A Considered Approach to Universal Wellbeing

Ross Hall Jim Playfoot

Abilities

Inclinations

Skills

Competencies

Capacities

Strengths

Propensities

Tendencies

Dispositions

Habits

Character traits

Knowledge sets

Beliefs

Attitudes

Values

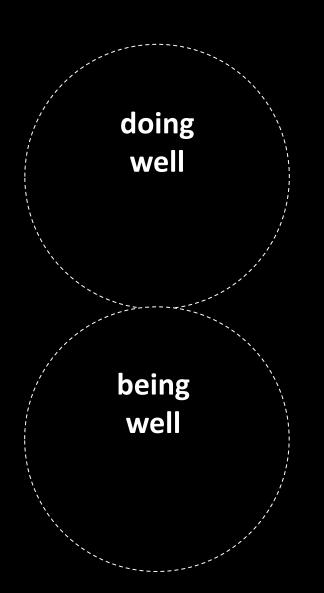
etc.



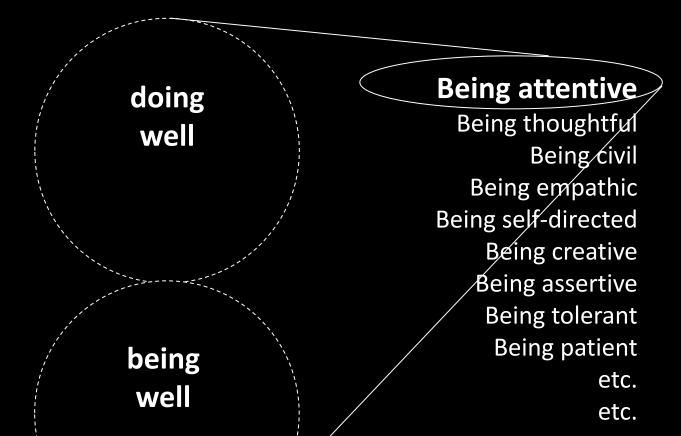
Abilities Inclinations Skills Competencies **Capacities** Strengths **Propensities Tendencies** Dispositions Habits Character traits Knowledge sets **Beliefs Attitudes** Values etc.

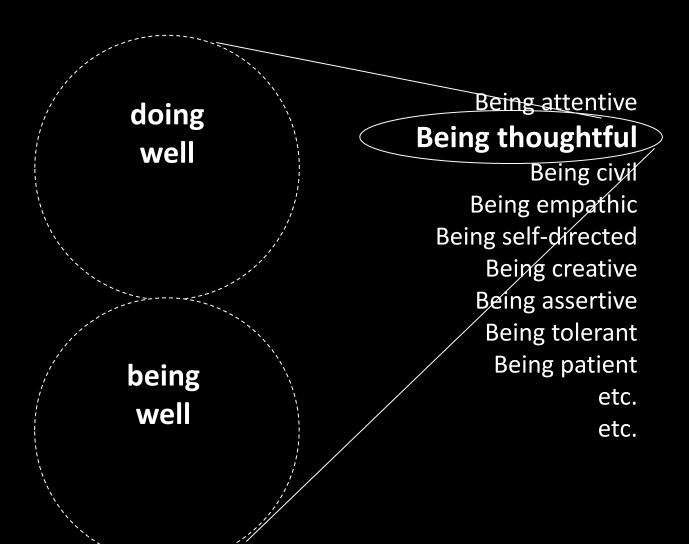


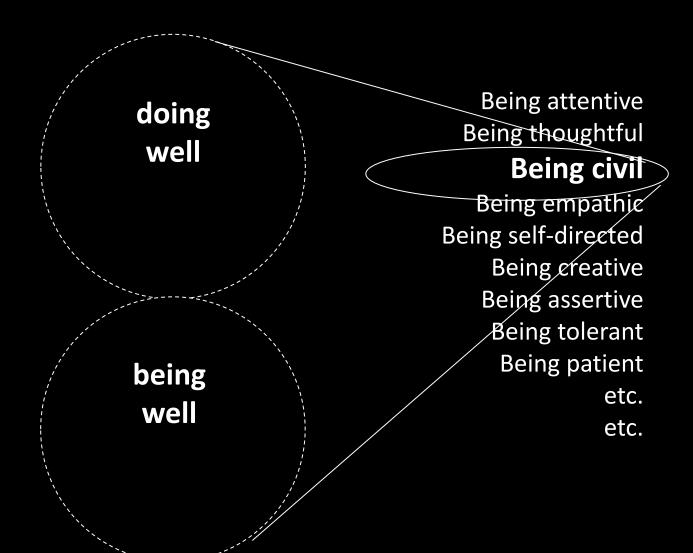
Abilities Inclinations Skills Competencies **Capacities** Strengths **Propensities Tendencies** Dispositions Habits **Character traits** Knowledge sets **Beliefs Attitudes Values** etc.

