

Becoming a Flourishing School



Showing how the wellbeing of children, teachers and schools supports thriving communities and sustainable economies

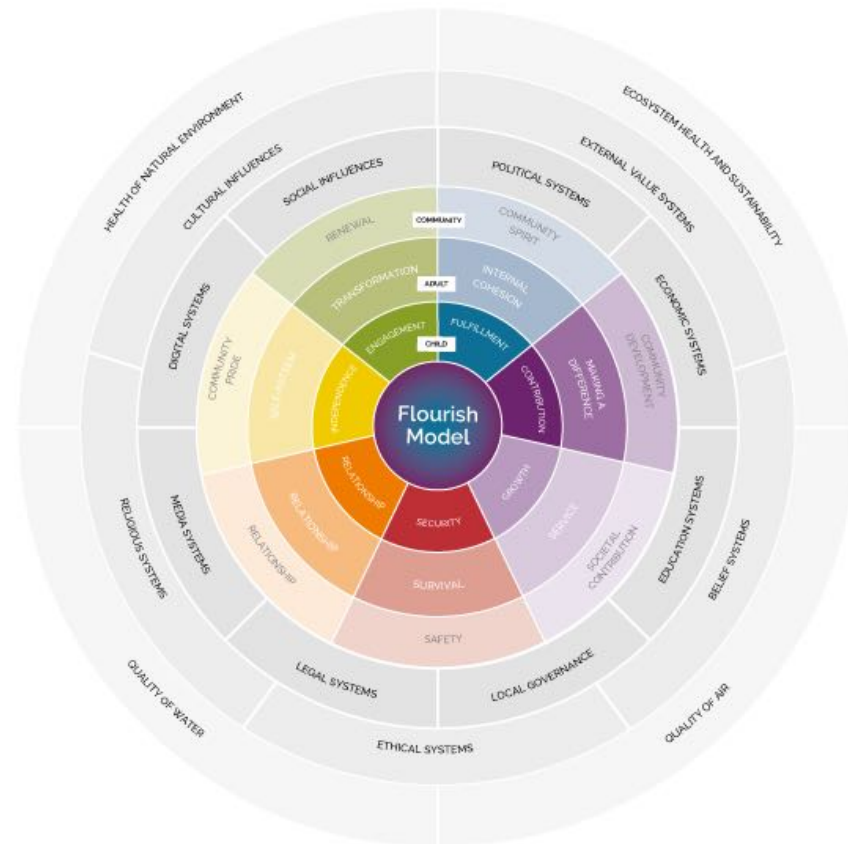


A Whole Systems Framework

The Flourish Model is a new ecological wellbeing framework that is based upon the common developmental needs that we all share as human beings

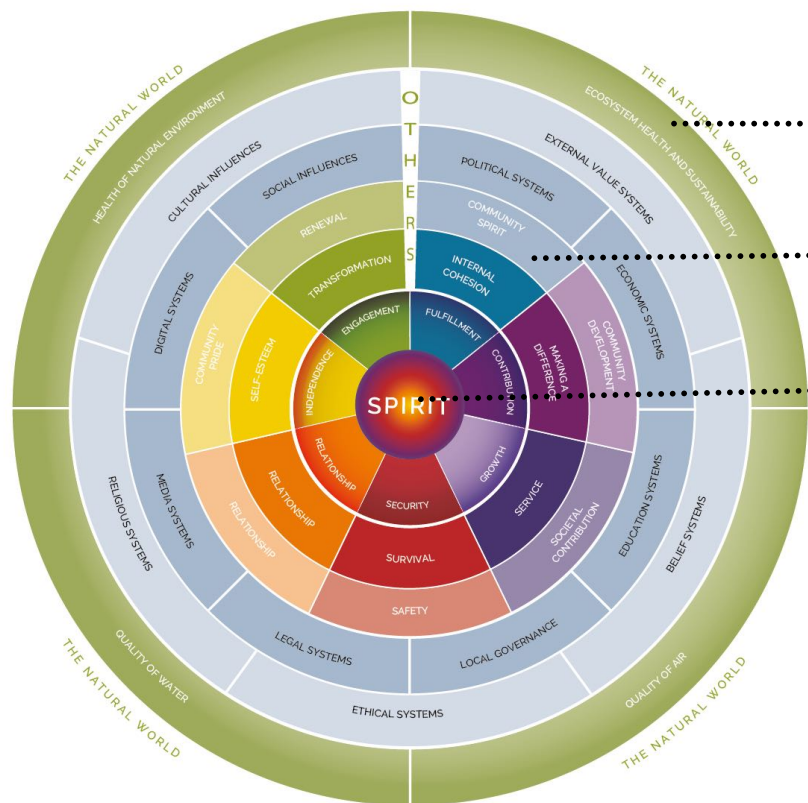
It shows that the lives of children and families are embedded within larger cultural, political and environmental systems

And that their values and wellbeing are profoundly influenced by that of others and the planet as a whole



The Ecological Self

One unified relational field



THE WIDER COSMOS/DEEP TIME

The patterns and influences of the wider universe.

