to include them in the process. Furthermore, the structure of the teams was of such nature that anyone could become involved at any time, therefore the emphasis on the flexibility and an inclusive nature. Colquhoun, (2005) and Deschesnes et al. (2003) support the notion of encouraging an open and flexible structure. Based on the premise that school communities are contexts that are dynamic, constantly changing and evolving, having a flexible structure in the various elements of a holistic well-being process seems to make much more sense than implementing rigid plans for enhancing well-being.

Reflecting on the process through the lens of sustainable coordination, the establishment of well-being support teams evidently provided a solid foundation for moving forward with the process. The success of establishing these teams pivoted around the committed engagement of facilitators, particularly at the onset of the process, which required that facilitators were present at the meetings to assist team members to gain a deeper understanding of what the process encompassed. The role of the coordinators in the well-being support teams was critically important seeing that they had the responsibility for taking this process forward through encouraging on-going conversations with other team members, facilitating meetings and conversations and encouraging shared responsibility and shared decision-making amongst all team members.

A limitation regarding the establishment of well-being support teams in this project is the fact that the teams did not deliberately seek to be acknowledged by the official structures in the schools such as the SMT and the SGB. In the one school where the SGB was actively involved, the effect was evident in the sense that the progress was more tangible and in turn the probability of sustainability more likely. Therefore, as previously mentioned, this process followed a bottom-up approach mainly, but based on the limitation mentioned here, I would suggest that for sustainable coordination, the process would be

more effective if school communities incorporate both bottom-up as well as top-down approaches and should thus include the SMT and SGB. A balance between these approaches would mean that there is greater collaboration between the group of people with strong influence in the existing system and the group of teachers, learners and parents that form part of the system, but are not necessarily in positions of power. A balance of a top-down and bottom-up approach is also confirmed by some of the international experts who participated in the study.

According to participant A:

Our understanding of the improvement process is that it is a bottom-up as well as a top-down effort. The principal, the headmaster, is always the captain of the ship, but if he or she is not leading in a very collaborative, very democratically informed way, change tends not to happen.

Similarly, participant D argued as follow:

You know the key things were that they had action teams and it's got to have leadership in it. You know, if the school leadership is not on board it's very hard. But it's not enough just to have the leadership on-board; you've got to have buy-in from all the staff.... And if they don't really understand what it is, they don't implement it well. And if they don't implement it well you don't get the outcomes. So they've got to understand it, they've got to be convinced that it's useful. So they've got to be able to own it.

Researchers concur that balancing elements of top-down and bottom-up approaches tend to be more effective than relying on only one of these approaches (Bloch et al., 2014; Grabowski, Aagaard-Hansen, Willaing & Jensen, 2017). Bloch et al. (2014) argue that on the basis of the super-setting approach, commitment is required from those who are in higher positions seeing that they hold more influence and can therefore make greater contributions toward changes in policy. As participant A also argued: "...So policy reform, because policy drives practice." (PA-I). In conjunction, the commitment

from those who are affected by change is required because these are the people who can best define what the needs and visions of the school community are, and can encourage local ownership and sustained motivation to take action (Bloch et al., 2014).

An exact example of well-being support teams as established in these contexts could not be identified in the research literature. However, the value of establishing similar school-based teams to promote health and well-being in school communities have been identified (Alliance for a Healthier Generation, 2013; Cahill et al., 2000; Graetz et al., 2008). For example, the *Alliance for a Healthier Generation*, U.S. developed a school health programme that required that school communities establish wellness committees that included members of the school community. The value of having such a team is that the members take responsibility for implementing and steering the initiatives in the school and act as the liaisons to the district level wellness committee.

The implementation of the Kidsmatter and MindMatter frameworks in Australian schools requires the establishment of parent teams or core action teams to encourage members of the school community to take responsibility for the initiative and ensure that the diverse voices in the school community will be heard (International participant PD-I:2; Cahill et al., 2000; Graetz et al., 2008). In the interview with another expert-participant, the value of having a team who takes responsibility was confirmed:

Leadership support is absolutely crucial. Leadership support, which means that there is someone in the school, or a team of people, who are responsible for ensuring the whole school implementation and that that person or team make it as easy as possible for the teachers to implement the programme. So they will make sure that, they might take a topic like courage...

no take the unit, courage, and everybody from across the school is doing courage this week.

(PB-I).

Research literature regarding the sustainability of health promotion and well-being initiatives concur with this expert opinion that leadership support is essential to ensure that the process is sustainable (Askell-Williams, 2017; The National Center for Mental Health and Youth Violence Prevention, 2006; Han & Weiss, 2005; Sheirer, 2005). According to Askell-Williams (2017) the teachers who participated in her study argued that leadership was necessary to encourage integration, to enhance awareness amongst the school community and to allocate resources for the promotion of mental health and well-being.

6.3 DEVELOP A VISION FOR THE PROMOTION OF HOLISTIC WELL-BEING

The development of a collective vision in the initial phase of this project as proposed in the PALAR approach (Zuber-Skerritt, 2015; Kearney, Wood and Zuber-Skerritt, (2013) gave some sense of direction to the process as team members had the opportunity to deliberate about what they would like to achieve in terms of promoting well-being in their particular context and share these ideas with one another. The development of a vision therefore elicited a sense of shared excitement amongst the team members, which strengthened their commitment to the process and laid the foundation for members to move forward together.

What is interesting about the different visions of each school is that most includes an element that implied responsibility. For example, one vision entailed parents, learners and teachers joining hands and taking ownership to achieve their vision. Another vision had a circle that enclosed the dove, to suggest unity and working together, in other words, a shared responsibility toward promoting well-being in their school. The indications of a sense of responsibility embedded within the different visions

already indicated some sense of ownership of the process, which is important in terms of sustainable coordination. Taking ownership and being aware that all members in the school community have a responsibility toward enhancing well-being seems to be critical for the sustainable coordination of the process, and was echoed by Bloch et al. (2014).

However, to create the awareness that all members in the school community have a responsibility toward promoting well-being, the vision had to be shared with the whole school community to ensure the buy-in. Ideally, by obtaining the buy-in of others, the aim would further be to develop shared responsibility toward promoting well-being in the school community. The development of a shared vision to obtain the buy-in of others is confirmed by research (Bryan & Henry, 2012; Cefai & Askell-Williams, 2017; Deschesnes et al., 2003; Gabriel & Farmer, 2009; Sugai & Horner, 2006). According to Gabriel and Farmer (2009), the process of developing a clear vision requires genuine buy-in and therefore the vision should be used to open up a dialogue instead of being handed down from the top. Therefore, these authors argue, in order to obtain buy-in from staff members, they should also be involved in the development of the vision as it enhances their commitment in the process. Similarly, according to Kearsley and Lynch (1994) lasting change of any initiative within an educational context can only occur if those who are affected by the change, understand and share the same vision and therefore, the teachers, students and parents should be involved in envisioning the process from the very beginning.

A limitation in this project is that the school communities did not effectively share their vision with the rest of the school community. This was most probably due to the novelty of the well-being initiative project. In other words, it was not perceived as part of the school system which made it challenging for team members to effectively share the team's vision with the rest of the school community. This might pose a serious challenge in terms of sustainable coordination. I would therefore suggest that upon co-

constructing a collective vision, the project members and facilitators should make a proactive effort to guide team members in terms of sharing their vision with the rest of the school community with the purpose of obtaining the buy-in of other members. Sharing the vision with the rest of the school community should not be done haphazardly, but should rather entail purposeful planning with the aim of encouraging a shared understanding amongst all members in the school community and in turn, buy-in into this process.

In this project, the coordinators indicated that the vision should be understood as being flexible and inclusive. In other words, even though the vision provided clear direction in terms of how to move forward, the coordinators stated that, because the well-being initiative is an on-going process, the vision should not be understood as a fixed statement, but should rather be flexible so that adaptations can be made according to the changing needs that emerge in the school. Furthermore, the coordinators stated that the vision should be inclusive in the sense that the different voices of the school community are represented in the vision with the intention to obtain the buy-in.

Even though the coordinators indicated that the vision should be inclusive, it seemed that efforts of including different voices in the school beyond the teams had been limited. Therefore, in terms of the sustainable coordination of this process, the team members should be guided to facilitate the development of a collective vision with the whole school community, as suggested by Gabriel and Farmer (2009) and Kearsley and Lynch (1994). Expert-participant B confirmed the importance of co-constructing a vision along with members of the school community in terms of keeping sustainability in mind:

I think if we are thinking about sustainability, it will only be sustainable if the people in the school know that the ideas belong to them, their ideas, their plans, and they actually have ownership. (PB-I).

Expert-participant C also confirmed the importance of co-constructing a vision with the intention to get others on board, but she continued her argument by posing a critical question relating to practicalities of developing a vision:

...Envisioning the process together, that's really important and co-constructing a vision, so people feel a sense of ownership. I think that's absolutely important. But once you've got people on board... and what I've found is that often it's better to have a team, rather than an individual, but to have leadership support for that team; so that they have time release and what they are doing is valued and is given a voice in staff meetings. So what I'm saying is that it is great to have co-constructive vision, but it is always "what does this mean on the ground?" "What do we actually do?" We give time in a staff meeting for people to present and to plan and to support the teachers in implementing whatever you are doing. (PC-I).

Based on the findings, literature and opinions provided by the international experts, the co-construction of a shared vision seems to be critical for sustainable coordination of this process. As indicated in the discussions above, the co-construction of a vision allows for a shared understanding to develop which in turn contributes toward the buy-in of members. Working together on a collective vision which includes the whole school community seemingly contributes toward a sense of ownership and therefore a commitment to move forward with this process.

6.4 ENHANCING AND MAINTAINING A SHARED COMMITMENT TO THE PROMOTION OF HOLISTIC WELL-BEING THROUGH ON-GOING CONVERSATIONS

It is evident from the findings that a shared commitment to the promotion of holistic well-being will contribute to the process. In this study the enhancement and maintenance of a shared commitment was facilitated mainly by the on-going conversations between the members of the teams over a period of 15 months. The relationships between them as well as with other members of the school community were gradually strengthened and allowed them to feel more secure and safe to participate in the process through collective meaning-making.

The application of the PALAR approach played a significant role in enhancing and maintaining a shared commitment. According to Wood and Zuber-Skerritt (2013), the approach is people-centred and therefore allows opportunities for participants to come together as equal partners to negotiate ways of working together, building relations with one another and through this, participants come to recognise common bonds that unite them. The PALAR approach furthermore provided a space for free-flowing conversations to occur and through these conversations, participants became more visible to one another as human beings. Collaborative partnerships in which the teams could work together towards a common goal were facilitated. The PALAR approach therefore specifically contributed to the sustainable coordination through the strengthening of the relationships between people perceived as equal partners. In terms of sustainable coordination, it is through these relationships that team members increasingly came to realise their role as active agents of change, and became more committed to sustain the results of their efforts.

The on-going engagement in conversations about various matters relating to the promotion of well-being, provided the opportunity for team members to relate with one another and to find common

ground and mutual interests, which strengthened their commitment to take responsibility for the process. This concurs with the findings of Moolenaar (2012) that the dialogical nature of the conversations between team members and the shared understanding in taking responsibility seemingly facilitated trusting and supportive relationships. The importance of relationships is emphasised in the work of Gergen (2009) who argues that we are not singular individual atoms, but relational beings whose intelligible action is born and sustained within relationships. Roffey (2012; 2013) concurs by emphasising the importance of the relationships for the promotion of well-being in schools. She argues that the quality of interactions between members of the school community, the social capital, not only contributes toward well-being in itself, but also enables people to work together toward shared goals. Morrison (2002), arguing from a complexity theory perspective, states that positive relations and commitment between people contribute toward networking and that the interactions between individuals working in a team help to initiate self-organizing patterns and behaviour within the system. As such, it is not the procedures, job descriptions and obligations that create meaningful change, but rather, it is good relationships that make members work together well that allows for change to emerge (Fong, 2006).

The value of relationships in sustainable coordination of this process was confirmed by one of the international colleagues:

They [those involved in promoting well-being] have to experience it and care about it and believe it's a good thing and by sharing their stories of success that's actually very powerful because (a) the information is shared, but (b) relationships are strengthened and enhanced. And as well as sharing information you are building the closeness of the well-being group and making it a more attractive place, so that you are more likely to have people want to come.

(PB-I).

This participant essentially argues that the relationships and closeness between those involved contribute toward a space in which members feel comfortable and wanted and therefore committed to sustain the process. In this study, the co-construction of such an enabling space in which team members and members from the community became more visible to each other as human beings, gave members a sense of safety to openly share concerns, challenges, opportunities, and personal stories and experiences.

Through these free-flowing conversations, new patterns of meaning emerge that allows for mutual sense-making (Shaw, 2002) to develop amongst the team members. The three-fold theory of social change (Reeler, 2007) confirms that it is within the on-going conversations between people that change starts to emerge. Social network scholars (Moolenaar, 2012; Coburn et al., 2012) argue that regular social interactions amongst teachers seems to facilitate the implementation of particular educational reforms since on-going knowledge exchange allows for mutual sense making, co-construction, collective learning and shared understanding. The mind-shifts that emerged in the engagement in this study apparently strengthened team members' capacity to promote well-being in their school which in turn, contributed toward a stronger commitment amongst team members as they increasingly realised their responsibility as agents of change in their school context (Bloch et al., 2014).

The findings further indicate that the commitment amongst team members encouraged them to engage with the rest of the school community in various ways. The intention was to create a greater awareness of the value in promoting well-being in the school and therefore to establish a shared commitment amongst all members in the school community, as suggested by Cefai and Askeff-Williams (2017). Participants in a recent study (Askeff-Williams, 2017), indicated that a *local champion* is not enough to ensure sustainability and that when only a few teachers are solely responsible for

implementing and maintaining a well-being initiative within a school, long-term sustainability might be difficult to achieve. Some of the members who are responsible for the initiative might leave the school and as a result, the initiative comes to a halt. Therefore, developing a shared understanding and shared commitment amongst all members of the school community seems to be significant to ensure sustainability. The relational basis for this shared commitment is confirmed by relational coordination theory (Gittell, 2010; 2011) which emphasises mutual respect, shared knowledge and shared goals between people as contributing toward effective coordination.

The enhancement and management of a shared commitment is furthermore strengthened by the inclusion of the whole school community in the process. Research conducted by Kielty, Gilligan and Staton (2017) confirm that adopting a grass-roots approach in which members of the school community are involved through the unfolding of a natural process instead of imposing a programme in a top-down approach, seemingly contributes toward members feeling included and motivated and therefore committed to sustaining the programme efforts. Similarly, based on the social network theory, Moolenaar (2012) argues that regular interactions between people within a particular network, are likely to foster and strengthen aspects such as shared commitment, support and mutual help, which in turn, facilitates a conducive environment to achieve collective goals. According to Han and Weiss (2005); Forman et al. (2009) and Waters and White (2015), the strengthening of relationships through deeper level engagements will facilitate the buy-in of those involved and would therefore greatly influence the sustainability of the intervention. From a complexity theory perspective (Morrison, 2002; Stacey, 2001), the facilitation of a shared commitment should be seen as a reciprocal process in which the on-going engagements between team members strengthen relationships, which in turn deepen the engagements. Fong (2006) concurs by stating that warm personal relations between individuals can increase the effectiveness of communication and reduce misunderstandings, which is essential for sustainable coordination.

In summary, a shared commitment was enhanced and maintained by strengthening the relationships between team members, which made them more visible to one another as human beings and evidently created enabling, safe spaces in which they could talk confidently and pro-actively about the challenges and opportunities in their contexts. Based on the strengthened relationships and the sense of safety associated with it, a mutual sense-making process was enhanced which facilitate clear mind shifts from a problem-based to a solution-focussed approach.

6.5 THE PRO-ACTIVE INTEGRATION OF WELL-BEING RELATED ACTIVITIES AND INTERVENTIONS INTO A HOLISTIC ENDEAVOUR

Based on the findings, it is evident that an understanding of the process to promote holistic well-being in a school community as a holistic endeavour as opposed to a conglomerate of fragmented interventions, enhanced the sustainable coordination. Such an understanding implies that the complexity of the process is considered and that it is perceived as an on-going endeavour rather than a programme that has a beginning and an end. By being aware of the complexity and the on-going nature of the process, team members were able to value what had been achieved as the process developed, instead of merely focussing on the outcomes or that which had not been achieved yet.

Another implication was that team members and eventually other members of the school community became more aware of the way in which their everyday ways of relating and interacting (Stacey, 2007; Morrison, 2002), contribute to the promotion of well-being. This lead to the recognition of basic acts of kindness and support as part of the integrated, multi-level process to facilitate the promotion of well-being, which enabled all members to consider themselves part of the process. One school in particular managed to develop a way to enhance integration of activities. This was achieved

by including the multi-level holistic well-being process into the school's portfolio. It is important to note that the active involvement of SGB members made this easier to achieve.

According to Roffey (2017), the everyday magic that lies in simple actions such as acknowledging the hard work of a learner, encouraging others, being positive, listening to a learner and showing interest can have far-reaching outcomes for the well-being of learners. In concurrence, Johnson (2008) states that the everyday, relational interactions between learners and teachers can make a significant difference in the well-being of learners on both individual and relational levels, as suggested by Prilleltensky (2005; 2007). The findings further indicated that by being aware of the value that everyday interactions can play in the well-being of members in the school community, more members recognised that they can play a role in this holistic endeavour, which evidently strengthened the sense of shared responsibility essential for the sustainable coordination of this process. This factor was confirmed in the work of Askill-Williams (2017), Bloch et al. (2014), and Durlak and DuPre (2008).

However, acknowledging that everyday ways of relating and interacting contribute to the promotion of holistic well-being, it is not sufficient to facilitate the integrated, multi-level process in school communities efficiently. The WBSTs in collaboration with the school community as a whole have to develop a deliberate strategy to facilitate the promotion of holistic well-being in accordance with a framework that provide basic guidelines for steering the process. The development of a deliberate strategy requires that the team in particular have to make an effort to understand their specific school community by regularly exploring what the situation with regards to the promotion is. This implies that they continuously explore well-being related needs, strengths and assets across all levels of interrelatedness. Furthermore, they should establish what activities, actions and interventions already in place contribute to and facilitate the promotion of holistic well-being.

An integrated strategy should then be developed, implemented and evaluated, which implies that the multi-level process in the school should encompass an on-going participatory action learning, action research approach. Such deliberate planning and steering of the process will enhance the likelihood that activities are not just implemented at random in a fragmented manner. The value of integrating activities, actions and interventions to promote holistic well-being in a sustainable manner was confirmed by expert-participant A in which he argued that everybody should be mutually informed across different levels of interrelatedness:

It's too common that individual risk prevention and or mental health promotion efforts are fragmented. And that's a critical challenge, what concretely can we do to make sure that we're working in a mutually informed way and I actually when I go into schools, in addition to literally bringing to the same table all the heads of wellness and social and emotion learning, but also risk prevention and educational programmes and just having people summarize what are they doing, so the left hand knows about the right hand. (PA-1).

The relational coordination theory proposed by Gittell (2010; 2011) is in support of the above statement indicating that to coordinate effectively, shared knowledge is required amongst individuals in a particular organisation. This allows participants to communicate with greater accuracy, because not only are they aware of their own role in carrying out specific tasks, they also have an awareness of how their tasks relate to the tasks of other individuals in different functions, making coordination more effective. To illustrate the opposite, a study conducted by Mohlabi et al. (2012) on the barriers that contributed toward poor implementation of school health services, participants emphasised that fragmented efforts and lack of collaboration contributed to poor implementation and in some instances failure of providing school health services.

As evident in this study, coordinators and team members will play a critically important role in terms of integrating the various interventions and activities whether they have been initiated by other organisations or the well-being support teams in the school community. The importance of having a coordinator is also emphasised by Deschenes et al. (2003). According to these authors, for systematic and negotiated planning to take place, a coordinator is needed to drive and integrate the process. Therefore the coordinator and other persons responsible for the process should have good knowledge of the activities and the framework, in which the activities are embedded, as well as a comprehensive view of how they fit together (Deschenes et al., 2003).

However, it should also be expected of coordinators and team members to ensure that the process becomes part of the school agenda to ensure sustainable coordination. One of the international experts concurs with the importance of integrating the process into the school community: *“So we need to help schools really embed this in the way that they do things; So that it is just part of the normal functioning”* (PB-I).

Similarly, participant C also encouraged integration which was evident in the programme she and a colleague developed for school communities:

...So there are three books and within the books are the nine curriculum units. But also in the books is information on creating a whole school focus on student well-being. So we are linking it to things like positive behaviour management, we are linking it to building good relationships and good pedagogy. And then the curriculum, I'll just quickly take you through the curriculum.
(PC-I).

To be honest it is mostly just used in primary, kindergarten to year six, and we suggest one lesson a week, but once the teachers really get into it, what we find is it becomes kind of embedded in the way that they do things (PC-1).

Based on the findings of this study, it is clear that the pro-active integration of the process into a holistic endeavour seemed to be a serious challenge. To ensure sustainable coordination it will therefore be essential to understand the complexity that the process entails. Based on the premise that the facilitation of a process to promote holistic well-being is a dynamic and on-going process, it will be important to develop an open, flexible and inclusive space which will provide the opportunity for any school member to become involved in the process. In such a space inclusion of all is likely since it will allow members to feel valued and therefore more invested in the process (Roffey, 2013; 2017). Elias, Zins, Graczyk and Weissberg (2003) concur that initiatives to promote well-being should be flexible in nature. According to these authors, detailed planning rarely works out as envisioned and therefore, people need to be flexible in the sense that they should not become despondent when things do not work out as planned. Planning should be responsive and flexible. Forman et al. (2009) concur with these findings by indicating that the implementation of evidence-based interventions was hindered to some extent by teachers' lack of flexibility in their approaches. Henderson and Tilbury (2004) further argue that from a whole-school perspective, in order for an initiative to be sustainable, it should have a flexible structure so that it can be applied in other school contexts. It should be adaptable, should be able to fit-in and change with the school curriculum.

Furthermore, considering the complexity of the process, team members should continuously revisit the process in which they engage in regular conversations, allowing them to reflect, evaluate and make changes as required. Participant B also expressed that revisiting the process was part of what they are doing:

I would run a teacher group only day or two days at the start of the year for all the staff and then I would run sessions for the teachers and coordinators from each school. And then they would go back and run staff meetings with all the staff from their school and they would have these catch-ups with the teachers responsible for the well-being, so that they can say, just like you said, what's working, what isn't working. And then sometimes rather than having an outside, you know expert, they would have a teacher from another school or one of the other coordinators come and talk to a staffroom meeting about what is happening in their school.
(PB-I).

Participant B also made a meaningful suggestion as part of revisiting the process. In our interview, she spoke about the importance of celebrating successes. This can be done in various ways, such as through storytelling, collective displays of what has been achieved or a presentation of the successes throughout the year (PB-I:7-8). Although we had a celebration event at the end of 2016 as part of the PALAR process which included all six schools, celebrating successes on smaller scale is not really something that occurred prominently in this project. This can possibly be valuable for sustainable coordination as indicated by Participant B:

...Because if you can amplify the stories of success, the joy, the excitement... we don't build sustainability by shaking our finger and telling people to keep going, but by filling their hearts up...(PB-I).

The complexity of school systems is also acknowledged by another international expert. She argued as follows:

... typically what happens is people get enthusiastic in the beginning, they do the training, they start implementing and then in this beautiful controlled environment of the school... ha ha... things happen. Staff change, other initiatives come in, other priorities come in, and leadership can change in the school as well. They can be implementing and thinking that they are doing well and then they hit a challenge and it sort of knocks their confidence. (PD-I).

Team members need to acknowledge the complexity from the onset of the process. In other words, they need to understand what the process is about, it's not a technical process of managing people, but rather a conversational process of continuously involving people as suggested by Fong (2006), Stacey (2001; 2003) and Shaw (2002). The pro-active integration of related activities to enhance well-being on individual, relational and collective levels seems to contribute toward sustainable coordination. Such integration requires that the team members take ownership of the process and also provide members of the school community with a sense of agency, as they too play a role in enhancing well-being. By encouraging ownership and agency, members of the school community are likely to be more invested and motivated in taking the process forward (Wood & Zuber-Skerritt, 2013; Bierman et al., 1997). Furthermore, the pro-active integration of well-being related activities prevents fragmented and random efforts which often lead to 'more of the same' activities and interventions. Also, by coordinating the process to become part of the school agenda, increases the likelihood for it to be sustainable (Adelman & Taylor, 2003; Samdal & Rowling, 2010).

6.6 KEY ASPECTS FOR SUSTAINABLE COORDINATION

Based on the discussion of the findings of this study I propose that the sustainable coordination of an integrated, multi-level process to facilitate the promotion of holistic well-being in South African school communities should encompass five key aspects.

6.6.1 Ensure ownership and responsibility of the process across all levels of interrelatedness

Ownership and responsibility can be fostered through the establishment of a core team, committee or group, who, although not formalised, takes responsibility for the promotion of well-being in a particular school community. A critical requirement is that such an entity should include the representative voice of teachers parents and learners. The teachers should not be given the sole responsibility for the process as the value of including learners is evident in the research literature. According to Cefai and Cooper (2010), Cefai and Askeil-Williams (2017) and Roffey (2017), by providing learners with a voice in which they become active participants in the promotion of their own health and well-being, it creates a sense of feeling valued and appreciated. Furthermore, it also encourages learners to take more ownership, which in turn becomes an empowering tool for agency and self-determination (Cefai & Askeil-Williams, 2017). Similarly, with reference to the inclusion of parents, Warren et al. (2009) who argue from a relational approach, state that when teachers build relationships with parents in which they share similar interests and goals, parents come to see themselves as a collective group from which a shared responsibility emerges. As such, parents do not enter the schools as isolated individuals, but as powerful actors.

The inclusion of members of the school community, across all levels of interrelatedness, encourages accountability amongst those involved (Barnekow et al., 2006; Blonder et al., 2008; WHO,

1999). Through active engagement with one another as argued from a super-setting perspective (Bloch et al., 2014), motivation is enhanced amongst all involved to generate a sense of ownership.

In the South African context, the ideal would be to formalise such teams, committees or group so that they can be recognised on the level of school, district and provincial management or to negotiate the integration of such an entity with the ISLT's which form part of the implementation of inclusive education. The merging of these teams would imply the blending of the ameliorative and the transformative dimensions of support as proposed by Evans, Hanlin and Prilleltensky (2007). Such an integrative approach, which blends the ameliorative and transformative, is also supported in the research conducted by Cefai and Askeff-Williams (2017). They state that integration of targeted, at risk learners and universal interventions appears to have contributed toward shared knowledge and a shared understanding by teachers that the promotion of student health and well-being is no longer perceived as the responsibility of counsellors, but rather the responsibility of all teachers (Cefai & Askeff-Williams, 2017).

6.6.2 Develop a clear sense of direction to promote shared responsibility

An integrated, multi-level process to facilitate the promotion of holistic well-being should not be perceived as a linear process, but as a complex, organic process that needs to be adapted continuously. However, it is evident from this study that some sense of direction is needed to ensure the sustainable coordination of the process, as confirmed by Levin (2008), who argues that in order to create commitment, a compelling, collective vision is needed which engages people's hearts and minds.

The co-construction of a collective vision in this study allowed members of the well-being support teams to share their respective interpretations and indicate what they would want to achieve. The co-

construction of their visions guided their strategic planning for implementing the process in their respective school communities. It is however essential that this sense of direction is shared with all the members of the school community to facilitate buy-in into the strategic processes of the teams in order to achieving a collective goal, as confirmed by Bryan and Henry (2012), Gabriel and Farmer (2009), and Kearsley and Lynch (1994). These authors argue that the development a collective vision is valuable in creating a shared understanding with the intention to obtain the buy-in from others.

Gabriel and Farmer (2009) also emphasise that in order to establish a sense of direction which includes the whole-school community, the introduction of an integrated multi-level holistic well-being process in a school community should encompass the co-construction of a vision that involves the whole school. Cefai and Askill-Williams (2017) concur that the active involvement and commitment of all members in the school community towards a shared vision was one of the key processes that contributed toward the successful implementation of mental health initiatives.

6.6.3 Develop deep connections between people to ensure their shared commitment to the process

The critical role of relationships as the basis for ensuring the sustainable coordination of the integrated multi-level holistic well-being process in schools was evident from the findings. The application of the PALAR approach, which is considered to be a people-centred approach, provided opportunities for relationships to be developed and strengthened. The strengthening of relationships through continuous engagement between participants, on-going reflection and the recognition of achievements within this process, allowed participants to become active agents of change and as such, contributed toward the sustainable coordination of this process (Fong, 2006; Fullan, 2001; Wood & Zuber-Skerritt, 2013).

The value of engagements in which relationships are strengthened with the intention to enhance commitment is also supported in the work of Levin (2008), who suggests that the first requirement to facilitate change is to provide opportunities for participants who are involved in the change processes to engage with one another, allowing mutual respect and trust to develop. As a result, a sense of commitment to work together towards creating change is established (Levin, 2008). Similarly, Reeler (2015), argues that the possibility of social change relies strongly on the conversations individuals have with themselves, with others and the collective. The value of a people-centred approach for social change is evident in the following statement:

Good social change happens from good conversations. Almost all change takes place through conversations of one kind or another. Conversations that lead to change are in themselves processes of change and paying attention to the quality of our conversations we are determining the kind of change that emerges (Reeler, 2015, p. 23).

Dlamini (2012) agrees that a diversity of voices contributes toward meaningful conversations and from these conversations, relationships and ideas for change are developed. Each individual that participates in these conversations brings a valued contribution to processes of change.

Relational coordination theory (Gittell, 2010; 2011) supports this key aspect of sustainable coordination in the sense that the emphasis is on particular dimensions present in relationships, namely, shared knowledge, shared goals and mutual respect. The integration of these aspects contribute toward on-going effective communication between those involved in coordination processes and as such, enhances the likelihood that sustainable coordination can be achieved.

6.6.4 Facilitate an integrative approach

The multi-level process to promote holistic well-being should be coordinated in such a way that it becomes an integral part of schooling (Roffey, 2016) that is not perceived by members of the school community as separated from the other dimensions of schooling. Accordingly, as suggested by Gittel (2011) and Bosworth (2015), an integrative approach implies moving away from silos that lead to duplication, fragmentation or gaps in services, toward a relational approach that includes building authentic partnerships and collaboration across functional silos. Work relationships are strengthened between people who perform different functions in such a social network (Kadushin, 2012; Moolenaar, 2012). The effect of working within silos is evident in the research literature. According to Barrett, Eber and Weist (2013), Waggie, Laattoe and Filies (2013) and MCur et al. (2014), promoting health in school communities tends to contribute toward fragmented efforts, often because health professionals work in silos. Therefore, in practice, it is critical for the well-being support teams to integrate the various activities and to collaborate with the leadership structures in the school as a way to make the multi-level holistic well-being process an integral part of schooling.

6.6.5 Recognise the complex interactive nature of the process

The implementation of an integrated multi-level process to promote holistic well-being is complex in nature and should therefore not be implemented as a programme that is introduced at a certain point and completed at a certain point. The process should entail on-going engagements in continuous conversations, between those directly responsible for steering the process and those who are involved in this on-going process. Based on the premise that school communities are complex adaptive systems (Keshavarz et al., 2010), recognising the complexity of the process implies that a blueprint for this process is not possible (Cilliers, 2001). The implication is that the implementation of an integrated multi-level process to facilitate the promotion of holistic well-being cannot be exactly the same in every school community. Rather, the emphasis should be on well-being support teams to continuously revisit, reflect and evaluate the process to ensure sustainable coordination.

The aim of the integrated well-being process is to contribute toward social change in school communities, and means that those involved should be aware of the complex nature involved in change processes. As indicated by Reeler (2007; 2015), Shaw (2002) and Stacey (2001; 2003), the social world is characterised by ambiguity, paradox and complexity in which we continuously shape and are being shaped by our conversations. We learn and unlearn, emerge and transform and through our on-going experience we come to develop a shared understanding, providing opportunity to move forward together as active agents of change.

In summary, it is evident that the findings of the study concur with viewpoints in existing literature pertaining to sustainable coordination. Table 6.1 below presents an overview of the key aspects in relation to similar viewpoints in existing literature as discussed.

Table 6.1 Overview of key aspects in relation to existing literature

KEY ASPECTS FOR SUSTAINABLE COORDINATION IDENTIFIED IN THIS STUDY	DESCRIPTION	SIMILAR VIEWPOINTS IN EXISTING LITERATURE
Ensure ownership and responsibility of the process across all levels of interrelatedness	Requires the establishment of a multi-level core team or group consisting of school community members	Adelman and Taylor (2003) Bloch et al. (2014) Bryan and Henry (2012) Kearsley and Lynch (1994)
Develop a clear sense of direction to promote shared responsibility	The team co-constructs a collective vision. Needs to be shared with whole-school community or should be co-constructed with the school community	Adelman and Taylor (2003) Gabriel and Farmer (2009) Cefai and Askeil-Williams (2017)
Develop deep connections between people to ensure their shared commitment in the process	On-going conversations to build mutual respect and trust; its within conversations that shared understanding is developed and commitment is enhanced	Askeil-Williams (2017) Reeler (2007; 2015) Fong (2006) Wood and Zuber-Skerritt (2013)

Facilitate an integrative approach	Everyday interactions and activities as well as planned activities are integrated into a holistic endeavour. Aim is to make well-being an integral part of schooling	Bloch et al., (2014) Forman (2009) Roffey (2016) Gittell (2011)
Recognise the complex interactive nature of the process	Encompasses on-going engagements in continuous conversations. No blueprint for this process and therefore requires the WBST to continuously revisit, reflect and evaluate the process.	Reeler, (2007; 2015) Fong (2006) Shaw (2002) Stacey (2001; 2003)

In conclusion, it is important to emphasise that these aspects are interdependent and interconnected and will have a reciprocal influence on one another as part of an on-going spiral of engagement, action and reflection that involves the whole school community in an organic process. However, someone should take responsibility for the process to ensure that there is a shared sense of direction that is revisited regularly, as it is a complex, non-linear process. Relationships should be emphasised in this process, to create a deep sense of ownership, responsibility and commitment across all levels of interrelatedness in the school community. All well-being related actions, activities and interventions in the school community should be integrated into a holistic endeavour to ensure that the complexity of the well-being promotion process is recognised and applied to facilitate social change.

Figure 6.1 below is a representation of the key aspects that illustrate the interconnectedness and its complex nature.

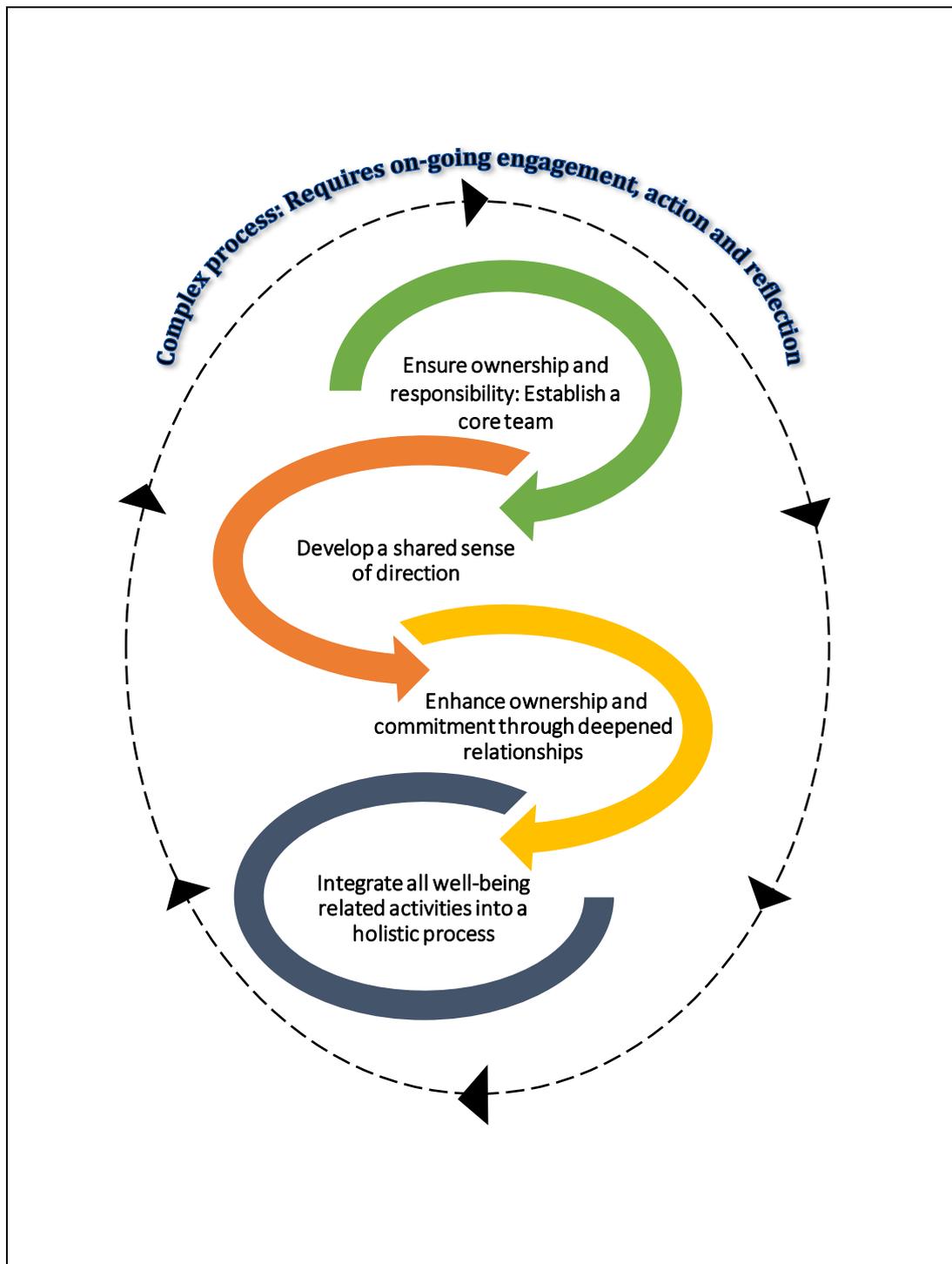


Figure 6. 2 Representation of the key aspects identified in this study

6.7 SUMMARY

In this chapter I interpreted the research findings through the lens of sustainable coordination and included existing literature that supported the findings and in some instances, highlighted certain areas where sustainable coordination can still be improved. I also incorporated the theoretical perspectives as well as the data obtained from data set four which included the voices of international experts. I concluded my discussion by proposing five key aspects for the sustainable coordination of an integrated multi-level process to facilitate the promotion of holistic well-being in school communities.

CHAPTER 7

CONCLUSIONS AND RECOMMENDATIONS

7.1 INTRODUCTION

The aim of the research in this study was to understanding what the sustainable coordination of an integrated, multi-level process developed in six South African school communities would encompass. In this chapter, the study is concluded by providing an overview of the preceding chapters, followed by the conclusions based on the findings, recommendations for practice, policy development and future research and finally the limitations and the contribution of the study.

7.2 OVERVIEW OF PRECEDING CHAPTERS

In Chapter one, the focus of the study was introduced and a background to the research study was provided. The problem statement was presented which also included the rationale for the research study. The research questions, the purpose, aim and objectives of the study were described. The key terms defined included *health promotion, holistic well-being, well-being support teams, schools as communities and sustainable coordination* with the intention to orientate the reader pertaining to the meaning of these concepts within the context of the study. An overview of the theoretical perspectives that informed the study and a brief description of the paradigmatic perspectives, design and methodology applied in this study were presented, where after I reflected on my role as a researcher and briefly discussed the trustworthiness and ethical guidelines adhered to in this study. I concluded the chapter by providing a layout of the thesis which included a brief overview of Chapters two to seven.

In Chapter two, relevant literature pertaining to the promotion of holistic well-being was presented with reference to the development and current stance of health promotion and well-being in the global and South African contexts. The concerns relating to health promotion and well-being in South African school communities were explained. Based on these concerns, I argued, with the support of existing literature, for the need to make a shift towards a multi-level approach for the promotion of holistic well-being in South African school communities.

I commenced Chapter three by exploring the concepts of *sustainability* and *coordination* and how these concepts relate to the study. The theoretical perspectives that informed this study were discussed. The theories included the *relational coordination theory*, *complex interactive process of relating theory*, *a three-fold theory of social change* and the *social network theory*.

In Chapter four I presented an extensive discussion of the research process, including the paradigmatic perspective as a combination of the social constructionist and transformative paradigms embedded within a qualitative approach. The research design, a multiple-case study design; the research methodology, the selection of participants, data collection methods and data analysis were explained. I described how trustworthiness of the study was achieved and how the ethical guidelines were adhered to in this research project.

In Chapter five, the research findings based on the data that was obtained from phases one and two were reported with reference to four themes, each with their related subthemes. The main themes included: (1) develop a core team to take responsibility for the process; (2) develop a vision for the promotion of holistic well-being; (3) facilitate a shared commitment to the promotion of holistic well-being and (4) pro-actively steer the integrated multi-level process. The themes and subthemes were explained and enriched by *verbatim* quotations obtained from the action learning sets, the start-up

workshop and the celebration event as part of the PALAR approach. The qualitative questionnaires for school principals and the semi-structured focus group interview with the coordinators of the well-being support teams were presented.

In Chapter six, the findings of the study were discussed. I interpreted the findings through the lens of sustainable coordination. The discussions were enriched by integrating existing literature, the voices of the international experts who participated in this study and the theoretical perspectives that informed this study. I concluded the discussion of the findings by proposing five key aspects that seem to be critical for the sustainable coordination of an integrated multi-level process to facilitate holistic well-being in school communities. The key aspects were: (1) ensure ownership and responsibility across all levels of interrelatedness; (2) develop a clear sense of direction to enhance shared responsibility; (3) develop deep connections between people to ensure their shared commitment to the process; (4) facilitate an integrative approach and, (5) recognise the complex interactive nature of the process.

7.3 CONCLUSIONS TO THE STUDY

Based on my involvement in a research project aimed at the development of an integrated multi-level process to facilitate the promotion of holistic well-being in six South African school communities and the research I conducted to establish how the sustainable coordination of such a process can be ensured, I concluded the following:

7.3.1 The development of an integrated, multi-level process to facilitate the promotion of holistic well-being in South African school communities should be the responsibility of a core team who represent members of the school community across various levels of interrelatedness

The study confirmed the value of establishing a core team within the school community to take responsibility for steering the process. According to Wyn et al. (2000) and Graetz et al. (2008) the establishment of an **action team** is necessary to take **responsibility** and to ensure that the diverse voices in the school community will be heard. Similarly, based on the study by Askeff-Williams (2017), participants indicated that a leadership team seems to be essential to enhance awareness in the school community pertaining to the promotion of health and well-being, to allocate resources for promoting well-being and to integrate well-being initiatives into an integral part of schooling. In this study, the findings concur with the research conducted by Askeff-Williams (2007) as indicated in the themes and subthemes presented in Chapter 5. Accordingly, by establishing well-being support teams that include multi-level involvement of parents, teachers and learners, further proved to be valuable in the sense that team members had the opportunity for their voices to be heard. This, in turn, contributed toward an increased sense of ownership and responsibility amongst parents, teachers and learners involved in the teams as confirmed by the research literature (Cefai & Cooper, 2010; Roffey, 2017; WHO, 1999; Noble et al., 2008). In essence, the establishment of well-being support teams seems to be critical for the sustainable coordination for the promotion of holistic well-being, since it encourages ownership and accountability amongst those involved.

7.3.2 The integrated, multi-level process to facilitate the promotion of holistic well-being in South African school communities should be perceived as a complex, cyclic process steered from the bottom-up to ensure sustainability

To ensure the sustainable coordination of the integrated multi-level holistic well-being process within school communities, an understanding that such a process encompasses a bottom-up approach is required, which should include the involvement of parents, learners and teachers with the intention to encourage **ownership and responsibility** amongst those involved. Upon establishing a core team to take responsibility for this process, a further requirement of the WBST is to **develop a clear sense of direction** pertaining to the promotion of holistic well-being in the school community. It is particularly important that the vision should be shared effectively with the rest of the school community or, the vision should be developed together with the whole school community as a way to enhance shared commitment.

To coordinate this process effectively, it further requires the **development of deep connections** between members of the well-being support teams as it enhances the shared commitment between them. Such connections are established through engaging with one another continuously, which is possible through the application of the PALAR process. Furthermore, to ensure sustainable coordination, team members should **encourage an integrative approach** in which existing activities and planned interventions are integrated into the multi-level process. An integrative approach also implies that the WBSTs should make deliberate efforts to make the process an integral part of schooling, as proposed by Roffey (2016).

Ultimately, the implementation and coordination of an integrated multi-level holistic well-being process requires a deep awareness of the complex interactive nature of this process. The establishment of well-being support teams based on a bottom-up approach and the development of a clear sense of direction are essential. Equally important is the development of deep connections between people and facilitating an integrative approach embedded in complexity, characterised by an on-going cyclical process in which members engage in continuous conversations. It is necessary to reflect on and evaluate the process to make the required changes within the process, to ensure sustainable coordination.

7.3.3 A participatory action learning and action research approach should form the basis of the practical implementation of an integrated multi-level process to facilitate the promotion of holistic well-being in South African school communities

Based on the research findings, I furthermore conclude that the application of the PALAR approach to facilitate the holistic well-being of all members in the school community is critical for sustainable coordination of this multi-level process. The application of PALAR encouraged members of the well-being support teams to take agency for this process through their active participation, negotiating ways of working together as equal partners throughout the research process. The free-flowing conversations made possible by the PALAR approach provided opportunity for members to relate to one another, to recognise common ground that bond them and cultivate a sense of shared responsibility to take this process forward.

7.3.4 A multi-level approach to facilitate the promotion of holistic well-being will enhance the current narrow-minded implementation of health promotion in South African school communities

The application of a multi-level approach will be more effective in facilitating the promotion of holistic well-being in South African school communities. As indicated in Chapter 2, the current focus in the South African school context leans strongly toward promoting the health of learners based on a deficit approach. In this approach, the focus is on addressing and preventing physical and mental health issues such as alcohol and drug abuse, HIV and AIDS, nutritional disorders, risk behaviours of learners and violence in school communities (DBE, 2017; National Department of Health, 2002).

Even though the efforts mentioned above have been valuable in addressing the physical health of learners, this concept of health promotion is too narrow a view as the focus is on ill-being. The view should therefore expand to include a broader multi-level approach to not only promote the physical health of learners, but instead to promote the individual, relational and collective well-being of all members and across various levels of interrelatedness. Based on the findings of this study, implementing a multi-level approach to facilitate holistic well-being has proved to be valuable in promoting the well-being of all members in the school community as indicated in Chapter 5. This is especially evident amongst members of the well-being support teams who have expressed a great appreciation for this process as it facilitated a mind-shift in the way in which they perceive well-being.

7.4 RECOMMENDATIONS

Based on the findings of the study, the following recommendations are made with reference to the sustainable coordination of an integrated, multi-level process to facilitate the promotion of holistic well-being in South African school communities.

7.4.1 Recommendations for practice that will contribute to sustainable coordination

Firstly, an awareness of the critically important role of promoting holistic well-being from a broader perspective in South African school communities should be facilitated within the education system as a whole to ensure that well-being is no longer perceived as an add-on to schooling, but as core business of schooling. This will imply engaging with district officials responsible for the school across various departments about the implications of introducing such a process in the school communities in their districts. The value of applying an integrated multi-level process to address the challenges associated with the current fragmented nature of interventions might contribute to this endeavour and encourage the Department of Basic Education to embrace such an approach.

Second, management and governance structures of a school community where the process is implemented should be engaged from the onset of the process. This implies that whenever such a process is introduced in a school community, the SMT and SGB should be actively involved from the onset of the process to ensure the balance between top-down and bottom-up approaches, which are likely to make the process more effective and the integration easier to achieve. Third, based on the premise that all members in the school community contribute toward the promotion of well-being, staff members and parents should be orientated to understand that their role in the promotion of well-being is cultivated through their daily interactions with the learners and they can therefore not be exempt from the process, since they already play a significant role.

Fourth, well-being support teams that are representative of the management and governance, staff members, learners and parents should be equipped with knowledge relevant to the promotion of holistic well-being and the understanding of complex interactive dynamic processes of human interaction, the

skills to pro-actively participate in a participatory action learning and action research process as well as the attitudes associated with being active agents in a process of social change and transformation. These teams should facilitate a clear direction for the well-being process by developing a collective vision with the whole school community as it will contribute toward the buy-in of members and in turn, contribute toward the sustainable coordination of the process.

Fifth, access to financial and human resources to support the process should be pursued.

Although the integrated multi-level process to promote holistic well-being does not depend solely on financial support to keep the process sustainable, the availability of funding nevertheless remains an important aspect. In the larger project, a trust provided funding to each of the school communities in support of the development the integrated multi-level holistic well-being process. For sustainable coordination, well-being support teams should be able to continue the process even when initial funders withdraw. Therefore, I would recommend that well-being support team members participate in a training session to learn how to obtain financial support to initiate and implement activities.

7.4.2 Recommendations regarding policy development

As indicated in Chapter 2, education policies in South Africa focus mainly on the promotion of the physical and mental health of individual learners. For example, the Integrated School Health Policy which forms part of the comprehensive primary health package and operates within the Care and Support for Teaching and Learning framework, emphasises optimal health and development of school-going children. This policy is implemented through the provision of: (1) health screening such as hearing, oral health, vision, mental health and nutrition; (2) on-site services such as deworming, immunisation and minor ailments; (3) health education which includes for example, nutrition, tuberculosis, abuse, drug and substance abuse, HIV and AIDS and teenage pregnancies. Similarly, the Youth and Adolescent Health Policy prioritises sexual and reproductive health, violence prevention,

drug and substance abuse, HIV and AIDS and TB prevention and treatment (Department of Health, 2017). Accordingly, other programmes and strategies to promote health in school communities include the Alcohol and Drug Use Prevention and Management Strategy and the HIV and AIDS Life Skills Education Programme. Although these policies and strategies have been valuable in addressing the physical and mental health of learners, the concern remains that they only present a partial view of what holistic well-being encompasses.

I would therefore recommend that education policies relating to the promotion of health and well-being should be revisited and adapted to include a broader view of holistic well-being. In other words, policies to promote health and well-being should not merely focus on the individual health of learners, but should expand to include the individual, relational and collective well-being of all members within school communities.

7.4.3 Recommendations for future research

Studies in the context of health promotion in school communities have provided some indications of what can possibly contribute toward the sustainability of interventions. Although this study has made a valuable contribution toward an increased understanding of the sustainable coordination of a holistic well-being process, more extensive research should be conducted in South Africa. Such studies could include for example: an investigation into the role of school management in sustainable coordination; ways to engage the community in which schools are situated; and, conducting a comparative study to establish what contributes toward sustainable coordination of similar processes in other contexts.

Furthermore, the research in this study is part of explorative work on the development of a multi-level process to facilitate the promotion of holistic well-being in South African school communities. This

implies that more research should be conducted on ways to establish the effectiveness of applying such a process within school communities.

7.5 LIMITATIONS OF THE STUDY

The following potential limitations were identified during the study:

- Based on the application of the PALAR approach, I was actively engaged with members for the six school communities over a period of 15 months. The concern, according to the research literature (Herr & Anderson, 2005) is that as a participant-researcher one could become so intensely involved that one might become biased. To address this limitation, I engaged in reflexive conversations with my supervisor regularly to challenge biases and assumptions that could influence my openness to the paradoxes of the process. My paradigmatic perspective also assisted me to be more open to the complexity of the process and embrace my own subjective experiences without excluding the subjective experiences of my fellow-participants.
- The conversations with the coordinators of the well-being support teams were limited in the sense that I was only able to obtain their feedback in the action learning set meetings and I was able to conduct one focus group interview with the coordinators. Ideally, I would have liked to conduct individual interviews with each of the coordinators to obtain more context-specific information. However, at the time of data collection, the coordinators were already overwhelmed with other work obligations and therefore time-constraints made it challenging to conduct additional interviews.
- Initially, the idea was to conduct semi-structured individual interviews with each of the school principals. However, seeing that it was close to the end of the year, the school principals were busy with work obligations and had limited time available to conduct interviews. To deal with

this challenge, they were provided with a qualitative questionnaire to complete in their own time.

- At the onset of this study, the intention was to include the voices of Education Department officials through conducting a focus group interview. However, as the research progressed, it became clear that those officials were not directly involved in schools since they perceived the principals as the managers of the schools. Their own roles were in a consultative capacity. Even the officials from Education Support Services only get involved with specifically referred cases. The primary researcher has had discussions with the Departmental officials about their possible participation. However, since that process had not yet been formalised, they did not seem to be interested in involvement in the research. What is interesting to note is that they started to show some interest when the research was drawing to an end. It is therefore anticipated that they will be interested in the dissemination of the findings. During such dissemination it will then be possible to investigate their perceptions of the process and feed it back into the larger project.

- Individual interviews with South African professionals in the field of psychology and the promotion of well-being in school communities were not conducted as initially intended. This was due to the fact that the integrated multi-level holistic well-being process does not correlate with current practice and existing policies relating to the promotion of well-being in school communities, which made it challenging to engage with national colleagues. It might be considered as a limitation, yet the interviews conducted with the individual international experts instead were very valuable as they had knowledge on and experience in promoting well-being in school communities.

7.6 CONTRIBUTION OF THE STUDY

The study contributes to the knowledge base on the promotion of holistic well-being in schools, in that new knowledge was created regarding our understanding of sustainable coordination of an integrated, multi-level process aimed at facilitating the promotion of well-being in school communities. The contribution is significant in as far as it conceptualises “sustainable coordination” with reference to the contexts of well-being promotion in educational contexts and identifies important key aspects of sustainable coordination that could form the basis for the practical implementation of such a process in school communities locally and globally.

The research conducted in this study coincided with similar research conducted in other contexts and therefore confirms the work of these scholars which includes Askeff-Williams (2017), Cefai and Askeff-Williams (2017), Cefai and Cavioni (2014; 2015), and Bloch et al. (2014). They also adopted a multi-level approach to promote well-being and investigated the sustainability of health promoting and well-being initiatives in school communities.

7.7 REFLECTING ON THE PROCESS

Entering this process, I felt somewhat unsure seeing that I did not really know what to expect in terms of how this process would unfold. Nevertheless, based on my own experience and knowledge I gained through my own life journey, I felt excited as I truly believed that the promotion of well-being should be a priority in school communities. My involvement in the PALAR process was valuable in that it allowed me to be a participant-researcher who could engage with the members of these school communities for more than 15 months. As such, I gained a tremendous amount of insight, not only about the topic, but also about the value of building relationships in contributing toward social change. However, the choice of applying a multiple-case study design brought its own challenges to the table. One such challenge was the vast amount of data collected from all six cases which made the coding

process quite difficult; therefore a few rounds of refinement and verification was needed. Accordingly to the fact that my multiple-case study design included six cases presented a challenge in terms of integrating the data into a sensible whole. To address this challenge, I often engaged with my supervisor to ensure that I stay on track and sending regular drafts to her guided me to write up findings in an integrated manner.

Furthermore, the value of establishing equal partnerships as a basis for conducting research and for the facilitation of social change and transformation became evident. I've come to appreciate the fact that social change is unlikely to be sustained if it is implemented and driven by experts. Instead, what is needed is collaborative equal partnerships in which all involved contribute toward change. With the guidance and insight of my supervisor, I have also developed an increased appreciation for recognising complexity within processes. At times when I felt despondent because things did not go as planned, I was reminded to take the complexity of the process into account, to let go of control and appreciate the paradox of the complex processes of human relating and interacting, and therefore to just trust and move with the process despite its challenges.

Reflecting back on the three years in which I worked to achieve this academic milestone, I have come to the realisation that I value the process not only because it was critical for academic purposes, but also because it facilitated some deep-seated changes in my understanding of the social context of which I am part, and has encouraged me to be the change I want to see in this world.

7.8 A FINAL WORD

Sustainable coordination is essential to ensure the effective promotion of holistic well-being in school communities. This study confirmed that a linear approach based on a programmatic orientation, and implemented by experts, will not ensure the sustainability of school-based interventions to promote

health and well-being. Instead, what is needed is a process-orientated approach that includes the active involvement of members in the co-construction of ways to promote holistic well-being in their school community in an integrative manner. To steer such a process, a core multi-level team representing all the school community members, is required to assist with the co-construction of a clear direction. The process should encompass the strengthening of relationships across all levels of interrelatedness to ensure commitment to a process. This would ensure that everyday ways of being together are integrated with existing activities and strategically planned intervention into a multi-level process that would facilitate the promotion of holistic well-being in school communities.

REFERENCES

- Abrahams, Z., de Villiers, S., Steyn, N.P., Fourie, J., Dalias, L., Hill, J., ... Lambert, E.V. (2011). What's in the lunchbox? Factors associated with healthy eating in disadvantaged schools in the Western Cape, South Africa. *Public Health Nutrition*, 14(10), 1752-1758. doi: 10.1017/S1368980011001108
- Adelman, H. S., & Taylor, L. (2003). On sustainability of project innovations as systemic change. *Journal of Educational and Psychological Consultation*, 14(1), 1–26. doi: 10.1207/S1532768XJEPC1401_01
- Adelman, H., & Taylor, L. (2008). *Fostering school, family and community involvement*. Washington, DC: Hamilton Fish Institute on School and Community Violence
- Allensworth, D. D., Wyche, J., Lawson, E. & Nicholson, L. (1995) *Defining a comprehensive school health program: An interim statement*. Washington DC: National Academies Press
- Alliance for Healthier Generation. (2014). Healthy schools program framework of best practices. Retrieved from: https://www.healthiergeneration.org/resources/?_action=
- Askell-Williams, H. (2017). Perspectives from teachers and school leaders about long term sustainability: A challenge for mental promotion initiatives in educational settings. In C. Cefai & P. Cooper (Eds.). *Mental health promotion in schools: Cross-cultural narratives and perspectives* (pp. 141-155). Rotterdam: Sense Publishers.
- Atkinson, S., & Robson, M. (2012). Arts and health as practice of liminality: Managing the spaces of transformation for social and emotional well-being with primary school children. *Health and Place*, 18(6), 1348-1355. doi: 10.1016/j.healthplace.2012.06.017
- Australia. Department of Education, Training and Employment. (2014). *Learning and well-being framework*. Retrieved from: <http://deta.qld.gov.au/initiatives/learningandwell-being/>
- Babbie, E. (2012). *The practise of social research* (13thed.). Belmont, CA: Cengage Learning.

- Baldacchino, S. (2017). School staff's perspectives on social and emotional programmes at their school. In C. Cefai and P. Cooper (Eds.). *Mental health promotion in schools: Cross-cultural narratives and perspectives* (pp. 99-121). Rotterdam: Sense Publishers
- Barrett, S., Eber, L., & Weist, M. (2013). *Advancing education effectiveness: Interconnecting school mental health and school-wide positive behaviour support*. Retrieved from: <https://www.pbis.org/common/cms/files/Current%20Topics/Final-Monograph.pdf>
- Baxter, P., & Jack, S. (2008). Qualitative case study methodology: study design and implementation for novice researchers. *The Qualitative Report*, 13(4), 544- 559. Retrieved from: <http://www.nova.edu/ssss/QR/QR13-4/baxter.pdf>
- Benade, V. (2013). *Post-graduate students' reflections on relational qualities that may enhance relational well-being in South African school communities*. Unpublished master's thesis, North-West University, Potchefstroom campus, South Africa.
- Bender, C.J.G., & Emslie, A. (2010). An analysis of family-school collaboration in preventing adolescent violence in urban secondary schools. *Perspectives in Education*, 28(3), 55-69. Retrieved from: <http://reference.sabinet.co.za/document/EJC87586>
- Bierman, K., Cole, J., Dodge, K., Greenberg, M., Lochman, J., & McMahon, R. (1997). Implementing a comprehensive program for the prevention of conduct problems in rural communities: The fast track experience. *American Journal of Community Psychology*, 25(4), 493-514. doi: 10.1023/a:1024659622528
- Bishop, P. (2010). Multisite case study. In A. J. Mills, G. Durepos, & E. Wiebe (Eds.), *Encyclopedia of Case Study Research*. Thousand Oaks, Calif: SAGE
- Bloch, P., Toft, U., Reinbach, H., Clausen, L., Mikkelsen, B., Poulsen, K., & Jensen, B. (2014). Revitalizing the setting approach – supersettings for sustainable impact in community health promotion. *International Journal of Behavioral Nutrition and Physical Activity*, 11(1). doi: 10.1186/s12966-014-0118-8
- Blonder, R., Mamlok-Naaman, R., Kipnis, M., & Hofstein, A. (2008). Increasing science teachers' ownership through the adaption of the PARSEL modules: A "bottom-up" approach. *Science Educational International*, 19(3), 285-301.

- Bogner, A., Littig, B., & Menz, W. (2009). *Interviewing experts*. Basingstoke: Palgrave Macmillan.
- Böhm, A. (2004). Theoretical coding: Text analysis in grounded theory. In U. Flick, E. Kardorff & I. Steinke (Eds.). *A companion to qualitative research* (pp. 270-275). London: SAGE
- Borgatti, S. P. (1996). *Introduction to grounded theory*. Retrieved from: <http://www.analytictech.com/mb870/introtoGT.htm>
- Borgatti, S. P., & Ofem, B. (2010). Overview: Social network theory and analysis. In A. J. Daly (Ed.). *The ties of change: Social network theory and application in education*. (pp. 17-30). Cambridge, MA: Harvard Press
- Bosworth, K. (2015). *Prevention Science in School Settings*. New York: Springer.
- Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology*, 3(2), 77-101. Retrieved from: <http://eprints.uwe.ac.uk/11735/2/>
- Brinkmann, S. & Kvale, S. (2008). Ethics in qualitative psychological research. In: Willig, C. & Stainton-Rogers, W. (Eds.). *The SAGE Handbook of Qualitative Research in Psychology*. New Delhi: Sage, pp. 263-279
- Bryan, J., & Henry, L. (2012). A model for building school-family-community partnerships: Principles and process. *Journal of Counseling & Development*, 90(4), 408-420. doi:10.1002/j.1556-6676.2012.00052.x
- Burgher, M.S., Rasmussen, V.B., & Rivett, D. (1999). *The European Network of Health Promoting Schools: The alliance of education and health*. Retrieved from: <http://www.euro.who.int/en/home>
- Burr, V. (1995). *An introduction to social constructionism*. London: Routledge.
- Burnes, B. (2004). Emergent change and planned change – competitors or allies? The case of XYZ construction. *International Journal of Operations & Production Management*, 24(9), pp.886-902, doi: 10.1108/01443570410552108
- Bushe, G. R. (2001). Five theories of change embedded in appreciative inquiry. *Appreciative Inquiry: An Emerging Direction for Organization Development*, 17, 117-127.

- Cefai, C. (2008) *Promoting resilience in the classroom. A guide to developing pupils' emotional and cognitive skills*. London: Jessica Kingsley Publishers.
- Cefai, C., & Askill-Williams, H. (2017). School staff perspectives on mental health promotion and well-being in school. In C. Cefai & P. Cooper (Eds.). *Mental health promotion in schools: Cross-cultural narratives and perspectives* (pp. 99-120). Rotterdam: Sense Publishers
- Cefai, C., & Cavioni, V. (2014). *Social and emotional education in primary schools: Integrating theory and research into practice*. London: Springer.
- Cefai, C., & Cavioni, V. (2015). Beyond PISA: Schools as contexts for the promotion of children's mental health and well-being. *Contemporary School Psychology*, 19(4), 233-242. doi: 10.1007/s40688-015-0065-7
- Cefai, C., & Cooper, P. (2010). Students without voices: The unheard accounts of secondary school students with social, emotional and behaviour difficulties. *European Journal of Special Needs Education*, 25(2), 183-198. doi: 10.1080/08856251003658702
- Clark, L. (2016). *Beautiful failures: How the quest for success is harming our kids*. North Sydney: Penguin
- Coburn, C., Russell, J., Kaufman, J., & Stein, M. (2012). Supporting sustainability: Teachers' advice networks and ambitious instructional reform. *American Journal of Education*, 119(1), 137-182. doi: 10.1086/667699
- Cope, A. (2017, August 25). Children's mental health: It's time to put well-being on the curriculum. *The Guardian*. Retrieved from: <https://www.theguardian.com>
- Corbin, J., & Strauss, A. (2008). *Basics of qualitative research: Techniques and procedures for developing grounded theory* (3rd ed.). Thousand Oaks, CA: Sage
- Creswell, J.W. (2012). *Qualitative inquiry and research design: Choosing among five approaches* (3rd ed). California: SAGE
- Crowston, K., Rubleske, J., & Howison, J. (2004). Coordination theory- A ten year retrospective. In P. Zhang & D. Galletta. (Eds.). *Human-computer interaction in management information systems* (pp.120-138), M.E. Sharpe, Inc. Available from: <http://repository.cmu.edu/isr/485/>

- Daly, A., & Finnigan, K. (2009). A bridge between worlds: Understanding network structure to understand change strategy. *Journal of Educational Change*, 11(2), 111-138. doi: 10.1007/s10833-009-9102-5
- DeAngelis, B. (2011). Non-maleficence and beneficence. In E. Morrison (Ed.). *Ethics in health administration: A practical approach for decision makers* (pp. 47-64). Canada, US: Jones and Bartlett Publishers.
- Deschesnes, M., Martin, C., & Hill, A. J. (2003). Comprehensive approaches to school health promotion: How to achieve broader implementation. *Health Promotion International* 18(4), 387-396. doi: 10.1093/heapro/dag410
- De Villiers, A., & Faber, M. (2015). The school food environment: Shaping the future health of the nation. *The South African Journal of Clinical Nutrition*, 28(1), 4-5. Retrieved from: <http://www.sajcn.co.za/index.php/SAJCN/article/view/975>
- Denzin, N. K., & Lincoln, Y. S. (2011). *The SAGE Handbook of qualitative research*. Thousand Oaks, California: SAGE
- De Vos, A. S., Strydom, H., Fouché, C. B., & Delport, C. S. L. (2011). *Research at grass roots*. (4thed). Pretoria: Van Schaik
- Dewey, J. (1997). *Experience and education* (Touchstone ed.). New York, NY: Kappa Delta Pi.
- Dlamini, N. (2013). *Voices: The building blocks of social change*. Cape Town: Community Development Resource Association. Retrieved from: http://www.mspguide.org/sites/default/files/resource/voices__the_building_blocks_of_social_change_-_by_nomvula_dlamini.pdf
- Dreyer, L. M. (2017). Constraints to quality education and support for all: A Western Cape case. *South African Journal of Education*, 37(1), 1-11. doi: 10.15700/saje.v37n1a1226
- Du Plessis, E. D. (2012). *Psychosocial factors as predictors of suicidal ideation amongst adolescents in the Free State Province: A cross-cultural study*. Unpublished doctoral dissertation, University of the Free State, South Africa.
- Edwards, M., Ward, E., & Heald, M. (2003). *Health promoting schools: Support manual. A holistic*

approach to well-being in schools. Retrieved from: https://www.healthed.govt.nz/system/files/resource-files/HE1429_0.pdf

Edwards, R., & Holland, J. (2013). *What is qualitative interviewing?* London: Bloomsbury.

Eguren, I. R. (2011). *A theory of change: A thinking and action approach to navigate in the complexity of social change processes*. Retrieved from: http://www.globalfokus.dk/images/Pulje/Arkiv/Fagligt_Fokus/retolaza_2011_Theory_of_Change.pdf

Elias, M. J., Zins, J. E., Graczyk, P. A., & Weissberg, R. P. (2003). Implementation, sustainability, and scaling up of social-emotional and academic innovations in public schools. *School Psychology Review*, 32(3), 303-319.

Ellingson, L.L. (2009). *Engaging crystallisation in qualitative research*. Thousand Oaks, CA: SAGE

Epstein, J. (2010). School/family/community partnerships: Caring for the children we share. *Phi Delta Kappan*, 92(3), 81-96. doi: 10.1177/003172171009200326

Evans, S.D., Hanlin, C.E., & Prilleltensky, I. (2007). Blending ameliorative and transformative approaches in human service organisations: A case study. *Journal of Community Psychology*, 35(3), 329-346. doi: 10.1002/jcop.20151

Evans, S. D., & Prilleltensky, I. (2007). Youth and democracy: Participation for personal, relational and collective well-being. *Journal of Community Psychology*, 35(6), 681-692. doi: 10.1002/jcop.20172

Equal Education (2011). *School governance and management: What is school management?* Retrieved from: <https://equaleducation.org.za/>

Fataar, A. (2016). Towards a humanising pedagogy through an engagement with the social-subjective in educational theorising in South Africa. *Educational Research for Social Change*, 5(1), 10-21. doi: 10.17159/2221-4070/2016/v5i1a1

Fathi B., Allahverdipour H., Shaghghi A., Kousha A., & Jannati A. (2014). Challenges in developing health promoting schools' project: Application of global traits in local realm. *Health Promotion Perspectives*, 4(1): 9-17. doi: 10.5681/hpp.2014.002

- Feldman, M., & Orlikowski, W. (2011). Theorizing practice and practicing theory. *Organization Science*, 22(5), 1240-1253. doi: 10.1287/orsc.1100.0612
- Ferrante, C.A. (2014). Review of emotional education in primary school: Integrating theory and research into practice, by C. Cefai & V. Cavioni. *Malta Review of Educational Research*, 8(1): 192-194. Retrieved from: www.mreronline.org
- Fong, K. I. S. (2006). *Complexity theory and staff development*. Paper presented at the Asia Pacific Educational Research Association International Conference, November, 2006. Hong Kong: Hong Kong Institute of Education
- Forman, S.G., Olin., S., Hoagwood, K.E., Crowe, M., & Saka, N. (2009). Evidence-based interventions in schools: Developers' views of implementation barriers and facilitators. *School Mental Health*, 1, 26-36. doi: 10.1007/s12310-008-9002-5
- Fouka, G. ,& Mantzorou, M. (2011). What are the major ethical issues in conducting research? Is there a conflict between the research ethics and the nature of nursing? *Health Science Journal*, 5(1), 3-14. Retrieved from: <http://www.hsj.gr/volume5/issue1/512.pdf>
- Francis, B., & Mills, M. (2012). Schools as damaging organisations: Instigating a dialogue concerning alternative models of schooling. *Pedagogy, Culture & Society*, 20(2), 251-271. doi: 10.1080/14681366.2012.688765
- Fullan, M. (2001) *Leading in a culture of change*, San Francisco: Jossey-Bass
- Gabriel, J., & Farmer, P. (2009). *How to help your school thrive without breaking the bank*. Alexandria, Va.: ASCD.
- Gae, W. (2016). *Primary school learners' perspectives on factors that impact their learning and well-being at school*. Unpublished Master's thesis, Stellenbosch University. Available from: <http://scholar.sun.ac.za>
- Galetta, A. (2013). *Mastering the semi-structured interview and beyond*. New York, NY: New York University Press

- Gallicano, T. (2013). An example of how to perform open coding, axial coding and selective coding. Retrieved from: <https://prpost.wordpress.com/2013/07/22/an-example-of-how-to-perform-open-coding-axial-coding-and-selective-coding/>
- Gergen, K.J., & Gergen, M. (2008). Social construction and research as action. In P. Reason, & H. Bradbury (Eds.). *The SAGE handbook of action research: Participative inquiry and practice* (2nd ed., pp. 159-171). Los Angeles: SAGE.
- Gergen, K. J. (2009). *Relational being: Beyond self and community*. New York, NY: Oxford University Press
- Gillham, B. (2005). *Research interviewing*. Maidenhead: Open University Press.
- Gittell, J.H. (2002). Coordinating mechanisms in care provider groups: Relational coordination as a mediator and input uncertainty as a moderator of performance effects. *Management Science*, 48(11), 1408-1426. Retrieved from: <http://www.jstor.org.nwulib.nwu.ac.za/stable/822615>
- Gittell, J.H., Weinberg, D., Pfefferle, S., & Bishop, C. (2008). Impact of relational coordination on job satisfaction and quality outcomes: A study of nursing homes. *Human Resource Management Journal*, 18(2), 154-170. doi: 10.1111/j.1748-8583.2007.00063.x
- Gittell, J.H. (2010). New directions for relational coordination theory. In K.S. Cameron & G. Spreitzer, G. (Eds.). *Oxford handbook of positive organizational scholarship*. Oxford: Oxford University Press. Forthcoming.
- Gittell, J. H. (2011). Relational coordination: Guidelines for theory, measurement and analysis. *Waltham, MA: Brandeis University*.
- Grabowski, D., Aagaard-Hansen, J., Willaing, I., & Jensen, B. (2017). Principled promotion of health: Implementing five guiding health promotion principles for research-based prevention and management of diabetes. *Societies*, 7(2), 10. doi: 10.3390/soc7020010
- Graetz, B., Littlefield, L., Trinder, M., Dobia, B., Souter, M., & Champion., ... Cummins, R. (2008). KidsMatter: A population health model to support student mental health and well-being in primary schools. *International Journal of Mental Health Promotion*, 10(4), 13-20. doi: 10.1080/14623730.2008.9721772

- Grant, D. (2013, October 14). Background to the national quintile system. *Media release*. Retrieved from: http://wced.pgwc.gov.za/comms/press/2013/74_14oct.html
- Gruen, R., Elliott, J., Nolan, M., Lawton, P., Parkhill, A., McLaren, C., & Lavis, J. (2008). Sustainability science: An integrated approach for health-programme planning. *The Lancet*, 372(9649), 1579-1589. doi: 10.1016/s0140-6736(08)61659-1
- Guba, E. G., & Lincoln, Y. S. (1994). Competing paradigms in qualitative research. In N. K. Denzin & Y. S. Lincoln (Eds.), *Handbook of qualitative research* (pp 105-117). Thousand Oaks, CA: Sage.
- Guest, G., MacQueen, K.M. & Namey, E.E. (2012). *Applied thematic analysis* (2nded.). Sage Publications
- Gugglberger L., & Dür W. (2011). Capacity building in and for health promoting schools: Results from a qualitative study. *Health Policy* 101(1), 37–43. doi: 10.1016/j.healthpol.2010.08.019
- Gustafsson, 2017 p13
- Han, S., & Weiss, B. (2005). Sustainability of teacher implementation of school-based mental health programs. *Journal of Abnormal Child Psychology*, 33(6), 665-679. doi: 10.1007/s10802-005-7646-2
- Harvey, B., Stuart, J., & Swan, T. (2000). Evaluation of a drama-in-education programme to increase AIDS awareness in South African high schools: A randomized community intervention trial. *International Journal of STD & AIDS*, 11(2), 105-111. doi: 10.1177/095646240001100207
- Haslam, N., & Loughnan, S. (2014). Dehumanization and infrahumanization. *Annual Review of Psychology*, 65, 399-423. Retrieved from: www.annualreviews.org
- Henderson, K. & Tilbury, D. (2004). *Whole-school approaches to sustainability: An international review of sustainable school programs*. Report by the Australian Research Institute in Education for Sustainability (ARIES) for the Department of the Environment and Heritage, Australian Government.
- Herr, K., & Anderson, G. (2005). *The action research dissertation: A guide for students and faculty*. Thousand Oaks, California: SAGE Publications

- Huberman, M. & Miles, M. B (2002). *The qualitative researcher's companion*. Thousand Oaks: Sage
- Jarzabkowski, P., Lê, J., & Feldman, M. (2012). Toward a theory of coordinating: Creating coordinating mechanisms in practice. *Organization Science*, 23(4), 907-927. doi: 10.1287/orsc.1110.0693
- Jewkes, R., Morrell, R., & Christofides, N. (2009). Empowering teenagers to prevent pregnancy: Lessons from South Africa. *Culture, Health and Sexuality*, 11(7), 675-688. doi: 10.1080/13691050902846452.
- Johnson, B. (2008). Teacher–student relationships which promote resilience at school: A micro-level analysis of students' views. *British Journal of Guidance & Counselling*, 36(4), 385-398. doi: 10.1080/03069880802364528
- Josselson, R. (1996). *The spaces between us. Exploring the dimensions of human relationships*. Thousand Oaks CA: SAGE.
- Joyce, T. M. (2013). School violence: Reimagining schools as “safe havens”. *Journal of Social Sciences*, 37(3), 249-258. Retrieved from: <http://www.krepublishers.com>
- Kadushin, C. (2012). *Understanding social networks: Theories, concepts, and findings*. New York, NY: Oxford University Press
- Kearney, J., Wood, L., & Zuber-Skerritt, O. (2013). Community-University partnerships: Using participatory action learning and action research (PALAR). *International Journal of Community Research and Engagement*, 6, 113-130. Retrieved from: <http://epress.lib.uts.edu.au/journals/index.php/ijcre/article/view/3105>
- Kearsley, G., & Lynch, W. (1994). *Educational technology: Leadership perspectives*. New Jersey: Educational Technology Publications, Inc.
- Kegan, R., & Lahey, L. (2009). *Immunity to change*. Boston, Mass.: Harvard Business Press.
- Kern, M., Waters, L., Adler, A., & White, M. (2014). A multidimensional approach to measuring well-being in students: Application of the PERMA framework. *The Journal of Positive Psychology*, 10(3), 262-271. doi: 10.1080/17439760.2014.936962

- Keyes, C. L. M., Ryff, C. D., & Shmotkin, D. (2002). Optimizing well-being: The empirical encounter of two traditions. *Journal of Personality and Social Psychology*, 82(6), 1007-1022. doi: 10.1037//0022-3514.82.6.1007
- Kielty, M., Gilligan, T., & Staton, A. (2017). Whole-school approaches to incorporating mindfulness-based interventions: Supporting the capacity for optimal functioning in school settings. *Childhood Education*, 93(2), 128-135. doi: 10.1080/00094056.2017.1300491
- Kirsten, T.G.J.C., Van der Walt, H.J.L., & Viljoen, C.T. (2009). Health, well-being and wellness: an anthropological eco-systemic approach. *Health SA Gesondheid*, 14(1), 1-7. doi: 10.4102/hsag.v14i1.407
- Kitching, A. E. (2016, January). *The sustainable promotion of holistic well-being as a way to re-humanise South African school communities*. PowerPoint presentation at the meeting of Education Association of South Africa, Hermanus, WC.
- Kitching, A.E., Roos, V., & Ferreira, R. (2012). Towards an understanding of nurturing and restraining relationships in school communities. *Journal of Psychology in Africa*, 22(2), 187-200. doi:10.1080/14330237.2012.10820517
- Koen, V., van Eeden, C., & Rothmann, S. (2014). An exploration of families' psychosocial well-being in a South African context. *Journal of Psychology in Africa*, 22(3), 343-357. doi: 10.1080/14330237.2012.10820539
- Kok, I. (2013). *Psychological well-being, race and school setting: A comparative study among South African teachers in the SABPA study*. Unpublished master's thesis, North-West University, Potchefstroom campus, South Africa.
- Konu, A., & Rimpelä, M. (2002). Well-being in schools: A conceptual model. *Health Promotion International*, 17(1), 79-87. Retrieved from: <http://www.bvsde.paho.org/bvsacd/cd26/promocion/v17n1/79.pdf>
- Krueger, R.A., & Casey, M. A. (2015). *Focus groups: A practical guide for applied research* (5thed.). New Delhi, India: Sage
- Langford, R., Bonell, C., Komro, K., Murphy, S., Magnus, D., & Waters, E., ... Campbell, R. (2016). The health promoting schools framework: Known unknowns and an agenda for future research. *Health Education & Behavior*, 44(3), 463-475. doi: 10.1177/1090198116673800

- Lather, P. (2006). Paradigm proliferation as a good thing to think with: Teaching research in education as a wild profusion. *International Journal of Qualitative Studies in Education*, 19(1), 35-57. doi: 10.1080/09518390500450144
- Lazarus, S. (2006). Indigenous approaches to health promotion: Challenges for education support in South Africa. *South African Journal of Psychology*, 36(3), 521-546. Retrieved from: <http://www.journals.co.za>
- Lee, A., Cheng, F.F.K., Fung, Y., & St Leger, L. (2006). Can health promoting schools contribute to the better health and well-being of young people? The Hong Kong experience. *Journal of Epidemiology Health*, 60: 530-536. doi: 10.1136/jech.2005.040121
- Levin, B. (2008). *How to change 5000 schools - A practical and positive approach for leading change at every level*. Cambridge, MA: Harvard Education Press.
- Liebhart, M., & Garcia-Lorenzo, L. (2010). Between planned and emergent change: Decision makers' perceptions of managing change in organisations. *International Journal of Knowledge, Culture and Change Management*, 10(5), 214-225.
- Lietz, C., Langer, C., & Furman, R. (2006). Establishing trustworthiness in qualitative research in social work. *Qualitative Social Work: Research and Practice*, 5(4), 441-458. doi: 10.1177/1473325006070288
- Littig, B., & Vienna, I. H. S. (2013). *Expert interviews: Methodology and practice* [PowerPoint Slides]. Retrieved from: http://www.uta.fi/iasr/lectures/index/17.9.2013_Beate%20Littig_Tampere%20Expert-Interviews.pdf
- Lohrmann, D.K. (2008). A complementary ecological model of the coordinated school health program. *Journal of School Health*, 80 (1), 1-9. doi: 10.1177/003335490812300605
- Mackenzie, N., & Kriple, S. (2006). Research dilemmas: Paradigms, methods and methodology. *Issues in educational research*, 16(2), 193-205. Retrieved from: <http://www.iier.org.au/iier16/mackenzie.html>
- Malone, T. W., & Crowston, K. (1990). *What is coordination theory and how can it help design cooperative work systems?* In D. Tatar (Ed.), *Proceeding of the Third Conference on*

Computer-supported Cooperative Work (pp. 357-370). Los Angeles, CA: ACM Press, October 7- 10.

McClure, R. D. (2002). Common data collection strategies effective in qualitative studies using action research in technical/operational training programs. *Computer Professionals for Social Responsibility Journal*, 6(3), 12-31.

McLaughlin, C., & Clarke, B. (2010). Relational matters: A review of the impact of school experience on mental health in early adolescence. *Educational and Child Psychology*, 27(1), 91-103. Retrieved from: <http://www.nuffieldfoundation.org>

McMillan, D.W., & Chavis, D.M. (1986). Sense of community: A definition and theory. *Journal of Community Psychology*, 14(1), 6-23. doi: 10.1002/1520-6629(198601)

MCur et al. (2014), p 187

Mduduzi, M. (2016). *Over 600 000 enrolled at no fee schools in the Western Cape*. Retrieved from: <http://www.youth.co.za/news/item/318-over-600-000-enrolled-at-no-fee-schools-in-the-western-cape>

Meho, L. (2006). E-mail interviewing in qualitative research: A methodological discussion. *Journal of the American Society for Information Science And Technology*, 57(10), 1284-1295. doi: 10.1002/asi.20416

Mertens, D.M. (2005). *Research methods in education and psychology: Integrating diversity with quantitative and qualitative approaches*. (2nd ed.) Thousand Oaks: Sage.

Mertens, D. (2007). Transformative paradigm: Mixed methods and social justice. *Journal of Mixed Methods Research*, 1(3), 212-225. doi: 10.1177/1558689807302811

Mertens, D.M. (2015). *Research and evaluation in education and psychology* (4th ed.). Thousand Oaks, California: SAGE.

Meuser, M., & Nagel, U. (2009). The expert interview and changes in knowledge production. In A. Bogner, B. Littig & W. Mentz. (Eds.). *Interviewing experts* (pp. 17-42). London: Palgrave Macmillan

- Miet Africa (2011). Care and support for teaching and learning: The adoption and implementation of care and support for teaching and learning (CSTL) in the SADC region. Retrieved from: <http://www.mietafrica.com>
- Mohan, S., Smith, C., Corriveau, N., Kline-Rogers, E., Jackson, E., Eagle, K., ... DuRussel-Weston. (2012). Sustainable practices within a school-based intervention: A report from Project Healthy Schools. *World Medical & Health Policy*, 4(3-4), 80-89. doi: 10.1002/wmh3.6
- Mohlabi, D.R., van Aswegen, E.J., & Makoena, J.D. (2010). Barriers to the successful implementation of school health services in the Mpumalanga and Gauteng provinces. *South African Family Practice*, 52(3), 249-254. doi:10.1080/20786204.2010.10873983
- Moolenaar, N. (2012). A social network perspective on teacher collaboration in schools: Theory, methodology, and applications. *American Journal of Education*, 119(1), 7-39. doi: 10.1086/667715
- Mooney, J. D., & Reilley, A. C. (1931). *Onward industry!* New York: Harper and Bros.
- Morrison, K. (2002). *School leadership and complexity theory*. London: Routledge.
- Motitswe, J. (2014). The role of institute level support teams on addressing barriers to learning and provide support in schools. Are they functional? *Mediterranean Journal of Social Sciences*, 5(8), 259-264. doi: 10.5901/mjss.2014.v5n8p259
- Mthobeni, M.P., & Peu, M.D. (2013). Perceptions of health promoters about health promotion programmes for families with adolescents orphaned as a result of AIDS in the rural Hammanskraal region in South Africa. *Health SA Gesondheid*, 18(1), 8 pages. doi: 10.4102/hsag.v18i1.648
- Mukoma, W., Flisher, A., Ahmed, N., Jansen, S., Mathews, C., Klepp, K., & Schaalma, H. (2009). Process evaluation of a school-based HIV/AIDS intervention in South Africa. *Scandinavian Journal of Public Health*, 37(2), 37-47. doi: 10.1177/1403494808090631
- Naicker, A., Myburgh, C., & Poggenpoel, M. (2014). Learners' experiences of teachers' aggression in a secondary school in Gauteng, South Africa. *Health SA Gesondheid*, 19(1). doi: 10.4102/hsag.v19i1.793

- Naidoo, M. (2011). *Schools must change*. Retrieved from:
<http://www.muthalnaidoo.co.za/education-othermenu-122/263-schools-must-change>
- National Center for Mental Health Promotion and Youth Violence Prevention. (2006). *Leaving a legacy: Our vision*. Retrieved from:
<http://www.sprc.org/sites/default/files/migrate/library/legacywheel2.pdf>
- Nakamura, R. (2000). *Healthy classroom management: Motivation, Communication and discipline*. Belmont, CA: Wadsworth.
- Noble, T., Wyatt, T., McGrath, H., Roffey, S., & Rowling, L. (2008). Scoping Study into Approaches to Student Well-being: Final Report. Brisbane, Qld: Australian Catholic University and Erebus International. Retrieved from <https://docs.education.gov.au/documents/scoping-study-approaches-student-well-being-final-report>
- Nelson, G., & Prilleltensky, I. (2010). *Community psychology: In pursuit of liberation and well-being*. (2nd ed.). New York, NY: Palgrave Macmillan.
- New South Wales. Department of Education and Communities. (2015). *The well-being framework for schools*. Retrieved from: https://www.det.nsw.edu.au/well-being/about/16531_Well-being-Framework-for-schools_Accessible.pdf
- Ng, E. C. W., & Fisher, A. T. (2013). Understanding well-being in multi-levels: A review. *Health, Culture and Society*, 5(1), 308-323. doi: 10.5195/hcs.2013.142
- Noble, T., McGrath, H., Roffey, S. & Rowling, L. (2008). *Scoping study on approaches to student well-being*. Canberra: Department of Education, Employment and Workplace Relations, Australia.
- Okhuysen, G., & Bechky, B. (2009). Coordination in organizations: An integrative perspective. *The Academy Of Management Annals*, 3(1), 463-502. doi: 10.1080/19416520903047533
- Pan American Health Organization. (2003). *Health promoting schools: Strengthening of the regional initiative. Strategies and lines of action 2003-2012*. Retrieved from:
<http://www.bvsde.paho.org/bvsdeescuelas/fulltext/planaction.pdf>

- Parliament of Victoria (2010). The health promoting schools framework. In Parliament of Victoria, *Inquiry into the potential for developing opportunities for schools to become a focus for promoting healthy community living* (pp. 13-30).
- Pillay, J. & Wasielewski, T. (2007). The utilisation of psychological support services in primary schools in Gauteng. *Perspectives in Education*, 25(4), 63-75.
- Plsek, P.E., & Greenhalgh, T. (2001). Complexity science: The challenge of complexity in health care. *British Medical Journal*, 323(7313), 625-628. doi: <http://dx.doi.org/10.1136/bmj.323.7313.625>
- Preiser, R., Struthers, P., Mohamed, S., Cameron, N., & Lawrence, E. (2014). External stakeholders and Health Promoting Schools: complexity and practice in South Africa. *Health education*, 114(4), 260-270. doi: 10.1108/HE-07-2013-0031
- Pretorius, P., Strydom, M., & Joubert, G. (2012). Depression and anxiety among Grade 11 and 12 learners attending schools in central Bloemfontein. *South African Journal of Psychiatry*, 18(3), 84-88. doi: 10.7196/sajp.356
- Prilleltensky, I. (2005). Promoting well-being: Time for a paradigm shift in health and human services. *Scandinavian Journal of Public Health*, 33(66), 53-60. doi: 10.1080/1403495051003338
- Prilleltensky, I. (2012). Wellness as fairness. *American Journal of Community Psychology*, 49, 1-21. doi: 10.1007/s10464-011-9448-8
- Prilleltensky, I., & Prilleltensky, O. (2003). Synergies for wellness and liberation in counseling psychology. *The Counseling Psychologist*, 31(3), 273-281. doi: 10.1177/0011000003031003002
- ProMenPol. (2009). *A Manual for promoting mental health and well-being: The educational setting*. Retrieved from: <http://www.mentalhealthpromotion.net/resources/toolit-manuals/manual-for-the-workplace.pdf>
- Quatman, C., & Chelladurai, P. (2008). Social network theory and analysis: A complementary lens for inquiry. *Journal of Sport Management*, 22(3), 338-360. doi: 10.1123/jism.22.3.338
- Quinlan, D., Swain, N., & Vella-Brodick, D. (2011). Character strengths interventions: Building on what we know for improved outcomes. *Journal of Happiness Studies*, 13(6), 1145-1163. doi: 10.1007/s10902-011-9311-5

- Quirke, M.B.B. (2015). *An evaluation of the effect of a health promoting school approach: The healthy school program on psychological health and well-being of primary school-aged children* (Unpublished doctoral thesis, Maynooth University, U.K. Retrieved from: http://eprints.maynoothuniversity.ie/6509/1/Final_Thesis_print_MQ_25_8_15.pdf)
- Rajaraman, D., Travasso, S., Chatterjee, A., Bhat, B., Andrew, G., Parab, S., & Patel, V. (2012). The acceptability, feasibility and impact of a lay health counsellor delivered health promoting schools programme in India: A case study evaluation. *BMC Health Services Research*, 12(1). doi: 10.1186/1472-6963-12-127
- Reeler, D. (2007). *A three-fold theory of social change*. Centre for Developmental Practice. Retrieved from: <http://www.cdpa.org.za/threefold-theory-of-social-change.html>
- Reeler, D. (2015). Exploring the real work of social change: Seven questions that keep us awake. *Journal of the Organization Development Network*, 47(1), 15-24. doi: 10.1007/978-3-319-47045-0_5
- Roffey, S. (2008). Emotional literacy and the ecology of school well-being. *Educational & Child Psychology*, 25(2), 29–39. Retrieved from: <http://www.well-beingaustralia.com.au/Roffey.pdf>
- Roffey, S. (2011). Enhancing connectedness in Australian children and young people. *Asian Journal of Counselling*, 18(1&2), 15-39. Retrieved from: http://hkier.fed.cuhk.edu.hk/journal/wp-content/uploads/2011/10/ajc_v18n1-2_15-39.pdf
- Roffey, S. (2012). Pupil well-being- teacher well-being: Two sides of the same coin? *Educational and Child Psychology*, 29(4), 8-17. Retrieved from: <http://www.sueroffey.com/wp-content/uploads/import/32-Roffey%20ECP29-4.pdf>
- Roffey, S. (2012). *Changing behaviour in schools: Promoting positive relationships and well-being*. London, England: SAGE.
- Roffey, S. (2015). Becoming an agent of change for school and student well-being. *Educational and Child Psychology*, 32(1), 21-30. Retrieved from: <https://www.academia.edu>
- Roffey, S. (2016). Well-being as core school business- What it is and why it matters [Web Blog post]. Retrieved from: <http://www.networkofwell-being.org/index.php/blog/post/well-being-as-core-school-business-what-it-is-and-why-it-matters>

- Rossman, G.B., & Rallis, S.F. (2012). *Learning in the field: An introduction to qualitative research* (3rd ed.). Thousand Oaks, CA: Sage.
- Ryan, R. M., & Deci, E. L. (2001). On happiness and human potentials: A review of research on hedonic and eudemonic well-being. *Annual Review of Psychology*, 52, 141–166. Retrieved from: <https://pdfs.semanticscholar.org>
- Ryff, C. D. (1989). Happiness is everything, or is it? Explorations on the meaning of psychological well-being. *Journal of Personality and Social Psychology*, 57(6), 1069-1081.
- Ryff, C. D., & Keyes, C. L. M. (1995). The structure of psychological well-being revisited. *Journal of Personality and Social Psychology*, 69(4), 719-727.
- Ryff, C.D., & Singer, B.H. (2008). Know thyself and become what you are: A eudemonic approach to psychological well-being. *Journal of Happiness Studies*, 9(1), 13–39. doi: 10.1007/s10902-006-9019-0
- Safe Schools Healthy Schools. (2011). *School mental health sustainability guide for SS/HS project directors: Strategies to build sustainable school mental health programs*. Retrieved from: <http://www.promoteprevent.org>
- Sangath (n.d.). *Adolescent and youth health*. Retrieved from: <http://www.sangath.in/>
- Sarason, S.B. (1974). *The psychological sense of community: Prospects for a community psychology*. San Francisco: Jossey-Bass.
- Schools for Health in Europe (SHE) (2016). *2017 in focus*. Retrieved from: [http://www.schools-for-health.eu/uploads/files/SHE_folder_2017\(1\).pdf](http://www.schools-for-health.eu/uploads/files/SHE_folder_2017(1).pdf)
- Seligman, M.E.P., Ernst, R.M., Gillham, J., Reivich, K., & Linkins, M. (2009). Positive education: Positive psychology and classroom interventions. *Oxford Review of Education*, 35(3), 293-311. doi: 10.1080/03054980902934563
- Seligman, M.E.P. (2011). *Flourish: A visionary new understanding of happiness and well-being*. New York, NY: Free Press

- Sergiovanni, T.J. (1994). *Building community in schools*. San Francisco, Calif: Jossey- BassInc.
- Shaughnessy, M., Galligan, E., & Hurtado de Vivas, R. (2008). *Pioneers in education: Essays in honor of Paulo Freire*. New York: Nova Science Publishers, Inc.
- Shaw, P. (2002). *Changing conversations in organisations. A complexity approach to change*. London: Routledge.
- Shenton, A. (2004). Strategies for ensuring trustworthiness in qualitative research projects. *Education for Information*, 22(2), 63-75. doi: 10.3233/efi-2004-22201
- Scheirer, M. (2005). Is sustainability possible? A review and commentary on empirical studies of program sustainability. *American Journal of Evaluation*, 26(3), 320-347. doi: 10.1177/1098214005278752
- Shisana, O. (2005). *The health of our educators: A focus on HIV/AIDS in South African public schools, 2004/5 survey*. HSRC Press.
- Shung-King, M., Orgill, M., & Slemming, W. (2013). School health in South Africa: Reflections on the past and prospects for the future. *South African Health Review*, 3(6), 59-71. Retrieved from: http://reference.sabinet.co.za/sa_epublication/healthr
- Silva, E. A., Healey, P., Harris, N., & van den Broeck, P. (2015). *The Routledge handbook of planning research methods*. New York, NY: Routledge
- Slee, P.T., Dix, K., & Williams, H.A. (2011). Whole-school mental health promotion in Australia. *The International Journal of Emotional Education*, 3(2), 37-49. Retrieved from: www.enseceurope.org/journal
- Slee P.T., Lawson M.J., Russell A., Askill-Williams H, Dix K.L., Owens L., Skrzypiec G., & Spears B (2009). *KidsMatter primary evaluation final report*. Centre for Analysis of Educational Futures, Flinders University of South Australia.

