

# Well-Being Framework



Well-being Framework

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## Foreword

In recent decades, the focus on positive well-being of school going children have increased extensively. Apart from achieving academic outcomes, there are certain required skills and dispositions that an individual needs to acquire to become knowledgeable, caring, responsible and contributing member of the society. The school needs to act as a conducive environment where these skills and dispositions could be nurtured, and the child can grow to become responsible and caring future citizen of the country. Many states have adapted socio-emotional frameworks in their schools to foster positive well-being in students. A systematic approach towards inculcating well-being aspects into school curricula is believed to be very beneficial.

Azim Premji University has conducted extensive qualitative research in the area of socio-emotional wellbeing of school going children. This involves empirical studies with schools situated in different locations, diverse cultures, and catering to different social groups across the country. The university has also undertaken rigorous literature review in the area. Based on field experiences and backed by relevant literature, we have attempted to build a comprehensive framework to inculcate student well-being into school curriculum. This is a draft version which can be used by schools to develop a contextual school well-being curriculum.

We would be pleased to receive your comments and suggestions for the same. Your queries and feedback can be emailed at–

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**Assessment team, School of Continuing Education, Azim Premji University contributed to the development of the framework over the years. Any reference to well-being framework, in part or in whole, must be attributed to Azim Premji University.**

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## Executive Summary

This paper shares our understanding about the ‘non-cognitive’ domain (as it is traditionally called) in the context of education. We propose to call the ‘non-cognitive’ domain as ‘Well-Being’ and present a framework for nurturing this in children as part of school education. The well-being framework provides a perspective for schools and teachers to comprehend this domain, adapt practices to nurture the necessary capacities and dispositions in learners.

Schooling needs to include comprehensive learning experiences to ensure that all students achieve the larger aims of education as stated in our educational policies, which in turn are based on the values enshrined in our constitution. Examining prevalent beliefs about childhood, schooling and education in the country (which are also reflected in the school processes and teaching-learning practices) revealed a need to build sufficient understanding about aspects related to ‘comprehensiveness’ of the learning experiences. The approaches adopted by schools to provide comprehensive learning experiences to their students generally seemed to be disconnected from learning of subjects and other school related experiences. Thereby a need for a framework that would help teachers and schools ensure the comprehensive development of children as part of the everyday teaching-learning experiences was recognized.

The well-being framework attempts to help schools and teachers provide experiences that would simultaneously foster both academic outcomes and the so-called ‘non-cognitive’ ones in order to achieve overarching educational outcomes. Even though these ‘non-cognitive’ capacities can be nurtured separately, they also need to be made integral to the teaching-learning of all subjects and even to the other practices and processes in schools.

Creating such a framework necessitated the articulation of our understanding and approach about child development and learning, teaching-learning practices, and schooling and its associated processes. This understanding is based on our assimilation of the various policies and education commission recommendations, perspectives on education advocated by psychologists and Indian philosophers and the various frameworks that have been attempted thus far for similar purposes. We also observed classrooms in ‘alternative’ schools, i.e., schools those are known to focus on holistic development of children through comprehensive approaches.

## Well-being Framework

The structure of the framework thus etched out includes five domains namely-.Ethical well-being, Emotional well-being, Social well-being, Cognitive well-being and Physical well-being. Each of these domains includes capacities which are key elements/components of the domain and a broad level of student indicators and a corresponding set of descriptors for each indicator leveled at elementary, secondary, and higher secondary. Teachers can use the framework to collect and collate information about the learners and plan their subsequent learning experiences to further develop their individual capacities.

The well-being framework intends to position the impact of personal & social well-being as foundational in preparing future citizens who are rational, empathic and emotionally stable to meet everyday challenges with ease, instead of limiting their influence to solely academic and economic achievements. It focuses on understanding and advocating teaching-learning practices which are integrated with regard to the various aspects of development, classroom learning experiences, and all school processes.

## Context

Well-being is understood as the state of mind and body that enables an individual to lead a happy and healthy life. It can be achieved through the nurturing of values, capabilities and dispositions that can lead to better physical health, positive social relationships, emotional strength and stability and morally sound, ethical behavior.

In the context of education, the national policy documents emphasize the importance of holistic development as an aim of school education. Holistic development in children is understood to involve the interplay of various dimensions, viz. linguistic, social, emotional, moral, cognitive, and physical. Various theories have laid down the progression along a sequential pathway for each of these developmental dimensions which enable the fostering of values, capabilities and dispositions that can lead to the well-being of an individual. 'Well-being' therefore is seen as one of the main outcomes of school education.

The Well-being framework articulates the essential values, capacities, and dispositions in the domains of ethical, emotional, physical, cognitive and social in the Indian socio-cultural context. It offers a way of thinking about development in the context of schooling and it offers a perspective on thinking about these in a more holistic and integrated way.

## Indian Philosophers on Well-being

The idea of well-being also finds a mention in the educational views of our philosophers. Gandhi's ideas on well-being were directed towards economic well-being of society. He was clear that economic self-sufficiency for an individual and for a nation is unavoidable. He stressed on rural economy and emphasized on a simple life. Aurobindo's ideas of social development and well-being concentrated upon the development and well-being of all the individuals in the society and not merely flourishing of the community. Krishnamurti talked about well-being of one's country and a need for healthy relationships for well-being of a nation. Tagore speaks about well-being in the context of joyful learning and the experience of mental and physical freedom which should be provided to the learner. He argues that educational frameworks should provide space and opportunity to students for psychic well-being and development of their creative and critical powers.

## Well-being in our policy documents

We see education as an important vehicle for creating a just, equitable, humane and sustainable society. So, education while ensuring the all-round development of an individual also needs to be geared towards ensuring a citizenry that is prepared for their roles in such a society. All our policies and commissions focus on the need for developing the full potential of a learner and emphasizes nurturing of capacities and abilities which would facilitate all-round or holistic development of a learner as one of the main aims of education. The ultimate objective of developing these capabilities and abilities is for an individual to be able to work towards self and society and contribute to the overall well-being.

**National Policy on Education, 1968-** “The educational system must produce young men and women of character and ability committed to national service and development. Only then will education be able to play its vital role in promoting national progress, creating a sense of common citizenship and culture, and strengthening the national integration.”

**Role and aims of education as per NPE 1986-** “Education is for all. This is fundamental to all-round development, material and spiritual.”

**The Position Paper on Aims of Education-** “Education must be a continuous process of self-discovery, of learning the truth about oneself. Education must promote and nourish as wide a range of capacities and skills in our children as possible.”

**National Curricular Framework, 2000-** “Education should promote personal growth and equip them to meet all the challenges of life. Therefore need for shift in focus from mere cognitive to inter and intra personal skills. School curriculum has to aim at enabling development of skill, values, habits, attitudes that is conducive for all round development of the learner.”

**National Curriculum Framework (NCF), 2005-** “We need a curriculum whose creativity, innovativeness and development of the whole being, the hallmark of a good education makes uniform tests that assess memorized facts and textbook -based learning obsolete.” The NCF further focuses on a ‘Child-centered’ pedagogy and holistic education; which gives primacy to children’s experiences, their voices, their active participation and their all-round development.

**The Right to education act 2010-** While laying down the curriculum and evaluation procedure, mentions the academic authority shall take into consideration the all-round development of the child.