THE NATURAL WORLD

Relating to the other living systems on the planet

OTHERS

Connecting to family, community, society

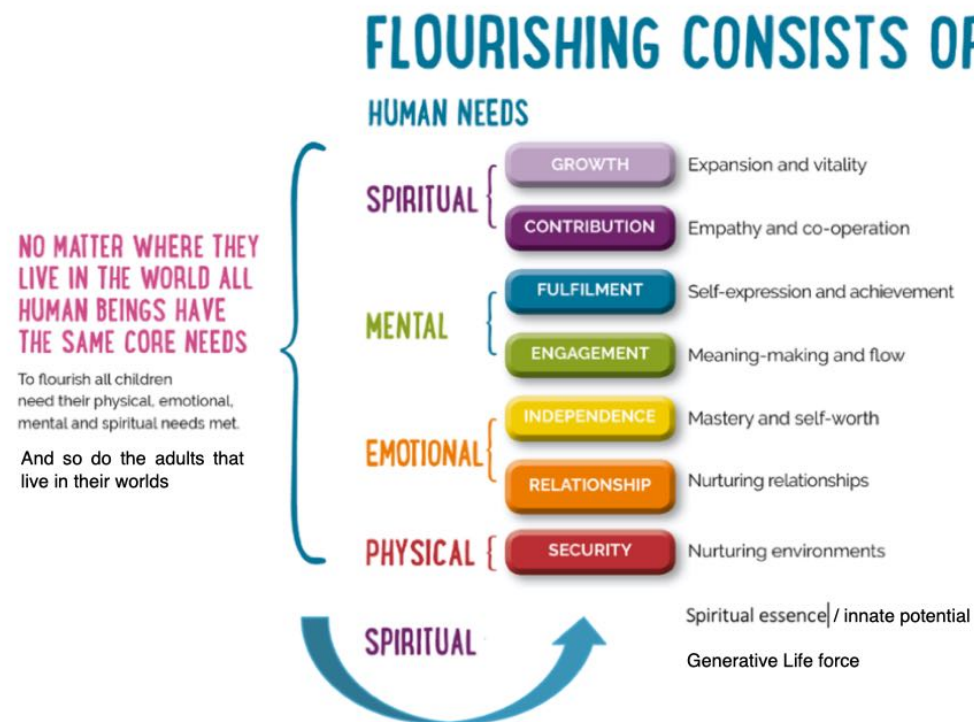
SELF

Optimising potential

Wellbeing as Relationship

From the relationship with our own personalities, to how we are influenced by the wellbeing of other human beings and all species on the planet and beyond, our lives are intimately ones of connection and interrelationship.