- Smith, J.A., Osborn, M. (2003). Interpretive phenomenological analysis. In J.A. Smith (Ed.), *Qualitative psychology: A practical guide to research methods*. London: Sage
- South Africa. Department of Basic Education. (2010). *Guidelines for Full-service/ Inclusive Schools*. Pretoria: Author.
- South Africa. Department of Basic Education. (2012). *Integrated school health policy*. South Africa.
- South Africa. Department of Basic Education. (2017). *About Basic Education*. Retrieved from: <http://www.education.gov.za/AboutUs/AboutDBE.aspx>
- South Africa. Department of Basic Education & Miet Africa (2010). *The national support pack*. Retrieved from: <http://www.education.gov.za/>
- South Africa. Department of Basic Education. (2013). *Policy on the organisation, roles and responsibilities of education districts*. Retrieved from: <http://www.education.gov.za>
- South Africa. Department of Basic Education. (2014). *Draft policy on screening, identification, assessment and support*. Retrieved from: <http://www.education.gov.za/>
- South Africa. Department of Education. (2005). *Conceptual and operational guidelines for the implementation of inclusive education: District-based support teams*. Retrieved from: <http://www.enspired.net/>
- South Africa. Department of Education. (2001). *White paper 6. Special Needs Education: Building an inclusive education and training system*. Retrieved from: http://www.gov.za/sites/www.gov.za/files/educ6_1.pdf
- South Africa. Department of Education. (2002). *The National Policy on Whole-School Evaluation*. Retrieved from: <https://www.education.gov.za/Resources/Policies.aspx>
- South Africa. Department of Education and communities. (2015). *The wellbeing framework for schools*. Government of South Wales: Australia.
- South Africa. Department of Health. (2011). *School health policy and implementation guidelines*. South Africa.

South Africa. Department of Health. (2017). *National adolescent and youth health policy*. Retrieved from: <https://www.idealclinic.org.za/>

South Africa. Department of Higher Education and Training. (2013). *The higher education and training information policy*. Retrieved from: <http://www.dhet.gov.za/SitePages/HRDPlanningNew.aspx>

South Africa. Western Cape Education Department. (2016). Annual report 2015/2016. Retrieved from: <https://wcedonline.westerncape.gov.za/documents/annual-report16/index-annual16.html>

St Leger, L.H. (1999). The opportunities and effectiveness of the health promoting primary school in improving child health: A review of the claims and evidence. *Health education research*, 14(1), 51-69. Retrieved from: <http://her.oxfordjournals.org/>

Stacey, R.D. (2001). *Complex responsive processes in organisations: Learning and knowledge creation*. London: Routledge.

Stacey, R.D. (2003). *Complexity and group processes: A radically social understanding of individuals*. New York: Brunner-Routledge.

Stacey, R. D. (2007a). *Strategic management and organisational dynamics: The challenge of complexity to ways of thinking about organisations* (5th ed.). London: Pearson Education.

Stacey, R. (2007b). The challenge of human interdependence. Consequences for thinking about the day to day practice of management in organisations. *European Business Review*, 19(4), 292-302. doi: 10.1108/09555340710760125

Stacey, R.D., Griffin, D., & Shaw, P. (2000). *Complexity and management: Fad or radical challenge to systems thinking?* London: Routledge

Stake, R. (2006). *Multiple case study analysis*. New York: Guilford.

Stage, F.K., & Manning, K. (2013). *Research in the college context: approaches and methods*. New York, NY: Brunner-Routledge

- Stirman, S.W., Kimberly, J., Cook, N., Calloway, A., Castro, F., & Charns, M. (2012). The sustainability of new programs and innovations: A review of the empirical literature and recommendations for future research. *Implementation Science*, 7(1). doi: 10.1186/1748-5908-7-17
- Strauss, E., & Daniels, D. (2013). Dis 'n tydbom... die skip gaan sink: Emosionele welsyn van Hoërskool-opvoeders in die Helderberg area van die Wes-Kaap. *Tydskrif vir Geesteswetenskappe*, 53(3), 391-403. Retrieved from: reference.sabinet.co.za/nwulib.nwu.ac.za
- Strike, K. A. (2000). Schools as communities: Four metaphors, three models, and a dilemma or two. *Journal of Philosophy of Education*, 34(4), 617-642. doi:10.1111/1467-9752.00198
- Stuart & Swan, 2000 p. 2
- Sugai, G., & Horner, R.R. (2006). A promising approach for expanding and sustaining school-wide positive behavior support. *School Psychology Review*, 35(2), 245-259. Retrieved from: <http://www.icareby.org/sites/default/files/spr352sugai.pdf>
- Swart, D., & Reddy, P. (1999). Establishing networks for health promoting schools in South Africa. *Journal of School Health*, 69(2), 47-50. doi: 10.1111/j.17461561.1999.tb06366.x
- Taborga, J. (2012 April, 6). Emergent change [web blog post]. Retrieved from: <https://www.saybrook.edu/blog/2012/04/06/emergent-change/>
- Taylor, M., Dlamini, S.B., Kagoro, H., Jinabhai, C.C., & de Vries, H. (2003). Understanding high school students' risk behaviors to help reduce the HIV/AIDS epidemic in KwaZulu-Natal, South Africa. *Journal of School Health*, 73(3), 96-100. doi: 10.1111/j.1746-1561.2003.tb03580.x
- Taylor, N., Quinn, F., Littledyke, M., & Coll, R.K. (2012). *Health education in context: An international perspective on health education in schools and local communities*. Rotterdam: Sense Publishers. Retrieved from: <https://www.sensepublishers.com/media/463-health-education-in-context.pdf>
- Terre Blanche, M., Durrheim, K., & Painter, D. (2006). *Research in practice* (2nd ed.). Cape Town: Juta.

- Thompson, S., & Aked, J. (2011). *Five ways to wellbeing: New applications, new ways of thinking*. New Economics foundation. Retrieved from: <http://neweconomics.org>
- Tracy, S. J. (2010). Qualitative enquiry: Eight big tent criteria for excellent qualitative research. *Qualitative Enquiry*, 16(10), 837-851. doi: 0.1177/1077800410383121
- Trickett, E. J., & Rowe, H. L. (2012). Emerging ecological approaches to prevention, health promotion, and public health in the school context: Next steps from a community psychology perspective. *Journal of Educational and Psychological Consultation*, 22(1-2), 125-140. doi: 10.1080/10474412.2011.649651
- Tsanwani, A.R. (2009). *Tracing factors that facilitate achievement in mathematics in traditionally disadvantaged secondary schools*. Unpublished doctoral thesis, University of Pretoria. Retrieved from: <http://repository.up.ac.za/handle/2263/24976>
- Van Jaarsveld, L. (2008). Violence in schools: A security problem? *Acta Criminologica, CRIMSA Conference Special Edition (2)*: 175-188. Retrieved from: <http://www.crimsa.ac.za/acta/index.html>
- van Noorden, T., Haselager, G., Cillessen, A., & Bukowski, W. (2013). Dehumanization in children: The link with moral disengagement in bullying and victimization. *Aggressive Behavior*, 40(4), 320-328. doi: 10.1002/ab.21522
- Van Rooyen, B. (2014). *Relational experiences of children involved in bullying incidents in secondary school communities*. Unpublished master's thesis, North-West University). Retrieved from: <http://repository.nwu.ac.za>
- Van Tonder, C., & Williams, C. (2009). Exploring the origins of burnout among secondary educators. *SA Journal of Industrial Psychology*, 35(1), 204-218. doi: 10.4102/sajip.v35i1.762
- Van Wyk, B., Kleintjes, S., Ramlagan, S., & Peltzer, K. (2007). Rapid appraisal of substance abuse and HIV awareness messages in poster communication to disadvantaged youth in South Africa. *Journal for Physical Health Education, Recreation and Dance*, 13(3), 341-356. Retrieved from: <http://reference.sabinet.co.za/document/EJC19490>

- Visser, C.A. (2007). *Emotion work and well-being of secondary school educators*. Unpublished master's mini-dissertation, North-West University. Available from: North-West University, Potchefstroom Campus, South Africa.
- Visser, M., Schoeman, J., & Perold, J. (2004). Evaluation of HIV/AIDS prevention in South African schools. *Journal of Health Psychology*, 9(2), 263-280. doi: 10.1177/1359105304040893
- Waggie, F., Laattoe, N., & Filies, G. (2013). Moving from conversation to commitment: Optimising school-based health promotion in the Western Cape, South Africa. *African Journal of Health Professions Education*, 5(1), 26. doi: 10.7196/ajhpe.207
- Wagley, M. P. (2013). *Children in schools- Dehumanising practices*. Retrieved from: http://www.educatenepal.com/education_issues/display/children-in-schools-dehumanising-practices
- Wagner, P. (2014). *Postgraduate students' reflections on the promotion of relational well-being in South African school communities* (Unpublished master's thesis, North-West University,). Available from: North-West University, Potchefstroom campus, South Africa.
- Waters, L., & White, M. (2015). Case study of a school well-being initiative: Using appreciative inquiry to support positive change. *International Journal of Well-being*, 5(1), 19-32. doi: 10.5502/ijw.v5i1.2
- Watkins, K. D. (2010). *An exploration of personal, relational and collective well-being in nursing students during their training at a tertiary education institution* Unpublished master's thesis, North-West University. Available from: North-West University, Potchefstroom campus South Africa.
- Western Cape Education Department. (2016). Annual report 2015/2016. Retrieved from: <https://wcedonline.westerncape.gov.za/documents/annual-report16/index-annual16.html>
- Western Australia Health Promoting Schools Association (2011). *What is a health promoting school?* Retrieved from: <https://www.healthpromotion.org.au/>
- Willig, C. (2008). *Introducing qualitative research in psychology*. England: McGraw-Hill.
- Willis, J., Jost, M., & Nilakanta, R. (2007). *Foundations of qualitative research: Interpretive and critical approaches*. Thousand Oaks: SAGE Publications.

- Wissing, M., & van Eeden, C. (2002). Empirical clarification of the nature of psychological well-being. *South African Journal of Psychology*, 32(1), 32-44. doi: 10.1177/008124630203200105
- Wood, L., & Zuber-Skerritt, O. (2013). PALAR as a methodology for community engagement by faculties of education. *South African Journal of Education*, 33(4), 1-15. doi: 10.15700/201412171322
- Woodson, S. (2015). *Theatre for youth third space*. Bristol: Intellect.
- World Health Organisation (1986, November). Ottawa Charter for Health Promotion First International Conference on Health Promotion. Retrieved from: <http://www.who.int/healthpromotion/conferences/previous/ottawa/en>
- World Health Organisation (1996). Local action: Creating health promoting schools. Retrieved from: http://www.who.int/school_youth_health/media/en/sch_local_action_en.pdf
- World Health Organisation (1998). WHO's global school health initiative. Retrieved from: http://www.who.int/school_youth_health/media/en/92.pdf
- World Health Organization (1999). Improving health through schools: National and international strategies. Retrieved from: http://www.who.int/school_youth_health/media/en/94.pdf
- World Health Organization. (2003). A guide for establishing health promoting schools in the South-East Asia region. Retrieved from: http://apps.searo.who.int/PDS_DOCS/B4255.pdf
- World Health Organization.(2017) Cited on page 1, bottom
- Wyn, J., Cahill, H., Holdsworth, R., Rowling, L., & Carson, S. (2000). MindMatters, a whole-school approach promoting mental health and well-being. *Australian & New Zealand Journal of Psychiatry*, 34(4), 594-601. doi: 10.1080/j.1440-1614.2000.00748.x
- Yin, R. K. (2003). *Case study research: Design and methods*. London: SAGE

- Zainal, Z. (2007). Case study as research method. *Jurnal Kemanusiaan*,(9), 1-6. Retrieved from: <http://fba.aiub.edu/Files/Uploads/OPM110044.pdf>
- Zhang, Y., & Wildemuth, B. M. (2009). Unstructured interviews. In B. Wildemuth (Ed.), *Applications of social research methods to questions in information and library science* (pp.222-231). Westport, CT: Libraries Unlimited.
- Zinn, D., & Rodgers, C. (2012). A humanising pedagogy: Getting beneath the rhetoric. *Perspectives in Education*, 30(4), 76- 87.
- Zuber-Skerritt, O. (2002) A model for designing action learning and action research programs *The Learning Organization*, 9(4), 143-149.doi: 10.1108/09696470210428868
- Zuber-Skerritt, O. (2011). *Action leadership: Towards a participatory paradigm*. Amsterdam: Springer
- Zuber-Skerritt, O., Wood, L., & Louw, I. (2015). *A participatory paradigm for an engaged scholarship in higher education: Action leadership from a South African perspective*. Rotterdam: Sense Publishers.
- Zuma, K., Simbayi, L. C., Rehle, T., Mbelle, N., Zungu, N. P., Mthembu, J., North, A., ... Chikovore, J. (2016). *The health of educators in public schools in South Africa*. Department of Basic Education: South Africa.

ADDENDA

PHASE 1 INFORMATION (RESEARCH PROJECT)

Addendum A: Overview of project proposal (larger project)

Addendum B: Well-being initiative framework

PHASE 1: CONSENT FORMS: (PALAR)

Addendum C: Informed Consent form teachers

Addendum D- Informed Consent form parents'

Addendum E - Learner assent form

Addendum F - Parent permission letter for child to participate

PHASE 2: (CONSENT FORMS)

Addendum G- School principals informed consent

Addendum H- International colleagues informed consent

PHASE 1 AND PHASE 2: RESEARCH INSTRUMENTS AND TRANSCRIPTS

Addendum I: Example of Action learning set (ALS) coded transcript	Addendum N: Example of worksheet for focus group interview with coordinators
Addendum J: Example_ second round coding of ALS (Axial)	Addendum O: Example of coded transcript- Focus group interview with coordinators
Addendum K: Third round coding of ALS (Axial coding)	Addendum P: Background information & preliminary indicators sent to international experts
Addendum L: Qualitative questionnaire for school principals	Addendum Q: Example of coded transcript_ International colleagues
Addendum M: Example of coded transcript_ Individual interview with principal	

PERMISSION LETTERS:

Addendum R- Ethical approval of larger research project

Addendum S- Ethics approval of this PhD study

Addendum T: WKOD extension approval

ADDENDUM A: Overview of research project

POSITIONING THE RESEARCH STUDY WITHIN THE RESEARCH PROJECT

The research conducted in this study is part of the first phase of a NRF - funded research project led by the supervisor of this study. An overview of the rationale, problem addressed, purpose and objectives set as well as the research design and methodology applied in the first phase of the project is presented in the table below. The research project commenced in August 2015 and is on-going until 2020.

Title of the research project

Developing an integrated multi-level process to facilitate sustainable holistic well-being in South African school communities

Rationale of the research project

Research in the South African context indicates that schools face many serious challenges that jeopardise the co-construction of schools enabling spaces in which people can flourish and optimise their potential. The rationale of this research project is to contribute to the co-construction of schools into enabling, re-humanised contexts in which these serious challenges are addressed by facilitating a sustainable process to promote well-being of learners, teachers, other staff members and parents on multi-levels of engagement rather than only focus on addressing the problems associated with the challenge.

Problem statement

In the South African context, the enhancement of well-being has been approached from a health promoting school perspective. In 1999, Swart and Reddy initiated the establishment of a Health Promoting Schools Framework in South Africa. In 2000 the Department of Health brought forth the National Guidelines for the Development of Health Promoting Schools in South Africa (Department of Health, 2000). These national policy guidelines (Department of Health, 2001; 2008), emphasise the holistic development of schools, with a specific focus on the development of policies, the building of safe and supportive teaching and learning environments, the development of strong school-community partnerships, the pursuit of curriculum intervention that focuses on skills development and the development of accessible education support services that include preventative and health promotion programmes (Lazarus, 2006). However, in practice, the health promoting schools initiative mainly focus on addressing ill-being.

Ryff and Singer, (1996) argue that addressing ill-being, although important and necessary is not sufficient to encourage higher levels of well-being. Keyes (2002) confirms that the presence of higher levels of well-being is distinctly different than merely surviving or experiencing disease and disorder. Evans, Hanlin and Prilleltensky (2007), suggest that the enhancement of holistic well-being has to encompass the blending of an ameliorative focus on ill-being and deficit and the transformative focus on strengths and the establishment of partnerships within the community and beyond. According to Konu and Rimpelä (2002) the health promoting approach to the facilitation of well-being in schools is based on too narrow a view of well-being. These authors state that the enhancement of well-being in schools has to be understood as a broader construct that does not merely focus on dealing with issues and problems associated with ill-being, but also encompass the enhancement of well-being in four categories. The categories are: school conditions that include the physical environment inside and in the immediate surroundings; social relationships that implies the interactive dynamics in the social learning environment, the atmosphere in the school as a whole; as well as means for self-fulfilment referring to the respect for each person as valuable in the context and therefore worthy of having opportunities and health status as the absence of illness and disease. Both objective indicators referring to the factual dimension and subjective indicators, referring to perceptual dimension are proposed for each of the four categories.

The multi-level model developed by Prilleltensky, (2005; 2012) also supports the development of a broader approach to the promotion of well-being in schools. Prilleltensky (2005) distinguishes between three sites of well-being namely the individuals, relationships and the community and argues that a "positive state of affairs can only be brought about by the simultaneous and balanced attention to all the diverse objective and subjective needs of individuals, relationships and the community as a whole" (Prilleltensky, 2012). He therefore suggest s a holistic model in which personal, relational and collective well-being is simultaneously promoted in a community.

Considering the holistic understanding of well-being it seems evident that if we intend to facilitate the promotion of holistic well-being in a sustainable manner we need to develop a process that integrate the promotion of individual, relational and collective well-

being on multi-levels to include all those involved in school communities (Ng & Fisher, 2013). Such a process, according to Evans, Hanlin and Prilleltensky (2007), should encompass the blending of the ameliorative focus on ill-being and deficit with the transformative focus on strengths and the establishment of partnerships with communities. The complexity of facilitating such a multi-level process in which well-being is promoted on individual, relational and collective levels, necessitates a shift from a linear, reductionist understanding of human interaction to non-linear, complex understanding of human interaction.

Research on processes to facilitate the well-being understood from an integrated multi-level perspective has not been conducted in the South African context. Consequently, programmes and interventions presented by the Department of Education, the private sector; training institutions; research institutions; NGOs, CBOs, FBOs and other civil society structures or individuals, are not coordinated and integrated into an overarching process to facilitate the promotion of well-being in a more sustainable manner. Prilleltensky and Prilleltensky, (2003), argue that such efforts, although valuable in itself, may be less effective if presented in isolation and without understanding how it resonates with a common transformative goal such as the enhancement of holistic well-being that involve the school as a whole. The need to develop an integrated multi-level process that will build the capacity of school communities to facilitate holistic well-being by using the resources and networks within their own environments has therefore become crucial in the South African context. In this way schools will be enabled to make decisions and to implement innovations according to their own purpose and logic, as suggested by Gugglberger and Dür (2009). The research conducted in this research project was aimed at obtaining knowledge through participatory research that will inform the development of such an integrated process aimed at facilitating sustainable holistic well-being in South African school communities.

Purpose and aim of the research project

The purpose of the research conducted in this project is to re-humanise schools by co-constructing enabling spaces in which holistic well-being is viewed as an essential part of schooling. **The aim of the research** is to develop an integrated multi-level process to promote holistic well-being in a sustainable manner in South African school communities through participatory research in six schools.

The following objectives are set:

- To apply existing models and theories in education, community psychology and positive psychology to inform our understanding of current efforts to enhance holistic well-being in schools with specific reference to the subjective and objective indicators of well-being on individual, relational and collective levels.
- To conduct an extensive study of national and international research literature on the enhancement of holistic well-being in general and in schools in particular and to identify existing national and international frameworks and policies that can inform the facilitation of holistic well-being in South African school communities;
- To apply a participatory-action-learning-action-research process (PALAR) developed by Zuber-Skerritt (2002) to facilitate the development of an integrated, multi-level process for sustainable holistic well-being in six South African school communities;
- To apply the deeper understanding of promoting well-being in the six school communities obtained from applying the PALAR process to co-construct a framework for the implementation of an integrated, multi-level process that can be applied in other school communities.
- To establish what resources and interventions are available or needed to support the implementation of the process.

Research design and methodology of the research project

The PALAR approach a new genre of action research, developed by Zuber-Skerritt (2002; 2011) has been applied in the research. In participatory action research multiple parties and stakeholders with an interest in the research topic work together as a research team to construct new categories of knowledge based on local realities that are voiced through an open democratic process of engagement (Gaventa & Cornwall, 2008). In the process researchers give up their power and work in a complementary way with other human beings who are considered as participant-researchers. The PALAR process according to Kearney et al. (2013) is guided by three components, namely development of democratic, authentic, trusting and supportive relationships; the process of continual critical reflection in a collaborative learning context; and recognition of the achievements of all participants. By applying the PALAR approach, people can therefore work together on complex issues which affect their lives; learn from their experience and from one another, and engage in a systematic inquiry into how to address and resolve these issues.

In the process researchers give up their power and work in a complementary way with other human beings who are considered as participant-researchers. Action research is therefore emancipatory in as far as it is aimed at technical and practical improvement, the transformation of participants' consciousness and change within the school communities' existing boundaries and conditions. The participants' empowerment and self-confidence in their ability to create theory which is grounded in experience and practice is enhanced as they attempt to solve complex problems, collaboratively as a team, with everyone in the team being a 'personal scientist' contributing in different ways but on an equal footing with everyone else. There is no hierarchy, but instead open and 'symmetrical communication' (Zuber-Skerritt, 2002).

Participants

The 6 schools involved in this project were selected based on the fact that they are representative of previously disadvantaged settings in which opportunities to enhance holistic development of all involved in the context were limited due to a lack of human resources and financial restraints. The school are also part of a project initiated by an Education Trust aimed at creating opportunities for the holistic development of these schools into enabling spaces in line with the Whole-School Development Policy of the Department of Education (DoE, 2009).

The selected participants who were involved in the first phase of the participatory action learning and action research process

aimed at the development of an integrated process to facilitate holistic well-being in these school communities include:

- 24 to 30 teachers (four or five from each school) who are members of the Well-being support teams that were established in 2014 as part of the well-being initiative initiated by an Education Trust in collaboration with the North-West University. The teachers have been included in the teams based on 1) their interest in the facilitation of holistic well-being, and/ or 2) the fact that their position within the school context is associated with the enhancement of well-being (e.g. life-orientation teacher; learner support teacher; head of department; members of the ILST team). Teachers who are excluded from the research will be given an opportunity to make their opinions and concerns known during meetings and surveys conducted by the partners involved.
- 12 to 24 parents (two to four per school) will be selected to represent the parents' voice in the action learning sets. At least one parent has to be a member of the School Governing Body. The inclusion criteria for parents are as follows: 1) have one or more children in the school for the duration of the research; 2) stay in the community; are available to attend meetings during the week in the afternoon between 14h00 and 16h00; 3) have the capacity to express their opinions and represent other parents. Parents who are excluded due to the application of these criteria will be given an opportunity to make their opinions and concerns known during parents' meetings and surveys conducted by the partners involved.
- 12 to 24 learners (two to four per school) identified by the well-being teams in collaboration with learners, who are in leadership positions in these schools, will be involved in the research process. The inclusion criteria will be as follows: 1) have been in the school for at least two years; 2) are capable of expressing their opinions on critical matters in the presence of adults; 3) capable of listening to and comprehending the needs and strengths of fellow-learners. The selected learners will be guided to identify ways to represent the voice of all learners in the school. Learners who are not partaking in this research will have opportunities to voice their opinions and concerns through surveys conducted by the partners involved.

Data collection

In the first phase of the research project completed in November 2016, the data was generated through a continuous cyclic process of planning, implementation, evaluating and revising (Zuber-Skerritt, 2009) aimed at the development of a process to facilitate holistic well-being in a sustainable manner in their school communities. The research process encompassed an introductory workshop held at the onset of the research. The well-being support teams from the six schools were involved in the workshop. Action learning set meetings of between one and two hours were held at each school over a period of 15 months after the school day ended. A celebration event to give feedback on the first phase of the research.

In this PhD study the data obtained from the first phase of the larger research project were analysed with the aim of identifying key aspects that might contribute to the sustainable coordination of the integrated, multi-level process to promote holistic wellbeing in the school communities as a critically important prerequisite for the successful implementation of the process.

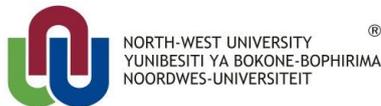
The second phase of the project is currently in progress.

REFERENCES:

- Gugglberger, L., Dür, W. (2009). *Applying the logic of capacity building to health promoting schools*. Results regarding the Austrian school system. Better Schools Through Health: The third European Conference on Health Promoting Schools, Vilnius, Lithuania, 15-17.06.2009.
- Department of Health. (2001). *Policy guidelines for youth and adolescent health*. Retrieved from www.doh.gov.za/docs/policy/yah/index.html
- Department of Health. (2008). Policy guidelines on child and adolescent mental health. Pretoria, South Africa: Department of Health. Retrieved from <http://www.doh.gov.za/docs/policy/childmentalhealth>
- Evans, S. D., Hanlin, C. E., & Prillensky, I. (2007). Blending ameliorative and transformative approaches in human service organizations. *Journal of Community Psychology*, 35(3), 329-346. doi: 10.1002/jcop.20151
- Gaventa, J., & Cornwall, A., (2008). Power and knowledge. *The Sage handbook of action research: Participative inquiry and practice*, 172-189.
- Kearney, J., Wood, L., & Zuber-Skerritt, O. (2013). Community–University Partnerships: Using Participatory Action Learning and Action Research (PALAR). *Gateways: International Journal of Community Research and Engagement*, 6(1), 113-30.

- Keyes, C. L. M., Shmotkin, D., & Ryff, C. D. (2002). Optimizing well-being: The empirical encounter of two traditions. *Journal of Personality and Social Psychology*, 82(6), 1007–1022. doi: 10.1037/0022-3514.82.6.1007
- Konu, A., & Rimpelä, M. (2002). Well-being in schools: A conceptual model. *Health Promotion International*, 17(1), 79-87. doi: 10.1093/heapro/17.1.79
- Lazarus, S. (2006). Indigenous approaches to health promotion: Challenges for education support in South Africa. *South African Journal of Psychology*, 36(3), 521-546. Retrieved from <http://www.journals.co.za>
- Ng, E. C. W., & Fisher, A. T. (2013). Understanding Well-Being in Multi-Levels: A review. *Health, Culture and Society*, 5(1), 308-323.
- Prilleltensky, I. (2005). Promoting wellbeing: Time for a paradigm shift in health and human services. *Scandinavian Journal of Public Health*, 33(5), 53-60. doi: 10.1080/14034950510033381
- Prilleltensky, I. (2012). Wellness as fairness. *American Journal of Community Psychology*, 49(1-2), 1-21. doi: 10.1007/s10464-011-9448-8
- Prilleltensky, I., & Prilleltensky, O. (2003). Towards a critical health psychology practice. *Journal of Health Psychology*, 8(2), 197-201. doi: 10.1177/1359105303008002659
- Ryff and Singer, (1996). Ryff, C. D., and Singer, B. 1998. The contours of positive human health. *Psychological inquiry*, 9(1): 1-28. England: SAGE.
- Zuber-Skeritt, O. (2002) A model for designing action learning and action research programs. *The Learning Organization*, 9 (4) pp. 143-149. DOI 10.1108/09696470210428868
- Zuber-Skeritt, O. (2011). *Action Leadership: Towards a Participatory Paradigm*. Amsterdam: Springer International.

