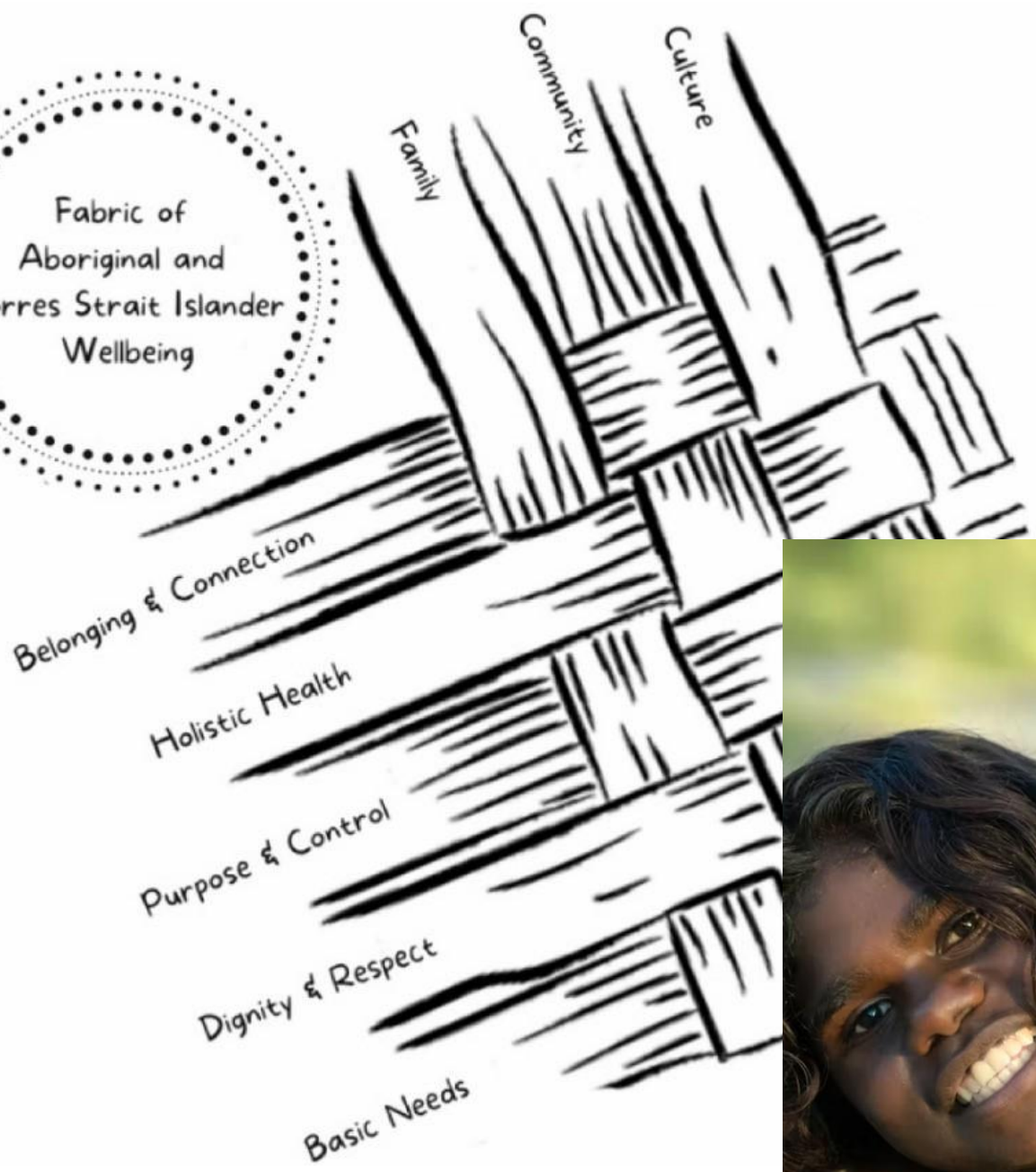


Special Projects: Whole of Sport Wellbeing

Edwina Ricci





Why wellbeing?

Vision: Flourishing athletes, teams and sporting organisations

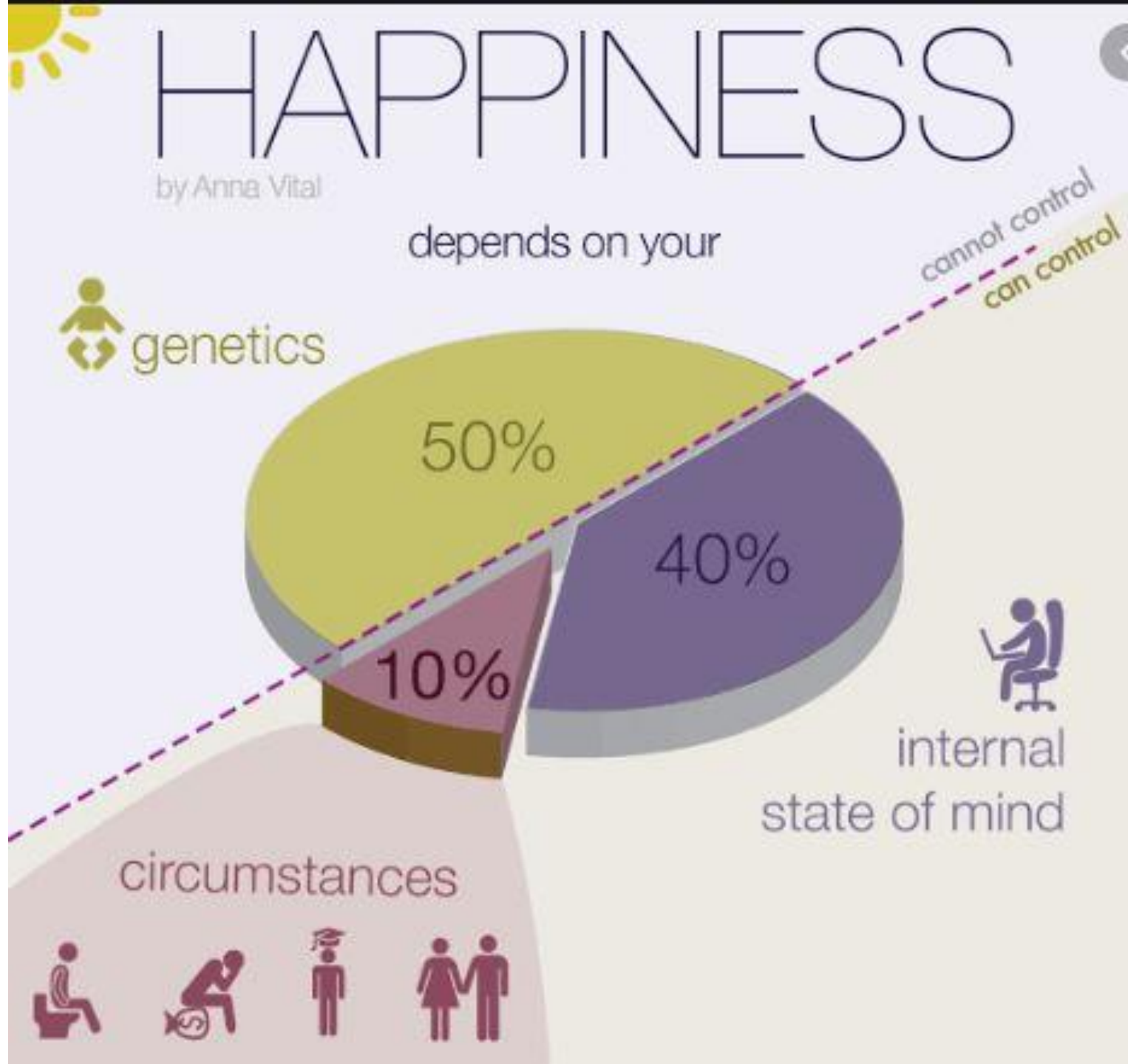
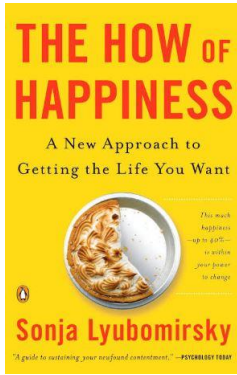
Mission: To build capabilities, connections and conditions to enhance individual and collective wellbeing to support sustained high performance.



A serene landscape photograph of a river at sunset. The sun is low on the horizon, casting a warm orange and yellow glow across the sky and reflecting in the water. The river is surrounded by lush green grass and several bare trees. The overall mood is peaceful and contemplative.

“There comes a point where we need to stop just pulling people out of the river. We need to go upstream and find out why they’re falling in.”

Desmond Tutu



+10

0

-10



Suffering



Languishing



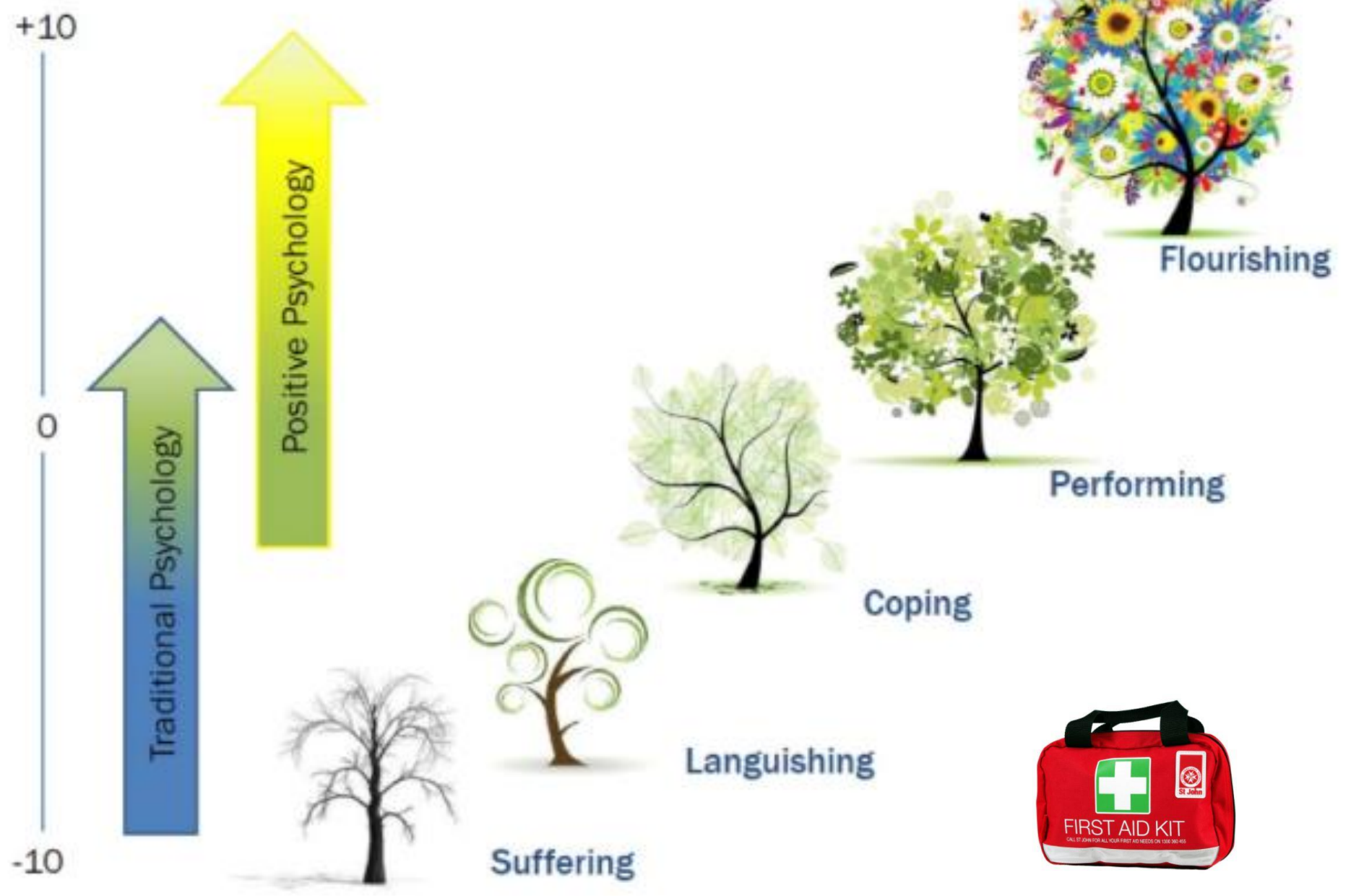
Coping



Performing



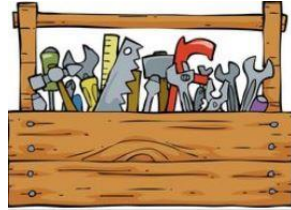
Flourishing



+10

0

-10



Suffering



Languishing



Coping

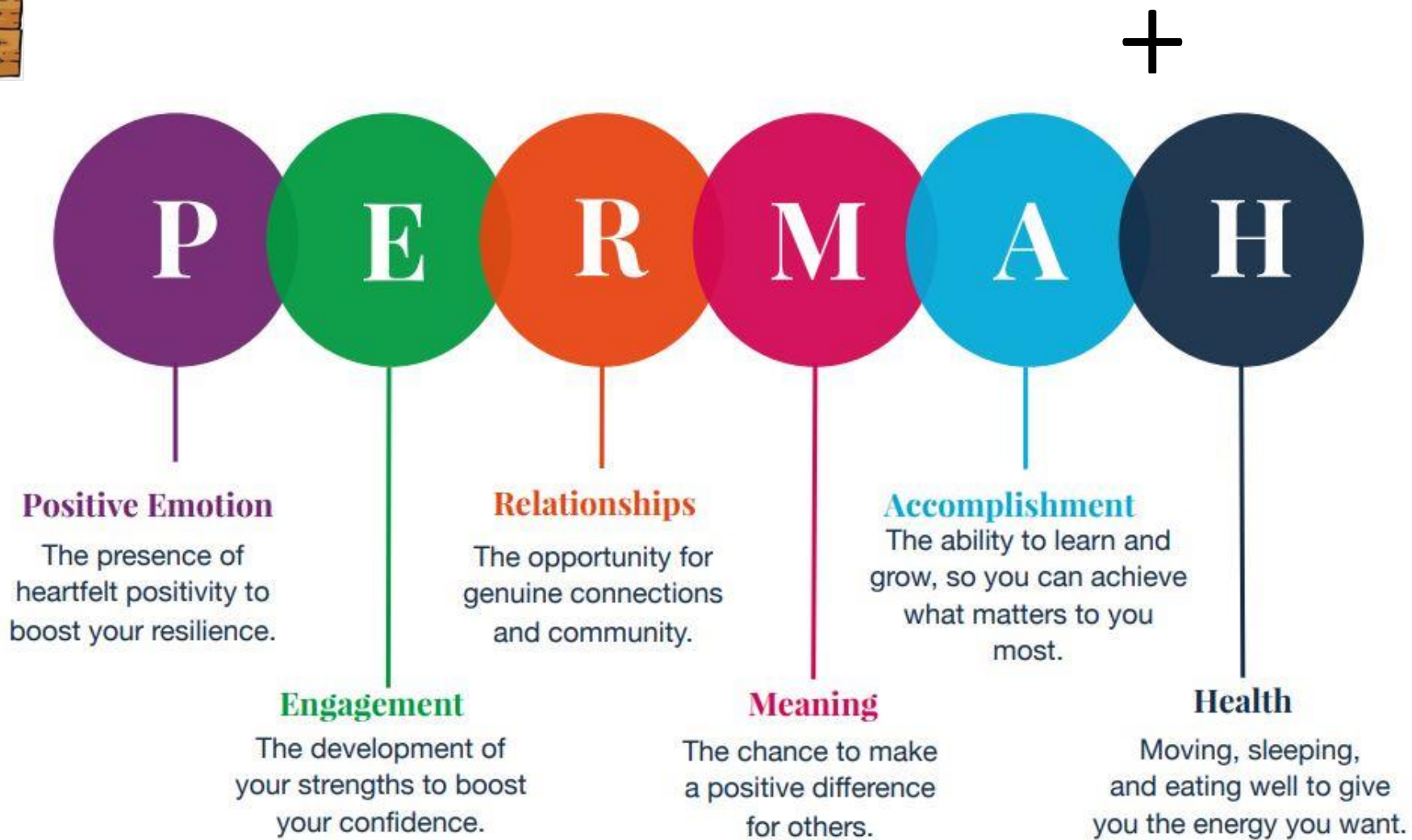
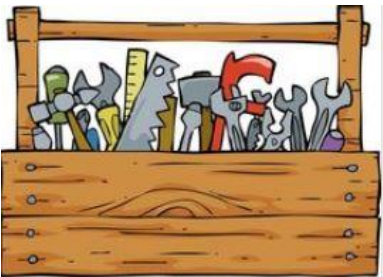


Performing



Flourishing





Wellbeing Agency



Feed a man a fish and
you feed him for day,

Teach a man to fish and
you feed him for a
lifetime.

Why build Wellbeing Agency?



Building whole of sport wellbeing

IMPLEMENTATION PLAN

- **Focus Area 1** – Build the Wellbeing Foundations
- **Focus Area 2** – Strengthen Coach/Entourage Wellbeing Literacy
- **Focus Area 3** – Promote Wellbeing Literacy for Athletes
- **Focus Area 4** – Reflect on Data for Continuous Improvement



Focus Area 1 – Build the Wellbeing Foundations

- HOPE Leader Trained
- Appoint a Wellbeing Team
- Create a Shared Vision
- Develop an Action Plan
- Allocate Resources



Focus Area 2 – Strengthen Entourage Wellbeing Literacy

- Common agenda to create “Flourishing Sporting Teams”
- Adopt a common wellbeing language – everyone – **LEARN IT**
- Coaches, Officials and Administrators Modelling Wellbeing Literacy – **LIVE IT**
- Collaboration and Community-Building – share best practice – **LEAD IT**



Learning to LEAD wellbeing – ME, WE and US



Focus Area 3 – Promote Wellbeing Literacy for Athletes

Common Agenda

Flourishing Sporting Organisation

WHOLE OF SPORT:

- Shared wellbeing language
 - Adopt evidence-based programs and practices
 - Elevate athlete voice and engagement
 - Align athlete support structures to their needs
 - Align code of conduct, policies and practices



Focus Area 3 – Promote Wellbeing Literacy for Athletes

Common Agenda

Flourishing Sporting Teams

Teams

- **Shared wellbeing language**
 - Building capabilities
 - Enhanced connections
 - Improved conditions



POS EDGE Journal

Common wellbeing language

- 52 weeks of Learn, Grow and Flourish Online mentoring
- Monthly Community of Practice

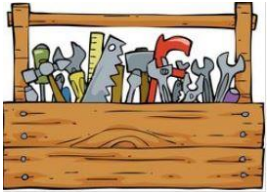


Wellbeing Toolkits

Common wellbeing language

- Wellbeing Blueprint
 - Gratitude Journal
- Strengths Kit
- Self Compassion





+



Positive Emotion

The presence of heartfelt positivity to boost your resilience.

Engagement

The development of your strengths to boost your confidence.

Relationships

The opportunity for genuine connections and community.

Meaning

The chance to make a positive difference for others.

Accomplishment

The ability to learn and grow, so you can achieve what matters to you most.

Health

Moving, sleeping, and eating well to give you the energy you want.

Your Wellbeing Blueprint



POSITIVE EMOTION



ENGAGEMENT



RELATIONSHIPS



MEANING



ACCOMPLISHMENT



HEALTH

| | | | | |
|---|--|--|---|--|
| <p>Dialing Up Positivity</p> <p>Measure Your Positivity Take the free survey at positivematrix.com to discover what creates positivity for you.</p> | <p>Dialing Down Negativity</p> <p>Healthy Distractions Create a list of healthy distractions you can reach for to short-circuit negativity.</p> | <p>Being Comfortably Uncomfortable</p> <p>Name Your Emotion When you feel uncomfortable name the emotions you're feeling and breathe slowly.</p> | <p>Short-Circuiting Stress</p> <p>Decode Stress What is at stake that matters to you? Leverage this motivation to take action.</p> | <p>Savoring The Good</p> <p>What Went Well On your way home reflect on what went well today and what made this possible.</p> |
| <p>Discover Your Strengths</p> <p>Name Your Strengths Take the free survey at viacharacter.org to discover your strengths.</p> | <p>Creating Moments of Flow</p> <p>Meet Your Best Self Write about what might be possible if you were using your strengths each day at work.</p> | <p>Developing Your Strengths</p> <p>New Strength Uses Each day pick one task on your to-do list to use a strength in a new way.</p> | <p>Being Mindful</p> <p>Look For Novelty As you move through your day try to actively notice new things and let go of your beliefs.</p> | <p>Staying Playful</p> <p>Be Playful Every day, find a way to play knowing that it is a pathway way to learning and growth.</p> |
| <p>Being Compassionate</p> <p>Listen Empathetically Try to be aware, non-judgmental and curious when people are sharing stories.</p> | <p>Investing In Trust</p> <p>Give Away Control Every day try to delegate one thing to others to convey your trust in them.</p> | <p>Giving Effectively</p> <p>Do A 5 Minute Favor Each day take 5 minutes to help someone in your network.</p> | <p>Letting Go And Forgiving</p> <p>Build Forgiveness Refresh from talking negatively about people who have hurt you.</p> | <p>Navigating Incivility</p> <p>Value Civility Take the civility quiz at christinaporth.com and see how well you're doing.</p> |
| <p>Investing In Belonging</p> <p>See Others Look people in the eye, smile and genuinely say hello when you walk past them.</p> | <p>Creating Purpose</p> <p>Adopt A Service Mindset What's one thing you could do today to make a positive difference for others?</p> | <p>Practicing Story-Telling</p> <p>Uncover Your Story Each day take 5 minutes to journal about what's happened and why it matters to you.</p> | <p>Allowing Transcendence</p> <p>Be Awed By Nature Find ways to be regularly awed by nature and use all your senses to absorb its wonder.</p> | <p>Making Passion Harmonious</p> <p>Alternative Passions What would you like to pursue purely for the joy of the activity? Make this happen.</p> |
| <p>Practicing A Growth Mindset</p> <p>Reflect On Learning At the end of each day ask what did I learn today? What did I try hard at?</p> | <p>Setting Goals That Work</p> <p>Invest In Small Wins If there was one small step you could take towards your goal today what would it be?</p> | <p>Developing Grit</p> <p>Accept "Not Yet" When you tell remind yourself that you're just "not there yet" and it needs more practice.</p> | <p>Being Self-Compassionate</p> <p>Create A Mantra What would a wise and kind coach say to you in the moments you fall short?</p> | <p>Improving Your Resilience</p> <p>Ben "Always" The words "always" and "never" are signs that your stories have gotten stuck.</p> |
| <p>Sleeping Well</p> <p>Create Bedtime Routines Give yourself 30 - 45 minutes to wind down before bed each night with a regular routine.</p> | <p>Eating Wisely</p> <p>Eat Lunch At lunchtime get up and move away from your desk and take 10 minutes to eat.</p> | <p>Moving Regularly</p> <p>Got Up Regularly Every 60 - 90 minutes try to get up and move for at least two minutes.</p> | <p>Mindfully Restore</p> <p>Mindful Breaks When your energy wanes, take a few minutes to stretch, breathe and restore yourself.</p> | <p>WELLBEING BOOK AND CARDS ALSO AVAILABLE.</p>  |

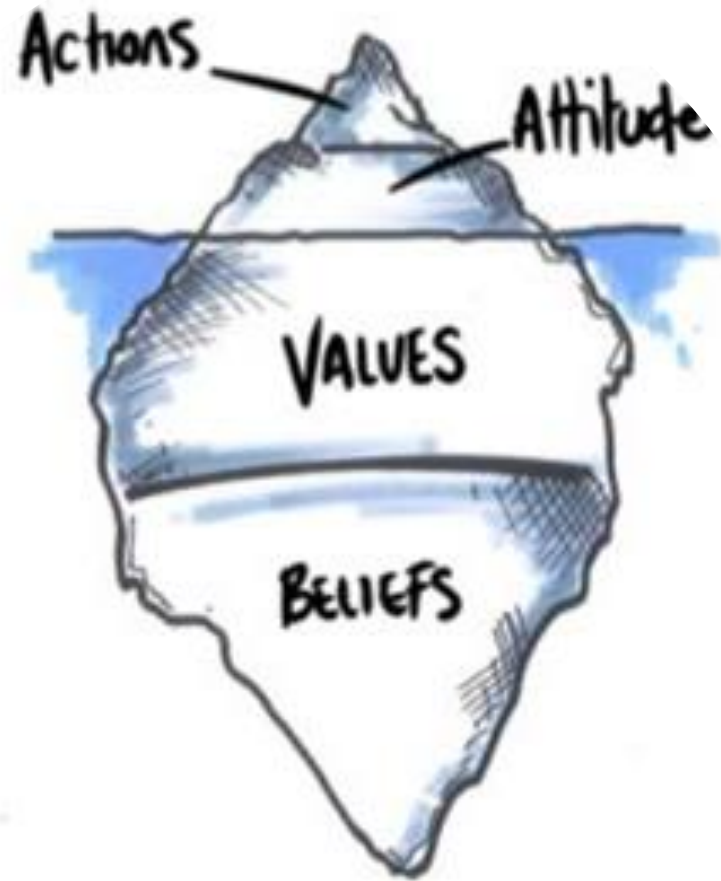


VIA Strengths Chart: What Are Your Neurological Superpowers?

| | | | | | | | |
|--|---|---|--|---|--|--|--|
|  <p>TRANSCENDENCE APPRECIATION OF BEAUTY & EXCELLENCE You notice and appreciate beauty and excellence in all domains of life.</p> |  <p>COURAGE BRAVERY You do not shrink from threat, challenge, difficulty, or pain.</p> |  <p>WISDOM CREATIVITY Thinking of new ways to do things is a crucial part of who you are.</p> |  <p>WISDOM CURIOSITY You like exploration and discovery.</p> |  <p>JUSTICE FAIRNESS One of your abiding principles is to treat all people fairly.</p> |  <p>TEMPERANCE FORGIVENESS You forgive those who have done you wrong.</p> |  <p>TRANSCENDENCE GRATITUDE You are aware of good things that happen and don't take them for granted.</p> |  <p>COURAGE HONESTY You live your life in a genuine and authentic way.</p> |
|  <p>TRANSCENDENCE HOPE You expect the best in the future, and you work to achieve it.</p> |  <p>TEMPERANCE HUMILITY You do not seek the spotlight and others value your modesty.</p> |  <p>TRANSCENDENCE HUMOR Bringing smiles to other people is important to you.</p> |  <p>WISDOM JUDGMENT You think things through and examine them from all sides.</p> |  <p>HUMANITY KINDNESS You are kind and generous to others.</p> |  <p>JUSTICE LEADERSHIP You excel at encouraging a group to get things done.</p> |  <p>HUMANITY LOVE You value close relationships with others.</p> |  <p>WISDOM LOVE OF LEARNING You have a passion for mastering new skills, topics, and bodies of knowledge.</p> |
|  <p>COURAGE PERSEVERANCE You work hard to finish what you start.</p> |  <p>WISDOM PERSPECTIVE People who know you consider you wise.</p> |  <p>TEMPERANCE PRUDENCE You are a careful person.</p> |  <p>TEMPERANCE SELF-REGULATION You are a disciplined person.</p> |  <p>HUMANITY SOCIAL INTELLIGENCE You know how to fit in to different social situations.</p> |  <p>TRANSCENDENCE SPIRITUALITY Your beliefs shape your actions and are a source of comfort to you.</p> |  <p>JUSTICE TEAMWORK You excel as a member of a group.</p> |  <p>COURAGE ZEST You approach everything you do with excitement and energy.</p> |

THESTRENGTHSLAB A MICHELLEMCQUAID PROGRAM

www.strengthslab.com



What we see.

VIA

VIA Strengths are not what you are,
but they are what you do!

**What we don't
see.**



WELLBEING HUB
WHERE WE EXPLORE

- How to develop our own Wellbeing Blueprint
- How to regulate our emotions to improve performance
- How to effectively use our neurological superpowers?
- Build high quality connections to create psychological safety
- Minimised risk - consider our well-being
- Create a culture of well-being

ASIA COMPETITION

LIFE IS GOOD

GUAM

NEURU ATHLETIC

GAP



With Valerie Adams





With Russell Lavale





TABLE
3

TABLE
2

雙魚
DOUBLE FISH

TABLE TENNIS.
FOR ALL.
FOR LIFE.



雙魚
DOUBLE FISH

ITTF
TABLE TENNIS.
FOR ALL.
FOR LIFE.

GAME ON
THE NEW WTT APP



EASTLAND

紅雙喜
EASTLAND

紅雙喜
DHS

TABLE TENNIS.
FOR ALL.
FOR LIFE.



Community Engagement



Community Engagement



Focus Area 4 – Reflect on Data for Continuous Improvement

Continuous Improvement Cycle

- Set goals
- Measure progress
- Address challenges
- Adjust plans to improve

Resourcing Improvement Cycle

- Using data to organise, implement and improve whole of sport wellbeing



What does success look like?

- **By the end of 2024**
 - Improved performances
 - Elevated Athlete Voice by engaging athletes as leaders, problem-solvers and decision-makers
 - Athletes, Coaches, Administrators and Officials have consistent opportunities to cultivate, practice and reflect on wellbeing competencies
 - Sport-wide cultures are supportive, culturally responsive, and focussed on building relationships and community



Key learning from 2022 activities

- **Context** is critical for bringing wellbeing to sport
- **Athletes** make perfect contextual champions to LEAD wellbeing work.
- If we want to get the best performance outcomes we need to **invest in wellbeing** – not just money but time.
- **Wellbeing Literacy** is an essential ingredient for the success of all athletes, coaches, officials and administrators across ALL our sports so it is one thing we should focus on and develop together



Flourishing Sporting Teams Strategic Wellbeing Framework



Adapted from: The Flourishing Classroom System Observation Framework
(Allison, Kern, Jarden & Waters, 2022)

To achieve optimised wellbeing and performance of athletes and teams we conceptualise and articulate wellbeing as:

1. Improvable

Wellbeing can be improved by learning and applying wellbeing capabilities, creating a strong sense of belonging through high quality connections and psychological safety and the environmental conditions that interact to build a context that supports and enables wellbeing.

2. Measurable

The accurate measuring of three components (needs, implementation, impact) ensures that data is guiding and driving wellbeing improvement.

3. Visible

The improvable wellbeing elements can be observed in a sporting team. They consist of 5 dimensions: Flexibility, Relationships, Communication, Mastery and Engagement and three elements under each one as per the Strategic Wellbeing Framework.



Flourishing Sporting Teams



Adapted from: The Flourishing Classroom System Observation Framework (Hilton, 2019; Jordan & Wilson, 2022)

| ELEMENTS | ATHLETES | COACH | TEAM |
|---|---|---|--|
| RELATIONSHIP DIMENSION | | | |
| SAFETY Physical and psychological safety with early identification of perceived physical or psychological dangers. | Athletes are physically and psychologically safe. Athletes are willing to be authentic, share personal information, ask questions, take risks, and make mistakes. | The coach is psychologically and physically safe and ensures athletes are safe. The coach is willing to be authentic, share appropriate personal information and make mistakes. | The team feels safe, positive, connected, inclusive, respectful, and accepting. |
| BELONGING AND OPPORTUNITIES Meaningful and quality connection amongst members of the Team. The provision of practical help, emotional support, compassion, empathy or encouragement. | Athletes connect and build strong relationships with each other and their coach. They are empathetic, compassionate, and understanding of the needs of others. Athletes seek help and are responsive to requests for help. | The coach expresses and proactively provides support to athletes. The coach encourages athletes to help each other. The coach connects with the athletes, understands them, knows them well and provides opportunities for athletes to connect with each other. | The team functions as a community and has a collective identity. The team provides practical help to one another. The team is empathetic, encouraging and emotionally supportive of one another. |
| COLLABORATION Cooperative behaviours that achieve shared outcomes, with sensitivity to the needs of other team members. | Athletes share their thoughts, ideas, resources, and skills. They cooperate with others, demonstrate flexibility and compromise. They value, build on and incorporate the thoughts, ideas, resources, and skills of others. | The coach initiates collaborative activities and fosters cooperative learning. The coach designs training and learning to allow for peer-to-peer interactions and encourages compromise. | The team collaborates and is a trusting, cooperative system that works, interacts, has discussions, and solves problems together effectively and respectfully. |
| RELATIONSHIP LEARNING ENVIRONMENT: All athletes within the team are seen, heard and valued. The training space safe, warm, inviting and designed to allow for inclusion, connection, collaboration and cooperative learning. | | | |

| FLEXIBILITY DIMENSION | | | |
|--|--|--|---|
| ROUTINES AND HABITS Clear routines and team procedures, with a predictable rhythm through structured behaviours and activities done repeatedly and regularly. | Athletes know and engage in routine behaviours. Athletes follow expected team procedures. They transition well between activities. | The coach establishes, explains, models, reinforces and reviews helpful team procedures and uses positive routines. The coach initiates transition activities. | The team acknowledges clear team procedures. There is predictability for the team and the team moves smoothly through collective routines and habits. |
| BOUNDARIES Clear expectations, standards or limits that indicate safe and permissible ways to behave, with clear and appropriate responses when those limits are passed. | Athletes acknowledge and follow team standards and expectations. Athletes respect the boundaries of other athletes and repair relationships when they pass those boundaries. | The coach explains, reinforces and rewards desired behaviours, and corrects, redirects and provides alternatives for undesired behaviours. The coach models desired behaviour and treats athletes fairly. | The team collectively acknowledges desired team behaviours. The team agrees upon clear norms, rewards, and consequences. |
| AUTONOMY A state of independence and self-direction experienced by acting from choice rather than pressures from others. | Athletes take an active role in making choices, act independently and take responsibility over their performance and wellbeing. | The coach asks about and provides for the athletes learning preferences. They create opportunities for athletes to act autonomously, offering choices. The coach provides perspective on the possible positive and negative consequences of these choices. | The team is provided with choices and makes decisions. The team has shared ownership over the training sessions where appropriate. |
| FLEXIBILITY LEARNING ENVIRONMENT: The team is set up in a predictable way with resources easy to access. Team procedures are used consistently. Desired behaviour, standards, and expectations are modelled. Providing opportunities for choice and uses physical and virtual systems for athletes to make choices. | | | |

| COMMUNICATION DIMENSION | | | |
|---|---|--|--|
| VOICE Athletes have the opportunity to express their views, contribute their views to the team, with these views listened to respectfully and appropriately acted upon. | Athletes share their thoughts and ideas and contribute to team discussions in respectful and appropriate ways. Athletes speak with openness and honesty to the coach and appropriately challenge the status quo. | The coach gives permission, invites, and facilitates opportunities for athletes to express their views and contribute to discussions and decision making. The coach demonstrates respect for the views given and appropriately acts upon them. | The team engages in open and inclusive discussions, that allow for views to be expressed equitably without retribution, reprisal or damage to reputation. |
| ACTIVE LISTENING Paying close attention to what is said, hearing and responding in ways that demonstrate understanding and a desire to learn from others. | Athletes display active listening verbally and non-verbally. They listen to the coach and other athletes without interruption and demonstrate that they have the message being conveyed. Athletes demonstrate they have considered the ideas or opinions of others before responding. | The coach actively listens to athletes, responding verbally and non-verbally in ways that demonstrate fully hearing the athletes, proactively building on responses. The coach clearly communicates they are listening. The coach encourages active listening in athletes. | The team listens to one another, verbally responding appropriately, and non-verbally demonstrating engagement with one another. |
| CLARITY AND FEEDBACK Instructions and suggested actions are clear and easy to understand. Information or opinion is regularly given. | Athletes are open to, hear, and understand feedback, using the feedback received for further growth and progress. If instructions are unclear athletes actively seek clarity. They are able to give | The coach provides clear instructions and gives regular positive and constructive performance and social feedback to athletes. The coach helps athletes to have a good understanding of their | The team offers a high frequency of positive comments. Team members regularly seek and provide constructive feedback to one another, helping one another grow and improve. |

Relationships



Training/ Learning Environment

Is there visibility of all athletes within the team?

Is the training space safe, warm, inviting?

Is the training space designed to allow for inclusion, connection, collaboration and cooperative learning?

We are one community in sport.....

- Gill to Regan and I.....
- At a meeting with Vasanoc last week I came outside to find I had a puncture - CEO James had just introduced me to a group from Van Athletics Fed, including their President - who knew you and Yvonne - and they came out and helped - in a spectacular way. Drove the car up on a big rock - no need for a jack - lifted the tyre off - put on the new one and I was away!!



Program supported and brought to you by

EASTLAND



Communities
of Wellbeing



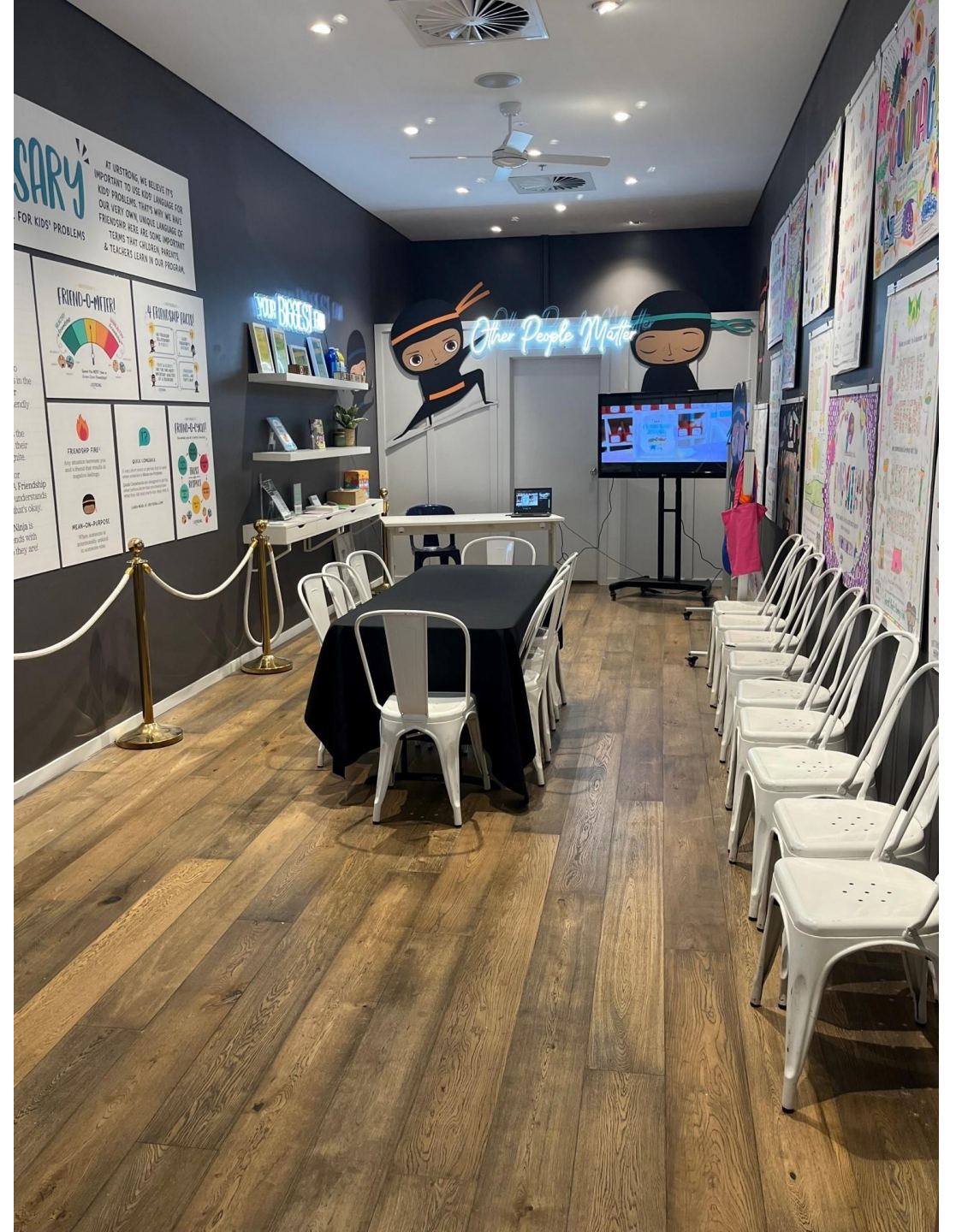
Education
and Training



Friendship is ...

ESTABLISHED









Friendship is ...

KINDNESS



EASTLAND





...if you're not okay with it.
LEARN MORE AT URSTRONG.COM!

FORGIVE AND FORGET
RESPECT
CONFRONT THE ISSUE

TRUST
Spending the most time with
GREEN ZONE friends
ANGRY



Being brave
Helping people
Asking for help
Asking



Friendship is ...
COURAGE

HANDS OFF HIPS
CLEAN YOUR HANDS
TEAR DROPS



4 FRIENDSHIP FACTS!

1. NO FRIENDSHIP (RELATIONSHIP) IS PERFECT!
2. TRUST & RESPECT ARE THE TWO MOST IMPORTANT QUALITIES OF A FRIENDSHIP.
3. EVERY FRIENDSHIP IS DIFFERENT.
4. FRIENDSHIP CHANGES AND THAT'S OKAY!

FRIEND-O-CYCLE!



Other People Matter

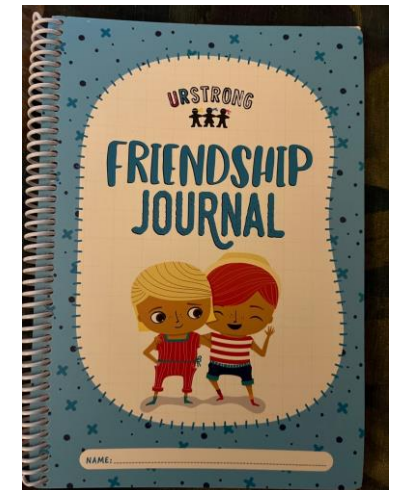
THE ONLY WAY TO HAVE A FRIEND IS TO BE ONE

Friendship is... COURAGE

For the grassroots – Empowering our young athletes with friendship skills

URSTRONG

SPORTS



WHAT IS URSTRONG?

- ➔ A whole-school strategy that empowers children with friendship skills to create cultures of kindness in schools
- ➔ Provides parents and teachers with the language and skills to better support their kids



WHY DOES IT WORK?

- URSTRONG uses kids' language for kids' problems ensuring a high rate of knowledge retention
- Skills-based programming to ensure students learn practical, kid-friendly concepts, language and skills reinforced through role-playing
- Designed for teachers, by a teacher with a host of practical considerations for simple roll-out and profound results!



WHY IS IT IMPORTANT?

- ⇒ Our research shows that children with healthy friendships perform better academically, have higher self-esteem, get involved in more leadership roles, and make smarter decisions in future relationships.
- ⇒ URSTRONG has improved the social climate in close to a thousand schools around the world and worked with over a million students, parents and teachers.



WHAT DOES URSTRONG TEACH?

- ⇒ Students learn how to put a voice to their feelings, what's normal in a friendship, the difference between healthy and unhealthy friendships, and how to put out Friendship Fires®.
- ⇒ Students also learn the difference between normal conflict (i.e. Friendship Fires) and mean-on-purpose behavior (e.g. bullying).

THE 4 FRIENDSHIP FACTS

Helping students understand what's normal in a friendship



1

NO FRIENDSHIP (RELATIONSHIP) IS PERFECT.

Two cartoon characters are shown. On the left is a white, round character with horns and a wide, toothy grin. On the right is a smaller, round character with a large, open-mouthed smile.

2

EVERY FRIENDSHIP IS DIFFERENT.

Two cartoon characters are shown. On the left is a character with a headband and a patterned tunic. On the right is a tall, thin character with a long neck and a small head.

3

TRUST & RESPECT ARE THE TWO MOST IMPORTANT QUALITIES OF A FRIENDSHIP.

Two cartoon characters are shown. On the left is a white, ghost-like character with antennae. On the right is a smaller, round character with a spiral on its head.

4

FRIENDSHIPS CHANGE, AND THAT'S OKAY.

Two cartoon characters are shown. On the left is a character with a party hat and a smiling face. On the right is a tall, thin character with a wide smile.

THE FRIEND-O-METER

A visual tool that helps students understand the difference between healthy and unhealthy friendships



THE FRIEND-O-CYCLE

Teaches students the normal cycle of a healthy friendship



FRIENDSHIP FIRE or MEAN-ON-PURPOSE

Teaches students how to differentiate and manage conflict



Did you **Talk-it-Out?**

1. Retell the situation
2. Explain how you felt

Did you say your **Quick Comeback** in a strong voice?

YOU TEACH PEOPLE HOW TO TREAT YOU!



Edwina Ricci – edwina.ricci@education.vic.gov.au



Education Working Group

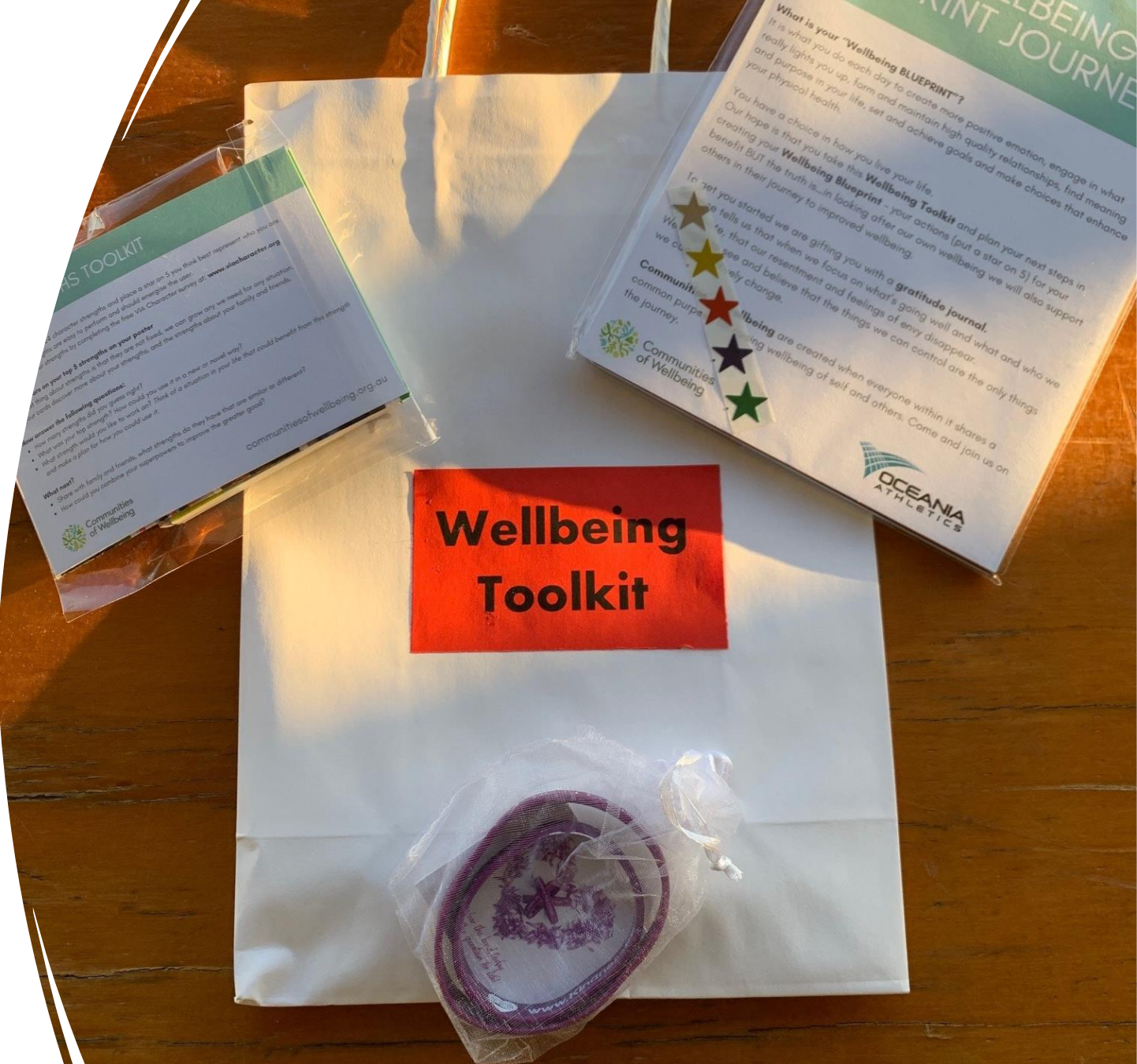
1. Well-being needs to be integrated across all levels and pathways not just a stand alone module
2. Closer collaboration with OSEP to influence design and initiate new resources
3. Oceania sports need to identify their contextual champions and their stories to develop well-being within their sport



Wellbeing Toolkits

Common wellbeing language

- Wellbeing Blueprint
 - Gratitude Journal
- Strengths Kit
- Self Compassion



Flourishing Sporting Teams Strategic Wellbeing Framework



Adapted from: The Flourishing Classroom System Observation Framework
(Allison, Kern, Jarden & Waters, 2022)

To achieve optimised wellbeing and performance of athletes and teams we conceptualise and articulate wellbeing as:

1. Improvable

Wellbeing can be improved by learning and applying wellbeing capabilities, creating a strong sense of belonging through high quality connections and psychological safety and the environmental conditions that interact to build a context that supports and enables wellbeing.

2. Measurable

The accurate measuring of three components (needs, implementation, impact) ensures that data is guiding and driving wellbeing improvement.

3. Visible

The improvable wellbeing elements can be observed in a sporting team. They consist of 5 dimensions: Flexibility, Relationships, Communication, Mastery and Engagement and three elements under each one as per the Strategic Wellbeing Framework.



Some questions to ponder.....

- Who is your HOPE Leader or who would you like to champion wellbeing for your sport?
- What are you currently doing well in regards to wellbeing in your sport?
- What challenges do you face with wellbeing in your sport?
- In terms of wellbeing, how are you incorporating it into your education programs across your sport?

Today's hopes and goals

- To **explore** what flourishing sporting teams look, feel and sound like
- To **learn** how we create the capabilities, connections and conditions for flourishing
- To **co-create** practical ways to create flourishing sporting teams



Flourishing Sporting Teams

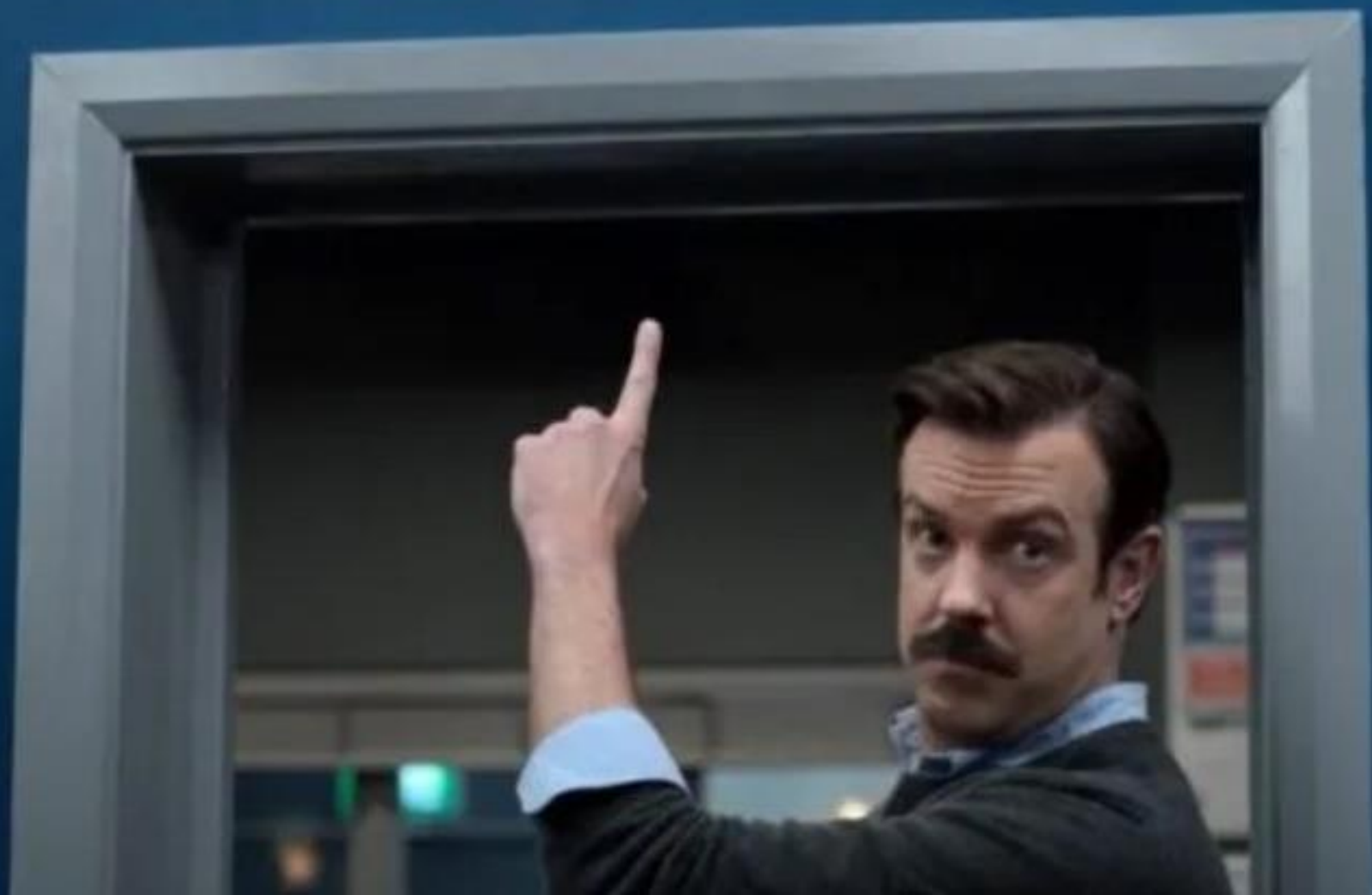


- Each member of the group to describe a time they experienced a flourishing sporting team, how you felt and why the memory stands out for you – 2 minutes each
- Each person to list 5 words that best describe their flourishing sporting team



- A sporting team flourishes when...

BELIEVE



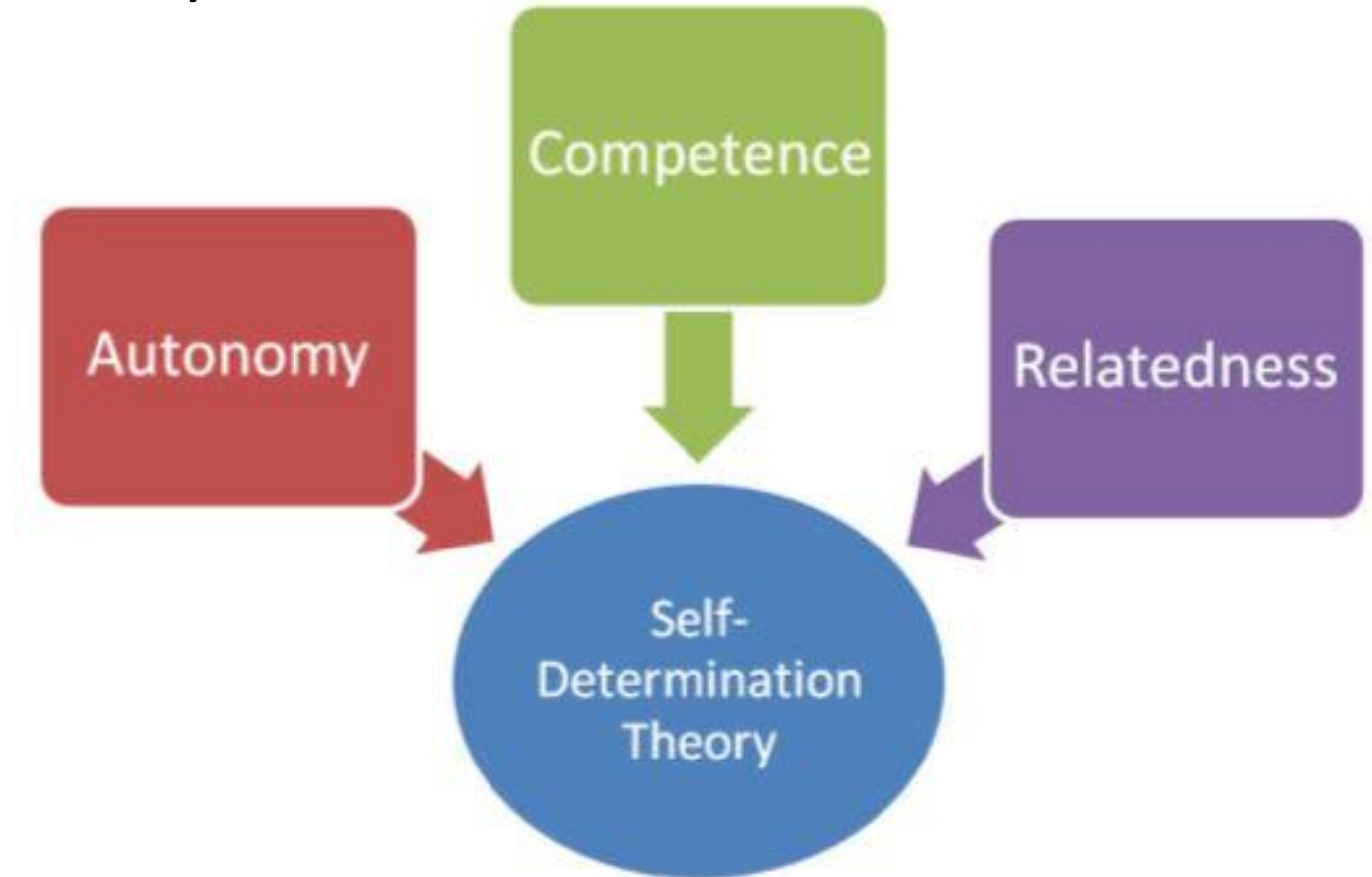
We determine the weather



Self Determination

- Our athletes perform best when they have more:
- **AUTONOMY (CHOICE)**
- **RELATEDNESS (CONNECTION)**
- **COMPETENCE (SUCCESS)**

- **MEANINGFUL GOALS**







Development of the Flourishing Classroom System Observation Framework and Rubric: a Delphi Study

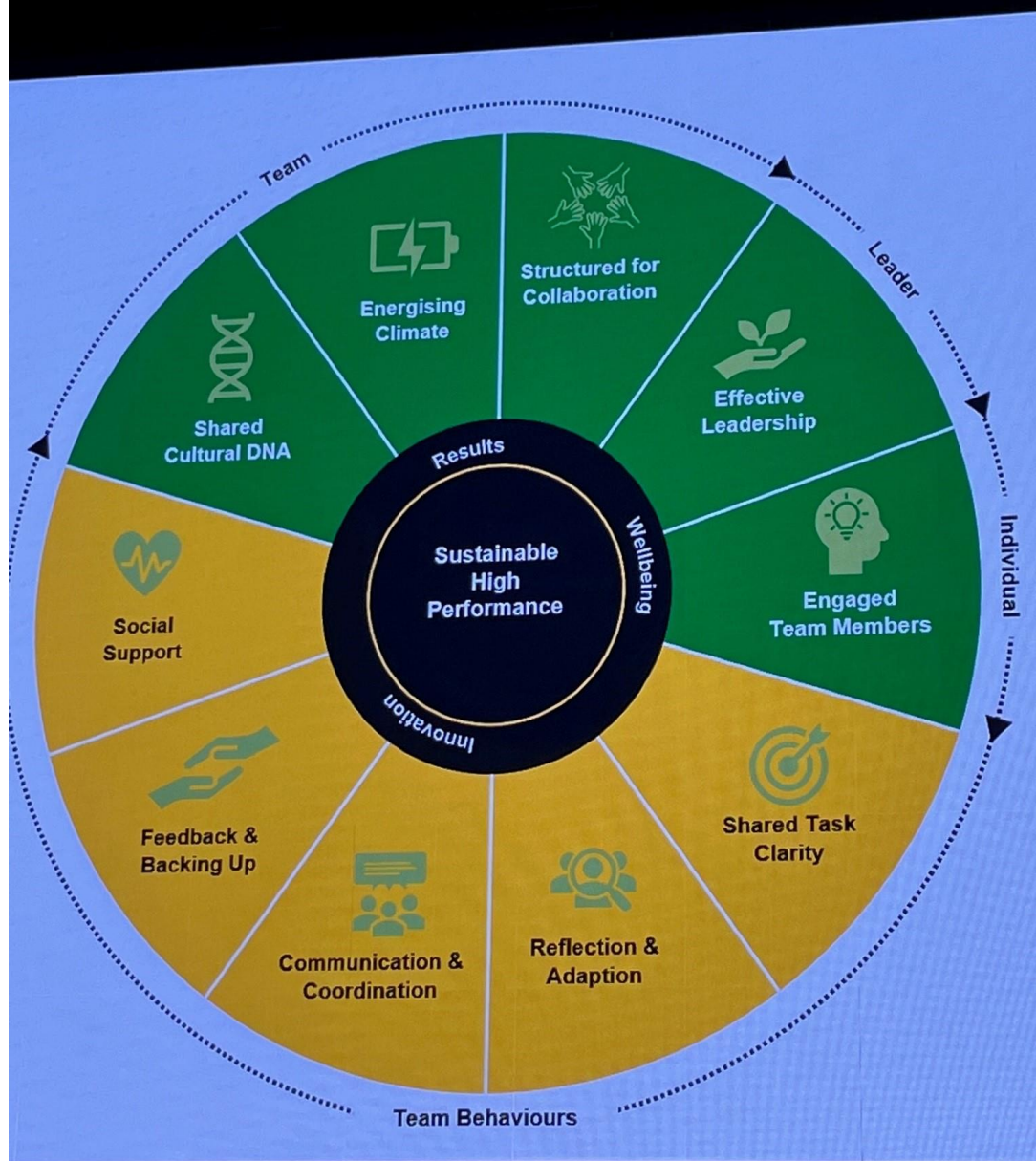
Laura Allison¹ · Margaret L. Kern¹ · Aaron Jarden¹ · Lea Waters¹

Accepted: 21 June 2022
© The Author(s) 2022

Abstract

This paper describes the development of the *Flourishing Classroom System Observation Framework and Rubric*, which provides a framework and practical approach to defining and describing multiple interconnected observable characteristics of a classroom system that individually and together can be targeted to cultivate collective flourishing within schools. Beginning with a working theoretical model based on existing literature, a three-round Delphi study was used to develop the framework and related rubric. In round 1, 35 experts answered open-ended questions regarding observable behaviours of collective wellbeing in the classroom. Analysis of responses resulted in a framework with five dimensions, each with three sub-dimensions. In round 2, 23 experts sorted and categorised statements that potentially described each of the 15 sub-dimensions. Analyses created definitions of each sub-dimension and statements describing how they manifest for teachers, students, and the class, along with a description of the learning environment for each dimension. In round 3, 18 experts reviewed the definitions and descriptions, resulting in a final 15-dimension framework with a related rubric of 45 descriptive statements. The resulting framework and rubric provide an organising structure to identify observable system elements that shape a flourishing classroom culture.

Keywords Classrooms · Delphi methodology · Flourishing · Observational approaches · Positive education · Systems-informed positive psychology · Wellbeing



Flourishing Sporting Teams Strategic Wellbeing Framework



Flourishing Sporting Teams Strategic Wellbeing Framework



Adapted from: The Flourishing Classroom System Observation Framework
(Allison, Kern, Jarden & Waters, 2022)

To achieve optimised wellbeing and performance of athletes and teams we conceptualise and articulate wellbeing as:

1. Improvable

Wellbeing can be improved by learning and applying wellbeing capabilities, creating a strong sense of belonging through high quality connections and psychological safety and the environmental conditions that interact to build a context that supports and enables wellbeing.

2. Measurable

The accurate measuring of three components (needs, implementation, impact) ensures that data is guiding and driving wellbeing improvement.

3. Visible

The improvable wellbeing elements can be observed in a sporting team. They consist of 5 dimensions: Flexibility, Relationships, Communication, Mastery and Engagement and three elements under each one as per the Strategic Wellbeing Framework.

Wellbeing is Improvable

Wellbeing can be improved at three levels: capabilities, connections and conditions.



Wellbeing capabilities

Capabilities such as attitudes, skills, knowledge and behaviour (that all relate to wellbeing) can be improved by learning and applied practice.

Wellbeing connections

Connections occur between people through healthy respectful relationships. Connections can be improved through high levels of physical and psychological safety, a strong sense of belonging and a connection to nature and culture.

Wellbeing conditions

Conditions relate to the elements of a team or sport environment that interact to build a context that supports and enables wellbeing. These conditions can be improved through sport leadership, coaching practice, and the design and function of teams in training and competition.

Wellbeing is Measurable

The measuring of three components (needs, implementation, impact) ensures that data is guiding and driving wellbeing improvement.



Needs are identified by reviewing or collecting sport/team data. Sport can implement an inquiry process with their community to inform wellbeing priorities and interventions.

Implementation is ensured through high implementation fidelity. This occurs when team/sport systems, processes and interventions for wellbeing are adopted according to their efficacy and evidence base.

Impact is evaluated and reviewed to determine the effects, outputs and outcomes of the wellbeing approach.

Wellbeing is **Visible**

To effectively improve wellbeing within a sporting team, it is helpful to articulate and describe the improvable wellbeing elements that can be observed.



The *Flourishing Sporting Team System* highlights 5 dimensions: Relationships, Flexibility, Communication, Engagement and Mastery and 15 sub-dimensions that are the visible elements of wellbeing whether as capabilities, connections or conditions.

These elements are interconnected, act in synergy with each other, and have a cumulative positive impact on wellbeing, engagement and performance outcomes.

Adapted: The Flourishing Classroom System Observation Framework (Allison, Kern, Jarden & Waters, 2022)

Ways to make use of Flourishing Sporting Teams Cards

- The Flourishing Sporting Teams Cards help you to build your knowledge and vocabulary about the wellbeing dimensions in your team. Consider:**
 - » Which wellbeing dimensions are already visible in your team?
 - » What does each wellbeing dimension look like, sound like and feel like in your team?
 - » How might the absence of a specific wellbeing dimension impact your team?
- The Flourishing Sporting Teams Cards encourage reflection and develop self-awareness. New and surprising insights can arise from questions such as:**
 - » Which wellbeing dimensions are working well in your team?
 - » How would your athletes rate each of the wellbeing dimensions in your team?
 - » How might you change your practice as a coach for your team to flourish even more in the future?
- The Flourishing Sporting Teams Cards can support your athletes to pursue their goals. Consider:**
 - » Which wellbeing dimensions are important to your athletes and why?
 - » Which wellbeing dimensions have the greatest impact on the wellbeing of your team?
 - » Which wellbeing dimension might you grow to help your athletes/team flourish and move closer to their goals?

Flourishing Sporting Teams



There are numerous ways to engage with these cards.

Begin by dividing the cards into the five dimensions and follow the instructions on the back of this card.

Use within the team with individuals, collectively as a team, with other stakeholders or use your creativity to design your own way of using them.



For implementation support please visit www.osfoceania.com

Note: The questions to define the capability present in the flourishing sporting team environment have been adapted from the **Flourishing Classroom System Observation Framework and Rubric** (Allison, Kern, Jarden & Waters, 2022)

Ways to make use of Flourishing Sporting Teams Cards

- 1. The Flourishing Sporting Teams Cards help you to build your knowledge and vocabulary about the wellbeing dimensions in your team. Consider:**
 - » Which wellbeing dimensions are already visible in your team?
 - » What does each wellbeing dimension look like, sound like and feel like in your team?
 - » How might the absence of a specific wellbeing dimension impact your team?
- 2. The Flourishing Sporting Teams Cards encourage reflection and develop self-awareness. New and surprising insights can arise from questions such as:**
 - » Which wellbeing dimensions are working well in your team?
 - » How would your athletes rate each of the wellbeing dimensions in your team?
 - » How might you change your practice as a coach for your team to flourish even more in the future?
- 3. The Flourishing Sporting Teams Cards can support your athletes to pursue their goals. Consider:**
 - » Which wellbeing dimensions are important to your athletes and why?
 - » Which wellbeing dimensions have the greatest impact on the wellbeing of your team?
 - » Which wellbeing dimension might you grow to help your athletes/team flourish and move closer to their goals?

Relationships



Training/ Learning Environment

Is there visibility of all athletes within the team?

Is the training space safe, warm, inviting?

Is the training space designed to allow for inclusion, connection, collaboration and cooperative learning?

Are you a plumber or an electrician?



Relationships



Physical and psychological safety with early identification of perceived physical or psychological dangers.

ATHLETES

- » Are athletes physically and psychologically safe?
- » Are they willing to be authentic, share personal information, ask questions, take risks, and make mistakes?

COACH

- » Is the coach psychologically and physically safe and ensures athletes are safe?
- » Is the coach willing to be authentic, share appropriate personal information and make mistakes?

TEAM

- » Does the team feel safe, positive, connected, inclusive, respectful, and accepting?



The 4 stages of Psychological Safety



Inclusion Safety
Feel included

STAGE #1

- We long to belong
- Humans need to feel accepted before they need to be heard

The 4 stages of Psychological Safety



Learner Safety

Feel safe to learn & grow

STAGE #2

- Ask questions
- Give and receive feedback
- Experiment
- Make mistakes

The 4 stages of Psychological Safety



Contributor Safety

Feel safe to contribute

STAGE #3

- Participate as a member of the team using our own talents and abilities to make a difference

The 4 stages of Psychological Safety



Challenger Safety

Challenge the status quo

STAGE #4

- It's time to change and I have an idea for how to make things better

The 4 Stages of Psychological Safety



**Inclusion
Safety**



**Learner
Safety**



**Contributor
Safety**



**Challenger
Safety**

When an environment nurtures these 4 things we see increases in:

- Confidence
- Engagement
- Performance



Communication



Training/ Learning Environment

Does the team have technology based or physical systems where athletes can express or contribute their views?

Does the design of training support active conversations?

Does training encourage the importance of listening to one another?

Communication



Paying close attention to what is said, hearing and responding in ways that demonstrate understanding and a desire to learn from others.

ATHLETES

- » Do athletes display active listening verbally and non-verbally?
- » Do they listen to the coach and other athletes without interruption and demonstrating that they hear the message being conveyed?
- » Do athletes demonstrate they have considered the ideas or opinions of others before responding?