It is based upon the needs we all share as one humanity



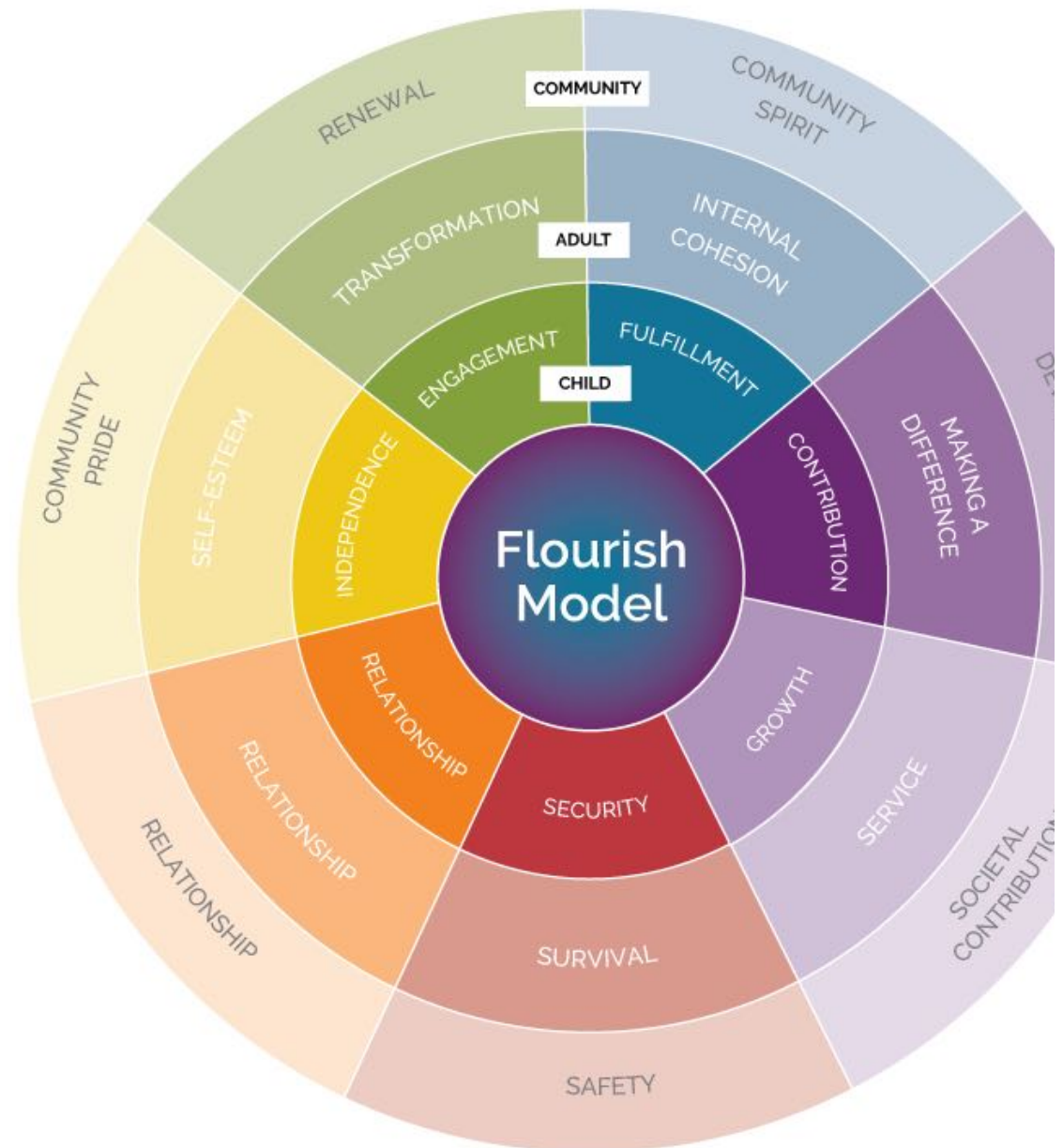
Putting the child at the heart

Underpinned by the Science of Early Human Development, it puts the wellbeing of children firmly at the centre of the system

It shows the huge importance optimising potential in the earliest years of life

and acknowledges the physical, emotional, mental and spiritual aspects necessary to promote healthy human development