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<b>The Zakir Hussain Committee</b>	<b>Kothari Commission Report</b>	<b>Mudaliar commission report</b>	<b>Yashpal Committee Report</b>
Intelligent citizen must be an active member of society, able to repay in the form of some useful service what he owes to it as a member of an organized civilized community	The needs of democratic citizenship will require the development of certain skills, attitudes and qualities of character such as the capacity for clear thinking, the ability to communicate easily with one's fellow-men, the scientific attitude of mind, a sense of true patriotism and an appreciation of the value of productive work.	In dealing with the aims and objectives of education, we have made it clear that the supreme end of the educative process should be the training of the character and personality of students in such a way that they will be able to realize their full potentialities and contribute to the well-being of the community.	Trained teachers are expected to be aware of the wider aims of education; indeed, aims like development of the "child's total personality"

## Background Research

Debates around the concept of well-being traditionally flourished within the philosophy of ethics, particularly around how 'one ought to live' and the virtues of finding happiness and satisfaction (Haybron 2008). Historically, sociologists have also expressed interest in well-being, especially 'subjective' well-being, (Veenhoven 2008). Well-being is most commonly used in philosophy to describe what is non-instrumentally or ultimately good *for* a person. When discussing the notion of what makes life good for the individual, psychologists prefer to use the term 'well-being' instead of 'happiness'. The popular use of the term 'well-being' usually relates to health. Though there are different approach to define well-being there is a common belief among researchers that well-being is multidimensional.

Traditionally well-being is defined through two approaches one is Hedonic and the other is Eudaimonic. Hedonic is feeling of happiness, positive affect, low negative affect, and satisfaction with life. The Eudaimonic approach which highlighted positive psychological functioning and human development (Aristotle,) he believed this to be the overarching goal of all human actions.

An early attempt to define well-being was by Bradburn's (1969) who highlighted psychological well-being (which he also referred to as happiness). His work marked a move away from the diagnosis of psychiatric cases to the study of psychological reactions of ordinary people in their daily lives. His discussion stemmed from his interest in how individuals coped with the daily difficulties that they faced.

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Bradburn highlighted how psychological wellbeing (which he also referred to as happiness) was the variable that, stands out as being of primary importance.

The equilibrium theory of well-being now more often referred as set point theory was originally proposed 23 years ago by Headey and Wearing (1989) and suggested links between personality, life events, well-being and ill-being. The theory built on the work of Brickman and Campbell (1971), who had previously demonstrated that individuals tend to return to a baseline of happiness even after major life events. However, Herzlich through her went further to fully explain what equilibrium is, in terms of health: Concretely, equilibrium comprises the following themes: physical well-being, plenty of physical resources; absence of fatigue; psychological well-being and evenness of temper; freedom of movement and effectiveness in action; good relations with other people. (Herzlich, 1973)

Various researchers have provided several components to define well-being. Diener & Suh, 1997) stated life satisfaction, pleasant affect, and unpleasant affect as some. The early work of Ryff's (1989a) identified autonomy; environmental mastery; positive relationships with others; purpose in life; realisation of potential and self-acceptance as aspects constituting well-being. More recent research has placed different emphases on what well-being is: ability to fulfil goals (Foresight Mental Capital and Well-being Project, 2008); happiness (Pollard & Lee, 2003) and life satisfaction (Diener & Suh, 1997; Seligman, 2002a). Mc Naught (2011) has attempted to identify the four domains of well-being these include individual well-being; family well-being; community well-being and societal well-being. Researchers from different disciplines have examined different aspects of well-being that include the following:

Economic well-being.	Physical well-being
Social well-being.	Life satisfaction.
Emotional well-being.	Domain specific satisfaction
Cognitive well-being (mental well-being)	Greater productivity, employment and earnings
Psychological well-being.	More social cohesion and engagement
Higher educational attainment	Improved quality of life
Better relationships with adults and children	Positive Functioning/ Fully functioning person
Fully functioning person	Ability to fulfill goals

Dr. Martin Seligman, the “father” of positive psychology, describes five separate qualities to well-being: 1) Positive Emotion, 2) Engagement, 3) Relationships, 4) Meaning and 5) Achievement. (He uses the acronym PERMA to describe well-being.) Many researchers believe that well-being is not just about being happy or content, but also about being actively engaged with life and with other people.

## Review of Literature: Frameworks, Programmes and Policies that mention about well-being or essence of well-being

While doing the secondary research on well-being and its application to a school setting, it was found that different studies and programmes have emphasized on different skills as important (Self-Regulated Learning, SEL Framework, ETS NCS Framework, WHO Life-Skills)

The 'Life skills Education' has become the new thrust area for World Health Organization. According to the WHO, Life Skills are "the abilities for adaptive and positive behaviour that enable individuals to deal effectively with the demands and challenges of everyday life". This programme was initiated with the intent to reduce high risk behaviours and promote responsible decision making skills for good citizenship in different countries.

Department of Education (MHRD, DoE, GoI, 1999) – The Department of Education has some guidelines on assessment of non-cognitive domain in the primary section. It lists few non-cognitive skills and has attempted to break them according to development phases. It helps them to list minimum learning levels and assess according to mentioned criterion. Their list of non-cognitive skills draws heavily from the democratic values enlisted in our constitution.

Recently, Central Board for Secondary Education (CBSE) India, 2009 has adopted 'Life Skills Education as an integral component of their Continuous and Comprehensive Evaluation. As mentioned in the CBSE policy document, Life Skills have two components, thinking skills, which require an individual to think rationally and act responsibly; the other is the social skills. Social skills enable an individual to build healthy relationship with other, resist peer and family pressure for undesirable activities, and avoid high risk behaviours that are personally and socially harmful.

A model which takes the growth perspective of development of skills as opposed to fixed traits perspective is Habits of Mind "Habits of Mind has emerged as a framework of attributes that, proponents claim, comprise the myriad of intelligent thinking behaviours characteristic of peak performers, and are the indicators for academic, vocational and relational success". Habits of Mind framework appears a desirable framework for continuous personal growth. It recognizes the need of meaningful learning for success in academic and personal fronts in the 21<sup>st</sup> century. Keeping this in mind, they suggest a set of skills/strategies that will enhance an individual's effectiveness. The 'Habits' as suggested by this framework is a combination of skills of effective people and rests on philosophy of

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ability to engage in lifelong learning, which is an essential component to deal effectively with increasingly complex and unpredictable future.

UNICEF also has a psychosocial well-being programme for children. It aims to enhance the psychosocial well-being of children in countries that are facing conflict or emergency situations. It aims to promote sense of safety and security, normalize daily life, encourage participation and enhance resilience. (UNICEF - Child Protection from Violence, Exploitation and Abuse). The UNICEF programme shows interest in the socio-emotional aspect of children only with a view to measure them as fixed traits acquired by children due to the external factors and not from the growth perspective.

The Collaborative for Academic Social, Emotional Learning, United States of America (CASEL, 2003) is a programme to “address gaps in high and low achievers by giving skills necessary for success in school and life”. CASEL<sup>1</sup> programme aims to enhance the social emotional skills in children through classroom instruction. The socio-emotional attributes covered by CASEL are self-awareness, social-awareness, self-management, relationship skills, and responsible decision making.

Social Emotional Aspects of Learning, United Kingdom (SEAL) is “a comprehensive, whole-school approach to promoting the social and emotional skills that underpin effective learning, positive behaviour, regular attendance, staff effectiveness and the emotional health and well-being of all who learn and work in schools”. The SEAL programme was rooted in the five aspects of emotional intelligence model by Daniel Goleman (1994). These are self-awareness, self-regulation (managing feelings), motivation, empathy, and social skills.

