



CAMBRIDGE

Building Bridges

Cultivating Belonging and Social-Emotional Resilience

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Building Bridges: Cultivating Belonging and Social-Emotional Resilience



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Introduction & Icebreaker

Welcome & Opening Remarks

- Why are we here?
- What do we plan to talk about?
- How can we help each other to leave with some tools to help us in this space?

What do we see amongst our students?

- Device/social media addiction
- Lack of resilience
- Unable to manage emotions
- Lack of self-regulation
- Poor interpersonal skills
- Unable to care for oneself
- Lack of self-esteem

What do we see amongst our students?

Discussion time:

What do you see?

Are we missing something?

Does context matter or are these universal concerns?

Integrating Well-being into Professional Life:

“Maslow’s theory assumes that self-actualisation is the ultimate human goal, but in collectivist cultures, belonging and group harmony often take precedence over individual achievement.”

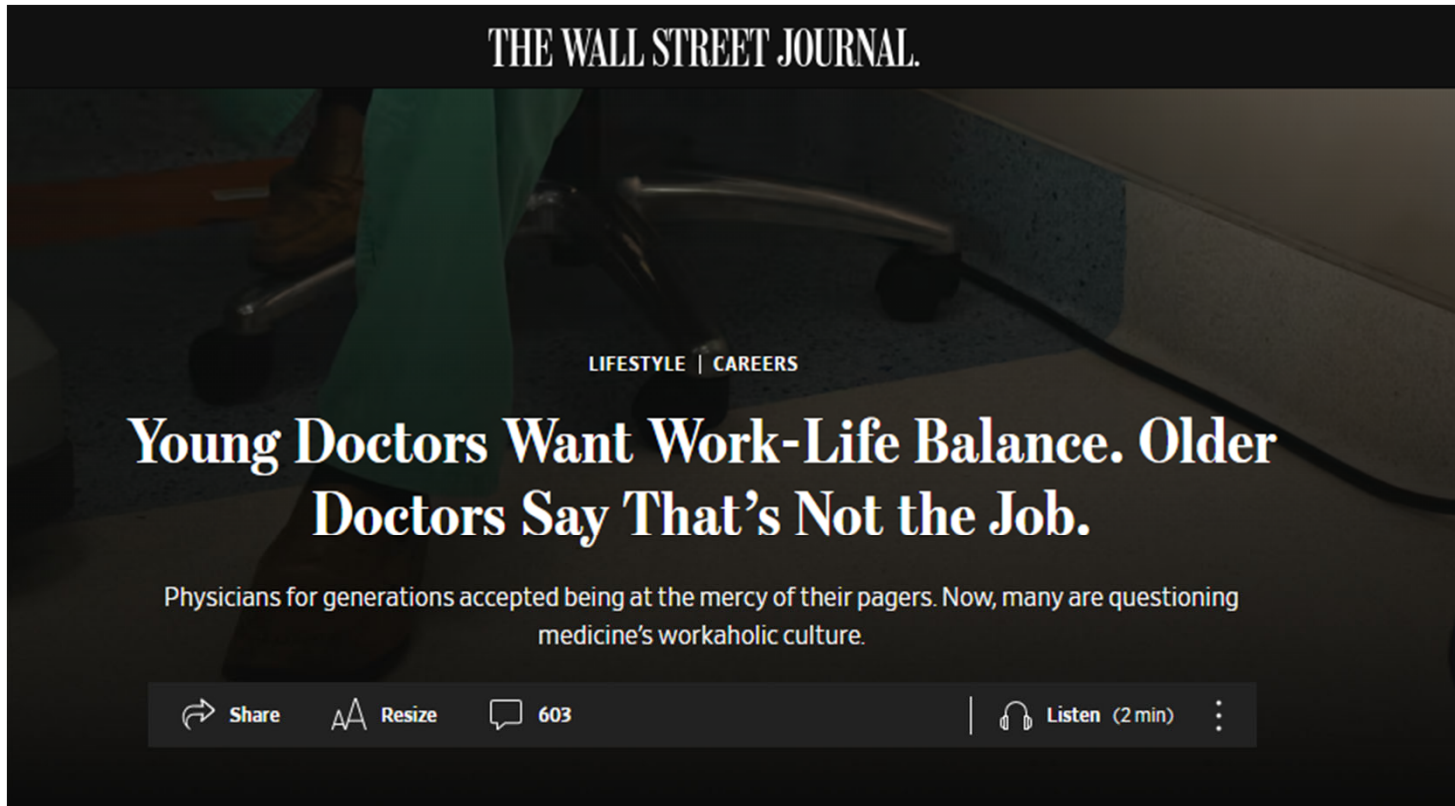
— Geert Hofstede

- **Staff Well-being = Student Well-being:** Teacher stress directly impacts student stress; a positive staff environment fosters a healthier learning atmosphere.
- **Respecting Time Constraints:** Embed well-being into existing routines rather than adding separate programmes.
- **Seamless Integration:** Incorporate short check-ins during staff meetings to encourage reflection without extra workload.
- **Flexible Policies:** Provide teachers with greater schedule autonomy and access to mental health resources.
- **Leadership by Example:** Model a balanced work-life approach to reinforce a culture of well-being.
- **Peer Support Networks:** Foster collaborative spaces where teachers share stress management strategies.
- **Long-Term Impact:** When staff feel supported, they bring more energy, patience, and engagement to the classroom, positively influencing student success.

What do you see amongst the adults in your communities?

Discussion time:

What do you see?



By *Te-Ping Chen* [Follow](#)

Nov. 3, 2024 5:30 am ET

There's a question dividing the medical practice right now: Is being a doctor a job, or a calling?

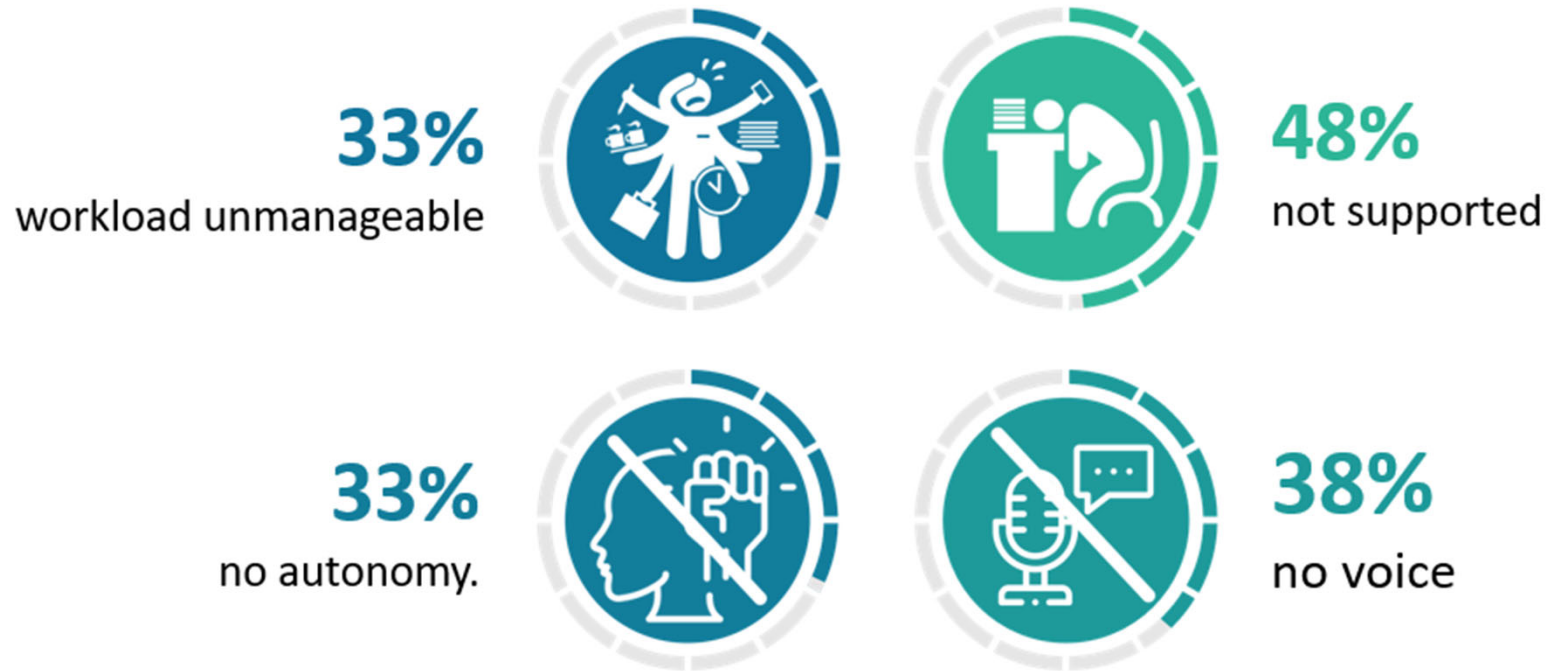
Conscious unbossing: why gen Z are refusing to become managers

Research has found more than half of British young professionals do not want to take on a middle-management position. And who can blame them?



📷 Many of the workforce's younger cohort are not interested in climbing the corporate ladder.
Photograph: Heide Benser/Getty Images

What does research say about staff wellbeing?



So what can we do?

- We will share some strategies we have employed at our school.
- Have you done something similar or different? Has it worked? Thoughts...

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- **Why Banning Fails:** Restrictions often drive behaviour underground, limit digital literacy development, and fail to address root causes of unhealthy online engagement.
- **Critical Digital Literacy:** Equip students with skills to analyse online content, recognise biases, and navigate social media responsibly.
- **Emotional Intelligence & Resilience:** Implement well-being programs that teach mindfulness, self-regulation, and strategies to manage online interactions.
- **Structured Digital Environments:** Provide supervised opportunities for responsible social media use, fostering accountability rather than avoidance.
- **Meaningful Offline Connections:** Encourage real-world engagement through community-building activities, reducing over-reliance on digital validation.
- **Empowering Rather Than Restricting:** Shift from punitive measures to proactive education, ensuring students develop autonomy and critical thinking in digital spaces.

Discussion

Would bans work in all cases?

Does it work in yours?

Where do you draw the line when access to social media may have serious consequences?

Going back to our values

DHSZ VALUES



Respect

Members of the DHSZ community will act in a way that shows they have taken into consideration, and have due regard for, other members of the community and their environment



Responsibility

Members of the DHSZ community will demonstrate a conscientious approach to work and a caring attitude towards others whilst understanding that they need to be accountable for their actions



Integrity

Members of the DHSZ community will act with honesty and fairness and remain true to their moral principles and the DHSZ values



International-Mindedness

Members of the DHSZ community, whilst taking pride in their own heritage, will seek to understand and respect other cultures and belief systems and realise that accepting diversity makes the world a better place



Confidence

Members of the DHSZ community will develop self-assurance and learn to have faith in their own abilities whilst also understanding that they can learn from others



Collaboration

Members of the DHSZ community will develop the skills of working together cooperatively to produce an outcome. They will understand that collaboration helps develop insights, ideas and solutions more effectively than working independently



Creativity

Members of the DHSZ community will learn to be imaginative and innovative and seek to find unique solutions to a range of problems. They will look beyond traditional rules and ideas and apply their knowledge to new situations



Empathy

Members of the DHSZ community will show a caring attitude towards others and demonstrate the ability to understand and share the feelings of others



Excellence

Members of the DHSZ community will set themselves high expectations and strive to achieve the best possible outcome in all that we do