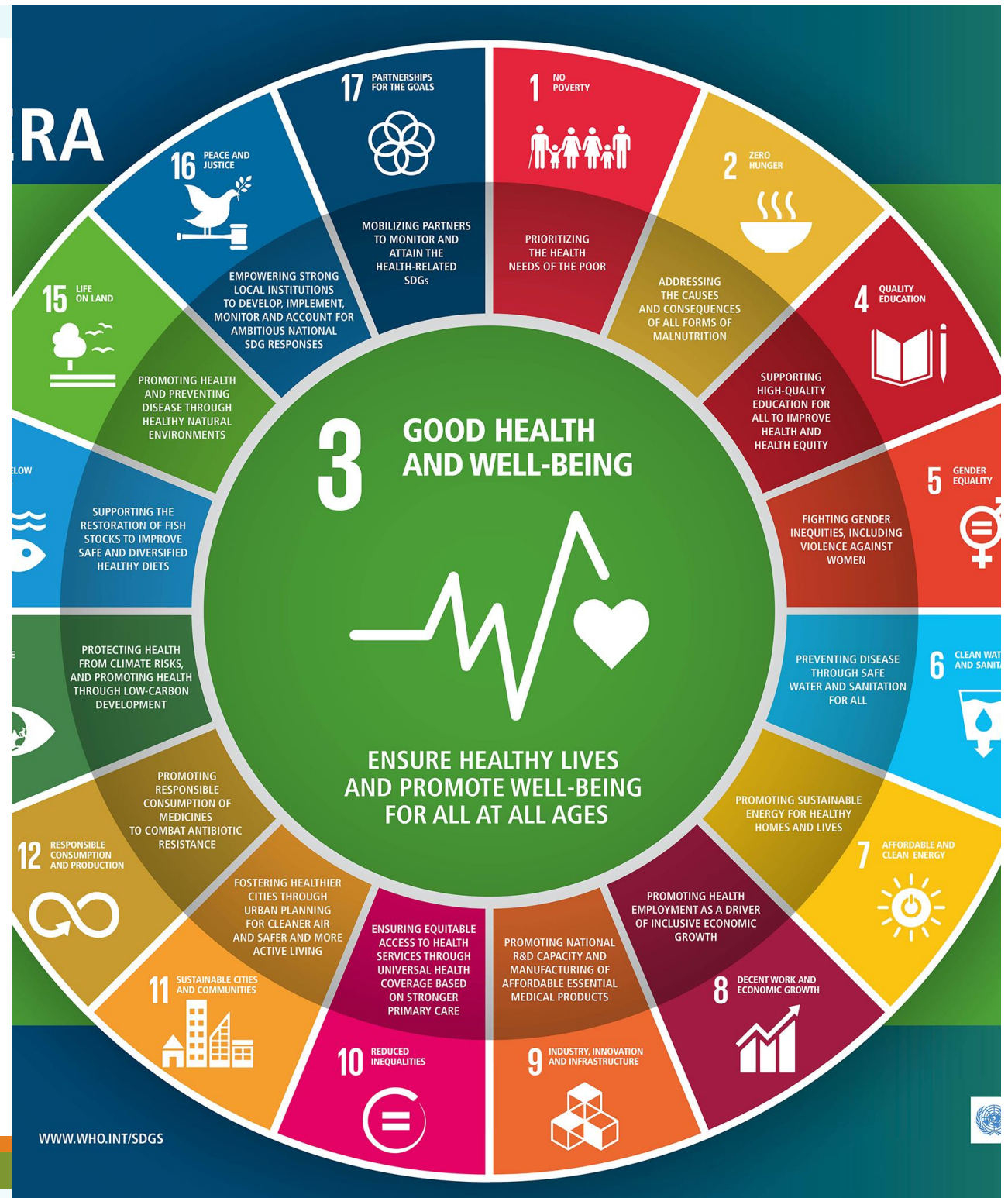
Flourish Model



Sustainable Development Goals

It provides an ecological underpinning to the UN's 17 Sustainable Development Goals

and explores how they relate to the lives of children and the wellbeing of future generations



Values and Mindsets

It explores the conditions that nurture the development of the foundational structures, values and mindsets **necessary to maximize later states of wellbeing**

and helps to identify and tighten up the gaps between students' real needs and the resources that are available to support them



It helps ensure that we
measure what matters

The ecological nature of the
framework helps schools to better
identify and monitor more
meaningful outcomes

It provides ways to more easily
identify gaps and measure progress
over time

and ensures a human rights and
wellbeing perspective is built-in to
assessment and evaluation
techniques

**"The time is ripe for our
measurement system
to shift emphasis from
measuring economic
production to measuring
people's well-being."**

The Stiglitz Report



It promotes empathy
and understanding

The framework helps students to
understand that every person has a
unique background and context

and that although individual
differences exist in the ways
that we understand and view
the world

we all share a common humanity



The three forms of compassion

Compassion for Self

Understanding why we are the way we are and the value of self kindness
Recognising suffering within ourselves and others
Responding to difficult and conflicting feelings and emotions

Compassion for the other

Understanding that other people see the world differently from ourselves
Understanding that values, beliefs and behaviours are a reflection of genes, cultures and lived experiences
Recognising the universality of human suffering

Compassion for the natural world and the planet

Understanding that everything is interconnected and that we share responsibility for creating a world fit for children
Being motivated to act to prevent damage, alleviate suffering and protect future generations



Measuring Values

The framework comes with a set of proven cultural diagnostics and values assessment instruments that have been developed by one of its core partners.

As part of the process everyone involved will be given the tools to explore their own needs and values

and will be invited to explore whether their current values and mindsets are fully supporting their wellbeing



Dale - Personal Values Assessment

2: Selfless service
3: Making a positive difference in the world
4: Finding meaning in existence
5: Letting go of fears
6: Reaching to develop and grow
7: Finding a sense of self-worth
8: Finding protected and loved
9: Validating our physical and mental needs

Area	
being liked (L)	2
commitment	5
creativity	5
family	2
financial stability	1
friendship	2
perseverance	4
teamwork	4
trust	2

From the values you selected it is clear that:

- You are a person for whom meaning is important. You have a strong set of moral standards which are important in how you treat others and how you wish to be treated.
- Having close relationships and connections with others is important to you. You need to feel a sense of love and belonging. If these needs are threatened or not met you will experience anxiety about not being accepted or not being loved enough.

Your values show:

- Having meaningful close relationships with others is important in your life and is central in the decisions you make.
- You are able to think imaginatively and use your skills to work cooperatively with others to accomplish common goals.
- You demonstrate dedication in all that you do.
- Remaining in control of your finances and ensuring that you are not over-stretched provide you with comfort.
- Demonstrating determination and resolution to follow through ensure that you are able to fulfil your dreams.
- Building confidence in others and wanting others to feel they can rely on you are key factors in your interactions.
- You seek holistic balance by striving to maintain harmony in all aspects of your life.

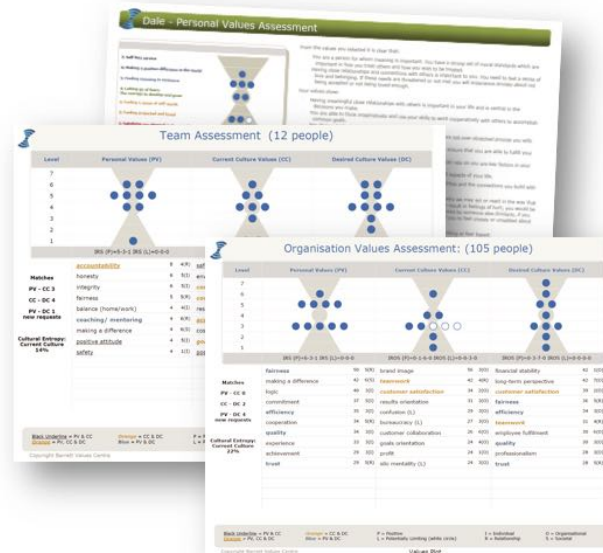
The type of values you selected indicates that your individual capabilities and the connections you build with others are both important to you.

Understanding our values helps us better understand ourselves and why we may act or react in the way that we do. For example, if someone undermines one of your values it can result in feelings of hurt; you would be likely to feel upset if your value of "commitment" was not being honored by someone else. Similarly, if you make a decision which goes against one of your values this may lead you to feel uneasy or unsettled about the decision, because you are not being true to yourself.

You have selected one value which might be classed as potentially limiting or fear based:

Being liked! Feeling a need to be liked by others can lead to situations where you compromise your values to please someone else. It may result in a lack of openness and honesty with others.

To what extent do you think that this affects the decisions you make and how others see you?



Starting conversations

The framework helps everyone to have a think about where their own values and beliefs come from – and how these might be different to the values and beliefs of others

It shows how external influences impact how we feel about ourselves and the decisions that we then make

and suggest ways that we can all help to create the conditions for a more caring, compassion and sustainable world



I know nothing of hatred,
intolerance, racism, sexism,
bigotry, indoctrination,
homophobia, and prejudice.

I don't yet understand things
like love, compassion,
Integrity, tolerance, human
decency and truth.

For the first, most important
formative years of my life,
all I will know
IS WHAT YOU TEACH ME.

Choose well.

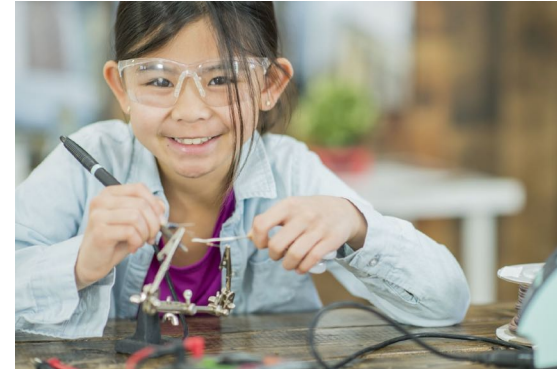
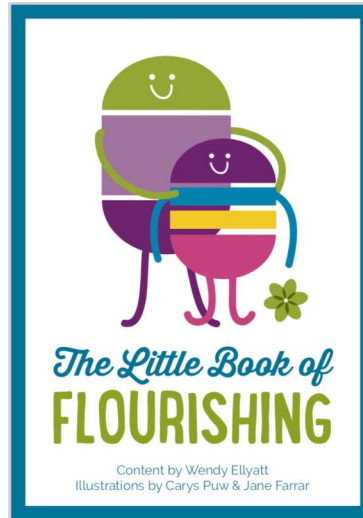