## Rationale

The need to recognize importance of the components of well-being is not a recent phenomenon. Aristotle contemplated and discussed about how subjective well-being is important in an individual’s life. The recognition and measurement of skills that contribute to subjective well-being gained impetus during and post-World War II, when along with tests of various ‘cognitive’ competencies that were administered to recruit efficient people in the armed forces, attention were drawn towards ‘other qualities’ that make these individuals more efficient. This was the genesis of building up of the body of knowledge around the area of ‘non-cognitive’\*. Research has consistently indicated that the non-cognitive abilities and dispositions serve as enablers for success in academics and economic activities,

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*CASEL was founded in 1994 based on Daniel Goleman, the author of Emotional Intelligence, educator/philanthropist Eileen Rockefeller Growald, and a group of distinguished researchers and practitioners<sup>1</sup>*

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later in life. (Lee, Jihyun and Valerie J. Shute.2009) Research suggested that the ‘non cognitive abilities’ promoted academic achievements in college and later in getting jobs and retaining them.

\*Well-being constitutes a state of mind and body that enables an individual to lead a happy and healthy life. It can be achieved through the nurturing of values, capabilities and dispositions that can lead to better physical health, positive social relationships, emotional strength and stability and morally sound, ethical behavior.

The Well-Being framework emphasizes the importance of the well-being of the learner as an indispensable part of their basic education. Research in this area mostly reiterates the impact of this on academic and economic/financial achievements. The framework intends to expand the impact of well-being as foundational to prepare future citizens to meet existential challenges with ease, instead of limiting the influence of these capacities to only academic and economic achievements.

## Our Approach

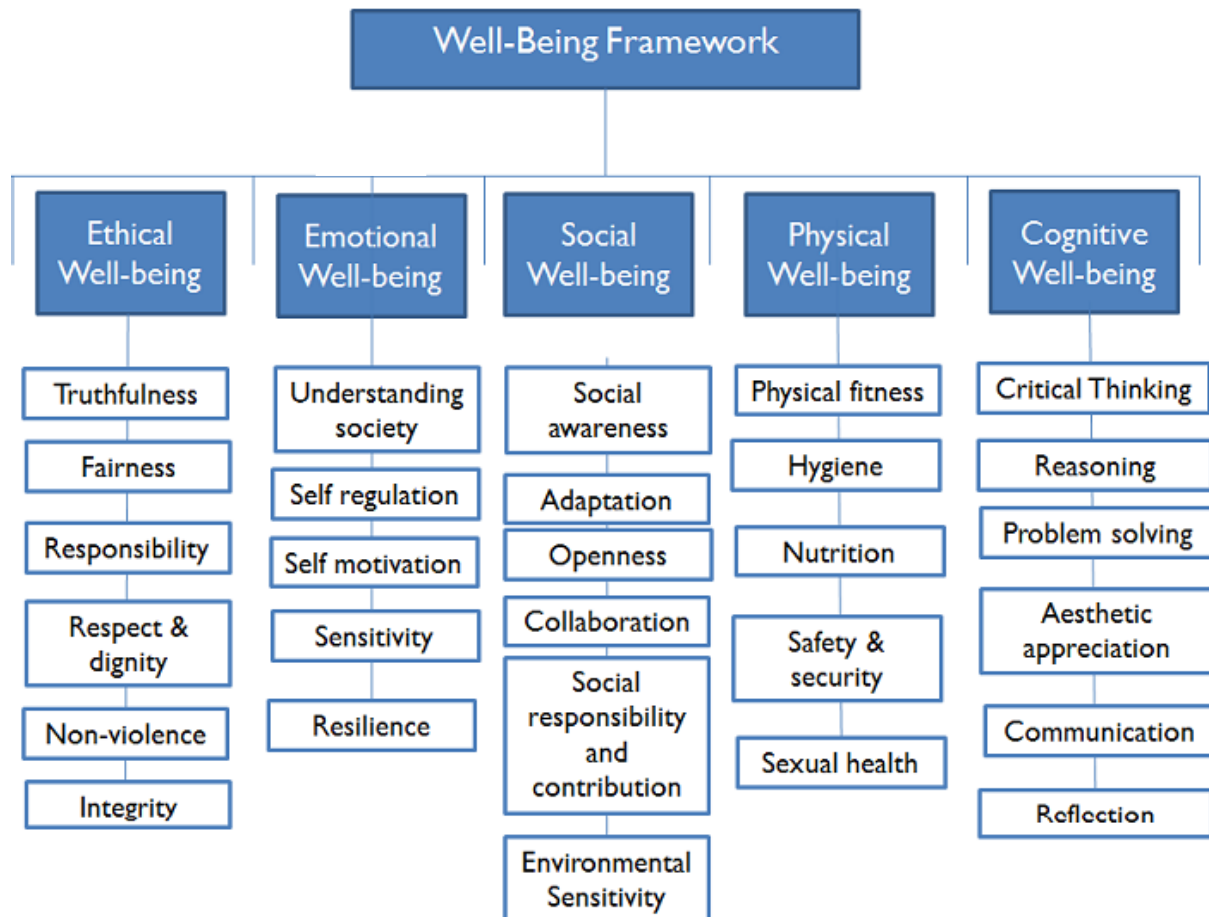
Development in children is understood to involve the interplay of various dimensions, viz. linguistic, social, emotional, moral, cognitive and physical. These are anticipated changes that occur in children as per a predetermined sequence or pattern to refine their knowledge, behaviours and skills. Various theories have laid down the progression along a sequential pathway for each of these developmental dimensions. While these do not occur identically or at the same pace in all children, they are similar, continuous and interrelated to other areas. On looking at various theories of development in the light of wellbeing of an individual, we were able to break down the ideas nested in the various domains of wellbeing along with the specific capacities under each domain.

## Guiding Principles

1. The Well-being framework is Azim Premji Foundation’s understanding of the ‘*other than cognitive*’ domain.
2. This understanding is derived from secondary research on developmental theories, and well-established national and international approaches to well-being.
3. It also factors in how children learn and develop and the Foundation’s work in the area of education.
4. The framework has a strong Indian context. It may hold different connotation in some other context.
5. The domains and its components are kept independent for matter of focus and emphasis but are interrelated.
6. Attempt has been made to provide a number of illustrative values, capacities and dispositions in each of these domains. It can in no way be considered as a comprehensive list.
7. The framework has implications for all teaching learning experiences, including school culture in a school.
8. The framework has implications for all teaching learning experiences, including school culture.

## Structure of the Well-being Framework

The attempt with the Well-being framework is to provide a perspective for schools in nurturing the necessary values, capabilities and dispositions in children in a comprehensive manner at various stages. An exploration to understand the five domains of development was done and the details of what are to be nurtured in children under each of them were identified. This was done by consolidating ideas from studying secondary sources in areas of child development, psychology and teaching-learning combined with observations of exemplary classrooms and school environments where learners flourish. This exploration helped evolve a conceptual note and a set of broad values, capabilities and dispositions for each of the five domains of Well-being.



## The Domains of Well-being

### Ethical Wellbeing

Ethical well-being means having a deep understanding of well-accepted and understood norms and values of society and being able to practice it in day to day life. It has a direct bearing on an individual's belief system and in the way she/he conducts herself/himself in life. Ethical well-being comprises values, capacities and disposition like truthfulness, fairness, responsibility, respect and dignity, integrity and non-violence.

The idea and understanding of ethical well-being and its capacities has been developed from various moral development theories, like that of Kohlberg, Piaget and Kant and other readings on ethics and how ethical dispositions contribute to the well-being of self and others. The capacities are drawn from the larger constitutional values and universal principles of ethics.

**Truthfulness:** The ability to be honest, sincere and transparent in any situation and have the courage to face consequences of it

**Fairness:** The ability to take well-grounded decisions that are just, free from biases, prejudices or opinion of others. The ability to be equal and impartial to all.

**Responsibility:** The ability to be dependable, to take up roles and duties and see it through its completion.

**Respect and Dignity:** The ability to appreciate diversity in culture, religion and societal norms and respect these differences. It includes the ability to be non-discriminative and value individuals and accept them for what they are/who they are.

