

# The SHINE model & Scottish Educational Policy

## A guide for schools

The Schools Health and Wellbeing Improvement Research Network (SHINE) was established to provide a professional infrastructure through which policymakers, health researchers and schools can work together to support improvements in young people's health and wellbeing. SHINE schools are supported to collect, discuss and implement health and wellbeing data in order to inform and facilitate an evidence-based, whole school approach to improving young people's understanding of the factors which impact on their health and wellbeing as they develop. The SHINE ethos and practice aligns with the following Scottish Education policy documents and frameworks:

- Curriculum for Excellence: HWB Experiences and Outcomes
- Scottish Government: Whole School Approach to Mental health and Wellbeing
- GTCS Professional Standards
- HGIOS 4

## Curriculum for Excellence: HWB Experiences and Outcomes

SHINE provides health data in a format which is designed to be shared across the learning community as a starting point for discussion with staff, young people, parents and carers and partners in order to plan for improvements in wellbeing as the shared responsibility of all stakeholders.

Both the SHINE data reports and the SHINE Interactive Dashboard can be used to support the areas of learning outlined below from the Curriculum for Excellence: Health and Wellbeing Experiences and Outcomes document:

### Health and Wellbeing

**SHINE provides up-to-date local, regional and national HWB data to increase understanding of the factors which promote positive mental health & wellbeing**

I understand that my feelings and reactions can change depending upon what is happening within and around me. This helps me to understand my own behaviour and the way others behave.

**HWB 0-04a / HWB 1-04a / HWB 2-04a / HWB 3-04a / HWB 4-04a**

I am developing my understanding of the human body and can use this knowledge to maintain and improve my wellbeing and health.

**HWB 0-15a / HWB 1-15a / HWB 2-15a / HWB 3-15a / HWB 4-15a**

MRC/CSO Social and Public Health Sciences Unit



Medical  
Research  
Council



CHIEF  
SCIENTIST  
OFFICE



I have investigated factors which can influence participation in physical activity and food choices, and the impact of activity on population health in the Scottish and wider contexts. I can use this information to discuss policies and inform my own health choices.

**HWB 4-28a**

### Literacy

**SHINE provides a robust source of validated research on health and wellbeing to inform young people and schools**

As I listen or watch, I can identify and discuss the purpose, main ideas and supporting detail contained within the text, and use this information for different purposes.

**LIT 2-04a**

To help me develop an informed view, I can identify some of the techniques used to influence or persuade and can assess the value of my sources.

**LIT 4-08a**

### Numeracy and Maths

**SHINE provides data graphs and figures showing the local and national HWB context to facilitate discussions on health topics, but pupils can also apply their knowledge of statistics learned in a mathematical context.**

I can evaluate and interpret raw and graphical data using a variety of methods, comment on relationships I observe within the data and communicate my findings to others.

**MNU 4-20a**

I can evaluate and interpret raw and graphical data using a variety of methods, comment on relationships I observe within the data and communicate my findings to others.

**MNU 4-20a**

### Science

**SHINE provides a robust source of validated research on health and wellbeing collected using scientific measures and methods. The data reports can demonstrate a potential outcome of using scientific methods as well as supporting an understanding of the need for a scientific approach which involves ethical considerations.**

Having selected scientific themes of topical interest, I can critically analyse the issues, and use relevant information to develop an informed argument.

**SCN 4-20b**

MRC/CSO Social and Public Health Sciences Unit



University of  
St Andrews



## Social Science

**SHINE provides a robust source of validated research on health and wellbeing topics, which can be used as a source or catalyst to explore the impact of the social, political and cultural environments that influence wellbeing.**

This set of experiences and outcomes provides a basis for progression in evaluation of evidence in the context of current social, political and economic issues and can be used in conjunction with other outcomes within People in society, economy and business.

**SOC 0-15a to SOC 4-15a**

## Technologies

**SHINE provides an interactive dashboard for young people to consider health data in a stimulating and accessible way to promote discussion, encouraging young people to express their views.**

I can explore digital technologies and use what I learn to solve problems and share ideas and thoughts.

**TCH 0-01a**

## **Scottish Government: Whole School Approach to Mental Health & Wellbeing**

The SHINE Mental Health Survey and the SHINE Interactive Dashboard align with the 8 principles of a whole school approach to wellbeing by providing HWB tracking and monitoring resources which can be shared across the learning community to involve **all** stakeholders in health improvement planning:

1. Leadership and management that supports mental health and wellbeing across the school
2. An ethos and environment that promotes positive and respectful relationships and values diversity
3. Effective curriculum and learning and teaching to promote resilience and support mental, emotional, social and physical wellbeing and learning
4. Enabling children and young people's voices and participation to influence decisions
5. Supporting staff professional learning and development in order to ensure their own and others' wellbeing
6. Identifying need and monitoring impact of interventions
7. Working with parents, carers and the wider community
8. Targeted support and appropriate pathways to the right support

MRC/CSO Social and Public Health Sciences Unit



University of  
St Andrews



## GTCS Standards for Career-Long Professional Learning

The SHINE network provides a professional infrastructure for teachers, educationalists and those working to support the health and wellbeing of children and young people. The network brings together schools, policymakers and health researchers. This allows teachers in SHINE schools to learn in an accessible format from relevant, up-to-date local, national and international health research. SHINE shares professional, academic expertise around data collection, interpretation and implementation in the school setting with members. The ability to share practice with fellow SHINE members via events, webinars and newsletters supports individual teachers to confidently meet some of the professional standards laid out by the GTCS standards for Career-long Professional Learning

### Curriculum and Pedagogy

#### 2.1.2 Have an enhanced and critically informed understanding of Research and Engagement in Practitioner Enquiry

As an accomplished teacher you have an enhanced and critically informed understanding of:

- how to access and apply relevant findings from educational research and contribute to research knowledge in areas of interest;
- practitioner enquiry as stance in relation to your own professional learning,
- individually and/or collaboratively, to challenge and inform professional practice (pedagogy, learning and subject knowledge); and
- a range of enquiry approaches, different data collection methods/tools, appropriate to the enquiry question/context.

### Professional Responsibilities

#### 2.2.1 Have an enhanced and critically informed understanding of Education Systems

As an accomplished teacher you have an enhanced and critically informed understanding of:

- how to actively consider and critically question national and international influences on educational policy, practices and systems development;
- frameworks, systems and processes to support and enhance teacher professionalism;
- current policy context and how that impacts on educational change and teaching and learning and meaningfully links to inform and change practice;
- how to ensure a culture which recognises and realises the rights of all children and young people and in which every learner meaningfully participates in decisions related to their learning and wellbeing; and
- biases and their impact on people and practices and how to identify and challenge these.

MRC/CSO Social and Public Health Sciences Unit



University of  
St Andrews



## 3.2 The Learning Context

### 3.2.3 Build positive, respecting relationships for learning

- use a wide variety of research-informed approaches to develop and sustain positive relationships across the learning community.

## 3.3 Professional Learning

### 3.3.1 Engage critically with literature, research and policy Professional Illustrations

As an accomplished teacher you consistently demonstrate the enhanced skills and abilities working both individually and collaboratively to:

- critically review, examine and evaluate a range of educational literature, research, and policy to:
  - critically question and challenge educational assumptions, beliefs and values of self and system;
  - ensure practice is informed, justifiable and adapted accordingly;
  - enact key learning from professional reading and adapt to suit local contexts to ensure that practice reflects current educational thinking to support the needs of learners; and
  - participate and/or lead robust professional dialogue through both face-to-face and online discussions.

## HGIOS 4 (How Good is Our School?)

The SHINE Mental Health Survey data reports support schools' understanding of their pupils' mental health and wellbeing context. The reports can be used as part of the schools' monitoring and tracking portfolio of self-evaluation measures, which feed into the school development planning process. The Challenge Questions included in the SHINE MH survey data reports are modelled on the *Features of highly effective practice* and *Challenge questions* in the HGIOS 4 document.

### SHINE's high-quality health and wellbeing research data can support the following areas:

#### 1.1 Self-evaluation for self-improvement:

- Collaborative approaches to self-evaluation
- Analysis and evaluation of intelligence and data
- Impact on learners' successes and achievements

- Professional learning activities for all staff are clearly linked to the results of self-evaluation and identified areas for improvement.
- Staff make effective use of up-to-date research/data from Scotland and beyond to inform their learning and developments.

**SHINE's provision of high-quality data reports in an aggregated format, which can be shared across the whole learning community, supports and facilitates the involvement of all stakeholders in the improvement planning cycle.**

### **1.2 Leadership of Learning**

- Professional engagement and collegiate working
- Impact of career-long professional learning
- Children and young people leading learning

- The school has a range of effective systems and structures to facilitate regular collegiate working to maximise opportunities for staff learning within and beyond the school.
- To what extent do we critically engage with research, policy sources and developments in learning and teaching?

### **2.2 Learning, teaching and assessment**

- Learning and engagement
- Quality of teaching
- Effective use of assessment
- Planning, tracking and monitoring

- All teachers have well-developed skills of data analysis which are focused on improvement.