Learning about sustainable community

Through easy-to-understand online courses and resources, the project helps everyone to understand what underpins happy, healthy and sustainable communities.

the huge importance of positive relationships and role models

and the fact that, no matter what our external circumstances, we can always choose who we want to be



Building a Flourishing World

By exploring the triple nature of wellbeing (Self, Others and the Natural World) and the importance of right relationship, the project helps students to gain a deeper understanding of natural systems and personal success

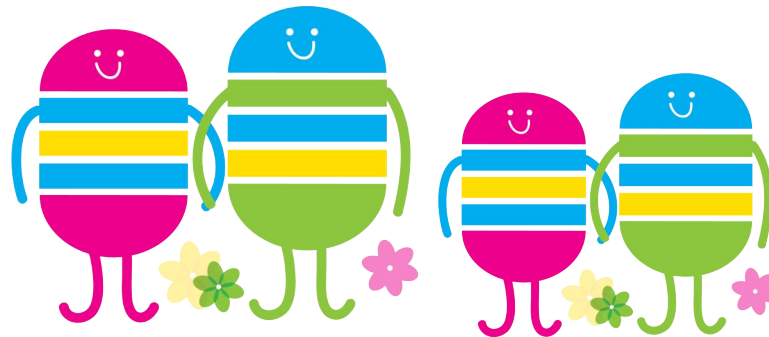
It shows that everyone has a part to play

and that we can all become creators and guardians of the future.



Project Partners

Our core partners are innovative and proven experts in their fields who are working with us to help create a 'Whole School Solution'

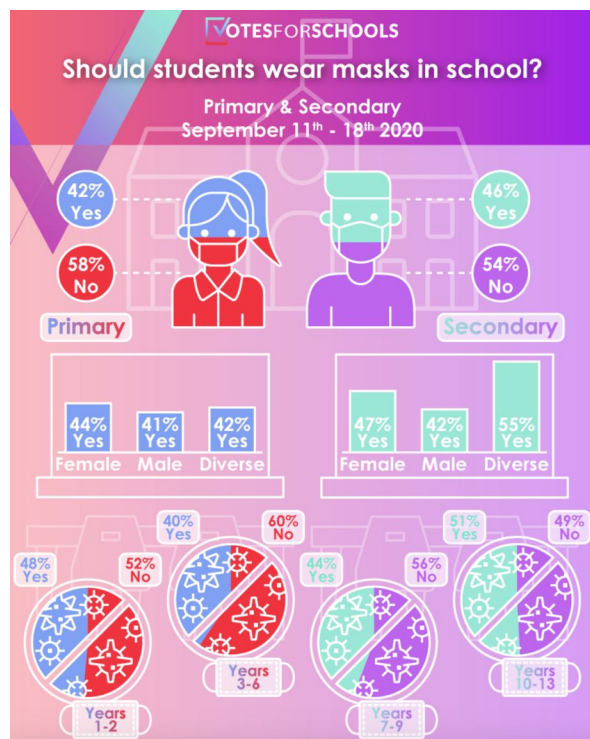
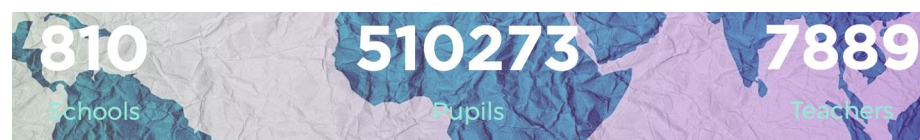


Thoughtbox Programme FP Partner

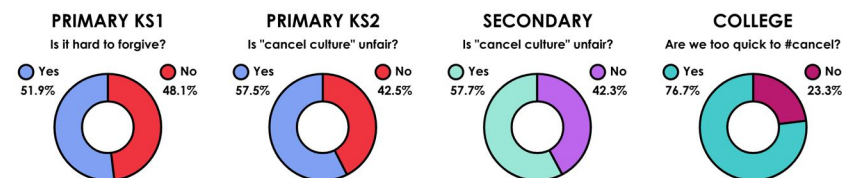


FP Votes for Schools Programme FP Partner

VotesforSchools is an award-winning platform giving students a voice on the issues that affect them the most.



September 25th - October 02nd 2020



How your results compare...



Barrett Values Centre FP Partner

20 years experience supporting leaders across all disciplines to build and sustain flourishing, values-based cultures.