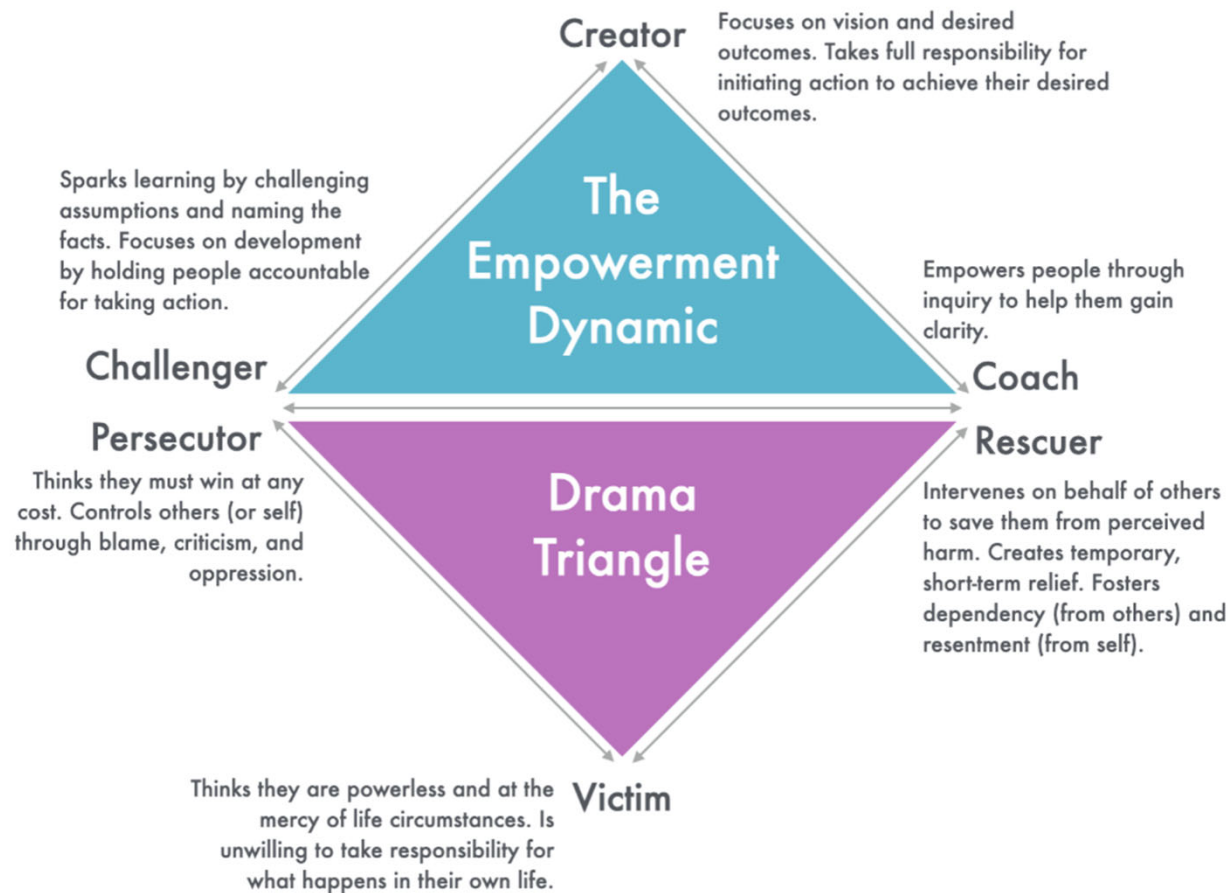
Discussion

How would this work in your setting?

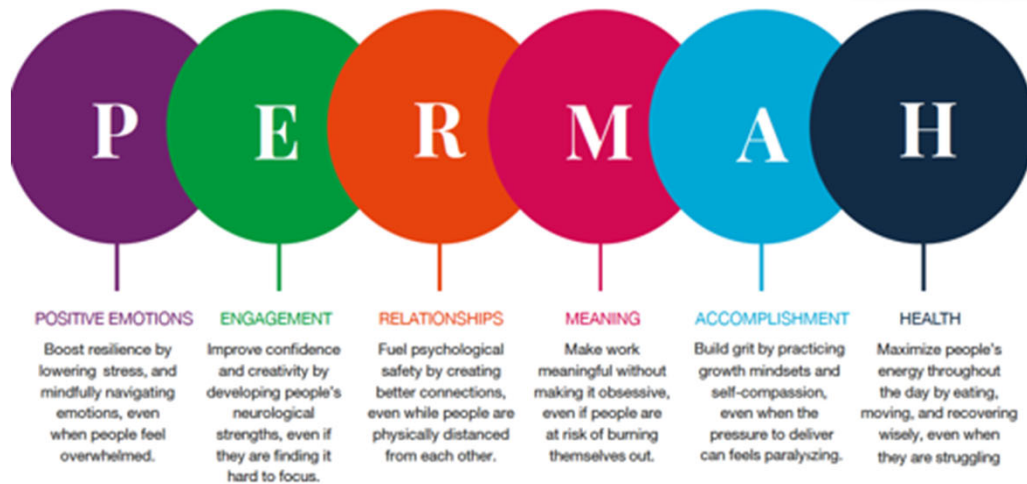
Is this too idealistic when staff may complain about workload and students are being bullied online?

