

#### **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 weretranscribed 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.

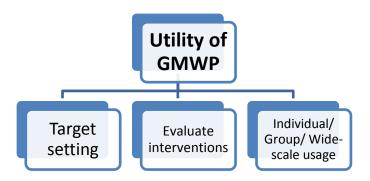


Figure 1: Theme 1: The utility of GMWP

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



		"The information is used to put targets on monitoring cards and these targets are then shared with staff so everyone is aware."
	EP	"I have used it to go over strengths and difficulties with pupils themselves to identify their own targets and goals."
		"You can plan for targets for direct interventions. For example if relationships came out as poor, this might lead to video interactive guidance (VIG) work to build these."
Evaluate interventions	Pupils	"It should be done regularly to see how things are changing and explain why."
		"It would be good to look at people's scores on GMWP over time."
	Pastoral Care Teachers	"You can use it as a way to review targets, pre- and post-, to measure change for Wellbeing and Assessment Plans."  "Can be used to track whether there have been any improvement over time for a pupil."
		"It can be used as a pre- and post- measure to help evaluate interventions and development work."
	EP	"It can be used to illustrate change."
Individual/Group/Wide-scale usage	Pupils	"Teachers might be able to change the way they teach different year groups, depending on the scores."
	Pastoral Care Teachers	"If you use it with whole classes or year groups you can then look at identifying themes to target intervention."
		"All pupils in the unit complete it and it helps with setting health and wellbeing targets."
		"We use it with pupils individually who have been identified as needing additional



	support."
ЕР	"Could be used with whole year groups, to reveal issues which then form strategic interventions."  "Workshops with pupil groups could be led by whole-class data."

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.

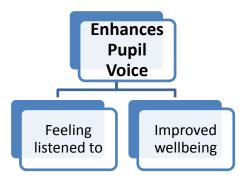


Figure 2: Theme 2: Enhances pupil voice

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



	Pastoral Care Teacher	"The GMWP opens up a dialogue with
		young people."
		"Actually having the time to seek views and listen helps to build relationships."
	ЕР	"It can help to build a positive relationship with a young person [] the online version can be particularly useful as it provides a non-threatening focus for the conversation."
		"It helps us gather the young person's views."
Improved wellbeing	Pupils	"Sometimes you feel lonely, and staff paying attention is nice."
		"Not everybody wants to admit to their problems but they might do if they're asked."
	Pastoral Care Teachers	"It's helpful to look at the strengths and sometimes strengths [] pupils have commented that seeing their list of strengths made them realise they had these as they often are not aware of their own strengths."
		"The pupils feel respected and valued just from being asked the questions."
		"Kids enjoy completing it."
	EP	"It is seen as a measure of impact, but it could be seen as an intervention in and of itself."

Table 2: Illustrative quotes for each theme around how GMWP enhances pupil voice

In addition to these themes, participants noted limitations of GMWP. These themes are noted in Figure 3 and illustrated in Table 3.



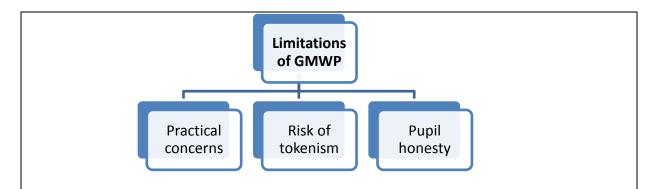


Figure 3: Theme 3: Limitations of GMWP

Theme	Source	Exemplar quotes
Practical concerns	Pupils	"The bar graphs could be improved."  "I don't always like the way the GMWP is worded, like 'I don't like putting my hand up' is not the same as not wanting to say my opinion."
	Pastoral Care Teachers	"It may be time-consuming to collect/analyse data for larger groups unless automated."  "EAL pupils find it difficult to access."
Risk of tokenism	Pastoral Care Teachers	"It can feel tokenistic, at times."  "[It's a disadvantage if] you do nothing with the information."
	EP	"You don't want it to become tokenistic, where it becomes something people feel they just have to use."  "I'm unsure whether schools are analysing the data in a meaningful way."
Pupil honesty	Pupils	"There could be differences between how people answer and how they actually feel."
		"People might not be honest if they see the GMWP as being like a test and want to get good scores."



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

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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# **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: