

Title

Evaluating the use and impact of the Glasgow Motivation and Wellbeing Profile (GMWP) as tool to seek and take account of young people's views to inform planning.

What did we ask?

The following research questions emerged to assess the use and impact of GMWP:

- Is GMWP a valid and effective tool for accessing pupil voice?
- How can GMWP be used to give pupils a say in planning for their learning?
- Is GMWP a useful tool to assess and plan to support pupil wellbeing?

What is the evidence base?

Recent reports highlight the increasing number of children and young people in Scotland that experience mental health difficulties during their school years (MHF Scotland, 2016) and that school-based interventions that target the promotion of wellbeing are typically more effective than interventions delivered in an extracted setting which is unfamiliar to the young person and often focuses on the reduction of mental health difficulties (Weare, 2015). An important pre-requisite for any attempt to implement such school-based interventions is a clear system for defining and measuring wellbeing as this will support the identification of an appropriate intervention and support the implementation and evaluation process. In one local authority in Scotland the Glasgow Motivation and Wellbeing Profile (GMWP; Glasgow Psychological Service) has been developed as a tool to explore a young person's motivation and sense of wellbeing in the learning context.

Research findings increasingly highlight that wellbeing in childhood is a pivotal determinant of developmental outcomes. For example, Shonkoff et al. (2012) have established a clear link between toxic stress in childhood and subsequent impairments in learning, behaviour and physical wellbeing. Similarly within an educational context, evidence suggests that non-cognitive capacities such as social interaction and emotional regulation are more predictive of attainment and post-school destinations than IQ (Jackson & Davis, 2000).

Interestingly, attempts to understand how best to promote wellbeing in childhood increasingly suggest that school based interventions which incorporate pupil voice and target the promotion of wellbeing (rather than the reduction of mental health difficulties) are typically more effective than interventions delivered in extracted or unfamiliar settings (Durlak, 2011; Weare, 2015).

Encouragingly, such findings are aligned with the current legislative context. For example, Getting It Right for Every Child (GIRFEC) policy guidelines place responsibility on all children's service professionals to ensure needs are identified and supported holistically using eight wellbeing indicators (Scottish Government, 2014). This is further strengthened by curricular reform which positions health and wellbeing with equal weight alongside traditional domain-specific subjects such as literacy and numeracy (Curriculum for Excellence, 2010).

However despite this increased understanding, Hobbs and Ford (2012) highlight that the vast majority of data collected across a school's whole populations relate to attainment; suggesting the espoused desire to promote wellbeing is not reflected by the data typically used to evaluate a school's relative success. With this in mind, they argue that a clear system for defining and assessing wellbeing is an essential pre-requisite to any attempt to promote it. Similarly, Mitra (2012) demonstrates how seeking pupil views can support the prioritisation of improvement outcomes, identification of wellbeing needs and encourage a shift towards early intervention or preventive

universal interventions.

In an attempt to offer a tool that could be used to measure the wellbeing and motivations of pupils, Glasgow Psychological Service developed the Glasgow Motivation and Wellbeing Profile (GMWP; Glasgow Psychological Service), a questionnaire that aims to understand wellbeing across domains outlined by GIRFEC SHANARRI indicators (Scottish Government, 2014). The GMWP is a free-to-access resource, available online locally. However, since its inception, no study has examined the viability of GMWP as a tool for assessing wellbeing and accessing the views of young people.

What did we do?

Focus groups were carried out with Secondary school pupils (total n= 28; 15f, 13m), Pastoral Care Teachers (total n= 8; 5f, 3m), and Educational Psychologists (n= 5; 4f, 1m) who have used or completed the GMWP. Pupil and Pastoral Care Teacher focus groups were conducted in 3 separate Secondary schools across the local authority.

The aim of the focus groups was to discuss participants' experiences of using GMWP. Questions related to the impact of involving young people in discussions around their wellbeing and how this can be used to inform planning to best meet their needs.

Focus group data were transcribed and collated by group (pupil, Pastoral Care Teacher, Educational Psychologist (EP)) and thematic analyses conducted.

What have we found so far?

Focus groups conducted with Secondary School pupils, Pastoral Care teachers, and EPs were analysed thematically using the Braun and Clarke (2006) method. Themes are presented underneath with quotes to illustrate each. These themes provide answers to the research questions noted above.

