

The Health Promoting School

Policy, Research and Practice

Susan Thompson, *Advancing Schools,
Child Protection and Child Care*



The Health Promoting School Policy Research And Practice

**Susan Denman,Alysoun Moon,Carl
Parsons,David Stears**



The Health Promoting School Policy Research And Practice:

The Health Promoting School Susan Denman, Alysoun Moon, Carl Parsons, David Stears, 2003-09-02 Under the UK Labour Government 1997-2001 there have been clear signs of a willingness to revive the pastoral curriculum in schools and to develop stronger links between the health and education sectors. This book based on empirical work undertaken in England and throughout Europe explores such government policy and in particular the development of the health promoting school. The authors provide a detailed examination of the health promoting school movement in Europe including application of concepts, policies, research and practice to the National Healthy Schools Standards in England. A whole school approach to the promotion of health, well-being and educational achievement is taken throughout the book. This approach includes analysis of such subjects and issues as personal, social and health education, citizenship, environmental education, democracy, self-esteem, social capital and empowerment. **The Health Promoting School Policy Research and Practice** is a timely publication that will serve to inform the practice of teachers in schools and higher education, school management, student teachers and health professionals, health promotion and public health specialists. **The Health Promoting School**, 2004

The Health Promoting School Susan Denman, Alysoun Moon, Carl Parsons, David Stears, 2003-09-02 Under the UK Labour Government 1997-2001 there have been clear signs of a willingness to revive the pastoral curriculum in schools and to develop stronger links between the health and education sectors. This book based on empirical work undertaken in England and throughout Europe explores such government policy and in particular the development of the health promoting school. The authors provide a detailed examination of the health promoting school movement in Europe including application of concepts, policies, research and practice to the National Healthy Schools Standards in England. A whole school approach to the promotion of health, well-being and educational achievement is taken throughout the book. This approach includes analysis of such subjects and issues as personal, social and health education, citizenship, environmental education, democracy, self-esteem, social capital and empowerment. **The Health Promoting School Policy Research and Practice** is a timely publication that will serve to inform the practice of teachers in schools and higher education, school management, student teachers and health professionals, health promotion and public health specialists. **The Health Promoting School** Bjarne Bruun Jensen, Stephen Clift, 2005-12-31 This book brings together recent international scholarship on the links between education and health and recent research evidence evaluating the processes and outcomes of health promoting schools initiatives. The book arises out of the Education and Health in Partnership conference which took place in Egmond aan Zee the Netherlands in September 2002. The key aims of the conference were to focus on effective partnership working for health in schools and to consider the evidence base for health promoting schools programmes. A significant outcome of the conference was the Egmond Agenda which outlines the principal components for success in establishing health promoting schools. Contributors from across Europe, the United States, South Africa and Australia present findings from national health

promoting school projects with a particular emphasis on the promotion of mental health The volume will be of interest to all education and health professionals interested in the contributions of schools in promoting health empowerment action competence and wellbeing of young people

Handbook of Settings-Based Health Promotion Sami Kokko,Michelle Baybutt,2022-05-05 This book s central focus is to provide academics students policy makers and practitioners with a unique insight into a wide variety of perspectives on settings based health promotion It offers clarity amidst different interpretations and ideological understandings of what applying a settings based approach means Emphasis is given to a salutogenic focus exploring how the creation of wellbeing and fostering of potential in settings to best enable individuals and populations to flourish implies that the setting itself must be the entry point for health promotion Building on this the text explores how the settings approach to health promotion strives for changes in the structure and ethos of the setting detailing how changes and developments in people s health and health behavior are easier to achieve if health promoters focus on settings rather than solely on individuals The book comprises 15 chapters organized in three sections In Part I Evolution Foundations and Key Principles of the Settings Based Approach the first four chapters present the determinants theoretical basis and generic commonalities that are consistent over various settings initiatives and formulate the grounds for the settings based health promotion approach In Part II Applying the Settings Based Approach to Key Settings Chapters 5 13 introduce the key settings initiatives both traditional and non traditional new and contemporary with their developments and specific features In Part III Gaia The Ultimate Setting for Health Promotion the last two chapters consider the settings approach in the context of future challenges and explore possible directions for further development Handbook of Settings Based Health Promotion has novel information and perspectives on the topic that provide readers with up to date specialist knowledge and application of global developments to develop and enhance a common understanding and generate new thinking in relation to contemporary settings This timely tome will engage the academic community in the fields of health promotion and public health including students teaching staff and researchers Additionally it is a useful resource for policy makers and practitioners in these fields