DIAGRAMS

In one simple picture, see an overview of your school's culture. Find out what is important to the staff, pupils, and parents, how they experience the culture now, and how they would like to enhance it for tomorrow.

CULTURAL ENTROPY® SCORE

Learn what factors prevent or hinder school staff from doing their jobs. What prevents students from experiencing the best from their school?

VALUES JUMPS

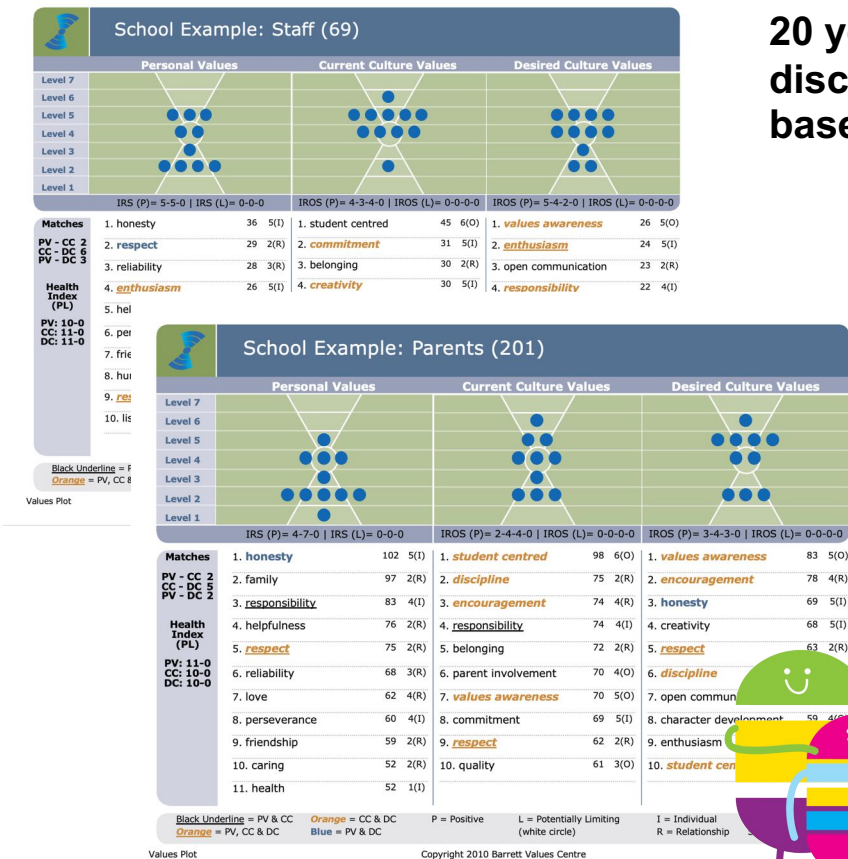
Learn which values are most important to bring to life in the school culture.

ADDITIONAL PERSPECTIVES

Gain additional perspectives on your school from visual graphs. Choose to look at departments, positions, or other groupings such as gender or age to deepen your understanding of the issues in your school.

WRITTEN REPORTS

A customized analysis reveals insights, challenges your thinking, and shines light on the way forward.



PSHE Requirements

The framework helps students to:

Understand that wellbeing includes the physical, mental, emotional and spiritual elements that make us human

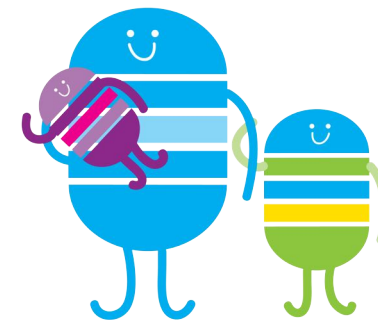
Understand that, depending on our circumstances and stages of life, we may prioritise some aspects over others, but that they are all important

Understand that our values, beliefs and behaviours are shaped by both nature (genes) and nurture (early childhood experiences)

Understand that the adults in their worlds have also had their values, beliefs and behaviours shaped by both nature and nurture

Understand that hurtful and damaging behaviour normally stems from people who have had unhappy, troubled and lonely experiences of their own