The first theme to emerge is the broader theme of the utility of GMWP, with it being noted that it can be used for several purposes. This theme is illustrated in Figure 1 below. The different ways in which GMWP could be used were noted across groups. Exemplar quotes from each group for each quote are included below in Table 1.

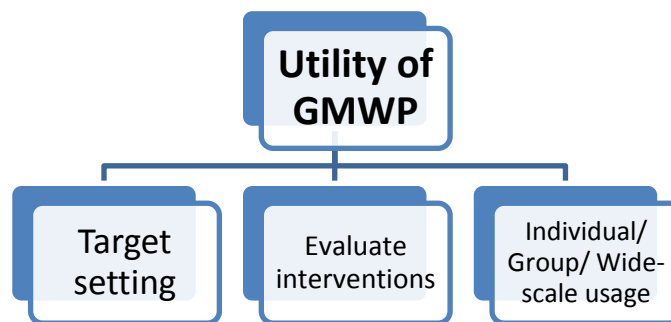


Figure 1: Theme 1: The utility of GMWP

Theme	Source	Exemplar quotes
Target setting	Pupils	<p><i>“Helps you to set targets with staff and then you own them.”</i></p> <p><i>“When you answered you got the graph, which showed your strengths and limitations and can help you work on them.”</i></p>
	Pastoral Care Teachers	<p><i>“The planning sheet is particularly useful to set personal targets.”</i></p> <p><i>“The information feeds into school improvement plans.”</i></p>

	EP	<p><i>support.”</i></p> <p><i>“Could be used with whole year groups, to reveal issues which then form strategic interventions.”</i></p> <p><i>“Workshops with pupil groups could be led by whole-class data.”</i></p>
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Table 1: Illustrative quotes for each theme around utility of GMWP

Another theme that emerged from focus group discussions was around the ability of GMWP to enhance pupil voice. This theme is illustrated in Figure 2 below, with quotes to exemplify each subtheme in Table 2.

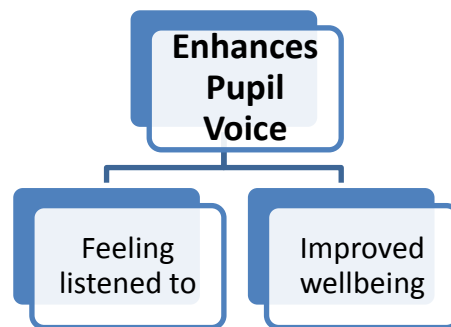


Figure 2: Theme 2: Enhances pupil voice

Theme	Source	Exemplar quotes
Feeling listened to	Pupils	<p><i>“It’s good to know that teachers are interested in how we feel at school.”</i></p> <p><i>“I feel more valued when my views are listened to.”</i></p> <p><i>“It lets you know what pupils are experiencing on the inside.”</i></p> <p><i>“It helped staff understand what is going on in my head better.”</i></p> <p><i>“It can be useful to deliver pupil voice in meetings when they are not themselves present.”</i></p>

	Pastoral Care Teachers	<i>“When you’re doing it en masse, pupils sometimes share answers so there’s a pull between peer pressure and honesty.”</i>
	EP	<i>“There can be differences in the answers that young people give compared to what they actually feel.”</i>

Table 3: Illustrative quotes for each theme around limitations of GMWP

What do we plan to do next?

Results from focus groups demonstrated that GMWP was generally viewed positively by pupils, Pastoral Care teachers, and EPs. Feedback indicates that GMWP is a valid and effective tool for accessing pupil voice, and that completing GMWP could itself be useful as a tool for improving learner wellbeing. GMWP is thought to be a tool that can be utilised to set targets for learning and wellbeing, for individuals or wider groups, and to evaluate interventions to note changes over time, akin to that described by Mitra (2012) as being an outcome of accessing pupil voice. Based on information noted above, it will be beneficial for the benefits and usages of GMWP to be shared with key stakeholders as a means to raise awareness of the tool. The limitations of the tool can be addressed here also, by drawing attention to alternative versions of GMWP (shorter version, visual version) and writing guidance on best ways to introduce it to pupils to ensure honesty of response.

References

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- Hobbs, T., & Ford, T. (2012). Measuring Child Well-Being in Schools. *Handbook of Implementation Science for Psychology in Education*, 423.

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Further information

Further information and materials can be found here:

Glasgow Psychological Service. *The Glasgow motivation and wellbeing profile*. Accessible via:

<http://www.goglasgow.org.uk/Pages/Show/1596>

Contact person for this research is: