



HOW DOES A SCHOOL USE THE WELL-BEING WHEEL TO GROW AND CHANGE?



The first step is to gather a core, representative group of the school community (teachers, administrators, parents and students) and meet with the Moore Well-Being consultant to explore which area(s) of the Well-Being Wheel are flourishing and which need attention and development. This is done through an Appreciative Inquiry.



DEPLOY:

With the support of the consultant, the well-being goal is carried out. Check-ups are carried out throughout the school year to assess the data, determine level of success, and steps for the following year.

DISCOVERY:

Identify how you want the children and adults to thrive in your school community. Which area of well-being do you want to achieve?

DREAM:

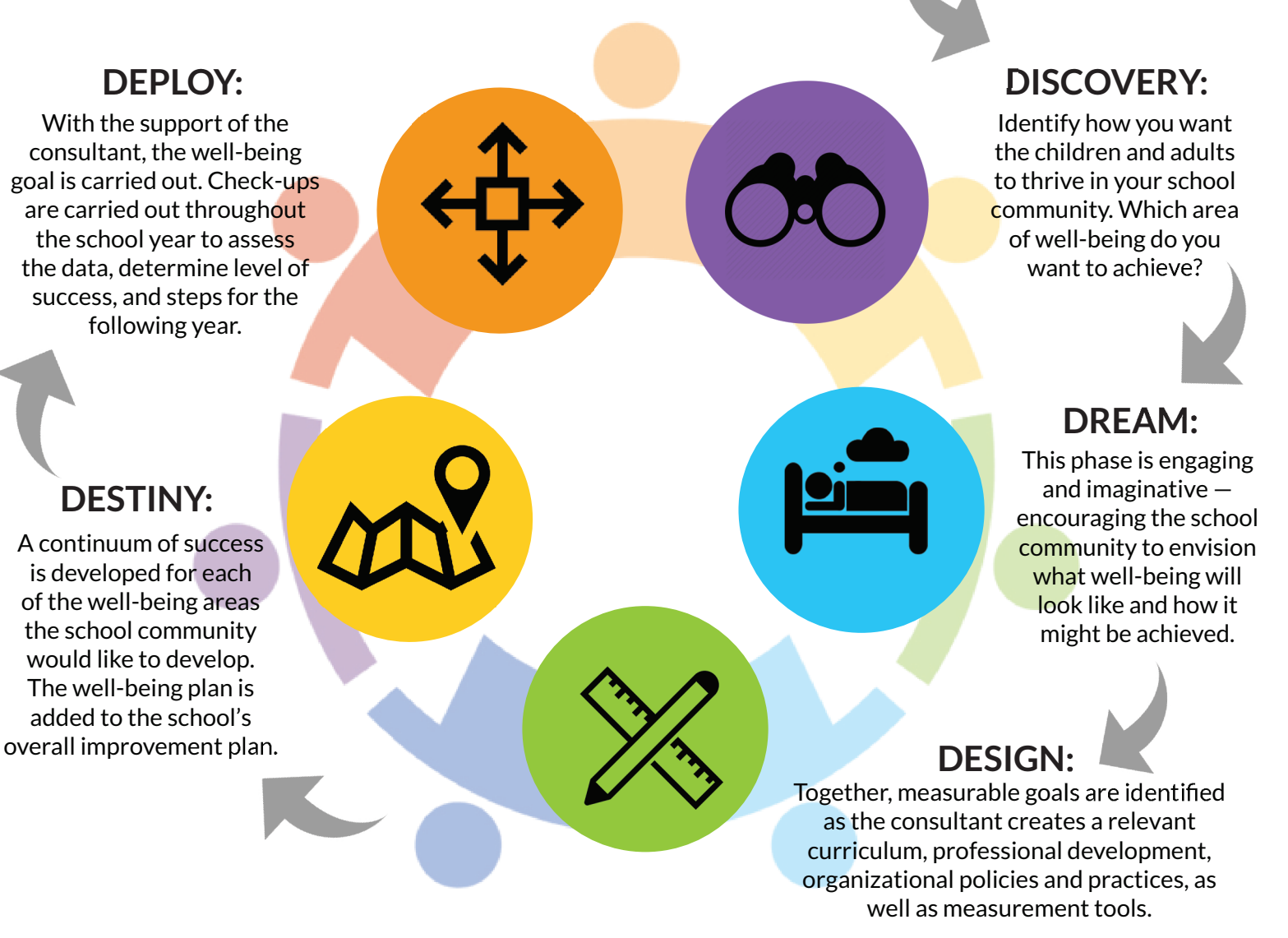
This phase is engaging and imaginative – encouraging the school community to envision what well-being will look like and how it might be achieved.

DESIGN:

Together, measurable goals are identified as the consultant creates a relevant curriculum, professional development, organizational policies and practices, as well as measurement tools.

DESTINY:

A continuum of success is developed for each of the well-being areas the school community would like to develop. The well-being plan is added to the school's overall improvement plan.



The Moore Well-Being process, from the initial meeting through deployment, may occur over several weeks or months, as determined by the school community. Check-ups to measure progress are suggested on an annual basis, but may also be arranged as needed. Using the same Well-Being process, the school community may then select another focus of well-being for the following year!

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