ADDENDUM B: Well-being initiative framework



The information in this poster is part of work done in a research project of the Faculty of Education Sciences of the North West University conducted from the Centre for Child, Youth and Family Studies in Wellington in collaboration with the Rupert Onderwys Stigting. The project is funded by the National Research Foundation for the period January 2015 – December 2017 and conducted in collaboration with the Rupert Onderwys Stigting. Dr Ansie Kitching acts as project leader. She can be contacted for further information on the project at 018 2994709/021 8643593/ 0828232011. Email: Ansie.Kitching@nwu.ac.za

© Faculty of Education Science North-West University South Africa

INTEGRATED PROCESS TO PROMOTE HOLISTIC WELL-BEING IN OUR SCHOOL COMMUNITY

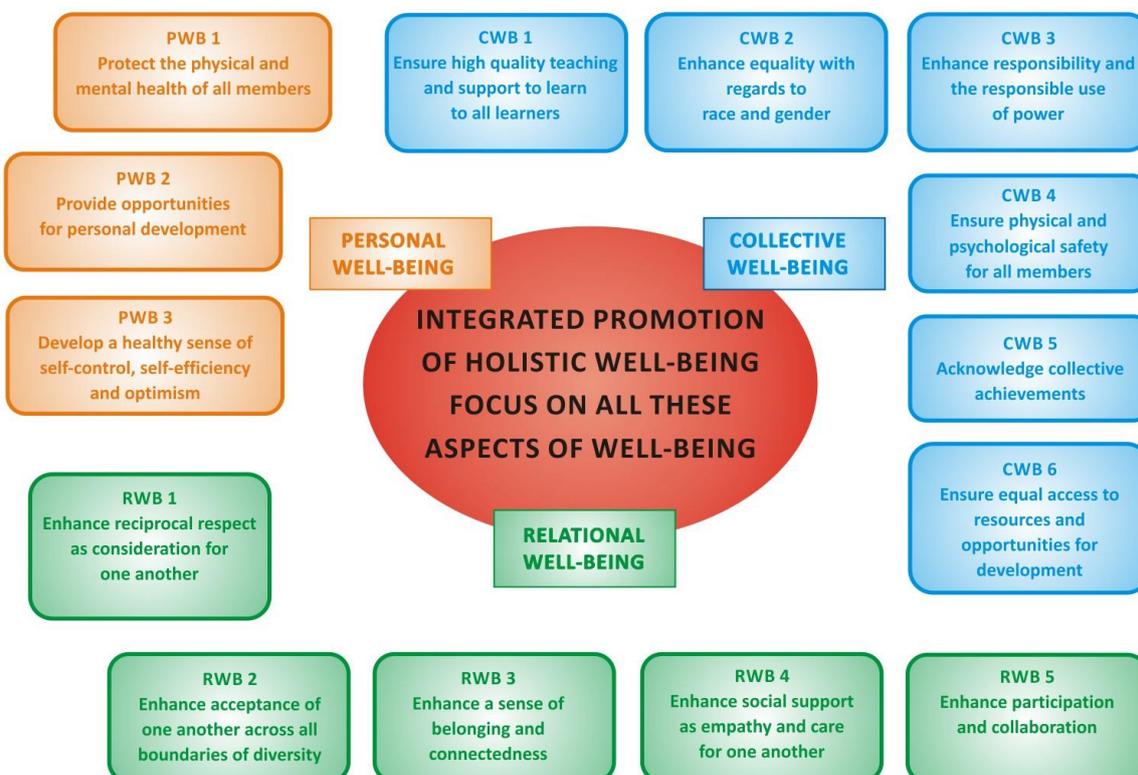
Each school community is an important social context that has a significant influence on the well-being of all those involved in the school community. A school community should therefore be a space in which holistic well-being is enhanced. Holistic well-being according to Prilleltensky (2005; 2012), refers to the simultaneous promotion of personal, relational and collective well-being. The process of promoting holistic well-being takes place in the interactions between all the members of the school community; learners, teachers, other staff members and parents and in synergy with the community in which the school is situated.



In the diagram below the interdependence between members of the school community is indicated



To promote holistic well-being we need to attend to the following:



© Faculty of Education Science North-West University South Africa - Dr. A.E. Kitching

CONSENT AND ASSENT FORMS

PHASE 1 (PALAR)

ADDENDUM C: Informed Consent form_ teachers

CCYF (Centre for Child, Youth and Family studies)
3 Oosstreet
Wellington
7654
021

8643593

ADDENDUM D

PARTICIPANT INFORMATION LEAFLET AND CONSENT FORM FOR
Teachers who are members of the well-being support teams

TITLE OF THE RESEARCH PROJECT:

Developing an integrated multi-level process to facilitate sustainable holistic well-being in South African school communities

REFERENCE NUMBERS:

PRINCIPAL INVESTIGATOR: Dr Ansie Elizabeth Kitching

ADDRESS:

Centre for Child, Youth and Family Studies
3 Oos Street
Wellington 7654

CONTACT NUMBER: 021 8643593 / 0828232011

Dear teacher

You are being invited to take part in this research project conducted in schools in your area. The project is funded by the National Research Foundation and managed by Dr Ansie Kitching, a senior lecturer at the North-West University.

Please take some time to read the information presented here, which will explain the details of this project. Please ask the researcher any questions about any part of this project that you do not fully understand. It is very important that you are fully satisfied that you clearly understand what this research entails and how you could be involved. Please note that your participation should be **entirely voluntary** and that you are free to decline to participate. If you say no, this will not affect you negatively in any way whatsoever. You are also free to withdraw from the study at any point, even if you do agree to take part. Your involvement in the well-being initiative in your school will not be influenced by such a decision.

This study has been approved by the **Ethics Committee of the Faculty of Education Sciences of the North-West University (NWU00160-15-A2)** and will be conducted according to the ethical guidelines and principles of the international Declaration of Helsinki and the ethical guidelines of the

National Health Research Ethics Council. The research ethics committee members or relevant authorities might therefore ask to inspect the research records.

What is this research all about?

The purpose of this study is to contribute to the enhancement of holistic well-being in South African school communities. The main objective of this research is to develop a process through which we can make the school a more enabling space for all involved through the facilitation of the well-being of individuals, the enhancement of relationships between people and by ensuring that everyone in the school is treated fairly.

The research will be conducted in six schools in “X” which are involved in a project initiated by the “X” in 2013, over a period of one year (June 2015 to June 2016). The study will directly involve about 100 people and will include teachers; parents, learners; the principals of the schools; the chairpersons of the school governing bodies, the chairpersons of the representative student council, officials from the Department of Education and stakeholders from the community who are involved in the schools. The research will be facilitated by Dr Ansie Kitching, assisted by a doctoral student, Me Bianke van Rooyen.

Why have you been invited to participate?

You have been invited to participate because you are a member of the well-being support team in one of the schools. You have also complied with the following inclusion criteria: 1) teaching at a school involved in a project on holistic development initiated by “X” in 2013 2) involved with activities associated with the promotion of holistic well-being based either on his/her interest in the process or his/ her position in the school; 3) available to attend action learning set meetings and workshops in the afternoons during the school term; 4) voluntarily agreed to be included in the well-being support team that facilitates the implementation of the well-being initiative at the school. You will be excluded if you are no longer a teacher at the school or for some personal or professional reason has to withdraw from the team.

What will your responsibilities be?

If you agree to participate in the research you will be expected to

- Attend six action learning set meetings of two hours each at an agreed time after the school day ended for learners in June, 2015, August 2015, October 2015, February 2016, April 2016 and June 2016.
- Attend three workshops of three hours each in June 2015; November 2015 and June 2016.
- Keep a reflexive journal of your experience of being part of the well-being support team in your school.
- Participate in a World Café event in July 2016.

How will you benefit from taking part in this research?

The direct benefits for you as a participant will be that you get an opportunity to directly contribute to the development of a process to enhance the well-being of all involved in the school community. You will also obtain skills that will empower you to pro-actively contribute to the development of such a process in other contexts.

The indirect benefit will be that your school community will become a more enabling space in which the promotion of well-being are addressed pro-actively. This might bring about a change in the attitude of learners towards their academic work, more nurturing relationships in the school and a more socially just dispensation for all involved.

Are there risks involved in your taking part in this research?

The risks in this study are that you might experience frustration due to the fact that this responsibility adds to your workload. To address these risks, we will limit your involvement in the research process to 6 action learning set meetings of two hours each and three workshops of two hours each - a total of 21 hours over a one year period.

You may also feel overwhelmed by all the challenges that the team has to deal with. We will therefore also provide support to the teams in addressing the challenges that they face through the development of a support network in consultation with our partners “X” and other stakeholders in the community including the “X” and others that will be identified. A counsellor will be available should you have the need to discuss any situation that cause distress due to your involvement with the research process.

Considering the current situation, we are of the opinion that the benefits of your involvement will outweigh the risks in as far as you will be instrumental in the co-construction of a more enabling space for yourself, your colleagues, the learners and the parents.

What will happen in the unlikely event of some form of discomfort occurring as a direct result of your taking part in this research study?

Should you have the need for further discussions after the action learning set meetings or the workshops due to what has been said or done either by one of the researchers or by another participant, you should feel free to immediately notify the researcher, the well-being support coordinator or the principal. A meeting will then be arranged to discuss our discomfort and work towards a solution. If you are not satisfied with the outcome of such a meeting you will be free to withdraw from the research process without any consequences regarding your position in the school. Your position as a well-being support team member will also not be terminated, unless you decide to withdraw from the team.

Who will have access to the data?

Due to the fact that the research is conducted in the school system we can only ensure partial anonymity, since people will know that you are involved in the research process. Your anonymity will however be protected when data is transcribed by adding a code to your name to ensure that no link can be made between your identity and what you said. This code will also be used when feedback is given in workshops, discussions, reports and journal articles on the research.

Confidentiality will be ensured by calling upon all members not to discuss what has been said in the meetings and workshops by whom and by not indicating any identifying data in the transcriptions and reports. A confidentiality agreement will also be signed with the person who will transcribe the data.

All the data captured digitally or electronically during the action learning set meetings and the workshops will be protected by a password known only to the researcher and the research assistant. Hard copies of data will be locked in a safe in the office of the researcher while the research is in progress. On completion of the research the electronic data will be transferred to DVD and stored with all hard copies in a safe at the Centre for Child, Youth and Family Studies for a period of 7 years.

Will you be paid to take part in this study and are there any costs involved?

No, you will not be paid to take part in the study but refreshments will be served before the onset of the action learning sets and the workshops. There will thus be no costs involved for you, due to the fact that the research will be conducted at the schools or at a venue that is near to the schools.

How will you know about the findings?

On completion of the research project, the primary researcher will arrange a meeting with the principal, the School Management teams, the School Governing body and the Well-being support teams to discuss the application of the framework in each context.

The findings and the suggested framework will also be presented to all interested parties during a seminar in June 2017.

Is there anything else that you should know or do?

- You can contact Ansie Kitching at 0828232011 if you have any further queries or encounter any problems.
- You can contact the Research Ethics Committee via Mrs Erna Conradie at 018 299 4780 if you have any concerns or complaints that have not been adequately addressed by the researcher.
- You will receive a copy of this information and consent form for your own records.

Declaration by participant

By signing below, I agree to take part in a research study entitled: **Developing an integrated multi-level process to facilitate sustainable holistic well-being in South African school communities**

I declare that:

- I have read this information and consent form and it is written in a language with which I am fluent and comfortable.
- I have had a chance to ask questions to both the person obtaining consent, as well as the researcher and all my questions have been adequately answered.
- I understand that taking part in this study is **voluntary** and I have not been pressurised to take part.
- I may choose to leave the study at any time and will not be penalised or prejudiced in any way.
- I may be asked to leave the study before it has finished, if the researcher feels it is in my best interests, or if I do not follow the study plan, as agreed to.

Signed at (*place*) on (*date*) 20....

.....
Signature of participant

.....
Signature of witness

Declaration by person obtaining consent

I (*name*) declare that:

- I explained the information in this document to
- I encouraged him/her to ask questions and took adequate time to answer them.
- I am satisfied that he/she adequately understands all aspects of the research, as discussed above
- I did/did not use an interpreter.

Signed at (*place*) on (*date*) 20....

.....
Signature of person obtaining consent

.....
Signature of witness

Declaration by researcher

I (*name*) declare that:

- I explained the information in this document to
- I encouraged him/her to ask questions and took adequate time to answer them.
- I am satisfied that he/she adequately understands all aspects of the research, as discussed above
- I did/did not use an interpreter.

Signed at (*place*) on (*date*) 20....

.....
Signature of researcher

.....
Signature of witness

ADDENDUM D: Informed consent form_ parents'

CCYF (Centre for Child, Youth and Family studies)
 3 Oosstreet
 Wellington
 7654
 021

8643593

ADDENDUM E

PARTICIPANT INFORMATION LEAFLET AND CONSENT FORM FOR
 Parents who will participate in the research

TITLE OF THE RESEARCH PROJECT:

Developing an integrated multi-level process to facilitate sustainable holistic well-being in South African school communities

REFERENCE NUMBERS:

PRINCIPAL INVESTIGATOR: Dr Ansie Elizabeth Kitching

ADDRESS:

Centre for Child, Youth and Family Studies
 3 Oosstraat,
 Wellington 7654

CONTACT NUMBER: 021 8643593 / 0828232011

Dear parent

You are being invited to take part in this research project conducted in schools in your area. The project is funded by the National Research Foundation and managed by Dr Ansie Kitching, a Senior lecturer at the North-West University.

Please take some time to read the information presented here, which will explain the details of this project. Please ask the researcher any questions about any part of this project that you do not fully understand. It is very important that you are fully satisfied that you clearly understand what this research entails and how you could be involved. Please note that your participation should be **entirely voluntary** and that you are free to decline to participate. If you say no, this will not affect you negatively in any way whatsoever. You are also free to withdraw from the study at any point, even if you do agree to take part. Your involvement in the well-being initiative in your school will not be influenced by such a decision.

This study has been approved by the **Ethics Committee of the Faculty of Education Sciences of the North-West University (NWU NWU00160-15-A2)** and will be conducted according to the ethical guidelines and principles of the international Declaration of Helsinki and the ethical guidelines of the National Health Research Ethics Council. The research ethics committee members or relevant authorities might therefore ask to inspect the research records.

What is this research all about?

The purpose of this study is to contribute to the enhancement of holistic well-being in South African school communities. The main objective of this research is to develop a process through which we can make the school a more enabling space for all involved through the facilitation of the well-being of individuals, the enhancement of relationships between people and by ensuring that everyone in the school is treated fairly.

The research will be conducted in six schools in “X”, over a period of one year (June 2015 to June 2016). The study will directly involve about 100 people and will include teachers; parents, learners; the principals of the schools; the chairpersons of the school governing bodies, the chairpersons of the representative student council, officials from the Department of Education and stakeholders from the community who are involved in the schools. The research in your child’s school will be facilitated by Dr Ansie Kitching, assisted by a doctoral student, Me Bianke van Rooyen.

Why have you been invited to participate?

You have been invited to participate because you are parents at a school involved in a project on holistic development initiated by the “X” in 2013. You are selected to participate in this research because you 1) live in the community where the school is situated for longer than 5 years and has one or more children in the school. 2) is available during the afternoons between 14h00 and 16h00 to attend action learning set meetings. 3) voluntarily agreed to be included in the research process as explained above. You will be excluded from the research if you move away from the community or no longer have a child in the school.

What will your responsibilities be?

If you agree to participate in the research you will be expected to

- Attend six action learning set meetings of two hours each at an agreed time after the school day ended for learners in June, 2015, August 2015, October 2015, February 2016, April 2016 and June 2016.
- Attend three workshops of three hours each in June 2015; November 2015 and June 2016.

How will you benefit from taking part in this research?

The direct benefits for you as a participant will be that you get an opportunity to directly contribute to the development of a process to enhance the well-being of all involved in the school community. You will also obtain skills that will empower you to pro-actively contribute to the development of such a process in other contexts.

The indirect benefit will be that your school community will become a space in which people can be well. This might lead to a change in your children’s attitude towards their academic work and bring about better relationships as well as a more socially just dispensation for all involved.

Are there risks involved in your taking part in this research?

The risks in this study are that you might experience frustration due to the fact you have to take time off at work or in case you do not work take time of your daily duties to attend meetings. To address these risks, we will limit your involvement in the research process to 6 action learning set meetings of two hours each and three workshops of two hours each - a total of 21 hours over a one year period. We will also set the dates in advance so that you can plan your schedule. If you need transport to the school to attend research meetings and workshops the research team will make arrangements in this regard.

However, considering the current situation at the school we are of the opinion that the benefits of your involvement will outweigh the risks in as far as you will be instrumental in the co-construction of a more enabling space for teachers, parents and learners in your child's school.

What will happen in the unlikely event of some form of discomfort occurring as a direct result of your taking part in this research study?

Should you have the need for further discussions after an action learning set meeting or the workshops due to what has been said or done either by one of the researchers or by another participant, you should feel free to immediately notify the researcher, the well-being support coordinator or the principal. A meeting will then be arranged to discuss our discomfort and work towards a solution. If you are not satisfied with the outcome of such a meeting you will be free to withdraw from the research process without any consequences regarding your position in the school. Your position as a well-being support team member will also not be terminated, unless you decide to withdraw from the team.

Who will have access to what I have said?

People will know who you are and that you are involved in the research because they will see that you attend the meetings. However, we will make sure that people will not know what you said in the meetings by asking the other people in the group not to discuss what was said in the meetings with people outside. When we write reports we will use a code to refer to you so that people cannot make a link between your identity and what you said. The person who transcribes the recordings that we make of the discussions will also sign an agreement not to discuss what has been said in the meetings and workshops.

All the data that we capture electronically will be protected by a password known only to the researcher and the research assistant. Hard copies of data will be locked in a safe in the office of the researcher while the research is in progress. On completion of the research the electronic data will be transferred to DVD and stored with all hard copies in a safe at the Centre for Child, Youth and Family Studies for a period of 7 years.

Will you be paid to take part in this study and are there any costs involved?

No, you will not be paid to take part in the study but refreshments will be served before the onset of the action learning sets and the workshops. If you have any costs to travel to the venue where the research took place, you will be compensated. If you lost any wages due to your attendance of the research you can apply for compensation from the project.

How will you know about the findings?

You will be invited to a seminar June 2017 where the final findings of the research will be discussed. You will also be involved in a feedback session held at the school that will involve the principal, the School Management team, the School Governing body and the Well-being support team to discuss the outcomes of the research and the implementation of the process that was developed.

Is there anything else that you should know or do?

- You can contact Ansie Kitching at 0828232011 if you have any further queries or encounter any problems.
- You can contact the Research Ethics Committee via Mrs Erna Conradie at 018 299 4780 if you have any concerns or complaints that have not been adequately addressed by the researcher.
- You will receive a copy of this information and consent form for your own records.

Declaration by participant

By signing below, I agree to take part in a research study entitled: **Developing an integrated multi-level process to facilitate sustainable holistic well-being in South African school communities**

I declare that:

- I have read this information and consent form and it is written in a language with which I am fluent and comfortable.
- I have had a chance to ask questions to both the person obtaining consent, as well as the researcher and all my questions have been adequately answered.
- I understand that taking part in this study is **voluntary** and I have not been pressurised to take part.
- I may choose to leave the study at any time and will not be penalised or prejudiced in any way.
- I may be asked to leave the research process before it has finished, if the researcher feels it is in my best interests, or if I do not follow the research procedures as agreed to.

Signed at (*place*) on (*date*) 20....

.....
Signature of participant

.....
Signature of witness

Declaration by person obtaining consent

I (*name*) declare that:

- I explained the information in this document to
- I encouraged him/her to ask questions and took adequate time to answer them.
- I am satisfied that he/she adequately understands all aspects of the research, as discussed above
- I did/did not use a interpreter.

Signed at (*place*) on (*date*) 20....

.....
Signature of person obtaining consent

.....
Signature of witness

Declaration by researcher

I (*name*) declare that:

- I explained the information in this document to
- I encouraged him/her to ask questions and took adequate time to answer them.
- I am satisfied that he/she adequately understands all aspects of the research, as discussed above
- I did/did not use an interpreter.

Signed at (*place*) on (*date*) 20....

.....
Signature of researcher

.....
Signature of witness

ADDENDUM E: Learner assent

CCYF (Centre for Child, Youth and Family studies)
 3 Oos Street
 Wellington
 7654
 021

8643593

ADDENDUM H
PARTICIPANT INFORMATION LEAFLET AND CONSENT FORM FOR
 Learners -Assent

TITLE OF THE RESEARCH PROJECT:

Developing an integrated multi-level process to facilitate sustainable holistic well-being in South African school communities

REFERENCE NUMBERS:

PRINCIPAL INVESTIGATOR: Dr Ansie Elizabeth Kitching

ADDRESS:

Centre for Child, Youth and Family Studies
 3 Oos Street
 Wellington 7654

CONTACT NUMBER: 021 8643593 / 0828232011

Dear Learner

You are being invited to take part in this research project conducted in schools in your area. Your parents /legal guardian gave permission that you can participate in this research. It is important to understand that even if they gave permission you can still decide if you want to participate. You should not feel that anyone forced you to take part in the research. If you decide that you do not want to participate, you will not be affected negatively in any way whatsoever. You will also be free to withdraw from the study at any point, even if you do agree to take part.

If you consider participation, please take some time to read the information presented here, which will explain the details of this project. Please ask the researcher any questions about any part of this project that you do not fully understand. It is very important that you are fully satisfied that you clearly understand what this research entails and how you could be involved.

The study has been approved by the **Ethics Committee of the Faculty of Education Sciences of the North-West University (NWU00160-15-A2.)** meaning that there are people at the University who make sure that the researchers act according to rules and regulations for research.

What is this research all about?

The aim of this research is to develop a process through which we can make the school a more enabling space promoting the well-being of teachers, learners and parents by enhancing the relationships between them to ensure that the school becomes a better place for all. We will do research in six schools in your area between June 2015 and June 2016.

There will be about 100 people involved in the research including teachers; parents, learners; the principals of the schools; the chairpersons of the school governing bodies, the chairpersons of the representative student council, officials from the Department of Education and stakeholders from the community who are involved in the schools. The research team who will work at your school is Dr Ansie Kitching, from the North-West University and Me Bianke van Rooyen a doctoral student from the North-West University.

Why have you been invited to participate?

You have been invited to participate because you 1) live in the community where the school is situated 2) have been in the school for at least two years 3) have the ability to act as a representative of as many learners as possible 4) have the capability to be sensitive to and aware of the needs and strengths of other learners 5) your parents or legal guardian gave permission that you may take part in the research.

What will your responsibilities be?

If you agree to participate in the research you will be expected to

- Attend six action learning set meetings of two hours each at an agreed time after the school day ended for learners in June, 2015, August 2015, October 2015, February 2016, April 2016 and June 2016.
- Attend three workshops of three hours each in June 2015; November 2015 and June 2016.

How will you benefit from taking part in this research?

The direct benefits for you as a participant is that you will play an important role in making the school a more enabling space where teachers, learners and parents can get along well and where learners can achieve better results and reach their full potential. You will also obtain skills to help your peers to enhance their own well-being and the well-being of other people. The indirect benefit will be that your school community will become a space in which people can be well and do well.

Are there risks involved in your taking part in this research?

The risks in this study are that you might experience frustration due to the time that you lose due to the meetings that you have to attend. To address these risks, we will limit your involvement in the research process to 6 action learning set meetings of two hours each and three workshops of two hours each - a total of 21 hours over a one year period. We will also set the dates in advance so that you can know when you will be involved. If you need transport home after a research meetings or workshops the research team will arrange for transport.

You may find it difficult to give your opinion in the presence of teachers and parents, because you are not used to such situations. However, it is important that your opinion is heard and we will make sure that you get opportunities to speak and share your ideas.

What will happen in the unlikely event of some form of discomfort occurring as a direct result of your taking part in this research study?

Should you have the need for further discussions after the action learning set meetings or the workshops due to what has been said or done either by one of the researchers or by another participant, you should feel free to immediately notify the researcher, the well-being support coordinator or the principal. A meeting will then be arranged to discuss our discomfort and work towards a solution. If you are not satisfied with the outcome of such a meeting you will be free to withdraw from the research process without any consequences regarding your position in the school. Your position as a well-being support team member will also not be terminated, unless you decide to withdraw from the team.

Who will have access to what I have said?

People will know who you are and that you are involved in the research because they will see that you attend the meetings. However, we will make sure that people will not know what you said in the meetings by asking the other people in the group not to discuss what was said in the meetings with people outside. When we write reports we will use a code to refer to you so that people cannot make a link between your identity and what you said. The person who transcribes the recordings that we make of the discussions will also sign an agreement not to discuss what has been said in the meetings and workshops.

All the data that we capture electronically will be protected by a password known only to the researcher and the research assistant. Hard copies of data will be locked in a safe in the office of the researcher while the research is in progress. On completion of the research the electronic data will be transferred to DVD and stored with all hard copies in a safe at the Centre for Child, Youth and Family Studies for a period of 7 years.

Will you be paid to take part in this study and are there any costs involved?

No, you will not be paid to take part in the study. We will serve refreshments at the onset of the action learning sets and the workshops. If you have any costs to travel to your house after a research meeting we will pay for your transport.

How will you know about the findings?

We will tell you what the outcome of the research was during a feedback session held at the school that will involve the principal, the School Management team, the School Governing body and the Well-being support team.

If there anything else that you should know or do

- You can contact Dr Ansie Kitching at 0828232011 to get more information.
 - If you have complaints about the process you can contact Mrs Erna Conradie at 018 299 4780.
 - You will receive a copy of this information and consent form for your own records.
-

Declaration by participant

By signing below, I agree to take part in a research study entitled:
Developing an integrated multi-level process to facilitate sustainable holistic well-being in South African school communities

I declare that:

- I have read this information and consent form and it is written in a language with which I am fluent and comfortable.
- I have had a chance to ask questions to both the person obtaining consent, as well as the researcher and all my questions have been adequately answered.
- I understand that taking part in this study is **voluntary** and I have not been pressurised to take part.
- I may choose to leave the study at any time and will not be penalised or prejudiced in any way.
- I may be asked to leave the research process before it has finished, if the researcher feels it is in my best interests, or if I do not follow the research procedures, as agreed to.

Signed at (*place*) on (*date*) 20....

.....
Signature of participant

.....
Signature of witness

Declaration by person obtaining consent

I (*name*) declare that:

- I explained the information in this document to
- I encouraged him/her to ask questions and took adequate time to answer them.
- I am satisfied that he/she adequately understands all aspects of the research, as discussed above
- I did/did not use a interpreter.

Signed at (*place*) on (*date*) 20....

.....
Signature of person obtaining consent

.....
Signature of witness

Declaration by researcher

I (*name*) declare that:

- I explained the information in this document to
- I encouraged him/her to ask questions and took adequate time to answer them.
- I am satisfied that he/she adequately understands all aspects of the research, as discussed above
- I did/did not use an interpreter.

Signed at (*place*) on (*date*) 20....

.....
Signature of researcher

.....
Signature of witness

ADDENDUM F: Parent permission letter

CCYF (Centre for Child, Youth and Family studies)
3 Oosstreet
Wellington
7654
021
8643593

ADDENDUM G

PARTICIPANT INFORMATION LEAFLET AND CONSENT FORM FOR
Parents - Permission for learner participation

TITLE OF THE RESEARCH PROJECT:

Developing an integrated multi-level process to facilitate sustainable holistic well-being in South African school communities

REFERENCE NUMBERS:

PRINCIPAL INVESTIGATOR: Dr Ansie Elizabeth Kitching

ADDRESS:

Centre for Child, Youth and Family Studies
3 Oosstraat,
Wellington 7654

CONTACT NUMBER: 021 8643593 / 0828232011

Dear parent

Your child has been invited to take part in this research project conducted in schools in your area. The project is funded by the National Research Foundation and managed by Dr Ansie Kitching, a Senior lecturer at the North-West University. The research project will run for one year, from August 2015-August 2016.

Please take some time to read the information in the attached letter in which your child is requested to participate in the study and in which the project is explained. You are welcome to ask the researcher any questions about any part of this project that you do not fully understand. It is very important that you are fully satisfied that you clearly understand what this research entails and how your child will be involved. The researcher's contact information is on the letter that your child received.

Please note that you are under no obligation to give permission and please do not force your child to participate, participation should be entirely voluntary. If you say no, this will not affect you negatively in any way whatsoever. Your child will also be free to withdraw from the study at any point, even if he/she do agree to take part.

If you agree that your child can participate in the research please sign the permission form below and return to the school.

By signing below, I (full name give permission that my child

Full name

Is allowed to participate in the research project entitled:

Developing an integrated multi-level process to facilitate sustainable holistic well-being in South African school communities

I declare that:

- I have read this information and it is written in a language with which I am fluent and comfortable.
- I have had a chance to ask questions to both the person obtaining consent, as well as the researcher and all my questions have been adequately answered.
- I understand that my child’s involvement in this study is **voluntary** and I have not been pressurised to take part.
- My child may choose to leave the study at any time and neither he nor I will not be penalised or prejudiced in any way.
- My child may be asked to leave the process before it has finished, if the researcher feels it is in his/ her best interests or he/she does not follow the research process

Signed at (*place*) on (*date*) 20....

.....
Signature of parent

.....
Signature of witness

CONSENT FORMS:

PHASE 2

ADDENDUM G: Informed consent_ School principals

CCYF (Centre for Child, Youth and Family studies)
 3 Oosstreet
 Wellington
 7654
 021 8643593

ADDENDUM A**PARTICIPANT INFORMATION LEAFLET AND CONSENT FORM FOR**

Principals of schools involved in the research project

TITLE OF THE RESEARCH PROJECT:

The sustainable coordination of an integrated multi-level process to facilitate holistic well-being in South African school communities.

RESEARCHER:

Mrs. Bianke Van Rooyen (Doctoral student)

ADDRESS:

Centre for Child, Youth and Family Studies
 3 Oosstraat
 Wellington 7654

CONTACT NUMBER: 082 830 8472

You are being invited to take part in this research project conducted in schools in your area. The larger project (NWU 00160-15-A2) is funded by the National Research Foundation and led by Dr Ansie Kitching, a senior lecturer at the North-West University. This study is a sub-project within the larger research project and will be supervised by Dr Ansie Kitching.

Please take some time to read the information presented here, which will explain the details of this project. Please ask the researcher any questions about any part of this project that you do not fully understand. It is very important that you are fully satisfied that you clearly understand what this research entails and how you could be involved. Please note that your participation should be **entirely voluntary** and that you are free to decline to participate. If you say no, this will not affect you negatively in any way whatsoever. You are also free to withdraw from the study at any point, even if you do agree to take part.

This study has been approved by the **Ethics Committee of the Faculty of Education Sciences of the North-West University (NWU 00160-15-A2)** and will be conducted according to the ethical guidelines and principles of the international Declaration of Helsinki and the ethical guidelines of the National Health Research Ethics Council. The research ethics committee members or relevant authorities might therefore ask to inspect the research records.

What is this research all about?

The purpose of this study is to gain a deeper understanding of how an integrated multi-level holistic well-being process should be coordinated within South African school communities. The main objective of this research is to develop guidelines for the sustainable coordination of an integrated holistic well-being process.

The research will be conducted in six schools in “X” and will further include officials from the Department of Education as well as other professionals in the required field. The research in your school will be conducted by Bianke Van Rooyen and supervised by Dr Ansie Kitching.

Why have you been invited to participate?

You have been invited to participate because you are the principal of a school involved in the implementation of a Well-being Support Initiative, initiated by the “X” and a member of the principals’ network in your area. You have also complied with the following inclusion criteria: you are a school principal in the circuit where the research takes place. You will be excluded if: you are no longer a principal at the school or any of the schools involved in this project.

What will your responsibilities be?

Your participation in this research will involve the following:

- Attendance of one focus group interview with the other school principals at a time that will be convenient for you. The focus group will be two hours.

How will you benefit from taking part in this research?

The direct benefits for you as a participant will be that you get an opportunity to directly contribute to the development of guidelines for sustainable coordinated efforts for the facilitation of holistic well-being in school communities.

The indirect benefit will be that your school community will become a more enabling space in which the promotion of well-being are addressed pro-actively. This might bring about a change in the attitude of learners towards their academic work, more nurturing relationships in the school and a more socially just dispensation for all involved.

Are there risks involved in your taking part in this research?

There are no serious foreseeable risks for participating in this research. It might occur that you will experience frustration or discomfort due to difference in opinions as result of being part of a focus group interview.

Considering the current situation, we are of the opinion that the benefits of your involvement will outweigh the risks in as far as you will be instrumental in the development of guidelines for the coordination of an intergrated holistic well-being process.