**Integrity:** The ability to uphold high standards of moral and ethical behavior for oneself.

**Non-Violence:** To be peace loving and non-violent in thought and action.

### Emotional Well-being

Emotional well-being means an individual's awareness or discernment of own emotions and that of other's, the ability to connect their emotions to that of others, the display of emotions, and the ability to manage and regulate one's emotions. Emotional well-being comprises values, capacities and disposition like self-awareness, self-regulation, self-motivation, resilience, sensitivity and openness that lead to developing emotional strength and stability. .

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Emotional well-being finds its source in the domain of affective development of an individual. The idea and understanding of this domain has been developed from Daniel Goleman's theory of Emotional Intelligence and Ryff's Scales of Psychological Well-being.

**Self- Awareness:** The ability to be aware of one's emotions and thoughts and being able to understand/recognize one's own responses to different situations.

**Self- Regulation:** The ability to regulate one's emotions, thoughts, and behaviors effectively in different situations. This includes managing stress, controlling impulses and responding appropriately.

**Self-Motivation:** The ability to demonstrate commitment, initiative and perseverance in pursuing goals.

**Resilience:** The ability to strive towards achieving one's goal despite adverse conditions.

**Sensitivity:** The ability to understand, empathize and care for others' views, emotions and perspectives.

## Social Well-being

Social well-being means a deep understanding of values that facilitate the development of positive and constructive social relationships including a collective sense of purpose, taking responsible actions, and working towards advancement of self and others by making meaningful contributions. Social well-being comprises values, capacities and dispositions like social awareness, adaptation, collaboration, social responsibility and contribution which contributes towards developing positive social relationships. Social well-being finds its place predominantly in Sociology which articulates ideas of social involvement and public consciousness and in child development theories like that of Erikson's psychosocial development.

**Understanding Society:** The ability to understand social relationships between self, groups and communities in a society and its inherent diversity and plurality.

**Adaptation:** The ability to modify, change and moderate oneself according to the socio-cultural context.

**Collaboration:** The ability to work amicably with peers/in a group to achieve a common goal. It includes the willingness to support and be dependent on each other.

**Openness:** The ability to be open and receptive to new ideas, feedback and being flexible to different points of view.

**Social Responsibility and Contribution:** The ability to be an active and responsible member of the community and contribute meaningfully for its progress.

**Environmental Sensitivity:** The ability to understand the impact of one's contributions to the environment and take responsible action for its protection.

### Physical Well-being

Physical well-being means a deep understanding and practice of physical fitness, hygiene, nutrition, safety and security; and sexual health that ensure physical health and wellbeing of all. Physical well-being comprises capacities like physical fitness, hygiene, nutrition, safety and security, and sexual health that ensure physical health and well-being of all children.

Our understanding is based on the articulation of physical well-being in national policy documents - NCF, Bhore Committee Report (1946), international policy document of WHO and in theories like the Maslow's Hierarchy of Needs which provided us with an insight that physical health is foundational to the wellbeing of an individual.

**Physical fitness:** The ability to regularly engage in activities that contribute to one's physical fitness and general health.

**Hygiene:** The ability to initiate and engage in maintaining cleanliness and hygienic practices for oneself and in their surroundings.

**Nutrition:** The understanding of one's nutritional requirements and makes appropriate food choices.

**Sexual health:** The ability to be aware of one's sexual health including emotional, physiological changes and appropriate care and hygiene towards it.

**Safety and Security:** The ability to be conscious and aware of one's safety and health along with the health and safety of others.

### Cognitive Well-being

Cognitive well-being means the ability to think clearly and rationally, to substantiate one's conclusions, inferences and judgements, to find simple, creative and workable solutions to express one's ideas, to introspect on one's thoughts, feelings, ideas and to appreciate things around them. Cognitive well-being

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comprises of values, capacities and dispositions like critical thinking, reasoning, problem solving, aesthetic appreciation, communication and reflections.

Our understanding of cognitive well-being stems from the cognitive development theory of Piaget that lay the foundation for problem solving, self-reflection and critical thinking. Additional understanding was developed through Dewey's work that highlight the importance of reflection and meta- cognition and its contribution to the wellbeing of the individual.

**Critical Thinking:** The ability to think clearly and rationally about what to do or what to believe in. It includes the ability to engage in reflective and independent thinking.

**Reasoning:** The ability to substantiate one's conclusions, inferences and judgements using facts in a logical and coherent manner.

**Problem Solving:** The ability to find creative and workable solutions to address an issue or problem.

**Aesthetic Appreciation:** The ability to express one's ideas and appreciate things around them – nature, community, culture and others' aesthetic expression.

**Communication:** The ability to express one's thoughts and ideas coherently through various mediums.

**Reflection:** The ability to introspect on one's thoughts, feelings, ideas and emotions; to be more conscious and aware of oneself and one's actions

## Contributors

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## Annexures:

### Cross comparison of the approach to the domain in a few Indian states:

Name of the State	Notion of co-scholastic and its components	Assessment of the area
<p><b>Madhya Pradesh</b></p>	<p>Co-scholastics have 5 areas which are - literary, cultural, scientific, creativity, physical/health activities( that includes sports, yoga, scouts and red cross)</p> <p>Personal and Social Qualities include 10 qualities-regularity, punctuality, cleanliness, discipline, co-operation, sensitivity towards environment, leadership skills, truthfulness, honesty and attitudes</p>	<p>Assessment to be done as per section 29 of the RTE act 2009. Besides this the documents gives a day wise table allocating different assessment days to the co-scholastic areas.</p> <p>Marks for the personal and social qualities have been allocated. Observation, Portfolio, anecdotal records and check list have been suggested as some modes of assessment these attributes.</p> <p>The overall approach is to develop the child in the above areas and assess them.</p>
<p><b>Chhattisgarh</b></p>	<p>Co-scholastics include sports, life skills, work education, cultural activities, discipline, yoga, etc. This is divided as co-scholastics, personal and social qualities and physical education and health. The co-scholastics area includes literary, cultural, creativity, and sports and yoga. PSQ includes regularity, punctuality, cleanliness and discipline/responsibility. The 3rd category includes provision for physical health and development check up by a qualified physician.</p>	<p>Evaluation to be done on the basis of indicators provided in the guideline</p> <ul style="list-style-type: none"> <li>➤ 2 activities to be done in each semester for the three areas</li> <li>➤ Integrate this with teaching of subjects</li> <li>➤ Personal and social domain is related to behavioral changes. Development of these skills need many opportunities during teaching learning of academic and non-academic work.</li> </ul>

## Well-being Framework

<p><b>Pondicherry and Tamil Nadu</b></p>	<p>The co-scholastic includes Life Skills: Communication skills, Assertion &amp; Refusal Skills, Rational Thinking Skills, Self-Awareness and Emotional Management Skills and Team Work</p> <p>Attitudes &amp; Values: Respect for the values of National /State Symbols, Upholds Constitutional Ideals, Respect for School / Community Property, Compliance with Safety and Road Rules, Appreciation for Diversity of Cultures, Environmental Values, Courteousness, Pursuit of excellence, Compassion for all living creatures</p> <p>Wellness &amp; Holistic Exercise: Wellness &amp; Yoga/Holistic Exercise</p> <p>Co-curricular Activities: Folk Arts / Indigenous games, Club Activities. These are further divided into subdomains</p>	<p>The teachers have to keep a note book in each classroom and every teacher must record the assessed co-scholastic item or remarkable attitude or value observed during classroom process, against the student's name.</p> <p>Each Skills and Subskills have parameters for assessment.</p> <p>During the Formative Assessment of the Scholastic Areas, children are assessed based on their performance in the various activities like Singing, Puppetry, Role Play, Making crafts, Language Games, Story-telling, Creative Writing and other activities.</p> <p>They are assessed on 5 parameters – Participation, Initiative, Involvement, Regularity and Creative Effort; which feeds into the co-scholastic assessment of the child in the end of the term.</p>
<p><b>CBSE</b></p>	<p>Co-scholastic areas :</p> <p>Life skills comprises of</p> <p>Thinking Skills (Self Awareness, Problem Solving and Decision making, Critical thinking and creative thinking)</p> <p>Social Skills( Interpersonal Relationship, Effective Communication and Empathy),Emotional Skills( Managing feelings and emotions, dealing with stress)</p> <p>Attitudes and Values - Attitude towards teachers</p> <p>Attitude towards school, Attitude towards the environment</p> <p>Participation in Creative, Scientific, Aesthetic skills, Performing arts, Eco Club and Health and Wellness Clubs</p>	<p>The assessment is done using specific indicators for each of the areas. The teacher needs to tick on the indicator based on the evidence collected and grades are given to the students accordingly.</p>

