

PROSPER

Researchers Toni Noble and Helen McGrath(2015) created the PROSPER framework for positive education. Though the model has similarities to the PERMA model, it places a stronger emphasis on the development of strengths and resilience. The components of the PROSPER model are as follows:

Positivity (positive emotions and mindset)

Relationships

Outcomes(mastery, accomplishment)

Strengths

Purpose

Engagement

Resilience

Noble and McGrath(2015) sought feedback from educators and school leaders regarding this model. Of a sample of 54 educators who participated in a student wellbeing workshop, 100% agreed that the PROSPER framework would help schools establish a common vocabulary around wellbeing and 90% said that it would make wellbeing components easier to remember. 96% of participants

reported that the PROSPER framework would assist school staff reflect on their own practices for student wellbeing and 89% agreed it would be an effective tool to evaluate their school's current wellbeing efforts, as well as areas for improvement (Noble & McGrath, 2015). McGrath and Noble have also provided curriculum resources to support this model, through the BounceBack program(BounceBack, n.d.).

References:

BounceBack. (n.d.) *Resources*. <https://edtechbooks.org/-ufAt>

Noble, T. & McGrath, H. (2015). PROSPER: A new framework for positive education. *Psychology of Wellbeing*, 5(2).
<https://edtechbooks.org/-zFTv>

ADDRESSING
WELLBEING
IN SCHOOLS

*An Educator's Practical Guide to Improving
Wellbeing*

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DAVID BOREN



Fawson, S., Bates, M., & Boren, D. M. (n.d.). *Addressing Wellbeing In Schools*. EdTech Books.
https://edtechbooks.org/addressing_wellbeing