

**Investigating the role of coordinators in the
development of an integrated process to facilitate
holistic well-being in six South African school
communities**

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DECLARATION

I the undersigned, hereby declare that the work contained in this dissertation is my own original work and that I have not previously in its entirety or in part submitted it at any university for a Magister degree.

Signature

A handwritten signature in black ink, appearing to read 'A. J. J. J.', written over a light blue grid background.

Date

2017 – 10 - 17

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ABSTRACT

Schools are utilised in various societies to deploy interventions and programmes aimed at enhancing the health and well-being of learners. The vulnerability of learners underscores the importance of ensuring that they are supported to actualise as individuals in order to promote a socially just society. The attainment thereof through a well-being approach, rather than a health promotion paradigm, requires a multi-level process understanding of enhancing well-being. As such, the development of an integrated, multi-level process within South African school communities that sets out to enhance well-being through an inclusive, holistic and proactive perspective is an innovative approach that is vital to ensuring that spaces for the flourishing thereof is enabled. The process encompasses the involvement of all school community members through engagement on individual, relational and collective levels. Against this backdrop, the purpose of this study was to contribute to the sustainable coordination of the process to enhance holistic wellbeing in South African school communities. The aim of this study was to explore the role of the coordinator in this process. The objectives were to 1) establish how the coordinators perceive their role and 2) how the team members perceive their role. Coordinators are optimally positioned to continuously engage with the school community, ensuring that needs and concerns are addressed through proactive, holistic and purposeful steering of a well-being process on multiple levels. Methodologically, the study followed a basic-descriptive qualitative research design anchored within a constructivist-interpretive research paradigm. Three data sets were collected in this study. The first data set comprised the reflexive journal kept by the researcher throughout his engagement as a well-being coordinator of a well-being support team within the integrated, multi-level well-being process, and as researcher. The second data set included semi-structured individual interviews with four coordinators of WBSTs towards the end of their fifteenth-month involvement in the larger research project. Based on the data collected from the second data set, further topics were identified to be explored in

the next data set. The third data set encompassed two semi-structured focus group interviews with seven well-being support team members.

Following a thematic analysis, five main themes emerged: 1) Mind shifts experienced in the role as coordinator; 2) responsibilities within the well-being support team; 3) responsibilities within the broader school community and beyond; 4) strengths perceived as essential to the role of WBST coordinator and 5) the steering of the process to ensure sustainability.

The study's findings indicated that as part of the process of steering well-being enhancement in their school communities, coordinators took on various roles similar to that of a community psychologist, as described in the work of Nelson and Prilleltensky (2010). These included the coordinator as a visionary, leader, listener and sense-maker, asset-seeker, inclusive host, and evaluator and implementer. The complexity of an integrated process to facilitate well-being is thus mirrored in the coordinator's role, in which they undertake various tasks. Through their synergy, the steering of proactive and holistic well-being is supported. In view of the findings of the study, recommendations are made for practice, policy development and future research.

Keywords: Holistic well-being, school communities, coordinators, complexity perspective, relational perspective, qualitative research, enhancement.

OPSOMMING

Skole word in 'n verskeidenheid samelewings benut om intervensies en programme te ontplooi wat daarop gemik is om leerders se gesondheid en welwees te versterk. Die leerders se kwesbaarheid beklemtoon die belangrikheid daarvan om te verseker dat hulle ondersteun word om as individue te aktualiseer met die doel om 'n sosiaal regverdigte sameleving te bevorder. Om dít deur 'n welwees-benadering eerder as 'n gesondheidsbevorderingsparadigma te bereik, vereis 'n multivlakproses-begrip van die versterking van welwees. As sulks is die ontwikkeling van 'n geïntegreerde multivlak-proses binne Suid-Afrikaanse skoolgemeenskappe, wat dit ten doel het om welwees deur 'n inklusiewe, holistiese en proaktiewe perspektief te versterk, 'n innoverende benadering wat kritiek is daarin om seker te maak dat ruimtes beskikbaar gemaak word waar dit kan floreer. Die proses behels dat alle lede van die skoolgemeenskap op individuele, relasionele en kollektiewe vlakke betrek word. Teen hierdie agtergrond was die doel van hierdie studie om by te dra tot die volhoubare koördinasie van die proses om holistiese welwees in Suid-Afrikaanse skoolgemeenskappe te verbeter. Die studie was daarop gemik om die rol van die koördineerder in hierdie proses te ondersoek. Die doelwitte was om te bepaal 1) hoe die koördineerders hul rol beskou en 2) hoe die spanlede hul rol beskou. Koördineerders is optimaal geposisioneer om deurgaans met die skoolgemeenskap in wisselwerking te wees, wat sal verseker dat behoeftes aangespreek word deur die proaktiewe, holistiese en doelgerigte stuur van 'n welweesproses op veelvuldige vlakke.

Metodologies volg die studie 'n basies-deskriptiewe, kwalitatiewe navorsingsontwerp geanker in 'n konstruktivistiese-interpretivistiese navorsingsparadigma. Drie datastelle is versamel. Die eerste is die refleksiewe dagboek wat die navorser gehou het tydens sy betrokkenheid as die welweeskoördineerder van 'n welwees-ondersteuningspan binne die geïntegreerde multivlak-proses, en ook as navorser op sigself. Die tweede datastel bestaan uit semi-gestruktureerde individuele onderhoude met vier koördineerders van welwees-ondersteuningspanne aan die einde van hul vyftienmaand-betrokkenheid by die groter

navorsingsprojek. Op grond van die data wat in die tweede datastel versamel is, is verdere onderwerpe geïdentifiseer wat in die volgende datastel verken kon word. Die derde datastel bestaan uit twee semi-gestruktureerde fokusgroep-onderhoude met sewe lede van 'n welwees-ondersteuningspan.

Ná 'n tematiese ontleding het vyf temas na vore gekom: 1) Veranderinge in denkwyse wat in die rol van die koördineerder ervaar is; 2) verantwoordelikhede binne die welwees-ondersteuningspan; 3) verantwoordelikhede binne die wyer skoolgemeenskap en verder; 4) sterk punte wat ervaar is as kritiek tot die rol van die welweeskoördineerder en 5) die stuur van die proses om volhoubaarheid te verseker.

Die studie se bevindinge het aangedui dat die koördineerders as deel van die stuurproses van welweesversterking in die skoolgemeenskap verskeie rolle gespeel het wat soortgelyk is aan dié van 'n gemeenskapsielkundige, soos beskryf in die werk van Nelson en Prilleltensky (2010). Hierdie rolle sluit in die visionêr, leier, luisteraar en sinmaker, batesoeker, inklusiewe fasiliteerder, en evalueerder en implementeerder. Die kompleksiteit van 'n geïntegreerde proses om welwees te fasiliteer word dus weerspieël in die koördineerder se rol, waarin hulle verskeie take onderneem. Deur hulle sinergie word die stuur van proaktiewe en holistiese welwees ondersteun. In die lig van die studie se bevindinge word aanbevelings gemaak vir praktyk, beleidsontwikkeling en toekomstige navorsing.

Sleutelwoorde: Holistiese welwees, skoolgemeenskappe, koördineerders, kompleksiteitsperspektief, relasionele perspektief, kwalitatiewe navorsing, welweesversterking.

TABLE OF CONTENTS

Acknowledgements	ii
Abstract	iii
Opsomming	v
Table of Contents	vii
CHAPTER 1: INTRODUCTION AND ORIENTATION TO THE STUDY	
1.1. Introduction and background to the study	1
1.2. Problem statement	2
1.3. Purpose and aims of the study	6
1.4. Research design and methodology	6
1.4.1. Research paradigm	6
1.4.2. Research design	7
1.4.3. Selection of participants	8
1.4.4. Data gathering	9
1.4.5. Data analysis	10
1.4.6. Rigour of the study	11
1.4.7. Ethical considerations	11
1.5. Key Concepts	12
CHAPTER 2: LITERATURE STUDY	
2.1. Introduction	14
2.2. Advances in health promotion	15
2.2.1. The World Health Organisation and Ottawa Charter	15
2.2.2. The Health Promoting School	17
2.2.2.1. Benefits of the health promotion paradigm within schools	20

2.2.2.2. Limitations of the health promotion paradigm within schools	21
2.3. The well-being approach	24
2.3.1. The promotion of well-being: integrating community psychology and positive psychology perspectives	25
2.3.2. General well-being literature	29
2.3.3. School well-being literature	40
2.4. Support in schools linked to the promotion of well-being in schools	45
2.5. The coordination of well-being in a school context	56
2.6. Summary	60

CHAPTER 3: THEORETICAL FRAMEWORK FOR THE STUDY

3.1. Introduction	62
3.2. Transformational leadership	62
3.3. Living theory	64
3.4. Transactive goal dynamics theory	65
3.5. Relational Coordination Theory	66
3.6. Complex Responsive Process	67
3.7. Summary	70

CHAPTER 4: RESEARCH DESIGN AND METHODOLOGY

4.1. Introduction	72
4.2. The research context	72
4.3. The research process	75
4.4. Research paradigm	77
4.5. Research design	78
4.6. Research methodology	80
4.6.1. Selection of participants	80
4.6.2. Data gathering	83

4.6.3.	Data analysis	86
4.7.	Rigour of the study	87
4.8.	Ethical considerations	88
4.9.	Summary	92
CHAPTER 5: FINDINGS OF THE STUDY		
5.1.	Introduction	93
5.2.	Presentation of findings	94
5.2.1.	Theme 1: Mind shifts experienced in the role as coordinator	94
5.2.1.1.	Subtheme 1.1: From ignorance about contextual challenges to a deepened awareness of the need to care for learners	94
5.2.1.2.	Subtheme 1.2: From distancing and blaming to becoming agents of change	99
5.2.2.	Theme 2: Responsibilities within the well-being support team	105
5.2.2.1.	Subtheme 2.1: Actively involve members across all levels in the teams	106
5.2.2.2.	Subtheme 2.2: Engage team members in ongoing conversations	108
5.2.2.3.	Subtheme 2.3: Enhance the agency of WBST members	110
5.2.2.4.	Subtheme 2.4: Challenges faced in their role as coordinators within the team	113
5.2.3.	Theme 3: Responsibilities within the broader school community and beyond	114
5.2.3.1.	Subtheme 3.1: Engaging members of the broader school community	115
5.2.3.2.	Subtheme 3.2: Get buy-in and consistently liaise with Management	118
5.2.3.3.	Subtheme 3.3: Develop support networks	119

5.2.4.	Theme 4: Strengths perceived as essential for the role of WBST coordinator	121
5.2.4.1.	Subtheme 4.1: Being attentive and observant	121
5.2.4.2.	Subtheme 4.2: Resilience amidst negativity based on contextual challenges	122
5.2.4.3.	Subtheme 4.3: Open and flexible style	124
5.2.5.	Theme 5: Steering the process to ensure sustainability	125
5.2.5.1.	Subtheme 5.1: Understanding well-being support needs in their contexts	126
5.2.5.2.	Subtheme 5.2: Guide implementation and integration of well-being related activities	129
5.2.5.3.	Subtheme 5.3: Management of resources	131
5.2.5.4.	Subtheme 5.4: Skills acquired to steer the process	133
5.3.	Discussion of findings	135
5.3.1.	Theme 1: Mind shifts experienced in the role as coordinator	135
5.3.2.	Theme 2: Responsibilities within the well-being support team	138
5.3.3.	Theme 3: Responsibilities within the broader school community and beyond	142
5.3.4.	Theme 4: Strengths perceived as essential for the role of WBST coordinator	145
5.3.5.	Theme 5: Steering the process to ensure sustainability	146
 CHAPTER 6: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS		
6.1.	Introduction	152
6.2.	Brief overview of the research	152
6.3.	Conclusions	155
6.3.1.	The coordinator as a visionary	156
6.3.2.	The coordinator as a leader	156

6.3.3. The coordinator as a listener and sense maker	156
6.3.4. The coordinator as asset-seeker	157
6.3.5. The coordinators as an inclusive host	157
6.3.6. The coordinator as evaluator and implementer	158
6.3.7. Coordinator strengths perceived as essential for the role of WBST coordinator	159
6.3.8. Summative conclusion	159
6.4. Recommendations	160
6.4.1. Recommendations for practice	160
6.4.2. Recommendations regarding policy development	162
6.4.3. Recommendations for future research	163
6.5. Limitations of the study	164
6.6. Reflecting on my research journey	165
6.7. A final word	165
LIST OF REFERENCES	166
ADDENDA	191
DECLARATION OF LANGUAGE EDITOR	238
TURNITIN REPORT	239

LIST OF DIAGRAMS

Diagram 5.1.	93
Overview of themes and subthemes	

LIST OF TABLES

Table 4.1.	72
Overview of Western Cape Educational context	
Table 4.2.	74
Demographic of school communities	
Table 4.3.	74
Description of school contexts	
Table 4.4.	76
Overview of the research process	
Table 5.1.	128
Overview of needs within the school communities	

CHAPTER 1

INTRODUCTION AND ORIENTATION TO THE STUDY

1.1. Introduction and background to the study

Schools are primary settings for the promotion of health and well-being (Kendal, Callery, & Keele, 2011; Konu & Rimpelä, 2002; Langford et al., 2015; Wyn, Cahill, Holdsworth, Rowling, & Carson, 2000). The World Health Organisation advocates that schools need to be enabling environments in which healthy living, learning and working are facilitated (Kickbusch; 2003). As a result of this advocacy, various programmes and interventions have been developed and deployed with the aim of promoting health and well-being in schools (Konu, Alanen, Lintonen, & Rimpelä, 2002). These programmes, according to Mükoma and Flisher (2004), have some influence on the promotion of health, yet are often limited to traditional health interventions which ignore various important constituents of well-being (Konu & Rimpelä, 2002). Another concern is that the importance of the school community, surroundings, and relational dynamics between learners, parents and teachers is underplayed in the development of health programmes (La Placa, McNaught, & Knight, 2013; Prilleltensky, 2005).

Recent literature proposes an expansion of these programmes to include a focus on happiness, quality of life and well-being. Various researchers choose to employ, operationalise and utilise well-being as concept (La Placa et al., 2013; Ng & Fisher, 2013). Well-being is a positively charged concept that is inclusive and has a holistic outlook (White, 2008). It integrates subjective, material and relational dimensions, placing them within the contexts of time and space. The relationship and interdependence between these dimensions presuppose the idea that well-being takes on different forms in different contexts. It is a dynamic process that arises through various interplays between actors (Bradshaw, Keung, Rees, & Goswami, 2011; La Placa et al., 2013). Researchers have made

significant contributions in defining well-being as a concept that can be operationalised in various contexts. Using Erik Allardt's sociological theory of welfare, Konu and Rimpelä (2002) propose a School Well-being Model that integrates objective and subjective indicators of well-being, including the management of school conditions, social relationships, the means of self-fulfilment and health status. Well-being is embedded in teaching and learning as well as in the immediate surroundings, and requires all partners within the community's support to enhance a climate conducive to well-being (Cefai & Cavioni, 2015; Konu & Rimpelä, 2002). The understanding of well-being promotion in schools as a broader construct implies that the facilitation thereof cannot be a linear, once-off event and must instead be an integrated, multi-level process that focuses on individual, relational and collective well-being, as proposed by Prilleltensky (2005).

This study is part of a research project funded by the National Research Foundation. The project is informed by the broader understanding of the promotion of mental health and well-being. The purpose of the larger project is to contribute to a shift in focus from a traditional, ameliorative approach to a dynamic, transformative approach to the promotion of mental health and well-being in schools. The aim of this larger project has been to develop an integrated, multi-level process to facilitate the promotion of holistic well-being in six school communities in the Western Cape, South Africa. The establishment of well-being support teams has been an essential part of this project. Each team is led by a coordinator, who was nominated by colleagues in their schools and volunteered to take this position, which has no formal status within the school context. The focus of this study is on the role of these coordinators in the development of an integrated, multi-level process to facilitate the promotion of holistic well-being in the participating school communities.

1.2. Problem statement

The objective of promoting the health and well-being of school learners has engendered various formalised global programmes and interventions (Bonhauser, 2005; Haraldsson, et al., 2008; Konu et al., 2002; Roffey, 2014; Wyn et al., 2000). These programmes invest in

learners' acquisition of skills and knowledge in order for them to function optimally in society. Programmes include interventions focusing on nutrition, physical activity, the use of tobacco and alcohol, multiple risk behaviour, sexual health, mental health, violence and hand-washing (Konu & Rimpelä, 2002; Langford et al., 2015). Langford et al. (2015) found these interventions to have efficacy in the promotion of some aspects of health among learners at schools.

In the South African context, various health-related needs have been identified, with relevant interventions being researched, planned and implemented. Existing programmes focus on addressing sexual and reproductive health (Frohlich et al., 2014; Taylor et al., 2014), the prevention of suicide (Schlebusch, 2012), the prevention of HIV (Cupp et al., 2008; Mason-Jones, Flisher, & Mathews, 2011) and school violence (Van der Merwe, 2011). These programmes have added value to the attainment of health among learners. However, there are some concerns regarding the paradigm of health promotion, as well as the implementation of health promotion programmes.

Firstly, these health promoting programmes could be deemed reactive, individual, alienating and deficit-based in nature and therefore “foster patienthood instead of health, citizenship, and democracy” (Prilleltensky, 2005, p. 59). Health promoting interventions focus on addressing what is lacking, rather than on fostering an environment that strengthens, empowers and supports the flourishing of the school community and its members. Secondly, as a result of a reactive design approach, programmes are often unsustainable. They are often employed to address specific targets, but considering that their focus is the symptoms of problems and not the societal and community dynamics that influence them, interventions rarely last. The dynamics of ill-causing processes changes, and as such interventions are rendered obsolete. Prilleltensky (2005) argues that “[u]naltered, toxic environments produce stress and illness that take on the most resilient people” (p. 60). A paradigm shift is necessary in which strategies for the attainment of well-being focus on strengths, prevention, empowerment and community conditions (SPECS) that attend to the

various sites, signs and sources. This shift will support the enhancement of well-being within school communities to enable spaces for the actualisation of the community and its members.

Various studies conducted within South Africa have explored well-being. Researchers have investigated psychosocial well-being (Van Schalkwyk & Wissing, 2010), the socio-demographic variables influencing psychosocial well-being (Khumalo, Temane, & Wissing, 2011), subjective well-being (Savahl et al., 2015) and spiritual well-being and lifestyle choices (Jacobs, Viljoen, & Van der Walt, 2012). Kirsten, Van der Walt and Viljoen (2009) argue that the attainment of well-being should be conducted multi-dimensionally and multi-disciplinarily. These authors promote a holistic, anthropological, ecosystemic approach to health, well-being and wellness which emphasises the constant interaction between the ecological, biological, psychological, spiritual and metaphysical contexts.

Despite international and local advances within the promotion of well-being, the attainment thereof within schools in South Africa is currently driven from a health promoting paradigm (Donald, Lazarus, & Lolwana, 2002), and can be described as ameliorative rather than transformative, as suggested by the SPECS approach (Prilleltensky, 2005). Education support services in South Africa focus mainly on assisting learners who experience problems or barriers to learning. In South Africa, Inclusive Education was adopted as a strategy “for addressing the learning needs of all vulnerable and marginalised learners” (Motitswe, 2014, p. 259). The rationale behind this strategy is to accommodate various learners’ needs, thereby enhancing social justice and equity. The Department of Education has accepted Education White Paper 6, “a policy framework that directs the building of a single, inclusive system of education and training” (Department of Basic Education, 2009, p. 1). School-based Support Teams and Institutional Level Support Teams are endowed with the responsibility of attending to learners who are facing barriers to learning, as well as directing developmental and preventive action (Department of Basic Education, 2009; Donald et al.,

2002; Du Toit, Eloff, & Moen, 2014). These teams, together with District-based Support Teams, aim to provide coordinated professional support.

Although the SBST and ILST are making valuable contributions, various concerns are raised by Motitswe (2014). He states that there is a lack of direction and guidance regarding the function and composition of these teams. Furthermore, he notes that limited preventative actions are implemented by these teams, which suggests that their focus is reactive rather than proactive. The teams aspire to support learners with barriers to learning, instead of finding ways to minimise these barriers through proactive, holistic, integrated and goal-orientated processes. Thus, although these teams are operational, they are not focused on the facilitation of a sustainable well-being process. The implication of this limitation is that the various activities implemented and driven by the Department of Education, private organisations and non-governmental organisations, which are aimed at improving the well-being of learners, are presented in a fragmented, piecemeal way that fails to address the complexity of well-being enhancement.

In view of the abovementioned arguments, it seems clear that current actions taken towards enhancing holistic well-being in schools in South Africa are haphazard in nature, due to the fact that no-one in particular takes responsibility for the process. However, there is no literature available on the role that a well-being coordinator can play in South African school communities, for the simple reason that such a position did not exist to date.

This study intends to address the problem of limited knowledge on the role of a coordinator responsible for facilitating a process that enables and sustains holistic well-being by answering the following research question:

What does the role of the coordinator of a well-being support team in an integrated multi-level process to facilitate holistic well-being in a school community encompass?

Knowledge obtained from this study will help inform the development of the roles, responsibilities and guidelines that are needed to coordinate, facilitate and sustain well-being in schools.

1.3. Purpose and aims of the study

The *purpose of the study* is to contribute to the sustainable implementation of a multi-level process to facilitate the promotion of holistic well-being in South African school communities through effective coordination. The *aim of the study* is to obtain knowledge about the role of a coordinator in an integrated, multi-level process to facilitate the promotion of holistic well-being in South African school communities.

1.4. Research design and methodology

A brief overview of the research design and methodology is presented here. A comprehensive discussion of the research design and methodology is presented in Chapter 4.

1.4.1. Research paradigm

This research was conducted within a constructivist-interpretive paradigm. The ontological perspective of this paradigm is that reality is socially constructed in the interactions between people within their local contexts (Alvesson & Sköldbberg, 2009; Willis, Jost, & Nilakanta, 2009). As individuals engage with their world, they develop subjective meanings in relation to their experiences, in this case their experiences of coordinating a well-being support team (Creswell, 2007). Epistemologically, the paradigm implies that knowledge is a human product constructed socially and culturally through interactions (Denzin & Lincoln, 2013; Kim, 2001). The various interactions between coordinators create a shared knowledge base regarding the coordination of well-being. Methodologically, the paradigm supports inquiry into the perspectives and processes that underscore the engendering of knowledge (Fuller & Loogma, 2009).

1.4.2. Research design

In this study, a basic-descriptive qualitative research design was applied because the role of coordinators in facilitating well-being is regarded as a new development that has not yet been described. The design provided for an insider's viewpoint on social action through the investigation into the inner experiences of individuals (Babbie, Mouton, Vorster & Prozesky, 2001; Corbin & Strauss, 2010). The social actor's view stands central to the investigation of a particular phenomenon and allows the researcher to capture the individual's perspective whilst studying the relation between human or social problems and the subsequent meanings ascribed to them by individuals or groups (Bless, Higson-Smith & Sithole, 2013; Creswell, 2007). In this study, the design enabled an understanding of the role of coordinators in an integrated, multi-level process to facilitating holistic well-being, through the generation of rich and thick descriptions of the role from the perspective of the coordinators and team members. Thus, the coordinator's role could be understood in its specific natural context, from each respondent's frame of reference.

In the larger research project of which this study forms part, a participatory action learning and action research design was applied. The participatory approach complemented the qualitative research approach as it allowed the researcher, who is a coordinator in one of the schools, to actively engage with the participants in his research process to attain knowledge of his own and others' experiences of their role (Babbie et al., 2001; Bless et al., 2013). Participatory action research promotes sustainable empowerment as research is conducted through a collaborative effort of research, action and reflection cycles (Marshall & Rossman, (2006). Participation during the research process had various advantages. Firstly, it allowed the researcher to obtain a deeper understanding of the coordination of well-being through engagement with other WBST coordinators. Secondly, through this partnership, the coordinator was empowered with knowledge that informed the coordination of well-being enhancement. Thirdly, the collaborative effort contributed to the establishment of a shared

knowledge base between the six school communities. Finally, the inclusion of the participants' knowledge enhanced the social meaningfulness of the process.

1.4.3. Selection of participants

The population from which the participants for this study were selected included teachers, parents and learners from six schools in the Cape Winelands District of the Western Cape Province, South Africa, already involved in the larger research project, as explained in Section 1.1.

Participants *directly involved* in this study included:

1) The WBST coordinators from six schools: four from the primary schools and two (including the researcher) from the secondary and the combined school involved in the project. The coordinators were conveniently sampled for this study, as they had already been purposively selected to participate in the larger project (Bless et al., 2013).

2) WBST team members across the six schools, including a parent and teacher from each of the six well-being teams and two learners from each of the secondary and the combined schools. Initial planning made provision for 16 WBST members. The participants were selected purposively to include representatives from each group, i.e. teachers, parents and learners, ensuring that various perspectives on the role of the coordinator are obtained. Purposive sampling allowed the selection of participants who exhibit certain features, giving the researcher the opportunity to explore and understand emerging themes (Ritchie et al., 2003).

Participants *indirectly involved* in this study included all the other team members of the six WBSTs who participated in the larger project on the development of an integrated multi-level process to facilitate sustainable well-being in school communities. These individuals were deemed co-researchers, as their involvement was driven from a participatory action

learning and action research approach (PALAR), valuing collaboration and communication (Kearney, Wood & Zuber-Skerritt, 2013; Zuber-Skerritt, Wood & Louw, 2015). The data collected during the participatory action learning process, and in particular during the workshop at the onset of the process; the action learning set meetings conducted at the school where the researcher acts as coordinator; the action learning set meetings with the coordinators of the six schools; and the feedback through reports also informed the researcher's understanding of the role of the coordinators.

1.4.4. Data gathering

The gathering of data for this study encompassed the acquisition of **three data sets**:

The **first data set** consists of field notes, observations and reflections that the researcher gathered during his involvement as WBST coordinator of the combined school in the six action learning set meetings conducted at the school during the PALAR process. The participatory-action-learning-action-research process combines action research and action learning, benefitting the participants involved (Kearney et al., 2013; Zuber-Skerritt et al., 2015). This process employed action learning sets and workshops where WBSTs worked together to enable, enhance and maintain well-being in their school communities. These learning sets and workshops created valuable opportunities for capturing data that pertains to, among other things, the coordination of well-being and what roles, responsibilities and guidelines should equip the process of coordination. The PALAR process continued for a period of 15 months. Regular reflection has been promoted during the PALAR process as it supports the critical engagement of coordinating well-being. The researcher's reflections on actions, choices and presuppositions during the PALAR process were entered into a reflexive journal (Ortlipp, 2008). The researcher had access to the recordings and notes made during the sessions. Data which are relevant to the role of the coordinator obtained from the action learning set meetings and workshops facilitated by the project leader also informed the study.

The **second data set** was generated through semi-structured individual interviews with four of the six coordinators employing an interview guide approach – excluding the researcher and one coordinator who accepted a position at another school and was therefore no longer involved in the project. An interview guide was developed to serve as a general plan of enquiry, but the order and phrasing of the questions were informed by the flow of the interaction (Babbie et al., 2001). An interview guide ensures the generation of extensive and rich data by selecting topics in advance, but allows for open discussion during the interview (Gillham, 2005; McMillan & Schumacher, 2014). The applied method allowed for optimal exploration of the perceptions of coordinators regarding the guidance of coordination.

The **third data set** was generated through two semi-structured focus group interviews with team members from the six schools. Focus group interviews allow the creation of a space where meaning can be constructed together as a group (Babbie et al., 2001; McMillan & Schumacher, 2014). The focus group interviews allowed the researcher to explore the perceptions, experiences, similarities and differences in the opinions of the respondents regarding the steering of coordination of well-being in school communities. The focus group interviews allowed for the crystallisation, confirmation and elaboration of data collected through the semi-structured interviews with the coordinators.

1.4.5. Data analysis

The analysis of the data gathered in this study entailed an inductive analysis, whereby meaning was constructed through the process of obtaining data, identifying categories and patterns, culminating in the emergence of general themes and conclusions (McMillan & Schumacher, 2014). The various steps of thematic analysis, as proposed by Braun and Clarke (2006), were applied. Initially, the researcher became familiar with data collected through repeated reading of the various data sets. Codes were then generated from the data. During this process, it was possible to obtain an idea of potential themes. Through continued discussions between the researcher and supervisor, various themes were

identified and reviewed, after which these were defined and named. These themes and sub-themes were refined and finalised to present an understanding of the role that coordinators play in the facilitation and sustaining of holistic well-being in South African school communities.

1.4.6. Rigour of the study

The rigour of the study was enhanced through the application of Tracy's (2010) eight criteria for qualitative research. These criteria included: the selection of a worthy topic, rich rigour, sincerity, credibility, resonance, significant contribution, ethical and meaningful coherence. The ways in which these criteria were applied in this study will be discussed in detail in Chapter 4.

1.4.7. Ethical considerations

The ethical principles endorsed by the Constitution of South Africa (1996) guided the activities the researcher engaged in, to ensure the safety and protection of human rights. Ethical clearance for the larger project (the establishment of the well-being teams within the six schools involved in the participatory action learning and action research process) had already been obtained by the project leader. The ethical clearance number for the project is NWU-00160-15-A2. Before conducting this specific study, the Ethics Committee of the Faculty of Education Sciences at the North-West University endorsed the study to ensure that ethical standards outlined in research literature are met (Babbie et al., 2001).

Permission to conduct both the larger project and this study was also obtained from the Western Cape Education Department. The ethical considerations applied in the study included voluntary participation, partial confidentiality, protection of participant identity and the sharing, safeguarding and storage of data.

All participants were informed that participation was voluntary and that they were allowed to withdraw from the study any stage without fear of differential treatment. Due to the nature of the study, only partial confidentiality was feasible. Participants' anonymity was ensured

through the allocation of a code during the reporting of data to protect their identities. The data collected in this study was only shared with the supervisor. The researcher refrained from discussing the data with the coordinators or WBST members. The data was kept safe and access was limited to the researcher, the supervisor and the transcriber of the recordings. The raw data, recordings and transcripts, both as hard and digital copy, were safely stored on the computers of the researcher and the supervisor. Access could only be obtained with a password known to the researcher and the supervisor. On completion of the study, the data gathered for this study will be stored at the Faculty of Education Sciences of the North-West University for a period of seven years.

The dissemination of the results will include feedback sessions with representatives of the various schools' Management Teams, Governing Bodies and Institute-Level Support Teams. These units will be informed about the findings of the study, as discussed in Chapter 5, along with the recommendations made by the researcher.

1.5. Key Concepts

Holistic well-being

Holistic well-being refers to a positive state of affairs where the personal, relational and collective needs of individuals and communities are met (Evans & Prilleltensky, 2007). In concurrence, it is described as the successful integration of subjective, material and relational dimensions that are in constant dynamic interactions, enabling spaces for these needs to be met (Bradshaw et al., 2011; La Placa et al., 2013; White, 2008). The relationships and interdependence between these dimensions presuppose the idea that well-being takes on different forms in different contexts and should therefore be perceived as a dynamic construct.

Well-being support teams (WBST)

Well-being support teams in this study refer to groups of teachers, learners and parents who voluntarily become part of a team in their school community which focuses on the

promotion of holistic well-being. The role of the well-being support teams in the larger research project has been to participate in an action learning, action research process in which members are considered to be co-researchers. The role of these teams in their respective schools is to implement, coordinate, encourage and sustain activities that facilitate holistic well-being. The WBST teams also regularly reflect on the process by documenting progress and negotiating new activities or revising existing activities to optimally enhance holistic well-being. Recent literature indicates the importance of some form of leadership in the promotion of well-being (Alliance for a Healthier Generation, 2013; Graetz et al., 2008), which confirms the importance role of such teams.

Well-being support team coordinators

Well-being support team coordinators are teachers in the respective school communities participating in the research who were nominated due to their position within the school (e.g. Life Orientation teacher; ILST member; head of department) and who agreed to take this position. The coordinators were appointed to facilitate ongoing discussions and cooperative decision-making processes, guide the implementation of well-being activities through the delegation of duties, manages resources and liaison with relevant stakeholders, organisations and structures.

CHAPTER 2

LITERATURE STUDY

2.1. Introduction

Three eras of public health movements can be identified in recent history, resulting in a clear progression of how health is understood and addressed, as well as the subsequent changes in definitions and actions it has elicited in the process of its development. The first era addressed sanitary conditions, infectious diseases and communicable diseases. The second era emphasised the relationship between the behaviour of an individual towards the likelihood of chronic diseases and premature death (Breslow, 2006; Kickbusch, 2003). The third era transcends these notions of health to encompass the maintenance and development of health, not merely addressing communicable and chronic diseases.

During the last century, schools were utilised as a primary venue for the delivering of education and practices pertaining to the promotion of health. Through the delivery of immunisation and screening services to learners, the development of diseases later in life was prevented (Mohammadi, Rowling & Nutbeam, 1998). This traditional approach to the attainment of health focused on influencing the knowledge, attitudes and behaviour of learners (Clift & Jensen, 2005). Learners were provided with health education, acquiring knowledge and skills that would lead them to make healthy lifestyle choices or reconsider behaviour that was deemed unhealthy. Various interventions aimed at influencing healthy behaviour were developed and deployed (Konu & Rimpelä, 2002; Mohammadi et al., 2010). The past four decades have seen steady progress being made towards improving knowledge and skills related to the promotion of health (Keshavarz, Nutbeam, Rowling, & Khavarpour, 2010). Unfortunately, these approaches have failed to result in a significant decline in health risk behaviour (Mūkoma & Flisher, 2004). Strategies were developed and rendered to change individual knowledge and behaviour, thus ignoring how interventions at school level influence the school itself (Trickett & Rowe, 2012). As the concept of health was

revisited, it was re-envisioned and programmes aimed at enhancing positive health-related behaviour and choices became more comprehensive (Konu & Rimpelä, 2002).

The research in this study focuses on the promotion of mental health and well-being within school communities in the South African context. The literature indicates that school communities are important spaces for the implementation of interventions and activities aimed at the promotion of health (Mohammadi et al., 2010; St Leger, 1999). In these spaces, health and well-being related knowledge, skills and attitudes are acquisitioned by learners (Konu & Rimpelä, 2002; Langford et al., 2015; Wyn et al., 2000). Health education has an immediate effect on learners and helps to foster positive lifestyle choices and actions during adulthood (Sauls & Frantz, 2014). As a direct result, various health promotion interventions and strategies have been employed in schools with the aim of promoting and sustaining the health and well-being of school-aged children (Clift & Jensen, 2005; Konu et al., 2002).

In the first part of this chapter I present an overview of the literature on advances in health promotion. The second part proceeds to expatiate on the development and significance of the well-being approach. In part three, coordination theory applicable to the management of a holistic well-being enhancement process is discussed. The fourth part examines support linked to the promotion of well-being in schools.

2.2. Advances in health promotion

2.2.1. The World Health Organisation and Ottawa Charter

The World Health Organisation made a significant contribution towards redefining and broadening the concept of health, contributing towards the third revolution and capturing the essence of a new health paradigm. After the Second World War, the United Nations set out the protection of human rights through various bodies (Eriksson & Lindström, 2008). The World Health Organisation was established to address the issue of public health. Health was no longer defined as strictly medicine or the absence of disease and infirmity, but broadened to encompass a population's subjective well-being (Breslow, 2006; Eriksson & Lindström,

2008). Unfortunately, this perspective still viewed health and diseases as separate, perpetuating the dichotomy that existed.

At an international conference held in Ottawa, Canada, in 1986, a major turning point in the development of the promotion of health was reached. The World Health Organisation adopted the Ottawa Charter for the Promotion for Health (Kickbusch, 2003). This charter directly and indirectly influenced public debate regarding health, the formulation of health policies, and health promotion practices within various countries. It advocated a shift from focusing on the behaviour of individuals to addressing the 'setting' in which an individual resides, thus resulting in an eco-holistic approach (Mūkoma & Flisher, 2004; Sauls & Frantz, 2014; St Leger, 1997; St Leger, 1999). The initial stance of an individualistic understanding of lifestyles was critiqued to emphasise social environment and policy, redirecting health promotion "to shift from focusing on the modification of individual risk factors or risk behaviours to addressing the 'context and meaning' of health actions and the determinants that keep people healthy" (Kickbusch, 2003, p. 383). Communities and policies stand central to this shift, reflecting a focus on the context of life and broadening the focus of health interventions (Eriksson & Lindström, 2008).

According to the Charter, health promotion should be seen as a process in which people are enabled to improve their health through increasing exertion of control. Throughout this process, people are empowered to utilise assets in the development of health (Eriksson & Lindström, 2008). This paradigm perceives health as a resource for doing things, permitting "people to lead an individually, socially and economically productive life" (Breslow, 2006; Nutbeam, 1998, p. 351). It moves beyond the notion that health is the absence and prevention of disease but rather assists in increasing life expectancy that is characterised by good function (Mūkoma & Flisher, 2004).

Three basic strategies drive the promotion of health: 1. Creating essential conditions for health through the advocacy thereof. 2. The enablement of people to attain their full health potential. 3. Negotiating between the different interests in society as health is pursued.

These strategies imply that certain necessary actions need to be taken in the promotion of health. The Charter identifies them as follows: “build healthy public policy; create supportive environments for health; strengthen community action for health; develop personal skills; re-orient health services” (Nutbeam, 1998, p. 351). These actions presuppose the training and proper functioning of health professionals that embody the role of enabler, advocate and mediator (Kickbusch, 2003).

2.2.2 The Health Promoting School

With the adoption of the Ottawa Charter, its principles were applied to various settings, including schools (Kickbusch, 2003; Mūkoma & Flisher, 2004). This application resulted in the concept of a Health Promoting School (HPS), endorsed by the WHO in 1992, redirecting programmes that focus on specific constituents of health to a holistic approach to health promotion (Liao et al, 2015; Mūkoma & Flisher, 2004; Sauls & Frantz, 2014). The establishment of Health Promoting Schools occurred in various countries, and networks in specific regions have been established to support this approach (Langford et al, 2015; Mūkoma & Flisher, 2004; St Leger, 1999). These schools can be distinguished as “constantly strengthening (their) capacity as a healthy setting for living, learning and working” (Nutbeam, 1998, p. 357). Education officials, teachers, students, parents and community leaders are all active in the promotion of health. Central to the HPS is the ideology that policies, practices and measures that promote health in school communities should be implemented effectively (O'Dea & Maloney, 2000).

The HPS approach is rooted in a framework that identifies three key areas for the delivery of interventions:

1. School curriculum. The curriculum of a school must entail sequential health education that addresses all age groups across the various curricula and throughout the various sectors (O'Dea & Maloney, 2000).

2. Ethos and/or environment. This includes beliefs, attitudes and norms within the school community. The development and evaluation of school structure, policies and practices are essential before any intervention can be implemented.
3. Families and/or communities as key characteristics. This area of intervention focuses on fostering collaborative relationships between the families of students, health workers, local services and non-governmental agencies (O'Dea & Maloney, 2000; Langford et al, 2015).

All three of these characteristics envision a reciprocal relationship between health and education, thus promoting health improves the achievement of educational goals and access to education the promotion of health (Langford et al, 2015). Policies, procedures, activities and structures within these schools are thus designed to “protect and promote the health and well-being of students, staff and wider school community members” (O'Dea & Maloney, 2000, p. 19). There is substantial evidence that a holistic approach elicits more health and educational gains than rendering it from classroom instructional perspective (St Leger, 1997).

Within these schools, interventions pertaining to the promotion of health aim to be comprehensive, programmatic and varied, focusing on learners, teachers and parents (Mohammadi et al., 2010). Programmes aimed at learners address tooth-brushing and oral health, body image, sun safety, sexual health, provision of nutritious meals, health promotion curricula, social relationships, problem-solving and coping skills, obesity, violence, academic outcomes, alcohol, obesity, drugs and tobacco education, bullying behaviour, mental health and emotional well-being, physical activity, hand hygiene and eating disorders (Langford et al, 2015; Mūkoma & Flisher, 2004; St Leger, 1999). Interventions addressing the health of teachers include staff well-being, increasing staff teachers' knowledge of health promotion, first-aid courses, in-service training, cardiovascular risk reduction, training of teachers and cancer control (Mūkoma & Flisher, 2004). The health of parents is promoted through programmes that aim to provide health-related material to parents, establish school health

communities and increase school-home cooperation and parent participation (Mūkoma & Flisher, 2004; St Leger, 1999).

It is only recently that the efforts conducted by Health Promoting Schools were evaluated (Mūkoma & Flisher, 2004; St Leger, 1999). Few studies have been conducted to evaluate the Health Promoting School programme as a whole (Wyn et al., 2000). Langford et al. (2015) conducted a systematic review of the effectiveness of the HPS framework, using 67 studies that set out to explore various health issues. The results indicated that the HPS framework does address certain aspects of learners' health. A discernible reduction could be witnessed in student health problems and an increase in the effectiveness of the education system (Liao et al., 2015). The application of this framework to improve other aspects has also been corroborated (Langford et al, 2015). Fidelity to this framework is key, and results in improved health for learners (Comiskey et al., 2015).

In South Africa, the traditional approach to the attainment of health in schools was employed until recently (Swart & Reddy, 1999). Visual and auditory impairments were screened, nutritional conditions assessed, health education provided and health examinations were set about. The advent of apartheid and the subsequent discriminatory practices it employed resulted in various inequities that influenced the promotion of health in schools. Services offered were based along racial lines, various financial constraints limited services rendered and resources available, and staff were inadequately trained. These factors negatively affected the attainment of health for various ethnic groups. Subsequently, the National Department of Health Promotion and Communication identified the development of the HPS as a most pressing matter. Two workshops were held in 1997, the first to clarify how the concept of HPS pertains to South Africa and the second to guide service providers on how to render comprehensive effective care for children (Swart & Reddy, 1999).

The HPS framework was employed in various schools throughout South Africa, with various interventions planned and deployed to address historical inequities created by

apartheid that pertain to school health (Swart & Reddy, 1999). The successful implementation of health promotion requires health professionals and health education that manage interventions in schools, which in turn will improve the health status and educational progress of learners (Flisher & Reddy, 1995; Sauls & Frantz, 2014). Relevant interventions were researched, planned and implemented. Existing programmes focus on addressing sexual and reproductive health (Frohlich et al., 2014; Taylor et al., 2014), the prevention of suicide (Schlebusch, 2012), the prevention of HIV (Cupp et al., 2008; Mason-Jones et al., 2011) and peer-led health promotion strategies (Frantz, 2015). These programmes have added value to the attainment of health among learners, although it must be stated that their evaluation requires urgent attention (Sauls & Frantz, 2014).

2.2.2.1. Benefits of the health promotion paradigm within schools

Studies assessing and evaluating the effectiveness of the HPS paradigm point to discernible benefits, real and potential, garnered within schools that employ such an approach to the promotion of health at schools (Langford et al., 2015; St Leger, 1999; World Health Organisation, 2013). Cushman (2008) argues that evidence regarding the benefits towards students' health are becoming more comprehensive. The achievement of educational outcomes is enhanced within schools that employ a HPS framework: "learning is faster, more comprehensive and is enjoyed by students if they are healthy" (St Leger, 1999, p. 56). The systematic review conducted by Langford et al. in 2015 confirmed modest positive effectiveness of programmes addressing BMI, smoking, bullying, physical activity, and consumption of vegetables and fruits. School-based programmes addressing body image and eating problems were found to be a possible effective strategy (O'Dea & Maloney, 2000). In South Africa, Sauls and Frantz (2014) found that the successful implementation of a health programme correlates positively with improved knowledge. Unfortunately, as was mentioned, studies conducting evaluations on HPS efforts have been limited (Mūkoma & Flisher, 2004; St Leger, 1999). Tones (1996) calls for the formative evaluation of health promotion programmes. Various researchers are currently engaged in,

or making recommendations for, the developing of a framework for the evaluation of HPS schools and the programmes they employ (Mūkoma & Flisher, 2004; St Leger, 1999).

2.2.2.2. Limitations of the health promotion paradigm within schools

There are various limitations situated within the theory, application and assessment of health promotion. These limitations are discussed below.

A. Theoretical limitations

Progress towards incorporating the broader definition, ideals and policies contained within the WHO health paradigm and Ottawa Charter in schools has been limited. Although the WHO deepened our understanding of health, a biomedical focus on the physical health of individuals still predominates (Kirsten et al., 2009; La Placa et al., 2013). From this, individuals who are free from disease are deemed healthy (Ng & Fisher, 2013). The Health Promoting School's framework was directly shaped by the health sector, with the aim of facilitating health gains (St Leger, 1999). Its programmes have been employed for decades, reinforcing a health service industry that is out of touch with the realities in which communities find themselves (Evans, Hanlin, & Prilleltensky, 2007). Various residents within communities describe feelings of alienation and detachment when health services are rendered (Evans et al., 2007). The majority of public resources are allocated towards treatment and rehabilitation, rather than fostering an environment that strengthens and empower individuals and the communities they reside in (Evans et al., 2007; Prilleltensky, 2005).

Various HPS initiatives are developed and initiated from a top-down perspective, in which governmental health and education departments prescribe to accepted policies and legislation. The complexity of the school community is not taken into account, resulting in a 'one-size-fits-all' type of intervention. Preiser, Struthers, Mohamed, Cameron and Lawrence (2014) argue that "health promotion can be identified as a systematic property that is not located in the isolated components of the system, but emerges from the dynamic

interactions between components, systems and their environments” (p. 261). The linear approach, as seen in the programmatic presentation of interventions, does not consider the complex interactions between components within systems, hindering the promotion of health.

Lastly, health promotion in schools is a contested concept, open to various interpretations and resulting in the confusing application of it in the health promotion context (Clift & Jensen, 2005; Konu & Rimpelä, 2002). A common understanding of health promotion is lacking within some schools (Swart & Reddy, 1999). The absence of a clear, concise understanding of health promotion has adverse effects for the planning and implementation of interventions. Konu and Rimpelä (2002) argue that since these wider interpretations of health still result in traditional health interventions, they should rather be exchanged for a conceptual basis from a well-being paradigm. The well-being paradigm, rooted within the sociological concept of welfare, encapsulates health as one important constituent and acknowledges and progressively promotes the school community, surroundings, and relational dynamics between learners, parents and teachers (Konu & Rimpelä, 2002; La Placa et al., 2013; Prilleltensky, 2005).

B. Limitations in the application of health promoting interventions

The sustainability and effectiveness of health promoting interventions are questioned, as schools locally and globally face various barriers to the effective implementation of policies (Gugglberger & Dür, 2011). There is still a considerable gap between grasping the core principles within the HPS framework and the successful implementation thereof. Possible factors that contribute towards this implementation gap are a lack of knowledge, resources and various structures supporting schools. A concise and clear understanding of programmes and their execution is vital before any roll-out is considered (Sauls & Frantz, 2014). Directly linked to the sustainability of programmes are resource constraints and school health personnel who lack the transportation to visit school sites (Swart & Reddy, 1999).

Another factor that influences the sustainability of health promotion is the utilisation of a reactive design approach. Programmes are employed to address specific targets, but considering that their focus is the symptoms of problems and not the societal and community dynamics that influence them, interventions rarely last. Interventions can best be described as programmatic (Mohammadi et al., 2010). An area of concern is identified and a programme is planned, tested, implemented and afterwards terminated. Intervention strategies should rather be process-orientated, resulting in interventions that are sensitive to the complexity of the systems in which they reside. After careful observation of how an intervention interacts with the system, necessary changes to the planning and application of that intervention can be made (Preiser et al., 2014).

Lastly, a lack of governmental health and educational department collaboration creates barriers to sustainable connections and mutual realisation of goals (Langford et al, 2015). Local health services should collaborate more with the school communities of which they are a part in order to render relevant, sustainable services (St Leger, 1999). The establishment of partnerships between all stakeholders within the community should be addressed in order to enhance the promotion of health. Resistance towards these collaborations has been discerned in South Africa by Swart and Reddy (1999), who played a significant role in the development of the HPS framework. They noted that health and education departments are struggling to cooperate, which compromises the coordination of services. Even after almost two decades, this still seems to be the case.

C. Limitations relating to assessment of health promotion in schools

As was mentioned, the paucity of programme evaluations that was rendered within this approach requires more studies to ascertain the overall impact of these interventions (Langford et al, 2015; Mūkoma & Flisher, 2004; St Leger, 1999). A lack of formative evaluation hinders progress towards assessing the effectiveness of activities as well as the dynamics that foster or hinder success (Tones, 1996). Such studies should employ multiple quantitative and qualitative research methodologies. Another concern raised is the short

duration of the programmes and the subsequent appraisal thereof. Long-term implementation and evaluations are vital before any assessment can be conducted. Without a deepened understanding of the evaluation process, replication and rendering of successful interventions might be hindered. To conclude, although the HPS approach did result in positive outcomes within certain interventions, there is an absence of clear evidence of its effectiveness or potential harms (Langford et al, 2015).

2.3. The well-being approach

The Health Promotion approach advanced the conceptualisation of health and the effectiveness of services rendered. Unfortunately, it faces many limitations in terms of the conceptual framework, applications of programmes and their formative assessment. Recent literature suggests an expansion in theory to include happiness, quality of life and actualisation, placing health as one component within this context. This shift in conceptual basis has far-reaching effects for the formulation and rendering of services. Therefore, various researchers choose to employ, operationalise and utilise well-being as theoretical basis (La Placa et al., 2013; Ng & Fisher, 2013).

Well-being is a concept that is extensively debated by academics and philosophers of ethics, sociologists studying the effect of social forces within various systems on subjective well-being, and positive psychologists who explore human strengths and virtues, instead of merely addressing the weaknesses of individuals. Public policy-makers regularly engage with the concept, in which issues regarding the operation and addressing of well-being within policy design are contemplated. The general public also deliberates ways to enhance their quality of health and level of contentment (Ng et al., 2013). Thus, well-being is a broad construct, utilised in many disciplines for various objectives, embedded in academic and general discourse. There is a growing body of research and literature, stimulating dialogue that enriches our understanding of the inherent complexity of well-being.

2.3.1. The promotion of well-being: integrating community psychology and positive psychology perspectives

In order to explore the well-being of the school community, the researcher chose to approach the construct from a community psychology and positive psychology perspective and acknowledges that well-being resides within the objective and subjective arena.

Community psychology provides a multi-level systems approach in addressing inequities in the attainment of health (García-Ramírez, Balcázar, & de Freitas, 2014; Prilleltensky, 2001). It originated in the 1960s as a reaction to deficiencies inherent in clinical and traditional psychology. This subdiscipline challenged existing beliefs regarding the comprehension and treatment of mental health problems. “While clinical psychology defined problems in terms of individuals, community psychology adopted ecological metaphors that encompassed various levels” (Prilleltensky, 2001, p. 749). A shift in support was envisioned, moving from clinical professional help towards utilising natural settings, building on the strengths of individuals and groups and not limiting it to diagnoses and treatment. Thus, community psychology was transformative in that prevention and treatment became key focus areas, promoting the wellness of individuals and society within this approach, and striving for social change.

Within various disciplines, researchers employ systems theory as means to study components and processes “to render the complex dynamics of human bio-psycho-socio-cultural change comprehensible” (Laszlo & Krippner, 1998, p. 47). Systems theory encompasses many theoretical perspectives. The ecological perspective, as located within community psychology, challenges individually based approaches to the enquiry into human behaviour and the modification thereof (Trickett & Rowe, 2012). It encourages a multi-level approach, placing human behaviour within the ecological environment. In order to understand an organism, it is imperative to locate it within in a context that contains the different applicable levels within which it resides. As the organism interacts with these levels, it elicits changes within the organism, the system and the various relationships between them.

Prilleltensky, Nelson and Peirson, 2001, argue well-being is an ecological concept and in order for it to be promoted and maltreatment minimised and prevented, it is imperative to adopt an ecological framework. In order to render appropriate well-being enhancing actions, an ecological conceptualisation of well-being needs to be adopted, encompassing societal, community, parent and family and child wellness with its corresponding values, resources, policies and programmes. Thus, this perspective examines multiple levels of analysis enquiring into the variety of sources that enables well-being.

Arguably the most prominent and used contextual framework was formulated by Bronfenbrenner (Donald et al., 2006). He developed an ecological model of human development comprising four nested systems, placing it firmly within context. The *microsystem* comprises the family, school, church and peer group that an individual resides in and engages with regularly. These systems necessitate certain roles, responsibilities and relationships. Proximal interactions occur within this system, where a person and his/her traits interact with the system he or she engages in. At the *mesosystem*, the various microsystems interact with each other in a dynamic fashion, creating unique experiences for the person and inhibiting or enabling developmental progress. The *exosystem* includes other systems that may influence him/her through proximal relationships. This includes engaging with neighbours, social and health services, local politics, mass media and industry. The *macrosystem* envelops the other systems, involving the dominant structures, values, beliefs and ideologies that the different levels prescribe to. Whilst the individual is going through their normal developmental progressions, these systems develop within time frames, and as such facilitate dynamic interactions between these two processes. It is important to note that a person actively participates in this context, and their perceptions generated within these interactions influences subsequent choices they make (Donald et al, 2006; Ng & Fisher, 2013).

This study is concerned with well-being from an educational perspective and it stands to reason that Bronfenbrenner's model provides an appropriate impetus for exploring the concept of well-being, as it resides within the dynamic interactions between these levels. It is

important to note that where the well-being of children is concerned, their interactions with the *exosystem* may not be direct, but indirectly these systems will exert influence on them. To conclude, this multi-level paradigm of well-being “highlights the mediating role of immediate settings, experiences, organisations or communities” (Ng & Fisher, 2013, p. 317). Various members within the school community are regularly interacting with these levels, each other and themselves, creating dynamic and complex interactions that enable or disable the process of well-being attainment for the individual and organisations within these systems.

Positive psychology, in concurrence with community psychology, postulates that a shift in psychology is necessary, moving from the correction of an individual's, group's or institution's weaknesses towards the study of processes and conditions that contribute towards thriving and optimal functioning (Gable & Haidt, 2005; Ng et al., 2013). “The exclusive focus on pathology that has dominated so much of our discipline results in a model of the human being lacking the positive features that make life worth living” (Seligman & Csikszentmihalyi, 2014, p. 5). The aim of positive psychology is thus to veer from the focal point of repairing to the construction and maintenance of positive qualities (Linley, Joseph, Harrington, & Wood, 2006). In studying human traits and behaviour, research should be aimed at the contemplation of the totality of human experiences. Positive psychology contributed greatly to a perspective that postulates “the study of health, fulfilment and well-being is as meritorious as the study of illness, dysfunction, and distress” (Linley et al, 2006, p. 6). In studying experiences like optimism, gratitude, forgiveness, inspiration and compassion a shift from deficit-focused towards asset-focused is implied (Gable & Haidt, 2005; Linley et al, 2006). Positive psychology does not deny negative human experiences, and acknowledges the various contributions of various psychological disciplines in the study and addressing of these experiences. They do, however, aim to balance scientific enquiry through their exploration of positive experience, “thereby addressing the full spectrum of human experience” (Gable & Haidt, 2005, p. 105)

Positive psychology encompasses a shared understanding to the enquiry into human experience and as such has developed a specific vernacular. It recognises that the exploration of individuals', groups' and institutions' well-being needs to enquire into the processes and mechanisms that help these units to function productively and flourish. As such, it informs the enquiry to explore positive individual traits on an individual level, as well as the civic virtues and the institutions that enhance the citizenship of individuals (Linley et al., 2006). Seligman proposed a framework for the advancement of subjective well-being "through intentional activities intended to generate positive emotions about the past, present, and future" (Suldo et al., 2015, p. 301). Interventions were piloted and implemented addressing kindness, hope and goal-directed thinking, gratitude, optimistic thinking, use of character strengths, positive relationships, student-teacher relationships and student-student relationships (Shoshani & Steinmetz, 2014; Suldo et al., 2015). Supporting and empowering students does not solely reside within individual-level interventions, but also includes interventions aimed at the group level. As these interventions support these units, positive relational dynamics are also fostered, which in turn empowers these units. Shoshani and Steinmetz (2014) postulate that if a positive psychology approach were to be integrated within the education sector, the role of the school as an academic institution imparting knowledge and skills could shift towards a holistic institution where the diverse needs of learners are met. Positive psychology thus delivers a specialised paradigm through which the development, implementation and sustaining of interventions aimed at well-being are filtered.

Positive psychology and community psychology theories converge on various principles and goals, opting to approach wellness from a strength-based approach (Schueller, 2009). Both disciplines could benefit from subsuming aspects of the other. Schueller (2009) postulates that the "theoretical foundation of community psychology combined with the recent empirical endeavours of positive psychologists could complement each other and help psychology add value to people's lives and build individual and community wellness" (p. 933). The paucity of research regarding communities and systems-level approaches within

positive psychology suggests that community psychology could provide the theoretical underpinnings to enhance activities aimed at the promotion of well-being. Contextual and community aspects of well-being are incorporated, broadening the initial focus on individual well-being. Vice versa, community psychology struggles to coalesce activities for the promotion of well-being and through collaboration with positive psychology would have access to conjectural tools to assess subjective well-being. These assessments would provide information for the rendering of collective interventions. Thus, a synthesis of these disciplines contains the potential for the disciplines to complement each other in the process of enhancing individual, relational and collective well-being.

It is the opinion of the researcher that well-being manifests itself across various levels, in relation to oneself, others and society. Efforts to enhance well-being should be driven from an asset-based approach, identifying, developing and enhancing processes that work with the virtues and strengths of these levels and as such prevent the manifestation of ill-being through working proactively to help the individuals within these systems function optimally and flourish. Positive psychology provides us with the means to do just that, redirecting efforts on various levels, taking into account the complex interaction between these levels and the individuals they interact with. These efforts should be driven from a sustainability approach in order to guide the dynamic interactions to continuously enhance well-being and adapt to changes that these interactions elicit.

2.3.2. General well-being literature

Well-being is a complex construct to investigate, partly because of the intricateness of the subject matter and the various academic disciplines from which it is understood and studied. This notwithstanding, various researchers have studied well-being, aiming to provide direction in defining, conceptualising and guiding efforts to the enhancement thereof. Further attention regarding the individualistic, relational and multi-dimensional perspectives of well-being is warranted.

The pursuit of individual well-being necessitates a clear theoretical understanding of psychological well-being, in which theories of human development and existential development inform studies. Within this conception of well-being, self-actualisation, full functioning, maturity and individuation inform psychological well-being inquiry (Keyes, Shmotkin, & Ryff, 2002). Some aspects of PWB engage with eudemonic well-being, i.e. the realisation of an individual's potential through locating meaning in life (Ryff, Singer, & Love, 2004). Apprehending a lack of theoretical clarity, Ryff (1989) proceeded to define the essential features of psychological well-being through enquiring into the positive functioning of individuals. Through studying the formulations of positive functioning by various authors, Ryff formulated an alternative meaning to psychological well-being through investigating the convergence of these past theories. The following six core dimensions were identified:

- Self-acceptance: Through awareness, self-evaluation and the acceptance of strengths and weakness contribute to positive attitude towards oneself (Ryff, 1989; Ryff & Singer, 2006).
- Positive relations with others: The interpersonal realm of developing warm and trusting relationships contributes towards positive mental health.
- Autonomy: Self-actualisation occurs through having an internal locus of evaluation (evaluating oneself by personal standards), thus exhibiting self-determination and independence.
- Environmental mastery: The selection and creation of environments that suit an individual's personal needs, empowering them to actively participate and engage with these environments.
- Purpose in life: Positive mental health implies a feeling of purpose and meaning to life through engagement with psychical and psychological activities and the subsequent reflection thereof.
- Personal growth: The self-actualisation of individuals through continually growing, expanding and developing as a person to realise one's potential.

Although they are conceptually related, psychological well-being can be distinguished from subjective well-being, which engages subjective accounts of well-being. Individuals reside within objectively designated environments but respond to their subjectively defined environment. Studying these responses, life satisfaction, positive responses and negative responses become an integral part of enquiring into subjective well-being (Keyes et al., 2002). Subjective well-being engages with hedonic well-being, exploring pleasant and unpleasant life experiences and has “typically been defined in terms of three components: life satisfaction, the presence of positive affect, and the absence of negative affect” (Ryff et al., 2004, p. 1384). It concerns itself with affective and cognitive evaluations, based on values, expectations and experiences, that individuals make regarding events and circumstances and the experience they elicit (Diener, 2000; Diener, Oishi, & Lucas, 2003; Kim-Prieto, Diener, Tamir, Scollon, & Diener, 2005). Huppert and So (2011) corroborate the multi-dimensional nature of subjective well-being as it informs the promotion of well-being, enabling individuals to flourish.

As individuals are connected with other individuals, family, community and society, a relational perspective of well-being illuminates these interconnections, their functioning and the development of intervention strategies to assist their optimal functioning (McCubbin, McCubbin, Zhang, Kehl, & Strom, 2013). When employing a relational perspective, well-being is envisioned as “a process of selecting, prioritising, addressing, and balancing complex and competing relational dimensions of well-being” (McCubbin et al., 2013, p. 362). Various studies have corroborated the positive effects that caring and compassionate relationships have on individuals, their psychological well-being and adjustment, as well as the deprivational effects when such relationships are neglected (Douglas, Binder, Kajos, Hyde & Li, 2013; Evans & Prilleltensky, 2007; Ryff, Singer, & Palmersheim, 2004). Through the processes of giving and receiving care and support, well-being is created. These processes are mediated through positive relationships with other individuals, time and space (Ward, 2014).

A multi-dimensional perspective on well-being encompasses various dimensions that are interconnected and contribute towards a holistic undertaking in addressing well-being. White (2008) argues that well-being encompasses three key qualities. Firstly, it is a positively charged concept that is not limited to addressing what is lacking but also to what facilitates growth. It is inclusive in that it is vigilant not to stigmatise groups in need of help, thereby combatting the practice of 'othering'. Secondly, it has a holistic outlook, recognising the "multiplicity and integrity of people's lives forged in a complex mix of priorities, strategies, influences, activities and therefor outcomes" (White, 2008, p.3). Lastly, it incorporates objective measures of well-being with subjective measures. Objective indicators of well-being – income, nutrition and life expectancy – are just as important as subjective measures, situating well-being within a person and their perspective.

Well-being integrates three distinct dimensions: subjective, relational and material. The material dimension comprises practical welfare and standards of living, for example income, employment, education and skills, physical health, environmental quality and available services. The relational dimension encompasses personal and social relations, for example love, networks of support, conflict and relations with the state. The subjective dimension is concerned with values, perceptions and experiences, for example self-concept, personality, hopes and fears, sense of meaning and perception of moral order. These dimensions are interdependent and in constant interaction, each containing elements of the others. The importance of these dimensions will shift within the context they reside in. These dimensions of well-being are located within time and space and as such are in a constant state of flux. Thus, they are not stagnant or in a fixed state but create, through their interaction with each other through time and space, a process. Individuals' and societies' perception and estimation of well-being changes with time. The geographical space within which individuals and societies reside also mitigates perceptions of well-being, as can be seen in how the construct is defined and experienced throughout various societal groups in the world.

McNaught (2011) developed a definitional framework for well-being, moving beyond the traditional focus on individual, subjective perceptions of well-being towards incorporating larger domains, the community and societies. This framework “reflects the conceptual complexity of well-being and highlights its dependency upon a range of social, economic and environmental forces that provide the resources and the contexts for the generation and maintenance of well-being at all levels of society” (La Placa et al., 2013, p.116). It sets out the evaluation of well-being through objective and subjective components.

The framework perceives well-being holistically, locating well-being within four domains: individual, family, community and societal. It also reflects a departure from an individual perspective, opting to integrate it within a wider framework where these dimensions interact with the individual. *Individual well-being* incorporates physical, psychological, social and spiritual dimensions, and is thus multi-dimensional. An individual is also an active agent in the dimension and through interpreting and engaging, enables or disables well-being. The second dimension, *family well-being*, entails evaluations regarding interpersonal and intergenerational relations, access to financial and other resources, and life and work satisfaction. Various subsystems function within this dimension to foster or hinder the development of well-being. The third dimension, *community well-being*, refers to the “social, cultural and psychological needs of individuals, their families and communities” (La Placa et al., 2013, p. 116). It includes the availability of skills, goods and resources for individuals to prosper. The forces imposed by the other dimensions shape the community, which in turn exerts influence on the individual. Lastly, *societal well-being* encompasses the collective goods and relations of a society, integrating individuals through collective goals, purposes and participation.

This framework deduces a dynamic interaction between these domains in which the various actors engage with circumstances, resources, activities and reactions to construct well-being. One could argue that the “components are lived entities, and the relationships within and between these entities are in continual flux” (La Placa et al., 2013, p.121). The individual’s perceptions and choices are mediated through the experience of this dynamic

interaction. If an attempt is to be made to enhance well-being, public policy needs to investigate the structures that comprise these four dimensions, as well as the manifestations of their interactions. The framework allows an unpacking and assessment of the influence of the dimensions, informing interventions aimed at individuals, groups or populations and elevating it towards the most appropriate level of intervention.

Prilleltensky (2005) proposes a multifaceted understanding of well-being, informing the development of relevant interventions. Such an understanding could shift the existing paradigm in health and human services towards a focus on strengths, prevention, empowerment and community conditions, whereas in the past interventions were reactive, linear and focused on individuals. The author postulates that well-being can be found in various *sites, signs, sources and strategies* (Prilleltensky, 2005). *Sites* refer to where the well-being is located. It can be found in the personal domain (feelings, cognitions, experiences), the relationship domain (trading with psychological and material resources) or the community domain (quality healthcare and education, clean environment, transportation and housing). These sites are interdependent and in a dynamic interaction. Development in one site elicits changes in another, which in turn changes the initial site. These sites and their interactions need to be identified in order to plan, implement and assess interventions. *Signs* indicate the manifestations or expressions of well-being within the sites. These signs benefit a particular site and, given the interdependence of these sites, the other two are also positively affected through their complex interactions. Framing well-being within sites that express signs implies that each site has sources that enable or disable well-being. These sources interact with other signs and as such generate secondary benefits. Lastly, *strategies* should discern and utilise the dynamic interactions of these sites, signs and sources for any intervention to be successful. Without grasping the complexity of these interactions, interventions might either be rendered ineffective or fail to produce the desired outcome. In the development of any strategies, these components and their interactions should guide the formulation of interventions. To clarify this approach, “the well-being of a *site* is reflected in a

particular *sign*, which derives from a particular *source* and is promoted by a certain *strategy*' (Prilleltensky, 2005, p. 56)

In order to promote well-being, Prilleltensky (2005) argues that investment in strengths, prevention, empowerment and community conditions (SPECS) is vital. Interventions need to address the various sites, signs and sources of well-being, not as a singular application as was attempted in the past. Furthermore, the application of this paradigm necessitates attention to two fields, the *contextual* field and the *affirmation* field. The *contextual* field contains a temporal and ecological domain. The temporal domain refers to the timing of interventions. Interventions can be driven reactively, referring to interventions based on rehabilitation, crisis management or therapeutic interventions, or proactively, through skills-building programmes, improvement plans, and high-quality school and health services. Unfortunately, the majority of resources is spent reactively, even though it has been proven that a proactive approach is more cost-effective and efficacious. The ecological domain concerns itself with the sites of well-being and whether strategies are focused on collective or individual well-being. The *affirmation* field contains a participation and a capability domain. The participation domain refers to the involvement of citizens in the processes that affect their health. Citizens can be detached, rendering them as a client or patient, or they can be empowered to play an active role in their own or their community's health. Lastly, there is the capability domain, where interventions can focus on either the deficits or the strengths of an individual or group. Seeing as the promotion of health often takes a reactive approach, opportunities for empowerment through utilising strengths are often missed. Prilleltensky provided an elaborate, multi-faceted approach to the conceptualisation of well-being, giving clear direction towards how a proactive approach can be planned and implemented through working with SPECS. Such an approach would usher in a new shift towards the enablement of spaces for the emergence of well-being.

Various communal features can be found in these three approaches. Firstly, all these approaches are orientated towards positive, proactive and preventative interpretations of well-being. Instead of focusing on deficits and reactively addressing health, as is evident in

the health promotion paradigm, they aim to empower the various structures within a society so that they can facilitate and enhance context-applicable well-being. Secondly, these approaches recognise that well-being comprises various objective and subjective elements. The objective elements refer to structures that enable access to resources and can be described as external. Subjective elements refer to experiences and perceptions of well-being and reside within an individual or within the climate of a group. Various researchers have developed highly intricate instruments to measure these elements. Objective and subjective elements are in a dynamic interaction and through this interaction either enhance or diminish well-being. Thirdly, it has a holistic outlook, placing well-being within various domains and investigating the interdependence and interaction between these domains. Well-being manifests itself on an individual, group, community and societal level through the complex interactions and relationships that are forged between them. One could argue that these relationships form a domain on their own. Fourthly, well-being is grounded within complexity. Dynamic interactions manifest constantly and create a synergy. In order to enhance well-being, these interactions need to be identified and monitored as the appropriate proactive interventions are planned and executed. Thus, one cannot enhance well-being with a linear cause-and-effect approach; interactions within domains presuppose a non-linear movement. Lastly, well-being is a process and not a fixed state. As discussed before, there are constant interactions between the domains of well-being, making interventions susceptible to constant re-evaluation and redeployment. Well-being is in flux as complex, continuous and dynamic interactions transform the various domains. This in stark contrast to the health promotion approach, where interventions take the form of a programme that is delivered for a specified amount of time and provided in a linear, sequential format.

Several studies have been conducted in South Africa to enquire into the composition of well-being, aiming to elaborate on its constituents, and the enhancement and evaluation thereof within various contexts. Through exploring and operationalising well-being, Møller and Saris (2001) investigated the interconnection between subjective well-being and domain

satisfactions, and whether international factors that pertain to domain satisfaction (including finances, housing and social contacts) can be applied to the subjective well-being of various race groups within South Africa. The study revealed the expected effects for coloured people and Asians, but for black and white South Africans expectations of the future were a more prominent indicator. However, Neff (2007) argues that utilising race as a unit of analysis obscures intra-racial differences. Ethnicity should rather be employed, combining race classifications and mother-tongue language. Case and Wilson (2000) investigated the relationship between health and income poverty for well-being and found it to be significant. Various researchers have also studied the relationships between well-being and HIV/AIDS, enquiring into the effect on the psycho-social well-being of AIDS orphans (Nyirenda et al., 2012), and factors relating to the health and well-being of older HIV-affected citizens (Cluver & Gardner, 2006). Further studies have probed the relationship between depression and specific well-being constructs (Welthagen & Els, 2012), exploring the physical activity, health and well-being of South Africa's population (Strydom, 2013) and addressed the psycho-social well-being, health and quality of life experienced by farmworkers (Thekiso, 2008).

Various interventions have been developed and initiated in South Africa to enhance well-being. Peacock and Levack (2004) studied the Men as Partners programme in South Africa. Makola (2014) explored the teaching of Viktor Frankl's theory of finding meaning in life to HIV/AIDS health educators. Lastly, Fourie and Guse (2011) developed an integrated hypnotherapeutic model to address childhood sexual trauma.

In terms of the evaluation of well-being, Posel and Casale (2010) found "considerable differences between objective and subjective measures of an individual's relative ranking" (p. 1). Furthermore, objective measures of relative status contribute to a smaller effect on subjective well-being than an individual's perception of their relative status. Thurman, Kidamn and Taylor (2014) evaluated investment in home visitors to better the psychological health of HIV-affected families.

Khumalo et al. (2011) found that there are various socio-demographical variables that contribute towards holistic psychological well-being. Their study identified that age, marital

status, gender, education attainment, environmental settings and employment account for variances within a Setswana-speaking community. The study also emphasised the contributions of human characteristics and living conditions towards general psychological well-being. Roothman, Kirsten and Wissing (2003) explored the impact of gender on psychological well-being and found that some differences can be identified when men and women evaluate their psychological well-being. Khumalo, Wissing, & Schutte (2014) studied the mediating effects of meaning in life on psychosocial well-being through the influence of spirituality. Indicators differentiated between hedonic and eudemonic dimensions of well-being in a multi-cultural group of South Africans. These three constructs can be conceptualised as multi-dimensional, with interrelation properties. Wissing and Temane (2008) explored the validity of overlapping empirical manifestations of various psychological well-being constructs. A general psychological well-being structure was identified, including constructs pertaining to hedonic and eudemonic manifestations. High general psychological well-being structure could act as a protective factor and thus contribute towards resilience. The results indicated that “it may be quite as important to understand the overlap and coherence of the different components and facets of psychological well-being, as it is to differentiate specific phenomena and to understand their unique characteristics and dynamics” (Wissing & Temane, 2008, p.54).

Kirsten et al. (2009) made a substantial contribution towards a holistic paradigm shift, approaching health, well-being and wellness from an ecosystems perspective. Two assumptions underly this perspective. Firstly, that human beings contain certain identifiable attributes that cannot be separated from the complete and whole person. Secondly, due to these multifarious attributes, well-being should be approached multi-dimensionally and multi-disciplinarily. Jordaan and Jordaan (1998) proposed a holistic ecosystem model, later elaborated on by Kirsten (2004). In this model, an individual, seen as a bio-psycho-spiritual unit, interacts with two living and non-living realities, namely the ecological context and metaphysical context. The individual exists in three domains:

- Biological, including genetic structure and constitutional elements.

- Psychological, including experiences had through perceptual, cognitive and emotive processes.
- Spiritual, including existential processes had through interpretation of reality, searching for meaning in life attaining higher states of consciousness.

The individual resides within and interacts with the following two contexts:

- The ecological context, including the living and non-living physical environment such as society, community, nature and the human-made environment.
- The metaphysical context, including the symbolic abstract environment within which philosophical, religious, cultural, esthetical and personal beliefs and views reside.

This model expatiates on the importance of understanding the various constitutive parts within the context of the whole. Within each context, the elements interact with each other in a dynamic fashion which in turn exerts influence on the other contexts. Through this dynamic process of intra- and interactions, feedback loops originate to regulate the whole, providing equilibrium. Balance is ensured through interactions that elicit change where necessary. These various intra- and interactions either enable or diminish the process of well-being enhancement. “Failure on the part of an individual to relate appropriately to any of these contexts will be detrimental to his or health, well-being and wellness” (Kirsten et al., 2009, p. 3). Well-being can thus be enhanced through empowering individuals to utilise these contexts. It is important to note that other individuals’ contexts also exert influence on a person’s health. The positive interaction between internal and external environments enhances health, well-being and wellness.

The complexity of well-being as a construct reveals certain questionable interpretations and renders definitional problems that warrant further investigation. In terms of public health, there are critical arguments against the individualistic connotations of well-being that are engrained within Western economies and their culture of consumerism. As such, subjective well-being is reduced to morally laden ideas regarding contentedness (Carlisle & Hanlon, 2008). Seedhouse, 1995, highlights definitional concerns regarding the multifarious terms

that are used as synonyms within the field of well-being. Cameron, Mathers and Parry, 2008, argue that “well-being seems to be used in a curiously unconsidered way, involving assumptions and with little systematic attention” (p. 349). Furthermore, the importance of taking cognisance of the various cultural and social realities throughout the world is also underscored in Fisher and Sonn’s, 2008, critique of Prilleltensky’s model of psychopolitical validity and wellness. These criticisms are vital to the conceptual clarification of well-being.

2.3.3. School well-being literature

Various comprehensive health programmes have been developed and employed at school level, broadening the scope and application of the health promotion paradigm (Konu & Rimpelä, 2002). Despite these advances, programmes are still rendered from a health promotion paradigm in which traditional health interventions are employed. Many researchers developed, piloted and evaluated interventions aimed at enabling and enhancing the well-being of learners.

A quick overview will be given regarding research aimed at investigating school well-being, developing and piloting interventions, and evaluations of interventions. In terms of investigation, studies were conducted into the interaction between the family and the school environment (Van Schalkwyk, 2010), the influence of teacher-student relationships on school engagement and achievement (Roorda, Koomen, Spilt, & Oort, 2011), the importance of teacher-student relationships for the well-being of teachers (Spilt, Koomen, & Thijs, 2011), and the role of achievement goals in facilitating the psychological well-being of students (Kaplan & Maehr, 1999). Regarding interventions, there have been a whole-school approach to address mental health and well-being (Wyn et al., 2000); interventions adopted with the aim of improving the psychosocial well-being of children affected by HIV and AIDS (King, De Silva, Stein, & Patel, 2009); the teaching of skills pertaining to resilience, positive emotion, engagement and meaning (Seligman, Ernst, Gillham, Reivich, & Linkins, 2009); and anti-bullying interventions at school (Stevens, De Bourdeaudhuij, & Van Oost, 2001). Lastly,

researchers have evaluated models and interventions addressing well-being through assessing children's personal and relation well-being (Bradshaw et al., 2011), analysing positive psychology interventions for the enhancement of well-being and the alleviation of depressive symptoms (Sin & Lyubomirsky, 2009), reporting the effects of a Child-Parent Center education programme on indicators of well-being (Reynolds, Temple, Ou, Arteaga, & White, 2011) and evaluating a health promotion programme focusing on well-being related to stress (Haraldsson et al., 2008). Various other researchers can be cited who have broadened the scope of well-being conceptualisation, programme delivery and evaluation of effectiveness. For the purpose of conceptual clarification, two researchers' contributions to investigating and operationalising school well-being will be expatiated on.

Konu and Rimpelä (2002) argue that the promotion of health should be driven from a well-being paradigm. To execute this shift, they utilise the sociological concept of well-being, rooting it within Allardt's theory of welfare and creating a theoretically grounded school well-being model. Within this model, well-being is defined and envisioned, interventions channelled accordingly and guidelines for measurement provided. Health has been included within the model, and its importance and interaction with other components are made evident. The authors investigated and identified four approaches that were employed to provide skills and knowledge to learners in order to grow and become well-balanced individuals and members of society. These approaches are the effective school approach; measuring the quality of the school; the health promoting school; and a coordinated school health programme. Although all these approaches are useful in supporting and developing schools and learners, they can be deemed too narrow if evaluated from a well-being paradigm. A shift is needed from the traditional health intervention paradigm to "start[ing] the construction of a theoretical basis from the sociological concepts of welfare and well-being (Konu & Rimpelä, 2002, p. 82). Allardt expanded on the theory of welfare and well-being through sociological enquiry. He postulates that well-being includes satisfaction of both material and non-material basic human needs. These needs can be classified as having, loving and being (Allardt & Uusitalo, 1972). *Having* includes material conditions and needs of

an impersonal nature. *Loving* includes the need to form relationships with people, thus forming social identities. Lastly, *being* indicates the need for personal growth and encompasses health. Measurements of these components include objective indicators (facts of well-being) and subjective indicators (perceptions of well-being).

Konu and Rimpelä (2002) propose a school well-being model grounded within this sociological theory of welfare. Within this model, teaching and education, learning and well-being interact with each other within the contexts of the home, community and surroundings of pupils and their respective schools. The well-being components that are influenced by and interact with learning-and-teaching and education comprise four categories: school conditions (having), social relationships (loving), means of self-fulfilment (being), and health status (health). This model can be viewed from various perspectives as it is applied to pupils or teachers who reside within the school community. *School conditions* refer to the physical environment within and around the school. These include school lunches, schedules, safety, punishments, services, school subjects and health care. *Social relationships* entail student-teacher relationships, relationships with other learners, group dynamics, the social learning environment and the atmosphere within the school organisation. This category extends to the relationships between schools, homes and surrounding communities. *Means of self-fulfilment* refers to the resources to influence the key elements of one's life. Within this model, all pupils are valuable and equally important within the school community. Pupils should be able to "participate in the decision-making affecting his/her schooling and other aspects of school life concerning himself/herself" (Konu & Rimpelä, 2002, p. 84). Lastly, *health status* refers to the absence of disease and illness, thus referring to health by its strictest definition. It is a resource that is an integral part of well-being. To conclude, this school well-being model proposes a departure from the health promotion paradigm, opting to place well-being at the centre of a theoretical approach to help pupils flourish and self-actualise. It views school well-being as a multi-dimensional phenomenon. This model could be used in the construction of well-being profiles for school communities, underscoring

domains where improvements could result in the enhancement of well-being (Konu et al., 2002).

Roffey (2015) supports Konu and Rimpelä's school well-being model. Roffey argues that well-being is a complex and interactive process that entail various experiences, values and predispositions. These interactions can best be understood through an ecological framework that encompasses processes contained within and between the various levels, as outlined in Bronfenbrenner's contextual framework. In order to enhance well-being, processes and practices should aim to address factors that inhibit and enhance well-being on an individual and communal level.

In a study commissioned by the Australian Department of Education, Noble, Wyatt, McGrath, Roffey and Rowling (2008) set out to "explore the value of developing an overarching national framework/policy statement that encompasses a more holistic and comprehensive approach to student well-being as a first step towards embedding student well-being in a school's curriculum" (p. 5). Through extensive research and feedback sessions held with various stakeholders, the researchers developed a Student Well-being Pathways framework. Student well-being manifests itself through mental health, academic achievement and engagement and pro-social, responsible lifestyles. Through the following seven pathways, student well-being is enhanced:

- A supportive, caring and inclusive school community
- Pro-social values
- Physical and emotional safety
- Social and emotional learning
- A strengths-based approach
- A sense of meaning and purpose
- A healthy lifestyle

These educational pathways can only be enhanced through the reciprocal cooperation between a) system and school leadership policies and practices, b) family and community partnerships, and c) quality teaching and learning.

If students' access to these pathways is enabled, positive well-being processes are forging "a sustainable state of positive mood and attitude, resilience, and satisfaction with self, relationships and experiences at school" (Noble et al., 2008, p.66). These pathways are in constant interaction and through this dynamic, complex process enhances well-being. Every interaction becomes an opportunity to promote the actualisation of the learner and the school community.

The communal features identified through international research on well-being are reiterated and validated through the work of these authors. Put briefly:

- Well-being encompasses positive, proactive and preventative approaches.
- It constitutes various objective and subjective elements that are in constant interaction, and the measurement thereof should reflect these elements and their multifarious interactions.
- It contains various domains in which the whole is more than the sum of its parts and as such has a holistic paradigm. These domains interact through complex processes and manifest themselves in various relationships between the individual, group and community.
- These complex processes presuppose that well-being is grounded within complexity. In order to enhance well-being, interactions need to be mediated through activities that enhance a positive state of affairs.
- Lastly, due to these dynamic, complex interactions, well-being should be viewed as a process. Any attempt to enhance well-being should focus on incorporating a sustainability paradigm to accompany well-being on its optimistic journey to helping individuals, groups and structures flourish.

Within South African schools, well-being is not promoted through a thorough and common understanding of the theoretical foundation of a well-being enhancement process. Thus, evidence of activities directed at enhancing well-being is limited to interventions employed by the Department of Health, Department of Education, non-governmental organisations and community services.

2.4. Support in schools linked to the promotion of well-being in schools

At the Salamanca World Conference on Special Needs Education in 1994, inclusive education was espoused as a global strategy to accommodate all learners with their various educational needs, including those that experience barriers to learning (Mavuso, 2014). Schools that orientate themselves towards inclusion are optimally positioned to combat discriminatory attitudes, endorsing an inclusive society and achieving education for all (Ainscow, 2005). This orientation presupposes an alignment with learning support processes, which ensures that all learners learn optimally (Mavuso, 2014). To achieve inclusive education, a complete volte-face is proposed, in which the system is critiqued and adjusted rather than focusing efforts on fitting learners into the school system (Motitswe, 2014).

With the advent of democracy, the Constitution of South Africa was promulgated in December 1996, embedded within “the values of human dignity, the achievement of equality and the advancement of human rights and freedoms” (Department of Education, 2001, p. 11). In implementing these values, the onus is placed on the Department of Education to ensure that all learners in the education system receive appropriate support to achieve their full potential. Based on reports from the National Commission on Special Needs in Education and Training and the National Committee on Education Support Services, presented to the Minister of Education in 1997, principles and guidelines were presented in support of an inclusive system of education (Swart, Engelbrecht, Eloff, & Pettipher, 2002; World Health Organisation, 2013). A systemic approach to addressing learning barriers was

recommended, veering from individualistic approaches in which the problem is seen residing within an individual, who needs adjustment (Johnson & Lazarus, 2003).

These reports directly informed the development of Education White Paper 6, infusing “democratic and holistic principles into the policy documents of the government and the commitment of the government towards a quality education for all South Africans” (Johnson & Lazarus, 2003, p. 86). The paper outlines a framework on the provision of educational opportunities to all, including individuals who are experiencing or have experienced barriers to learning (Department of Education, 2001). The paper sets out to define inclusive education within the South African contexts and provides a framework for establishing an inclusive education and training system. Through this framework, all stakeholders are involved in supporting learners. These stakeholders include the national and provincial departments of education, further and higher education institutions, schools, education support services, educator managers and educators, parents and communities.

One important strategic change to assist the transition to an inclusive education system was the Department of Education’s decision to establish District Support Teams (DST) within provinces. These teams have the primary responsibility of evaluating and building the capacity of schools to support them in the identification of learners who are experiencing severe learning difficulties, and accommodating the various learning needs experienced by all learners (Department of Education, 2001). These teams assist the Institutional-level Support Teams that were established within schools, responding to their requests, providing direction to complement the school-based support plan and identify learners who need specialised assistance. “The DBST must provide leadership and general management to ensure all schools within the district are inclusive centres of learning, care and support” (Department of Basic Education, 2014, p.7)

The Institutional-level support Teams (ILST) or School-based Support Teams (SBST) have the function of coordinating school, learner and educator support services (South Africa. Department of Education, 2001). These teams coordinate all support pertaining to

learner, teacher, curriculum and school development. Their purpose is to identify school needs that hinder learning at learner, teacher, curriculum and school level, and subsequently to develop the appropriate collective strategies to address those needs. The teams consists of teachers, parents or caregivers, members of the DBST, members of the local community, teachers from other schools, and learner representatives.

The Policy on Screening, Identification, Assessment and Support (SIAS) released in 2014 was developed to support the primary principles contained in Education White Paper 6 and guides the DBST and ILST in supporting the learners of their respective schools and school communities. The policy aims to “ensure a more rigorous and consistent process of screening, identification, assessment and support of learners across the system” (Department of Basic Education, 2014, p. 12). Barriers to learning are identified, along with the support needs they elicit, resulting in the development of a support programme. The SIAS process depends on the cooperation and competencies of teachers, the SBST and DBST:

- Teachers gather information and identify learners who experience barriers to learning, and provide appropriate interventions to address their support needs.
- The SBST supports teachers who request assistance regarding learners experiencing barriers to learning. The team reviews the teacher-developed support plan and through gathering additional information, guides and supports these teachers with relevant programmes, services and resources. If deemed necessary, the SBST requests support from the DBST.
- The DBST assesses the abovementioned requests, gathering additional information with the aim of providing direction and support. Learners who would gain from placement within specialised settings are also identified.

The SIAS process implies formal administrative obligations for all parties. Teachers need to complete Support Needs Assessment 1, where the strengths and needs of learners are

identified and appropriate interventions and support provided. The SBST completes Support Needs Assessment 2, identifying the barriers to learning experienced by the learner and the interventions provided thus far. The team will then either provide an Individual Support Plan or request assistance from the DBST. The DBST will review the information given by SBST, identify the barrier experienced by the learner and gather additional information if needed. Thereafter they could provide a plan of action for the learner and the school or recommend placement within a specialised setting.

Arguably the most important policy-guiding intervention to promote health and well-being among learners is the Department of Education's Integrated School Health Policy (ISHP). This policy was informed by the Care and Support for Teaching and Learning (CSTL) programme, which was adopted by six Southern African Development Community (SADC) countries. Its vision is the transformation of schools into inclusive centres, thereby addressing the educational rights of learners, including learners who are deemed vulnerable. The programme "outlines the process of mainstreaming care and support for teaching and learning into policies, programmes and processes within the education sector in South Africa" (Department of Basic Education and MIET Africa, 2010, p.7). The outcome of the programme is the improvement of the enrolment, retention and achievement of learners through: 1. an education system with enhanced responsiveness; 2. the mobilisation of school communities to care and support for vulnerable children; and 3. delivering integrated services.

Subsequently, a National Support Pack was developed, containing specific guidelines informing the development, implementation, monitoring and evaluation of programmes. The National Support Pack, contained within the CSTL programme, outlines 12 action steps pertaining to the effective care and support of learners, and guides the Department of Education in the implementation of the CSTL programme. The action step, National Model, comprises the framework for addressing barriers to teaching and learning. Nine care and support areas are identified: nutritional support, infrastructure, water and sanitation, social welfare services, psychological support, safety and protection, curriculum support, co-

curricular support, material support and health promotion. The health promotion area places the obligation on “schools and the DBE to promote overall health and well-being, and to prevent and mitigate the impact of health barriers to learning” (Department of Basic Education and MIET Africa, 2010, p.29). Sixteen different requirements are outlined, guiding the actions taken by the department, schools and teachers in the promotion of health. Actions cover various areas: sexual/reproductive health, HIV prevention, life skills, behavioural change programmes, the rights of children, pregnancy prevention, information on health and wellness, supporting educators, universal blood precautions, treatment adherence of children on ARVs, drug abuse, illness impacting on barriers to learning, and the establishment of HPS. The 12 action steps outlined in the National Support Pack support the effective implementation of the CSTL and thus the objective of effective health promotion.

The Integrated School Health Policy aims to enhance the growth, health and development of children and the communities they reside in through collaboration between the Department of Basic Education and the Department of Health. Various policies govern and influence the ISHP, among them White Paper 6, SIAS, CSTL and Whole School Evaluation. Health problems that require immediate attention are addressed, as well as the promotion of learners’ health and well-being through interventions. Mitigating factors that hinder the current provision of health services include managerial variation in awarding merit towards school health services, lack of collaboration between the DBE and DOH, and inequitable distribution of limited resources. The ISHP made various adjustments to enhance school health services, including: increased close collaboration between all stakeholders, providing services within the different educational phases, more comprehensive services delivered within packages, increased provision of health services and implementation guided within a systematic approach and occurring within the CSTL framework. The school health package includes health education and screening, as well as onsite services located within the different educational phases.

As discussed above, the World Health Organisation supported the concept of Health Promoting Schools (HPS). Schools provide a critical site for the acquisition of skills and knowledge pertaining to health, and if retained in adulthood, these skills and this knowledge could be disseminated to family and community members (Johnson & Lazarus, 2003; Mohammadi et al., 2010; St Leger, 1999; World Health Organisation, 2013). The impetus behind this approach is that children will determine the future of our civilisation, placing their well-being, knowledge and energy central in an approach to the promotion of health in schools (Johnson & Lazarus, 2003). An HPS “engages health and education officials, educators, pupils, parents, and community leaders in efforts to promote health, to provide a healthy environment, school health education, school health services and school/community projects and outreach” (World Health Organisation, 2013, p. 4). This engagement facilitates a critical link between education, health and community, ensuring intersectoral collaboration that is cost-effective. It can thus be described as a collective approach to the promotion of wellness.

The HPS concept was adopted in South Africa in 1994, addressing educational and health imbalances engendered through apartheid and supporting learners and teachers who experience difficulties (Swart & Reddy, 1999; World Health Organisation, 2013). South Africa’s history of racial and gender discrimination, income inequalities and the migrant labour system resulted in severe inequalities with fragmented health and educational services. Available services were limited to specific races and classes (Johnson & Lazarus, 2003). In addition to these imbalances, South-Africa is also fronting four concurrent epidemics. Poverty-related illnesses, HIV/AIDS, violence and non-communicable diseases all engender barriers to optimal health, thus hindering effective learning (Department of Basic Education and Department of Health, 2012). With the advent of democracy in 1994 it was evident that collaborative efforts would be imperative to address inequalities in a unified and synergetic fashion (Johnson & Lazarus, 2003). Various policies have been formulated and implemented within the health and education sectors, with the aim of addressing these inequalities. The 2006 Health Promotion Policy, 2006 Health and Wellness in Education

framework and 2003 School Health Policy, which was replaced in 2012 by the Integrated School Health policy, all support the ideal of health promotion (World Health Organisation, 2013). Between 1994 and 2000, guidelines for the establishment of HPS was developed, resulting in a policy and programme that answer the call for a holistic and integrated approach to the promotion of health (Johnson & Lazarus, 2003). The policy on inclusive education and the key principles contained within these guidelines are congruent. An HPS framework was developed and “recognised as a strategic, holistic, comprehensive response to the challenge of barriers to learning and a successful strategy for creating safe and supportive environments in schools as centres of care and support” (World Health Organisation, 2013, p. 8). The framework focuses on the development of policy, the involvement of the community and the school environment in the rendering of context-applicable health and social services (Swart & Reddy, 1999). Through the HPS, the gap between governmental departments, specifically the Department of Health and Department of Education, various disciplines, professionals, and sectors is bridged.

The HPS was systematically implemented within various schools, supported from an international and national level, with local contexts mitigating implementation within provinces. Provinces utilised formal processes, implementing the HPS guidelines to varying degrees (World Health Organisation, 2013). These schools were assisted in participating in an HPS network of schools. Multiple instruments were developed to assist schools in the process of implementing interventions. These instruments were engendered through principles found in guidelines developed by the Department of Health’s National Guidelines for developing Health Promoting Schools / Sites in South Africa and the WHO. Schools given HPS status were evaluated and monitored in processes aiming to ensure value.

Various initiatives were developed and employed in provinces, including road safety, first aid and personal hygiene, a teenage club preparing students for the adult world, drug abuse, recreational and stimulating after-care programmes, remedial groups, outdoor educational situations, nutrition projects and teacher support groups (Johnson & Lazarus, 2003). To varying degrees, schools were progressively achieving HPS objectives in various provinces.

The DBST, curriculum advisors, circuit managers and financial advisors play crucial roles in their support of the implementation of interventions.

Another system located within South African schools, the Integrated Quality Management System (IQMS), contributes towards developing educators, enhancing their capabilities in fostering an environment conducive of teaching and learning (Mtapuri, 2014). The system was negotiated by the Education Labour Relations Council (ELRC) and incorporates three programmes: Developmental Appraisal, Performance Measurement and Whole School Evaluation (De Clercq, 2008; Department of Education, n.d). Developmental appraisal entails evaluating educators and identifying strengths and weaknesses in order for programmes for individual development to be drawn up. Whole School Evaluation assesses the overall efficacy of a school, including the quality of teaching and learning offered.

IQMS is an ongoing process, completed by schools annually. Within this system, educators evaluate themselves, and this in turn is verified by their development support group (DSG), identifying strengths and areas that need development. Through the DSG evaluation, an educator's Personal Growth Plan (PGP) is compiled. The PGP "ensures a transparent educator initiated system of appraisal for development" (De Clercq, 2008, p.13). When all educators' PGPs are completed, they inform the School Improvement Plan (SIP), guiding the support required by educators in achieving their targets. Through the PGP and SIP, teachers are developed professionally, which enhances the quality of teaching and learning and contributes towards improving the education system (Mestry, Hendricks, & Bisschoff, 2009).

It could be argued that the policies, frameworks and initiatives stated above are prone to deficit thinking. Ebersöhn and Eloff (2006) question the effective implementation of various policies, including inclusive education and The National Policy on HIV/AIDS for learners, educators and students. Various strides have been taken in questioning the deficit thinking within the needs-based or medical model approach. Donald et al. (2006) challenge the limitations set by this approach, accentuating the social contexts in which humans reside and develop. These researchers argue that the ecosystem perspective and constructivist

perspective are effective in shedding light on how individuals relate to their social context. These perspectives study interactions between individuals at various levels in the social context and how knowledge is constructed through an interplay between an individual and these levels. Through these perspectives, the effectiveness of the medical model to elicit holistic, proactive and sustainable positive change is questioned, contributing towards a deeper understanding of the complexity of problems. Though these perspectives are relevant, contexts are still evaluated in terms of what is lacking (Eloff & Ebersöhn, 2001). Eloff and Ebersöhn (2001) state that medical model thinking is still deeply engrained in South African society, focusing on problems, deficiencies and needs within the larger contexts, thus evaluating the larger context within what is lacking. Rendering support from a needs approach raises various concerns.

- 1). Weaknesses are emphasised in which multifarious problems and deficiencies are listed, creating the impression that professionals are 'experts' in addressing problems. This practice disempowers communities in which members are not collaborating in decision-making processes to enhance their quality of life (Ferreira, 2006).
- 2). The allocation of resources according to the needs presented by the community encourages community leaders to capitalise on these needs and underplay strengths.
- 3). Various professionals address various needs within a community, resulting in fragmented efforts due to limited collaboration.

These concerns indicate that communities evaluate themselves in terms of deficiencies and are powerless to change their circumstances (Ebersöhn & Eloff, 2006). The asset-based approach does not contest the reality of deficits within systems and the value of their proper identification in the pursuit of accountable interventions (Coetzee, Ebersohn, & Ferreira, 2010).

Eloff and Ebersöhn (2001) argue that an asset-based approach would take "the social, holistic view one step further, by focusing on the capacities, skills and assets within the social system" (p. 149). Deficiencies within a system are addressed through the creation and strengthening of relationships between individuals and organisations, enhancing the assets

within a community. Interventions originate through the active identification of capacities within communities, establishing links and addressing problems from within (Eloff & Ebersöhn, 2001; Ferreira, 2006). Asset maps are drawn for this purpose, assessing individual capacities and amassing an inventory of the support that local organisations and institutions could provide. Through this process of collaboration and participation, the potential of sustainable empowerment is increased. Ebersöhn and Eloff (2006) identify community-based participation, building and strengthening of internal capacities, community resource mobilisation, networking and establishment of links, advocacy, usage of local knowledge, structures, beliefs and skills, and information sharing as possible activities to foster empowered communities that hone the existing potential contained within them. Ferreira (2006) asserts the internal focus of these activities, opting to emphasise “a community’s interests, challenges, priorities, creativity, strengths, hopes and power, as identified and defined by community members (participants) themselves” (p. 82). Given the legacy of apartheid and the social-economic challenges facing South-Africa, early childhood intervention has the potential of addressing various pressing concerns impacting on the development of vulnerable children (Ebersöhn & Eloff, 2006). Driven from an asset-based approach, individuals are empowered to engage with each other and their communities, solving problems from within through the help of professionals who connect individuals with various sources of support (Eloff & Ebersöhn, 2001).

Research conducted by Theron (2004) corroborates an asset-based approach to intervention through the investigation of the role that resilience plays in the actualisation of learners deemed vulnerable. Personal protective factors that are intrinsic to resilient individuals and empower them to face hardships should be explored. These protective factors reinforce each other through a process of interaction, interposing the risk factors that are encountered. The empowerment of vulnerable children through the consolidation of protective factors into appropriate intervention programmes is pivotal. Theron and Donald (2013) advocate “greater attention to the interactive processes which underpin resilience and, more particularly, to how proximal, face-to-face transactions embedded in

mesosystems and microsystems and nuanced by the distal, macrosystemic influences, mould resilience” (p. 51). These interactive, dynamic interactions encourage children to negotiate in a participatory manner, inhibiting needs-based approach assumptions regarding their presumed state of disempowerment. Resilience is thus envisioned as rooted within the ecological context in which dynamic and complex microsystemic proximal transactional and interactional processes operate. Ferreira (2006) regards these relationships as central to an asset-based approach, and their establishment, continuation and enhancement between all role-players, institutions and local associations within a community are vital. Resilience should be enhanced through active participation between children and the ecologies they reside in.

Ebersöhn (2012) argues that transactional practices could be used to enhance collective resilience within vulnerable environments and denotes the “flock response” as a process of accessing, mobilising and sustaining resources as a means to address risk factors within communities. Communities that are deemed vulnerable experience stress as a collective and could respond with individuals using relationships functionally. Through these interactions appropriate resilience enhancing resources could be shared, enabling communities to take ownership and effectively steer reliance-enhancing processes. The researcher uses the Relationship-Resources Resilience (RRR) theory to elucidate collective resilience, predicating it in the notion “that any individual is related/connected to others via relationships and, as a result, similarly connected to resources: individual exist in relationships; relationships harbour resources; relationship skills can be used to access, mobilise and sustain resource use; and relationship-based resources can be used to address adversity” (Ebersöhn, 2012, p.36). Further enquiry into context-enhancing resilient processes, resources, stakeholders and their interactions is necessary to empower children and communities to co-direct resilience-promoting transactional practices (Ebersöhn, 2012; Theron & Donald, 2013).

Other studies conducted by scholars of South African universities have focused on the development of a preventative programme towards subclinical eating disorders (Kirsten,

2007), exploring the implementation and creation of the Health Promoting School as well as supporting policies (Mashau, 2011; Meyer, 2005; Mokhobo, 2007).

All of the policies, programmes and frameworks employed by the Department of Education, Department of Health, non-governmental organisations and community services contribute to the promotion of health and wellness, and various aspire to be preventative and proactive. When dissecting these approaches, various concerns can be raised. These efforts attempting to facilitate and enhance well-being within South Africa can at best be described as fragmented. As can be seen, various initiatives are developed and deployed, although activities lack a clear direction and focus. Activities are not coordinated, and as such the interactions of these interventions with various systems, dimensions and their subsequent relationships are neglected. An integrated, synergistic and process-driven approach, grounded within a thorough understanding of complexity and sustainability theory, will enable the choice and utilisation of interventions that fit best within the context in which well-being is facilitated. The researcher anticipates that well-being will be more goal-orientated when engaging with activities contained within the Health Promoting School, Inclusive Education, Institutional-level Support Teams, Care and Support for Teaching and Learning, Safe Schools, non-governmental organisations, community services, primary health clinics, and the school structure. A well-being coordinator would be in an optimal position to choose and guide activities related to well-being enhancement that would benefit the school and its learners, teachers and parents.

2.5. The coordination of well-being in a school context

The effective coordination of the various relevant activities and interventions provided by schools and other institutions, along with the successful implementation of governmental policies aimed at well-being, is of vital importance. The following seems critically important in such a process: firstly, the integration of various individual actions towards collective success. Secondly, the ability of teams to function and flourish within dynamic, complex

environments. Teams need to be highly adaptive, seeing as the environments within which they exist change continuously. Thirdly, team leadership, entailing individuals who are responsible for the ratification of objectives and who guide the teams towards accomplishing set goals (Zaccaro, Rittman and Marks, 2002).

Coordinators assume the position of a leader, ensuring that functions pertaining to task accomplishment or shared objectives are identified, and facilitating and guiding the efforts of individuals and the group to accomplish specific tasks or objectives (Kareem, 2016; Zaccaro et al., 2002). Dimensions of leadership typically include influencing the behaviour of followers, decisions that impact on the orientation of the group, balancing goal attainment, and maintenance operations within the group (Kareem, 2016). Leaders are in a prime position to guide teams to ask questions and promote flexibility, thus empowering members and enabling an atmosphere of trust and respect which promotes sustainability.

Coordinators guide actors to work together harmoniously during both cooperative and conflictual interactions between them (Malone & Crowston, 1990). Under the leadership of the coordinator, a team needs to be guided to:

- divide goals into actions
- assign specific actions to actors or groups
- allocate resources to actors or groups to fulfil goals
- share information constructively amongst each other so that set goals can be achieved
- manage the interdependencies between chosen activities

Three prominent leadership styles have been identified. The laissez-faire leadership style avoids making decisions, and responsibilities are often abnegated (Sudha, Shahnawaz, & Farhat, 2016). Decisions are often postponed until actions to address problems are ineffective (Sivasubramaniam, Murry, Avolio, & Jung, 2002). It is avoidant in nature and less effective than other leadership styles in producing the desired outcomes (Sudha et al.,

2016). Teams' actions are negatively associated with performance when leadership is absent and their dynamics dysfunctional, seeing as the leader fails to provide adequate guidance and members fail to identify and be motivated with regard to chosen objectives. (Sivasubramaniam et al., 2002).

The transactional leadership style can best be described as the social exchange between leaders and followers in which rewards and punishments are used to produce concessions (Sudha et al., 2016). With this style, leaders recognise effort through the provision of rewards, intervene when deemed necessary, and specify goals, guidelines and rules that promote the accomplishment of objectives (Kareem, 2016).

Lastly, transformative leadership is characterised by a common vision, innovative exchange of ideas and advocating of core team values. (Sivasubramaniam et al., 2002; Sudha et al., 2016). Such a leader is supportive of members and engages in 'coaching, teaching, sharing ideas, personal attention and collaborating with others; emphasising problem solving and creative decision making; includes others, promotes intellectual and rational activities; helps members to grow and is trustworthy' (Kareem, 2016, p. 9). Members' accomplishments are recognised, complaints and mistakes are addressed and corrected and clear expectations are communicated. Transformative leaders 'develop in their followers a sense of purpose and/or vision and they work towards developing followers to their full potential' (Sivasubramaniam et al., 2002, p. 69).

Team leaders need to navigate through two distinct phases in order for teams to function optimally (Morgeson, DeRue, & Karam, 2009). The transition phase entails evaluating and planning activities in order to reach set objectives. The action phase refers to the activities that are performed in the process of objective attainment. As teams move between these cycles, 'they encounter numerous challenges that arise from the team, organisation, and environmental contexts within which the team is operating' (Morgeson et al., 2009, p. 7). The needs that arise from these challenges must be adequately addressed by leaders in order for sustainable team performance and advancement to occur.

The transition phase encompasses developing structures and processes aimed at enhancing efficacy. These structures and processes include:

- the composition of the team, which also includes the characteristics and attributes that members exhibit and that influence the functioning and behaviour of the group.
- defining a clear and concise team mission and purpose along with accompanied expectations.
- structuring, planning and guiding the efforts of the team. This process includes determining how work can be accomplished, assigning roles to team members who complement the process, and allocating time to activities assigned.
- training and developing the team through instruction, demonstration and mentoring, encouraging members to learn and apply knowledge, skills and interpersonal processes to enhance optimal group functioning.
- sense making, in which disruptive internal and external events are interpreted, communicated and managed (Zaccaro et al., 2002).
- giving feedback through the assessment of past and present performance, directing the team towards future success. Objectives, strategies and processes are reflected upon, leading to a renewed awareness through encouraging constructive feedback sessions (Somech, 2006).

During the action phase, activities are completed that contribute towards the attainment of goals and team mission. The leadership function within this cycle includes:

- monitoring teams, their processes and performance.
- managing team boundaries through engagement with stakeholders or units outside the team and by “buffering the team from external forces and events to integrate the team’s work into the rest of the organisation” (Morgeson et al., 2009, p. 21).
- challenging the team’s assumptions, methods, processes and performance and thus stimulating opportunistic thinking.

- performing team tasks, where a leader plays an active role through performing of specific task(s) within the group and through this engagement is able to assist other members.
- solving problems through assessment and the development and implementation of solutions that support the actualisation of teams (Zaccaro et al., 2002).
- providing resources for the group through accessing and providing necessary informational, financial, material and personnel resources for chosen activities (Zaccaro et al., 2002).
- encouraging team self-management, increasing resilience and adaptability as members utilise their own resources and to a certain extent, perform the leadership function themselves.
- Supporting the social climate, enabling positive social interactions between members.

2.6. Summary

Research indicates that the promotion of health within schools is valuable through the implementation of programmes and interventions. However, there are limitations situated within the theory, application and assessment of such an approach. Therefore, various researchers choose to employ well-being as a construct which encompasses a holistic, complex, multi-dimensional perspective that underscores interconnectedness within various dimensions and domains. Utilising well-being promotes proactive and preventative engagements. Although there have been advancements in addressing well-being within South African schools, it is not yet promoted through a thorough and common understanding of the theoretical foundation of a well-being enhancement process.

The various policies, programmes, and frameworks employed by the Department of Education, Department of Health, non-governmental organisations and community services aspire to be preventative and proactive. Yet there are concerns regarding their fragmented

application and lack of clear direction and focus. The researcher postulates that the coordination of well-being could be more goal-orientated. A well-being coordinator would be in an optimal position to choose and guide activities related to well-being enhancement, benefitting the school community and its learners, teachers and parents.

The focus of this study is to explore the role of a coordinator of a well-being support team in an integrated multi-level process to facilitate holistic well-being in a school community. This necessitates an understanding of the complexity of the processes, relational dynamics and leadership styles that empower and transform, as indicated in the theoretical framework in the next chapter.

CHAPTER 3

THEORETICAL FRAMEWORK FOR THE STUDY

3.1. Introduction

The theoretical framework for exploring and describing the role of the well-being support team coordinator within an integrated, multi-level process to facilitate holistic well-being in school communities draws on the following theories: transformational leadership theory (Bass, 1999), living theory (Whitehead, 2008a; Whitehead 2008b), transactive goal dynamics theory (Fitzsimons, Finkel, & Vandellen, 2015), relational coordination theory (Gittell, 2012; Gittell, 2011) and complex responsive processes of relating theory (Stacey, 2000; Stacey, 2007; Suchman, 2002).

3.2. Transformational leadership theory

Transformational leadership theory explores leader effectiveness and personality, and the influence of these factors on followers' motivation and performance (Kark, Shamir, & Chen, 2003; Piccolo & Colquitt, 2006). Such leadership could lead to the growth and empowerment of followers, enabling self-motivation, as followers do believe in their ability to manage and execute activities successfully. In this study, the coordinators are considered to be leaders of the process of enhancing well-being in school communities and are often already involved in the management teams or the institutional level support teams (ILSTs, as referred to in Section 2.4.) responsible for supporting inclusive education.

Researchers postulate that transformational leadership comprises four dimensions of leader behaviour where followers are moved beyond self-interest by the leader (Bass, 1999):

- The first dimension, idealised influence, can be defined as the ability of a leader to serve as a charismatic role model, exhibiting admirable behaviour and causing followers to identify with them (Judge & Bono, 2000; Judge & Piccolo, 2004; Piccolo & Colquitt, 2006). Leaders who are aware of their emotions and manage them

appropriately are in a position to serve as a role model, enhancing followers' trust and eliciting respect (Barling, Slater, & Kevin Kelloway, 2000).

- The second dimension, inspirational motivation, involves the creation and articulation of a clear and attractive vision of the future that appeals to followers (Judge & Bono, 2000; Kark et al., 2003; Piccolo & Colquitt, 2006). These leaders provide inspirational motivation that “challenge[s] followers with high standards, communicate[s] optimism about future goal attainment, and provide[s] meaning for the task at hand” (Judge & Piccolo, 2004, p.755).
- The third dimension, individualised consideration, relates to the provision of support and encouragement to followers, attending to their needs and development (Judge & Bono, 2000; Kark et al., 2003). Coordinators who exhibit empathy and manage relationships in a positive manner could lay the foundation for individualised consideration (Barling et al., 2000).
- The fourth dimension, intellectual stimulation, refers to the degree to which leaders challenge assumptions, take risks and solicit the ideas of followers, thus challenging the status quo (Judge & Bono, 2000; Judge & Piccolo, 2004; Piccolo & Colquitt, 2006). Coordinators could increase members' awareness of problems, challenging them to view them from a different perspective (Kark et al., 2003).

In terms of this study, the transformational leadership theory informs the research with specific reference to the understanding of the role of emotional and social intelligence in the process. The coordinator, in their position as leader, can inspire their WBST members through their transformational behaviour. This could lead to an increase in motivation and enhanced performance for WBST members. Coordinators would thus be ideally placed to raise members' expectations regarding the process and their fundamental role in driving the process.

As coordinators challenge WBST members' assumptions and raise their awareness to view them from a different perspective, a diversity of opinions within the WBST are

encouraged, which in turn supports complex responsive processes, as will be discussed later. To conclude, transformational leaders would transform the values and priorities of followers, empowering them to achieve high levels of task performance as they define and mould the 'reality' of the followers' working environment (Piccolo & Colquitt, 2006).

Coordinators are therefore optimally placed to communicate and manage job meaning through reflecting on well-being language, imagery and symbols utilised within this communication.

3.3. Living theory

Living theory denotes a shift in how reality is framed from fixed to relationally dynamic (Whitehead, 2008a; Whitehead, 2009). All individuals form part of the dynamics of a common living space. In this space, individuals have the capacity to express and develop awareness of space and boundaries with life-affirming energy and values that give meaning and purpose to their lives. Living theory can therefore be defined as an explanation of reality which is based on their own experience and applied to influence their own learning, the learning of others and the learning of the social formation in which they live and work (Whitehead, 2008a). Action reflection cycles are used as methodology to generate this knowledge, which can improve the practice of the individual who has learnt from his/ her own experience. These action reflection cycles encompass the process of problem-forming and solving, acting out a possible action, evaluating its effectiveness and producing an account (Whitehead, 2008a; Whitehead 2008b). Through this process, the individual is strengthened to make a judgement on the effectiveness of chosen actions and their understanding thereof.

In the context of this study, each of the coordinators developed their own learning theory based on their experiences as well as their involvement in action reflection cycles aimed at the facilitation of best practices to promote holistic well-being in their respective contexts. The researcher, as a participant in the process, strengthened his own living theory of the coordination process through regular recording of the process in the reflexive journal that is also a data set in this research.

3.4. Transactive goal dynamics theory

Transactive goal dynamics theory is a multi-level theory of goal pursuit, and is guided by assumptions regarding the complex web of links in which social actors in a social system are situated (Fitzsimons et al., 2015; Fitzsimons, Sackett, & Finkel, 2016). Within this web, “individuals’ goals, pursuits, and outcomes come to affect each other in a dense network of goal-related interdependence, with the individuals possessing and pursuing goals oriented toward themselves, other members of the system, and the system as a whole” (Fitzsimons et al., 2016, p.136). As coordinators manage the complex and dynamic process of enhancing well-being within school communities, a thorough understanding of interpersonal relationships is required while WBST members pursue goals orientated towards themselves, team members and the team.

Transactive goal dynamic theory is a multi-level-model of goal systems and rests on six tenets (Fitzsimons et al., 2015). For the purpose of this study, the first five will be discussed briefly:

- Tenet 1: Members of a team have various goals, pursuits and outcomes, and this creates a dynamic system of mutual affect that draws on shared resources. These include the goals of an individual member, parallel goals where individuals have a common goal, and the shared goals of the team.
- Tenet 2: The development of transactive density, the extent of influence between members’ goals, pursuits and outcomes. These units can be seen as interconnected within a team and increase if links are created, nurtured and strengthened. Relational motivation and opportunity stand central to the development of these units.
- Tenet 3: Transactive gain, success gained through producing better goal outcomes, emerges through successful coordination of the synergies from the amalgamation of members’ goals and pursuits.
- Tenet 4: Certain team characteristics predict the emergence of **efficacious** goal coordination. The first is relationship orientation, where members utilise positive

relational and communication skills. Secondly, shared goal representations, where members within a system concur regarding their goals, pursuits and outcomes.

- Tenet 5: The extent to which participation in the system leads to better or worse outcomes, transactive gain or loss, predicts the commitment and cohesion between members as well as satisfaction with the leader.

Transactive goal dynamic theory provides a multi-level model of goal systems, and informs the understanding of coordination in various distinct ways. Firstly, it underscores the complexity of the various goals that are pursued by WBST individuals, members and the team simultaneously. Secondly, it embraces the interdependence of members' goals, pursuits and outcomes and encourages the creation and strengthening of linkages between them. Thirdly, it suggests that WBS teams' goals could be achieved through their usage of pooled goal-relevant resources. Thus, properly managed, one member's pursuit could facilitate another member's pursuit. Fourthly, efficient goal coordination implies that the strengths, skills and interests of members be utilised. Fifthly, the importance of enhancing positive relational experiences that improves group cohesion. Lastly, the significance of members' agreement on the pursuit of individual goals and targets.

3.5. Relational Coordination Theory

Relational coordination provides a unique understanding of the relational dynamics that underpins the coordination in any process (Gittell, 2011). Effective coordination is dependent on the quality of communication between participants within a working process (Gittell, 2012; Gittell, Weinberg, Pfefferle, & Bishop, 2008). In turn, the quality of the relationships will have direct bearing on the quality of communication, thus implying a reciprocal influence between them.

Relational coordination comprises four communication dimensions and three relationship dimensions that mutually reinforce one other when engaging with the coordination of work (Gittell et al., 2008; Gittell, 2011).

- The communication dimensions include the following: firstly, frequent information, as repeated interaction leads to increased sharing of information and building of relationships. Secondly, timely communication, where exchanges between participants occur at times that best facilitate successful task performance. Third, accurate communication, which combats errors and delays, as participants are obliged to seek more accurate information. Lastly, problem-solving communication, where participants engage in joint problem solving.
- The relational dimensions are as follows: firstly, shared goals, which enhance the bond between participants so that consensus regarding conclusions can be skilfully achieved. Secondly, shared knowledge, where participants have a clear understanding of how their tasks are linked with the tasks of others so that all parties are aware of how changes could impact this context. Lastly, mutual respect for other participants, which facilitates a bond that is conducive to effective coordination.

Facilitating successful coordination is dependent on high-quality communication and high-quality relationships among participants. These dimensions work together as they engage in a dynamic process of mutual influence (Gittell et al., 2008; Gittell, 2011).

Relational coordination emphasises the importance of adjusting actions in response to the outcome of others' tasks. Coordinators should therefore facilitate communication that enhances the relationships within their teams, in order to effectively facilitate the process in their school communities.

3.6. Complex Responsive Process

Complexity theory "is a theory of change, evolution and adaptation, often in the interests of survival, and often through a combination of cooperation and competition" (Morrison, 2006, p.1). Environments, systems or organisations can best be understood through the continual interaction, organising and reorganising of constituent elements or agents that are engaged in a dynamic relationship. Through this engagement, new properties, behaviours and phenomena emerge, without any blueprint or programme being present (Morrison,

2006; Stacey, 2000). As such, it renders a non-linear, organic and holistic understanding of phenomena, concentrating on varying expressions of interactions between constituent elements or agents (Mason, 2008a).

When applied to behaviour, it postulates that an organism responds to their environment, which elicits change in the environment and subsequently the organism itself, producing a reiterative process between environment and organism that can be described as dynamic and transformational (Morrison, 2006). Studying the organism implies studying their environment, emphasising how the whole is more than the sum of its parts and requires a connectionist and holistic analysis. In other words, analysis depends on considering various factors simultaneously through trans-phenomenal interpretive perspectives.

Complexity theory suggests that, “given a sufficient degree of complexity in a particular environment, new (and to some extent unexpected) properties and behaviours emerge in that environment” (Mason, 2008a, p.33). The manifold relationships and dynamic interactions between elements or agents within a system contribute towards the emergence of new patterns which might not be contained within, or predicted from, constituent elements or initial conditions. If a critical mass of diversity and complexity is reached within an environment or system, new properties, behaviour and patterns emerge as continuity and change occur. The phenomena that enjoy momentum and dominance over other phenomena possess power.

Complexity theory challenges educational philosophy and paradigms, identifies multifarious agents and structures that regularly interact with each other and themselves, creating a myriad of connections. These include teachers, students, parents, the SMT local organisations and business and education departments. If any current power structure wished to be changed, it stands to reason that various factors on various levels would need to be influenced in an attempt to elicit change and momentum into a new direction (Mason, 2008a; Mason, 2008b). Complexity theory sheds light on how schools can enable spaces for the emergence of well-being and how the WBST can drive such a non-linear, holistic process.

Within complexity theory, the complex responsive process (CRP) provides a theoretical understanding of how patterns form in the thinking, feeling and behaviour of individuals and groups, and how these patterns produce continuity and novelty through self-organising processes (Stacey, 2007; Suchman, 2002). As individuals interact with each other, their conversations have the potential of generating innovative ideas and strategies. The clusters of meaning generated is not static, and will evolve with new interactions and conversations (Stacey, 2007; Suchman, 2002). Human interaction is non-linear in nature, and small differences therein could lead to altered patterns of interaction and self-organising. These acts of conversing can be seen as knowledge and, as conversations and patterns of relationships change, new knowledge is created (Stacey, 2000). As coordinators interact with other coordinators and their team members, new patterns of perception and interpretation emerge which would not have been generated in isolation. As such, continued dynamic interactions will lead coordinators to understand and address well-being within their school communities differently and over time their approaches will evolve. This understanding emphasises the role of leaders in deepening and widening communication through active participation within interactions (Stacey, 2007).

The complex responsive process also elaborates on the importance of diversity in facilitating emergence (Suchman, 2002). Increased diversity in conversation could enhance the formation of new associations and cultivate new patterns of meaning. Thus, the more diverse the WBSTs are in terms of members' age, background and experience, the better the opportunity for conversations that could foster enhanced well-being through increased collaboration, engagement and creativity. As coordinators aim to improve their WBSTs, it is important for the coordinator to attend to the processes of communication and conversation within their respective teams. Leaders could influence organisational processes through raising their own awareness and as a result, influence WBST members. Indeed, if they are open to change, they are enabling spaces for transformation and emergence within their team and, as result, their school communities. Thus, embracing a complexity process impels coordinators to attend to relational processes, rather than asserting control, and through

their involvement enable interactions that create knowledge (Stacey, 2000). According to Suchman (2002) “reducing anxiety, enhancing awareness of context and relationships and fostering greater receptivity and openness to being changed, a complexity perspective helps to increase the resourcefulness, flexibility and adaptability of an organisation” (p. 18).

Well-being is nested within various systems that are interdependent and in constant interaction. The various actors within these systems subsequently have influence on these systems and vice versa. As such, coordinators need to be cognisant of the complexity inherent in steering a holistic process to enhance well-being within their communities. To conclude, in order to manage a process that facilitates the emergence of well-being, coordinators need to be aware of known and potential constituent parts, their connections and how their role shapes this evolving ‘fabric’ of well-being within their school communities.

3.7. Summary

The researcher aimed to explore the role of the well-being support team coordinator through a theoretical framework that utilises the unique approaches of various theories, underscoring coordination as a process that entails various actors and elements, within a larger structure that operates on various levels. The researcher suggests that the abovementioned theories would elucidate the intricacies of this process through:

- exploring leader effectiveness and personality and the influence thereof on followers’ motivation and performance (Kark et al., 2003; Piccolo & Colquitt, 2006).
- emphasising the experiences and explanations of the researcher, seeing as they are lived experiences that encompass regular reflection, which has a direct impact on the engagement with coordination (Whitehead, 2008a; Whitehead 2008b).
- utilising a multi-level model of goal pursuit, guided by the complex web of links in which social actors in a social system are situated (Fitzsimons et al., 2015; Fitzsimons et al., 2016).

- investigating the reciprocal influence between quality of communication and quality of relationships within organisations (Gittell, 2012; Gittell et al., 2008).
- how patterns form in the thinking, feeling and behaviour of individuals and groups, and how these patterns produce continuity and novelty through self-organising processes (Stacey, 2007; Suchman, 2002).

CHAPTER 4

RESEARCH DESIGN AND METHODOLOGY

4.1. Introduction

This chapter provides extensive information about the context in which the research took place. This is followed by a detailed discussion of the research process, paradigm, design and methodology applied in this study. The discussion of the research methodology includes the procedures followed to select the participants, the methods applied to gather the data as well as the data analysis processes. The way in which rigour was ensured and the ethical considerations are also discussed in this chapter.

4.2. The research context

The study was conducted in a rural town in the Western Cape, one of the nine provinces in South Africa. The province's population includes approximately 6 397 858 people and it is one of the three largest provinces in the country. The table below provides an overview of the province's educational institutions, staff and learners (Department of Education, 2016):

Table 4.1: Overview of Western Cape Educational context

Learners	
Learners in public ordinary schools Grades 1-12	985 315
inclusive	
Learners in Grade R in public ordinary schools	18 854
Learners in Grade R at independent sites	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

All South African public ordinary schools utilise a quintile system, which enables the categorisation of school communities for funding purposes based on the relative poverty of the communities (Western Cape Education Department, 2006). Quintile 5 is deemed the 'least poor' while Quintile 1 is the 'poorest'. School communities in Quintile 4 and 5 are considered fee-paying schools while schools that fall within Quintiles 1, 2 and 3 are referred to as 'no-fee' schools (Grant, 2013). The quintile ranking system determines the amount of funding a school receives each year and the authorisation to charge school fees or not. All the school communities that were included within this research study are Quintile 1 schools, with the exception of a school which is categorised as a Quintile 4 school.

The tables below provides an overview of each of the schools that were involved in this study to explore the role of a coordinator in the facilitation of well-being within school communities. The information was provided to the researcher by each of the coordinators and constitutes a reflection of their school community's reality.

Table 4.2: Demographic of school communities

	School A	School B	School C	School D	School E	School F
Number of learners	419	988	843	762	526	435
Number of teachers	17	33	32	21	17	19
Coordinator Information						
Gender	Female	Female	Male	Male	Female	Male
Years' experience	36	32	4	3	28	10
Position in school	Head of Department: Intermediate and Senior Phase	Senior teacher	Teacher: Subject Head	Teacher	Head of Department: Intermediate and Senior Phase	Head of Department: Senior Phase

Table 4.3: Description of school contexts

ETHNIC GROUPS ACROSS ALL SIX SCHOOLS
The ethnic groups that are represented within these school communities are mainly Coloured and isiXhosa learners.
HOME LANGUAGE OF LEARNERS
The majority of learners (+75%) in the six schools has Afrikaans as their home language, while 25% has isiXhosa as their home language. The majority of learners use English as a secondary language.
LANGUAGE OF INSTRUCTION
Learners at the six schools are mainly instructed in Afrikaans and English. IsiXhosa is used in one of the schools according to the policies of the Department of Basic Education.
SOCIO-ECONOMIC CONDITIONS ACROSS ALL SIX SCHOOLS
The majority of learners across all six schools come from very low-income areas, characterised by poverty and high unemployment rates. Even the school rated as Quintile 4 accommodates learners from the same socio-economically deprived contexts as the other schools.
ASSETS IDENTIFIED IN THE SCHOOLS

All six schools mentioned their feeding schemes as an asset. Due to their socio-economic contexts, the meal they get at the school might be the only meal that some learners have on a particular day; therefore the feeding scheme is considered a very valuable asset in these school communities. Five schools indicated that they have a library which gives learners access to reading books that they might not otherwise be able to afford. All the schools have computer rooms, providing learners with access to computers as well as the internet. The schools further indicated that they have qualified personnel who are dedicated and hard-working.

CHALLENGES IDENTIFIED IN THE SCHOOLS

All six schools indicated that substance abuse (such as alcohol and marijuana) is a problem amongst the learners, even 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 many learners also 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 parental involvement in their children's school careers as a challenge.

4.3. The research process

This study is a subproject within a larger research project that aims to develop an integrated multi-level process to facilitate sustainable, holistic well-being in South African school communities. The WCED gave its consent to this research project, which is funded by the National Research Fund and led by the supervisor of this study. Permission was obtained from the ethics committee of the North West University and the Western Cape Education Department to conduct this particular study aimed at contributing to an understanding of the role that coordinators play in the enhancement of well-being within schools (see Addendum A). An overview of the research process is presented in the table below.

Table 4.4: Overview of the research process

2014	The introduction of the proposed larger research project aimed at developing an integrated, multi-level process to facilitate the promotion of holistic well-being.
2015	<p>The inception of the PALAR process and the recruitment of coordinators and WBST members. The coordinators and WBSTs attended a workshop which provided a framework for the enhancement of well-being, developed a vision for their WBST and purposefully integrated and planned activities for 2015. Coordinators played a leading role within the establishment and orientation of the WBST. Various action learning set meetings between the supervisor of the larger research project and the WBSTs were held. These sessions were complemented with action learning sets specifically with coordinators. During these sessions, coordinators reflected on their beliefs, perceptions, actions and concerns which informed their subsequent steering of the well-being enhancement process within their school community. WBSTs reflected on their actions during the year, which informed their planning for 2016. The researcher was actively engaged with all abovementioned activities.</p> <ul style="list-style-type: none"> - Research proposal: The researcher submitted a research proposal, which was accepted in March.
2016	<p>The continuation of the PALAR process through regular action learning set meetings, WBST meetings, planning and steering of various activities to enhance the individual, relational and collective well-being of learners, teachers and parents.</p> <ul style="list-style-type: none"> - The NWU Ethics Committee gave ethical clearance for the research study in May. - The researcher read extensively on the subject matter of well-being and coordination. A literature review was written during June and July. - Data gathering: Semi-structured individual interviews with four coordinators took place during October and November. The first semi-structured focus group with 4 WBST members took place in December.
2017	<p>Continuation of the PALAR process, as described in the previous section.</p> <ul style="list-style-type: none"> - Data gathering: The second semi-structured focus group with 3 WBST members took place during February. - Data analysis: The researcher identified and reviewed various themes through a collaborative effort with the supervisor during the month of March. - Discussion of findings: The researcher elaborated on identified themes and subthemes and supported these findings with current literature from April to July.

The gathering of data through interviews with WBST coordinators and focus groups with WBST members was conducted at private settings deemed suitable by the participants. All the participants were consulted regarding a suitable time for the interviews and focus groups. All the participants gave permission in writing to participate in the study. The learners in the WBSTs gave their consent to participate after permission was obtained from their parents or primary caregivers. Participants were informed that participation is voluntary and they could withdraw from the research process at any stage if they wished. The researcher informed participants that only partial confidentiality could be ensured, as is explained in Section 4.8. below.

4.4. Research paradigm

A research paradigm informs and guides an enquiry by providing a belief system that guides ontological, epistemological and methodological choices (Guba & Lincoln, 1994). In this study, a constructivist-interpretive research paradigm was applied to explore the role of coordinators in the development of an integrated, multi-level process to facilitate the promotion of holistic well-being in school communities. Rendering the study from a constructivist-interpretive paradigm implies a particular ontological position that guides the assumptions of the nature of social reality (Grix, 2002), as multiple realities constructed through various forms of social action (Denzin & Lincoln, 2013, McMillan & Schumacher, 2014). This perspective assumes a relativist ontology, as human beings construct knowledge through interactions which can be deemed a product of the language contained within these interactions (Howitt, 2010; Denzin & Lincoln, 2013). The coordinators are thus seen as active participants in a process of interactions between themselves and other coordinators, WBST members and the project leader that contributes towards the construction of the role of a coordinator.

Epistemology concerns itself with the manner in which we gain knowledge contained within the social reality (Grix, 2002). A constructivist-interpretive perspective assumes a subjective epistemology, viewing knowledge as a human product constructed socially and culturally (Denzin & Lincoln, 2013; Kim, 2001). Meaning is thus created from interactions between human beings within an environment. The coordination of WBSTs can thus be understood through exploring the active construction of knowledge among coordinators (Adams, 2006). The researchers' discernments and perspectives are deemed important within the interpretation of emergent data, emphasising the value and context (McMillan & Schumacher, 2014).

This ontological and epistemological position has a direct bearing on the methodological approach suited to a constructivist-interpretive paradigm. It informs the choice of approach and particular techniques and procedures that are suitable to proposed scientific inquiry (Grix, 2002). A constructivist-interpretive perspective supports the acquisition of knowledge through taking account of the interaction between knowledge and action, the discourse which facilitates the generation of knowledge and cognisance of the values within interpreting meaning (Fuller & Loogma, 2009; Creswell, 2007).

4.5. Research design

A qualitative research design was applied to investigate the role of the coordinators in the development of an integrated, multi-level process to facilitate the promotion of holistic well-being, and was deemed suitable as it provides an insider's perspective on the action of social actors within their natural setting, stressing the provision of in-depth descriptions (Babbie et al., 2001). Qualitative research focuses on the studying of behaviour in a natural setting sensitive to the context in which social behaviour occurs (Marshall & Rossman, 2006; McMillan & Schumacher, 2014). It promotes a rich narrative description through the assumption that all detail within a particular setting promotes a better understanding of

phenomena. It explores the processes whereby behaviour occurs through underscoring a complex worldview that informs understanding and explanations of phenomena. The approach is fluid, evolving and dynamic in nature as it explores the experience of participants (Corbin & Strauss, 2010).

A qualitative research design was selected as it complements the constructivist-interpretive paradigmatic assumptions of social interactions within lived realities through stressing the socially fabricated nature of reality (Denzin & Lincoln, 2013). It enables investigation into how the experience of coordination is created within the process of interactions and the subsequent meaning attached. As such it could be deemed empowering and democratic through refrainment of studying coordinators as passive objects of inquiry (Marshall & Rossman, 2006).

The researcher chose to employ a basic-descriptive qualitative research design as it purports the studying of phenomena through naturalistic inquiry (Lambert & Lambert, 2012; Sandelowski, 2000). As a research design, it provides a position adjacent to data that encompass interactions and events within the setting of participants. It promotes the saturation of data through obtaining information that is rich and deep whilst providing a straight description of desired phenomena.

This study forms part of a larger research project in which a participatory action learning and action research approach (Kearney et al., 2013; Zuber-Skerritt et al., 2015) was employed. The researcher actively participated in this process and was therefore also informed by a participatory design. A participatory approach values the needs and opinions of local individuals and groups (Babbie et al., 2001) and constructs knowledge that could be utilised to engender social change (Bless et al., 2013). The application of a participatory design encompassed the involvement of the researcher as coordinator of a WBST in six action learning sets over a period of 15 months. During these meetings, the researcher collected data through participatory observation, taking of field notes and regular reflexive discussion with team members, the coordinators of the other schools as well as the project

leader and fellow students involved in the project (Bless et al., 2013). It was deemed effective since it provided a rich personal account of activities, thus enabling the researcher to make his own voice heard in the process (Denshire, 2014).

4.6. Research methodology

The research methodology is discussed with reference to selection of the participants, the research methods applied to collect data and the analysis of the data.

4.6.1 Selection of participants

The population for this study included teachers, parents and learners from six schools who are on the well-being support teams that have been established in each school as part of the larger research project of participatory action learning and action research.

The participants for this study included **two groups of participants**:

The **first group of participants** were six teachers who act as coordinators of the WBSTs in each of the other schools – which includes the researcher, who is a coordinator at one of the secondary schools. The coordinators for each school were initially nominated for the position by other staff members in their schools, based on their respective positions as Life Orientation teacher, ILST member or head of department, and the interest that they have shown in the promotion of well-being in their respective school communities. Since the coordinators were already participating in the larger project, they were conveniently sampled (Bless et al., 2013). As researcher, I handed them a personal invitation in a sealed envelope at the end of an action learning set meeting for coordinators. The invitation included a consent form (see Addendum B) in which I explained what their involvement in this subproject would encompass and asked their consent for participating in this study. I allowed the participants a week to consider their participation in the research. All the coordinators

agreed to participate and returned their consent forms to me. I then messaged them on a private WhatsApp group set up for conversation on the larger project to arrange a time and venue they deemed convenient, comfortable and safe for the interview.

While the individual interviews were in process, one of the coordinators resigned from their position as teacher and his duties were transferred to his successor, who was not well informed about the process since he had not been involved in the participatory action learning and action research process, and therefore declined participation.

The second group of participants initially included 14 members of the Well-being Support Teams across the six schools. The 14 team members invited included a teacher and a parent from each of five of the six schools (N=10) and two learners from each of the secondary schools (N=4). The WBST members of the school where the coordinator resigned, withdrew from the research process.

The inclusion of teachers, parents and learners in the focus groups intended to ensure a variety of perspectives on the role of the coordinator. It is important to note that these participants had already been purposively selected (Ritchie, Lewis, & Elam, 2003) to participate in the larger project based on the following criteria:

- Parents had to 1) have lived in the community where the school is situated for five years or more and have a child(ren) in the school where the research was conducted; 2) be available to participate in the action learning sets; 3) volunteer to form part of the WBST that facilitated the implementation of the well-being initiative at the school.
- Learners had to 1) live in the community where the school is situated; 2) have been in secondary school for at least two years; 3) act as a representative of as many learners as possible; 4) be capable of expressing their opinions regarding the needs and strengths of their school and fellow-learners.

- Teachers had to 1) teach in one of the schools involved; 2) be in a position associated with the facilitation of well-being or interested in such a process; 3) voluntarily agree to form part of the WBST that facilitated the implementation of the well-being initiative at the school.

The participants for the focus groups were invited to participate in the study by sending them sealed invitations with consent forms that explained what their involvement would encompass. The participants were requested to hand in the consent at their forms at the school office, where I collected them. All the participants returned the consent forms. I contacted them to arrange the date and time for the focus group and to ensure that the venue would suit their needs. Unfortunately, only four participants turned up for the first focus group and three for the second focus group. Due to the deep discussion during the focus group interviews, I decided in consultation with the supervisor that it would not be necessary to involve more participants.

Although the participants in the larger project did not all participate in the research for this study, they informed my research since I had at least two significant engagements with them over a period of 15 months. Participants, which included teachers, parents and learners, received a letter containing information regarding what their involvement in the larger project would encompass and asked their consent for participating therein (see Addendum K1-3). These engagements included a work session attended by 52 team members across the six schools, and a research celebration which involved all at least 60 team members. The well-being team as well as the School Management team at my school informed my research as I engaged with them on a weekly basis.

4.6.2. Data gathering

The research methods employed in this study were aimed at obtaining data of rich and deep quality regarding the experiences of the role of a coordinator in the development of an integrated process to facilitate holistic well-being in school communities.

The first data set within the larger project comprised the researcher's own observations and reflections made within the participatory-action-learning-action-research process through the attendance of action learning set meetings and workshops facilitated. These were recorded within a reflective journal which allows for the documentation of the researcher's decisions and choices in the research process (Ortlipp, 2008). Within the journal the researcher's values are consciously acknowledged so as to investigate the assumptions, values, subjectivities and beliefs held by the researcher. Thus, through regular reflection, transparency within the research process is enhanced whilst also enhancing a deepened level of cognition and opportunities for learning (Ortlipp, 2008; Watson, 2010). The researcher entered these reflections in a journal and ultimately structured them according to the interview guide that was utilised in the semi-structured individual interviews with coordinators (see Addendum C).

Data obtained from WBST members complemented the exploration of the role of the coordinator within the well-being enhancement process. WBST members were extensively engaged in the process through a workshop at the inception of the well-being process, five action learning set meetings, a workshop on the management of discipline, a celebration event and five coordinator meetings. Within these meetings and workshops, WBST members worked together to enable, enhance and maintain well-being in their school communities, which created valuable opportunities for capturing data that pertains to the coordination of well-being and the identification of roles, responsibilities and guidelines that could equip the process of coordination. The researcher attended these meetings and workshops and hosted bimonthly action learning set meetings with his WBST, utilising this data to inform, refine and revise the identification of themes.

The second data set comprised semi-structured individual interviews with four WBST coordinators. The researcher chose to employ semi-structured interviews as they equipose flexibility with structure, enhancing the quality of data gathered (Gillham, 2005). These interviews allowed the researcher to probe perceptions and experiences through certain selected topics and explanations related to coordination, while allowing for flexibility and open discussions, thus creating the opportunity for the emergence of extensive and rich data (Bless et al., 2013; McMillan & Schumacher, 2014).

The researcher utilised an interview schedule based on current research literature and theoretical perspectives that was constructed in consultation with the research supervisor (Gill, Stewart, Treasure, & Chadwick, 2008; Barriball & While, 1994). These questions assisted in defining which aspects warranted exploration without comprising the opportunity to diverge and probe relevant responses and ideas in more detail, enhancing the reliability of the information provided. The interview schedule included various predetermined, open-ended questions relevant to the coordination of well-being within the school community and was approved by the NWU ethics committee (see Addendum D).

For the third data set, two focus groups were conducted. As mentioned before, the first was attended by four participants and the second by three. As has been indicated, participants were purposively selected to include representatives from each group, i.e. teachers, parents and learners, ensuring that various perspectives on the role of the coordinator are obtained. Preliminary planning made provision for one focus group. Initially learners on the well-being support teams were not included in the focus groups. It became evident during the research process that learners at secondary schools within the well-being support teams displayed considerable insight and as a result were included.

The researcher chose to employ a focus group interview due to its exploratory capacity. It was deemed suitable as it allows for the discussion of a specific topic among a specifically defined group of individuals whose composition enhances the exploration of the topic (Gillham, 2005). The focus group allowed for the creation of a social environment in which

participants are simulated through other members' perceptions (Babbie et al., 2001; McMillan & Schumacher, 2014). Participants were able to explore identified topics together in detail through the facilitation of discussions within the focus group, creating learning opportunities for all involved (Bless et al., 2013). The focus group interview complemented the semi-structured individual interviews and allowed for the crystallisation of data gathered within the semi-structured interviews, promoting increased quality and richness.

The same procedure as outlined in the second data set was followed in the construction of the interview schedule, allowing for the exploration of certain topics whilst retaining a flexibility conducive to the probing of alternative responses and ideas from participants (see Addendum E).

The semi-structured and focus group interviews were executed at times when the coordinators, teachers, parents or learners were not occupied with other responsibilities. Participants indicated venues they deemed private and convenient, including classrooms and staffrooms. Before the interviews commenced, the researcher explained what was expected during the interview, reiterating information contained within the informed consent letter and enquired into matters that might still be unclear or problematic.

The duration of the semi-structured interviews varied from 41 to 84 minutes while the first focus group lasted 63 minutes and the second 49 minutes. The researcher refrained from completing sentences within the interview, except to clarify certain responses. On completion of these interviews, all participants were thanked for their participation and contribution. All the participants provided their permission for the recording of the interviews.

The semi-structured and focus group interviews were transcribed through a professional organisation where transcribers signed a confidentiality agreement, ensuring that information remains undisclosed. These interviews were transcribed according to guidelines set by Poland (2005) at the onset of the data analysis stage.

4.6.3. Data analysis

The analysis of data gathered in this study was done through the application of thematic analysis (Braun & Clarke, 2006). When applied to data, thematic analysis enables the identification, analyses, and reporting of patterns.

The analysis of data commenced with the transcription of the first data set, namely the semi-structured interviews with team coordinators. The researcher became familiar with the data through repeated active reading in search of patterns and meaning. The researcher interpreted and coded the data by identifying various words and phrases related to their interpretation. Coding was done manually and systematically organised by grouping the codes according to possible themes, as patterns of meaning emerged (See Addendum L for an example of coding). The second data set, which comprised the auto-ethnographic reflection of the researcher, was subsequently integrated with these themes.

The analysis of the third data set, the focus group interviews with WBST members, commenced after the transcription of these interviews. After careful scrutinising, codes were generated and incorporated into the themes identified from the first and second data set. The supervisor of the study assisted the researcher in refining and revising the themes so as to explore the relationships between the themes and subthemes and enhance the accurate representation of data. These themes informed the research findings, as will be discussed in Chapter 5. The transcriptions were translated from Afrikaans to English by the researcher to utilise in the discussion of the findings. The language editor conducted back-translations to ensure that transcribed statements were translated correctly (Lemal, 2008). These translations were also checked by a colleague who is fluent in both languages and by the supervisor of this study to ensure precision.

4.7. Rigour of the study

In an effort to ensure a qualitative study of best practice, various criteria for qualitative research has been applied. Here follows a brief discussion of the enhancement of trustworthiness in the study through the crystallisation of the data.

Crystallisation refers to similar conclusions that are drawn from multiple theoretical frameworks, data sources, data types, data analysis methods and/or researchers. It offers deep, rich and complex interpretations of phenomena and implores regular reflexive consideration from the researcher throughout the research process (Ellingson, 2009; Tobin & Begley, 2004; Tracy, 2010). This method enhances the validity of the research findings, providing an in-depth understanding that grasps the complexity of a construct, in this case the coordination of WBSTs within school communities.

Crystallisation within this study took place through:

- The usage of multiple theoretical frameworks and types of data. The researcher collected different data types in order to deepen the understanding of well-being coordination. These included individual interviews, focus group interviews and an auto-ethnography (Ellingson, 2009; Tracy, 2010). The researcher employed various theoretical frameworks so as to explore various facets of the phenomenon through a wide-angle view, deepening understanding.
- Multi-vocality refers to the inclusion of multiple and varied voices in the research process, enhancing the credibility of the study (Tracy, 2010). It was ensured through the inclusion of coordinators, parents, learners, teachers and the researcher's voice in order to promote different perceptions and opinions regarding the coordination of well-being. The researcher also reflected on the cultural difference between himself and the participants in order to better grasp viewpoints different from his own.

The researcher aspired to conduct the study with honesty and transparency regarding the biases, goals and foibles that have an influence on any research endeavour (Tracy, 2010). Regular self-reflexivity was practiced as the researcher conducted honest, introspective questioning of his biases and motivations before the research project commenced, and reflected on feelings, opinions and predilections throughout the research process. During the research project the researcher documented all experiences, activities and decisions made. These were discussed with the supervisor to bracket the researcher's opinions and feelings, safeguarding the undue influencing of participants.

Rich rigour was addressed through conducting a thorough literature study in order to establish a solid theoretical foundation from which the coordination of well-being could be studied. A variety of data sources was utilised, including four data sets consisting of in-depth interviews, focus group interviews, data from the action learning set meetings and an auto-ethnography. Lastly, the researcher practiced transparency throughout the research project through being honest and self-reflexive.

Finally, to enhance the credibility of the study the researcher presented a detailed description containing relevant information on how the coordination of well-being is perceived, reflecting the data's complexity within the context in which it originated. This will enable readers of this study to draw their own conclusions.

4.8. Ethical considerations

The values stipulated within the Constitution of South Africa (1996) guided the researcher to act ethically, underscoring the human dignity, equality and freedom of all participants.

The six schools participating in this study were involved in an NRF research project (led by the supervisor of this study) which is aimed at initiating, facilitating and sustaining an integrated multi-level process to promote holistic well-being in these school communities. The ethical clearance number for the project is: **NWU - 00135 - 16 - A2** (see Addendum A).

The research supervisor obtained permission from the Western Cape Education Department to conduct the project (see Addendum F1). This study is a subproject of the abovementioned research and additional permission was obtained from the ethics committee of North West University to conduct the study (see Addendum A). Further permission was requested and obtained from the Western Cape Education Department to conduct the study within these six schools (see Addendum F2).

After ethical clearance was given for the continuation of the study and the research manager of the Western Cape Education Department was informed regarding the aim and benefit of the study, the researcher proceeded to contact the coordinators at the schools. Coordinators were provided with a letter, informing them of the rationale, aim and possible contribution of the study (see Addendum B).

During recruitment of WBST members for the study, coordinators were asked to identify a teacher and parent at their respective schools that they believe would contribute towards a more informed understanding of the role of a WBST coordinator. The researcher provided letters containing information regarding the study to the coordinators to dispense to the teachers and parents (see Addendum G). Afterwards, the WBST coordinators provided the researcher with possible participants' names and cell phone numbers. The researcher contacted the teachers and parents about the study and invited them to a focus group.

Coordinators from high schools were asked to identify learners on their teams that they surmised would be willing to contribute towards the study. In order to obtain permission from parents and consent from children, they were informed on the purpose, consequences and significance of the study (see Addendum H). Once both parties were clearly informed about the study, parents were asked to sign permission for their children to participate, after which the children were asked to sign a consent form. These learners were invited to attend a focus group.

The participants were informed that participation in the study is entirely voluntary and of their right to decline or discontinue participation at any time during the research process. Thus, no participant was forced, coerced or compelled into participation (Bless et al., 2013; McMillan & Schumacher, 2014). To underscore the importance of the voluntary participation of participants, and in keeping with ethical guidelines, all participants were required to provide informed consent indicating that they understood the information provided and agreed to participate voluntarily.

Before participants were expected to provide consent to participate within the study they were clearly informed regarding the rationale, purpose, risks, their protection throughout the research process and the potential contribution of the study through a written letter. Participants were made aware that termination of participation would be possible without discrimination or penalty. The learners on the WBST and their parents or caregivers were also provided with relevant information before providing consent. Permission from the parents and assent from learners were obtained from two children. Further concerns and questions were addressed orally. Thus, each participant was fully informed about the nature and aim of the study and specifically agreed to inclusion (Bless et al., 2013; McMillan & Schumacher, 2014).

Full anonymity was impossible as the coordinators were all aware of each other's involvement. Partial anonymity was, however, ensured so that their names could not be linked to data. Each participant was allocated a code that was used in their statements, protecting their identity. All participants within the focus groups were informed that full anonymity could not be ensured due to the fact that they would be aware of each other's participation. Participants' identities were protected through allocating each a number that was used in statements made within the focus groups (Babbie et al., 2001; McMillan & Schumacher, 2014). Research was conducted in isolated venues, for example classrooms, houses or staffrooms without the presence of other individuals.

Complete confidentiality could not be assured due to the nature of the research project. Participants were engaged in the PALAR approach and partook in focus group interviews. As a result, partial confidentiality was ensured throughout the semi-structured interviews with team coordinators and focus group interviews, as they were held at a venue where there is privacy. The researcher limited the sharing of information to the supervisor and the transcribers of the data, refraining from discussing the data with the coordinators, WBST members or any other person. Access to the data was limited to the researcher, including the recordings and transcripts. The external hard drive containing all the raw data and hard copies of transcripts were safely stored at the CCYF throughout the research process. Access to the data was limited to the researcher and supervisor, who possessed a password (Babbie et al., 2001; McMillan & Schumacher, 2014).

Through adherence to the guiding ethical principles and assessing potential risks, the study aimed to avoid potential harm to participants (Bless et al., 2013; Patton, 2002). The study itself attempted to enhance the well-being of participants by giving them a platform for the sharing of their opinions, concerns and suggestions. The aim of the study was investigation into the coordination of a well-being enhancement process within school communities and to have participants' voices added to a more comprehensive and insightful understanding.

In conclusion, the coordinators, parents and learners on the WBSTs involved in this study gave permission for their involvement after been informed in writing of the purpose of the study. The parents of learners on the WBSTs were informed about the purpose and risks of the study, also providing permission for their participation. No participant was deceived during the research process. There were no manipulation or falsification of research findings. The researcher adhered to strict ethical standards through academic rigour, constant supervision, personal and ethical integrity. The supervisor of the study was regularly consulted throughout the research process to ensure compliance to ethical standards. The researcher acknowledges that ethical responsibility remains his own priority and adhered to

strict ethical requirements throughout the research process. All sources of information that contributed towards the study have been appropriately acknowledged, bar the identities of the participants due to confidentiality measures (Babbie et al., 2001; McMillan & Schumacher, 2014).

4.9. Summary

The research design and methodology in this chapter allowed for the investigation into the role of coordinators in the development of an integrated process to facilitate holistic well-being in six South African school communities. Adopting a qualitative research design, informed by a combination of ethnographic studies and participatory action research, enabled the means to explore the coordination of well-being. Thematic analysis was utilised to analyse the data obtained. Crystallisation of data was applied to ensure qualitative research of best practice (Ellingson, 2009; Tracy, 2010).

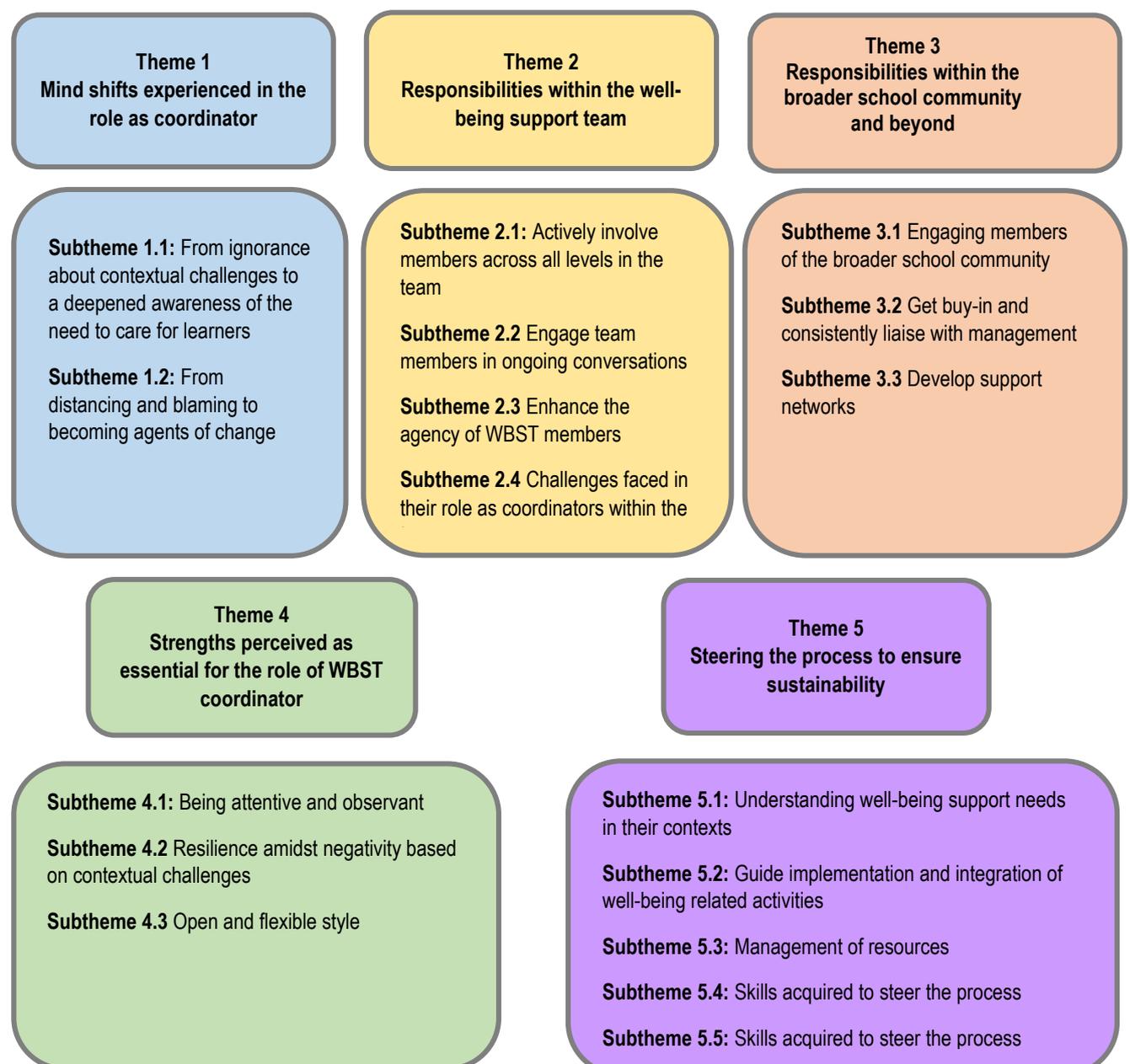
CHAPTER 5

FINDINGS OF THE STUDY

5.1. Introduction

In this chapter, the findings of this study are presented. The diagram below gives an overview of the themes and subthemes that were identified with reference to the coordinators' experiences and perceptions of their role in an integrated multi-level process to facilitate holistic well-being in the school.

Diagram 5.1: Overview of themes and subthemes



5.2 Presentation of findings

5.2.1. Theme 1: Mind shifts experienced in the role as coordinator

The theme refers to the two major mind shifts experienced by the participants in their role as coordinators of the well-being support teams. According to Armstrong and Hardgrave (2007), mindsets are commonly accepted concepts that can be changed through challenges and adjustments. These changes imply a mind shift whenever they are deemed revolutionary for the individual that possesses them. Individuals who are open to such a shift exhibit a growth mindset, as opposed to a fixed mindset. Dweck (2012) argues that “those who believe their qualities can be developed tend to seek challenging learning opportunities and show resilience in the face of setbacks — setbacks are not indictments of the self but, rather, are integral parts of learning” (p. 615). This growth mindset engenders frameworks from which individuals interpret and respond to events that are experienced (Vandewalle, 2012).

5.2.1.1. Subtheme 1.1: From ignorance about contextual challenges to a deepened awareness of the need to care for learners

The coordinators frequently expatiated on the value of their involvement in this proactive, holistic well-being enhancement process. They link the value of this process to their need for specific skills, knowledge and support to better equip them to deal with the challenges within their respective school communities. This need, according to one coordinator, exists due to the fact that the current South African educational system views academic progress as the primary objective, which leads to ignorance about the need for care that exists among learners:

You were aware that you had to look after the child and everybody else’s well-being, but the emphasis was not really on that, because at us (our school) we are mostly concerned with academics, academics. ... As they say, if the child is hungry you won’t get the child to learn. The same if the child is not well, the

educator is not well or the parents at home are not well then you won't get anything out... (i4)

As participant researcher, I became cognisant of the stress teachers experience as they face various academic obligations and pressures that pertain to the planning and execution of academic responsibilities within the reality of various time and resource constraints. It could be argued that neglecting the well-being of learners and the school community counteracts the very academic progress the South African educational system aims to achieve.

One participant argued that ignorance can lead to a lack of empathy:

Because you don't know what the child's background is. You don't know the child's circumstances at home. You don't know what the child is going through (i2).

A lack of empathy, according to another participant, will impact on the interactive dynamics between the learner, the parents and the teacher:

Like they say, if the child is hungry you will not get the child to learn. Now, the same if the child is not well, the educator is not well or the parents at home are not well then you won't get a lot out. (i4)

The coordinators clearly indicated that their involvement in the well-being support initiative challenged their ignorance about this need for care. One coordinator was deeply touched by the fact that she did not realise the extent of the challenges that the children experienced due to their circumstances before her involvement in the well-being support initiative at the school. Her role as coordinator opened her eyes and her heart to the suffering of some of her learners. She expressed this mind shift towards a deepened awareness of the need to care for her learners as follows:

Because I am not from the community I saw a lot of sadness and trauma here and it hit me terribly that young children at the age of 13, 14 had to carry such

tremendous responsibilities on their shoulders and that parents will sort of stand at the side and say you are old enough to care of yourself (i1).

The same person further elaborated on how, before the process was initiated, she questioned meeting the needs of the children within their school communities. It served as catalyst for a mind shift to take place.

The coordinators' involvement in the process and continued support provided in the form of termly action learning sets deepened these shifts, as one participant explained:

... There are a lot of things as educator, certain things you did that might have been wrong or your approach was wrong, the way you approached the learner. So I learned a lot from these sessions that we had...(i2)

As participant researcher, I personally experienced a profound mind shift when confronted with an alternative approach to care and support for learners. My personal experiences as teacher forced a certain mindset in which curricular and scholastic outcomes are seen as of primary importance and where support is required to help learners that are experiencing needs, the actions of the ILST would be sufficient to address them. It is my involvement within the well-being process that highlighted a deep-seated ignorance regarding the complexity of the needs that learners within the school community are facing and the imperative to care for them.

In response to this deepened awareness of the need to care for the learners, the participants raised questions as to how these needs can be adequately addressed. Their initial responses were coupled with a sense of despondence as they did not see solutions, yet:

Sometimes I seek an answer, where do you begin? How do you get to open that box and let all the bees loose? How do you address this nightmare in our communities, in our schools... (i1)

Another participant elaborated:

At the beginning I wondered, if you would like to live in healthy environment, what can we do? (i3)

As participant researcher, even though I was very enthusiastic, it was difficult to envision sustainable solutions that would enable the continued care and support of learners within the school community.

Despite this sense of despondence, the participants could share stories of how they managed to make a difference through small supportive interactions. These interactions ranged from individual attention, such as giving a hug, giving compliments, attentively listening to a child, presenting genuine interest in the well-being of learners, teachers and parents, and providing support before it is requested. One participant experienced that she could achieve more by having one-on-one conversations with the children to get to know them better:

To have conversations with them, not just to ask to the teacher how is it going. You look beautiful. Not to ask to gossip or to enquire about personal stuff, just having nice relaxing conversation. Sometimes not necessarily about schoolwork but something outside. What do you like? Or what do you think of this? It depends on how you approach people. (i2)

A WBST member corroborated this experience:

You don't always have to give them (children) something, but if you can also address them in a positive manner you also busy working on that child's well-being... (fg1)

Another coordinator agreed that it is important to gain the trust of children, especially if trust in adults has not been established in the child's home environment, and suggested that

learners' need for care be addressed through implicit interactions that will subsequently foster reciprocated well-being actions.

So there is a lot of stuff that a person has to do to win that child's trust, because their trust is (broken) at home. (i4)

The participant elaborated:

... because all of them want to give you a hug and maybe we also just have to do that if you want to convey the correct message to them that (a) person really cares about them (and) now the (person) is just showing that they also care. (i4)

As participant researcher, I found that these small supportive actions not only have a positive effect on the learners, teachers or parents whom they were aimed at, but also on myself as a person: In my reflexive journal I wrote: *I found that the small actions [...] serve as catalyst to engage with more well-being related activities as a sense of fulfilment was experienced.*

The participants who demonstrated these small supportive acts reported that the process enabled them to have empathy for children who have difficult circumstances. One participant described the need for putting oneself in the children's shoes:

We just judge, we never really grasp that empathy for the child and in this project we could. (i1)

The same participant elaborated:

I can listen with more empathy to children...I have a better understanding of things that we don't understand, especially in this community where I teach. (i1)

The care exhibited by coordinators elicited feelings of trust between learners and coordinators, and a safe space to share concerns was fostered. Children would take them into their confidence, sharing secrets and deep-seated concern for their own well-being.

[The well-being process] really brought a much, much deeper meaning and felt a lot of children would maybe complain to me, would ask me stuff and would share stuff that they would not share with others... (1)

These experiences of care and concern described by the participants indicated the mind shift mentioned above. Coordinators chose to proactively drive holistic well-being within their respective school community. As participant researcher, this mind shift triggered a sense of empowerment and hope in me, two qualities that mutually reinforce each other.

5.2.1.2. Subtheme 1.2: From distancing and blaming to becoming agents of change

In the South African context, the promotion of mental health and well-being is mainly associated with addressing risk behaviour and the physical needs of children. Due to this understanding, teachers perceive the promotion of mental health and well-being as the responsibility of professionals. They shift the responsibility for dealing with the challenges the children experience to these professionals and often blame the children's home environments for the challenges. This was also true for the participants who, in the initial phases of the larger project, admitted that they did not see the promotion of well-being as part of their job.

However, they acknowledged that through their involvement in the well-being support process they realised that they can accept responsibility for making positive changes in their school contexts. One of the coordinators expressed the effect of her involvement in this regard as follows:

This project stirred my humanity and made us realise that we are all the same and why do we hurt children? Why can't we (accept that) a child deserves to be treated like us? If I can put it in a nut shell, then I can say that this wellness programme shook me as a person and made me realise that I had to give more. (i1)

The same person furthermore described how her engagement with the process gave meaning to her presence in this specific school community.

This gave my new perspective of what actually is waiting for me outside and why I have been placed in this community. (i1)

As the participants became more aware of the fact that they should also take responsibility for the promotion of mental health and well-being, they become more reflexive and critically engaged with their own contribution to the process. One coordinator explained:

Because you are in the position (of coordinator) you also start to think differently. What is there in my life that I do differently? ... So you don't just start doing things, but you start to think what I can do more. It is like something that grows, every time you try to do more... It is something that is planted and now it starts to grow and the more you would like to the more you would like to do. (i2)

The mind shift towards understanding their responsibility also influenced their day-to-day encounters with school community members. They described increased reflection in which actions and their outcomes are pondered before a decision is made regarding the enhancement of well-being. One coordinator described this as follows:

There are a lot of stuff you do as an educator, certain things you did that might have been wrong or the approach you had was wrong, the way you approached a child. So I learned a lot at the sessions we had. How to act, how to maintain discipline within a class. I had done it, but now in way to reach children more effectively. (i2)

All the coordinators emphasised the role that reflection played in their experience of the process of well-being enhancement. Their perspective changed to one encompassing continual reflection as individual and as team. These reflections are also describe a part of

the responsibilities associated with the role of coordinator. One coordinator expressed these reflections as follows:

I feel with the WBST you got more aware, you did certain things but you were not aware, you did not reflect on what you did and as WBST we reflect more on what it does to the child, what it does to other teachers, how we feel about it. (i2)

These acts of reflection can be witnessed in transformative learners, where a self-reflective frame of reference is adopted. Assumptions are questioned and modified as the content and process of decision-making are engaged with. Mezirow (1997) states that transformation occurs when “we transform our frames of reference through critical reflection on the assumptions upon which our interpretations, beliefs, and habits of mind or points of view are based” (p. 7). It is imperative for coordinators to regularly question underlying assumptions, beliefs and values. As participant researcher, I found myself regularly reflecting on the status quo, questioning if and how the educational system and practices in South Africa are empowering or hindering the flourishing of school communities and their members.

Through these changes in awareness and perspectives, coordinators described experiences of fulfilment. They elaborated on how the process elicited feelings of a sense of purpose, pride in their respective accomplishments and making a difference in their school communities.

One coordinator described their experience of the difference their actions made towards purposeful, process-driven well-being enhancement:

As you can see, there are improvements and there is change and there are children that look at you and if they have a problem they will tell you. (i4)

The same coordinator further elaborated:

A person wants to do it (well-being coordination) because, like I say, I see there is improvement in the well-being, I see children acting differently, so a person would like it (the process) to be sustainable. (i4)

Although the role of coordinator cannot be described as a job, it is the argument of the researcher that there are similarities pertaining to the relationship between satisfaction and performance. Job satisfaction could lead to increased performance, whereas increased job performance could lead to satisfaction (Judge, Thoresen, Bono, & Patton, 2001). As such, it is possible that as coordinators engage with well-being related initiatives, they are experiencing fulfilment and through these experiences feel driven to implement further actions.

Coordinators express feelings of fulfilment through their engagement with the process and their responsibilities as coordinators. One coordinator described this sense of fulfilment as follows:

I like what I am doing. I love what I am doing. What is really fulfilling is if I can make a child laugh or touched someone heart or just said something good to a person, to make them feel better or to make a difference in someone's day. (i3)

The coordinators stated that these feelings of making valuable contributions and changes within their school communities were reciprocated by members of the community. Teachers, learners and parents corroborated the change that was elicited through the WBST and their actions, providing positive feedback as well as thanking the coordinators for their efforts. As such the coordinators expressed acknowledgment given from these members. One member of the WBST member expressed the contribution as follows:

... We are already seeing what it (WBS process) does for our children and I think it will only get better and better and it is going to grow more and more with our children and our community and our parents (fg1)

As participant researcher, I received numerous compliments from colleagues about the processes and actions that were initiated. The well-being process engendered a cooperative climate in which non-WBST school community members contribute ideas or sit in on meetings to participate. This climate acted as an impetus for the researcher to continue steering the process with a sense of fulfilment, optimism and vigour.

Although coordinators expressed feelings of fulfilment, pride and accomplishment, these feelings were juxtaposed with a sense of loneliness in their positions as coordinators. Some expressed concern regarding other WBST and SMT members' apathy and uncooperative behaviour. One coordinator described this apathy as follows:

To tell the truth it sometimes feel that the SMT are not really interested, as if they are separate, 'this is your project and you have to continue with it' and that is what makes me feel irritated. This is part of the school programme, it is not a separate thing. (i1)

These concerns had an isolating and demotivating effect on coordinators and resulted in coordinators identifying 'buying into the process' as a primary concern.

I feel alone sometimes, sometimes I want, you are my team members, 'span saam met my die pad' but then I understand that not everybody is the same... (i3)

Within work environments, interpersonal relationships have a profound impact on people's perceptions of and engagement with organisations. These feelings of estrangement and loneliness could lead to lowered performance (Ozcelik & Barsade, 2011). To counter these feelings, members exhibited characteristics of resilience and positivity, as will be discussed later.

The shift towards an understanding of their responsibility towards the promotion of well-being and the fact that it is situated in the everyday experiences, countered the negativity they experienced within the school community – which included uncooperative, apathetic

attitudes from people who argued that the project would be terminated at some stage anyway and was not worth their time. One coordinator described this counteracting effect of the mind shift as follows:

When I made the personal shift, let us go forth, it was a lot easier for me and for other people. You are not negative towards them because they don't have your view, you continue working, I won't say around them, you work within them, you still ask them certain things (i2)

Another coordinator described the importance of the well-being process to address challenges within their school community and the importance of involving all members.

That is why I say that there is a gap here that we can't fill and we need the parent, learner, educator and the community, we need each other to send a better child into society. (i1)

A third coordinator expatiated on this comprehension, stating the need for informed members to motivate others to connect and engage with the process:

To establish a healthy environment, we need to get everybody involved. All parties. Even the one's on the outside. I would say we inspire each other. I inspire you, you inspire the next one en so it goes to the next on. Be contagious in a good way. (i3)

This sense of responsibility led to an awareness of the need to include all the members of the school community in the process, as noted:

If we can get everybody on board then I think we can get the whole package together, then we will have a good package. (i3)

A primary concern in this regard was motivating all members of the school community to buy into and engage with their school community's well-being process.

This is why our projects fail because everybody did not yet buy into the well-being ... (i1)

Another participant agreed, stating:

If we can get everybody on board then I think we can get the whole package together, then we will have a good package. (i3)

As participant researcher, I felt empowered by the mind shift I experienced as a result of my involvement in the action learning sets, informed by the holistic well-being framework applied in the project and followed by critical reflection. This process enabled and equipped me to take responsibility for caring for the school community, moving past blaming and distancing to realise my potential as an agent of change, actively engaging with coordinating well-being related activities. Reflecting on the process, I came to the conclusion:

The process changed the why I perceive and approach the education system. I truly believe the only way to create an education system that enables spaces for the actualisation of learners is if a well-being process is at the core of the school. Without such a process, all other components suffer.

5.2.2. Theme 2: Responsibilities within the well-being support team

This theme refers to the responsibilities that a coordinator has in the well-being support teams as the person who serves as the leader of the team. In a leadership position, shared objectives are identified along with functions pertaining to their completion. They are thus positioned to the steer the efforts of individuals in order to enhance well-being through selected objectives and tasks (Kareem, 2016; Zaccaro et al., 2002). The coordinators' experiences indicated the fulfilment of various responsibilities related to the involvement and engagement of WBST members, enhancing their agency throughout the process.

5.2.2.1. Subtheme 2.1: Actively involve members across all levels in the teams

In 2014, a group of teachers were invited to attend an information session on ways to address the challenges in the six school communities participating in a holistic development initiative sponsored by an Education Trust. During this meeting, the establishment of well-being support teams that would take responsibility for steering the process was proposed and accepted by the group of representatives from the six school communities. Each school selected a well-being coordinator. The first task that the WBST coordinators had after they volunteered for this position was to identify other teachers within their school community who would be willing to become members of the well-being teams.

The coordinators were then requested to engage learners as well as parents to ensure that the teams are representative of the whole school community. Coordinators described the importance of involving learners on the WBST, stating that this allows for vital 'check-ins' of the well-being of all learners within the school. A coordinator stated this importance as follows:

They can also give me input about what else will work for children... I train them, they are our ears... (i4)

A WBST member asserted:

... With us it is where children initiate ideas, they come up with activities that they think are important, what can be focused on... (fg1)

The same WBST member elaborated:

... The initiative and the stuff comes from the children and they take control and is very enthusiastic to do stuff, because they know how much it means for the children. (fg1)

One coordinator created a Learner WBST in which the team has a chairman and two co-chairmen. This team identifies needs that they deem important to address, and plan, develop

and initiate interventions. The WBST coordinator offers practical support and arranges access to resources if necessary. In this way, learners are empowered to be co-drivers in the well-being process. The chairman of the Learner WBST formed part of the WBST, making sure that learners are represented on the team and getting an opportunity to engage with their school's well-being in a more practical and pro-active manner. A learner on the WBST elucidated on their involvement:

This is actually my main goal, my main duty is basically to be the eyes of the committee and then also to give feedback to the coordinator and then the coordinator will see themselves what happened, but this is not difficult because it is an everyday thing. It is just to be attentive to the manner in which our children speak, the manner in which our children behave, the manner in which way our teachers behave... (fg2)

Parents were also gradually engaged in the teams. The coordinators identified and invited interested individuals to join their WBSTs. In my experience as participant researcher, parents are crucial in providing information to understand the context, strengths and challenges that impact on the community and its members. Utilising this information assists coordinators in steering a more proactive and holistic well-being enhancement process.

The involvement of parents was not an easy task, and coordinators expressed their concern regarding the involvement of parents on their WBSTs. Two participants responded as follows:

... To get the parents involved. That is a huge challenge currently, always. (i2)

...Then I ask the parents, "Who of you? Come, we are looking for people". (i4)

What was encouraging was that the parents who did get involved were very enthusiastic and contributed significantly to the process.

5.2.2.2. Subtheme 2.2: Engage team members in ongoing conversations

The coordinators had the task of ensuring the ongoing engagement of team members. They were supported by the research project team involved in this project during action learning meetings that were held at least once a term. Following these action learning meetings, coordinators were encouraged to hold team meetings in their respective schools. Their role in the team meetings encompassed the facilitation of open discussions between the members on ways to promote well-being on all levels in the school community to ensure that all the stakeholders' insights and perspectives are taken into account. Most coordinators stated that meetings were held during breaks, in their staffroom, classroom or a dedicated well-being room. These meetings encompassed various well-being related activities: checking into their WBST members' well-being, assessing current needs and assets within their school community, evaluating and reflecting on current activities, planning future activities and general reflection on the progress within the well-being promotion process. A WBST member elaborated on the importance of these meetings:

... And so it (information) is spread to the rest of the team and everybody buys in, share ideas, differ, which is healthy for the progress of the working of the WBST. And so we grow and we just get more and more people who want to get involved. (fg1)

As participant researcher, I experienced regular meetings as essential in ensuring sustained WBST involvement. The excerpt below from my journal gives insight into how we conducted the meetings in our school community:

A meeting is held every two weeks during break time. All WBST members will be there. We do encourage an open-door policy, where any staff member can sit in, either to contribute or just to listen on what is being done. A meeting will start with me giving necessary feedback regarding activities engaged with or completed. Afterwards upcoming activities are discussed. These discussions

often result in tweaking of activities to enhance them and makes their execution easier and less time consuming. After the meeting I will give time for general discussion which often leads to ideas for new activities or pressing needs or problems that needs to be addressed. ... During the meeting the learners that are part of the WBST will be given a chance to add their voice. They are often shy to participate and encouraged to make a contribution. (rj)

Coordinators expressed the need for learners and parents to attend these meetings, but stated that certain topics are of a sensitive nature and as a result are limited to teachers and parents.

Normally I include the children, but not always. If we are planning serious things then we must only be educators and teachers. But when we are having general meetings then I ask the boys and girls to come. They can also give me input into what would work for the children...(i4)

Participants emphasised that they had to take responsibility to facilitate open, free-flowing discussions that would allow concerns and ideas to be aired, acknowledged and discussed. One coordinator stated:

A coordinator, I would say, has that responsibility to have such a relationship (with WBST members) that there can be open discussions. Open discussions in the sense that they say, "Listen, what can we do more" or "Do you think we can do this or that?" "What is there that we can do?" (i2)

One coordinator confirmed the value of openness and transparency to accommodate various perspectives within their team, to receive positive critique and to be approachable, enabling WBST members to feel comfortable to discuss concerns with them.

You must be open to them (WBST members). You must also be open to critique because everyone does not always agree with certain things, so you must be open to that. (i2)

A WBST member corroborated the need for openness in the discussions facilitated by the coordinators, as stated:

I think that openness and spontaneity, that a person has to talk with one another and can differ regarding the issue that we mentioned, for the sake of the end goal which we are working towards, is a common thing. (fg1)

My experience as participant researcher led to the belief that being open to critique and ideas during formal and informal discussions encouraged WBST members to be co-drivers within the process, enhancing ownership and sustainability. One coordinator elaborated:

...We must not view it as critique, we should view it as something that we can do better in, the team and the whole school. (i4)

If resistance from a member is met, one coordinator described approaching this member and having an open and honest discussion, trying to form a working relationship. If this does not work, the coordinator stated that they would arrange for a private meeting with the person:

I say it in a manner that the person will know, "I won't be able to get past", and it usually works. I believe that a person should not leave things hanging in the air. (i3)

In these meetings, coordinators were responsible for the communication of important information received from the research unit that initiated the well-being process and any other relevant information. Coordinators also disseminated information from the WCED, the SMT, other stakeholders within the community and other organisations that wished to add to the well-being process within schools.

5.2.2.3. Subtheme 2.3: Enhance the agency of WBST members

The coordinators perceived the development of team members' agency as their responsibility. They considered the facilitation of cooperative decision-making to be critically

important for the enhancement of ownership among WBST members. Addressing concerns and needs within school communities, coordinators facilitated discussions where everybody was allowed to provide input to come to a mutual understanding and undertaking. A participant stated:

We sit together and then I will ask, "What do you think?" ... then we decide what can we do to address those shortcomings and then individual members on the team will say, "Maybe we can do this." Or "Maybe we can do that to address that specific problem". (i2)

A WBST member elaborated on feeling comfortable to share ideas within their group:

It is not like they (the coordinator) are very undemocratic and just want to force things on us. So we feel very comfortable in the meetings, with the manner in which they are leading it. (fg1)

The development of WBSTs members' agency motivated coordinators to identify the strengths and weaknesses of members in order to develop the skills needed for optimising their participation in the teams. Coordinators expressed how knowledge regarding their WBST's strengths and weakness helps them in delegating tasks to ensure optimal performance of activities:

... You must try to get to know people. What are their strengths, what are their weaknesses? I think that if you know people's strengths then you can ask them anything because you are going to develop their strengths. If, for example, someone does not like it, don't ask that person. (i2)

Another coordinator elaborated on the importance of this knowledge:

... Sometimes you say, "Do this", and it (the task) does not get done because the person does not really know where to start or how to do it. (i3)

As was mentioned, coordinators expressed the imperative for regular reflection, as coordinator and WBST, about all aspects within the process of well-being facilitation. Coordinators described how the team reflected on activities, shortcomings, solutions, positive and negative experiences, where they are in the process and where they would like to be. One coordinator expressed the value of reflection as follows:

We had a meeting today and we had a nice reflection regarding what was wrong, what we can do better and the relationships between teachers and learners and between the learners themselves, which was very good. (i2)

Another participant elaborated on the promotion of regular reflection among members of the WBST regarding their own well-being:

I often test the waters and often we return to: "How do you feel, what does the well-being do for you?" (i1)

The coordinators expressed the importance of supporting, motivating, empowering and complimenting their WBST members, as these were crucial for sustaining healthy relationships and enhancing efforts within the process. One coordinator explained:

I must be able to provide the colleagues on the team with that extra support, not just the colleagues but also the staff members. (i3)

As participant researcher I found it vital to thank WBST members for the valuable efforts in performing their duties and enhancing well-being. Through this act the researcher experienced that members were motivated to continue productive involvement:

After activities I make it a point to congratulate them, expressing gratitude for the difference they had made. (rj)

A WBST member expressed the need for the coordinator to enhance the well-being of WBST members themselves:

So try to spend time with your team and do a little bit of well-being with your team and try to find out, "Are you all right? Are you okay? With what are you dealing with?" Because if you're leading the team and you are demotivated then you can't expect other people to learn from you... (fg2)

5.2.2.4. Subtheme 2.4: Challenges faced in their role as coordinators within the team

A challenge regarding the engagement of the members of the well-being support teams was the apathy and negativity displayed by some members. The coordinators reported that it was quite challenging to deal with this and they had to be able to deal with conflict and counter negativity with perseverance. One coordinator described dealing with this negativity:

Sometimes it takes a lot to keep everything together, to make them realise that 'You are thinking of all the negative things, but did you also think of the positive things?' Mustn't we first do the activity and then look at what is positive and negative? (i2)

Other coordinators experienced that some WBST members did not readily provide their opinions within discussions. One coordinator stated:

I keep an eye on them but then I will go to the person afterwards and tell them, "I noticed you did not say much". "Did something bug you in the meeting, is there something that you would like to add?" (i3)

Another coordinator described a kind of apathy among some WBST members, expressed through disinterest:

Sometimes I feel we chat about these things and sometimes get solutions, but is like if they leave school then it is over, it is not carried with them. (i1)

When these challenges led to activities not being initiated properly or done, some coordinators described doing them on their own.

Where do you start? You are literally on your own and then I will do it on my own, because I know it is stuff that needs to get done and if I have to sit and wait I am not going to get it. (i4)

When faced with challenges and negativity related to their WBSTs, coordinators described persisting with their duties, thus implying perseverance. One participant stated the following:

So they can, it is almost like they can't say anything negative about the Well-Being Support, because everything revolves around it, we just go forth and on. So I think it is very important that one approaches a thing positively. (i2)

As researcher, I experienced the following:

A coordinator should persist in their role. There will be obstacles, negativity and critique. Take would is useful from these learning opportunities, reflect on them and make necessary changes. Remember that every activity changes the dynamic of the community and as such its results are not always visible. Thus, just because you cannot see a difference does not mean that one was not made. Change is not linear. (rj)

5.2.3. Theme 3: Responsibilities within the broader school community and beyond

According to Evans and Prilleltensky (2007), the involvement of all the members of a community, in this case a school community, is imperative for optimising the promotion of well-being. Seeing as these members are connected with other individuals, family, the community and society, a relational dimension is implied that is vital for the enhancement of well-being (McCubbin et al., 2013). Thus it is evident that engaging members in the school

community to address their individual, relational and collective well-being presupposes a holistic outlook in which all individuals are seen as active agents that enable or disable well-being through their interpretation and engagement (La Placa et al., 2013). It is of paramount importance to enhance proactive involvement through the inclusion and empowerment of all members within the school community: teachers, learners, parents and other community members.

5.2.3.1. Subtheme 3.1: Engaging members of the broader school community

The coordinators, together with the WBSTs, accepted responsibility for engaging the other members of the school community in the process that was initiated at each school. This engagement involved the facilitation of awareness through the introduction of the language of well-being.

Coordinators utilised staff meetings, parent meetings, assemblies, Facebook and WhatsApp groups, a television, letters to relevant parties and informal conversations to create awareness regarding their respective well-being processes. They described how regular contact with individuals and organisations was achieved through phone calls, social media, SMS messages and e-mails. These measures and mediums were continuously used to strengthen awareness and garner support and involvement. Below is a brief discussion of the engagement and mobilisation of teachers, parents, learners and other members of the school community.

Coordinators expressed the belief that in order for the well-being process to be successful and sustainable, teacher buy-in and active participation are vital. They mentioned addressing staff members in meetings, utilising time to motivate buy-in into the process, and proactive involvement. One coordinator elaborated:

My responsibility is to get the staff to be involved with the children ... that well-being where teachers often ask whether they [the learners] are okay, 'Do you

feel well enough to do your homework?’ I’m getting a more positive attitude from teachers and get along with all of the teachers. (i1)

Another WBST member elaborated on the pivotal role that teachers play in driving the process within the school community, as they are active participants within the process and engage regularly with community members.

They are your eyes, they are your feet and ears who have to do the groundwork at the end of the day. (fg2)

One of the WBST members expressed the importance of teacher well-being and its influence on facilitating learner well-being:

I think that it starts with you, the teacher, that your teacher must know what is the importance of the poster (well-being poster), that it needs to get communicated to the child. Even the teachers themselves, if you look at the wheel, “Where do I fit in?” (fg2)

Another WBST member emphasised the caring role of a WBST coordinator regarding the well-being of teachers:

The person [coordinator] is sort of like a sounding-board for our teachers at the school so that we as teachers can also feel that there is someone or an organisation that cares about our problems, whether it is for example problems at the school or personal problems. (fg2)

Coordinators described engaging parents with forms and on-going dialogues, attempting to create awareness of the well-being process and motivating involvement and ownership. This motivation included encouraging parents to express any ideas, concerns and support that enhances the well-being process. Parents are crucial in informing coordinators on concerns that are present within the community. One participant elaborated:

... Luckily the people (parents) are willing and I must listen if they come and tell me things, because I chat frequently with them, they bring me news. (i4)

A WBST member emphasised the importance of the role of communication to enhance parental involvement:

And I think the coordinator must send a clear message to the parental component because the parents do not really know what it (well-being process) is about. (fg1)

Another WBST member elaborated on the importance of informal gatherings for enhancing parental involvement:

... I'm thinking of the opportunity when we met with the parents in the evening, the meet-and greet we called it, and it was nice to see hoe parents bought into the idea and also liked to socialise with teachers on such a level and so forth. (fg1)

Coordinators engaged with learners through needs assessment forms, WBST meetings and ongoing dialogue, attempting to motivate learners to take ownership of their own well-being and general well-being within their school communities. In order for a positive engagement to occur, one coordinator expressed the importance of winning the trust of children within the school, thus motivating involvement. One coordinator stated:

A person needs to reach out to children. You must reach out because often they won't come to you if you don't first reach out to them or you don't show first that you are interested... (i4)

A WBST member elaborated on giving prominence to the voice of learners:

And also, if there are learners, to listen what the learners need and then to think of the best plan to make learners aware (of what is going on) and how to solve the problem. (fg2)

The coordinators, together with the WBSTs, accepted responsibility for engaging other relevant community members and organisations. One participant described their perception of their role:

So I think it's basically about caring, that I must see that everybody is living in a healthy environment. That I must reach out to the community and the rest of the other (i3).

Another participant elaborated:

So your duty as coordinator is not limited to the school setting but also outside the school, in the community. (i2)

5.2.3.2. Subtheme 3.2: Get buy-in and consistently liaise with management

Coordinators described the importance of the school's SMTs to buy into and support the process if it is to be driven sustainably, enabling spaces for the school community to flourish. Coordinators engaged directly with principals or SMT members on a regular basis through formal meetings and informal conversations in an attempt to motivate buy-in and sustainable involvement. They stated that increased SMT involvement generated a more proactive, holistic process.

One WBST member elaborated on how the process elicited a change in perception in the principal of their school:

With time, Sir [the principal] bought in and saw what it means, the difference it made and now a person feels comfortable to go to him with the well-being and then Sir jumps. (fg2)

In another school the coordinator, who is part of the SMT, was able to create a WBS portfolio on the school's portfolio list. This enabled proactive engagement through developing initiatives that were able to target well-being enhancement on individual,

relational and collective levels, including learners, teachers and parents. The portfolio was a collaborative effort into which WBST members had insight. The coordinator elaborated:

Two years ago, our team specified actions on the WBS portfolio that was mentioned. This portfolio gets revised at the end of the year, forming part of our planning for the next year. As such activities might be tweaked and new ones added. Certain activities that took place spontaneously might be added to the portfolio to make sure that they properly enhance well-being. Staff members who added to the well-being of the school might be asked whether they would like to repeat the action and take responsibility for it. I find this to be a complement for the effort the person made and as such staff members are willing and eager to continue with this action. (rj)

The importance of SMT buy-in was underscored through the coordinators' description of challenges relating to an apathetic and unsupportive SMT and the influence thereof on the coordination of their school's well-being enhancement process.

To tell the truth, it sometime feel that the management does not really care. It is as if they stand apart saying, "This is your project, you must continue with it". This makes me feel irritated sometimes, it is part of the school's program, not a separate thing. (i1)

These sentiments were corroborated by WBST members:

Currently, on the (WBST) committee we try to be as serious as possible about it, to really see it as serious issue, but we don't get the support from management, the SMT, we get little support from, let us say our principal. (fg2)

5.2.3.3. Subtheme 3.3: Develop support networks

Facilitating awareness within the school community includes contacting and creating networks of support. Coordinators elaborated on the building of relationships with the

Western Cape Education Department, local social services and other institutions relevant to the school. As will be discussed, coordinators developed and initiated various initiatives to engage with parents, teachers and learners. Some of these were aimed specifically at enhancing relationships between these units.

Other responsibilities are to build relationships. Relationships with the children, with the teachers and other role-players within the community. (i2)

Engagement with the school community does not necessarily imply following formal routes. Various coordinators described the exchange of information, ideas and support through informal channels, including discussions and notes. One coordinator expressed the following:

It is not specifically about the help, even if you just chat in general then you also get ideas from people. (i4)

As researcher, my experiences of facilitating awareness suggest the following:

Creating as much visibility is critical, utilising well-being terminology. This supports regular reflection on individual, relational and collective well-being. I do believe that awareness should be mediated thoughtfully, as the process needs to be authentic and not forced. Thus, the community must experience an authentic process that is benefitting their community. (rj)

It is evident that coordinators deduced the inclusion of all members within their school community as a vital component of driving a holistic, proactive well-being process. A WBST member elaborated on their perceptions of the role of a coordinator:

I see the coordinator as the bridge-builder. It has various compartments and the bridge-builder must be a strong person that can represent everybody at all times. (fg1)

Another WBST member underscored the focality of well-being within school communities and the inclusion of stakeholders and group members:

... Creating awareness is a big challenge because it needs to be communicated from management down to teachers to your children and then to your parents, because the coordinator always says, wellness is not a department. Everything revolves around wellness. (fg2)

5.2.4. Theme 4: Strengths perceived as essential for the role of WBST coordinator

Coordinators utilised various strengths to facilitate awareness and proactive involvement of school community members. They described experiences in which they exhibited strengths when faced with challenges pertaining to the engagement of parents, learners, teachers and other relevant community members. As individuals work hard to accomplish long-term goals, through perseverance and passion, they stay on course in the face of adversity (Duckworth, Peterson, Matthews, & Kelly, 2007). These strengths revitalised coordinators throughout the steering of the process, bolstering them against negativity.

5.2.4.1. Subtheme 4.1: Being attentive and observant

Coordinators' engagement of the school community was supplemented through a sense of attentiveness. They expressed regular enquiries into the well-being of learners and staff members, often describing it as a 'feeling', denoting an intuitive sense.

You think differently about what you are as teacher. ... I could see that something was wrong. Just to be more observant. I think is the duty of a coordinator to be observant. (i2)

The same coordinator elaborated:

A coordinator must be able to see certain things. She must be able to pick up on stuff. (i2)

One coordinator implied that these expressions of attentiveness could indicate a sense of empathy towards the context and challenges facing learners and teachers within their school community.

[When a child is not well,] you see that he is not paying attention, you see that is not present, but then you wonder, "I wonder whether I must chat about that with the child, why is he like that today?" A person just has to ask whether everything is still all right, understand? (i3)

Another coordinator elaborated:

Maybe that teacher was not having a good day or maybe she has personal problems. (i2)

As participant researcher, I experienced that insight and knowledge about the school community, its context, dynamics between structures and members and individuals greatly enhanced the management of well-being. A thorough understanding of the process enabled the researcher to notice, identify and manage the process with much more attentiveness.

5.2.4.2. Subtheme 4.2: Resilience amidst negativity based on contextual challenges

As will be discussed in the next section, coordinators faced negativity from school community members and structures regarding the well-being enhancement process as well as members' involvement. Although these experiences affected the mood of the coordinators, they described dealing with these situations in a manner consistent with resilient behaviour. One coordinator expressed their reaction to this challenge as follows:

Let's do this. It's me and I'll say in front of them and behind their backs. There is nothing that I'm hiding, it is who I am. Let us do this thing and get started. (i1)

Another coordinator elaborated:

I learned that when people are negative they motivate me to get stronger, which is how I go forward. So in that regard, when others drag you down, stand on your feet, come what may (i3)

The same coordinator expatiated:

In the beginning I thought that there was no one [having a change of heart], but there are people who see what is going on and want to take part. And with time, as we went along, constantly, you could see a lot of changes. (i3)

As researcher, I experienced that these acts of perseverance led to other school community members becoming cognisant of the efforts of the WBSTs and the change that their activities elicited. As a result, school community members changed their perspective regarding the process and wanted to buy in and participate. These acts of perseverance were crucial in fostering an open and positive climate for positivity to flourish.

Participants described various encounters with school community members in which they exhibited positivity and passion through various acts of kindness towards teachers, learners and parents. One coordinator elaborated on advice they would give if another coordinator would assume the role.

You must live every day with your heart on the outside of your body. A caring heart because it does not help [that] you do your job but your heart isn't there. (i3)

The same coordinator elaborated further:

I like what I am doing. I love what I am doing... What really fulfils me is if I can make a child laugh or just touched someone's heart or just said something good to a person to make a person feel good or just making a difference in someone's day fulfils me. (i3)

5.2.4.3. Subtheme 4.3: Open and flexible style

Participants expressed the utilisation of coordination styles of an accommodating nature within their respective school communities. The described encounters in which their engagements with members were cordial and approachable. Members of the school community are welcomed to approach them with suggestions and concerns, thus allowing the process to evolve with input garnered from members.

I have a very open [coordination] style. I make provision for everyone, try to be accommodating. (i3)

It is important to note that the various well-being enhancement processes did pose challenges related to the proactive engagement of school community members according to the coordinators. The primary challenge identified was motivating school community members to buy into the well-being enhancement process that was driven within their school community and their subsequent proactive involvement in it. A WBST member elaborated:

It is a big challenge to get people as far to be open-minded about well-being. (fg1)

One coordinator expressed their concern regarding teachers' view on well-being:

...I don't know whether they think that when they helped a child they are finished, the well-being they provide is done, 'What more can I do? I can't do more'. (i1)

The same participant elaborated on the lack of parental involvement:

...This is something we need to work on as a team, to get more parents involved, involved so that they money does not matter. That to get rewarded does not matter. That they need to do it out of their own, that they need to do it out love for the children, for the school. (i1)

As was mentioned, coordinators described some negativity experienced from staff members. Among these were challenges related to buying into the process, a lack of cooperation, and dismissive behaviour. One coordinator expressed:

They (staff members) chat with me, but when the activities need to get done then they get quiet and my experience was that you the feel like you are on an island. But the fact that I'm a commitment type of person and someone that won't let anything get my down made me go forth. (i4)

Another elaborated:

So don't let negative people bother you. Even negative people you should approach positively... (i2)

The importance of enhancing and engaging well-being on all levels is imperative to promote awareness. One WBST member elaborated on the role effective communication plays within the promotion of a school community climate that enhances well-being.

Creating awareness is a big challenge because it needs to be communicated from management down to teachers to your children and then to your parents, because the coordinator always says, wellness is not a department. Everything revolves around wellness. (fg2)

In conclusion, if I were to refer to the sessions had with the coordinators, it implied that a possible outcome of the appraisal of the well-being process through school community members could lead to a feeling of the need for such a process on a profound personal level, compelling them to support the process within their school community to facilitate proactive holistic well-being.

We are not asking for your money, we just want you to buy into the ideas so that we can make this broken community whole, these relationships that are so shattered so that we can make it whole again. (i1)

5.2.5. Theme 5: Steering the process to ensure sustainability

The PALAR approach was utilised to engage with the school community and facilitate collaborative research, thus creating mutual learning and development opportunities

(Kearney et al., 2013). Before commencement of the well-being enhancement processes within the various school communities, the framework for the process was provided to the coordinators and initial WBST members by the primary researcher who was responsible for the establishment of the WBSTs. The framework espoused an integrated process to facilitate holistic well-being within the school community through the enhancement of teachers', parents' and learners' personal, relational and collective well-being (see Addendum J). Thereafter a workshop was organised with the WBSTs in which teams created a vision for their school communities and started interacting and planning their respective well-being enhancement processes.

The ongoing management of the process is imperative to ensure the sustainability of the process, since the promotion of holistic well-being is not a once-off event, but encompasses a cyclic process that resembles the action learning and action research process described by Zuber-Skeritt (2001). This cyclic process entails learning through participatory action and through these experiences directing subsequent actions. Six action learning sets were held with WBSTs that provided guidance and information for the establishment of the WBSTs and the steering of the process. The ongoing management incorporated the structuring of the process as well as the intentional steering of the process to facilitate a sustainable process of proactive and holistic well-being within school communities. The coordinators' perceptions regarding the ongoing management are vital to inform a thorough understanding of the role of the coordinator in the steering of the process.

5.2.5.1. Subtheme 5.1: Understanding well-being support needs in their contexts

Coordinators engaged with various organisational activities as they navigated their school communities' well-being enhancement processes. These activities included executing a thorough needs analysis, planning and rendering of activities to enhance individual, relational and communal well-being, delegating tasks within WBSTs and school staff, and the managing of resources. Regular reflection as coordinators and WBST members

enhanced the efficacy of these activities, seeing as managing the well-being enhancement process encompassed an action learning and action research process.

Coordinators described needs analysis as the first critical step in steering the process. They expressed that in order for well-being to be driven proactively and holistically, it is imperative to enquire into their school communities' contexts and the needs and strengths contained within them. One of the coordinators described the necessity for a needs analysis to enquire into learners' needs:

Let us chat about this, tell the kids 'Come with real answers and solutions'. Bring us answers, even if they sound simple they are not simple. Let us place a box here, you can put in a request or something that bugs you. That is what I would like the new coordinator to start doing so that we can check if there are no other needs. What are the needs that we don't see? (i1)

A WBST member elaborated on the importance of moving within the community to ascertain needs:

Go look, go in the community among the parents and look, what is really the need of the parents in the community. Just move a little. (fg1)

One participant created forms to enquire into the needs, strengths and interests of parents and teachers within their school community, which were shared with and used by another coordinator. These forms were used to develop initiatives addressing these needs (see Addendum I). Another coordinator addressed needs assessment through informal discussions held with parents. The coordinator felt that by engaging parents at an informal level, parental involvement would increase.

We let the parents come, but we tell them we also invite them to social. We divided into groups where certain teacher identified certain things that we would like to discuss and that was also nice. (i4)

As discussed in the first theme, participants described how they experienced mind shifts from ignorance about contextual challenges to a deepened awareness of the need to care for learners. As participant researcher, I experienced that these needs are interrelated and addressing them requires an awareness of the school community's context and an understanding of the units, systems and dynamics that exert influence. This awareness assists in structuring a well-being enhancement process that aims to be holistic in nature.

Through their experiences during the process, coordinators identified various needs that should be addressed in order for their school communities to flourish. These are summarised in the table below.

Table 5.1: Overview of needs within the school communities

Category	Description
Technology	Access to and responsible usage.
Food	A lack of access to proper nutrition.
Discipline	The need to address various discipline problems that manifest themselves at school.
Academics	The proper support of learners to achieve academic actualisation.
Social and emotional	These include learners experiencing abuse or finding it difficult to cope emotionally with problems at home or school.
Child development	Supporting parents to better understand their child's development and being able to provide proper care and support.
Bullying	Coordinators reported incidences of bullying between learners for which support is needed.
Parental and teachers' needs	These are specific concerns that were individually brought under the attention of the coordinator.

These needs were consulted before coordinators proceeded to address them with their WBSTs through the identification, utilisation and steering of existing and new innovative well-being related activities.

5.2.5.2. Subtheme 5.2: Guide implementation and integration of well-being related activities

Coordinators steered various well-being related activities within their respective school communities, which included identifying and strengthening existing activities and interventions that are well-being related, as well as introducing new activities to ensure attention to individual, relational and collective well-being. Existing activities incorporated within the well-being enhancement process included addressing hygiene, outings, life skills, feeding schemes, counselling of learners experiencing social and emotional needs, parent evenings and teacher development. New activities included addressing healthy environments and bullying, skills development, life skills, leadership development, group sessions, motivation sessions, welcome evenings for parents, parent support evenings, fun days and small activities aimed at enhancing relational well-being.

As mentioned before, one coordinator incorporated these activities within a well-being support portfolio that formed part of their school's planning. Activities were then assigned to various individuals who had bought into the process and agreed to the fulfilment of these duties. Although planning constitutes an important part of the well-being process, the activities were not confined to the planned activities, as many were developed and initiated as various needs arose during the year. Help from teachers, parents and learners was elicited as support.

Coordinators expatiated on their WBST's considerations before implementing interventions:

We look at how many children would benefit from it, how educational is it, how is it going to help the child self, which relationships (is it going to develop). For example, in an outing, what will the children learn there? (i2)

Another coordinator stated:

One of my characteristics, or one of my responsibilities is to help develop people holistically, and to bring out their full humanity. (i3)

Positive feedback garnered from these activities motivated future involvement from WBST members. One WBST member stated:

And when it led a to a big success (an activity) it made a person feel good and positive regarding the activities that the team offer and what we can achieve in the future. (fg1)

After the completion of activities, coordinators and WBST members described the evaluation of these activities as critical to ensure future success. One WBST member elaborated:

Evaluation takes place, that person (the coordinator) usually evaluates the projects or tasks which were done and look at possible solutions if the project did not take place or, if not, look at improvements and listen to what more can be done and which tasks can be done to better the situation. (fg2)

As the overseers of the process, coordinators aspire to implement activities successfully, and as such stress the delegation of certain tasks and functions to WBST members, staff members and other relevant individuals. Collective ownership of community members' well-being enhancement processes supports the successful implementation of activities. All coordinators expressed the importance of a coordinator being able to successfully delegate. One coordinator stated:

The coordinator needs to be able to delegate. If you work with a strong team, then you don't have to carry the whole box of chocolates or whatever. (i3)

Coordinators described providing members with a list of tasks containing their duties and deadlines. As was discussed in the second theme above, some expressed the importance of making these decisions collectively, so that misunderstandings are minimised and shared ownership increased. Another coordinator used the WBS portfolio in which duties are stipulated for specific people to perform, and contacted these individuals regularly to assess progress.

Coordinators would usually follow up on delegated tasks by approaching members and enquiring into progress made, expressing the importance of coordinators to hold their WBST members accountable for the tasks given.

I must teach others to be responsible, because I can't take everybody's responsibilities. (i3)

One WBST member elaborated on their experience of the tasks that were delegated to them:

I accept the responsibility for all my duties and at the end it is nice to work on the WBST because you see the difference you make in the children's' lives. (fg2)

5.2.5.3. Subtheme 5.3: Management of resources

Another critical task in steering the enhancement of well-being within a school community is the management of resources. Coordinators described how they had to manage various resources that were either allocated to them or elicited through networking with individuals or organisations. As researcher, I experienced the following:

You need to be up to date with pressing needs that need to be addressed, resources available to address it and strengths and assist available in the community. Cultivating and utilising these strengths could help to address

problems and needs. I would recommend regular stock taking, engaging with learners, teachers and parents to investigate support required and offered. (rj)

Some of these resources were allocated during planning towards specific initiatives, whilst other were allocated when a specific opportunity, concern or need arose. The following resources were utilised by coordinators in their well-being enhancement processes:

- Funds – Coordinators were allocated funds by the Rupert Trust Fund towards initiating interventions where they see fit. Various interventions were employed using these funds, allocated towards enhancing the well-being of learners, teachers and parents on an individual, relational and collective level.
- Specific goods – Coordinators received or acquired various goods to enhance their school's well-being processes. These included food, books, bins, clothes and other donations.
- Human/social services – Coordinators arranged for speakers to address teachers, parents and learners on a variety of topics, including managing finances, supporting children who require assistance with language acquisition, projects and tests, motivation, female hygiene, drug abuse and spiritual matters. Other services included managing student counsellors that a local university provided, local social services, and the social and psychological services of the Western Cape Education Department. Coordinators also described frequent contact with other relevant local organisations and role players within the community. Other colleagues and coordinators were consulted, and this act of networking elicited further ideas and solutions to problems.

After the planning phase, the coordinators described how the funds that were allocated were divided into specific activities in consultation with their teams:

We made a list of what we are planning for the year with those contributions then, for example, we looked at where the needs are and then worked out a budget. We enquire into what will be the most cost effective and when we get

what suited as best, we go forth with the activity and buy [the necessary materials]. (i3)

Coordinators described being very mindful when allocating funds, considering various options and not overspending. They expressed the need for support regarding the spending of funds. One coordinator suggested bringing someone with knowledge on board of the WBST:

This is why I say it must be someone how can sit with a person who can manage finances and say, "Listen, we have x amount of money, where is it going to? How far did you get with that project?" (i1)

5.2.5.4. Subtheme 5.4: Skills acquired to steer the process

Participants expressed the importance of specific skills that enable the coordinators to deliver best practices and enhance the successful steering of well-being within their school communities. They expressed the acquiring and management of financial resources as vital to enable and enhance their respective well-being processes. One coordinator stated the following:

If you can tell someone 'This is how a business plan looks like, this is how you compile one', then you have that skill. Then you can take liberty to approach to maybe ask for money (i2)

Regarding skills pertaining to human resources, coordinators identified various knowledge and skills required to optimally drive the well-being process. One of the skills that coordinators accentuated was the need to have relevant counselling skills. Other skills identified were learner support, addressing traumatic experiences, networking, time management and personal development. As researcher, I would like to add self-care to this list, seeing as the role of coordinator does provide challenges and stress. If coordinators are to steer their schools' well-being enhancement processes, they need to engage with activities that enrich their own well-being.

Coordinators experienced various challenges related to steering the well-being enhancement process. They identified time management related to steering the well-being process and other school responsibilities as a distinct concern. One coordinator stated:

Sometimes time is against you. Sometimes you are covered (with work) that you don't really know (where to start), but you know that sometime during the day you have to make space for it. (i3)

Another coordinator expressed the following:

A person would like to be more with the parents, with the children, but you know your contact time [is limited] and that your contact time is important. (i4)

Coordinators expressed challenges arranging formal meetings, as WBST members have various work responsibilities which might coincide with opportunities for meetings.

This is biggest stumbling block which we have at our school, to get the team together as a result of academic and school responsibilities. (i2)

One coordinator elaborated on how this challenge was bridged through the scheduling of meetings on the school's official calendar, thus allocating formal time to meetings.

Coordinators described feeling exhausted and pressured at times as their duties as WBST coordinator and teacher in their school coalesced. One coordinator said:

You know yourself, to give school is a lot of work and now you also have this (well-being coordinator duties) which is sometimes a little tiring, exhausted. You are already exhausted when you leave school, because, like I said, you have little time at school and I often have to do stuff at home... (i4)

It is evident through the participants' responses that steering the well-being enhancement process encompasses the fulfilment of various duties that add value to the understanding of their role, yet provide challenges for the coordinators.

5.3. Discussion of findings

The findings of this study will now be discussed with reference to the way in which each specific theme informs our understanding of the role of the coordinator of a well-being support team in an integrated multi-level process to facilitate holistic well-being in a school community.

5.3.1. Theme 1: Mind shifts experienced in the role as coordinator

Exploring the experiences of their role as coordinators in the process of facilitating the promotion of holistic well-being in their respective school communities indicates that they experienced two significant mind shifts: from ignorance about contextual challenges to a deepened awareness of the need to care for learners; and from distancing and blaming to becoming agents of change.

Initially, coordinators described various challenges and needs within their respective school communities. Research confirms the severity of these challenges in terms of supporting vulnerable children (Department of Basic Education and Department of Health, 2012; Ebersöhn & Eloff, 2006; Richter & Dawes, 2008). The literature furthermore confirms that if these experiences of intrapersonal, interpersonal and organisational injustice are not addressed, well-being, perceived as the satisfaction of various needs on all applicable levels cannot be achieved (Prilleltensky, 2011).

At the onset of the conversations with the WBSTs, the coordinators focused more on the problems that they experience with learners, and they blamed the context in which they work for the problems. External agents were considered responsible for addressing the challenges. They seemed despondent and inculpated, and their experience of their context incited feelings of hopelessness and impuissance associated with the complexity of the challenges they have to face on a daily basis.

Through their involvement in the PALAR process, they developed a deeper understanding of what the promotion of well-being encompasses. Within the process of

facilitating the promotion of holistic well-being, the coordinators became action researchers who participated in the larger action-learning-action-research process. As such, the coordinators were deemed equal partners as they engaged with complex issues (Kearney et al., 2013). They went through iterative action reflection cycles, which seemed to empowered them to steer the process to facilitate the promotion of the holistic well-being in a more effective manner.

Their experiences as part of the action learning and action research process facilitated a deeper understanding of the promotion of well-being, which led to an acute awareness of the need for care and support amongst the learners in particular. Living theory frames reality as relationally dynamic rather than fixed, as individuals are part of the dynamics of living space. The theory gives prominence to the importance of relationships and recognising the flow of life-affirming energy between individuals in a community (Whitehead, 2009). It is therefore assumed that the feelings of connectedness experienced by coordinators within well-being enhancement processes impelled them to challenge their view on addressing needs in their school communities, and as such motivated them to proactively facilitate more enabling spaces for the promotion of well-being. Their involvement in the participatory process evidently facilitated a learning process that informed their future learning and action (Whitehead, 2008a; Whitehead 2008b).

Through regular involvement in action learning and action research as a cyclic process of acting and reflecting, the coordinators started questioning underlying assumptions, beliefs and values about the support and care provided from within the school, and the role that the teams, the school communities and the larger community can play in the process. The well-being framework presented at the onset of the process, as well as their involvement in the action learning sets, provided coordinators with opportunities to start addressing these questions regarding the enhancement of well-being and their own role in the process. The coordinators' experiences are consistent with the behaviour of transformative learners, where a self-reflective frame of reference is adopted. Assumptions are questioned and

modified as the content and process of decision-making are engaged with. Mezirow (1997) states that transformation occurs when “we transform our frames of reference through critical reflection on the assumptions upon which our interpretations, beliefs, and habits of mind or points of view are based” (p. 7). Through self-reflectivity, enhanced with the well-being framework and action learning sets, coordinators challenged their views on the care and support of school community members. These introspective processes augmented the ability of coordinators to address concerns and solve problems within their community (Jäkel & Schreiber, 2013).

To reiterate: the mind shift described by the coordinators eventuated from initial despondent and inculcating experiences to a deep-seated need to take responsibility and care for school community members, leading participants to question their ignorance regarding contextual challenges. A lack of empathy was replaced with a deeply founded need to enhance well-being. As such, coordinators exhibited a growth mindset, seeking learning opportunities and exhibiting resilience, as described by Dweck (2012). Through this mind shift they were compelled to steer a well-being enhancement process within their schools, effectively becoming agents of change through addressing their school communities’ challenges with positivity and resilience.

In response to these mind shifts, they initiated various supportive actions and interactions in an attempt to make a difference in their school communities. They exhibited genuine care and concern through small supportive acts in which positive interactions were steered to enhance well-being. They described the importance of these supportive acts in fostering a positive climate for the enablement of well-being. These supportive acts contribute towards social relationships in schools, more specifically students’ relationships with their peers and teachers, fostering a positive atmosphere and environment in which well-being is enhanced (Konu et al., 2002; Konu & Rimpelä, 2002). They could be deemed crucial in fostering a process that is conducive to the attainment of well-being in future.

This mind shift empowered coordinators to steer the process from a more proactive position to promote holistic well-being process within their school communities. Prilleltensky's (2005) research supports this finding, arguing that the promotion of personal, relational and collective well-being is dependent on a paradigm shift towards strength-based, preventative, empowering and community-orientated approaches. Comprehensive strategies are necessary for proactive enhancement and flourishing of communities (Ng & Fisher, 2013). These strategies imply that all stakeholders in the various levels should engage with the process, including teachers, parents and learners. Their engagement will greatly benefit from a coordinator who purposefully steers the process of enhancing well-being.

To conclude, if well-being is seen as a school's core business, "students of all levels are more likely to become more engaged with learning and academic outcomes improve; pro-social behaviour increases and there are better levels of mental health and resilience" (Roffey, 2015, p. 21). As coordinators adopted this mind shift, the conditions for the enhancement and flourishing of school community members were gradually steered towards a more pro-active approach to addressing challenges, as well as a more holistic understanding of well-being.

5.3.2. Theme 2: Responsibilities within the well-being support team

The inclusion of representatives from various stakeholder groups in the school community was an essential part of the coordinators' responsibility. The inclusion of these representatives was emphasised by the facilitator of the PALAR process as an essential part of facilitating a transparent, authentic and appropriate process to promote holistic well-being.

The inclusion of teachers in the process is critical, as teachers are optimally positioned to promote well-being and mental health within school environments (Wyn et al., 2000).

The inclusion of learners on the WBST addresses the alienation of learners from the school and community, enhancing means for self-fulfilment (Konu & Rimpelä, 2002; Wyn et al., 2000). The recognition and promotion of learners' voices are essential for social reform that supports social justice and equality within a society. (Angus, Golding, Foley, &

Lavender, 2013). Through their inclusion, learner autonomy is promoted, entailing their willingness to act independently and in partnership with others so as to engage as a socially responsible person (Dam, 2003).

The inclusion of parents is critical, as their involvement in the education of their child is universally endorsed, fostering positive youth development (Wang & Sheikh-Khalil, 2014; Zhang, 2015). Their contribution is multidimensional, as their influence stretches across school-based and home-based involvement and academic socialisation. Their participation supports the establishment and fostering of healthy relationships with other groups within the school community, which is conducive to the school's well-being. In this study, the coordinators appreciated the importance of including parents, but found it difficult to recruit parents for their respective WBST teams.

Enhancing diversity within WBSTs improves the well-being process, as greater diversity could lead to a greater level of engagement, seeing as various perspectives are utilised to solve problems (Rath & Conchie, 2008). A WBST with a diversity of members ensures the consolidation of a variety of experiences and insights, and could enrich ownership and sustainability of the process.

After the establishment of the WBSTs, the coordinator's role was to frequently engage with their respective teams through regular discussion modelled on the action learning and action research process. These ongoing engagements with the teams were crucial for sustaining the process. Through these open discussions WBST members were encouraged to exchange ideas, reflect and progress as a team towards a collective understanding and enhancement of well-being within their school communities. Research indicates that when leaders promote the exchange of ideas, constructive criticism and mutual support, this dialogue could increase the efficacy of the group (Zaccaro et al., 2002). According to transformational leadership theory, leaders play a critical role in engaging team members through intellectual stimulation (Judge & Bono, 2000; Judge & Piccolo, 2004; Piccolo & Colquitt, 2006). WBST coordinators could facilitate discussions in which members are

challenged to review their assumptions regarding the enhancement of well-being, promoting novel and innovative approaches.

The coordinators' role within the teams furthermore encompassed the strengthening of relationships between the members of their teams. Their cognisance of these relationships have direct bearing on fostering a positive, open and trusting climate. Viewed from a relational coordination theory perspective, the successful engagement of WBST members necessitates utilising communication and relationships to increase proactive involvement and support of all members. The coordinators therefore had to take responsibility for the quality of communication within groups as they realised that it has a direct bearing on the quality of relationships and vice versa (Gittell et al., 2008; Gittell, 2011). What was interesting to note was how some coordinators had the natural ability to take this role, while others had to work hard to acquire additional skills in this regard.

According to some of the WBSTs' coordinators, regular engagements with the team and individual members enhanced group cohesion and promoted team motivational processes due to the collective commitment and effort to bring about change in their school community. Thus it could be argued that central to the act of coordination is the promotion of healthy relationships through frequent and spontaneous communication, which acts as social glue within the group (Gittell, 2002; Rath & Conchie, 2008) and creates a positive emotional environment that will increase commitment (Clark, 2003).

Coordinators described facilitating collective decision-making processes during meetings to inform the development of necessary actions and duties for the completion of activities. Through the proper exchange of information, consensus can be found and decisions made (Kauffeld & Lehmann-Willenbrock, 2012). When decisions are made in groups, the groups tend to be more effective in dealing with complex problem-solving tasks (Tasa, Taggar, & Seijts, 2007). The coordinators did perceive hesitance regarding learners' and parents' active participation during meetings, and deemed these collective decision-making processes crucial to engage and empower members.

During their engagements with team members, the WBSTs had to assist the team members to reflect on interventions planned, actions taken and activities completed. Barnett and O'Mahony (2006) define reflection as "examining current or past practices, behaviours, or thoughts in order to make conscious choices about future actions", (p. 501) thus implying a learning process that is critical for school improvement. Through facilitating these regular reflections within WBSTs, the coordinators enabled their teams to grow and flourish in their capacity to support and care for members. From a complex responsive process perspective, these acts of reflection contributed to the generation of new patterns of perception and interpretation of how holistic well-being can be promoted with the integrated, multi-level process that was introduced in their school communities (Stacey, 2000).

Through the empowerment and support of team members, coordinators exhibited traits of transformational leaders. Transformational leadership theory postulates that leader effectiveness and personality have a direct bearing on team members' motivation and performance (Kark et al., 2003; Piccolo & Colquitt, 2006). As the leader of the WBST, coordinators are in an optimal position to attend to members' needs and development, providing support and encouragement and enhancing the agency of members to facilitate well-being. Coordinators exhibiting these traits could empower WBST members to exhibit self-motivation and execute well-being related activities. Coordinators deemed it vital to inquire into the strengths and weaknesses of team members' abilities and utilising them accordingly to manage activities. Focusing on members' strengths increases confidence whilst focusing on weaknesses may demotivate members (Rath & Conchie, 2008).

As social actors in the process of enhancing well-being within school communities, WBST members could be deemed agents of well-being; they produce experiences and shape events through their actions. Agency can be seen as the actors' belief that they can engender desired effects and address undesirable ones through action (Bandura, 2000). Coordinators could play a critical role in enhancing their WBST members' agency, facilitating cooperative decision-making processes and utilising team members' strengths and

weaknesses. These acts encouraged members to take ownership of their school's well-being enhancement process, with coordinators motivating and supporting them.

The coordinators described various challenges when engaging with their respective WBSTs. They experienced frustration regarding a lack of involvement and care from some WBST members. According to research, various factors can contribute to inadequate participation, including a lack of purpose, commitment and crucial skills (Katzenbach & Smith, 1993). Building better relationships to enhance participation is thus crucial and requires time and commitment (Warren, Hong, Rubin, & Uy, 2009). Coordinators in this study certainly had the commitment to guide the WBSTs – yet they faced serious time restrictions due to the fact that the education system in South Africa does not value the promotion of well-being as an integral part of schooling.

5.3.3. Theme 3: Responsibilities within the broader school community and beyond

The well-being of a school community is dependent on creating an awareness of the importance of individual, relational and collective well-being and the necessity of their participation in the enhancement thereof. Facilitating a process of enhancing individual, relational and collective well-being therefore means that coordinators have to facilitate the proactive engagement of the broader school community in the process.

In most instances, the coordinators facilitated regular interactions between the WBST and community members. These interactions were perceived as crucial for ascertaining needs, concerns, assets and strengths within the school community. Coordinators utilised these interactions to facilitate a contextually relevant process to promote holistic well-being in their respective school communities. These engagements with the larger school community implied the inclusion of a diversity of voices in the well-being process. This increases the opportunities for proactive and holistic transformation to occur as it acknowledges the complexity of the situation (Mason, 2008a). Coordinators acknowledged that these regular engagements with school community members have a direct bearing on the dynamics of the

well-being process. A possible explanation is the fact that it implied the management of the relational dimension that is critical for the attainment of well-being as a process.

Although the coordinators experienced positive engagements with members from their school communities, there were instances where coordinators perceived a sense of apathy from school community members regarding their perceptions of the well-being process. What is important to notice is that the resistance was met by coordinators with an attitude best described as buoyant, optimistic and resilient. Research indicates that facing workplace adversity and feelings of vulnerability may lead to the application of protective mechanisms, as was the case with the coordinators in this project. These mechanisms could then help individuals to cope with the challenges they face to ensure that their own well-being stays intact. These mechanisms include resourceful adaptation, positive emotions, reflection, flexibility and striving to achieve balance in life (Jackson, Firtko, & Edenborough, 2007; Windle, 2010).

Coordinators revealing these qualities within their steering of the process and engagement of school community members are exhibiting traits espoused within transformational leadership theory. They are aware of their emotions in the process and manage it appropriately as a role model (Barling et al., 2000).

The coordinators in this study also needed to liaise with school leadership to ensure buy-in into the process. Schools are hierarchical organisations in which principals and heads of departments constitute the School Management Team that plan, lead and control the school through administration and management in close collaboration with the School Governing Body. It could be argued that this team plays a central role within the improvement of the school (Sister, 2005). Research has found that school management is an important determinant of well-being within schools (Aelterman, Engels, Van Petegem, & Verhaeghe, 2007). The coordinators therefore perceived the engagement and buy-in of their school's Management Team as vital to the steering of the process. The challenge they face from a transactive goal dynamics theory perspective is to deal with the complex web of links that

exist between these important actors within the school community as a social system (Fitzsimons et al., 2015; Fitzsimons et al., 2016). These actors' goals, pursuits, and outcomes affect each other in a network of goal-related interdependence as individuals pursue goals. Coordinators are in a position to liaison with the School Management Team and support the goal of school improvement through their steering of the well-being process. Thus, facilitating buy-in and proactive interactions with the School Management Team creates opportunities for a more purposeful, goal-orientated approach to well-being attainment.

The coordinators' role also extended beyond engaging individuals within their school community to include the establishment of support networks in the larger community with the aim of promoting holistic well-being. These engagements included the strengthening of relationships with local social services, non-profit organisations and trusts. The coordinators had to engage with relevant structures through facilitating regular dialogue, thereby eliciting support and care for the community through a holistic, proactive well-being perspective. They deemed these relationships to be an integral part of steering a sustainable process where networks enhance involvement and ownership, thereby fostering an authentic process tailored to their concerns, needs and strengths.

From a complexity theory perspective, school communities can be viewed as an environment in which elements and agents continually interact, organise and reorganise through dynamic relationships (Morrison, 2006; Stacey, 2000). Given the coordinators' role of steering a well-being enhancement process, it stands to reason that enhancing well-being is a complex process and necessitates the incorporation of all relevant individuals and structures, including the involvement and engagement of other structures and organisations so as to develop support networks. These various engagements facilitate the emergence of new properties, elements and phenomena in the absence of a blueprint, rendering a non-linear, organic and holistic process.

5.3.4. Theme 4: Strengths perceived as essential for the role of WBST coordinator

Coordinators' facilitation of a proactive and holistic well-being process evidently required various strengths which enabled them to augment their role in their respective school communities. The strengths that they identified as assisting them to take on and carry this role were attentiveness, empathy, resilience, openness and flexibility. Coordinators deemed these strengths vital to supporting continued engagement of proactive and holistic coordination.

The coordinators also perceived their role as encompassing an attentive, observant and empathic disposition. This strength allowed coordinators to enquire about the well-being of school community members and be sensitive and vigilant to expressions of latent concerns. These strengths enabled coordinators to pick up on intricacies in the well-being process, redirecting activities and enquiries to attend to the complexity inherent within the process.

According to transformational leadership theory, it is imperative for leaders to provide support and encouragement to followers, as well as attend to their concerns and development (Judge & Bono, 2000; Kark et al., 2003). The identified strengths enabled the coordinators to exhibit empathy towards individual members of the school community, thus effectively promoting individualised consideration (Barling et al., 2000). However, the consideration of individuals was also generalised to the whole school community as the coordinators became more aware of the needs of the community as a whole through their engagement with members. Through their attentiveness and empathy, they detected subtle nuances of concerns and needs in the school community.

As already indicated in Section 5.2.2.4., the coordinators expressed concerns regarding the various challenges they faced in steering their respective well-being enhancement processes, including negativity from their WBST and school community members. If these challenges are not addressed it could lead to exhaustion, in which a loss of enthusiasm and excitement could be experienced, resulting in disengagement from duties (Conrad & Kellar-

Guenther, 2006). Although they experienced a sense of negativity, coordinators exhibited various characteristics, among them positivity and perseverance, which helped them to address these challenges in their role as coordinator.

Coordinators perceived positivity, passion and perseverance as integral to their engagement with well-being enhancement processes. It could be argued that they displayed grit through “finding meaning in activities that serve a higher, altruistic purpose, and engagement in attention absorbing activities” (Von Culin, Tsukayama, & Duckworth, 2014, p. 1). This links directly with the mind shift described before: by finding meaning in the process, they became agents of change with a deepened awareness of the need to care.

Some coordinators expressed feelings of loneliness during the process. This was addressed through reflection, challenging these feelings and deciding to adopt a positive approach. The responses provided by the participants are in agreement with the work of Jackson et al. (2007), who identified reflection and maintaining positivity as self-development strategies that could counter workplace adversity.

The coordinators considered an accommodating style as vital to involve and engage WBST and school community members. Through facilitating discussions of an open and caring nature, coordinators were able to promote a school community climate that enhances well-being. As coordinators fostered an open and caring conversational climate through a flexible coordination style, the quality of communication and relationships increased. Relational coordination theory concurs that effective coordination is dependent on the reciprocal influence between quality of communication and quality of relationships (Gittell, 2012; Gittell et al., 2008).

5.3.5. Theme 5: Steering the process to ensure sustainability

The enhancement of well-being in coordinators' school communities engendered various experiences related to the steering of the process. As participant researchers, the coordinators reflected regularly on what constitutes effective coordination of well-being.

Given the complex nature of enhancing well-being, coordinators perceived their role as encompassing various duties requiring various skills. These duties and skills support the coordinator to steer the enhancement of well-being in a sustainable manner.

Coordinators perceived the ascertainment of the complexity and interrelatedness of needs and strengths within their school communities as an essential task to steer a well-being enhancement process. Coetzee et al. (2010), in concurrence, assert that although it is valuable to identify needs before any intervention process can be initiated, assets and strengths play an important part in addressing them. An inventory of various assets, strengths and resources could aid coordinators through informing proactive measures to counteract challenges or the manifestation of future challenges. Identifying the capacities within an environment is a vital part of the asset-based approach to intervention (Coetzee et al., 2010; Eloff & Ebersohn, 2001). Thus, enquiring about the needs and strengths of their school community allows coordinators to steer a relevant process, augmenting the potential of planned well-being enhancement activities.

The implementation of the well-being enhancement process is dependent on the coordinators' effective and proactive steering of well-being related activities. Coordinators perceived the identification and strengthening of existing activities, along with the development and integration of new activities, as a vital part of addressing the needs and concerns that have been identified. Coordinators facilitated ongoing discussions which were vital in the integration, development and execution of well-being related activities. These discussions entailed setting certain goals and targets for the WBST as group and individual members.

From a transactive goal dynamics perspective, the goals of members affect each other and are nested in a network of goal-related interdependence (Fitzsimons et al., 2015; Fitzsimons et al., 2016). As such, coordinators exhibiting cognisance of the various well-being related goals that are pursued by WBST members enable the strengthening of linkages between them. The development of the well-being portfolio previously described is

one expression of how the well-being related goals of WBST members were integrated to co-construct the well-being enhancement process.

In order to successfully execute activities, the coordinators delegated tasks to ensure successful integration and completion of activities which support the sustaining of their respective well-being enhancement processes. This responsibility included the identification of WBST members' strengths, which informed their delegation of duties and facilitated group discussions in which WBSTs reflected on the execution and success of activities. Research indicates that effective delegation develops individuals and promotes more productive engagement with tasks (Zhang, Ahn, & Chu, 2003). Delegation involves matching a member's capabilities with the requirements of the role and monitoring accomplishment through providing feedback (Zaccaro et al., 2002). When team members share the perception that they can successfully complete tasks, there is a marked improvement in outcomes (Tasa et al., 2007; Zaccaro et al., 2002).

Coordinators highlighted the importance of involving all members of the school community to engage with their school's well-being enhancement process and participate in implemented activities. Wyn et al. (2000) found that collaborative efforts between teachers, parents and learners are vital in establishing a supportive school environment. Maintaining warm and trusting relationships could enable school communities to shape their environment to one where needs are met, and increases proactive involvement and team effectiveness (Hiller, Day, & Vance, 2006; Keyes et al., 2002; Rath & Conchie, 2008). Coordinators are vital in enhancing these relationships, guiding them to enhance the involvement and participation of school community members in activities.

Various activities identified by WBSTs to enhance well-being within their school community required the usage of funds, specific goods or human and social resources. Coordinators described how their responsibility encompassed resource mobilisation through allocating funds received or networking with relevant individuals or structures. Identifying, accessing and mobilising these resources could be seen as complementary to an asset-

based approach (Coetzee et al., 2010). If schools promote an empowerment ideology, they could obtain and develop resources with greater ease and equip individuals with resource mobilisation skills (Perkins & Zimmerman, 1995; Rappaport, 1987). Through utilising these skills and engaging with relevant stakeholders within the community, coordinators could mobilise resources in order to sustainably enhance the well-being of their school communities. Ebersöhn and Eloff (2006) found that community resource mobilisation, networking, and establishing links and information sharing enhance sustainable supportive practices. The coordinators' successful allocation of resources is thus a vital part of ensuring that the goals and targets of their well-being related activities are successfully achieved.

Steering their respective well-being enhancement activities required coordinators to develop and employ specific skills that strengthen their engagement with their WBSTs, school community members and relevant stakeholders and organisations. These skills were perceived to enhance their capability of successfully steering their well-being processes. Coordinators described the utilisation of various organisational and administrative skills to plan, implement, drive and evaluate activities. According to Jha (2005), successful management requires various coordinator traits for the successful completion of activities, among them timeliness, maintaining records, interpersonal skills, liaison, monitoring, planning, facilitating and resource utilisation skills. Thus, proactive coordination implies managerial and organisational duties that aid the process through increased efficacy and expediency.

