

LINKS BETWEEN MINDMATTERS AND CHILDHOOD TRAUMA REACTIONS: A GUIDE FOR TEACHERS FROM PRESCHOOL TO YEAR 12

(PLEASE NOTE MINDMATTERS IS A SECONDARY PROGRAM – SO LINKS HAVE JUST BEEN MADE FOR SECONDARY SCHOOLS)

The Childhood Trauma Reactions: A Guide for Teachers from Preschool to Year 12 was originally funded by the Australian Government and developed for The Australian Child and Adolescent Trauma, Loss & Grief Network (ACATLGN). The resource was revised for use as part of the QLD Government Natural Disaster Response 2011 and can be accessed at the following link <http://www.uq.edu.au/conrod/index.html?page=156743&pid=0>

The resource is divided into four parts:

1. traumatic reactions in childhood;
2. the role of teachers and schools in helping children after traumatic events
3. when children need further assistance
4. additional information.

As schools continue to implement MindMatters within a whole school approach to mental health and wellbeing – including students experiencing high support needs – they begin to understand how their schools processes and practices link to the Childhood Trauma Reactions: A Guide for Teachers from Pre-school to Year 12 *that provides further expertise, evidence-based resources and linkages to support children and their families through the trauma and grief associated with natural disasters and other adversities.*

The MindMatters implementation model is based on the learning's from the five MindMatters evaluations, international mental health research and the health promoting schools framework. Within each of the three ellipses of the health promoting schools framework there are three action areas:

1. Internal and external partnerships and services –
 - Facilitating communities, families, parents and caregivers partnerships,
 - Developing internal and external referral pathways and partnerships, and
 - Transitions.
2. School ethos and environment
 - Ensuring strong communication and relationships across the school,
 - Clarifying and co-ordinating policies, structures and processes, and
 - Allocating dedicated resources.
3. Curriculum teaching and learning
 - Providing a whole student approach,
 - Teaching and learning for engagement, and

- Curriculum content and integration.

The four key enablers that assist in ensuring the implementation model is a dynamic model are:

- Extending leadership and participation,
- Increasing staff understanding of health and wellbeing,
- Making links with other key initiatives, and
- Evidence based evaluation and data collection, analysis and action.

As schools continue to build on embedding MindMatters within a whole school approach, they can see how these practices align with the resource *Childhood Trauma Reactions: A Guide for Teachers from Pre-school to Year 12* below.

MINDMATTERS						CHILDHOOD TRAUMA REACTIONS: A GUIDE FOR TEACHERS FROM PRESCHOOL TO YEAR 12
FOUR KEY ENABLERS		ACTION AREA	DESCRIPTION	PROFESSIONAL DEVELOPMENT	RESOURCES	DOCUMENT PARTS
1. Extending leadership and participation 2. Increasing staff understanding of health and wellbeing 3. Making links with other key initiatives 4. Evidence based evaluation and data collection, analysis and action	INTERNAL AND EXTERNAL PARTNERSHIPS AND SERVICES	Facilitating communities, families, parents and caregivers partnerships	Culture, community, identity and family contribute to a sense of identity, wellbeing, connection and self worth. It is important that schools explore the diversity within communities and work in respectful partnership to enhance school and community mental health and wellbeing planning and action and develop respectful and effective communication methods.	Level One and Level Two workshops Communities do Matter module	Community Matters booklet	2, 3, 4
		Developing internal and external referral pathways and partnerships	Schools need to be clear about protocols, confidentiality etc. All staff need to know appropriate pathways for when they have a concern about a student. These pathways will include success pathways – not just referrals. In-school and out of school pathways are required to meet needs as students move out of but also back into school.	Level One and Level Two workshops Students Experiencing High Support Needs focus module	Students experiencing high support needs booklet	1, 2, 3, 4
		Managing School Transitions	Transitions are a part of life and yet they are times when students can lose their connection with school. Any transition point is a time of potential loss of connection, for example: primary school to high school, school to school, school to work, reintegration after extended absence etc.	Transitions focus module	Enhancing Resilience 1 & 2 Community Matters Loss and Grief	1, 2, 3, 4
	SCHOOL ETHOS AND ENVIRONMENT	Ensuring strong communication and relationships across the school	It is relationships as much as structure and process that ensure mental health and wellbeing because schools are collections of people and people are critical to making changes in H&WB. Some core groups in MindMatters Plus research schools did not pass on messages and learning and this impacted on other people within the school.	Level One and Two workshops and all nine focus modules	Whole School Matters and Community Matters booklet	1, 2, 3, 4
		Clarifying and co-ordinating policies, structures and processes	It is important that the formal structures within the school carry mental health and wellbeing messages. For example consider how mental health and wellbeing messages are represented through timetabling, subject choice, homework policy etc.	Level One and Two workshops Students experiencing high support needs focus module	Whole School Matters and Community Matters	1, 3
		Allocating dedicated resources	Mental health and wellbeing efforts don't lead anywhere unless there is an allocation of time, money, personnel, a level of responsibility and space in people's thinking.	Level Two workshop	Whole School Matters and Community Matters booklet	1, 2, 3, 4
	CURRICULUM TEACHING AND LEARNING	Providing a whole student approach	A whole student approach involves what is done outside the formal curriculum i.e. the informal ways teachers provide messages about mental health and wellbeing - in and outside the classroom. It is important that every student experiences success for their mental health and wellbeing and this can be done in a variety of ways within the school. For example – acknowledgement of student volunteering within the school community.	Student Empowerment, Whole student approach and Teaching and Learning focus modules	Whole school matters, Community Matters and all curriculum booklets	1, 2, 3, 4
		Teaching and learning for engagement	Teachers need to be clear about active pedagogy for wellbeing – kids are engaged when they are socialising and enjoying their learning – not being passive recipients.	Teaching and Learning focus module	Whole School Matters, Teaching and learning booklet and all curriculum booklets	1, 2, 3, 4
		Curriculum content and integration	Integrating curriculum content e.g. across the school to ensure all teachers are aware that it's not only what you teach but how you teach.	Teaching and Learning focus module	Whole School Matters, Teaching and learning booklet and all curriculum booklets	1, 2, 3, 4