Health Promotion Jackie Green,Keith Tones,2010-03-03 Beginning with a critical appraisal of the concept itself the second edition of Health Promotion Planning and Strategies outlines models for defining health promotion and sets out the factors involved in planning health promotion programmes that work Locating the principles and strategies of health promotion within an emerging sphere of multidisciplinary health the authors show how these can be applied within a range of contexts and settings In an attempt to bridge the gap that persists between ideological perspectives and practical implementations they delve beyond the rhetoric of empowerment and show how it can be incorporated into practice Focusing particularly on the synergistic relationship between policy and education the book re appraises the notion of health education an idea which has become marginalised in recent years and shows the fundamental importance of education in creating individual choice and generating effective advocacy for social change The question of evidence is

central to the text and the book examines methods of evaluation and the role it plays in creating more effective health promotion programmes. The new edition offers coverage of values and ethics, working with communities, the settings approach and social marketing. It also provides students with a glossary of key terms. Internationally relevant and multidisciplinary, this is an essential text for students of health studies, health promotion, public health, interprofessional social care courses and all healthcare professionals.

Incorporating Engaged Research in Social Development Wassie Kebede, Alice K. Butterfield, 2021-04-26

In a wide ranging presentation derived from teaching experiences and research projects, seasoned professors Wassie Kebede and Alice Butterfield examine engaged research that links social work, human services and social development with the intent of instigating action for social change. Drs Kebede and Butterfield begin by introducing others to an overview of engaged research and models of social change and then examine development issues in Ethiopia in view of engaged research. After offering their context of engaged research as a prototype for extrapolating development policies that can be studied, compared and contrasted with those in other countries, Kebede and Butterfield present the results from the engaged research of former PhD students, now faculty at various universities in Ethiopia. The book provides a glimpse into the professors' own experiences and an emphasis on the importance of involving faculty and students in engaged research through coursework.

Incorporating Engaged Research in Social Development is a comprehensive study that offers academic insight and research results in order to promote social development and change. Readers are encouraged to use this book for teaching and implementing engaged research in higher education. Guidelines for teaching undergraduate and graduate courses are included.

Public Health for Children Kathryn Kuehnie, 2015-12-10

This re-titled new edition of *Public Health Practice and the School Age Population* has been updated and expanded to include children of all ages. Following radical changes in public health provision, *Public Health for Children*, Second Edition, examines the implications for children and young adults as well as for those who provide care, prevention and health promotion services. It also explores the challenges of these significant structural and functional changes. Chapters are written by experts in the field and take a practical approach in order to support learning and teaching.

Oxford Textbook of Public Mental Health Dinesh Bhugra, Kamaldeep Bhui, Samuel Yeung Shun Wong, Stephen E. Gilman, 2018-09-25

Prevention of mental illness and mental health promotion have often been ignored in the past, both in undergraduate and postgraduate curricula. Recently, however, there has been a clear shift towards public mental health as a result of increasing scientific evidence that both these actions have a serious potential to reduce the onset of illness and subsequent burden as a result of mental illness and related social, economic and political costs. A clear distinction between prevention of mental illness and mental health promotion is critical. Selective prevention, both at societal and individual level, is an important way forward. The *Oxford Textbook of Public Mental Health* brings together the increasing interest in public mental health and the growing emphasis on the prevention of mental ill health and promotion of well-being into a single comprehensive textbook. Comprising international experiences of

mental health promotion and mental well being chapters are supplemented with practical examples and illustrations to provide the most relevant information succinctly This book will serve as an essential resource for mental and public health professionals as well as for commissioners of services nurses and community health visitors *Standards for healthy eating, physical activity, sedentary behaviour and sleep in early childhood education and care settings*, 2021-09-30 These global standards will support early child education and care providers in providing healthy foods and beverages and ensuring young children are sufficiently physically active avoid excess sedentary time and get enough sleep whilst attending childcare and education facilities These standards will support the implementation of the WHO guidelines on physical activity sedentary and sleep behaviours for children under 5 years of age They are informed by a review of the evidence and current standards and best practices and focus on detailing standards that can be applied in low and middle income as well as for high income settings The target audience will be academics researchers development agencies health workers NGOs and policy makers