A framework to employ

We imagine using this as a mentoring tool for students and a framework to use with staff.



Our wellbeing frameworks



ICS > 13 > 13.100

ISO 45003:2021

Occupational health and safety management —
Psychological health and safety at work —
Guidelines for managing psychosocial risks

EiM Staff Wellbeing Framework EiM 员工身心健康框架



EiM Student Wellbeing Framework

EiM学生身心健康框架



Dimensions	Dimension Maturity Descriptor			Dimension Maturity Rating	Current Practice / Evidence	Potential Growth Strategies	Current Typical Dialogue Interchange Level [Voice ; Agency ; Partnership ; None]	Current Practice / Evidence	Potential Opportunities
	Low (1)	Medium (2)	High (3)						
Academic Wellbeing									
Engagement	Most students demonstrate a low degree of attention, curiosity, interest, optimism, and passion and tend to only be motivated when extrinsic incentives are available.	Students demonstrate a variable degree of attention, curiosity, interest, optimism, and passion and tend to require extrinsic motivational levers to supplement their intrinsic motivation.	Students demonstrate a high degree of attention, curiosity, interest, optimism, and passion and demonstrate a high level of intrinsic motivation.	2	Most students are willingly engaged but still tend to require extrinsic incentives to sustain engagement.	Each learning unit to contain real-world' collaborative problem-solving task	Agency	Some units allow students to choose their mode of delivery and select from a range of topics for their final project.	At the beginning of each term, students co-design the order of content and assessment tasks with the teacher.
Collaboration	Students rarely have the opportunity to work in small groups to answer questions, address interesting problems, work on projects and learn from one another.	Students occasionally have the opportunity to work in small groups to answer questions, address interesting problems, work on projects and learn from one another.	Students regularly have the opportunity to work in small groups to answer questions, address interesting problems, work on projects and learn from one another. They are actively taught skills to help optimise collaborative output.						
Healthy Challenge	Students are rarely encouraged to take on challenges that are at the edge of their ability and challenges that involve novel application of their skillset. There is very limited opportunity for students to push themselves outside of their comfort zone.	Many students feel encouraged to take on challenges that are at the edge of their ability and explore challenges that involve novel application of their skillset. Some teachers support students' willingness to push themselves outside of their comfort zone and recognise this through innovative assessment.	All students are regularly encouraged to take on challenges that are at the edge of their ability and explore challenges that involve novel application of their skillset. Teachers actively support students' willingness to push themselves outside of their comfort zone and recognise this through innovative assessment.						
Agency	Students feel they have limited or no opportunity to make meaningful choices in relation to their academic and non-academic learning. They exert little or no control over their learning process.	Most students have the opportunity to make some meaningful choices in their learning and to act on these choices to exert control over their learning process.	All students are empowered to set their own academic and non-academic goals, reflect, and act responsibly in order to learn and grow. Students are actively 'learning how to learn'.						
Recognition	Students rarely or occasionally receive recognition or authentic praise for doing good work. Recognition is sometimes perceived as inauthentic and lacking specificity.	Most students feel that they receive regular recognition or authentic praise for doing good work.	All students receive regular, timely, and educative recognition and / or authentic praise for their work and achievements. Educators are aware of and actively support students' academic trajectory and highlight areas of notable effort and growth.						

Framing the conversation...

"Every child deserves a champion: An adult who will never give up on them, who understands the power of connection and insists that they become the best they can possibly be."

— Rita Pierson (Educator, TED Speaker on Relationships in Education)

Conclusion: Why This Matters

1. Inclusivity & social-emotional resilience drive academic success
2. Practical strategies empower educators & school leaders
3. Understanding and breaking barriers builds sustainable school cultures
4. A thriving teacher culture leads to thriving students
5. Holistic well-being should be at the core of every educational institution

Please reach out to continue the conversation....

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"In an ever-evolving world, education must go beyond academics - schools should be places where students feel safe, supported, and empowered to grow emotionally, socially, and intellectually."