Coordinators expressed a deep need to enhance their resource mobilisation skills, as these skills are vital to elicit funds and resources for the promotion of well-being. Acquiring and strengthening these skills could allow coordinators to mobilise community resources and establishing networks and links, utilising the assets within their communities (Ebersöhn & Eloff, 2006). An inventory of individual capacities and local associations and organisations' skills, experiences, resources, materials and services would provide such an 'asset map' for coordinators (Eloff & Ebersohn, 2001). These networking skills will allow the coordinator to

link the needs of the school community and its members with possible resources. For example, an alternative to coordinators' lack of counselling skills would be the identification of counselling resources within the community, in which coordinators would act as a 'connector' between an individual experiencing challenges and potential sources of support (Eloff & Ebersohn, 2001).

Viewed from a complexity theory perspective, the steering of the well-being process can be understood as a non-linear, organic and holistic perspective, which manifests itself through multifarious expressions of interacting elements or agents (Mason, 2008a). During the interviews, the coordinators placed a firm emphasis on the interrelatedness and complexity of the various constitutive parts of well-being. They described regularly reflecting on these complex interactions individually and as a WBST, enhancing their well-being processes with the insight obtained. Ongoing management thus implied reflecting on this complexity and how activities, resources and skills can be utilised to enhance well-being.

During the process of steering, coordinators perceived the enhancement of relationships within the WBST and between school community members as a vital part of managing this complex process. Relational coordination theory suggests that strengthening the link between relationships and communication could enhance relational dynamics (Gittell et al., 2008; Gittell, 2011). Through frequent, timely and accurate communication, interactions could be guided to support the goals set by the WBST. These conversations, in turn, could facilitate new patterns of relationships and the engendering of new knowledge (Stacey, 2000). Through deepened and widened communication, coordinators could steer the relationships and their interaction within the school community to address the complexity underpinning school well-being enhancement.

In conclusion, participation in the larger research process facilitated an understanding that schools as communities have the responsibility of caring for and nurturing its members. Their perceptions regarding the fostering of well-being changed as they experienced a mind shift that touched and impelled them. They became agents of change as they accepted

responsibility for steering the process at their respective schools. This responsibility entailed the engagement of WBSTs as well as the broader school community with the aim of promoting holistic well-being. Coordinators deemed some of these responsibilities challenging, but perceived their role as enriching, capable of eliciting real change within the school community. In their engagement with the school community, they purposefully addressed well-being through utilising various skills and strengths, to facilitate the process.

The coordinators experienced the purposeful steering of well-being as capable of playing a valuable role in fostering change within their school communities from the bottom up. This study has therefore made a contribution in exploring the role of the coordinator of a well-being support team in an integrated multi-level process to facilitate holistic well-being in a school community. Recommendations are made in Chapter 6 based on the findings of this study.

CHAPTER 6

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

6.1. Introduction

In this chapter, the study is concluded with a brief overview of the research, followed by the conclusions drawn from the findings of the study. Thereafter, recommendations pertaining to policy, practice and future research are made. Finally, the limitations of the study are discussed.

6.2. Brief overview of the research

The enhancement of health and well-being among learners is promoted through the development and employment of health related programmes and interventions, although the attainment thereof through the utilisation of a health promotion paradigm evokes various concerns (Konu & Rimpelä, 2002; La Placa et al., 2013; Prilleltensky, 2005). Consequently, various researchers contend that well-being as a construct is more propitious as it underscores inclusivism and holism, integrating subjective, material and relational dimensions through a dynamic interplay in the context of time and place (Bradshaw et al., 2011; La Placa et al., 2013; White, 2008). It promotes proactive strategies to empower communities to enhance well-being on a personal, relational and collective level through a distinct focus on strengths, prevention, empowerment and communities' conditions (SPECS) (Prilleltensky, 2005).

The attainment of well-being in schools in South Africa is currently driven from a health promoting paradigm, as education support services in South Africa focus mainly on assisting learners who experience problems or barriers to learning through the adoption of Inclusive Education and the actions of the SBTS and DBST within school communities (Donald et al.,

2002; Motitswe, 2014). Although these services, along with interventions by private and non-governmental organisations, make valuable contributions, the provision of support and care through a well-being enhancement process could counteract these haphazard, piecemeal attempts.

Due to the fact that the development of an integrated, multi-level process is a novel approach to the promotion of well-being in South African schools, the concepts of well-being support teams and well-being coordinators did not exist before, as indicated in Chapter 1. The need to conduct research to understand the role that a well-being coordinator can play in purposefully steering a well-being process within South African school communities, was therefore eminent.

The research question asked to address the problem of limited knowledge on the role of a coordinator was:

What does the role of the coordinator of a well-being support team in an integrated multi-level process to facilitate holistic well-being in a school community encompass?

To answer this question, a basic-descriptive qualitative research design was applied to investigate the role of coordinators in facilitating holistic well-being through the generation of rich and thick descriptions obtained from the perspective of the coordinators and WBST members. The participants in this specific study included the coordinators from five of the six schools in the larger research project, as well as seven team members (three teachers, three parents and two learners) who had been members of the WBSTs in these schools since the onset of the process. Three data sets were collected. The first data set was the reflexive journal kept by the researcher over a period of 15 months during his involvement in the larger research project, as explained before. The second data set was generated through semi-structured individual interviews with four of the five coordinators of the WBSTs towards the end of their fifteen-month involvement in the larger research project. The third

data set encompassed two semi-structured focus group interviews, one with four WBST members and another with three WBST members. The three data sets were analysed by employing thematic analysis as described by Braun and Clarke (2006).

The findings were disseminated with reference to the following main themes that describe the role of the coordinator of a WBST.

- Mind shifts experienced in the role as coordinator

Coordinators indicated that they experienced two specific mind shifts, namely from ignorance about contextual challenges to a deepened awareness of the need to care for learners, and from distancing and blaming to becoming agents of change.

These mind shifts have empowered them to take ownership of the process, motivated them to drive the holistic well-being process within their school communities in a more proactive manner, and challenged them to review their experience of despondence about the needs of learners to a deeper sense of care for learners.

- Responsibilities within the well-being support team

Coordinators described their responsibilities within the WBST which, as indicated in the subthemes, stress their involvement and engagement of members, enhancing the members' agency whilst facing various challenges in the process.

- Responsibilities within the broader school community and beyond

Coordinators indicated that their responsibilities transcended to the broader school community and beyond, encompassing engagement with the community, promoting buy-in and liaising with school management and the development of support networks to steer well-being within their school community.

- Strengths perceived as essential for the role of WBST coordinator

Throughout the fulfilment of these responsibilities, the coordinators drew on various strengths that they perceived as essential for the role of WBST coordinator. These included attentiveness, observance, resilience and utilising an open and flexible style within their engagement of the WBST and broader community.

- Steering the process to ensure sustainability

The sustainable steering of well-being included assessing well-being support needs in their contexts, guiding the implementation and integration of well-being related activities, and ensuring that resources are properly managed. This was done through the utilisation of existing skills and the acquisition of new skills in order to optimally enhance well-being.

6.3. Conclusions

This study set out to explore the role of the coordinator of a well-being support team in an integrated multi-level process to facilitate holistic well-being in a school community encompass. To answer this question, conclusions are now drawn from the findings and discussed with reference to the mind shifts experienced by the coordinators, their responsibility within the WBST and broader school community, the strengths perceived as complementary to their role, and the sustainable steering of the process. As this study is explorative in nature, conclusions can be regarded as tentative patterns that could guide future enquiry into the coordination of well-being. The role of the well-being support team coordinators as identified in this study seems to concur to a large extent with the tasks ascribed to a community psychologist in the work of Nelson and Prilleltensky (2010). The role of the well-being support coordinator is discussed with reference to how some of these tasks apply to their role in the integrated, multi-level process to facilitate holistic well-being in South African school communities.

6.3.1. The coordinator as visionary

The study revealed that the coordinators' experiences of mind shifts from ignorance, distancing and blaming to a deepened awareness of the need to care and become agents of change were empowering in that coordinators challenged their own views on the enhancement of well-being. As such, they took on the role of a visionary. The coordinators expanded their view on the realm of possibilities through their envisioning of a better state of affairs. Their vision included a school community where proactive, strength-based practices are utilised to enhance holistic, inclusive, multi-dimensional well-being. The mind shifts experienced by coordinators gradually transcended to other WBST and community members as they became cognisant of an alternative perspective that enabled the enhancement of their own and their school community's well-being. The role of a visionary therefore requires that coordinators co-construct a preferred future that would benefit all, in collaboration with the team and other members of the school community.

6.3.2. The coordinator as leader

Considering the research findings, the researcher came to the conclusion that coordinators encompass a **leadership** role that could best be described as transformational. They served as role models through their role as a visionary, supporting and encouraging followers (Judge & Bono, 2000; Judge & Piccolo, 2004; Piccolo & Colquitt, 2006). Through their guidance, assumptions and the status quo were challenged by facilitating intellectual stimulation within formal and informal group encounters. Members were inspired and empowered through the coordinators' transformational behaviour, promoting motivation and enhancing performance in the facilitating of well-being.

6.3.3. The coordinator as listener and sense maker

Besides the leadership role, facilitators also assumed the role of a **listener and sense maker** as they promote and underscore a positive climate where members can converse and explain hopes, feelings and experiences, while carefully attending to the conversations

within the group through regular check-ins with members. This counteracts multiple assumptions that could hinder group dynamics and interactions, developing communal conceptualisations of concerns, challenges and possible solutions. Coordinators need to be sensitive within this role, actively attending to conversations so as to steer this process of engagement.

6.3.4. The coordinator as asset-seeker

In this study it was evident that coordinators act as asset seekers who aim to identify the strengths and skills of individuals within the WBST who could support and enhance well-being. It is crucial for the coordinator to validate all members' knowledge, talents and actions taken within enabling spaces for the flourishing of well-being. This validation could help coordinators to effectively identify assets that could be utilised to steer the well-being process. The abovementioned role could lead to constructive decision-making processes as coordinators assume the position of a unique solution-finder through the acts of active listening and careful consideration of all members' views (Nelson & Prilleltensky, 2010).

6.3.5. The coordinator as inclusive host

The research findings indicated that the successful enhancement of well-being includes the participation of the whole school community, not limited to parents, learners and teachers but transcending to the inclusion of relevant stakeholders, organisations and departments. As such, the coordinator acts as **an inclusive host** who creates a welcoming and appreciative atmosphere where "people feel safe to explore sources of oppression, avenues for empowerment, vulnerabilities, as well as personal and social privileges" (Nelson & Prilleltensky, 2010, p. 237). As such, inclusion encompasses the involvement of the whole school community to promote honest dialogue through a non-judgmental atmosphere. According to complex responsive process theory, such conversations could potentially engender innovative strategies and ideas for the enhancement of well-being, creating a constructive space for the emergence and evolvment of well-being (Stacey, 2007;

Suchman, 2002). The role of listener, sense maker and unique solution-seeker discussed in the Section 6.3.3. would supplement and enhance the act of inclusive hosting (Nelson & Prilleltensky 2010).

6.3.6. The coordinator as evaluator and implementer

The findings indicated that well-being support needs to be understood in its context. From a complexity theory perspective, well-being manifests itself through multifarious expressions of interacting elements or agents (Mason, 2008a). Coordinators needs to continuously take cognisance of these expressions in order to best steer the well-being process. As such, the coordinator takes on the role of an evaluator through evaluating past and current efforts taken towards the enhancement of well-being (Nelson & Prilleltensky, 2010). Exploring the needs and successes within enhancing well-being informs future efforts and is critical in reflective practices that underscore the importance of the local context. The researcher is of the opinion that through the extension of the role of asset-seeker discussed in Section 6.3.4., strengths and resources contained within the community can be identified that are critical in steering a holistic, proactive well-being process.

Regarding the implementation and integration of well-being activities, coordinators assume the role of implementer by creating structures that promote behaviour and practices envisioned to sustain the well-being of a specific school community (Nelson & Prilleltensky, 2010). Regular reflection and check-ins with WBST and community members are essential before deciding and committing to new interventions. The findings in this study support this role, underscoring the importance of administrative and organisational duties. The fulfilment of these duties is crucial to ensure that the vision for the well-being process, articulated through the WBST, is honoured and driven to the successful implementation of interventions.

6.3.7. Coordinator strengths perceived as essential for the role of WBST

coordinator

The study concluded that attentiveness, observance, resilience and openness were strengths that enhanced the role of a coordinator in well-being enhancement. These strengths complemented their mind shift and engagement of their WBST and school community through their ability to successfully navigate and steer the process. Thus, they support the coordinators within the various roles that have been described so far. Reflecting on these strengths, coordinators expatiated on the acquisition of skills and knowledge that would augment their coordination.

As the coordinators' vision of an alternative, positive, holistic inclusive school community supported their deeply felt care for their members and the community, it could be argued that this care should extend to care of self. It is the opinion of the researcher that coordinating a process to enhance well-being also encompasses a responsibility towards the individual themselves, namely regular reflection to ensure that the self is nurtured through adjustments in perspectives and actions where necessary. The well-being of the school community is inextricably linked to the well-being of the coordinator.

6.3.8. Summative conclusion

Research indicates that well-being is multi-dimensional and multifaceted in nature, rooted in a complex, dynamic and interactive process (Prilleltensky, 2005; Roffey, 2015; White, 2008). Complexity theory sheds light on this process through rendering a non-linear, organic and holistic understanding of phenomena, underscoring the varying expressions of interactions between constituent elements or agents (Mason, 2008a). Coordinators are thus steering a complex process as they navigate through the myriad dimensions and interactions of well-being constituents to ensure a process that is attuned to the school communities' context and its enhancement. This complexity is mirrored in the role that coordinators play in

the facilitation of enabling environments for the promotion of holistic well-being in their school communities.

The study, exploring the role of a coordinator as the leader and facilitator of a process to promote holistic well-being within a school community, concludes that coordinators are steering this process through assuming various roles. Thus, the complexity of the process is mirrored within the complexity of the role, necessitating coordinators to manage various tasks which through the synergy between these tasks will enable them to effectively steer this integrated, multi-level process in the respective school communities.

6.4 Recommendations

Based on the findings of the study, the following recommendations are made:

6.4.1 Recommendations for practice

The findings in this study indicate that a well-being coordinator can play a significant role in introducing and steering a process aimed at integrating activities, actions and interventions aimed at the promotion of holistic well-being in South African school communities.

Defining the role of a coordinator in enhancing the well-being of a school community could support coordinators in navigating their actions as an agent of change. It is the view of the researcher that an attempt at demarcation will not hamper the coordinator's own interpretation and personal contributions to the role, seeing as the steering of well-being is complex and context-specific. The findings of the study indicated various themes and subthemes related to the duties of a coordinating role, including:

- facilitating an awareness of the inclusive, holistic, strength based and proactive nature of a well-being process.

- establishing and enhancement of a local support network that could enhance the school community's well-being enhancement process through their involvement.
- engagement and involvement of WBST members and school community members.
- various organisational and administrative duties related to the steering of the process.

It is therefore recommended that the concept of a well-being coordinator be introduced to the Department of Basic Education as a way to ensure that the promotion of well-being becomes a more integral part of schooling.

With reference to the selection, training and support for coordinators, the following is recommended:

Based on the strengths identified by the coordinators in this study, the selection of coordinators is a vital part of the well-being enhancement process as their enthusiasm, passion and perseverance are cornerstones of steering the process. Selection criteria need to include the following abilities:

- attentiveness and observance of all interactions with WBST and school community members.
- guiding interactions through an open and flexible communication style.
- counteracting negativity and apathy within the WBST and school community towards the well-being process through a resilient and persevering mindset.

Regarding the training of coordinators, the findings indicated that they should be equipped with various tools and skills that would enable them to steer a well-being enhancement process. Training could encompass the honing of skills relating to:

- interpreting the well-being framework for local contexts.
- engagement and involvement of WBST and school community members.

- establishing a local support network which engenders a positive climate for the enhancement of well-being through the provision of services, knowledge and resources.
- navigating ongoing discussions.
- utilising an asset-based approach to engage with concerns within the community.
- accumulation and management of material and social resources.
- dealing with resistance related to the well-being process that could be encountered within various structures.

Lastly, the findings indicated that the coordinators require support to continuously steer the well-being enhancement process. Their experience of loneliness in their position necessitates regular interactions with other coordinators to voice their concerns and share support. As their duties require extra time from their existing position as teacher, coordinators could benefit from a Support Assistant, who would be able to help them with administrative tasks including contacting relevant individuals and organisations, the gathering and utilisation of resources, support with the organising of activities and liaising with relevant stakeholders.

6.4.2 Recommendations regarding policy development

The health and well-being of learners in South Africa are underscored by various policies that set out to define expectations, guidelines and actions related to the support of learners. Given the severity of the challenges facing learners in South Africa, including poverty, malnutrition, health problems, abuse, substance abuse, trauma, and barriers to learning, it is imperative to steer a process that is driven within a community that is empowered to address challenges through effective coordination that utilises strengths inherent to the community (Department of Basic Education and Department of Health; 2012; Richter & Dawes, 2008). It is recommended that current policy be revised to ensure a more transformative approach based on a broader understanding of well-being as an integrated, multi-level process. Such

an endeavour could contribute to a proactive, holistic, inclusive and integrated enhancement of well-being.

Policy could also indicate who should take responsibility for the promotion of well-being on the local school community level. Guidelines for the selection of individuals and duties associated with the role would greatly enhance the well-being process. Such a policy could also elaborate on the role that the SMT, SGB and ILST could play to enable spaces for the flourishing of well-being.

6.4.3 Recommendations for future research

Regarding future research, exploring the promotion of holistic well-being within school communities and further inquiry into the role of coordinators and WBSTs are recommended.

Concerning the promotion of holistic well-being, the utilisation of Life Orientation and Life Skills in the enhancement of well-being could be investigated. All public schools in South Africa were required to implement the National Curriculum Statement Grades R-12, which stipulates policy on curriculum and assessment (Department of Basic Education; 2011). Within this curriculum, Life Skills and Life Orientation are utilised as subjects to promote the study of the self in relation to others and society. These subjects are particularly suited to enhance the well-being of learners through the provision of skills and knowledge.

Future research should explore the potential role of the School Management Teams, Western Cape Education Department and Department of Basic Education in enhancing and strengthening the WBSTs. This endeavour could contribute towards a more integrated and embedded process that elevates the endeavours of the WBSTs.

Research relating to the role of coordinators should inquire into development of a training programme to equip coordinators with knowledge and skills to enhance their school

communities' well-being. Such an endeavour would strengthen their role as an agent of change and support them in their engagements.

The impact of goal-orientated, proactive, holistic coordination practices in enhancing well-being should be evaluated. Such research would assist in determining the influence of coordination on the enhancement of well-being in school communities.

Further research is required to explore the potential role of WBSTs in supporting and enhancing the activities of other formalised and informal teams within and beyond the school community. Such a study would shed light on the relationship and potential contributions of relationships between the WBST and a school's Management Team, Institute Level Support Teams, parental and learner organisations and other relevant organisations within the school community.

Lastly, the coordination of the WBSTs could benefit from demarcating the roles of WBST members. Such an enquiry has the potential to enhance the actions of the WBSTs if guidelines and requirements are stipulated to support and ensure the effective functioning of the team and its goal-related processes.

6.5. Limitations of the study

The following limitations need to be noted:

A limited number of WBST members were involved in the study. Although 14 WBST members were invited to the focus group interviews, work-related responsibilities hindered seven members' participation. However, despite the limited number of participants, rich data was captured pertaining to the exploration of the coordination of well-being enhancement. Since the data was useful in underscoring and elaborating on themes identified in the semi-structured interviews with the coordinators, the researcher did not organise another focus group.

The principals of the six school communities involved in the study were not included. Their perceptions as leaders in the school community would have added further insight into the role of coordinators in enhancing well-being. Notwithstanding, this study was able to capture sufficient data pertaining to the exploration of the role of a coordinator from the references made to school leadership during the participatory process.

Finally, research was conducted within a homogenous socio-economic context, due to the fact that the study was exploratory in nature and limited to established WBSTs, which was a novel and innovative endeavour within the larger research project. The establishment of WBSTs within a wider variety of socio-economic contexts could add greater insight into coordination practices, as recommended in Section 6.4.1.

6.6. Reflecting on my research journey

As I reflect on my journey as researcher and WBST coordinator over the last three years, it is with a new sense of purpose that I engage with my school community. I have experienced the need for sustainable, proactive holistic change and deem the well-being enhancement process imperative to ensure that spaces are enabled for the flourishing of all school community members. School communities are empowered with knowledge, skills and tools to co-construct a well-being enhancement process that is relevant to its context. I am convinced that this process enhances the agency of all involved in the process to take responsibility for their own well-being and the well-being of others within their school communities.

6.7. A final word

This study contributes to an understanding of the role that coordinators of WBSTs could play in enhancing well-being within school communities. This role did not exist in South Africa prior to the inception of the larger research project. Thus this study can be deemed innovative in attempting to enhance well-being through proactive, holistic, goal-directed coordination.

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ADDENDA

- Addendum A:** Permission from NWU Ethics committee
- Addendum B:** Informed consent form for coordinators
- Addendum C:** Reflexive journal
- Addendum D:** Interview guide for semi-structured individual interviews
- Addendum E:** Interview guide for focus group interviews
- Addendum F1-2:** Approved applications for research project from Western Cape
Department of Education
- Addendum G:** Informed consent form for WBST members
- Addendum H:** Informed consent form for parents of learners on WBSTs
- Addendum I:** Parent support questionnaire
- Addendum J:** Well-being framework utilised within larger research project
- Addendum K1-3:** Informed consent form for teachers, parents and learners within the
larger research project
- Addendum L:** Examples of coding

Addendum A: Permission from NWU Ethics committee



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Ethics Committee

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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
	Institution			Project Number			Year			Status					
<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

<p>General conditions:</p> <p>While this ethics approval is subject to all declarations, undertakings and agreements incorporated and signed in the application form, please note the following:</p> <ul style="list-style-type: none"> The project leader (principle investigator) must report in the prescribed format to the NWU-RERC: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> request access to any information or data at any time during the course or after completion of the project; withdraw or postpone approval if: <ul style="list-style-type: none"> 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

Prof Linda du Plessis

Chair NWU Research Ethics Regulatory Committee (RERC)

Digitally signed by Linda du Plessis
DN: cn=Linda du Plessis, o=North-West University, ou=Vice-Rector: VTC,
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2016-08-02

ETHICS APPROVAL CERTIFICATE OF STUDY

Based on approval by the **Ethics Committee of the Faculty of Education Sciences (ESREC)** at the meeting held on **26/05/2016**, the North-West University Institutional Research Ethics Regulatory Committee (NWU-IRERC) hereby **approves** your study as indicated below. This implies that the NWU-IRERC grants its permission that provided the special conditions specified below are met and pending any other authorisation that may be necessary, the study may be initiated, using the ethics number below.

Study title: Developing an integrated multi-level process to facilitate sustainable holistic well-being in South African school communities	
Sub-study title: Investigating the role of coordinators in the development of an integrated process to facilitate holistic well-being in six South African school communities.	
Study Leader/Supervisor: Dr A Kitching	
Student: RT Carstens	
Ethics number:	N W U - 0 0 1 6 0 - 1 5 - A 2
	<small>Institution Study Number Year Status</small>
	<small>Status: S = Submission; R = Re-Submission; P = Provisional Authorisation; A = Authorisation</small>
Application Type: Sub-study	
Commencement date: 2016-05-26	Expiry date: 2020-05-06
Risk:	N/A

Special conditions of the approval (if applicable):

- Translation of the informed consent document to the languages applicable to the study participants should be submitted to the ESREC (if applicable).
- Any research at governmental or private institutions, permission must still be obtained from relevant authorities and provided to the ESREC. Ethics approval is required BEFORE approval can be obtained from these authorities.

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 study leader (principle investigator) must report in the prescribed format to the NWU-IRERC via ESREC:
 - annually (or as otherwise requested) on the progress of the study, and upon completion 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.
 - Annually a number of projects may be randomly selected for an external audit.
- The approval applies strictly to the proposal as stipulated in the application form. Would any changes to the proposal be deemed necessary during the course of the study, the study leader must apply for approval of these changes at the ESREC. Would there be deviation from the study proposal 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-IRERC via ESREC and new approval received before or on the expiry date.
- In the interest of ethical responsibility the NWU-IRERC and ESREC retains the right to:
 - request access to any information or data at any time during the course or after completion of the study;
 - to ask further questions, seek additional information, require further modification or monitor the conduct of your research or the informed consent process.
 - 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 ESREC 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.
- ESREC can be contacted for further information or any report templates via Ema.Conradie@nwu.ac.za or 018 299 4656

The IRERC 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 IRERC or ESREC for any further enquiries or requests for assistance.

Yours sincerely

Prof LA Du Plessis
Digitally signed by
Prof LA Du Plessis
Date: 2016.08.04
08:48:40 +02'00'

Prof Linda du Plessis

Chair NWU Institutional Research Ethics Regulatory Committee (IRERC)

Addendum B: Informed consent form for coordinators

School of Education
Building C6, Room G13
Potchefstroom campus
North-West University
President Street
Potchefstroom
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PARTICIPANT INFORMATION LEAFLET AND CONSENT FORM FOR
Coordinators who will participate in the research

TITLE OF THE RESEARCH PROJECT:

Investigating the role of coordinators in the development of an integrated process to facilitate holistic well-being in six South African school communities

REFERENCE NUMBERS:

PRINCIPAL INVESTIGATOR: Robert Tubb Carstens

ADDRESS:

Centre for Child, Youth and Family Studies

3 Oosstraat,

Wellington 7654

CONTACT NUMBER: 073 842 8508

Dear coordinator

You are being invited to take part in this research project conducted in schools in your area. The primary 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** as a subproject of a larger project: Developing an integrated multi-level

process to facilitate sustainable holistic well-being in South African school communities (Ethical clearance no: NWU -00160- 15- A2). The study 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 an understanding of the role that coordinators play in the facilitation and sustaining of holistic well-being in South African school communities.

The research will be conducted in six schools in Franschhoek, over a period of six months (June 2016 to November 2016). The study will directly involve about 24 people and will include coordinators; teachers; parents; learners and the principals of the schools. The research in your school will be facilitated by Robert Carstens in his capacity as a Masters student in the larger research project on the development of an integrated, multi-level process to facilitate holistic well-being in SA school communities.

Why have you been invited to participate?

You have been invited to participate because you are the coordinator of the Well-being support team in your school. You have also complied with the following inclusion criteria: 1) teaching at a school involved in a project on holistic development initiated by the Rupert Onderwys Stigting” 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 an interview 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 an individual interview with Mr Carstens. The interview will last approximately 1 hour and will be conducted at a venue that you find convenient but in which privacy is allowed. The interview will be audio-recorded with your permission.

How will you benefit from taking part in this research?

Participants will directly benefit from the research seeing that the interview will provide you with the opportunity to discuss any ideas and concerns regarding the coordination of an integrated holistic well-being process within school communities. You will get the opportunity to contribute to the development of guidelines for the preparation of WBST coordinators.

You will indirectly benefit from the research seeing that you will make an important contribution towards the development of guidelines and roles of coordinators coordination an integrated multi-level holistic well-being process within school communities.

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 attend an interview of one to two hours. To address these risks you will be notified well in advance regarding the possible dates to conduct the interview. You will be asked to decide on a date and time that will suit you best. The interview will be held after your work responsibilities at a private setting that you and the researcher deems comfortable, safe and quiet.

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

guidelines for the preparation of WBST coordinators and thus enabling the creation of well-being spaces within your 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 the interview due to what has been said or done by the researcher, you should feel free to immediately notify the project head or the principal. A meeting will then be arranged to discuss your 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 coordinator will also not be terminated, unless you decide to withdraw from the team.

Who will have access to what I have said?

Seeing as you are a coordinator of a Well-being support team, people will know that that you are involved in the research if you choose to participate. However, we will make sure that people will not know what you said in the interview. 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 transcribe the recordings that we make of the interview 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 project head and researcher. 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 interview. If you have any costs to travel to the venue where the research took place, you will be compensated.

How will you know about the findings?

Once the research is completed the researcher will visit your school and report back on the findings. Feedback will be given after consultation with the principal of the school. The researcher will make the recommendation that representatives of the school's School Management Team, Governing Body and Institute Level Support Team be present during the feedback.

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.
-

Addendum C: Reflexive journal

Describe how a typical day and week looks like for you as a coordinator.

At the end of the week I take stock of what activities were taken during the week. Taking stock includes reflecting on meetings held, conversations held with WBST members and teachers, parents and learners in general. It also includes consulting our WBST activities' dates that is on your our yearly calendar and the WBST portfolio that is part of our school's management process.

This reflection will guide towards specific tasks needed to be completed in the next week. These activities might already be assigned to members through the portfolio. In such a case I would simply follow up on members' progress, assisting them when needed or acquiring the necessary resources for the activities. Members voluntary participation in the WBS process supports the completion of tasks seeing as members want to make a difference and help.

In the event that other unexpected well-being needs arises, members will be individually consulted on the importance of the need and how to proceed to address it. If necessary and possible, an ad-hoc meeting will be held with available WBST members. This might mean that I will take charge of the specific activity or delegate it to teachers who identified the need and is willing to provide assistance in addressing it.

The weekly reflection results in a list of tasks that I compile. This list I consult every morning and see which of the tasks I can complete and which must be followed up. I use free periods and time after school for these tasks. It feels like there is never enough time for everything. I can only imagine what could be done if you had a permanently employed, adequately trained and dedicated coordinator to navigate the process. There is always something that can be done. This seems evident through regular reflection.

In your experience, what responsibilities does the role of a coordinator entail?

I would say you need to guide the group, acting as leader, to engage the well-being of the school-community. This entails holding meetings, having an agenda ready, facilitating positive critical discussions and through facilitating an open and positive climate, stimulate collective decisions. I do need not believe the coordinator should make all decisions. I feel it is a collaboration. When all members are heard and feel valued, they will collectively buy into decisions and as such they will take responsibility to achieve goals and be more dedicated in their effort.

Other responsibilities include acquiring the necessary resources for actions to be taken. That might be to access funds provided by the Rupert Foundation or the school. Resources include personnel as well, so you have to nurture existing relationships and cultivated new relationships that will be beneficial to

the school community. Identifying and utilizing relevant local organisations that provide assistance is also necessary. (For example the ACVV, Hospice, local primary health clinic etc.).

You need to be up to date with pressing needs that needs to be addressed, resources available to address it and strengths and assist available in the community. Cultivating and utilizing these strengths could help to address problems and needs. I would recommend regular stock taking, engaging with learners, teachers and parents to investigate support required and offered.

I would argue that the biggest responsibility is to understand the process of enhancing well-being. You need to be an agent of change, actively enthusiastically engaged with the school community, eager to make change through hard work and optimism. Various obstacles will occur, but seeing as this is a process I would remind myself it is a process and that including or altering an ‘ingredient of well-being’ a different outcome could be achieved.

During the coordination process, what duties did you delegate to other members?

Our school has a Well-Being Support portfolio that forms of the various portfolios on the School’s Management Team. Activities are divided into individual, relational and collective categories. This portfolio assigns specific activities to specific WBST members and specific tasks to staff members. WBST members volunteer to manage activities. These WBST members and staff members have all been consulted before these activities and tasks were assigned and as such I experience them taking more responsibility for their execution. If an unexpected need arises, I try to manage an activity aimed at addressing it and will consult and utilize members’ assistance and input.

Describe a typical meeting with members of your school’s WBST.

A meeting is held every two weeks during break time. All WBST members will be there. We do encourage an open door policy, where any staff member can sit in, either to contribute or just to listen on what is being done. A meeting will start with me giving necessary feedback regarding activities engaged with or completed. Afterwards upcoming activities are discussed. These discussion often result in tweaking of activities to enhance them and makes their execution easier and less time consuming. After the meeting I will give time for general discussion which often leads to ideas for new activities or pressing needs or problems that needs to be addressed. Unfortunate, using a break offers to little time for adequate discussion. It is not possible to get all members for a meeting after school seeing as teachers have extra-mural responsibilities. This time constraint is a barrier to more productive and fruitful discussions. During the meeting the learners that are part of the WBST will be given a chance to add their voice. They are often shy to participate and encouraged to make a contribution.

How do you decide on actions your team undertakes to enhance well-being in your school community?

Two years ago our team specified actions on the WBS portfolio that was mentioned. This portfolio gets revised at the end of the year, forming part of our planning for the next year. As such activities might be tweaked and new ones added. Certain activities that took place spontaneously might be added to the portfolio to make sure that they properly enhance well-being. Staff members who added to the well-being of the school might be asked whether they would like to repeat the action and take responsibility for it. I find this to be a compliment for the effort the person made and as such staff members are willing and eager to continue with this action.

How do you support your team's members to better fulfil their roles as members?

It entails acquiring necessary information, resources (staff, material and monetary) and contacting institutions or organisations that will be able to assist them. I will gradually check in on members and their progress, lending an ear and making suggestions when necessary. I encourage them to take responsibility for their activities and motivate them. After activities I make it a point to congratulate them, expressing gratitude for the difference they had made. I also motivate them to attend workshops and meeting that enhances well-being.

How would you describe your coordination style?

I am a coordinator that leads the team, but I see myself as the primary facilitator and guardian of the process. I see all members as having leadership capabilities and that all members have leadership functions. Thus, my role will be to navigate the process of well-being enhancement through facilitation positive, reflexive, critical discussion, planning and execution. My style would lead to members taking ownership of the process and I would like to think that it motivates and encourages members to be actively involved.

In your experience as coordinator, which people do you liaison with regularly? Describe their contribution to enhance well-being within your community.

I liaison with Dr Ansie Kitching and Bianka van Rooyen who support our team with relevant information, suggestions and resources. These researchers have successfully supported the establishment of our teams with their sensitive guidance and support.

I consult with the councillor that was assigned to our school. Teachers would fill in a form if they deemed it was necessary for learners to get professional support. I would then consult with her on the morning that she was here and we would plan the day ahead. She made a huge impact on the well-being of learners, offering personal, confidential assistance.

We had two B Ed Educational Psychology students who supported learners and groups of learners with academic, social and emotional needs. Staff members with concern would refer learners to the Head of Phase who would in turn liaison with the student councillors and planning their days. These councillor work proactively, supporting and assisting learners before a need would become problematic. They were able to address lesser serious concerns. They would refer learners to the councillor if they felt that she would be better equipped to deal with the learner's need.

As coordinator I contacted the local ACVV and Hospice for local Social Work assistance. These Social Workers supports learners in the local community. Certain social problems must be reported to the Department of Education's Social Worker. I report these concerns and contact her when necessary.

Furthermore I contact people and organisations that offer support for the process. For example, the school had a professional development session where I contacted an Educational Specialist to provide a session on team building.

During the coordination process, funds were made available to help actions that enhances the well-being of the school community. Describe how you manage these funds?

I consulted the WBS portfolio and then allocate the funds accordingly. Afterwards I took the budget to the WBST and asked for input and, if necessary, adjusted the budget. I try to allocate the funds equally between activities aimed at teachers, learners and parents but most funds get allocated towards the well-being of learners. Personally I try to see how much activities we can undertake with the least amount of funds, 'like butter that has been scraped over too much bread'. I try to get a few quotes before I purchase anything too save as much money as possible.

Describe the relationship you have with the school's School Management Team.

I am fortunate that I am part of the schools SMT and therefor have direct input in planning of school activities. It was this opportunity that allowed me to establish the schools' WBS portfolio. The other SMT members are all part of the WBST team so the process receive support from the top management structure. Decisions made by the WBST team can easily be discussed with the SMT and school principal seeing that SMT members already have knowledge contained within the portfolio and meetings. The portfolio ensures that the SMT engages regularly with well-being.

How do you motivate the school community members to take part in the well-being enhancement process?

It is my opinion that creating awareness about the process is critical. This include using media like Facebook, well-being language through posters and activities and regularly engaging community members about well-being.

When well-being activities are engaged with, it is explicitly and implicitly linked with the well-being process, stimulating thought and awareness. Teachers classrooms contains posters, which helps learners engage with well-being. The WBST team also bought a television that is located within the foyer. Various photos and information regarding well-being is given and updated frequently. In such a manner parents, community members and learners are exposed to important well-being information and events.

Creating as much visibility is critical, utilizing well-being terminology. This supports regular reflection on individual, relational and collective well-being. I do believe that awareness should be mediated thoughtfully, as the process needs to be authentic and not forced. Thus, the community must experience an authentic process that is to the benefit of their community.

What knowledge do you feel will better equip you as coordinator?

As a coordinator one assume various roles and require different sets of knowledge.

Knowledge on local relevant organisations, institution and people that could contribute towards the process. These can be social, economic, emotional and spiritual. Thus, knowledge regarding local resources.

Knowledge on how to apply for or access resources, especially financial.

Knowledge regarding existing procedures to illicit help in relevant organisations and institutions.

Theoretical knowledge regarding the well-being framework, complexity theory, sustainability theory, positive psychology and community psychology. These theories all provide an understanding of the process and guides the development and rendering of services.

What skills do you feel will better equip you as coordinator?

Negotiation skills – Negotiating relevant resources with organisations.

Facilitation skills – Facilitating positive, critical, proactive discussions.

Basic counselling skills – Being able to counsel learners, teachers and parents who needs academic, social and emotional support

Self-care skills – How to take care of one's own well-being.

Time management skills – How to manage time effectively, especially as being a coordinator puts added pressure on an already time consuming workload.

Organisational skills – How to effectively structure and manage the well-being process, and the process of planning, developing and executing activities.

What challenges did you experience during the coordination process?

The biggest challenge is for the school community to buy in into the process. Our school has seen many external projects being initiated and terminated, rendering negative expectations to new initiatives. The challenge for me is to convince the community of the necessity of this process and to form part of it, becoming an agent of well-being. Thus, various members are negative or impartial.

A lack of resources is an area of concern. Various activities require either huge financial support of specialised services.

Finding time to drive the process as well as I would like to. If this position was a full time occupation, the impact on the community could be enormous. Unfortunately, the process is limited to the time than can be allocated by the WBST teams.

Personally, I found it difficult to delegate in the beginning as I wanted to ensure the process get maximum visibility and initiated and drove some activities on my own.

How do you deal with the challenges mentioned above?

The first challenge I dealt with by changing my mind-set, reminding myself that it is a process and through action and visibility community members will climb aboard. Thus, I created visibility as far as possible and engaged with the community with well-being language. It is has been a positive experience having conversations with people who compliments the process and wants to be involved.