Understand that we all have the freedom to choose who we want to be



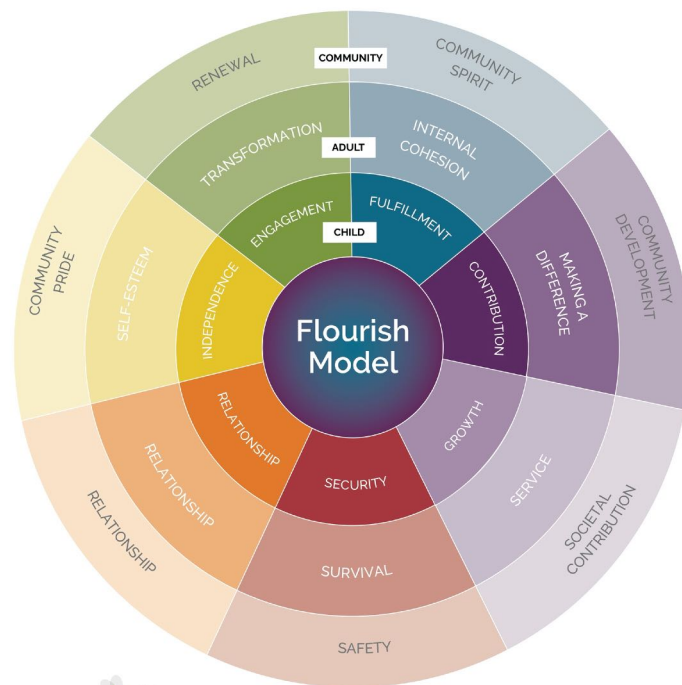
SMSC Requirements

The Framework helps improve understanding about:

the nature of values, belief and behaviours
the human need for belonging and meaning
the nature of compassion
the influence of religious beliefs / worldviews
understanding and respecting the beliefs and worldviews of others
the need to have space and time to reflect on our own beliefs and worldview
and how this may be impacting others
understanding that we live on a finite planet
and the importance of sustainable environments
understanding that we are all guardians of the future



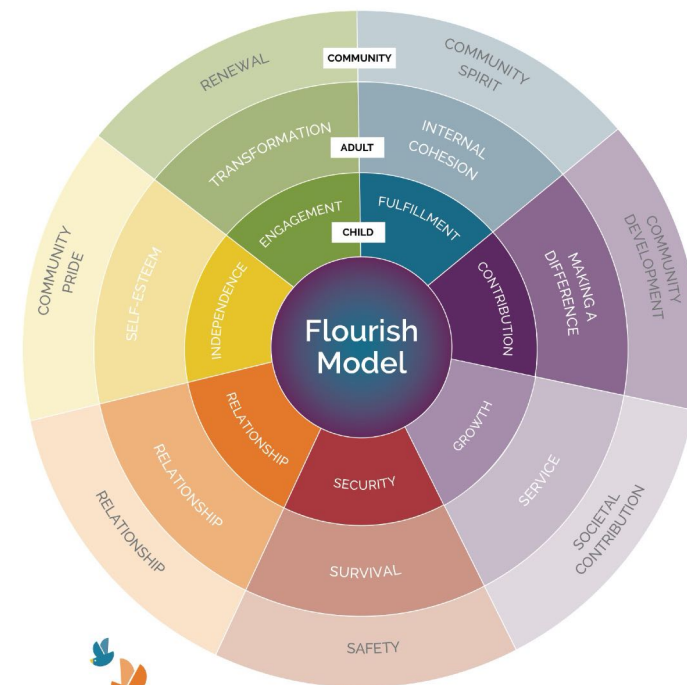
We're a Flourishing School



 **Flourish Project**
The Ecology of Wellbeing

www.flourishproject.net

We're a Flourishing Classroom



 **Flourish Project**
The Ecology of Wellbeing

www.flourishproject.net

A Unique Collaboration



www.flourishproject.net



www.thoughtboxeducation.com



www.votesforschools.com



www.valuescentre.com

Bringing together the work of organizations that are committed to positive cultural transformation and the creation of a more caring and compassionate world.

The Flourish Project is a UK based Community Interest Company. Its profits are used to create publications, tools and resources that support parents, teachers and communities in the call for more meaningful lives and a flourishing planet.

First steps

Establishment of a Project Team
Engaged Senior Leadership
Development of a Flourishing School Strategy

Followed by:

Core Team Training
Personal Values Assessments
Whole School Values Dialogue
Thoughtbox Lesson Plans
VotesforSchools Engagement Resources
Wellbeing Measures and Indicators

There is
only one
YOU



Want to know more?

We love talking to people who share our passion for the creation of a better world.

Get in touch!

contact@flourishproject.net
www.flourishproject.net



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Creating compassionate communities where the human spirit can flourish

"We will never be able to create truly flourishing societies until we address the problem of young children inheriting the limiting values and beliefs of those that have gone before."

Wendy Ellyatt
Flourish Project, 2018