COACH

- » Does the coach actively listen to athletes, responding verbally and nonverbally in ways that demonstrate fully hearing the athletes, proactively building on responses?
- » Does the coach clearly communicate they are listening?
- » Does the coach encourage active listening in athletes?

TEAM

- » Does the team listen to one another, verbally responding appropriately, and non-verbally demonstrating engagement with one another?



What matters to us?

Take turns talking: 1 minute each x 3

- A HOPE for your work this year
- A Hero and why they are important to you
- Hardship and how you overcame it



Flourishing Sporting Teams

Adapted from: The Flourishing Classroom System Observation Framework (Wilson, Kern, Jordan & Waters, 2020)



Pick **your** top 5 elements and place stars on the rubric.

| ELEMENTS | ATHLETES | COACH | TEAM |
|---|---|---|--|
| RELATIONSHIP DIMENSION | | | |
| SAFETY Physical and psychological safety with early identification of perceived physical or psychological dangers. | Athletes are physically and psychologically safe. Athletes are willing to be authentic, share personal information, ask questions, take risks, and make mistakes. | The coach is psychologically and physically safe and ensures athletes are safe. The coach is willing to be authentic, share appropriate personal information and make mistakes. | The team feels safe, positive, connected, inclusive, respectful, and accepting. |
| BELONGING AND SUPPORTIVENESS Meaningful and quality connection amongst members of the team. The provision of practical help, emotional support, compassion, empathy or encouragement. | Athletes connect and build strong relationships with each other and their coach. They are empathetic, compassionate, and understanding of the needs of others. Athletes seek help and are responsive to requests for help. | The coach expresses and proactively provides support to athletes. The coach encourages and is responsive to athletes seeking help and encourages athletes to help each other. The coach connects with the athletes, understands them, knows them well and provides opportunities for athletes to connect with each other. | The team functions as a community and has a collective identity. The team provides practical help to one another. The team is empathetic, encouraging and emotionally supportive of one another. |
| COLLABORATION Cooperative behaviours that achieve shared outcomes, with sensitivity to the needs of other team members. | Athletes share their thoughts, ideas, resources, and skills. They cooperate with others, demonstrate flexibility and compromise. They value, build on and incorporate the thoughts, ideas, resources, and skills of others. | The coach initiates collaborative activities and fosters cooperative learning. The coach designs training and learning to allow for peer-to-peer interactions and encourages compromise. | The team collaborates and is a trusting, cooperative system that works, interacts, has discussions, and solves problems together affectively and respectfully. |
| RELATIONSHIP LEARNING ENVIRONMENT: All athletes within the team are seen, heard and valued. The learning space safe, warm, inviting and designed to allow for inclusion, connection, collaboration and cooperative learning. | | | |

| FLEXIBILITY DIMENSION | | | |
|---|--|--|---|
| ROUTINES AND HABITS Clear routines and team procedures, with a predictable rhythm through structured behaviours and activities done repeatedly and regularly. | Athletes know and engage in routine behaviours. Athletes follow expected team procedures. They transition well between activities. | The coach establishes, explains, models, reinforces and reviews helpful team procedures and uses positive routines. The coach utilizes transition activities. | The team acknowledges clear team procedures. There is predictability for the team and the team moves smoothly through collective routines and habits. |
| BOUNDARIES Clear expectations, standards or limits that indicate safe and permissible ways to behave, with clear and appropriate responses when those limits are passed. | Athletes acknowledge and follow team standards and expectations. Athletes respect the boundaries of other athletes and repair relationships when they pass those boundaries. | The coach explains, reinforces and rewards desired behaviours, and corrects, redirects and provides alternatives for undesired behaviours. The coach models desired behaviour and treats athletes fairly. | The team collectively acknowledges desired team behaviours. The team agrees upon clear norms, rewards, and consequences. |
| AUTONOMY A state of independence and self-direction experienced by acting from choice rather than pressure from others. | Athletes take an active role in making choices, act independently and take responsibility over their performance and wellbeing. | The coach asks about and provides for the athletes learning preferences. They create opportunities for athletes to act autonomously, offering choices. The coach provides perspective on the possible positive and negative consequences of these choices. | The team is provided with choices and makes decisions. The team has shared ownership over the training sessions where appropriate. |
| FLEXIBILITY LEARNING ENVIRONMENT: The team is set up in a predictable way with resources easy to access. Team procedures are used consistently. Boundaries, standards, and expectations are modelled. Providing opportunities for choice and using physical and visual systems for athletes to make choices. | | | |

| COMMUNICATION DIMENSION | | | |
|---|---|--|--|
| VOICE Athletes have the opportunity to express their views, contribute their views to the team, with these views listened to respectfully and appropriately acted upon. | Athletes share their thoughts and ideas and contribute to team discussions in respectful and appropriate ways. Athletes speak with openness and honesty to the coach and appropriately challenge the status quo. | The coach gives permission, invites, and facilitates opportunities for athletes to express their views and contribute to discussions and decision making. The coach demonstrates respect for the views given and appropriately acts upon them. | The team engages in open and inclusive discussions, that allow for views to be expressed equitably without retribution, reprisal or damage to reputation. |
| ACTIVE LISTENING Paying close attention to what is said, hearing and responding in ways that demonstrate understanding and a desire to learn from others. | Athletes display active listening verbally and non-verbally. They listen to the coach and other athletes without interruption and demonstrating that they hear the message being conveyed. Athletes demonstrate they have considered the ideas or opinions of others before responding. | The coach actively listens to athletes, responding verbally and non-verbally in ways that demonstrate fully hearing the athletes, proactively building on responses. The coach clearly communicates they are listening. The coach encourages active listening in athletes. | The team listens to one another, verbally responding appropriately, and non-verbally demonstrating engagement with one another. |
| CLARITY AND FEEDBACK Instructions and suggested actions are clear and easy to understand. Information or opinion is regularly given. | Athletes are open to, hear, and understand feedback, using the feedback received for further growth and progress. If instructions are unclear athletes actively seek clarity. They are able to give | The coach provides clear instructions and gives regular positive and constructive performance and social feedback to athletes. The coach helps athletes to have a good understanding of their | The team offers a high frequency of positive comments. Team members regularly seek and provide constructive feedback to one another, helping one another grow and improve. |

Choose 5 as a **group** and place them on the rubric using gold stars










Flourishing Sporting Teams

Adapted from: The Flourishing Classroom System Observation Framework (Wilson, Kern, Jordan & Waters, 2020)



Are there any elements you would change?

Are there any elements you would add?

| ELEMENTS | | ATHLETES | COACH | TEAM |
|--|---|---|---|--|
| RELATIONSHIP DIMENSION | | | | |
|  | SAFETY Physical and psychological safety with early identification of perceived physical or psychological dangers. | Athletes are physically and psychologically safe. Athletes are willing to be authentic, share personal information, ask questions, take risks, and make mistakes. | The coach is psychologically and physically safe and ensures athletes are safe. The coach is willing to be authentic, share appropriate personal information and make mistakes. | The team feels safe, positive, connected, inclusive, respectful, and accepting. |
|  | BELOING AND SUPPORTIVENESS Meaningful and quality connection amongst members of the Team. The provision of practical help, emotional support, compassion, empathy or encouragement. | Athletes connect and build strong relationships with each other and their coach. They are empathetic, compassionate, and understanding of the needs of others. Athletes seek help and are responsive to requests for help. | The coach expresses and proactively provides support to athletes. The coach encourages and is responsive to athletes seeking help and encourages athletes to help each other. The coach connects with the athletes, understands them, knows them well and provides opportunities for athletes to connect with each other. | The team functions as a community and has a collective identity. The team provides practical help to one another. The team is empathetic, encouraging and emotionally supportive of one another. |
|  | COLLABORATION Cooperative behaviours that achieve shared outcomes, with sensitivity to the needs of other team members. | Athletes share their thoughts, ideas, resources, and skills. They cooperate with others, demonstrate flexibility and compromise. They value, build on and incorporate the thoughts, ideas, resources, and skills of others. | The coach initiates collaborative activities and fosters cooperative learning. The coach designs training and learning to allow for peer-to-peer interactions and encourages compromise. | The team collaborates and is a trusting, cooperative system that works, interacts, has discussions, and solves problems together affectively and respectfully. |
| RELATIONSHIP LEARNING ENVIRONMENT: All athletes within the team are seen, heard and valued. The training space safe, warm, inviting and designed to allow for inclusion, connection, collaboration and cooperative learning. | | | | |
| FLEXIBILITY DIMENSION | | | | |
|  | ROUTINES AND HABITS Clear routines and team procedures, with a predictable rhythm through structured behaviours and activities done repeatedly and regularly. | Athletes know and engage in routine behaviours. Athletes follow expected team procedures. They transition well between activities. | The coach establishes, explains, models, reinforces and reviews helpful team procedures and uses positive routines. The coach utilizes transition activities. | The team acknowledges clear team procedures. There is predictability for the team and the team moves smoothly through collective routines and habits. |
|  | BOUNDARIES Clear expectations, standards or limits that indicate safe and permissible ways to behave, with clear and appropriate responses when those limits are passed. | Athletes acknowledge and follow team standards and expectations. Athletes respect the boundaries of other athletes and repair relationships when they pass those boundaries. | The coach explains, reinforces and rewards desired behaviours, and corrects, redirects and provides alternatives for undesired behaviours. The coach models desired behaviour and treats athletes fairly. | The team collectively acknowledges desired team behaviours. The team agrees upon clear norms, rewards, and consequences. |
|  | AUTONOMY A state of independence and self-direction experienced by acting from choice rather than pressure from others. | Athletes take an active role in making choices, act independently and take responsibility over their performance and wellbeing. | The coach asks about and provides for the athletes learning preferences. They create opportunities for athletes to act autonomously, offering choices. The coach provides perspective on the possible positive and negative consequences of these choices. | The team is provided with choices and makes decisions. The team has shared ownership over the training sessions where appropriate. |
| FLEXIBILITY LEARNING ENVIRONMENT: The team is set up in a predictable way with resources easy to access. Team procedures are used consistently. Boundaries, standards, and expectations are modelled. Providing opportunities for choice and using physical and virtual systems for athletes to make choices. | | | | |
| COMMUNICATION DIMENSION | | | | |
|  | VOICE Athletes have the opportunity to express their views, contribute their views to the team, with these views listened to respectfully and appropriately acted upon. | Athletes share their thoughts and ideas and contribute to team discussions in respectful and appropriate ways. Athletes speak with openness and honesty to the coach and appropriately challenge the status quo. | The coach gives permission, invites, and facilitates opportunities for athletes to express their views and contribute to discussions and decision making. The coach demonstrates respect for the views given and appropriately acts upon them. | The team engages in open and inclusive discussions, that allow for views to be expressed equitably without retribution, reprisal or damage to reputation. |
|  | ACTIVE LISTENING Paying close attention to what is said, hearing and responding in ways that demonstrate understanding and a desire to learn from others. | Athletes display active listening verbally and non-verbally. They listen to the coach and other athletes without interruption and demonstrating that they hear the message being conveyed. Athletes demonstrate they have considered the ideas or opinions of others before responding. | The coach actively listens to athletes, responding verbally and non-verbally in ways that demonstrate fully hearing the athletes, proactively building on responses. The coach clearly communicates they are listening. The coach encourages active listening in athletes. | The team listens to one another, verbally responding appropriately, and non-verbally demonstrating engagement with one another. |
|  | CLARITY AND FEEDBACK Instructions and suggested actions are clear and easy to understand. Information or opinion is regularly given. | Athletes are open to, hear, and understand feedback, using the feedback received for further growth and progress. If instructions are unclear athletes actively seek clarity. They are able to give | The coach provides clear instructions and gives regular positive and constructive performance and social feedback to athletes. The coach helps athletes to have a good understanding of their | The team offers a high frequency of positive comments. Team members regularly seek and provide constructive feedback to one another, helping one another grow and improve. |



Flourishing Sporting Teams

Adapted from: The Flourishing Classroom System Observation Framework (Wilson, Barn, Jordan & Waters, 2020)



For your sport:

Which 3 are you doing well with?