## Developmental theories:

### 1. Piaget's Theory of Cognitive Development

Piaget (1936) was the first psychologist to make a systematic study of cognitive development. His contributions include a theory of child cognitive development, detailed observational studies of cognition in children, and a series of simple but ingenious tests to reveal different cognitive abilities.

According to Piaget, cognitive development was a progressive reorganization of mental processes as a result of biological maturation and environmental experience. Children construct an understanding of the world around them, then experience discrepancies between what they already know and what they discover in their environment.

The theory was described to have specific stages from birth to adulthood:

Stage	Age Range	Descriptions
Sensory Motor	0-2	Coordinating of senses with motor response, sensory curiosity about the world.
Pre Operational	2-7	Symbolic thinking, use of syntax and grammar to express full concepts.
Concrete Operational	7-11	Thinking on concepts attached to concrete situations
Formal Operations	11+	Theoretical, hypothetical and counterfactual thinking

Piaget (1952) did not explicitly relate his theory to education, although later researchers have explained how features of Piaget's theory can be applied to teaching and learning.

Because Piaget's theory is based upon biological maturation and stages, the notion of 'readiness' as articulated in the theory is very relevant for any discourse in education. Readiness concerns when certain information or concepts should be taught. According to Piaget's theory children should not be taught certain concepts until they have reached the appropriate stage of cognitive development.

Piaget's theory of cognitive development is often criticized in terms of the lack of emphasis placed on the role played by the child's social world, an underestimation of the infants' and young children's cognitive competence and a lack of empirical support for qualitative changes children's cognitive ability.

### 2. Piaget's Theory of Moral Development

Piaget was also interested in three main aspects of children's understanding of moral issues which helps understand morality in the context of schooling as well.

The three main aspects were:

- Children's understanding of rules
- Children's understanding of moral responsibility
- Children's understanding of justice

Piaget found that children's ideas regarding rules, moral judgements and punishment tended to change as they got older i.e., a stage wise progression in the moral development of the child.

## Well-being Framework

Stage wise progression of moral development of children:

Stage	Age Range	Descriptions
Heterogeneous Morality	5-9	Morality imposed from the outside. Children regard morality as obeying other people's rules and laws, which cannot be changed.
Autonomous Morality	9+	Morality based on one's own rules. Children recognize there is no absolute right or wrong and that morality depends on intentions not consequences.

### 3. Kohlberg's Moral Development Theory

Kohlberg is well-known for his theory of moral development which he popularized through research studies conducted at Harvard's Center for Moral Education.

Kohlberg believed and was able to demonstrate through studies that children progressed in their moral reasoning (i.e., in their bases for ethical behavior) through a series of stages. He believed that there were six identifiable stages which could be more generally classified into three levels.

Level	Stage	Descriptions
Pre- Conventional	1	<b>Obedience and Punishment Orientation.</b> The child/individual is good in order to avoid being punished. If a person is punished, they must have done wrong.
	2	<b>Individualism and Exchange.</b>  At this stage children recognize that there is not just one right view that is handed down by the authorities. Different individuals have different viewpoints.
Conventional	3	<b>Good Interpersonal Relationships.</b> The child/individual is good in order to be seen as being a good person by others. Therefore, answers relate to the approval of others.
	4	<b>Maintaining the Social Order.</b>  The child/individual becomes aware of the wider rules of society so judgments concern obeying the rules in order to uphold the law and to avoid guilt.
Post- Conventional	5	<b>Social Contract and Individual Rights.</b> The child/individual becomes aware that while rules/laws might exist for the good of the greatest number, there are times when they will work against the interest of particular individuals.

## Well-being Framework

	6	<b>Universal Principles.</b> People at this stage have developed their own set of moral guidelines which may or may not fit the law. The principles apply to everyone. Example: human rights, justice and equality.
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Kohlberg believed that individuals could only progress through these stages one stage at a time. That is, they could not "jump" stages. They could not, for example, move from an orientation of selfishness to the law and order stage without passing through the good boy/girl stage. They could only come to a comprehension of a moral rationale one stage above their own. Thus, according to Kohlberg, it was important to present them with moral dilemmas for discussion which would help them to see the reasonableness of a "higher stage" morality and encourage their development in that direction.

Critics question the fact that whatever solution that a person picks is okay, as long as the person can base his/her solution on reasons. Basically, critics wonder if the reasoning a person uses should be enough to assess ones morality or moral behaviour. Another criticism was that moral development may not occur automatically in stages as prescribed. This development may be more related to the rewarding or punishing of a child for certain behavior. The home environment, according to some psychologists, may be more closely related to moral development than a natural progression of stages.

### 4. Erickson's Theory of Psycho-Social Development

Erikson proposed a lifespan model of development, taking in five stages up to the age of 18 years and three further stages beyond, well into adulthood. Erikson suggests that there is still plenty of room for continued growth and development throughout one's life. Erikson maintained that personality develops in a predetermined order, and builds upon each previous stage. This is called the "epigenic" principle. The outcome of this 'maturation timetable' is a wide and integrated set of life skills and abilities that function together within the autonomous individual.

Erikson's (1959) theory of psychosocial development has eight distinct stages. According to the theory, successful completion of each stage results in a healthy personality and the acquisition of basic virtues. Basic virtues are characteristic strengths which the ego can use to resolve subsequent crises.

Failure to successfully complete a stage can result in a reduced ability to complete further stages and therefore a more unhealthy personality and sense of self. These stages, however, can be resolved successfully at a later time.

Approximate Age	Psycho Social Crisis	Virtue
Infant – 18 months	Trust v/s Mistrust	Hope
18 months – 3 years	Autonomy v/s Shame and Doubt	Will
3 – 5 years	Initiative v/s Guilt	Purpose
5-13 years	Industry v/s Inferiority	Competency
13- 21 years	Identity v/s role confusion	Fidelity
21 – 39 years	Intimacy v/s Isolation	Love
40-65 years	Generativity v/s Stagnation	Care

## Well-being Framework

65 and older	Ego Integrity v/s Despair	Wisdom
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Many people find that they can relate to Erikson's theories about various stages of the life cycle through their own experiences. However, Erikson is rather vague about the causes of development - The theory does not have a universal mechanism for crisis resolution. Indeed, Erikson (1964) acknowledges his theory is more a descriptive overview of human social and emotional development that does not adequately explain how or why this development occurs. For example, Erikson does not explicitly explain how the outcome of one psychosocial stage influences personality at a later stage.

Culturally, his theory has been critiqued in two lines: 1) Although the eight stages of development occur in the same process for each individual, different cultures have their own distinctive way of influencing the development of an individual's behaviour in each stage. 2) Each generation of individuals is impacted by the events during their era, such as industrialization, urbanization, immigration, the depression, and the civil right movement.