I try to connect with relevant organisations, institutions and people. I must admit securing personnel resources is an easier task than acquiring financial resources.

What is fulfilling during your coordination of the WBST?

Everything. The process changed the why I perceive and approach the education system. I truly believe the only way to create an education system that enables spaces for the actualization of learners is if a well-being process is at the core of the school. Without such a process all other components suffer.

Another positive outcome is how much I received during the process. The more I submerged myself in the process the more I received. In giving I received. The process developed my knowledge, skills and the way I address educational related issues.

If you were to hand over the role of the coordinator to a new teacher, what advice would you give them to better equip them?

That this process requires someone who really is dedicated, enthusiastic and optimistic. Without a clear understanding of the complexity of the process and a willingness to engage with relevant components and regular reflection, the process will not be able to continue.

A coordinator should persist in their role. There will be obstacles, negativity and critique. Take what is useful from these learning opportunities, reflect on them and make necessary changes. Remember that every activity changes the dynamic of the community and as such its results are not always visible. Thus, just because you cannot see a difference does not mean that one was not made. Change is not linear.

Addendum D: Interview guide for semi-structured individual interviews

Main research questions:

Please, tell me about your experiences of coordinating a Well-being Support Team.

Based on you experience, how would you envision the role of a WBST coordinator?

Follow-up questions to be used as probes during the interview:

Describe how a typical day and week looks like for you as a coordinator.

In your experience, what responsibilities does the role of a coordinator entail?

In your experience, what duties does the role of a coordinator entail?

During the coordination process, what duties did you delegate to other members?

Describe a typical meeting with members of your school's WBST.

How do you decide on actions your team undertakes to enhance well-being in your school community?

How do you support your team's members to better fulfil their roles as members?

How would you describe your coordination style?

In your experience as coordinator, which people do you liaison with regularly? Describe their contribution to enhance well-being within your community.

During the coordination process, funds were made available to help actions that enhances the well-being of the school community. Describe how you manage these funds?

Describe the relationship you have with the school's School Management Team.

How do you motivate the school community members to take part in the well-being enhancement process?

What knowledge do you feel will better equip you as coordinator?

What skills do you feel will better equip you as coordinator?

What challenges did you experience during the coordination process?

How do you deal with the challenges mentioned above?

What challenges did you experience as coordinator?

How do you deal with the challenges mentioned above?

What is fulfilling during your coordination of the WBST?

If you were to hand over the role of the coordinator to a new teacher, what advice would you give them to better equip them?

Addendum E: Interview guide for focus group interviews**Main research question:**

Tell me about the role that the well-being support team coordinator has played in guiding the holistic well-being support process in your school community?

Follow-up questions to be used as probes during the focus group interviews:

Describe the role of the coordinator with reference to the WBST meetings

Describe the role of the WBST coordinator with reference to the duties of the team?

How was duties delegated within the team?

How do you experience your own duties?

Describe your relationship with your WBST coordinator.

How do you experiences the relationships between the WBST coordinator and fellow WBST members?

Describe the challenges that coordinator and the members within your WBST face.

Describe how the coordinator managed the challenges within the WBST.

What advice could you offer the WBST coordinator in coordinating well-being in your school?

What knowledge do you feel will better equip you as WBST member?

What skills do you feel will better equip you as WBST member?

What advice could you offer new members within your Well-being support team?

Addendum F1: Approved application for research project from Western Cape Department of Education



Directorate: Research

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

Addendum F2: Approved application for research project from Western Cape Department of Education



School of Education
 Building C6, Room G13
 Potchefstroom campus
 North-West University
 President Street
 Potchefstroom
 2531

To: Dr Audrey Wijngaard
 Private Bag X9114
 Cape Town
 8000

Dear Dr Wijngaard

I herewith wish to request the permission of the Western Cape Department of Education to conduct research in six schools in Circuit 1 of the Cape Winelands District. The six schools involved are:

Groendal Secondary school

Franschhoek High School

Wemmershoek Primary School

Wes-eind Primary School

Groendal Primary School

Dhalabuhle Primary School

Below please find the details of our involvement

TITLE OF THE RESEARCH PROJECT:

Investigating the role of coordinators in the development of an integrated process to facilitate holistic well-being in six South African school communities

REFERENCE NUMBERS:

PRINCIPAL INVESTIGATOR: Robert Carstens

ADDRESS: Centre for Child Youth and Family Studies
 3 Oosstraat
 Wellington
 7654

CONTACT NUMBER: 073 842 8508

The WCED gave consent to a research project that aims to develop an integrated multi-level process to facilitate sustainable holistic well-being in South African school communities. This project is funded by the National Research Foundation managed by Dr Ansie Kitching, a senior lecturer at the North-West University, assisted by Me Bianke van Rooyen a doctoral student. This study is a sub project that will aim to contribute to an understanding of the role that coordinators play in the facilitation and sustaining of holistic well-being in South African school communities

This study has been approved by the **Health Research Ethics Committee of the Faculty of Health Sciences of the North-West University** (NWU -00135- 16- 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 the study is to contribute to an understanding of the role that coordinators play in the facilitation and sustaining of holistic well-being in South African school communities. The aim of the study is to inform guidelines for the preparation of Well-being support team coordinators.

The main objective of this research is to obtain a comprehensive understanding of the WBST coordinators, WBST members and principals of participating schools' perceptions regarding the role of a WBST coordinator. The knowledge obtained from these experiences and perceptions could be used to inform guidelines for the preparation of WBST coordinators to enable spaces for the emergence and sustaining of holistic well-being within school communities. A combination of ethnography and participatory action research approach will be applied as explained in the research proposal.

The data will be gathered over a period of six months starting in June 2016 and ending in November 2016. The research will be facilitated by Robert Carstens. The study will directly involve about 24 people and will include coordinators; teachers; parents, learners and the principals of the schools.

Benefits for the Western Cape Department of Education

The research project might be beneficial to the Department of Education in as far as it will provide a contribution towards a better understanding of well-being coordination, which is a new construct in school communities. It seeks to explore how WBST coordinators experience and perceive their roles of facilitating holistic well-being through an integrated multi-level process. Knowledge obtained could be used to inform guidelines that enables the emergence of well-being. Furthermore, these guidelines could be used to elaborate on what roles and responsibilities could guide coordinators to facilitate, sustain and enhance well-being in their respective school-communities. The communities in which the research will be conducted might become a more enabling space in which the promotion of well-being is 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. The

process might also address specific areas relating to the Whole School Evaluation process and assist principals to achieve these goals.

Risks involved for participants

Participation in the research will require the participating staff members to take time away from their obligations as principals, teachers and parents to attend individual interviews and focus group interviews. To address this risk all interviews and focus groups will be held after the school day ended for the learners. In the event that WCED staff members have to stay longer than the time set by the WCED, they will be informed beforehand.

Considering the current situation in the schools and the possible benefits that this research hold for these school communities, we are of the opinion that the benefits outweigh the risks in as far as the process will be instrumental in the co-construction of a more enabling space for all involved.

Dissemination of the findings to the WCED

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 Institute Level Support Team to discuss guidelines, roles and responsibilities that would enable coordinators to facilitate holistic well-being through an integrated multi-level process

Thereafter the findings will be presented to all the coordinators.

The final results will be made available to the Western Cape Department of Education in the form of a report and suggestions regarding guidelines, roles and responsibilities that would empower coordinators to facilitate holistic well-being. The researcher will be available for further discussion with the Department should they wish to employ these suggestions as part of the holistic well-being process in other schools in the circuit.

For any further enquiries or problems you can contact me at 0738428508. 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.

Thank you for attending to my request.

Robert Carstens

Addendum G: Informed consent form for WBST members

School of Education
Building C6, Room G13
Potchefstroom campus
North-West University
President Street
Potchefstroom
2531

PARTICIPANT INFORMATION LEAFLET AND CONSENT FORM FOR
Well-being support team members who will participate in the research

TITLE OF THE RESEARCH PROJECT:

Investigating the role of coordinators in the development of an integrated process to facilitate holistic well-being in six South African school communities

REFERENCE NUMBERS:

PRINCIPAL INVESTIGATOR: Robert T. Carstens

ADDRESS:

Centre for Child, Youth and Family Studies

3 Oosstraat,

Wellington 7654

CONTACT NUMBER: 073 842 8508

Dear WBST member

You are being invited to take part in this research project conducted in schools in your area. The primary 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 as a subproject of a larger project: Developing an integrated multi-level process to facilitate sustainable holistic well-being in South African school communities (Ethical clearance no: NWU -00160- 15- A2). The study 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 an understanding of the role that coordinators play in the facilitation and sustaining of holistic well-being in South African school communities.

The research will be conducted in six schools in Franschhoek, over a period of six months (June 2016 to November 2016). The study will directly involve about 24 people and will include coordinators; teachers; parents; learners and the principals of the schools. The research in your school will be facilitated by Robert Carstens.

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 your school. You have also complied with the following inclusion criteria:

As **learner** 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.

As **teacher** you have been invited to participate because you are: 1) teaching at a school involved in a project on holistic development initiated by the Rupert Onderwys Stigting” 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) voluntarily agreed to be included in the well-being support team that facilitates the implementation of the well-being initiative at the school.

As **parent** you have been invited to participate because you 1) live in the community where the school is situated 2) have been involved with the school for at least two years 3) have the ability to act as a representative of as many parents as possible.

You will be excluded if you are no longer a learner, teacher or parent 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 a focus group with Mr Carstens of at least one and a half hours after school hours at a venue that is convenient for all participants.

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 the development and formulation of guidelines for WBST coordinators regarding how an integrated, sustainable holistic well-being process should be coordinated. By assisting in the development of roles, responsibilities and guidelines for WBST coordinators, the indirect benefit will be that the school community will become a more enabling space in which the promotion of well-being is addressed pro-actively.

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 attend a focus group of one and a half to two hours. To address these risks you will be notified well in advance regarding the possible dates to conduct the focus group. You will be asked to decide on a date and time that will suit you best. The focus group will be held after your work responsibilities at a private setting that you and the researcher deems comfortable, safe and quiet.

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 guidelines for the preparation of WBST coordinators and thus enabling the creation of well-being spaces within your 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 the focus group due to what has been said or done by the researcher, you should feel free to immediately notify the project head or the principal of your school. A meeting will then be arranged to discuss your 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 focus groups. However, we will make sure that people will not know what you said in the focus groups 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 focus group 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 focus group. If you have any costs to travel to the venue where the research took place, you will be compensated.

How will you know about the findings?

Once the research is completed the researcher will visit your school and report back on the findings. Feedback will be given after consultation with the principal of the school. The researcher will make the recommendation that representatives of the school's School Management Team, Governing Body and Institute Level Support Team be present during the feedback.

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.
-

Addendum H: Informed consent form for parents of learners on WBSTs

CCYF (Centre for Child, Youth and Family studies)
 3 Oosstreet
 Wellington
 7654
 021 8643593

PARTICIPANT INFORMATION LEAFLET AND CONSENT FORM FOR
 Parents - Permission for learner participation

TITLE OF THE RESEARCH PROJECT:

Investigating the role of coordinators in the development of an integrated process to facilitate holistic well-being in six South African school communities

INVESTIGATOR: Robert T. Carstens

ADDRESS:

Centre for Child, Youth and Family Studies

3 Oosstraat,

Wellington 7654

CONTACT NUMBER: 073 842 8508

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 two consecutive years between June 2015 and June 2017.

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 for below and return to the school.

Attached letter:

Dear WBST member

You are being invited to take part in this research project conducted in schools in your area. The primary 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 as a subproject of a larger project: Developing an integrated multi-level process to facilitate sustainable holistic well-being in South African school communities (Ethical clearance no: NWU -00160- 15- A2). The study 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 an understanding of the role that coordinators play in the facilitation and sustaining of holistic well-being in South African school communities.

The research will be conducted in six schools in Franschhoek, over a period of six months (June 2016 to November 2016). The study will directly involve about 24 people and will include coordinators; teachers; parents; learners and the principals of the schools. The research in your school will be facilitated Robert Carstens.

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 your school. You have also complied with the following inclusion criteria:

As **learner** 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.

As **teacher** you have been invited to participate because you are: 1) teaching at a school involved in a project on holistic development initiated by the Rupert Onderwys Stigting” 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) voluntarily agreed to be included in the well-being support team that facilitates the implementation of the well-being initiative at the school.

As **parent** you have been invited to participate because you 1) live in the community where the school is situated 2) have been involved with the school for at least two years 3) have the ability to act as a representative of as many parents as possible.

You will be excluded if you are no longer a learner, teacher or parent 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 a focus group with Mr Carstens of at least one and a half hours after school hours at a venue that is convenient for all participants.

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 the development and formulation of guidelines for WBST coordinators regarding how an integrated, sustainable holistic well-being process should be coordinated. By assisting in the development of roles, responsibilities and guidelines for WBST coordinators, the indirect benefit will be that the school community will become a more enabling space in which the promotion of well-being is addressed pro-actively.

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 attend a focus group of one and a half to two hours. To address these risks you will be notified well in advance regarding the possible dates to conduct the focus group. You will be asked to decide on a date and time that will suit you best. The focus group will be held after your work responsibilities at a private setting that you and the researcher deems comfortable, safe and quiet.

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 guidelines for the preparation of WBST coordinators and thus enabling the creation of well-being spaces within your 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 the focus group due to what has been said or done by the researcher, you should feel free to immediately notify the project head or the principal of your school. A meeting will then be arranged to discuss your 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 focus groups. However, we will make sure that people will not know what you said in the focus groups 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 focus group 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 focus group. If you have any costs to travel to the venue where the research took place, you will be compensated.

How will you know about the findings?

Once the research is completed the researcher will visit your school and report back on the findings. Feedback will be given after consultation with the principal of the school. The researcher will make the recommendation that representatives of the school's School Management Team, Governing Body and Institute Level Support Team be present during the feedback.

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.
-

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

Addendum I: Parent support questionnaire**Dear Parent**

At Franschoek High we would like to support you and your child. To do this to the best of our ability, we would like to receive some feedback from you as Fransie parents. If we strengthen each other, our school and your child will reach new heights.

Please answer the following questions:

1.	Please indicate with regards to which aspects you need information to help your child:	√
	The effective management of time.	
	The completion of projects/assignments.	
	The writing of tests/exams.	
	How to set up a successful homework schedule.	
2.	Tick the information that you need more knowledge of:	√
	The management of the school.	
	Finances / Budget of the school.	
	The schools Governing Body.	
3.1	Is there anything about the school or learners that you are concerned about?	
3.2.	Any suggestions on how to address these problems?	
4.	In which ways could you help the school?	√
	Organising sponsors for the school.	
	Work at functions.	
	Work as invigilator during exams.	
	Help with work in the school building or on the premises.	
	Other (specify)	
5.	Any further questions, remarks, suggestions etc?	

Parent/Guardian's name and surname: _____

Cell phone number: _____

Child's name and surname: _____

Grade: _____

PLEASE SEND THE QUESTIONNAIRE BACK WITH YOUR CHILD BEFORE OR ON THE 1st of June.

Thank you for taking the time to complete this form.

Kind regards

School Management Team

Franschoek High

Addendum J: Well-being framework utilised within larger research project



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

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INTEGRATED PROCESS TO PROMOTE HOLISTIC WELL-BEING IN OUR SCHOOL COMMUNITY

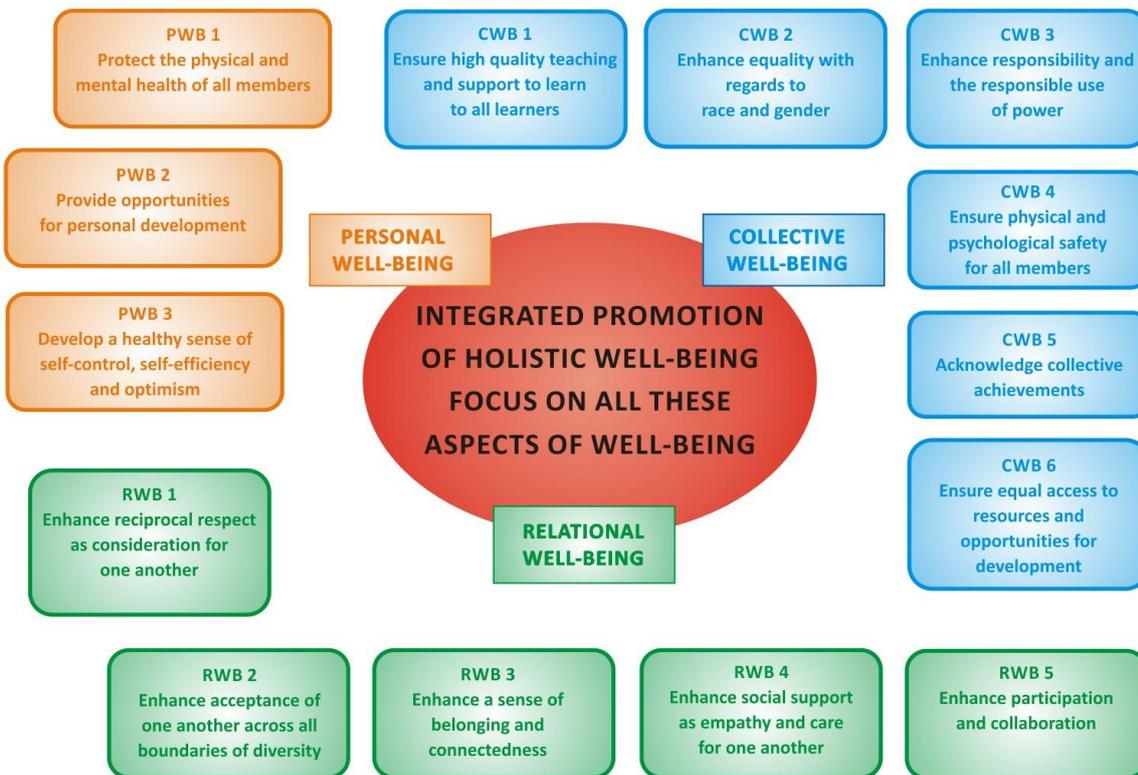
Each school community is an important social context that has a significant influence on the well-being of all those involved in the school community. A school community should therefore be a space in which holistic well-being is enhanced. Holistic well-being according to Prilleltensky (2005; 2012), 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

Addendum K1: Informed consent form for teachers, parents and learners within the larger research project



CCYF (Centre for Child, Youth and Family studies)
3 Oosstreet
Wellington
7654
021 8643593

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 Franschhoek which are involved in a project initiated by the "Rupert Onderwys Stigting" in 2013, over a period of one year (August 2015 to August 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 the "Rupert Onderwys Stigting" 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.

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 the agreed upon meetings and inform you of the dates in advance.

You may also feel overwhelmed by all the challenges that the team has to deal with. We will therefore provide support to the teams in addressing the challenges that they face through the development of a support network in consultation with our community partners.

However, 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.

Addendum K2: Informed consent form for teachers, parents and learners within the larger research project



CCYF (Centre for Child, Youth and Family studies)
3 Oosstreet
Wellington
7654
021 8643593

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

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 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 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 Franschoek, over a period of one year (August 2015 to August 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 Rupert Onderwys Stigting" 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 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 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 transcribe 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.

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.
-

Addendum K3: Informed consent form for teachers, parents and learners within the larger research project



CCYF (Centre for Child, Youth and Family studies)
3 Boos Street
Wellington
7654
021 8643593

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

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 August 2015 and August 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.

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 assist you. 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 assist you.

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.



CCYF (Centre for Child, Youth and Family studies)
3 Oosstreet
Wellington
7654
021 8643593

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

Addendum L: Example of coding

Audio_CF

INTERVIEWEE: _____ Date: _____

Position: _____

1 INTERVIEWER: Vertel my so bietjie meer van jou ervaring as 'n welstand bevordering
2 koördineerder? _____

3 INTERVIEWEE: Aan die begin het ek gewonder as jy in 'n gesonde omgewing wil leef wat doen ons.
4 Okay en twee ons het help gekry van Dr [inaudible] en met die ervaring wat ek het is – ek het ervaar
5 dat ons kinders eintlik 'n soort honger het want die waardes – sekere waardes in God dit is toe net
6 nie daar nie en wanneer jy die waardes probeer aan leer het dit was asof hulle – hulle het nie
7 geweet waarvan jy praat nie, en kyk destyds met ons was dit jy weet jy't in 'n huis groot geraak met
8 waarde maar vir my het dit nou gelyk asof kinders groei op en daar is net geen 'no rules'. Hulle kan
9 doen wat hulle wil en dit wat hulle rêrig nodig het dra hulle nie meer saam met hulle nie en die
10 ander ding wat ek ontdek het is mense is nie rêrig bereid om veranderinge te maak nie. Hulle praat
11 saam maar wanneer die daad gedoen moet word dan stil hulle agter uit en my ervaring was dan -
12 dan voel jy omtrent op 'n eiland maar die feit dat ek 'n committe tipe mens is en iemand wat my
13 deur niks laat terug druk nie het my maar vorentoe beur. Die ander ervaring is ek het ontdek so een
14 of twee lede of persone met wie ek gewerk het het rêrig waar in hulle hart – 'n harts verandering
15 gehad en hierdie mense het uit hulle eie uit na my gekom en gesê juffrou kan ek vir jou help en vir
16 my het dit gesê wow. In die begin het ek gedink daar is niemand maar hier is tog mense wat raak
17 sien en deel wil wees van dit en met die tyd soos ons aangegaan het; konstantheid en so aan kon jy
18 baie veranderinge sien en een van my grootste belewendes was sekere waardes wat jy nou
19 aangeleer het ek gedink dit val op dooie grond en so maar jy begin dit sien hier en daar tussen die
20 kinders. Dis eintlik vir my 'n wow ervaring daai een.

21 INTERVIEWER: Hoe lyk 'n – beskryf vir my 'n tipiese dag en week vir jou as 'n koördineerder?
22 INTERVIEWEE: Dol. Want dit is nie net – jy's nie net koördineerder nie, kyk daar's ander fasette ook.
23 Jy weet jou werk wat jy die skool doen en so of opvoeders het miskien in hulle agterkop van okay
24 daai juffrou is die welstandkoördineerder ek gaan nie nou die probleem hanteer nie ek stuur
25 sommer almal na haar toe en aan die einde sit jy met horde kinders hier voor jou. Jy weet nie waar
26 om te begin nie maar gelukkig is ek een van daai wat saggies tel tot by tien; sorteer ek alles uit en ek
27 begin by die begin. Ek het 'n baie kalm manier van dinge doen so wanneer my dag te veel en
28 deurmekaar lyk en dit lyk die stres wil oor neem haal ek diep asem en ek begin maar by die begin
29 soos ek gesê het en dan kom ek maar by weer.

30 INTERVIEWER: So as jy al jou skool pligte uit neem en hierdie welsyn bevordering aktiwiteite en
31 koördinering bly oor hoe lyk jou dag en week as jy net kyk na ...

32 INTERVIEWEE: Konsentreer?

33 INTERVIEWER: ... as jy kyk uit die oogpunt van net 'n koördineerder?

34 INTERVIEWEE: Okay, uit die oogpunt van 'n koördineerder uit sal ek sê wat ek doen of wat ek
35 probeer doen, sat dit rêrig waar, daar is positiewe veranderinge, en die kinders het nou al so geleer
36 ook van hulle het ge – die vertroue wat daar eintlik is sou my dag sien daar uit, ek is elke dag 'n
37 vertrouing vir die kind. Ek kan byvoorbeeld direk elke dag skakel met die ouers, ek is gedurig in
38 kontak met die ouers. Ek sit en skryf gedurig verslae op, sommer iets oor hoe was my dag as
39 welstand koördineerder, om vir my 'n beter insae te gee aan die einde, waar kan ek verbeter of wat
40 [inaudible] wat het gewerk en so aan.

41 INTERVIEWER: Okay. I jou ervaring, watter verantwoordelikhede het 'n koördineerder?

42 INTERVIEWEE: Ek gaan eers begin met verwagtinge van andere voor ek daar gaan begin. Ander
43 verwag mos jy moet eintlik alles doen, Maar ek dink eintlik moet die koördineerder kan deleger ook.
44 As jy met 'n sterk span kan saamwerk, hoef jy nie die hele boks chocolates of whatever te dra nie.
45 Maar my verantwoordelikhede is, ek glo daaraan dat 'n verantwoordelike koördineerder dit sal
46 teweegbring dat die res van die skool of die in 'n gesonde omgewing te kan leef. So ek moet eintlik
47 daai tipe verantwoordelikheid sin kan verander nie net vir die onderwysers, of vir die kinders nie,
48 maar eintlik vir almal laat voel dat dis goed om wel te wees soort van. So een van my eienskappe, of
49 een van my verantwoordelikhede is om vir mense, tipe van, holisties te help ontwikkel, en volle
50 menswees uit te kan bring, moet ek nog praat?

Comment [1]:

healthy environment
Children - hunger
Religion / spirituality
or Concern, Value
Change of time/context
Regain values
lack of change
Participate in conversation
not action
above - committed
perseverance
Process change people
- went to help!
Persistence
Change
Busy
other responsibilities
Teachers w/ Bas separate
(p. 10) receptive
Calm/start at beginning.
Relax
positive
confident + focused
contact parents
Reports - that kids improve
Coordinator
delegate
Strong team
School: healthy environment
Change of some of
responsibilities
Develop people holistic

1 of 9

BE
 Interviewee: _____ Date: _____ Position: _____

203 hulle so 'n siening het nie, **jy werk nog altyd net, ek sal nie sê rondom hulle nie, jy werk net in hulle,**
 204 **vra nog altyd sekere goed vir hulle.** So hulle kan, dis amper hulle kan nie iets negatief terug sê nie
 205 teenoor die welstandbevordering nie. **Want alles gaan daar rond, ons gaan net voort en aan.** So ek
 206 **dink dis baie belangrik dat mens positief 'n ding benader.**

207 **INTERVIEWER:** Okay. Is daar, okay, watter kennis voel jy sal jou beter toerus as 'n koördineerder?
 208 **INTERVIEWEE:** Kennis sal ek sê, omdat ons **'n sekere bedrag kry en daar is 'n klomp aktiwiteite is, 'n**
 209 klomp goed wat dalk meer is omdat ons ook 'n groot skool is, is daar **meer geld wat ons eintlik nodig**
 210 kry, nodig het. So ek sal sê dit sal vir my, ek sal bly wees as iemand vir ons kan sê as jy vir mense,
 211 **besigheidsmense byvoorbeeld vra vir 'n donasie, as jy weet hoe om dit te doen** en ons het nie daai
 212 vaardigheid om sekere goed te doen nie want jy kan nie vir iemand gaan vra ek soek R10 000.00, R20
 213 000.00 en jy kan nie vir hulle **'n ordenlike uitleg gee oor hoe die geld, hoekom jy daai geld nodig het**
 214 nie. So ons het iemand nodig wat vir ons kan wys as jy vir mense geld vra dan het jy 'n
 215 **besigheidsplan en ek bedoel ek het nie agtergrond van 'n besigheidsplan nie, dit was nie in my vakke**
 216 nie of dit, 'n besigheidsplan nie. So ek het geen benul van hoe lyk 'n besigheidsplan nie. So as
 217 iemand vir 'n mens kan sê dit is hoe **'n besigheidsplan lyk, dis hoe jy dit opstel, dan het jy daai**
 218 **vaardigheid dan** kan jy met vrymoedigheid gaan **en miskien geld vra hier en** daar vir
 219 besigheidsmense maar jy kan nie sonder 'n besigheidsplan gaan na besigheidsmense om te sê ek het
 220 geld nodig nie. Miskien, dit is waar ons skool bietjie nadelig is. Omdat ons nie daai kennis het om
 221 geld [inaudible 24:38]

222 **INTERVIEWER:** ...daardie kennis om gelde, enige ander kennis wat jy voel?
 223 **INTERVIEWEE:** Ja, **berading sal ek ook sê.** Dit is ook iets wat, jy is **'n onderwyser maar jy is nie 'n**
 224 **berader nie.** So ek voel daar is sekere goed **wat 'n berader vir jou as onderwyser kan uitwys,** vir jou
 225 as koördineerder kan uitwys en sê as jy aandag miskien meer hieraan kan gee of so, sekere, ek sê nie
 226 jy moet 'n berader raak nie maar daar is **sekere goed wat 'n berader weet wat belangrik is wat**
 227 **miskien gedeel kan word met my of met 'n span by die skool.** Net om daai, net om 'n beter, hoe kan
 228 ek nou sê? **Om 'n beter oor te hê en meer te luister.**

229 **INTERVIEWER:** Ek hoor jou. Enige ander kennis wat jy voel?
 230 **INTERVIEWEE:** Wat 'n koördineerder moet hê?
 231 **INTERVIEWER:** Ek gaan sommer na die tweede een want dit skakel daarby in. Dit gaan ook saam
 232 met vaardighede wat jou sal beter toerus as 'n koördineerder. So is daar enige vaardighede wat jy
 233 ook dink 'n koördineerder, wat jou beter sal toerus as 'n koördineerder? As jy die vaardighede het
 234 om iets te doen.

235 **INTERVIEWEE:** Maar daar kom dit nou weer in met die **vaardighede om fondse in te bring.** Die
 236 **vaardigheid om berading.** Miskien vaardigheid, dit gaan oor welstand, oor **waar mense meer kennis**
 237 **het oor welstand te deel miskien.** Miskien 'n **werksessie of 'n werkwinkel te reël waar mens by**
 238 ander kan leer. Soos byvoorbeeld daai **werkwinkel** wat ons gehad het oor **dissipline.** Dit was so
 239 **goed en** niemand kon iets negatiefs daarvoor sê nie want ons almal het **lekker/saam gepraat.** Jy het
 240 ook gevoel ons is by [inaudible 27:20] ons het daai ene, **hoekom het ons nie daaraan gedink nie?**
 241 Sulke goed. So ek dink dit is belangrik dat ons skole wat **welstandsbevordering spanne** het ook
 242 **somtyds met mekaar goed kan deel.** Want ons het, ons besef nie altyd nie, ons dink altyd miskien
 243 julle het nou byvoorbeeld dissiplinere probleme of julle het nie die soort probleme by julle skool nie
 244 **maar as julle saam sit dan besef jy dit maak ook nie saak watter skool waar is nie, ons almal het**
 245 **amper dieselfde soort probleme in die skool.**

246 **INTERVIEWER:** Okay. Jy het net nou genoem dit was 'n uitdaging altyd om jou span lede bymekaar
 247 te kry vir 'n vergadering. Watter ander uitdagings ervaar jy gedurende die proses van koördinering?
 248 **INTERVIEWEE:** Ek kan nie, ons **samewerking is baie goed in die span.** [inaudible 28:48] so baie
 249 ander uitdagings [inaudible 28:56] om **die ouers betrokke te kry.** Dit is nogal 'n groot uitdaging
 250 huidige, nog altyd.
 251 **INTERVIEWER:** Okay.
 252 **INTERVIEWEE:** Ons kry byvoorbeeld 'n ouer en dan sê die ouer maar luister, ek sal nou nie verder
 253 **kan kom nie want ek het nou weer 'n werktjie gekry.** En ouers wat by die huis sit, ek weet nie of

Moving on
 Continue forward
 Positivity
 Apply donations
 layout for required money
 Business plan
 Business plan: Setup
 Counselling
 Advise teachers
 Counsellor inform team school
 Another team/opinion
 Inform
 Funds: Acquiring
 Counselling
 Knowledge: WD
 Conversation: Relational
 Reflection
 WD Teams: Sharing good practices
 Similarities: Concerns
 problems
 Team: Good cooperation
 Concerns: Involving parents
 Obstacle: Parental involvement

	AM	BE	CF	DW1	DW2
<p>Bewustheid van behoeften</p> <ul style="list-style-type: none"> -complexity -harshness -broken community 	<p>343, 443 544, 550 611, 1121</p>	<p>117, 1121 272, 4158 4181</p>	<p>117, 18, 110</p>	<p>117, 215 210, 81 1161</p>	<p>113, 215 417, 84</p>
<p>Change in attitude</p> <p>Positive perspective</p> <p>Making difference</p> <p>Future perspective</p>	<p>125, 1128 116, 1128 1126, 1127</p>	<p>261 4126, 6122 7127, 11261</p>	<p>114, 117, 110 1135, 5125</p>	<p>3</p>	<p>3151</p>
<p>Vervulling</p> <ul style="list-style-type: none"> -sense of purpose -pride -making a difference accomplishment 	<p>128, 113 242, 2150 317, 9125 3114</p>	<p>5126, 61288 71263</p>	<p>1120, 815, 9123</p>	<p>2140, 4150 4165, 81</p>	<p>3162 417</p>
<p>Acknowledgement</p>	<p>314, 9126</p>		<p>817</p>	<p>31261</p>	
<p>Small supportive actions</p>	<p>411</p>	<p>6120, 71315, 11325</p>	<p>1131</p>	<p>2150</p>	<p>111, 5128, 514</p>
<p>✓ Feel alone / Must do everything</p>			<p>7128, 7162</p>	<p>414, 5134</p>	<p>619</p>
<p>Important of process / Holistic learning</p>	<p>6136, 1150 1125, 1235</p>	<p>4148</p>	<p>4136, 6129</p>	<p>117, 110, 1132</p>	
<p>Need for knowledge, skills support</p>	<p>6167, 1120 1013, 214</p>	<p>4121, 4123, 51235 51237</p>	<p>5135, 49, 6121</p>	<p>415, 5133 10140 1050, 1121</p>	
<p>Attitude towards coordinator</p>	<p>1116</p>				
<p>Group cohesion</p>			<p>715</p>		
<p>Apart from SMT / School Staff (WBS) separation school</p>	<p>1168, 217</p>		<p>1111</p>	<p>4145</p>	<p>6151</p>
<p>Change in approach</p>		<p>713331 1134</p>			
<p>Expectations from staff to coord. w/ related activities</p>			<p>1163</p>	<p>1111</p>	

accept
controlling
overlook

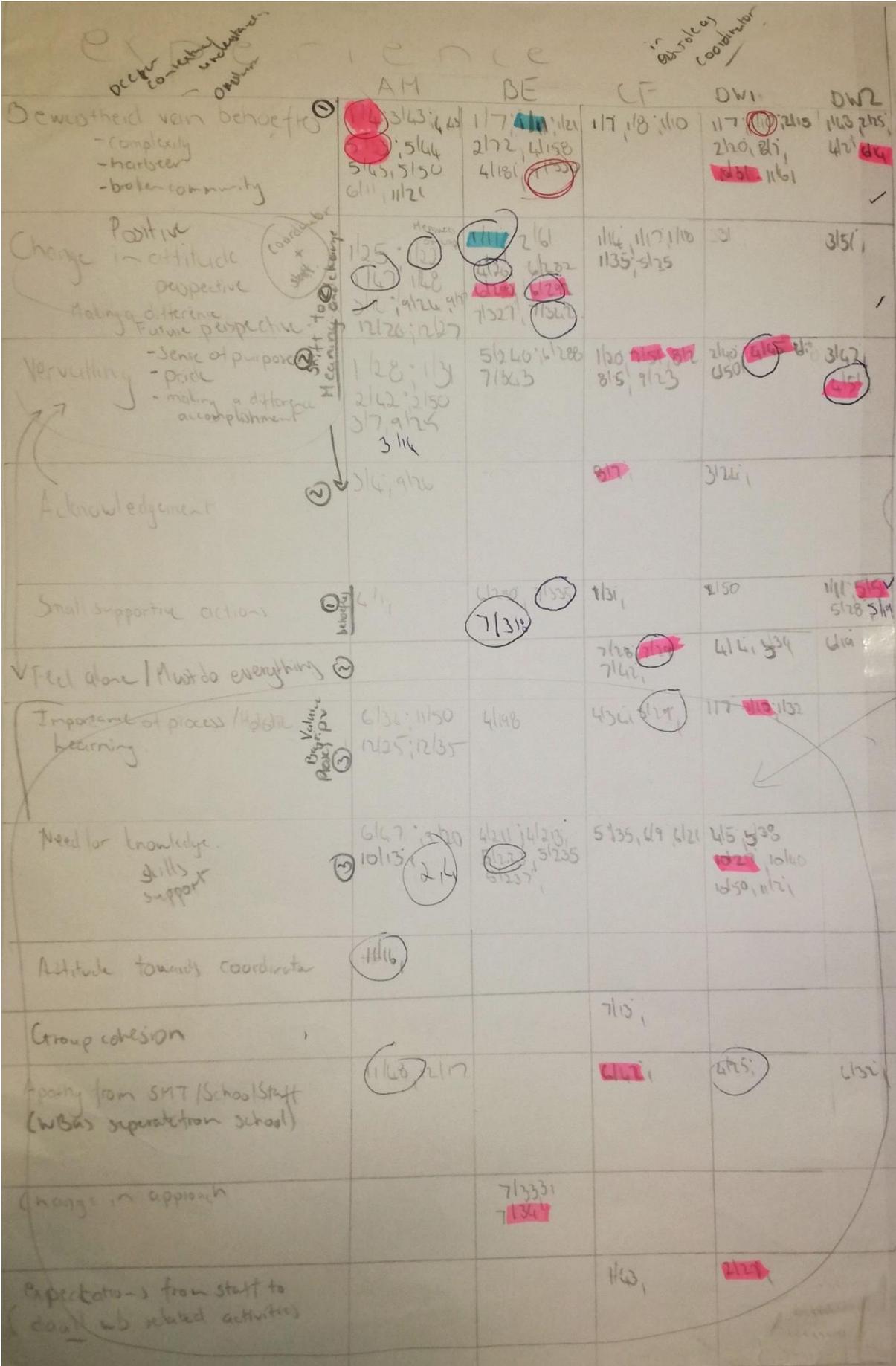
in role of
Coordinator

Coordinator
Shift +

Shift to
Meaning and change

benefit

Value
Play for



DECLARATION OF LANGUAGE EDITOR

EDITOR'S DECLARATION

Dear Sir/Madam

I, Jollette Roodt, hereby declare that I have edited the language and referencing in the thesis of Master's candidate Robert Carstens.

Yours sincerely,



SIGNED

5 October 2017

DATE

TURNITIN REPORT

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ORIGINALITY REPORT

6%	4%	2%	3%
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