School Health Education in Changing Times Deana Leahy, Lisette Burrows, Louise McCuaig, Jan Wright, Dawn Penney, 2015-09-16 This book explores the complex nexus of discourses principles and practices within which educators mobilise school based health education Through an interrogation of the ideas informing particular models and approaches to health education the authors provide critical insights into the principles and practices underpinning approaches to health education policy curriculum pedagogy and assessment Drawing on extensive literature and research the book explores and considers what health education can and should do Chapters examine the extent to which health education past and present has attended to the needs and interests of young people in school environments as well as assess common pedagogical approaches and whether the outcomes tally with expectations By considering the problems in teaching health education curriculum making health education pedagogies and porous classrooms the book offers a knowledge base from which educators can consider how theories and models can sit together to shape curriculum and influence practice *School Health Education in Changing Times* will be of key interest to postgraduate students researchers and academics in the field of health education It will also be a valuable resource for teacher educators current teachers and those on professional development courses who want to navigate the moral minefield surrounding health education **Promoting Health in Schools** Emma Croghan, 2007-08-22 Covering all aspects of health and wellbeing including physical emotional and social health this book will help schools to encourage children to make positive life choices It links directly to Personal Social and Health Education PSHE and the National Healthy Schools Standard and there are lots of photocopiable resources lesson plans case studies of good practice useful forms which can be adapted to suit your setting This book is full of practical guidance on all aspects of PSHE including dealing with bullying and family disharmony and how to encourage good hygiene Drawing directly from her experience as a school nurse and independent nurse consultant Emma Croghan provides a clear framework for teachers school nurses and education professionals to work together Headteachers class teachers School Nurses and PSHE Co

ordinators wishing to attain the National Healthy Schools Standard will find this book essential reading

Participation and Learning Alan Reid, Bjarne Bruun Jensen, Jutta Nikel, Venka Simovska, 2007-10-12 The Research in Participatory Education Network RIPEN was initiated by the Research Programme for Environmental and Health Education at the Danish School of Education University of Aarhus in 2003 It embraces a broad spectrum of researchers scholars students and practitioners of participatory education working in or from Europe North America Africa and Australasia Given the international scope of the network and the range of interests it now has as initiators and early participants in the network the editorial team invited RIPEN to discuss what a critical perspective on participatory approaches to education might mean for education and the environment health and sustainability and how network members might research and substantiate their claims and arguments Following the introductory chapter on the scope of this collection 19 chapters illustrate the contributors responses to that invitation Our focus on critical perspectives was prompted by earlier work by Majid Rahnema in Wolfgang Sachs s 1992 Development Dictionary Critiquing concepts of participation in a volume that set out to stimulate cultural historical and anthropological debate on the key concepts of development Rahnema p 126 wrote Participation which is also a form of intervention is too serious and ambivalent a matter to be taken lightly or reduced to an amoeba word lacking any precise meaning or a slogan or fetish or for that matter only an instrument or methodology

Towards Innovative Ways of Managing Curriculum in Rural Secondary Schools in the Twenty-First Century, 2023-02-17 The majority of South African principals believe that subject heads and Heads of Departments should be in charge of curriculum and teaching monitoring Due to this impression curricular management by principals does not support teaching and learning According to the KZN department of education s study from 2015 on curriculum management and delivery plan principals now spend more time on administrative responsibilities and learner discipline than on topics related to instructional leadership This book emphasizes how major social and economic development in rural areas is necessary in order to achieve actual quality education Until then the educational options available in rural areas will restrict people s ability to live long productive lives and to learn and experience freedom dignity and self respect Contributors are Bongani Thulani Gamede Samantha Govender Nontobeko Prudence Khumalo Azwidohwi Kutame Mncedisi Christian Maphalala Rachel Gugu Mkhasibe Dumisani Wilfred Mncube Ramashego Shila Mphahlele Fikile Mthethwa Edmore Mutekwe Nokuthula Hierso Ndaba Thandiwe Nonkululeko Ngema Phiwokuhle Bongiwe Ngubane Sindile Ngubane and Dumisani Nzima

Key Issues in Secondary Education John Beck, Mary C. Earl, 2003-09-11 Praise for First Edition Key Issues in Secondary Education addresses crucial cross curricular issues which are central to secondary schooling in the new millennium We are confident that this book will make a major contribution to the understanding of new teachers as they grapple with issues that go beyond subject boundaries and as they explore the fundamental issues which affect schools and young people today Donald McIntyre and Mike Younger This eagerly awaited second edition has been fully up dated and revised with new chapters on

the nature and measurement of intelligence and issues of race and racism in school and society Other chapters addressing the rapidly changing world of educational policy and innovation have been substantially rewritten to take account of recent developments and current debates All contributors write clearly and accessibly without over simplifying the complexity of the issues or the value they pose

