

WELL-BEING

Well-being has gained global attention in recent years, from [ASCD's Whole Child Initiative](#) to [OECD's Better Life Initiative](#). Fullan, Quinn, and McEachen (2018) state, "Well-being in



early years and school settings is about helping children and students become resilient so that they can make positive and healthy choices to support learning and achievement both now and in the future" (p. 21). They use as an example the Ontario Ministry of Education's (2016) concept of well-being in terms of four developmental domains: physical, cognitive, social, emotional.

Adventist education embraces the focus on whole-child teaching and learning, but adds a fifth dimension—spiritual well-being. Ellen G. White (1903), in speaking of the true aim of education, says, "It is the harmonious development of the physical, the mental, and the spiritual powers" (p. 13). In response to the context of our times, we often add the social and emotional components as well.



There has been a recent emphasis on social and emotional learning specifically, due in part to the challenges COVID-19 has presented. Social-emotional programs have proliferated as a result. Hattie and Larsen (2020) and Fullan, Quinn, and McEachen (2018), though, caution against focusing on this domain in isolation from the other domains. Evidence suggests that we must attend to all components simultaneously because children learn best in an environment that acknowledges the interconnectivity among the domains associated with well-being.

One way to honor the coherence of the domains is to focus on the integration of the 7Cs, the Southwestern Union's Missional Outcomes, across units of instruction. Fullan, Quinn, and McEachen (2018) note that the development of these competencies protects against social and emotional difficulties in particular, as they more generally prepare students for success in this life (as well as for eternity).

7Cs

Connection to God and Others: Develop a personal relationship with Jesus Christ and continue to grow in faith through balanced living (i.e., spiritual, physical, intellectual, and social-emotional) and service to others.

Citizenship: Participate in civic life through collaborative involvement in community issues, accepting responsibility for local, national, and global environments.

Collaboration: Demonstrate ability to work effectively and respectfully with diverse teams to accomplish a common goal.

Critical Thinking and Problem Solving: Use experience, knowledge, reason, and belief to form carefully considered judgments and solve problems.

Creativity and Innovation: Use knowledge and imagination to create new ways of thinking to find solutions to problems and to create products and services.

Communication: Articulate thoughts and ideas effectively using oral, written, and nonverbal communication skills in a variety of forms and contexts.

Character: Demonstrate Christian values and dispositions in responding to a changing environment.

References

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White, E. G. (1903). *Education*. Boise, ID: Pacific Press.