What will happen in the unlikely event of some form of discomfort occurring as a direct result of your taking part in this research study?

Should you have the need for further discussions after the focus group interview due to what has been said or done by the researcher you should feel free to immediately notify the researcher or if you prefer, the researcher’s supervisor. A meeting will then be arranged. The meeting will serve as an opportunity to address your discomfort. If you are not satisfied with the outcome of such a meeting you will be free to withdraw from the research without any consequences regarding your

position in the school and we will respect your leadership role if you decide that I have to withdraw from your school.

Who will have access to the data?

Due to the fact that your involvement in the research includes the participation in a focus group interview, I can only ensure partial anonymity, since the other school principals will know that you are involved in the research process. Your anonymity will however be protected when data is transcribed by adding a code to your name to ensure that no link can be made between your identity and what you said. This code will also be used when feedback is given in discussions, reports and journal articles on the research.

Confidentiality will be ensured by calling upon all members not to discuss what has been said in the focus group interview and by not indicating any identifying data in the transcriptions and reports. A confidentiality agreement will also be signed with the person who will transcribe the data.

All the data captured digitally or electronically during the interview will be protected by a password known only to the researcher and the researcher's supervisor. Hard copies of data will be locked in a safe in the office of the researcher's supervisor while the research is in progress. On completion of the research the electronic data will be transferred to DVD and stored with all hard copies in a safe at the Centre for Child, Youth and Family Studies for a period of 7 years.

Will you be paid to take part in this study and are there any costs involved?

No, you will not be paid to take part in the study. Refreshments will be served before the onset of interview. There will thus be no costs involved for you, if you do take part due to the fact that the research will be conducted on the school premises or a venue close to the school premises.

How will you know about the findings?

On completion of the research project, the researcher will arrange a meeting with the principals and well-being support teams to discuss the application of the guidelines within each of the school communities.

You are welcome to contact me (Bianke Van Rooyen) at 0828308472 or the research supervisor, Dr Ansie Kitching at 082 823 2011 if you have any further queries or encounter any problems.

You can also contact the Research Ethics Committee via Mrs Erna Conradie at 018 299 4780 if you have any concerns or complaints that have not been adequately addressed by the researcher.

You will receive a copy of this information and consent form for your own records.

Declaration by participant

By signing below, I agree to take part in a research study entitled: *The sustainable coordination of a integrated multi-level process to facilitate holistic well-being in South African school communities.*

I declare that:

- I have read this information and consent form and it is written in a language with which I am fluent and comfortable.
- I have had a chance to ask questions to both the person obtaining consent, as well as the researcher and all my questions have been adequately answered.
- I understand that taking part in this study is **voluntary** and I have not been pressurised to take part.
- I may choose to leave the study at any time and will not be penalised or prejudiced in any way.
- I may be asked to leave the study before it has finished, if the researcher feels it is in my best interests, or if I do not follow the study plan, as agreed to.

Signed at (*place*) on (*date*) 20....

.....
Signature of participant

.....
Signature of witness

Declaration by researcher

I **Bianke Van Rooyen** declare that:

- I encouraged him/her to ask questions and took adequate time to answer them.
- I am satisfied that he/she adequately understands all aspects of the research, as discussed above
- I did/did not use an interpreter.

Signed at (*place*) on (*date*) 20....

.....
Signature of researcher

.....
Signature of witness

ADDENDUM H: Informed consent_ International experts

CCYF (Centre for Child, Youth and Family studies)
 3 Oosstreet
 Wellington
 7654
 021 8643593

ADDENDUM C**PARTICIPANT INFORMATION LEAFLET AND CONSENT FORM FOR**

Professionals working within the field of Psychology and health and well-being promotion in school communities.

TITLE OF THE PHD STUDY

The sustainable coordination of an integrated multi-level process to facilitate holistic well-being in South African school communities

RESEARCHER: Me. Bianke Van Rooyen (Doctoral student)

ADDRESS:

Subject group Educational Psychology
 School of Education Studies
 Faculty of Education Sciences
 PO Box X6001
 North-West University
 Potchefstroom
 South Africa

CONTACT NUMBER: 082 830 8472

EMAIL: biankebotha@gmail.com

Dear Participant

You are invited to participate in a research project conducted in six schools in South Africa to develop an integrated, multi-level process to facilitate the promotion of holistic well-being. This PhD study is a sub-project within a larger research project funded by the National Research Foundation, led by the supervisor for the study, Prof Ansie Kitching. The research project and this PhD study has been approved by the Ethics Committee of the Faculty of Education Sciences of the North-West University (NWU 00160-15-A2.) and will be conducted according to the ethical guidelines and principles of the international Declaration of Helsinki and the ethical guidelines of the National Health Research Ethics Council. The research ethics committee members or relevant authorities might therefore ask to inspect the research records.

Please take some time to read the information presented to explain the details of this project. It is important that you have a clear understanding of what your involvement entails. If it is not clear please contact the student or the supervisor without hesitation.

Please note that your participation should be **entirely voluntary** and that you are free to decline to participate. If you say no, this will not affect you negatively in any way whatsoever. You are also free to withdraw from the study at any point, even if you do agree to take part.

What is this research all about?

The purpose of this study is to gain a deeper understanding of how an integrated multi-level holistic well-being process can be coordinated to ensure sustainability of the process after the participatory research process has been terminated. The main objective of this research is to develop guidelines for the sustainable coordination of an integrated holistic well-being approach, based on the work done in 6 South African schools over a period of 2 years.

Why is your participation required?

You have been invited to participate based on

- your extensive knowledge and experience of promoting health and well-being in school contexts
- your involvement in the development of programmes, frameworks or policies related to the promotion of health and well-being in schools

What will your responsibilities be?

Your participation in this research will involve the following:

You have to read through a briefing on the results of the first phase of the study which might take you at least an hour;

You have to be available for at least one interactive engagement with the PhD student via Skype.

How will you benefit from taking part in this research?

The direct benefits for you as a participant will be that you get an opportunity to directly contribute to the development of guidelines for sustainable coordinated efforts for the facilitation of holistic well-being in school communities.

The indirect benefit will be that you will have the opportunity to apply your knowledge to contribute to the development of a sustainable process to promote holistic well-being in South African school communities.

Are there risks involved in your taking part in this research?

The only one possible risk foreseen is that your participation will require time away from your work and personal obligations. You might also experience some discomfort because you are not familiar with the contexts, the researcher will therefore provide contextual information before the commencing with the interviews.

The researcher is of the opinion that the benefits of your involvement will outweigh the risks in as far as you will be instrumental in the development of guidelines for for sustainable coordinated efforts for the facilitation of holistic well-being in school communities.

What will happen in the unlikely event of some form of discomfort occurring as a direct result of your taking part in this research study?

Should you have the need for further discussions after the interview due to what has been said or done by the researcher, you should feel free to immediately notify the researcher's supervisor. A meeting (via Skype) will then be arranged to discuss the situation and find a way to address your discomfort. If you are not satisfied with the outcome of such a meeting you will be free to withdraw from the research without bearing any consequences.

Who will have access to the data?

The interview will be conducted in a private space. Your anonymity will be protected when data is transcribed by adding a code to your name to ensure that no link can be made between your identity and what you said. This code will also be used when feedback is given in discussions, reports and journal articles on the research.

Confidentiality will be ensured by keeping all information private and by not indicating any identifying data in the transcriptions and reports. A confidentiality agreement will also be signed with the person who will transcribe the data.

The data captured digitally or electronically during the interview will be protected by a password known only to the researcher and the researcher's supervisor. Hard copies of data will be locked in a safe in the office of the research supervisor while the research is in progress. On completion of the research the electronic data will be transferred to DVD and stored with all hard copies in a safe at the Faculty of Education Sciences for a period of 7 years.

Will you be paid to take part in this study and are there any costs involved?

No, you will not be paid to take part in the study.

How will you know about the findings?

On completion of the research report, the researcher will inform you of the research findings in the form of a brief report. You will also receive a CD with the full dissertation.

Is there anything else that you should know or do?

- You can contact Bianke Van Rooyen (27 082 830 8472) or Prof Ansie Kitching (27 082 823 2011/ 270182994709) if you have any further queries or encounter any problems.
 - You can contact the Research Ethics Committee via Mrs Erna Conradie at 27018 299 4780 if you have any concerns or complaints that have not been adequately addressed by the researcher.
 - You will receive a copy of this information and consent form for your own records.
-

PLEASE COMPLETE THE DECLARATION FORM AND SENT VIA EMAIL TO Ansie.Kitching@nwu.ac.za and bianke.botha@gmail.com

AS SOON AS I RECEIVE THE FORM I WILL CONTACT YOU TO ARRANGE A SKYPE MEETING

Declaration by participant

By signing below, I

Full name(s) and surname

agree to take part in this PHD research project entitled: *The sustainable coordination of an integrated multi-level process to facilitate holistic well-being in South African school communities*

I declare that:

- I have read this information and consent form and it is written in a language with which I am fluent and comfortable.
- I have had a chance to clarify what participation in this project encompasses.
- I understand that taking part in this study is **voluntary** and I do not feel obliged to participate.
- I may choose to leave the study at any time without being penalised or prejudiced in any way.

Signed at (*place*) on (*date*) 20....

.....
Signature of participant

.....
Signature of witness

Declaration by researcher

I (*name*) declare that:

- I explained the information in this document to
- I encouraged him/her to ask questions and took adequate time to answer them.
- I am satisfied that he/she adequately understands all aspects of the research, as discussed above
- I did/did not use an interpreter.

Signed at (*place*) on (*date*) 20....

.....
Signature of researcher

.....
Signature of witness

**PHASE 1 & PHASE 2 RESEARCH INSTRUMENTS AND
TRANSCRIPTS**

ADDENDUM I: Example of Action learning set (ALS) coded transcript

School F (01:01:11)

Eerste gaan ek nou vra vir 'n refleksie. Ons het nou 'n pad gekom met mekaar tot voor die werkwinkel, en nou gaan ons van die werkwinkel af verder aan beweeg. Maar net so 'n bietjie van 'n refleksie op die welstandsbevorderings proses, hierdie inisiatief.

Now, First I am going to ask for a reflection. We've come a road with one another up until the workshop, and now we are going to move on from the workshop. But just a bit of a reflection on the well-being initiative process, this initiative.

As ek nou terug dink waar ons nou is en reflekteer dan dink ek ons het darem nou al deurgedring tot baie van die kinders se behoeftes, hoe ons vir hulle probeer goed laat voel, positief bydraes maak. Met die balkies wat ons uitgee, die voedingskema wat ons het. Dis wat ons nou al so ver in plek het. Teen die mure sit ons posters op, as ons nou aanbeweeg na die volgende gedeelte dan na die werkwinkel het ons nou, ons het ons embleem opgeplak op die skool en die kinders kan dit sien... En 'n tekortkoming wat ek sien is ons moet miskien vir hulle meer inlig oor wat aangaan. Laat hulle kan beseef, dit is waaroor dit gaan. Dit gaan oor jou welstand hier by die skool en nie net hulle sin nie, maar almal sin. Dis wat ek nou basies daarvoor voel.

Thinking back to where we are now and reflecting then I think we have surely realized many of the children's needs, how we try to make them feel good, making positive contributions. With the badges that we hand out, the feeding scheme that we have. That is what we have in place so far. We posters up on the walls, when we move on to the next part; the workshop we have now, we've put up our emblem in the school and the children can see it. And a shortcoming that I see is we must perhaps inform them more about what is going on. So that they can realize that is what it's about. It is about your well-being here at school and not only theirs, but everybody's. That is what I now basically feel about that.

Jou algemene gevoel oor die inisiatief, dink jy dit is waardevol?

Your general feeling about the initiative, do you think it is valuable?

Ja, ek dink dit is beslis waardevol vir die skool en vir die kinders. En selfs, aan die begin was ek miskien 'n bietjie skepties, "X" sal miskien nie baie inkoop in dit nie, maar toe ek vir hom nader oor die voedingskema was hy heel inskiklik en hy kon vir my help daarso en so aan. So, daar is positiewe dinge daar ook aan die gang. Daarvoor is ek dankbaar.

Yes, I think it is definitely valuable for the school and for the children. And even in the beginning I was perhaps a bit skeptical; "X" will perhaps not buy into it a lot, but when I approached him about the feeding scheme he was quite willing and he could help me with it and so on. So, there are positive things there that are also going on. I am thankful for that.

Ek het hierso gedink die heelyd nou terwyl hulle gepraat het dat my geaardheid is vinnig, ek wil 'n "quick fix" hê. En dit voel vir my dat ons gaan aandag daar kom, maar ek sal dinge vinniger wil laat gebeur. Om ons ouers op te lei, om... ons kinders se gedrag, dat hulle verantwoordelikheid vir hulle goed kan aanvaar. Dis 'n klein bietjie frustrasie op hierdie stadium by my want, ek moet nou. Ek weet dit is nie 'n realiteit nie, maar ek sien geweldig potensiaal in alles waaroor ons praat en die dinge wat ons beplan, veral ons klein kring wat saam met ons leerders sit. Daars geweldig potensiaal in 'n verandering. Ek, my mens het ook op hierdie stadium van my lewe ook 'n verandering in ons skool nodig, voel dit vir my. Want ek is 12 jaar hier en dit voel vir my dit is nou tyd dat ons weer 'n bietjie skaaf en breek en bou dat ons net ons visie voorentoe kan verbeter.

I thought here the whole time now while they were talking that my nature is quick, I want a "quick fix". And I feel that we will get there one day, but I would want things to happen faster. To educate our parents, to... our children's behaviour, that they can accept responsibility for their things. It is a little bit frustrating at this stage for me because, I must now. I know it is not a reality, but I see a lot of potential in everything that we discuss and the things that we plan, especially our small circle that sits with our learners. There's a lot of potential in a change. I, my dear also need at this stage of my life a change in our school, it feels to me. Because I have been here for 12 years and I feel it is now time that we must again chafe and break and build a bit so that we can just improve our vision in future.

Comment [b1]: Thinking back to where we are now, I think we have met some of the learners needs.

CODE 5: Reflections

Comment [b2]: Confirmation pertaining to the value of the well-being initiative process

Comment [b3]: In the beginning I might have been skeptical, that "x" wouldn't buy in, but when I approached him..., he was positive and was able to help me.

CODE 5: Role of school principal in WB process

Comment [b4]: The whole time while you were talking I was thinking about my personality.. I want a 'quick fix.' I am a bit frustrated at this moment..

CODE 5: Reflections

CODE 23: WB process create space for members to share/open communication

ADDENDUM J: Example_ second round coding of ALS (Axial)

CODE 1: INVOLVEMENT

SCH F	SCH C	SCH B	SCH E	SCH A	SCH D
<p>Staff is aware of WBI, but we do not have all the staff involved, we need to involve everybody. CODE1: Involvement/ staff</p> <p>Had a meeting with parents, which was positive. Just a pity that not too many parents showed up CODE1: Involvement/ parents</p> <p>Learners on WB team are involved- they do attend the meetings CODE1: Involvement/ learners</p> <p>We have a plan for the learners on WB team- we want to give them training They will handle smaller tasks, yet they will also strengthen our hands in some of the tasks CODE 1: Involvement/ learner</p>	<p>Try to get more parents involved CODE 1: Involvement/parents</p> <p>Gets learners opinion on issues pertaining to well-being. CODE 1: Involvement/learners</p> <p>Include more learners, grade 8 and 9 learners. Everyone to be involved. CODE 1: Involvement/learners</p> <p>Some teachers on team are unable to make meetings. Get more teachers CODE1: Involvement/teachers</p> <p>Involvement of learners makes 'workload' easier on teachers- support with feeding scheme. Feel more comfortable with learners CODE 1: Involvement/ learners</p>	<p>Somehow parents need to be more involved at the meetings CODE1: Involvement/parents</p> <p>Need to involve parents to make them aware about well-being CODE1: Involvement/parents</p> <p>Intervention- try to get as much as possible parents to attend CODE 1: Involvement/ parents</p> <p>We are making progress, but I feel that the staff.. Everybody is not on the wagon yet. Too much negativity. CODE1: Involvement/teachers</p> <p>Function for parents. Conversations with parents. Different topics. For example, talk about well-being enhancement. A way to involve more parents CODE1: Involvement/ parents</p>	<p>Invite parents to become involved. For example, let them help supervise on an outing. CODE 1: Involvement/parents</p> <p>Parents can meet up once a week and share concerns and ideas CODE 1: Involvement/parents</p> <p>Parent can try to involve more parents- start a parent group CODE 1: Involvement/parents</p> <p>Have been busy at work so difficult to get to other parents. But I am trying hard, I really want to meet with parents and maybe we can do something once a months. And then we can go to other parents to encourage them CODE 1: Involvement/parents</p>	<p>Difficult to get hold of parents to talk them about their child. Parents work CODE1: Involvement/parents</p> <p>Easier for teacher to meet up. Difficult for parents, especially those that work CODE1: Involvement/ parents</p> <p>Parents, not only those on the team, but any parent to help out when he/she sees that a child has a problem CODE1: Involvement/parents</p> <p>Parent guidance- parents need to be more involved in curriculum, more involvement in learners academics CODE1: Involvement/parents</p> <p>Involve the parents in school functions- to help out.</p>	<p>We realize that we have a challenge with our parent involvement as you know, they always complain about our parents that do not come to the party. CODE1: Involvement/parents</p> <p>Sat down with the wellbeing committee - suggestion that we present it to the whole school staff and then the staff said that we must present it to the parents and then after that we'll see what to do. CODE1: Involvement/ parents</p>

CODE 2: WB ACTIVITIES

SCH F	SCH C	SCH B	SCH E	SCH A	SCH D
<p>Planning a discussion with parents- talk about how to create a positive atmosphere for your child at home CODE 2:WB Activities / parent support and guidance</p> <p>WB activities. To enhance learners well-being. FRANSIE badges and feeding scheme. Also a motivational speaker the first term, possibility of old pupil that can talk to learners. CODE 2: WB activities/ learners</p> <p>Parent support and development. I thought that in the first term we can present a session that will focus on homework and projects. Second term, preparation for exams. This term, there was a suggestion to focus on disciplining learners. How to discipline your child. CODE 2: WB activities/ parent support</p>	<p>Developing school grounds- so that will look more attractive. CODE 2:WB Activities /col</p> <p>Revamp music room into a well-being room. Room will have access to resources. –support for learners. CODE 2:WB Activities /support for learners</p> <p>Study guidance and study methods for learners CODE 2:WB Activities /support for learners</p> <p>Discussion about the possibility of gr12 learners being ‘mentors’ for grade 8 learners. – just the first term- welcoming the new gr8s. CODE 2:WB Activities /support for learners</p>	<p>Wants support for teachers in terms of how to approach and handle certain learners- discipline. CODE 2:WB Activities /support for teachers</p> <p>Need for parent guidance. However, decided perhaps a workshop for both parents and teachers would be a good idea. Learn from each other CODE 2:WB Activities / parents-teacher, relational</p> <p>Function for parents. Conversations with parents. Different topics. For example, talk about well-being enhancement. A way to involve more parents CODE 2:WB Activities / parent support and guidance</p>	<p>Parent giving feedback on sponsorship for vegetable garden. Got donation for seeds to grow vegetables. CODE2: WB activities/ Col</p> <p>Planning of actions-Left over food at school will be sent home with learners. CODE2: WB activities/ supporting learners</p> <p>Possibility of teambuilding weekend for teachers- CODE 2:WB Activities /teachers</p> <p>Prefect badges for grade 7 prefects CODE 2:WB Activities /learner</p> <p>Planned actions. Team building for teachers in Gansbaai- weekend away CODE 2: WB activities/ relational- teachers</p>	<p>Playing games with learners on a Friday afternoon- bring learners together CODE 2: WB activities/relational- learners</p> <p>Parent guidance- parents need to be more involved in curriculum, more involvement in learners academics CODE2: WB activities/parent support</p> <p>Leadership camp for prefects Code2: WB activities/learners</p> <p>Had a Workshop with teachers- self- image Code2: WB activities/teacher support</p>	<p>Planning outing for learners. – Aquarium CODE 2: WB activities/col/opportunities</p> <p>Teachers should get training in dealing with certain problems. -- Teachers seek assistance in identifying problems and how to deal with these problems (learners with problems). CODE2: WB activities/support for teachers</p> <p>Suggestion for learners (whole-school): Choose a theme once a week- Make learners aware such as discussing the theme in assembly, putting up posters etc... An example of a theme would be 'caring for one another.' CODE2: WB activities/learners</p> <p>Plan team-building session for teachers- to strengthen relationships CODE2: WB activities/teachers</p>

CODE3: Role of WB TEAM

SCH F	SCH C	SCH B	SCH E	SCH A	SCH D
<p>I just want to talk about the WB portfolio that will become part of the school's portfolio. It will be added to the academics, sport and culture. The team and I, as coordinator will take responsibility for the portfolio.</p> <p>CODE 3: Role of well-being team/ wb portfolio</p> <p>The WB Portfolio is divided into individual well-being of parents, teachers and learners. It also includes relationships, WB activities that will enhance.. so that we give attention to all aspects.</p> <p>CODE 3: Role of well-being team/ wb portfolio</p> <p>Everything we discussed is incorporated into the budget. CODE 3: Role of WB Team/ budge</p>	<p>Develop goals pertaining to well-being</p> <p>CODE 3: Role of well-being team/ setting goals</p> <p>Include well-being in school papers. Hear learner voices.</p> <p>CODE 3: Role of well-being team/Creating awareness</p> <p>Career day- put it on calendar. Important that you write it down</p> <p>CODE 3: Role of WB Team/ Planning of actions</p> <p>More awareness needs to be created that well-being is not just focusing on problems, but can include exciting projects- portray well-being something positive CODE 3: Role of WB Team/ create awareness</p>	<p>Appreciate the support of social workers and councillors; however we need to look into the structure- in terms of procedure to refer a child</p> <p>CODE 3:Role of WB Team/follow up</p> <p>Wants support for teachers in terms of how to approach and handle certain learners- discipline. CODE 3: Role of WB Team/ explore option to find solutions</p> <p>Learners need support, because they sometimes have to deal with very difficult issues. Teacher acknowledges learner's circumstances.</p> <p>CODE3: Role of WB Team/putting issues on the table</p>	<p>Parent making a query about safety of learners after school- limited supervision which may result in an accident.</p> <p>CODE 3: Role of well-being team/putting issues on the table</p> <p>Learners should show more respect toward one another Code 3: Role of WB Team/ Putting issues on the table</p> <p>Unpacking learner's suggestion of how we respect each other.</p> <p>CODE 3: Role of WB Team/ co-constructing ideas</p> <p>Talking about how children are brought up- differences in race/culture</p> <p>CODE 3: Role of WB Team/ putting issues on the table</p>	<p>Parent, member of SMT frustrated about challenges in school</p> <p>CODE3: Role of WB Team/ putting issues on the table</p> <p>I enjoy working with children. And since the children have heard about wellbeing they seem to be more respectful- there are still problems, things we can discuss. I enjoy it, I learn a lot</p> <p>CODE 3: Role of WB Team/ create awareness</p> <p>Giving feedback on activities. Social worker. Character building session CODE3: Role of WB Team/reporting on actions</p>	<p>Many learners, experiencing challenges- have a need for an isiXhosa counselor.</p> <p>CODE3: Role of WB Team/ putting issues on the table</p> <p>Discussions with teachers on how to handle learners ('difficult' learners).</p> <p>CODE 3:Role of WB Team/follow up</p> <p>The team/ coordinator responsible for getting new learners on the team (gr7 learners that are leaving; introduce new learners) CODE 3:Role of WB Team/involvement of learners</p>

ADDENDUM K: Third round coding of ALS (Axial coding)

SHARED ENGAGEMENT:

This section includes the **involvement** of team members (teachers, learners and parents) as well as other role players such as staff, principals, ILST members, councillors and possible stakeholders.

Getting **parents involved** appears to be a **challenge**. All schools reported that they need to involve more parents. **Involvement/engagement** of parents seems essential for this process to move forward...

Had a meeting with parents, which was positive. Just a pity that not too many parents showed up (SCH F)

Sometimes a challenge to get parents to come to events/parent evenings (SCH F)

Try to get more parents involved (SCH C)

Difficult to get hold of parents to talk them about their child (SCH D)

Want to work more closely with the parents. Need help though. Not always possible for parents to meet (SCH A).

Need to involve parents to make them **aware** about well-being (SCH B)

Function for parents. Conversations with parents. Different topics. For example, talk about well-being enhancement. A way to involve more parents (SCH B).

Invite parents to become involved. For example, let them help supervise on an outing. (SCH E)

Parents can meet up once a week and share concerns and ideas (SCH E)

Start a 'whatsapp' group for parents- get more parents involved (SCH E)

Informal session with parents with the hope of involving more parents (SCH E)

Parent guidance- parents need to be more involved in curriculum, more involvement in learners' academics (SCH A)

Parents, not only those on the team, but any parent to help out when he/she sees that a child has a problem (SCH A)

TENTATIVE QUESTION FOR COORDINATORS:

- 1) HOW DO YOU THINK CAN THE INVOLVEMENT OF PARENTS CONTRIBUTE TOWARD SUSTAINABILITY OF THIS PROCESS?
- 2) FROM WHAT YOU HAVE SAID IN ALS, IT APPEARS THAT GETTING PARENTS INVOLVED IS A CHALLENGE.. HOW DID YOU MANAGE TO GET MORE PARENTS INVOLVED?/ DESCRIBE WAYS OF GETTING PARENTS INVOLVED

Involvement of other **staff/teachers** also appears to be important for this process- (however, also sometimes a **challenge** to get staff involved)

F) Staff is aware of WBI, but we do not have all the staff involved, we need to involve everybody. (SCH F)

Teachers need to be more involved in WB process. Team building session for teachers (SCH F)
We are busy achieving our vision.. However, I think that teachers and parents need to be more involved (SCH F).

Some teachers on team are unable to make meetings. Get more teachers (SCH C)

We are making progress, but I feel that the staff.. Everybody is not on the wagon yet. (SCH B)

Involve other (not only WB team members) teachers too for the learner support group/bullying (SCH A)

TENTATIVE QUESTIONS FOR COORDINATORS:

- 1) How would you describe the impact of other staff/teachers on this process?
- 2) How can we involve other staff/teachers?

Involvement of learners seems to be positive, especially in terms of providing **support**:

Learners on WB team are involved- they do attend the meetings (SCH F)

We have a plan for the learners on WB team- we want to give them training. They will handle smaller tasks, yet they will also strengthen our hands in some of the tasks (SCH F)

Noticed an increase of learner involvement. The team was small at first, but is getting bigger. Learners are interested and positive (SCH F)

Gets learners' opinion on issues pertaining to well-being. (SCH C)

Involvement of learners makes 'workload' easier on teachers- support with feeding scheme. Feel more comfortable with learners (SCH C)

There are more learners on team too. Explained to learners what their role are- they seem to understand (SCH A).

TENTATIVE QUESTIONS FOR COORDINATORS:

- 1) How would you describe the influence of learners on the WBI process?
- 2) Describe ways of how teachers can continuously engage with learners
- 3) How do the engagements between members of WB team contribute toward the sustainability of this process?
- 4) Describe the kind of engagement necessary between team members to ensure that this process remains ongoing..

Involvement of other **role players** (School principal, ILST, SMT and councilors in this process):

Councilors in this process seem to have a positive impact in terms of providing **support**:

C) Councilors in school are very helpful. It is not only the learners that benefit, but teachers too (SCH C)

Reporting on activity where councilor was involved. Had a discussion on conflict management and relationship building. (SCH F)

Councilor also gives support with this situation- difficult learner (SCH E)

We need an isiXhosa school counselor (SCH D).

The ongoing presence of councilors seems to be helpful in the sense that they become part of the school-integration happens.

Counselor has to be in the school for at least 1 whole day, for example the Wednesday. It needs to be managed, the programme for councilors needs to be worked out beforehand... It is also important that the coordination needs to work. (SCH F)

Counselor is at the school on Tuesdays. She focuses on learners with specific problems. Student counselors are at the school on Wednesdays and Thursdays... (SCH F)

Counselor becomes 'part of' the school- experienced by teacher as showing interest, care. Learners are not just a name on a paper. (SCH B)

There should be open communication between councilor and teacher.- in terms of supporting the child. WB process allows for such space. Continuous conversation (SCH B)

Engaging with SMT seems to play an important part in the **management** of this process

We need to give it through to the SMT, because they need to be involved in the decisions of how we can support the staff (SCH F)

I want to ask the SMT if it is possible to approach certain people. Everybody will play a part (SCH F)

We take our ideas to the management team, because they also decide if we can do an activity (SCH D)

Who is allowed to change things in the planning-book. Principal said the SMT can do it. (SCH F)

The SMT is so busy to address problems; we are busy with crises management and trying to solve problems, instead of working proactively (SCH F)

Talk to SMT about leadership skills for grade 7 learners (SCH E)

Engaging with ILST- Important for integration and **shared understanding** of process

Meet with ILST in terms of learner support. Filling out the forms (SCH F)

Appreciate the support of social workers and counselors; however we need to look into the structure- in terms of procedure to refer a child (SCH B).

TENTATIVE QUESTIONS FOR COORDINATORS:

1) How would you describe the influence of other role-players on the sustainability of this process?

Shared engagement in this process further includes creating a space for **conversations**:

Open **conversations** about **issues**: (addressing issues):

The whole time while you were talking I was thinking about my personality.. I want a 'quick fix.' I am a bit frustrated at this moment. (SCH F)

Teacher explains how she sometimes address learners- Pet names if you can't remember child's name- how you approach learner that has the influence (SCH B)

Share experience of specific situation with a boy. Emphasize that there needs to be feedback- open communication channels (SCH B)

Parent discussing a scenario that can happen within household. –peoples' circumstances within household. (SCH E)

Learner: Teachers should listen to both sides of a story (SCH E)

Makes comment on this kind of meeting WBI Process- allows both sides to be heard (SCH E)

Parent, member of SMT frustrated about challenges in school (SCH A)

Learner feels there is favoritism in classroom (SCH A)

Deliberating an issue raised by parent/guardian. Feels that teachers are not honest and respectful. Facilitator then ask to give example of what he means.. (SCH A)

Open respectful communication is needed between parents and teachers to sort out issues (SCH A)

Discussion about school policies- Revising policies and accessibility of new policies to the parents. (SCH A)

Conversations about own experiences/sharing stories:

Did an exercise where every member had to share their favorite song (SCH F)

Teacher talking about her experience of the matric camp (SCH C)

Share a story of her own experience- why is she cannot swim- fear of swimming. (SCH E)

Share story/experience from childhood (SCH E)

Parent expressing gratitude for her son's improvement in academics and their patience with him. (SCH E)

I enjoy working with children. And since the children have heard about wellbeing they seem to be more respectful- there are still problems, things we can discuss. I enjoy it, I learn a lot (SCH A)

TENTATIVE QUESTIONS FOR COORDINATORS:

- 1) How would you describe the influence/impact of open, honest conversations on this process?
- 2) Describe ways in which connectedness between team members can be facilitated
- 3) How would you describe the influence of connectedness between WB team members on the process?
- 4) How can connectedness play a role in the sustainability of this process?

Shared engagement further includes creating **awareness** by having discussions with members of the school community and can further include engaging through visual materials.

Create awareness of WBT. For example, putting up posters. Talking in assembly. Get the conversation going in the school about the WBI. (SCH F)

All the learners are not involved, yet some learners will ask about visual materials.. we need to think of ways to involve all learners (SCH F).

