

| MINDMATTERS | | | | | | VALUES EDUCATION | |
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| FOUR KEY ENABLERS | | ACTION AREA | DESCRIPTION | PROFESSIONAL DEVELOPMENT | RESOURCES | GUIDING PRINCIPLE | KEY ELEMENTS |
| 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 community, family, parent and caregiver partnerships | Culture, community identity and family contribute to a sense of personal identity, wellbeing, connectedness and self-worth. Schools can explore the diversity within communities and work in respectful partnership to enhance school and community mental health and wellbeing planning and action. | Level One and Level Two Workshops Communities do Matter Focus Modules | <i>Community Matters</i> booklet (Due for publication late 2009) | 1, 2, 3, 4, 5, | A, B, C, D, E |
| | | Developing internal and external referral pathways and partnerships | Schools need to be clear about protocols such as confidentiality. All staff need to know appropriate referral and success pathways. Both in-school and out-of-school pathways are required to meet the needs of students. | Level One and Level Two Workshops Students Experiencing High Support Needs Focus Modules | <i>Students Experiencing High Support Needs</i> booklet (Due for publication late 2009) | 2, 3, 4, 5, | A, B, C, D, E |
| | | Transitions | Transitions are a part of life and yet they are times when students are vulnerable to losing 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 and reintegration after extended absence). | Transitions Focus Module | <i>Enhancing Resilience 1 & 2</i> <i>Community Matters Loss and Grief</i> booklets | 2, 3, 4, 5, | B, C, D, E, F |
| | SCHOOL ETHOS AND ENVIRONMENT | Ensuring strong communication and relationships across the school | Sound relationships help to ensure mental health and wellbeing because schools are collections of people and people are critical to making changes in health and wellbeing. | Level One and Level Two Workshops and all Focus Modules | <i>Whole School Matters</i> and <i>Community Matters</i> booklets (Due for publication late 2009) | 1, 3, 4, 5 | A, B, C, D, E, F |
| | | 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 conveyed through timetabling, subject choices and homework policies. | Level One and Level Two Workshops Students Experiencing High Support Needs Focus Module | <i>Whole School Matters</i> and <i>Community Matters</i> booklets (Due for publication late 2009) | 2, 3, 4, 5, 8, | A, B, C, D, E, F |
| | | Allocating dedicated resources | The promotion of mental health and wellbeing is more effective when time, money and personnel are allocated and there is a level of responsibility in people's thinking and activity. | Level Two Workshop | <i>Whole School Matters</i> and <i>Community Matters</i> | 3, 6, 7, 8 | A, B, C, D, E, F |

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| | | | | | booklet (Due for publication late 2009) | | |
| CURRICULUM TEACHING AND LEARNING | Providing a whole student approach | A whole student approach goes beyond the formal curriculum to embrace the ways teachers provide messages about mental health and wellbeing inside and outside the classroom. | Student Empowerment, The Whole Student Approach and Teaching and Learning for Engagement Focus Modules | <i>Whole School Matters, Community Matters</i> and all the curriculum booklets (Due for publication late 2009) | 1, 2, 3, 4, 5, 6, 7, 8 | A, B, C, D, E, F | |
| | Teaching and learning for engagement | Teachers have a clear understanding of the kind of active pedagogy that promotes mental health and wellbeing. Students are engaged when they are socialising and enjoying their learning. | Teaching and Learning for Engagement Focus Module | <i>Whole School Matters, Teaching and Learning</i> booklets (Due for publication late 2009) and all the curriculum booklets | 1, 2, 3, 4, 5, 6, 7, 8 | A, B, C, D, E, F | |
| | Curriculum content and integration | Integrating curriculum content within the school to ensure that all teachers appreciate the role pedagogy and curriculum content can play in promoting mental health and wellbeing. | Teaching and Learning for Engagement Focus Module | <i>Whole School Matters, Teaching and Learning</i> booklets (Due for publication late 2009) and all the curriculum booklets | 1, 2, 3, 4, 5, 6, 7, 8 | A, B, C, D, E, F | |