### 5. Daniel Goleman's theory of Emotional Intelligence

Daniel Goleman described emotional competencies not as innate talents but rather learned capabilities that must be worked on and can be developed in individuals. He believed that children are born with a general emotional intelligence that determines their potential for learning emotional competencies.

Competency/ Skill	Descriptions
Self-awareness	Knowing one's emotions, strengths, weakness, drives and values and to recognize their impact on others
Self-regulation	Managing or redirecting one's disruptive emotions and impulses and adapting to changing circumstances
Social Skills	Managing other's emotions to move people in the desired direction
Empathy	Recognizing, understanding and considering other people's feelings especially when making decisions
Motivation	Motivating oneself and being driven to achieve for the sake of achievement

Critics of emotional intelligence (EI) theory and research, makes several claims. First, they argues that there are "many conflicting constructs of EI," implying that it cannot be a valid concept given this multiplicity of views. Second, they cite some research and opinion suggesting that "EI has not been differentiated from personality plus IQ." Third is about how the claim that EI determines real-world success has not been validated. Some critiques firmly believe that EI competencies should not be taught in the schools.

### 6. Ryff's Psychological Well-being

## Well-being Framework

Ryff distinguished six core dimensions and also developed an instrument that is now widely used by researchers interested in well-being. The theoretically derived dimensions of positive psychological health included Self-acceptance, Positive relations with others, Autonomy, Environmental mastery, Purpose in life, and Personal growth. Well-being according to this model is defined as a dynamic concept that includes subjective, social, and psychological dimensions as well as health-related behaviors.

	<b>High Score</b>	<b>Low Score</b>
Self-acceptance	Possesses a positive attitude towards the self, acknowledges and accepts multiple aspects of self, including good and bad qualities	Feels dissatisfied with self: is troubled about certain personal qualities, wishes to be different than what he or she is.
Positive relations with others	Has warm satisfying trusting relationships with others, concerned about other's welfare, capable of strong empathy and affection	Had few close, trusting relationships with others, find it difficult to be concerned about other
Autonomy	Is self-determined and independent. Able to resist social pressures to think and act in a certain way, regulates behaviour from within.	Its concerned about the expectations and evaluations of others.
Environmental mastery	Has a sense of mastery an competence in managing the environment, controls complex array pf external activities, makes effective use of surrounding opportunity	Has difficulty managing everyday affairs, feels unable to change or improve surrounding context.
Purpose in life	Has goals in life and a sense of directedness, holds belief that give life purpose, has aim and objective for living	Lacks a sense of meaning in life, has few goals or aims, lacks a sense of direction.
Personal	Has a feeling of continued development, sees self as growing and expanding, is open to new experiences	Has a sense of personal stagnation, lacks sense of improvement or expansion over time

The Ryff's scale is often criticized to be only an assessment framework or a tool for assessing psychological well-being of individuals.

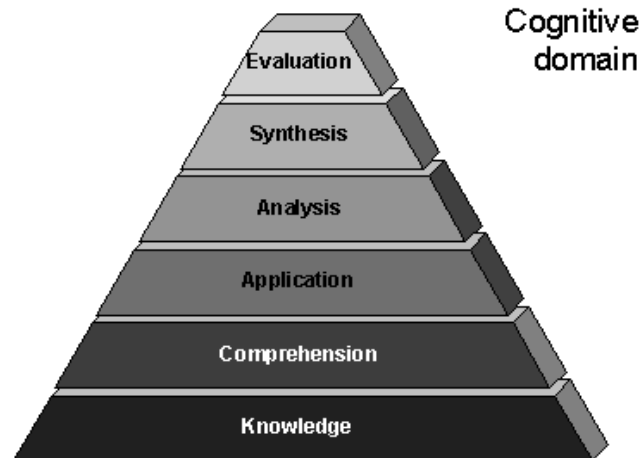
## 7. Blooms Taxonomy

Blooms Taxonomy was created by Benjamin Bloom as a method to classify forms and levels of learning. It identifies three "domains" of learning (see below), each of which is organized as a series of levels or pre-requisites. It is suggested that one cannot effectively address higher levels until those below them have been covered. It provides a basic sequential model for dealing with topics in the curriculum and it suggests a way of categorizing levels of learning.

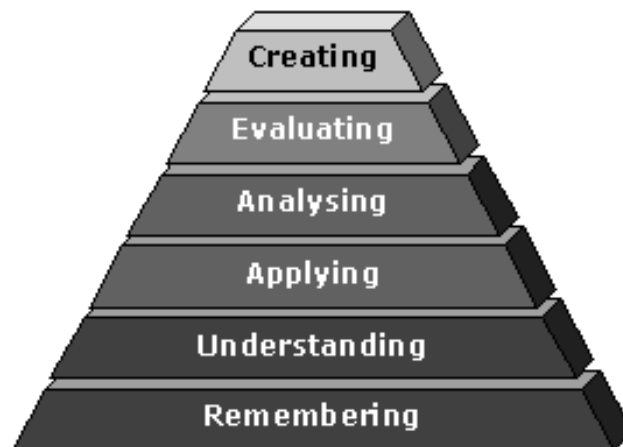
## Well-being Framework

There are three different domains that are articulated in the Bloom Taxonomy:

Cognitive: the most used of the domains, refers to knowledge structures. It can be viewed as a sequence of progressive contextualization of the material.



This was slightly modified by Anderson and Krathwohl (2001) to



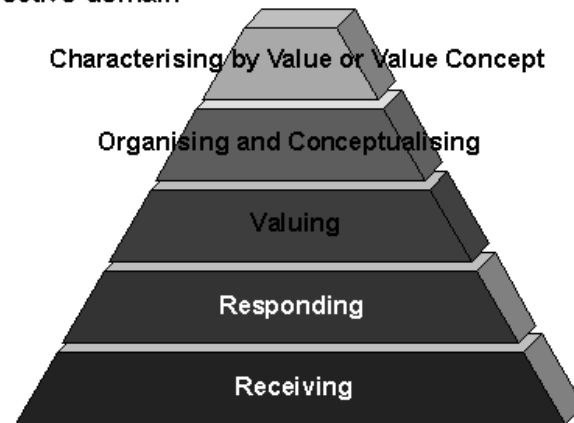
*Revised taxonomy of the cognitive domain  
following Anderson and Krathwohl (2001)*

Affective: the Affective domain has received less attention, and is less intuitive than the Cognitive. It is concerned with values, or more precisely perhaps with perception of value issues, and ranges from

## Well-being Framework

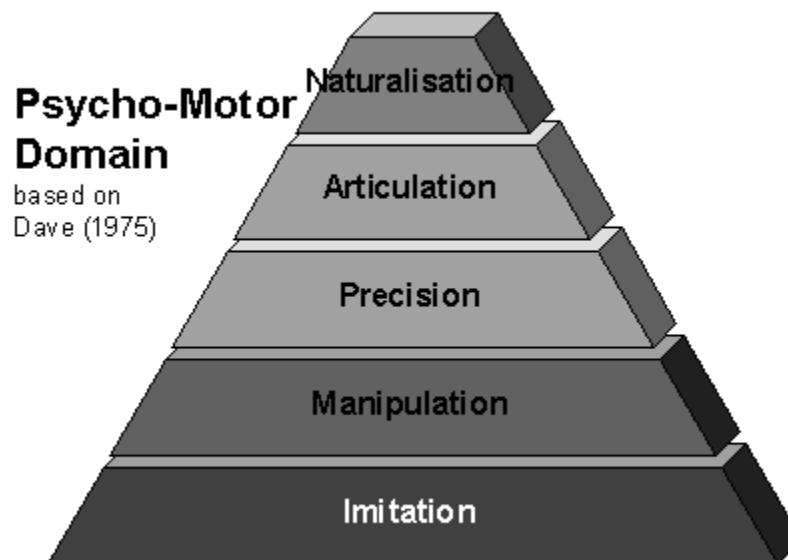
mere awareness (Receiving), through to being able to distinguish implicit values through analysis. (Kratwohl, Bloom and Masia (1964))

### Affective domain



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Psycho-Motor: Bloom never completed work on this domain, and there have been several attempts to complete it. One of the simplest versions has been suggested by Dave (1975): it fits with the model of developing skill put forward by Reynolds (1965), and it also draws attention to the fundamental role of imitation in skill acquisition.