Sharing ideas to create awareness of the WBI (SCH C)

More awareness needs to be created that well-being is not just focusing on problems, but can include exciting projects- portray well-being something positive (SCH C)

I enjoy working with children. And since the children have heard about wellbeing they seem to be more respectful- there are still problems, things we can discuss. I enjoy it. I learn a lot (SCH A)

Wants create a logo/vision- for awareness (SCH A).

Wants to create awareness of WBI via art and posters. Want the whole school to know about the WBI-

TENTATIVE QUESTIONS FOR COORDINATORS:

- 1) In the ALS it was mentioned at times, that more awareness/ visibility needs to be created. Elaborate on why you think awareness is important for this HWBI process?
- 2) How can awareness be created?

Through shared engagement awareness is created pertaining to holistic well-being, and therefore as an **outcome** a **mind shift** seems to be occurring amongst those who are on the well-being teams.

WB process experienced as positive- mindshift from being negative towards also seeing the positive in the School community. (SCH C)

More compassionate towards learner- house visit, allowed her to be more aware of child's context. (SCH C)

I am more positive. Progressing slowly. Learners also take initiative to help primary school learners (SCH C)

Never really thought about the concept of well-being. We never really thought that we also need to keep ourselves healthy. (SCH C)

According to learner, just the word 'well-being' contributed toward a positive atmosphere in the school. We are beginning to think more positively- we name the negative things too so that everyone can become more aware. (SCH C)

You came at the right time... I am more positive. Don't look at the negatives only. (SCH C)

Experience WBI as positive/ growth experience. When Dr. talks I realize I haven't thought of it that way (SCH B)

More of a balance- we talk more about the positive, a little bit about the negatives too, but previously tended to focus more on the negative. (SCH E)

Giving learner recognition in other areas- other than academic- emphasize the negatives in terms of what learner cannot do, then you realize the talent, and see it as positive. (SCH E)

More aware of the concept of well-being; Tended to focus mostly on academics. More aware that if a child is not well, he/she won't be able to move forward (SCH A)

Mind-shift in the sense that the focus is not only on the problems anymore- also on the positives- ask parents about good things that are happening in the community. For example, study support group for learners (SCH A)

We are more aware of well-being, really. Talk more about topics pertaining to well-being (SCH A)

Through shared engagement a space is created where **people can act positively**:

Learners want to be part of things that happen in school- positive things. Helping out because then they are noticed. They enjoy it. (SCH F)

Class is positive. One of the classes did a play to demonstrate how the problems can be solved (SCH C)

I am more positive. Progressing slowly. Learners also take initiative to help primary school learners (SCH C)

Teacher introduced me to WBI. Would help through small actions. It makes participant feel good to help others. I would like to be more involved. (SCH C)

The WB Project- it is just WOW. Exposure to what I really want to do in my life. – start to think how she can contribute towards wellbeing of others. Helping people in the community (SCH C)

Well-being process created the opportunity to focus on the positives things. (SCH C)

Was eager to join WBI, because it gives learner the opportunity to help others, encourage others, also the parents (SCH B)

Make time during assembly to talk about values and certain characteristics- follow through with theme throughout the week. (SCH E)

Parent mobilized in terms of enhancing well-being- restaurants will buy vegetables grown at the school (SCH E)

Based on YouTube video that learners made, teacher feels there are learners that have talent should be given the opportunity to go theater (SCH E)

Wants to reach out to parents- show parents that they care/ ways of caring. Caring for parents children (SCH A)

Children are so used to receive; they are always on the receiving end... Wants the children to know that you can also give instead of just receiving- Showing care to others. Following leadership camp they are thinking of ways to reach out to others... (SCH A)

We need to take hands- parents and teachers (SCH A)

Prefects said they want to donate clothing to those who need it (SCH A)

PROACTIVE ORGANIZATION & MANAGEMENT

Before planning activities/ interventions, teams should **create a vision**. The vision should reflect the HWBI process in the sense that they take all members of school community (parents, learners and teachers) across all levels (individual, relational and collective):

To this point it feels to me that the WB team has been established, we have a type of routine. We know each other, dates are listed when have meetings. We have a vision (SCH F).

Talking about planned actions- the canvasses- painting hands or trees.. Connectedness and relationships.

Wants a vision for the school (SCH A)

Wants create a logo/vision- for awareness (SCH A).

TENTATIVE QUESTIONS FOR COORDINATORS:

- 1) Based on ALS, Some of you mentioned that the school needs a vision. Describe the importance of a vision for this process to 'work.'
- 2) How do you think does the vision influence the organization of WB activities in the school

The **planning of WB activities** is an important element to keep this process going. Activities are initiated by WB team members, but due to **flexibility** of this process, other learners and teachers are included in the planning process.

The **planning and implementation** of actions includes the following **process**: Doing a needs analysis/ identifying areas where well-being of persons need to be enhanced, discussing possible actions (solutions), planning of the specific actions, implementing the action, reporting and reflecting on actions, following up on actions.

1) **Needs analysis/ identifying areas where well-being can improve:** (includes identifying challenges)

In the process of formulating a letter for teachers to determine the needs of teachers (SCH F)

Doing a needs analysis for the learners will really help.. I don't want to do something just for sake of doing it. (SCH F)

I think there should be more functions.. an event with the focus on relationships. An event to chat and mingle with parents. This is a need for me. (SCH F)

Sometimes a challenge to get parents to come to events/parent evenings (SCH F)

Confusion around what they want to do after school- career choices (SCH C)

There are few teachers that bully learners. I think that is also why learners are disrespectful (SCH C)

Wants support for teachers in terms of how to approach and handle certain learners- discipline (SCH B)

Learners need support, because they sometimes have to deal with very difficult issues. Teacher acknowledges learner's circumstances. (SCH B)

Assembly is used for other things/activities. School never really gets together as a whole. Feel that they need to have assembly- collective (SCH B)

Need for parent guidance. However, decided perhaps a workshop for both parents and teachers would be a good idea. Learn from each other (SCH B)

Learners should show more respect toward one another (SCH E).

Fun-day at the school. Learners and teachers to be involved, improve relationships between teachers and learners (SCH E).

Issue of disciplining learners in classroom- what is and what is not allowed. (SCH E)

Session with parents on disciplining their child. Parents need advice (SCH A)

Difficult to get hold of parents to talk them about their child. Parents work (SCH A)

Teachers and parents need to communicate more. Teachers need to understand the learners' situation at home in order to understand how to handle the child at school (SCH A)

According to learners bullying is a problem. They are willing to report incidents, but wants remain anonymous-fear of being bullied (SCH A)

Workshop for parents. Parent guidance- children needs to be at home studying during exam time. (SCH A).

Based on discussions within team meetings, there especially seems to be a need to enhance **connectedness** as well as giving **recognition** to others:

Connectedness:

I think there should be more functions... an event with the focus on relationships. An event to chat and mingle with parents. This is a need for me (SCH F)

Teachers just do it because they see it merely as their job. There is a lack of connectedness between teachers and learners (SCH F)

So yes, I think parents also wants to feel that school cares for us, that is why they are talking to us. They don't want to force us to be here, even if there are only 10 parents here. (SCH F)

Suggestion: to improve relationship between learners. –connect with learners you do not really know. (SCH C)

Use certain class periods to discuss topic- to connect through conversation (SCH C)

Function for parents: Conversations with parents about different topics. For example, talk about well-being enhancement. A way to involve more parents (SCH B)

Team-building weekend for teachers. (SCH E)

A fun-day at school. Learners and teachers to be involved, improve relationships between teachers and learners (SCH E)

Playing games with learners on a Friday afternoon- bring learners together (SCH E)

Games in the hall for learners: To improve relationships. (SCH A)

We need to take hands- parents and teachers (SCH A)

Recognition:

Planned action: A function to acknowledge service providers for their inputs in the school. Saying thanks to them all. (SCH F)

An activity in which teachers get recognition: Workers day. Made cards for teachers with message in (SCH F)

Think this can be positive; just a bit of recognition here and there for the teachers. You don't always get the appreciation from learners. Thank you etc... (SCH F)

It is in the small things, for example when a child greets me in the morning; it absolutely makes my day (SCH F)

Matric learners want to stand out- suggested uniforms. Too difficult so the suggestion in following paragraphs was made to get matric badges. –recognition for gr12 learners (SCH C)

Reward learners they sometimes tend to do better. For example, make the child class captain- other look up to them (SCH B)

Give recognition to learners who 'live' the 6 ways of well-being (SCH B)

Giving recognition to learners for good attitude and behavior: receives a certificate during assembly (SCH E)

Prefect badges for grade 7 prefects (SCH E)

Based on YouTube video that learners made, teacher feels there are learners that have talent should be given the opportunity to go theater (SCH E)

Giving learner recognition in other areas- other than academic- emphasize the negatives in terms of what learner cannot do, then you realize the talent, and see it as positive. (SCH E)

Consider other learners as prefects as well- not just those who always behave themselves well. Include/ recognition to those have potential to be leaders (SCH A)

2) Discussing possible solutions/options for actions

Discussing possible ways of how well-being game can be implemented (SCH F)

Rest of the term we still need to do session with parents- maybe about discipline or something else. (SCH F)

I think there should be more functions... an event with the focus on relationships- An event to chat and mingle with parents. This is a need for me. (SCH F)

Parent support and development: I thought that in the first term we can present a session that will focus on homework and projects. Second term: preparation for exams. This term, there was a suggestion to focus on disciplining learners. How to discipline your child. (SCH F)

Having a discussion about the possibility of gr12 learners being 'mentors' for grade 8 learners; – Just the first term- welcoming the new gr8s. (SCH C)

Discuss ideas to support 'problem learners. (SCH B)

Need for parent guidance. However, decided perhaps a workshop for both parents and teachers would be a good idea. Learn from each other (SCH B)

Suggestion for parent's concern (Concern about learners' safety after school-children playing in streets) (SCH E).

Unpacking learner's suggestion of how we respect each other. (SCH E)

Exploring the suggestion to take 'problem learners' on an outing. Following paragraphs discuss whether this will work or not (SCH E)

Need donations to improve hygiene of learners. Maybe ask parents and teacher for donations (SCH A)

Parent guidance- parents need to be more involved in curriculum, more involvement in learners' academics (SCH A)

3) Once members have discussed various options, they then begin to **plan** on the **specific action** to address the needs:

Learner mentioning activities they are still planning. The bully campaign and visiting old age homes. (SCH F)

Well-being (WB) activities. To enhance learners well-being.: X" badges and feeding scheme. Also a motivational speaker the first term, possibility of old pupil that can talk to learners (SCH F)

We are also planning a dance function for parents. It is specifically for parents and educators, to mingle etc... and I think that the dancing. It doesn't have to be. it doesn't have to be such a function, I just mean something similar (SCH F)

...And then collective well-being: That is the last category. Charity activities, like civvies day. We also need to give back to the community. (SCH F)

Talking about planned actions- the canvasses- painting hands or trees... (Connectedness and relationships). (SCH F)

Confirm dates for actions. Increase chances for sustainability. When actions are listed, it HAS to be implemented. (SCH F)

Study guidance as an action for well-being. (SCH C)

Career day- put it on calendar. Important that you write it down (SCH C)

Learners to do a play and record it- include aspects of relationships, such as respect etc... record the play this way they can share with community. (SCH C)

Revamp music room into a well-being room. Room will have access to resources. –support for learners. (SCH C)

Children spend time together, can do sport or games. Team building. Kalulu (game)- to improve relationships. (SCH B)

Planning of actions-Left over food at school will be sent home with learners. (SCH E)

Possibility of teambuilding weekend for teachers (SCH E)

Prefect badges for grade 7 prefects (SCH E)

Based on YouTube video that learners made, teacher feels there are learners that have talent should be given the opportunity to go theater (SCH E)

Plan team building day for teachers; to improve the relationships between teachers (SCH D)

Fun-day at school. Learners and teachers to be involved, improve relationships between teachers and learners (SCH E)

Reporting on progress of planning- information session with parents. Informal session-parent guidance (SCH E)

Playing games with learners on a Friday afternoon- bring learners together (SCH A)

Leadership camp for prefects (SCH A)

Planning of learner support group- bullying (SCH A)

Parent guidance: Session with parents on disciplining their child: Parents need advice. (SCH A).

Once actions/activities have been planned, responsible persons need to take action and follow through with actions- **implementing actions:**

Badges and feeding scheme; had a motivational speaker that spoke to learners (SCH F)

Well-being room has been painted, as well another classroom (SCH C)

Parent giving feedback on sponsorship for vegetable garden: Got donation for seeds to grow vegetables (SCH E)

Had a Leadership camp for prefects (SCH A)

Had a Workshop with teachers- self image (SCH A)

Follow through with plans. Accountability (SCH A)

When we decided on an activity, we need to follow through (SCH A)

TENTATIVE QUESTIONS FOR COORDINATORS:

- 1) How do you go about in terms of planning activities?
- 2) How do ensure that the planned activities are followed through?
- 3) Describe the support needed to be able to follow through with actions/activities/interventions?
- 4) Describe the aspects that you consider important for implementation

After implementation, members of team need to **revisit** the implemented actions: This phase includes **reporting and reflecting** on the actions. – This gives the members the opportunity to discuss what worked and what did not work, before going into the next cycle- needs analysis- **Evaluation phase**

Feedback on feeding scheme: Less people that bring sandwiches... Learners physical well-being/individual (SCH F)

I'm not sure if you all got feedback, but what I heard was positive. – getting reflections from learners (SCH F)

Reflect on activities: Perhaps on Wednesday during break time. Use the voice recorder to do reflections (SCH F)

Learner reporting on an event they organized: awareness around discrimination. Falls within Collective well-being of school (SCH F)

Learner reporting on actions they organized: happiness project; Made bracelets. Lollipop-mother's day; I voted campaign (SCH F)

Reporting on camp- "studie kamp." (SCH C)

Matric badges have the impact of making learner feel important. (SCH C)

Reporting on actions- educators are mentors for grade 12 learners. Support learners (SCH C).

Feedback on well-being wheel posters; It is not up in the classrooms yet (SCH B).

Parent giving feedback on sponsorship for vegetable garden: Got donation for seeds to grow vegetables. (SCH E)

Reporting back on actions- progress- prefect camp/team building and prefect badges (SCH E)

Reflecting on how action fits into well-being. –learners going to theater (SCH E)

Giving feedback on activities. Social worker. Character building session (SCH A)

Parent perception: Feels that activities can be a waste of time, because there is no change in teachers after character building session. (SCH A)

Follow up on actions (SCH A)

TENTATIVE QUESTIONS FOR COORDINATORS:

- 1) Why do you think it is important for the team to report on activities after implementation?
- 2) Why do you think it is important for people to reflect on the activities that were implemented?
- 3) How does reporting and reflecting influence the sustainability of this process?

Apart from organizing and implementing actions, there are other elements that also play into this process.

Aspects that form part of **managing this process**:

- 1) Access to resources: This includes **(a) funding** (when planning actions, members need to take their budget into account):

Everything we discussed is incorporated into the budget. (SCH F)

Take budget into consideration when planning activities (SCH B)

Planning for budget (SCH A)

Other resources include **(b) access and support to members of school community** (networking with community):

Staff is aware of WBI, but we do not have all the staff involved, we need to involve everybody. (SCH F)

We are busy achieving our vision.. However, I think that teachers and parents need to be more involved (SCH F)

Getting more learners involved to help with activities, because the need is great (SCH F)

Some teachers on team are unable to make meetings. Get more teachers (SCH C)

We are making progress, but I feel that the staff... Everybody is not on the wagon yet. (SCH F)

Old pupil will come in to talk to learners- listen to learners. Easier for learners to talk to someone else instead of the teachers (SCH C)

As parents we need to take hands in caring for children in the community. Mr. "X" is busy with holiday programme (SCH A)

Reach out- children that have problems. Reach out to parent and work within community (SCH A)

Community/parents should also support team in terms of identifying learners that are not doing too well. (SCH A)

Involve other (not only WB team members) teachers too for the learner support group/bullying (SCH A)

Finally, **(c) access and support to wider community**:

We haven't really discussed our community networks.. I connected with the ACVV for the first time, so I'm trying to build the relationship with them. (SCH F)

Support from outside to support children with problems (SCH B)

Get community involved- husband participated in the discussion with learners (SCH E)

There is a change. For example pastor x that came in talked to the learners about their behavior. He also does home visits. (SCH E)

Parents, not only those on the team, but any parent to help out when he/she sees that a child has a problem (SCH A)

TENTATIVE QUESTIONS FOR COORDINATORS:

1. Describe whether you think funding is necessary for this process?
 - 2) How do you think funding influence the sustainability of this process?
 - 3) How do you think support from members of the school community influence the sustainability of the HWBI
 - 4) How does support from wider community influence the sustainability of this process
2. Revisit process: Revisiting the process means to revisit the vision created by team members, reflecting on the process and integrating actions pertaining to well-being.

(a) Revisit vision- Planned and implemented activities are in accordance with the HWBI framework. That is the vision should include members of school community (parents, teachers and learners) on all levels (individual, relational and collective).

(b) Reflection (reflecting on the process as well as reflecting on your position/purpose in this process)

I just want to talk about the WB portfolio that will become part of the school's portfolio. It will be added to the academics, sport and culture. The team and I, as coordinator will take responsibility for the portfolio. (SCH F)

Thinking back to where we are now, I think we have met some of the learners needs. (SCH F)

The whole time while you were talking I was thinking about my personality... I want a 'quick fix.' I am a bit frustrated at this moment. (SCH F)

I wrote in my reflection that the process is spreading its roots; people talk more, the WB language (SCH F)

To this point it feels to me that the WB team has been established, we have a type of routine. We know each other, dates are listed when have meetings. We have a vision. (SCH F)

Learners function almost independently, I give input, but they take initiative. We can engage and talk together (SCH F)

Well-being process helped her realize to take learners contexts (home situation) into account

Experience WBI as positive: growth experience (SCH B).

WB team still needs to get a bit stronger/established/mobilized; worried about fragmentation. (SCH B)

Well-being is a process. Things are not going to change overnight. I wrote that in my reflection (SCH A).

(C) Integration (integrating other actions not necessarily initiated by team members into the WB process AND seeing the HWBI as in integrated process).

I just want to talk about the WB portfolio that will become part of the school's portfolio. It will be added to the academics, sport and culture. The team and I, as coordinator will take responsibility for the portfolio. (SCH F)

Implemented certain action and it became part of the school and it is great. (SCH F)

A service provider coming into the school where they provide PT to learners- experience this as positive (SCH C)

Reporting on actions not necessarily initiated by the Well-being team: Belgian student; Life science classes; Computers. Accounting (SCH C)

V.R.L and head boy/girl started a project- class of the week; will follow certain criteria, the class that wins will receive a certificate. (SCH C)

Incorporate 6 ways of well-being in assembly discussions- themes (SCH B)

Giving feedback on support provided to a parent who needed help (SCH E)

I am more aware of the concept of well-being; tended to focus mostly on academics. More aware that if a child is not well, he/she won't be able to move forward (SCH A)

Actually already talking to learners about the six ways to well-being (SCH A)

As parents we need to take hands in caring for children in the community. Mr. x busy with holiday programme (SCH A)

Mind-shift in the sense that the focus is not only on the problems anymore- also on the positives- ask parents about good things that are happening in the community. For example study support group for learners (SCH A)

Integrate- actions implemented at schools, take it to the community as well (SCH A)

ADDENDUM L: QUALITATIVE QUESTIONNAIRE FOR SCHOOL PRINCIPALS**QUESTIONNAIRE: SUSTAINABILITY OF HOLISTIC WELL-BEING**

The sustainability regarding the process to enhance holistic well-being which has been implemented in your school is of utmost importance. My study focuses specifically on the sustainability of this process. I would appreciate it if you can please complete this questionnaire, because as a school principal we value your opinion in this research process. The questionnaire consists of three sections (A, B, C).

- Section A is based on a number of open questions regarding the current process in your school.
- In Section B you must please give your opinion on aspects that relate to sustainability; aspects that were identified within the discussions with well-being teams.
- In Section C you need to answer a number of questions that relates to ways in which sustainability can be ensured.

You can complete the questionnaire in 3 different ways:

- You can complete the questionnaire electronically by typing in the answer after every question. Save the document by typing in your initial before the word 'questionnaire' and email it back to me.
- You can record your answers on the recorder (the coordinators has a recorder available) and let me know when you are done. I will come and collect the data and it will be transcribed.
- You can write out the answers- in this case just please make sure that you number the questions correctly.

If you prefer the interview option please let me know by _____

For any other questions pertaining to this questionnaire, you can either contact me or Dr Ansie Kitching.

Our contact numbers are respectively 082 830 8472 and 082 823 2011.

If you have any concerns regarding the ethics of this process or concerns regarding the questions you are welcome to contact Carien de Klerk at 078 123 7908.

Thank you for your participation.

Bianke Van Rooyen

SECTION A:

Please answer the following questions with reference to the sustainability of this process.

1. What is your experience regarding the implementation of the current process to enhance holistic well-being in your school?
 2. Who is managing this process in your school and how do you support this process?
 3. Is the process discussed during meetings with school management team and the governing body and what are the opinions regarding the management of this process?
 4. In your opinion, does the process contribute to the way in which teachers, learners and parents interact with one another?
 5. Briefly Indicate changes that you have noticed within your school and indicate why you think that these changes relate to the well-being initiative process?
 6. In your opinion, what do you think is needed in your school in order to ensure sustainability of the holistic well-being process?
-

SECTION B:

This section focuses on aspects that were identified in the first phase of data analysis- that is, data based on discussions with well-being teams relating to sustainability.

Question B1: Please indicate which of the following aspects you consider important for sustainability and motivate why you think these are important. You can also comment on how the interrelatedness of these aspects.

- Awareness of all role-players regarding what the holistic well-being process entails
 - Involvement of all members of the school community in the holistic well-being process
 - Open discussions about problems, differences and solutions that relates to the holistic well-being process.
 - Recognition to members of the school community that are part of this process
 - Proactive organising of the process
 - Continuous management of the process
-

SECTION C:

Please give your opinion regarding the way in which sustainability can be ensured with reference to aspects that were mentioned in Section B:

1. How, in your view, can continuous awareness in the school regarding the holistic well-being process, be facilitated?
2. In your opinion, how can the involvement of teachers, parents, learners and school management be improved within the holistic well-being process?
3. How can relationships between role-players be enhanced to ensure that they can have open discussion about problems and issues that arise?
4. How would you go about giving recognition to members of the school community that participates in the holistic well-being process?
5. In your opinion, how should this process be organised to ensure that it is sustainable? (with specific reference to the role of the well-being team as well as the organising of actions and interventions that pertains to holistic well-being).
6. In your opinion, how can this process be integrated into the school's management plan and how can resources to support this process be ensured?

ADDENDUM M: Example of coded transcript_ Individual interview with principal

Prin F: Semi-structured individual interview

Facilitator 1: OK, as ons kyk na die eerste vraag, gaan baie oor wat is meneer se beleving van die holistiese welstandsbevordering proses. Kyk, dit is mos nou al twee of drie jaar wat dit nou al in die skool is.

Facilitator 1: OK, if we look at the first question, it's a lot about sir's experience of the holistic well-being initiative process. See, it is now already two or three years that it is in the school.

Participant 1: Tweede jaar.

Participant 1: Second year.

Participant 1: Nee ek dink, ek dink dat dit 'n opbouende rol binne die skool speel en al hoe meer begin speel. Ek dink dit het 'n tyd gevat vir mense om gewoon te raak aan die konsep. Mense was nie van die begin af ewe meelewend nie.

Participant 1: No I think, I think that it plays a constructive role in the school and starts to play more and more... I think it took a while for people to get used to the concept. People were not equally sympathetic from the start.

Facilitator 1: Ja.

Facilitator 1: Yes.

Participant 1: Maar ek dink stelselmatig, en soos goeters wat begin in plek val het, het mense al hoe meer begin inkoop. Ek dink daar is nog ruim en nou wil ek nie die ding te ver vooruit loop nie.

Participant 1: But I think systematically and as things started to fall in place people started to buy in more. I think there is still space and now I don't want to anticipate this thing too much ahead...

....

Participant 2: Daar is ruim... daar is plekke waar dit nog aandag nodig het, maar ten opsigte van skool, onderwysers, leerders, dink ek dit gaan van krag tot krag.

Participant 2: There is space ... there are places where it still needs attention, but with regard to school, educators, learners, I think it goes from strength to strength.

Facilitator 1: Ja, OK. Dit is reg, en dan soos meneer ook nou gesê het, "X" is maar hoofsaaklik aan die stuur van die proses.

Facilitator 1: Yes, OK. It's fine and then as sir also said now, "X" is mainly steering the process.

Participant 1: Hy is aan die stuur... en ons het dit nou so gemaak dat dit in ons werksverdeling struktuur het ons 'n kategorie soos jy nou sou sê, sport. Het ons 'n kategorie, welstandsbevordering, waar ons 'n klomp goeters onder ingedeel het en hy wat dan op die bestuurspan is dan ook deel van sy portefeulje.

Participant 1: He is steering...and we have, in our work division structure, we have a category, as you would say, sport. We have a category, well-being enhancement, where we have subdivided a lot of things, and he... who is then on the management team; it also forms part of his portfolio.

Comment [b1]: CODE 1: Awareness. As things started to fall into place... buy in

Comment [b2]: CODE 2: Management - Integration. Wellbeing forms part of the portfolio

Facilitator 1: Ja, ok dit sluit aan dan by die vraag ook, jy weet word die proses dan as daar vergaderings is met die bestuurspan en met die beheerliggaam, word die proses dan bespreek dan nou daar.

Facilitator 1: Yes, ok it also then ties in with the question, you know, are the process discussed at meetings with the management team and with the school governing body?

Participant 1: Ja, daar is nou nie 'n elle lange verslag elke keer nie, maar soos iets opkom is daar elke keer 'n verwysing en hy bring ook sy... noem dit versoeke, of goed wat bespreek moet word na die verskeie vergaderings.

Participant 1: Yes, there is not a lengthy report every time, but as something comes up there is a reference every time and he also brings his ... call it requests or things that must be discussed at the various meetings.

Facilitator 1: En is daar enige menings oor die bestuur van die proses?

Facilitator 1: And are there any opinions about the management of the process?

Participant 1: Ek wil nou vir jou reg verstaan. Menings oor hoe dit tans gaan of menings?..

Participant 1: I want to understand you correctly. Opinions about how it currently goes or opinions? ...

Facilitator 1: Ja, wel enige, ek meen die vraag is maar redelik oop. Hoe dit tans gaan of voel meneer daar is...

Facilitator 1: Yes, well any, I mean the question is quite open. How it currently goes or does sir feel there is ...

Participant 1: Ek dink dit gaan goed hier, wat ek vind daar is nou verdubbeling. Want kyk hy het ook 'n welstandsbevordering span binne in die skool. En daar is ook welstandsbevorderings leeders, verstaan, so daar is eindelijk op die verskillende vlakke verskillende mense. Maar van die onderwysers byvoorbeeld wat daar is, is ook op die bestuurs span, so jy kry amper 'n dubbele verduideliking. Mense is bewus en as jy na die volgende vlak... wat besluitneming oor so 'n ding maklik maak.

Participant 1: I think it is going well here; what I find is, there is now duplication. Because see, he also has a well-being enhancement team in the school. And there are also well-being initiative learners, understand, so there are actually different people on different levels. But for example, some of the educators that are there, is also on the management team, so you almost get a double explanation. People are aware and if you; to the next level... that make decision making about such a thing easy.

Comment [b3]: CODE 2: Management-
integration - becomes part of SMT meeting
discussions.

Comment [b4]: CODE 3: Organisation-
WB Team. : Different levels; implies
integration. People are aware

ADDENDUM N: Example of worksheet for focus group interview with coordinators

The sustainable coordination of an integrated multi-level process to facilitate holistic well-being in South African school communities

A. Shared engagement: Intentional coming together of people....

- ❖ Involvement
- ❖ Awareness (of well-being and what it entails)..
- ❖ Open discussions/ dialogue about well-being restraints
- ❖ Recognition of efforts to contribute to well-being

B. Proactive drive: (organise and manage).

- ❖ Clear vision
- ❖ Planning (setting a focused plan) : (a) Understand needs, (b) consult; (c) select activities; (d) identify resources
- ❖ Implement (purposeful implementation) : Integrated;
- ❖ Report/ evaluate

Questions/ Vrae:

1. What worked in your context? / Wat het in jou konteks gewerk mbt tot...
2. Why would you say, dit it work? / Hoekom sou jy sê het dit gewerk?
3. What else would you suggest, can a person do? / Wat stel jy voor kan 'n mens nog doen?

ADDENDUM O: Example of coded transcript_ focus group interview with coordinators

SEMI-STRUCTURED FOCUS-GROUP INTERVIEW: COORDINATORS

REC001 (43:17)

Participant 1: OK, ek gaan eers bietjie praat oor involvement. Ek het hierso genoem van 'n...

Participant 1: OK, I am first going to talk a little bit about involvement. I mentioned here a ...

Facilitator 1: Skuus, miskien kan julle net notas maak as daar iets is wat julle wil bespreek hoor.

Facilitator 1: Sorry, maybe you can make notes if there is anything that you want to discuss.

Participant 1: Dat alle stakeholders is baie belangrik op all vlakke van die building support team so jy wil almal betrek natuurlik, want anders val dit altyd 'n bietjie plat as almal nie betrek word nie. En dat die span redelik verteenwoordiglik moet wees by die involvement self. Ek sou gesê het, scheduling regular meetings as part of the school calendar, help ook met die involvement, want partykeer is dit maar nodig dat 'n mens spesifieke goed skeduleer op die skool kalender dat niemand kan sê, maar hierdie datum is nie beskikbaar nie. En dan miskien ook 'n wellbeing portfolio allocate ook, take; dit help ook met die involvement. Mens wil nie altyd hê... mens wil hê dat dit spontaan gedoen moet word, maar partykeer is dit ook nodig dat mense sekere take opgelê word, en na die tyd is die mense wat die take vervul het sal hulle elk geval voel dat dit was verrykend gewees.

Comment [b1]: All stakeholders to be involved on various levels.

Comment [b2]: Regular meetings as part of school calendar- **INTEGRATION**. Well-being portfolio- **INTEGRATION**

Participant 1: That all stakeholders are very important on all levels of the building support team so you want to involve everybody of course, because it always falls flat a little bit if everybody is not involved. And that the team must be reasonably representative in the involvement itself. I would say scheduling regular meetings as part of the school calendar also helps with the involvement, because sometimes it is just necessary that one schedules specific things on the school calendar so that nobody can say but this date is not available. And then perhaps also allocate a well-being portfolio too, tasks; it also helps with the involvement. One doesn't always want... one wants it to be done spontaneously, but sometimes it is also necessary that people are given certain tasks, and afterwards the people who performed the tasks will in any case feel that it was enriching.

Om mense te kry, nie net op die span nie, maar die ander personeel... om betrokke te raak. En dan natuurlik visibility gaan ook involvement moet 'n direkte invloed daar voel ek. So hoe meer visibility jy skep oor die wellbeing process, hoe meer gaan mense betrokke wees. By die awareness het ek genoem van die belangrikheid van assured wellbeing language en dat daai taal moet gebruik word so ver as moontlik deur die hele skool. Dit kan nou ook rolspelle wees, dit kan... ons het mos nou 'n tv wat ons gebruik en jy kan posters of wat ook al, maar dit is belangrik dat mense inkoop in die taal en dat die taal gereeld gebruik moet word. So dit is wat ek daar genoem het.