Disability in the Global Sport Arena Jill M. Le Clair, 2013-09-13 Sport is often at the centre of battles for rights to inclusion linked to class race and gender and this book explores struggles centred on disability in different cultural settings in Europe North America Africa Asia and Oceania It challenges oversights and assumptions about the normal body and describes how individual and organizational transformations can occur through sport The abilities of a person are recognised and placed centre stage instead of the individual being forgotten excluded or placed at the margins simply because they have a disability National regional and global change is part of the shift to the rights based approach reflected in the 2006 UN Convention on the Rights of Persons with Disabilities Making sport inclusive affects the accessibility of facilities funding the media policies programs organisations sponsors and spectators and at the same time changes the cultural values of the wider society It also raises issues about competition access and eligibility for different and technologically enhanced cyborg bodies and for those most socially disadvantaged Addressing these questions which ultimately touch on the real meaning of sport can lead to profound changes in people s attitudes and how sport is organized locally and globally Growth in the influential global organisations of the Paralympic Games Special Olympics and Deaflympics is examined as is the approach to disability in sport in both advantaged and resource poor countries The embodied lives of persons with disabilities are explored utilizing new theoretical models perspectives and approaches This book was previously published as a special issue of Sport in Society

Inclusion in the City Patricia Potts, 2013-10-18 Inclusion in the City explores inclusion and exclusion in the context of policy and practice in one English city Birmingham Here a commitment to redressing the inequalities experienced by many learners has been inhibited by difficulty in securing agreement to a definite policy for inclusion and consequently in sustaining initiatives for strengthening participation in community comprehensive education Grounded in an understanding of inclusion as a political and moral project the book presents a range of perspectives from policymakers and practitioners Detailed case studies based on research specially undertaken for this book relate inclusion to key issues in contemporary education such as the effects of selection by attainment faith schools and their communities single sex education and inclusive schools participation in further education and social mobility Insightful thought provoking and original Inclusion in the City detaches processes of inclusion and exclusion from the language of educational reform In so doing it highlights links between participation in education and poverty gender and cultural background as well as the absence of a link between urban and educational renewal

The Implementation of Health Promoting Schools Oddrun Samdal, Louise Rowling, 2013 Developing a healthy school has been a key aim for many schools across the globe yet achieving successful implementation and sustaining the positive benefits has proven to be challenging

This text draws upon their wide range of international expertise and experience to demonstrate how guidelines can best be implemented

Community Planning to Foster Resilience in Children Caroline S. Clauss-Ehlers, Mark D. Weist, 2010-02-23

Children live in a world of ever increasing stress factors including global terrorism pervasive exposure to violence increasing substance use and economic and social instability To help them maneuver successfully through such a challenging world to adulthood community based resilience interventions are becoming more important than ever Currently resilience based interventions are expanding to examine not only the internal strengths children and adolescents bring to a variety of situations but also to explore how to leverage community and family resources in the context of a culturally diverse world

Community Planning to Foster Resilience in Children reviews a variety of innovative approaches and actions that can be used at the community level to promote resilience in children and adolescents Key themes throughout the book focus on how to

- Shift the paradigm from illness to strengths and health
- Assess and improve environments to minimize harmful influences and increase protection
- Adapt to and build on strengths of cultural and linguistic variation in an increasingly diverse society
- Move toward collaborative approaches that involve youth families schools and community members who partner at all levels of program conception implementation evaluation and improvement

For researchers clinicians and students *Community Planning to Foster Resilience in Children* will be an essential tool in their efforts to promote the health and success of youth

Case Studies in Global School Health Promotion Cheryl Vince Whitman, Carmen E. Aldinger, 2009-04-29

A growing body of research identifies strong links between children's health social and educational outcomes it also notes the reciprocal benefits of access to quality education on individual and family health status In response to these findings the World Health Organization developed the concept of the Health Promoting School HPS a living catalyst for healthy lives and for positive changes that students can take home and into the community

Case Studies in Global School Health Promotion provides readers with a theoretical and research base needed to understand the methods used in communities all over the world to put this captivating concept in place

Case examples from over two dozen countries representing urban and rural areas in developing and developed nations outline the strategies taken to implement HPS programs in individual schools municipalities and nations For each program case study authors explain the problems they tackled their motivation and supports to respond creatively and the barriers they faced In the cases authors describe the capacities and infrastructure they created and mechanisms for cooperation as well as the personnel financial and time requirements involved

Case studies were drawn from the following regions Africa The Americas Europe Eastern Mediterranean South and Southeast Asia Western Pacific

Case Studies in Global School Health Promotion offers a world of insights ideas and guidance to those addressing social determinants of health at this formative stage including education and health policy makers professionals and administrators and researchers in national governments universities local schools community non governmental organizations and civil society

The material provides interesting and useful information to those dedicated to these issues

within WHO FRESH Partners and other United Nations agencies It is also an instructive text for graduate students in public health education allied health professions and social sciences

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