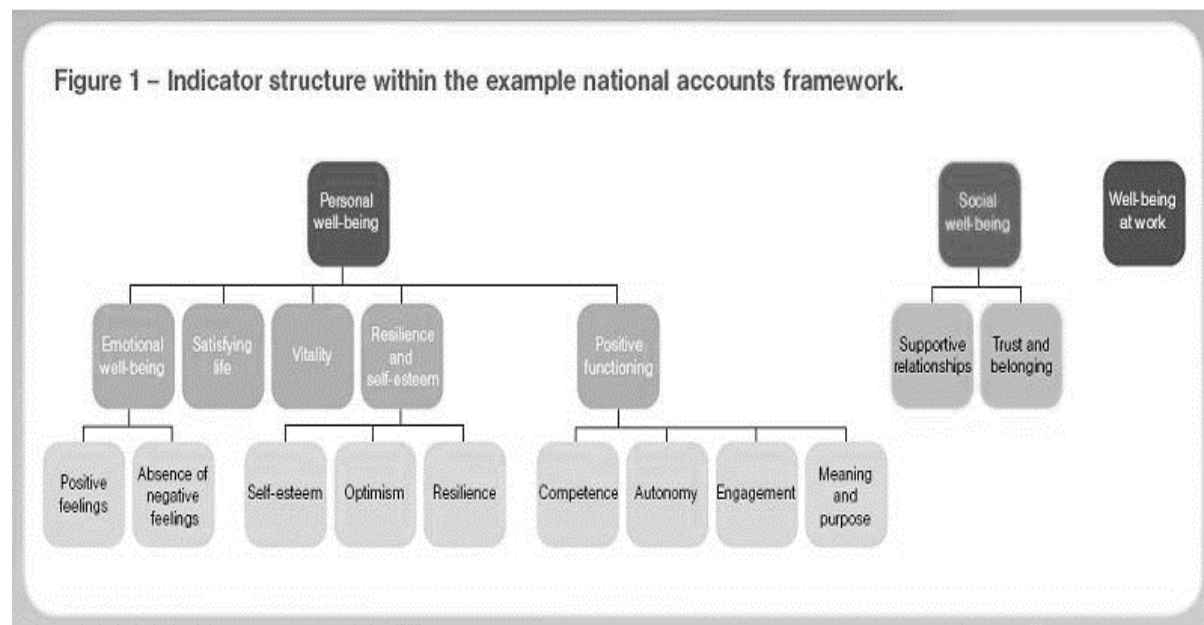


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## International frameworks and models in the Non-Cognitive Area

### 1. Personal and Social Wellbeing Framework - Europe

For long Europe has been depending on GDP to assess the wellbeing of people. However, it is quite clear that GDP is only a part of the story, and that economic success is only a means to an end. What is that end? The country has developed national indicators for assessing well-being.



Personal well-being is made up of five main components, some of which are broken down further into subcomponents. These are:

- Emotional well-being. The overall balance between the frequency of experiencing positive and negative emotions, with higher scores showing that positive emotions are felt more often than negative ones. This is comprised of the subcomponents:
  - Positive emotions – How often positive emotions are felt.
  - Absence of negative emotions – The frequency with which negative emotions are felt, with higher scores representing less frequent negative emotions.
- Satisfying life. Having positive evaluation of your life overall, representing the results of four questions about satisfaction and life evaluations.
- Vitality. Having energy, feeling well-rested and healthy, and being physically active.

## Well-being Framework

- Resilience and self-esteem. A measure of individuals' psychological resources. It comprises the subcomponents:
  - Self-esteem – Feeling good about yourself.
  - Optimism – Feeling optimistic about your future.
  - Resilience – Being able to deal with life's difficulties.
- Positive functioning. This can be summed up as 'doing well'. It includes four subcomponents:
  - Autonomy – Feeling free to do what you want and having the time to do it.
  - Competence – Feeling accomplishment from what you do and being able to make use of your abilities.
  - Engagement – Feeling absorbed in what you are doing and that you have opportunities to learn.
  - Meaning and purpose – Feeling that what you do in life is valuable, worthwhile and valued by others.

Social well-being is made up of two main components:

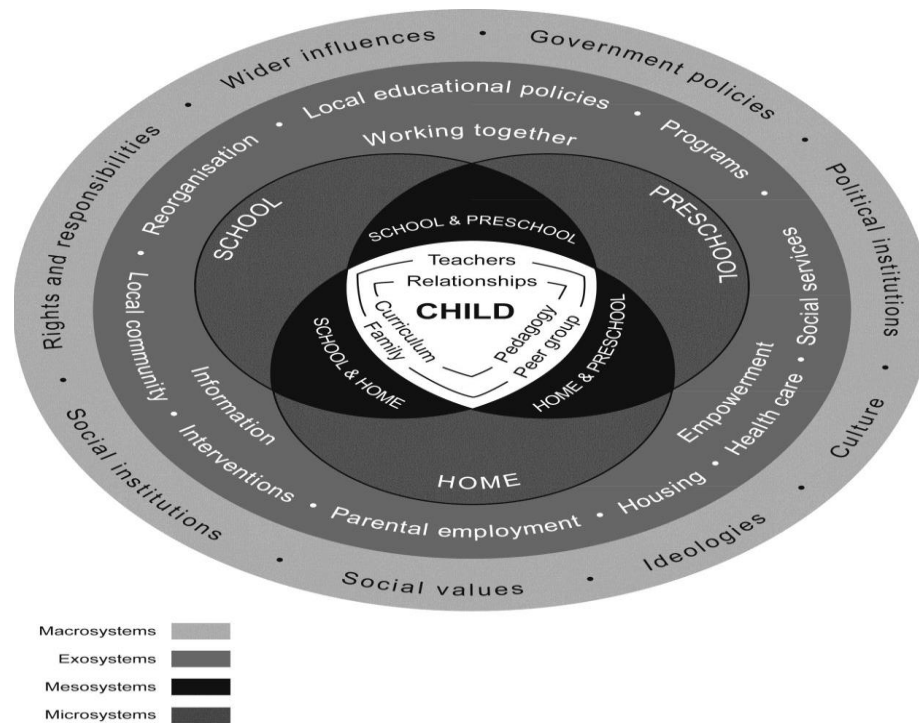
- Supportive relationships. The extent and quality of interactions in close relationships with family, friends and others who provide support.
- Trust and belonging. Trusting other people, being treated fairly and respectfully by them, and feeling a sense of belonging with and support from people where you live.

## 2. Social and emotional wellbeing of children - Australia

The Children's Headline Indicators are a set of measures designed to focus policy attention and to help guide and evaluate policy development on key issues for children's health, development and wellbeing in 16 priority areas.

The objective of the Children's Headline Indicators project is to form a core set of high-level statistics for reporting on progress in the health, development and wellbeing of children aged 0–12. Social and emotional wellbeing is a broad and multidimensional priority area. It is a holistic concept that is difficult to define, as it is inextricably linked with other aspects of children's health, development and wellbeing. The model has been based on Bronfenbrenner.