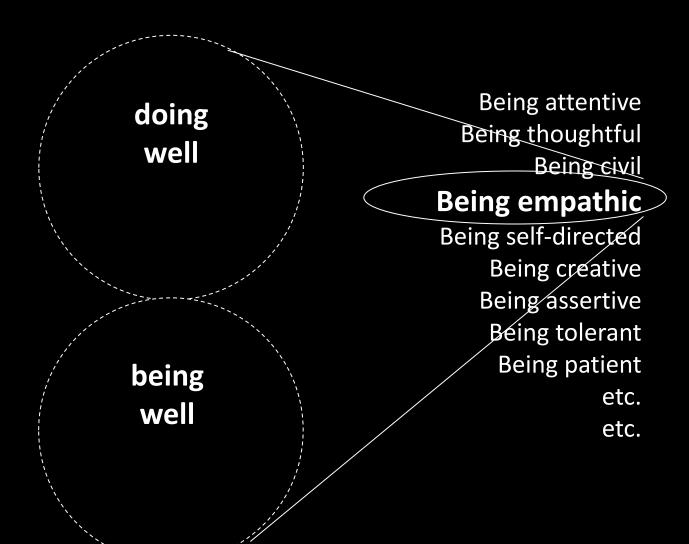


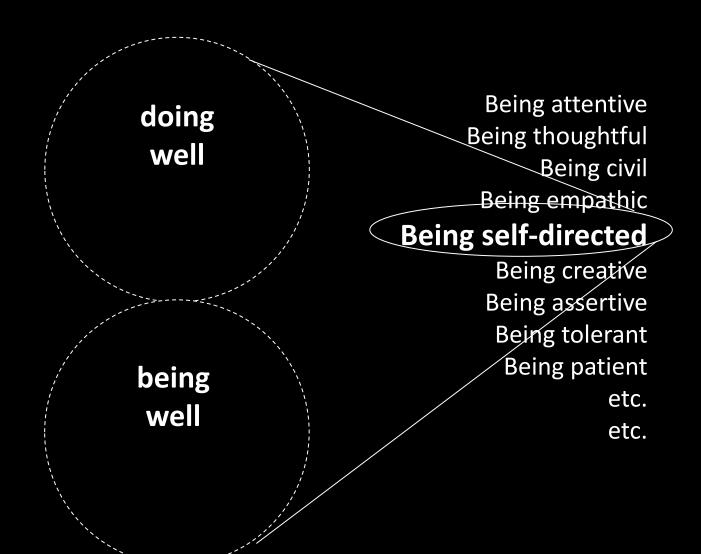
Abilities Inclinations Being attentive Competencies Being thoughtful Being empathic Being selfedineated Beingspositions Being assetatives Bearg eteretraits KENTE PARISHE Attitudes etc.