Which 3 are you struggling with?

Which 3 would you choose to focus on in the future?

| ELEMENTS | ATHLETES | COACH | TEAM |
|---|---|--|--|
| RELATIONSHIP DIMENSION | | | |
| SAFETY Physical and psychological safety with early identification of perceived physical or psychological dangers. | Athletes are physically and psychologically safe. Athletes are willing to be authentic, share personal information, ask questions, take risks, and make mistakes. | The coach is psychologically and physically safe and ensures athletes are safe. The coach is willing to be authentic, share appropriate personal information and make mistakes. | The team feels safe, positive, connected, inclusive, respectful, and accepting. |
| BELOING AND SUPPORTIVENESS Meaningful and quality connection amongst members of the Team. The provision of practical help, emotional support, compassion, empathy or encouragement. | Athletes connect and build strong relationships with each other and their coach. They are empathetic, compassionate, and understanding of the needs of others. Athletes seek help and are responsive to requests for help. | The coach expresses and proactively provides support to athletes. The coach encourages and is responsive to athletes seeking help and encourages athletes to help each other. The coach connects with the athletes, understands them, knows them well, and provides opportunities for athletes to connect with each other. | The team functions as a community and has a collective identity. The team provides practical help to one another. The team is empathetic, encouraging and emotionally supportive of one another. |
| COLLABORATION Cooperative behaviours that achieve shared outcomes, with sensitivity to the needs of other team members. | Athletes share their thoughts, ideas, resources, and skills. They cooperate with others, demonstrate flexibility and compromise. They value, build on and incorporate the thoughts, ideas, resources, and skills of others. | The coach initiates collaborative activities and fosters cooperative learning. The coach designs training and learning to allow for peer-to-peer interactions and encourages compromise. | The team collaborates and is a trusting, cooperative system that works, interacts, has discussions, and solves problems together affectively and respectfully. |
| RELATIONSHIP LEARNING ENVIRONMENT: All athletes within the team are seen, heard and valued. The training space safe, warm, inviting and designed to allow for inclusion, connection, collaboration and cooperative learning. | | | |

| FLEXIBILITY DIMENSION | | | |
|---|--|--|---|
| ROUTINES AND HABITS Clear routines and team procedures, with a predictable rhythm through structured behaviours and activities done repeatedly and regularly. | Athletes know and engage in routine behaviours. Athletes follow expected team procedures. They transition well between activities. | The coach establishes, explains, models, reinforces and reviews helpful team procedures and uses positive routines. The coach utilises transition activities. | The team acknowledges clear team procedures. There is predictability for the team and the team moves smoothly through collective routines and habits. |
| BOUNDARIES Clear expectations, standards or limits that indicate safe and permissible ways to behave, with clear and appropriate responses when those limits are passed. | Athletes acknowledge and follow team standards and expectations. Athletes respect the boundaries of other athletes and repair relationships when they pass those boundaries. | The coach explains, reinforces and rewards desired behaviours, and corrects, redirects and provides alternatives for undesired behaviours. The coach models desired behaviour and treats athletes fairly. | The team collectively acknowledges desired team behaviours. The team agrees upon clear norms, rewards, and consequences. |
| AUTONOMY A state of independence and self-direction experienced by acting from choice rather than pressure from others. | Athletes take an active role in making choices, act independently and take responsibility over their performance and wellbeing. | The coach asks about and provides for the athletes learning preferences. They create opportunities for athletes to act autonomously, offering choices. The coach provides perspective on the possible positive and negative consequences of these choices. | The team is provided with choices and makes decisions. The team has shared ownership over the training sessions where appropriate. |
| FLEXIBILITY LEARNING ENVIRONMENT: The team is set up in a predictable way with resources easy to access. Team procedures are used consistently. Boundaries, standards, and expectations are modelled. Providing opportunities for choice and using physical and visual systems for athletes to make choices. | | | |

| COMMUNICATION DIMENSION | | | |
|---|---|--|--|
| VOICE Athletes have the opportunity to express their views, contribute their views to the team, with clear and appropriate responses to their views. | Athletes share their thoughts and ideas and contribute to team discussions in respectful and appropriate ways. Athletes speak with openness and honesty to the coach and appropriately challenge the status quo. | The coach gives permission, invites, and facilitates opportunities for athletes to express their views and contribute to discussions and decision making. The coach demonstrates respect for the views given and appropriately acts upon them. | The team engages in open and inclusive discussions, that allow for views to be expressed equitably without retribution, reprisal or damage to reputation. |
| ACTIVE LISTENING Paying close attention to what is said, hearing and responding in ways that demonstrate understanding and a desire to learn from others. | Athletes display active listening verbally and non-verbally. They listen to the coach and other athletes without interruption and demonstrating that they hear the message being conveyed. Athletes demonstrate they have considered the ideas or opinions of others before responding. | The coach actively listens to athletes, responding verbally and non-verbally in ways that demonstrate fully hearing the athletes, proactively building on responses. The coach clearly communicates they are listening. The coach encourages active listening in athletes. | The team listens to one another, verbally responding appropriately, and non-verbally demonstrating engagement with one another. |
| CLARITY AND FEEDBACK Instructions and suggested actions are clear and easy to understand. Information or opinion is regularly given. | Athletes are open to, hear, and understand feedback, using the feedback received for further growth and progress. If instructions are unclear athletes actively seek clarity. They are able to give | The coach provides clear instructions and gives regular positive and constructive performance and social feedback to athletes. The coach helps athletes to have a good understanding of their | The team offers a high frequency of positive comments. Team members regularly seek and provide constructive feedback to one another, helping one another grow and improve. |



Some questions to ponder....

- What are you currently doing well in regards to wellbeing in your sport?
- What challenges do you face with wellbeing in your sport?
- In terms of wellbeing, what would you like to see more of in your sport?
- Who is your **HOPE Leader** or who would you like to champion wellbeing for your sport?

Flourishing Sporting Teams



There are numerous ways to engage with these cards.

Begin by dividing the cards into the five dimensions and follow the instructions on the back of this card.

Use within the team with individuals, collectively as a team, with other stakeholders or use your creativity to design your own way of using them.



For implementation support please visit www.osfoceania.com

Note: The questions to define the capability present in the flourishing sporting team environment have been adapted from the **Flourishing Classroom System Observation Framework and Rubric** (Allison, Kern, Jarden & Waters, 2022)

Ways to make use of Flourishing Sporting Teams Cards

- 1. The Flourishing Sporting Teams Cards help you to build your knowledge and vocabulary about the wellbeing dimensions in your team. Consider:**
 - » Which wellbeing dimensions are already visible in your team?
 - » What does each wellbeing dimension look like, sound like and feel like in your team?
 - » How might the absence of a specific wellbeing dimension impact your team?
- 2. The Flourishing Sporting Teams Cards encourage reflection and develop self-awareness. New and surprising insights can arise from questions such as:**
 - » Which wellbeing dimensions are working well in your team?
 - » How would your athletes rate each of the wellbeing dimensions in your team?
 - » How might you change your practice as a coach for your team to flourish even more in the future?
- 3. The Flourishing Sporting Teams Cards can support your athletes to pursue their goals. Consider:**
 - » Which wellbeing dimensions are important to your athletes and why?
 - » Which wellbeing dimensions have the greatest impact on the wellbeing of your team?
 - » Which wellbeing dimension might you grow to help your athletes/team flourish and move closer to their goals?

Implementation plan template



| Problem (why?) | Intervention description (what?) | Implementation activities (how?) | Implementation outcomes (how well?) | Final outcomes (and so?) |
|--|--|---|---|---|
| <p>What needs to change e.g. athlete behaviour, coach behaviour, performance outcomes?</p> | <p>What are the essential 'active ingredients' of the intervention?</p> <p>What activities and behaviours will you see when it is working?</p> | <p>How will it be done?</p> <p>What blend of activities are required?</p> | <p>How will you know that it is working?</p> <p>Do leaders feel the approach is feasible and useful?</p> <p>Short term outcomes Medium term outcomes Long term outcomes</p> | <p>How will athletes, coaches and the sport benefit?</p> <p>How will communities benefit?</p> |





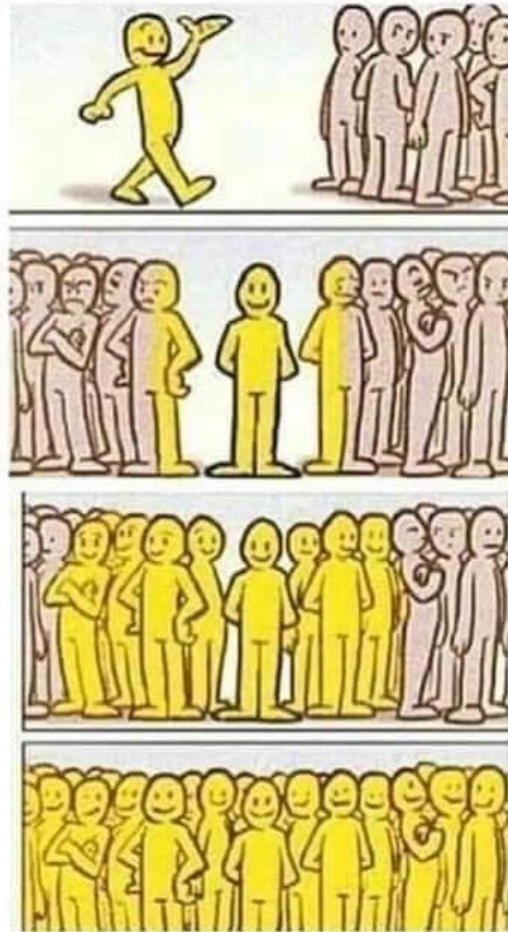
DREAM: Co-Create Shared Vision

- Let's assume you've woken up to find it is April 2026. You've made it through another three years. As you reflect back over the time with humble pride and curiosity, all the athletes, coaches, officials and administrators you are engaged with are flourishing.
- What made this possible?
 1. What changes did you make to bring more wellbeing to your sport?
 2. What big, bold changes did OSFO/ONOC put in place to help the region more confidently create ways of flourishing together?
 3. How did you/we measure success?

Share your answers with the wider group

Every Interaction Matters!

This is how your light changes the world. ❤️



Feedback and Questions?



Thank
you !!!
...



Reflection

- What new **Insight(s)** do you have?
- What new **Intention(s)** do you have?
- What **Action(s)** will you start/stop or keep doing in order to enhance the wellbeing of your sport.

Thinking Environment

- Attention
- Equality
- Ease
- Appreciation
- Encouragement
- Information
- Feelings
- Diversity
- Incisive Questions
- Place



Attention



Equality



Ease



Appreciation





Information

Feelings



Diversity



Incisive Questions



Place



Thinking Environment

- Attention
- Equality
- Ease
- Appreciation
- Encouragement
- Information
- Feelings
- Diversity
- Incisive Questions
- Place



Our inner work lives

Catalysts

- *Catalysts are actions that support work. They include setting clear goals, allowing autonomy, providing sufficient resources and time, helping with the work, openly learning from problems and successes, and allowing a free exchange of ideas.*
- *Their opposites, **inhibitors**, include failing to provide support and actively interfering with the work.*

Our inner work lives

Nourishers

- *Nourishers are acts of interpersonal support, such as respect and recognition, encouragement, emotional comfort, and opportunities for affiliation.*
- ***Toxins**, their opposites, include disrespect, discouragement, disregard for emotions, and interpersonal conflict. For good and for ill, nourishers and toxins affect inner work life directly and immediately.*

Catalysts and nourishers – and their opposites – can alter the meaningfulness of work by shifting people's perceptions of their jobs and even themselves.

Catalysts

Actions that support our work

Nourishers

Interpersonal Support

Inhibitors

Actions that create barriers

Toxins

**Erode the quality of our
relationships**