## Well-being Framework



### 3. Social and emotional aspects of learning (SEAL)

SEAL is “a comprehensive, whole-school approach to promoting the social and emotional skills that underpin effective learning, positive behaviour, regular attendance, staff effectiveness and the emotional health and wellbeing of all who learn and work in schools”

The framework is for Primary and Secondary level:

Skills	Descriptions
Self-awareness	Knowing and valuing myself and understanding how I think and feel. When we can identify and describe our beliefs, values, and feelings, and feel good about ourselves, our strengths and our limitations, we can learn more effectively and engage in positive interactions with others.
Self-regulation (managing feelings)	Managing how we express emotions, coping with and changing difficult and uncomfortable feelings, and increasing and enhancing positive and pleasant feelings. When we have strategies for expressing our feelings in a positive way and for helping us to cope with difficult feelings and feel more positive and comfortable, we can concentrate better, behave more appropriately, make better relationships, and work more cooperatively and productively with those around us.

## Well-being Framework

Motivation	Working towards goals, and being more persistent, resilient and optimistic. When we can set ourselves goals, work out effective strategies for reaching those goals, and respond effectively to setbacks and difficulties, we can approach learning situations in a positive way and maximize our ability to achieve our potential.
Empathy	Understanding others' thoughts and feelings and valuing and supporting others. When we can understand, respect, and value other people's beliefs, values, and feelings, we can be more effective in making relationships, working with, and learning from, people from diverse backgrounds.
Social skills	Building and maintaining relationships and solving problems, including interpersonal ones. When we have strategies for forming and maintaining relationships, and for solving problems and conflicts with other people, we have the skills that can help us achieve all of these learning outcomes, for example by reducing negative feelings and distraction while in learning situations, and using our interactions with others as an important way of improving our learning experience.

### 4. Who life skills

"Life Skills" is a great program under the leadership of the World Health Organization (WHO) in collaboration with different nongovernmental organizations (NGOs) and other social development organizations. This is a program to educate the people — especially the young generation — in schooling and beyond. It has clear and defined objectives for the society so that an organized, acceptable, and beneficial lifestyle is developed for everyone.

The Ten core Life Skills as laid down by WHO are:

1. Self-awareness
2. Empathy
3. Critical thinking
4. Creative thinking
5. Decision making
6. Problem Solving
7. Effective communication
8. Interpersonal relationship
9. Coping with stress
10. Coping with emotion

## Well-being Framework

### 5. CASEL

The Collaborative for Academic Social, Emotional Learning, United States of America (CASEL, 2003) is a programme to “address gaps in high and low achievers by giving skills necessary for success in school and life”. CASEL programme aims to enhance the social emotional skills in children through classroom instruction. The socio-emotional attributes covered by CASEL are self-awareness, social-awareness, self-management, relationship skills, and responsible decision making. CASEL has identified five interrelated sets of cognitive, affective and behavioral competencies. The definitions of the five competency clusters for students are:

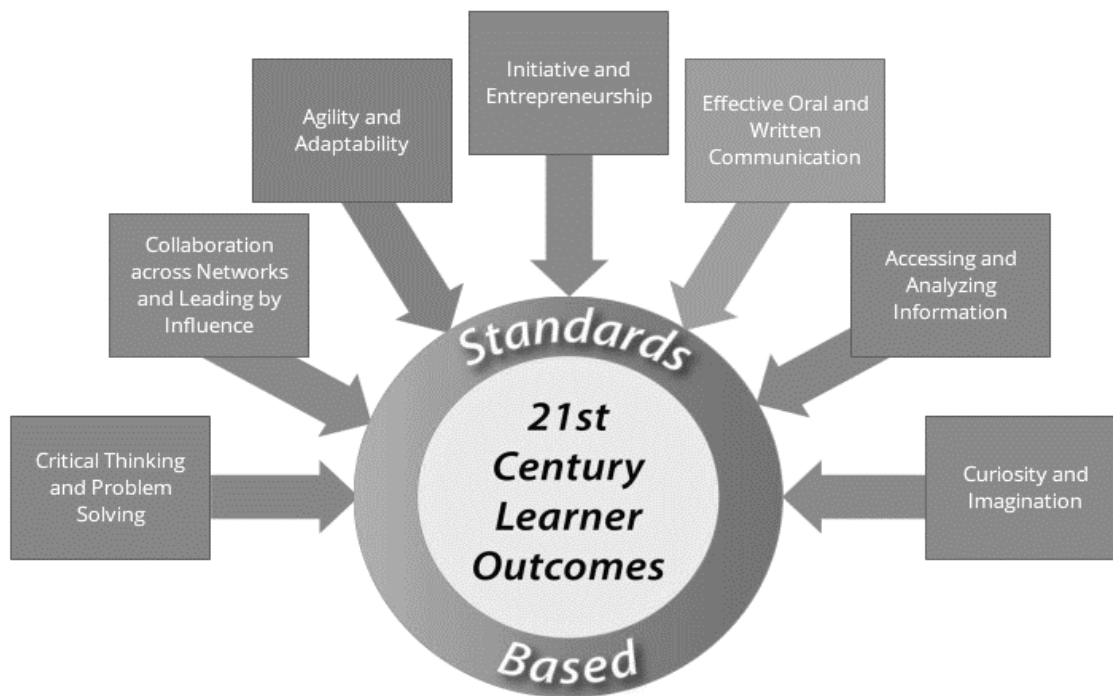
<b>Skills</b>	<b>Descriptions</b>
Self-awareness	The ability to accurately recognize one’s emotions and thoughts and their influence on behavior. This includes accurately assessing one’s strengths and limitations and possessing a well-grounded sense of confidence and optimism.
Self-management	The ability to regulate one’s emotions, thoughts, and behaviors effectively in different situations. This includes managing stress, controlling impulses, motivating oneself, and setting and working toward achieving personal and academic goals.
Social awareness	The ability to take the perspective of and empathize with others from diverse backgrounds and cultures, to understand social and ethical norms for behavior, and to recognize family, school, and community resources and supports.
Relationship skills	The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. This includes communicating clearly, listening actively, cooperating, resisting inappropriate social pressure, negotiating conflict constructively, and seeking and offering help when needed.
Responsible decision making	The ability to make constructive and respectful choices about personal behavior and social interactions based on consideration of ethical standards, safety concerns, social norms, the realistic evaluation of consequences of various actions, and the well-being of self and others.

### 6. 21st Century Learning Outcome

## Well-being Framework

Framework for 21st Century Learning was developed with input from teachers, education experts, and business leaders to define and illustrate the skills and knowledge students need to succeed in work, life and citizenship, as well as the support systems necessary for 21st century learning outcomes. The 21st century skills are a set of abilities that students need to develop in order to succeed in the information age. These are

Learning Skills	Literacy Skills	Life Skills
Critical Thinking	Information Literacy	Flexibility
Creative Thinking	Media Literacy	Initiative
Collaborating	Technology Literacy	Social Skills
Communicating		Productivity
		Leadership



## 7. Habits of Mind

The 16 habits of mind are drawn from research on human effectiveness, descriptions of remarkable performers, and analyses of the characteristics of efficacious people. These habits of mind can serve as mental disciplines. When confronted with problematic situations, students, parents and teachers might habitually employ one or more of these habits of mind

## Well-being Framework

1. Persistence
2. Managing impulsivity
3. Listening with understanding and empathy
4. Thinking flexibly
5. Thinking about thinking: metacognition
6. Striving for accuracy
7. Questioning and posing problems
8. Applying past knowledge to new situations
9. Thinking and communicating with clarity and precision
10. Gathering data through all the senses
11. Creating, imaging, innovating
12. Responding with wonderment and awe
13. Taking responsible risks
14. Finding humor
15. Thinking interdependently
16. Remaining open to conscious learning