Comment [b3]: Other personnel also needs to be involved

Comment [b4]: Visibility influences involvement. The more visibility you create about the well-being process the more people will become involved.

To get people, not only on the team, but the other staff... to get involved. And then of course visibility as well, a direct influence I feel. So the more visibility you create about the well-being process, the more people are going to be involved. At the awareness I mentioned the importance of assured well-being language and that, that language must be used as far as possible throughout the whole school. It can now also be role playing, it can... we now have a TV that we use and you can posters or whatever, but it is important that people buy into the language and that the language must be used regularly. So that is what I mentioned there.

Comment [b5]: Awareness: Well-being language needs to be used throughout school- Part of **INTERGRATION**?

Open discussions verstaan ek gaan oor tiepe barriers en sulke tiepe... as ek reg verstaan? Ek sou sê dit is eindelik goed dat dit daar is, want dit is baie belangrik... barriers laat jou leer en die proses verander en in 'n ander rigting in stuur, so ek sou sê dit is goed. Solank daar gereflekter word en dan dit gewysig word; dit wat jy voel moet aangepas word en dit lei natuurlik na verbetering. So ek dink dit is baie belangrik dat 'n mens gereeld reflekteer na alle aktiwiteite. Dit hoef nou nie 'n lang... te wees nie, maar mens moet net vinnig by mekaar incheck. Ons probeer so gereeld as moontlik incheck. Ons het nou ons... twee weke terug ons meeting gehad wat ons vir ouers die eerste keer 'n ordentlike meeting vir die begin van die jaar, toe het ons nog gereflekter

Comment [b6]: REFLECTION is needed for changes to be made which will lead to improvements.

Comment [b7]: Regular REFLECTION after activities.

Open discussions, I understand as, it is about types of barriers and such type of ... if I understand correctly? I would say it is actually good that it is there, because it is very important ... barriers let you learn and change the process and steer in another direction, so I would say it is good. As long as there is reflection and it then is changed; what you feel must be adapted and it leads improvement of course. So I think it is very important that one reflects often after all activities. It doesn't have to be a long ..., but one must just quickly check in with each other. We try to check in as often as possible. We now had our... two weeks ago our meeting; for the first time a proper meeting for parents for the beginning of the year, we still then reflected; next time we will do it differently, so I think it helps.

En dan natuurlik mens wil 'n agenda, dit hoef nou nie gevestig te wees jy moet nou alles in hierdie volgorde te kou nie, maar ek dink dit help vir sustainability is dit 'n mens moet maar sekere goedjies, topics, cover wat nodig is om oor te praat tydens vergadering. En recognition of efforts... ek sou gesê het verbal acknowledgement van wat gedoen word is baie belangrik. Mens weet natuurlik dit is ook intrinsiek, mense voel ook goed as jy iets goed doen, maar dit is ook goed as jy vir iemand komplimenteer want dan sal hulle ook voel soos, wow ek kry erkenning vir dit wat ek doen en ek sal graag wil voortgaan hiermee. So ek sou sê dit moet 'n positiewe ervaring wees, want jy dra by tot toekomstige veranderinge, so ja... mens moet komplimente gee onder andere.

And then of course one wants an agenda, it doesn't have to be fixed you don't have to keep everything in this sequence, but I think it helps for sustainability, one must cover certain things, topics that are necessary to discuss during a meeting. And recognition of efforts ... I would say verbal acknowledgement of what is being done is very important. One knows of course it is also intrinsic, people also feel good if you do something good, but it is also good if you compliment someone because then they will also feel like, wow I get recognition for what I do and I would like to carry on with it. So I would say it must be a positive experience, because you contribute to future changes, so yes ... one must give compliments among other things.

Facilitator 2: Kan ek net gou vir julle vra, kan jy vir my een of twee voorbeelde noem sê nou maar van die awareness en die involvement, wat het julle gedoen by die skool om daai te bewerkstellig en te bevorder?

Facilitator 2: May I just quickly ask you, can you give me one or two examples of say the awareness and the involvement, what did you do at school to bring that about and to promote it?

Participant 1: Spesifiek nou oor welstandsbevordering?

Participant 1: Specific about well-being?

Facilitator 2: Ja, oor welstandsbevordering.

Facilitator 2: Yes, about well-being.

Participant 1: Ok, wel definitief posters, soos die WBS leerders het baie keer goedjies gemaak wat in die gange opgesit word en dan praat mense daarvoor en die tv het ons ook nou obviously die afgelope tyd gebruik die media ook. So mens kyk na die goeters en vra dan nou waarom gaan dit en so voorts, so dit is hoe ons die bewusheid... en dan word dit ook in saal byeenkomste partykeer word dit opgebring. So dit gaan medendeels om die taal meer te gebruik en om dit onder kinders se aandag te kry.

Participant 1: Ok, well definitely posters, like the WBS learners often made things that are displayed in the passages and then people talk about it and recently we also obviously used the TV; the media as well. So you look at the things and ask what it is about and so forth, so that is how the awareness ... and then it is also sometimes mentioned at assembly. So it is mostly about using the language more and to bring it to children's attention.

Comment [b8]: Need an agenda in meetings- Agenda can be flexible

Comment [b9]: CONTINUOUS CONVERSATIONS to create awareness- using the (well-being) language more often.

ADDENDUM P: Background information and preliminary indicators sent to international experts

I would once again like to thank you for your willingness to participate in the research for my PhD study. Your contributions are highly valued and appreciated. I send you the following information in preparation of the interview that will take place on

1. Baseline information on the South African Education System.
2. A brief description of the current situation pertaining to the promotion of health and well-being in South African school communities is presented as well as a brief description of the larger project of which this PhD study forms part.
3. The research questions and a brief overview of the research methodology applied in Phase 1 of the study.
4. A summary of the main themes and subthemes identified in phase 1 of the PhD study.

1. Baseline information on the South African education system

The Education support system comprise of a Higher Education and a Basic Education component. In the Basic Education component there are between approximately 11.2 million children of school going age in 30 500 established public and registered independent education institutions; 25 741 ordinary schools and 4 759 ECD centers and special schools. The ordinary schools comprised the following:

- 14 927 primary schools, with 6 655 171 learners and 201 673 educators;
- 6 068 secondary schools, with 3 910 643 learners and 143 990 educators; and
- 4 746 combined and intermediate schools, with 2 089 622 learners and 79 427 educators.

School life spans over 13 years or in terms of grades: from grade 0, otherwise known as grade R or "reception year", through to grade 12 or "matric" – the year of matriculation. General Education and Training runs from grade 0 to grade 9. Under the South African Schools Act of 1996, education is compulsory for all South Africans from the age of seven (grade 1) to age 15, or the completion of grade 9. Further Education and Training takes place from grades 10 to 12, and also includes career-oriented education and training offered in other Further Education and Training institutions. These would include technical colleges, community colleges and private colleges. Diplomas and certificates are qualifications recognized at this level. More information is available on the following websites: <http://www.childrencount.org.za> ; <http://www.education.gov.za> ; <http://www.ci.org.za>

2. The promotion of mental health and well-being in South African schools

South African schools experience serious challenges that have devastating effects on the mental health and well-being of members in school communities. These challenges are addressed in the following ways by the Department of Basic Education.

The Department of Basic Education provides support to learners through Specialized Support Services which offer a range of services for learners experiencing barriers to learning. These services include:

- The prevention of learning difficulties through early identification and intervention.
- Specialized psychological, therapeutic, health and social services.
- Education programmes for learners with special education needs in both in mainstream schools and in schools for learners with special education needs.

The human resources in the Specialized Education Support Services are seriously limited and in most instances mental health professional are responsible for between 40 to 60 schools.

In 1999, a Health Promoting Schools Framework was developed in response to the World Health Organization call for the construction of enabling educational contexts. In 2000 the Department of Health brought forth the National Guidelines for the Development of Health Promoting Schools in South Africa (Department of Health, 2000). The national policy guidelines (Department of Health, 2001; 2008), emphasizes the holistic development of schools, with a specific focus on the development of policies, the building of safe and supportive teaching and learning environments, the development of strong school-community partnerships, the pursuit of curriculum intervention that focuses on skills development and the development of accessible education support services that include preventative and health promotion programmes (Lazarus, 2006). Health Promotion is still an important programme in the Department of Basic Education.

The programme is aimed at creating a healthy school environment by promoting the general health and well-being of learners and educators, and by addressing key health and social barriers to learning in order to promote effective teaching and learning. The strategic objectives are: the increase of knowledge and awareness of health promoting behaviors', the development of systems for the mainstreaming of care and support for teaching and learning, the increase of sexual and reproductive health knowledge, skills and decision making among learners, educators and school support staff, the facilitation of early identification and treatment of health barriers to learning; and the increase in knowledge and awareness of health promoting behaviours.

<http://www.education.gov.za/Programmes/HealthPromotion.aspx>

The Health Promotion programme focuses on four areas namely:

- Alcohol and Drug Use Prevention and Management - the thrust of interventions by the Department are on the prevention of alcohol and drug use. However, partnerships are set up with other government departments and non-governmental organizations to facilitate access to treatment, care and support where required.
- Care and Support for Teaching and Learning (CSTL) – with a focus on the educational rights of all children, including those who are most vulnerable, through schools becoming inclusive centres of learning, care and support. The CSTL Programme intends to prevent and mitigate factors that have a negative impact on the enrolment, retention, performance and progression of vulnerable learners in schools by addressing barriers to learning and teaching.

- HIV and AIDS Life Skills Education Programme – the programme finds its policy mandate from the National Policy on HIV and AIDS for Learners and Educators in Schools (1999). The programme was initiated in 2000 and is implemented in all public institutions with a focus on learners in Grades 1-12. The main objectives of the life skills programme are to integrate HIV and AIDS and relevant life skills into the school curriculum as a strategy to prevent and mitigate the spread of HIV infection, and to provide care and support for learners that are infected and affected by HIV and AIDS.
- Integrated School Health Programme (ISHP) - offers a comprehensive and integrated package of services including sexual and reproductive health services for older learners. The Health Services Package for the ISHP includes a large component of health education for each of the four school phases (such as how to lead a healthy lifestyle and drug and substance abuse awareness), health screening (such as screening for vision, hearing, oral health and tuberculosis) and onsite services (such as deworming and immunization).
- Peer Education Programme - used as a strategy to role model health promoting behaviour and to shift peer norms on HIV and AIDS and other health and social issues as a support to curriculum implementation.

The information discussed above clearly indicate that the promotion of mental health and well-being in the South African contexts has an ameliorative focus, i.e. a focus on the most serious challenges relating to physical and mental health. Recent research from a health promoting perspective confirms that the main focus of the health promoting school initiative is on health risk behaviour (Frantz, 2012; Govender et al., 2013; Ward, 2012) and challenges related to these risk that include: HIV/ Aids (Bhana et al., 2014; Jemmott, 2014); teenage pregnancies (Karim et al., 2013; Shefer et al., 2013; Mchunu, Peltzer, Tutshana & Seutlwadi, 2013); suicide (Shilubane,2014), abuse of drugs and alcohol (Carney, Myers, Louw, Lombard & Flisher , 2013) and violence in school communities (Van Niekerk, & Suffla , 2012).

Ryff and Singer (1996) argue that addressing ill-being, although important and necessary is not sufficient to encourage higher levels of well-being. Keyes (2002) concur that the presence of higher levels of well-being is distinctly different than merely surviving or experiencing disease and disorder. The problem according to Konu and Rimpelä (2002) is that the health promoting approach to the facilitation of well- being in schools is based on too narrow a view of well-being. These authors state that the enhancement of well-being in schools has to be understood as a broader construct that does not merely focus on dealing with issues and problems associated with ill-being, but also encompass the enhancement of well-being in four categories, namely: school conditions that include the physical environment inside and in the immediate surroundings; social relationships that implies the interactive dynamics in the social learning environment, the atmosphere in the school as a means for self-fulfilment and health status as the absence of ill-being and disease. The multi-level model developed by Prilleltensky, (2005; 2012) also supports the development of a broader approach to the promotion of well-being in schools. Prilleltensky (2005) distinguishes between three sites of well-being namely the individuals,

relationships and the community and argues that a “positive state of affairs can only be brought about by the simultaneous and balanced attention to all the diverse objective and subjective needs of individuals, relationships and the community as a whole” (Prilleltensky, 2012). He therefore suggests a holistic model in which personal, relational and collective well-being is simultaneously promoted in a community.

Research has been in progress since January 2015 to develop an integrated, multi-level process to facilitate the promotion of holistic well-being in South African schools as a way to address the limited focus of the current health promotion programme. The development of the process is embedded in the well-being framework proposed by Prilleltensky (2005) in which the focus is on adopting transformative strategies to promote individual, relational and collective well-being of all members in school communities.

Well-being teams were established in each of the schools. These well-being teams currently take responsibility for facilitating a process to enable and sustain the promotion of holistic well-being in these contexts. As part of a project to develop an integrated multi-level process to facilitate holistic well-being in South African school communities, this PhD study specifically focuses on the sustainable coordination of the process to the promotion of holistic well-being. The rationale for investigating the sustainability of the process is to ensure that the promotion of well-being is an integral part of schooling and involve all the members of the school community in an effort to promote social transformation that could benefit all children and families in South Africa and not only those who experiences serious challenges.

3. Research question and methodology

The following research questions are addressed in this study:

Main research question:

How can the facilitation of an integrated multi-level process to promote holistic well-being in school communities be coordinated to ensure the sustainability of the process?

The research methodology was based on: (1) the PALAR approach (2) qualitative questionnaires with school principals and (3) focus group interview with coordinators from all six schools.

The Participatory Action Learning and Action Research approach (PALAR), developed by Ortrun Zuber-Skerritt (2002, 2011) was applied to collect the data. By applying the PALAR approach, people are interested in: Working together on complex issues which affect their daily lives; learning from their own experiences and learning from one another; and engaging in a process of systematic inquiry into how these problems or issues can be solved (Kearney, Wood & Zuber-Skerritt, 2013). The approach encompasses a cyclic process of data collection which involves a start-up workshop, action learning set meetings and a concluding workshop to reflect on the PALAR process (Kearney et al., 2013).

The results are based on the themes and subthemes identified in the following data sets:

Data set 1: 17 Action learning sets were held across the six schools over a period of 15 months

Data set 2: 4 Qualitative questionnaires completed by the school principals

Data set 3: An individual interview with one school principal

Data set 4: Focus group interview with the coordinators of the well-being teams from the six schools.

SECTION B:

Theme 1. Creating a space for shared commitment to promote holistic well-being:

Refers to the way in which the members of a school community actively engage with one another to facilitate commitment and provide support towards a shared understanding of the importance of facilitating holistic well-being.

1.1 Awareness of the role of well-being as an integral part of schooling: Refers to the position taken by the members of a school community towards well-being. In this project awareness in the schools were facilitated by the members of the well-being teams through for example, developing a vision, putting up posters and using 'well-being language' in interactions with teachers, learners and parents.

Note1: Initially, awareness was gradually facilitated by the primary researcher through conversations with interested teachers from the six school communities. This increased awareness contributed toward the establishment of well-being teams within each school community.

Note2: As a way to move forward with this process, the PALAR approach (Zuber-Skerritt, 2002; 2011) was introduced which allowed for regular engagements with the well-being teams. These engagements included free-flowing conversations, facilitated by the primary researcher which seemingly enhanced awareness

1.2 Multi-level involvement in the holistic well-being process: Refers to the active participation of members in the school community (learners, parent and teachers) with the intention to take collective action in promoting holistic well-being in school communities.

- ❖ Shared responsibility to enhance well-being on individual, relational and collective levels (Prilleltensky, 2005).

1.3 Deep level engagement between members: Includes the coming together of people, engaging in open, honest and meaningful conversations with the aim of facilitating a shared commitment. Deep level engagement is characterised as being inclusive and equal, which in turn creates an enabling space, allowing members freedom of expression to engage in dialogue about problems on contextual challenges, differences and solutions relating to the holistic well-being process.

- ❖ Deep level engagement also created a space for members to share personal stories which seemingly enhanced sense of connectedness between team members
- ❖ Allows for a space in which members of the school community are being recognised/ acknowledged.

2. Theme 2. Envisioning the process together: refers to the way in which those who are responsible deliberately steer this process. Aspects that were attended to was co-constructing a vision as well as planning and structuring of the process.

2.1 Co-constructing a vision: Co-constructing a vision includes a process in which members come together and collaborate on what they envision for their school, in other words what do they hope to achieve in their school in terms of promoting well-being and how do they intend to strive towards this vision.

- ❖ Goals are embedded within the vision
- ❖ Vision should be flexible so that changes can be made according to the school's needs.

2.2 Planning and structuring the process: Refers to the way in which those who are responsible for this process comes together and move in a dynamic way that allows members to guide and steer this process effectively.

- ❖ Flexible structure

3. Theme3. Proactively steering the process: Refers to the way in which those involved take collective action to move forward together. It includes a participatory and transformative approach, in which members of the school community are considered agents of change with the intention to contribute toward social change in their school community.

3.1 Initiate and integrate interventions from a well-being perspective: This entails taking collective action toward initiating activities embedded within the well-being framework (enhancing well-being on individual, relational and collective levels). Integration is deliberate process in which the team act as a safety net for all the various interventions that relates to well-being, including those that are not necessarily initiated by the teams.

- ❖ Focus shifts from the ameliorative toward the transformative (Prilleltensky & Nelson, 2002; Evans, 2014).

3.2 Continuously revisit the process: Entails on-going conversations between team members that includes reflecting on the interventions, reflecting on their own experience within the process and continuous 'monitoring' of the holistic well-being process. Other role-players are included in the on-going conversations through a consultative process.

ADDENDUM Q: Example of coded transcript_ International expert

Participant C: Individual interview with international expert

.....

Facilitator 1: The focus is on the holistic wellbeing of all members in the school communities.

Participant 1: Yes. The previous focus in South Africa has been very much on **welfare instead of wellbeing**. So a reactive response rather than a **pro-active response**.

Facilitator 1: Absolutely. And I see you know, especially in Australia, it seems like that you've definitely started to make that shift **towards a more wellbeing approach, rather than welfare**.

Participant 1: Oh, definitely, it's very strong.

Facilitator 1: So South Africa, that's a bit of a challenge for us because that's not really happening in our context yet.

Participant 1: No.

Facilitator 1: Especially getting the support from the government side in terms of emphasizing wellbeing and seeing what we can do in school communities to enhance wellbeing instead of just focusing on the academic performance. So that's a bit of a challenge in our context still.

Participant 1: I'm sure it is and yet it is in such an important context for South Africa in particular.

Facilitator 1: Yes, yes, yes absolutely. So can I ask you in terms of **your involvement** in the projects that you are doing. Can you just tell me about your involvement and maybe in terms of sustainability? If you can just advise me what have you've been doing to make sure that the projects or the interventions that you've been implementing in schools... How do you ensure that it's sustainable within the school communities?

Participant 1: Ok, that's a very big question and there are a number of things that I've done and am doing to kind of answer that. So I'm not sure which you actually want to go in, but what I'll do is I'll give you a quick overview of the different projects that I've been involved in and then you can say which ones of those you are most interested to find more information about.

Facilitator 1: Ja, ja that's fine. It's just I want to hear from your experience in whatever projects or interventions that you've developed or implemented you know in terms of sustainability. What processes has been put into place to keep it going.

Participant 1: Ok, well there are different levels of projects. The first one that I think has high relevance to what you are doing is our study on **student wellbeing**, which was commissioned by the Australian government. And the focus of that, which was back in 2008, so a while ago now, is to show that there was links between student wellbeing and student academic engagement and success. **So first of all you have to define what do we mean by student wellbeing, what could schools do and then what we mean by student wellbeing linked to student engagement and success. I think you may have had a look at that.**

Facilitator 1: Yes, I've actually used it now in my literature review. I've actually used that article or that document.

Participant 1: Yes, and then from that we also tendered for a very big project which was the National safe schools framework. And that was **first published in 2003 and it was a reactive document to concerns about bullying in particular. And so the focus was very much an anti-bullying document giving schools guidelines on developing a safe school environment and what to do about bullying and harassment and violence.** And then we were asked

Comment [b1]: Reactive document to bullying behaviour

to revise it in 2009, it was published in 2011 and it was interesting, even in that time there had been a shift in people's understanding of what needed to happen in schools. So it became much more of a pro-active document, which had student wellbeing at its heart.

Comment [b2]: Facilitate shift in understanding- pro-active

So the vision for the national safe schools framework was to develop safe, supportive and respectful teaching and learning communities that promote student wellbeing. And, you know, it was a very big project in talking to different stakeholders, parents, teachers, principals, counselors around Australia. And the feedback was we are much more interested school being now and there should be a student wellbeing framework. But at the time the money was for the revision of the national safe schools framework. So that's what it became, but essentially that is a framework on student wellbeing. Then from that the government funded the safe schools hub, which was an online portal of a whole lot of resources for teachers, parents and for students to promote student wellbeing. And anybody could go and access, it was a very expensive project for the government. And quite recently the name of that has been changed from the safe schools hub to the student wellbeing hub. That's interesting because it's reflecting that that is what we are really on about.

Comment [N3]: Connected to education policies and frameworks – something that we need to move to in a next phase

Comment [b4]: Multi-level- engage all members

And so in terms of embedding, the first framework in 2003, that was mandated, so that meant that every school had to actually demonstrate how they were making their school a safe schools framework. And posters for all the framework had to be publicly displayed in a prominent place in the school, so it had a profile. And it's interesting that the second framework was not mandated and that was a significant difference because if not mandated people don't do it.

Comment [b5]: Encourage commitment

Comment [b6]: Create awareness

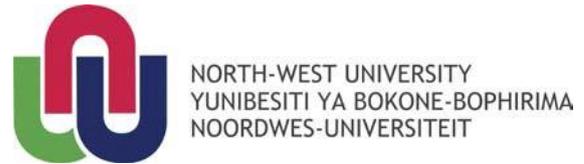
Comment [b7]: How can commitment be facilitated without rigid procedures?- mandate, people are instructed to implement- top down?- and therefore tend to fail...?

So, that's where we are at and I think a lot of people even though the framework went out to every school, a lot of teachers didn't even know about it because it just got as far as the principle or even the school secretary. Because they didn't have to do anything about it, they didn't necessarily do anything about it.

Comment [b8]: IMPORTANCE of bottom-up approach.

PERMISSION LETTERS

ADDENDUM R: Ethical approval of larger research project



Private Bag X6001, Potchefstroom
South Africa 2520

Tel: (018) 299-4900
Faks: (018) 299-4910
Web: <http://www.nwu.ac.za>

Ethics Committee

Tel +27 18 299 4849
Email Ethics@nwu.ac.za

ETHICS APPROVAL OF PROJECT

The North-West University Research Ethics Regulatory Committee (NWU-RERC) hereby approves your project as indicated below. This implies that the NWU-RERC grants its permission that provided the special conditions specified below are met and pending any other authorisation that may be necessary, the project may be initiated, using the ethics number below.

Project title: Developing an integrated multi-level process to facilitate sustainable holistic well-being in South African school communities.															
Ethics number:	N	W	U	-	0	0	1	6	0	-	1	5	-	A	2
	Institution			Project Number					Year		Status				
	Status: S = Submission; R = Re-Submission; P = Provisional Authorisation; A = Authorisation														
Expiry date: 2020-05-06															

Special conditions of the approval (if any): None

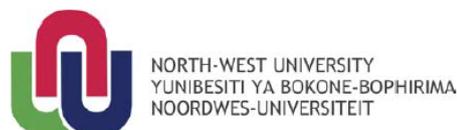
General conditions:

While this ethics approval is subject to all declarations, undertakings and agreements incorporated and signed in the application form, please note the following:

- The project leader (principle investigator) must report in the prescribed format to the NWU-RERC:
 - annually (or as otherwise requested) on the progress of the project,
 - without any delay in case of any adverse event (or any matter that interrupts sound ethical principles) during the course of the project.
- The approval applies strictly to the protocol as stipulated in the application form. Would any changes to the protocol be deemed necessary during the course of the project, the project leader must apply for approval of these changes at the NWU-RERC. Would there be deviated from the project protocol without the necessary approval of such changes, the ethics approval is immediately and automatically forfeited.
- The date of approval indicates the first date that the project may be started. Would the project have to continue after the expiry date, a new application must be made to the NWU-RERC and new approval received before or on the expiry date.
- In the interest of ethical responsibility the NWU-RERC retains the right to:
 - request access to any information or data at any time during the course or after completion of the project;
 - withdraw or postpone approval if:
 - any unethical principles or practices of the project are revealed or suspected,
 - it becomes apparent that any relevant information was withheld from the NWU-RERC or that information has been false or misrepresented,

The Ethics Committee would like to remain at your service as scientist and researcher, and wishes you well with your project. Please do not hesitate to contact the Ethics Committee for any further enquiries or requests for assistance.

ADDENDUM S: Ethics approval of this PhD study



Private Bag X6001, Potchefstroom
South Africa 2520

Tel: (018) 299-4900
Faks: (018) 299-4910
Web: <http://www.nwu.ac.za>

Ethics Committee

Tel +27 18 299 4849
Email Ethics@nwu.ac.za

ETHICS APPROVAL OF PROJECT

The North-West University Research Ethics Regulatory Committee (NWU-RERC) hereby approves your project as indicated below. This implies that the NWU-RERC grants its permission that provided the special conditions specified below are met and pending any other authorisation that may be necessary, the project may be initiated, using the ethics number below.

Project title: Developing an integrated multi-level process to facilitate sustainable holistic well-being in South African school communities.	
Project Leader: Dr A Kitching	
Ethics number:	N W U - 0 0 1 6 0 - 1 5 - A 2
	<small>Institution Project Number Year Status</small>
	<small>Status: S = Submission; R = Re-Submission; P = Provisional Authorisation; A = Authorisation</small>
Approval date: 2015-05-07	Expiry date: 2020-05-06

Special conditions of the approval (if any): None

General conditions:

While this ethics approval is subject to all declarations, undertakings and agreements incorporated and signed in the application form, please note the following:

- The project leader (principle investigator) must report in the prescribed format to the NWU-RERC:
 - annually (or as otherwise requested) on the progress of the project,
 - without any delay in case of any adverse event (or any matter that interrupts sound ethical principles) during the course of the project.
- The approval applies strictly to the protocol as stipulated in the application form. Would any changes to the protocol be deemed necessary during the course of the project, the project leader must apply for approval of these changes at the NWU-RERC. Would there be deviated from the project protocol without the necessary approval of such changes, the ethics approval is immediately and automatically forfeited.
- The date of approval indicates the first date that the project may be started. Would the project have to continue after the expiry date, a new application must be made to the NWU-RERC and new approval received before or on the expiry date.
- In the interest of ethical responsibility the NWU-RERC retains the right to:
 - request access to any information or data at any time during the course or after completion of the project;
 - withdraw or postpone approval if:
 - any unethical principles or practices of the project are revealed or suspected,
 - it becomes apparent that any relevant information was withheld from the NWU-RERC or that information has been false or misrepresented,
 - the required annual report and reporting of adverse events was not done timely and accurately,
 - new institutional rules, national legislation or international conventions deem it necessary.

The Ethics Committee would like to remain at your service as scientist and researcher, and wishes you well with your project. Please do not hesitate to contact the Ethics Committee for any further enquiries or requests for assistance.

Yours sincerely

Linda du
Plessis

Digitally signed by Linda du Plessis
DN: cn=Linda du Plessis, o=North-West University, ou=Vice-Rector:
VTC,
email=Linda.duPlessis@nwu.ac.za,
c=ZA
Date: 2015.08.03 09:50:27 +02'00'

Prof Linda du Plessis

Chair NWU Research Ethics Regulatory Committee (RERC)

ADDENDUM T: Western Cape Education Dept approval (extension)



Audrey.wyngaard@westerncape.gov.za

tel: +27 021 467 9272

Fax: 0865902282

Private Bag x9114, Cape Town, 8000

wced.wcape.gov.za

REFERENCE: 20150708 –1065

ENQUIRIES: Dr A T Wyngaard

Dr Ansie Kitching
PO Box 1083
Wellington
7654

Dear Dr Ansie Kitching

RESEARCH PROPOSAL: DEVELOPING AN INTEGRATED MULTI-LEVEL PROCESS TO FACILITATE SUSTAINABLE HOLISTIC WELL-BEING IN SOUTH AFRICAN SCHOOL COMMUNITIES

Your application to conduct the above-mentioned research in schools in the Western Cape has been approved subject to the following conditions:

1. Principals, educators and learners are under no obligation to assist you in your investigation.
2. Principals, educators, learners and schools should not be identifiable in any way from the results of the investigation.
3. You make all the arrangements concerning your investigation.
4. Educators' programmes are not to be interrupted.
5. The Study is to be conducted from **01 September 2016 till 30 September 2017**
6. No research can be conducted during the fourth term as schools are preparing and finalizing syllabi for examinations (October to December).
7. Should you wish to extend the period of your survey, please contact Dr A.T Wyngaard at the contact numbers above quoting the reference number?
8. A photocopy of this letter is submitted to the principal where the intended research is to be conducted.
9. Your research will be limited to the list of schools as forwarded to the Western Cape Education Department.
10. A brief summary of the content, findings and recommendations is provided to the Director: Research Services.
11. The Department receives a copy of the completed report/dissertation/thesis addressed to:

**The Director: Research Services
Western Cape Education Department
Private Bag X9114
CAPE TOWN
8000**

We wish you success in your research.

Kind regards.

Signed: Dr Audrey T Wyngaard

Directorate: Research

DATE: 04 August 2016

DECLARATION OF LANGUGAE EDITING

Viki Janse van Rensburg

Professional Academic Editing

October 2017

TO WHOM IT MAY CONCERN

I hereby certify that I have edited the language of the dissertation of Bianke van Rooyen, submitted in fulfilment of the requirements for the degree Doctor Philosophiae at the Potchefstroom Campus of the North-West University, entitled 'The Sustainable Coordination of an Integrated Multi-Level Process to Facilitate Holistic Well-being in South African School Communities.

My qualifications are

PhD. Department of Educational Psychology, University of the Western Cape

M.Phil. Educational Psychology, University of the Western Cape

B. Occupational Therapy, Stellenbosch University

Dr.V.C. Janse van Rensburg

33 Rouwkoop Road, Rondebosch, Cape Town. 7700

vikiceleste@gmail.com

082 924 6889 021 685 2411

Bianke_Turn_it_in.docx

ORIGINALITY REPORT

7 %	5 %	2 %	4 %
SIMILARITY INDEX	INTERNET SOURCES	PUBLICATIONS	STUDENT PAPERS

PRIMARY SOURCES

1	dspace.nwu.ac.za Internet Source	2 %
2	www.education.gov.za Internet Source	1 %
3	Submitted to North West University Student Paper	1 %
4	www.parliament.vic.gov.au Internet Source	<1 %
5	Bridget Johnson. "Building Health Promoting and Inclusive Schools in South Africa", Journal of Prevention & Intervention in the Community, 01/01/2003 Publication	<1 %
6	Submitted to Laureate Higher Education Group Student Paper	<1 %
7	Gittell, Jody Hoffer. "Relational Coordination", Wiley Encyclopedia of Management, 2015. Publication	<1 %