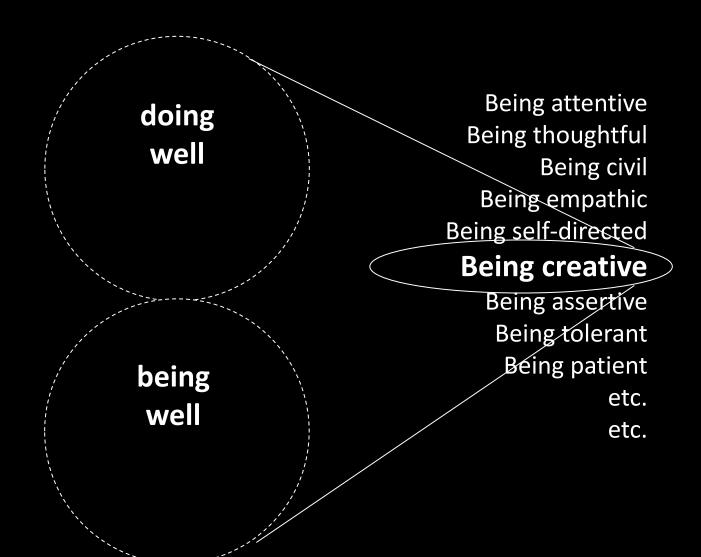


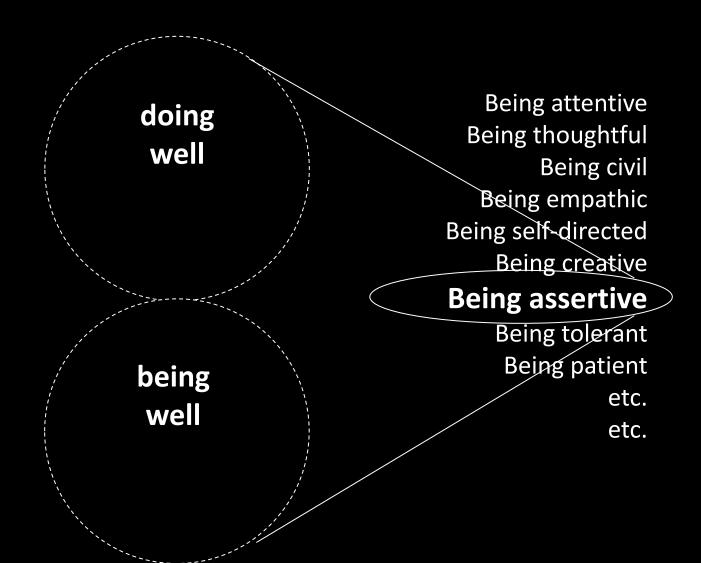


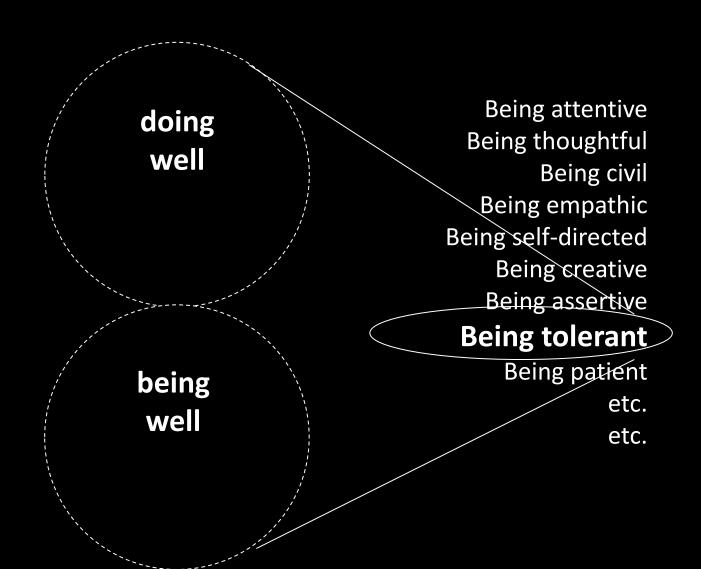


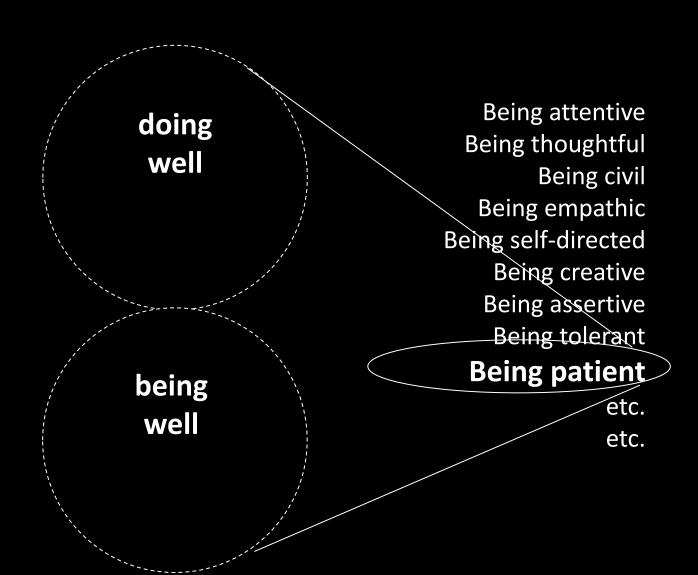


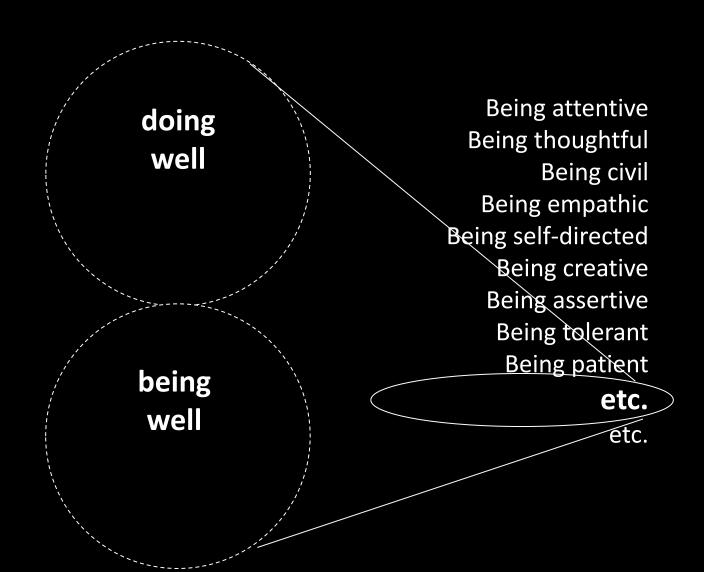


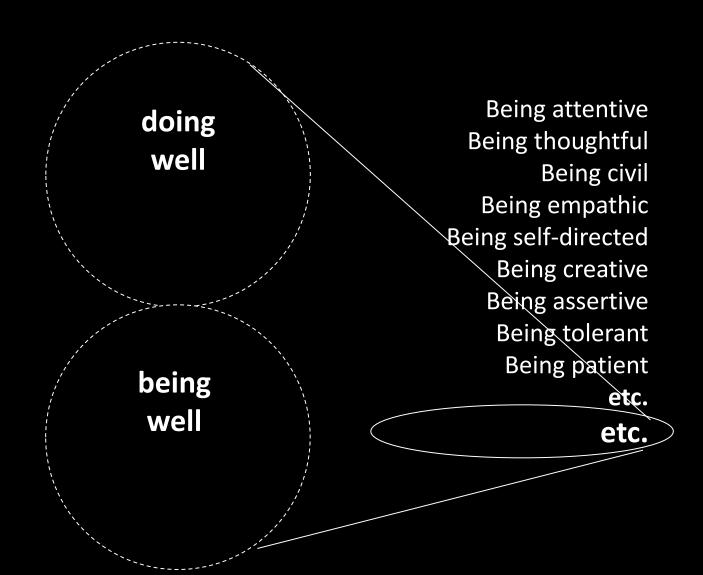




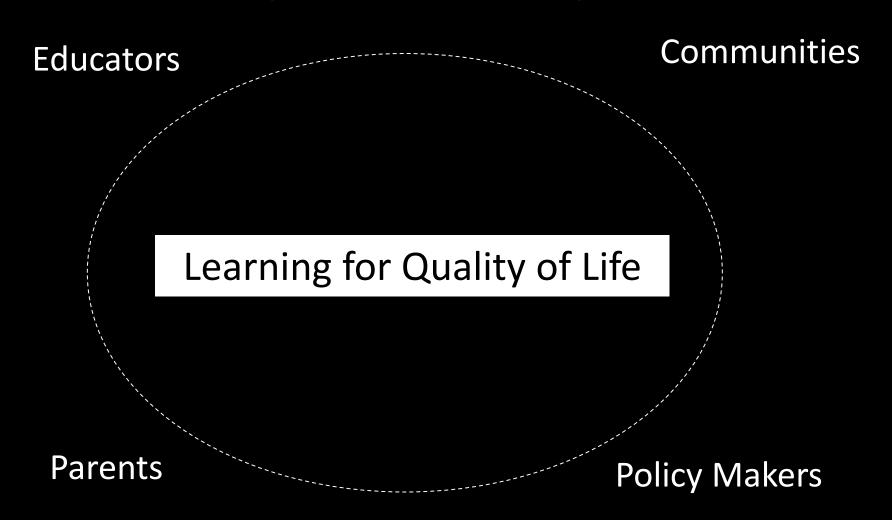








What do we do with this?



Quality of Life

Education for...

Employment and Growth

Academic progression

Personal development

Quality of Life

AFRICA
Whole communities + Ministries of Education

ARGENTINA
Primary schools + Ministry of Education

UK Secondary Schools + Charities

Community Engagement Teacher Training

Learning for Quality of Life

Programmes & Curricula Assessment

THANK YOU

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