



# Whole School Matters

## Professional Development Activities

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# PROFESSIONAL DEVELOPMENT ACTIVITIES

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Sec 1 5	<p><b>1: Booklet familiarisation</b> Distribute multiple copies of MindMatters booklets ensuring staff each have access to a booklet to browse through. Ask for Positive, Negative or Interesting comments. Note - there will be two editions of most MindMatters booklets by 2009, but the curriculum materials remain the same or similar. Simply ensure you are using booklets from the same edition. Go to the MindMatters website for an overview of the other booklets.</p>
	<p><b>2: What is mental health and wellbeing?</b> Locate a wide range of definitions and quotations and ask staff to select and vote on the quotations or phrases of the quotations that match their experience. Ask a local allied health representative to talk about mental health and wellbeing.</p>
	<p><b>3: The Whole School Approach to mental health and wellbeing</b> Select an action area from the MM Implementation model. Use a blank Implementation model planner or take one from the website. Show the connections between your action area and the other areas.</p>
Sec 2 15	<p><b>4: Teaching social and emotional skills</b> Construct a curriculum matrix for your school with year levels on one axis and learning areas on another – locate where you know Social and Emotional Learning definitely occurs in the curriculum. What might be some key times and locations for your students to learn social and emotional skills and competencies at your school? Are all students accessing these at critical times?</p>
	<p><b>5: Use a competency-based framework to plan social and emotional relationships</b> Look at CASEL's research (<a href="http://www.casel.com.au">www.casel.com.au</a>), or see Section 4 of Whole School Matters on our skills approach, or consider Katherine Weare's discussion in <i>Developing an Emotionally Literate School</i>, 2000, page 19. (This is on the MindMatters website.) Using these as a discussion starter, what will be your social and emotional skill-building framework?</p>
	<p><b>6: Protective factors</b> Make copies of the Protective Factors table for staff. Ask staff in groups to circle which protective factors your school does well.</p>
	<p><b>7: Risk factors: The school's role in mitigating risk.</b> Provide a copy of the Risk Factors table to staff. Which factors are of most concern in your school? What protective factors can you enhance or build upon?</p>
	<p><b>8: School ethos activity</b> Go to the MindMatters website and look at the school audits. Consider the range of questions and select those suitable to use with your school.</p>
Sec 3 24	<p><b>9: Leadership and mental health and wellbeing reflection</b> Follow the links on the PA Leaders Lead website, <a href="http://www.leaderslead.edu.au">www.leaderslead.edu.au</a>, to the 'Learn, Lead, Succeed' page. Brainstorm the potential connections between the leadership propositions and aspects of mental health and wellbeing. Who are the possible leaders for mental health and wellbeing in your school?</p>
	<p><b>10: L5 Framework Activity. Influencing others</b> What do your leadership actions and style model to other staff about mental health and wellbeing?</p>
	<p><b>11: Learning and mental health and wellbeing activity</b> As a small group, draw a mindmap of the connections between academic success and mental health and wellbeing.</p>
	<p><b>12: Management systems and mental health and wellbeing activity</b> What are your school's key management systems for mental health and wellbeing? Which systems and processes need to have a mental health and wellbeing component or reference?</p>
	<p><b>13: Student leadership activity</b> Brainstorm how students could contribute to the overall mental health and wellbeing of the school. Consider the Professional Development available for your student leadership within MindMatters.</p>

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34	<b>14: Core team planning cycle</b> What are the essential beliefs relating to mental health and wellbeing that your school core team may need to discuss – look at the MindMatters Planning Cycle questions in Appendix4. What would constitute a balanced core team membership that would be representative of all stakeholders in your school? Is there an existing group within the school that could become the initial school core team?
38	<b>15: Connections between staff and student mental health and wellbeing</b> What are the school values, policies, procedures and systems that support staff mental health and wellbeing? How congruent are the provisions for students and staff? Consider the research abstracts on the Staff Matters professional dimension about the connections between staff and student mental health and wellbeing.
42	<b>16: Staff mental health and wellbeing knowledge</b> Often staff acquire knowledge from the media. Balance this with a link in the staff intranet to key mental health sites for both adults and adolescents. Check the MindMatters site and go to Staff Matters for ready-made links.
43	<b>17: Staff induction activity</b> Check out the 'Staff Matters' section of the website for activities that can ensure you have staff input for an induction booklet, including the tips for maintaining mental health and wellbeing, help-seeking and working with colleagues. Ask recent new teachers to help present these. Draw up a referral pathway for staff should they experience difficulties, and include contact numbers locally or for your system. Alternatively, place this information on your staff intranet.
44	<b>18: Social and Emotional Learning and behaviour education</b> Does your school connect Social and Emotional Learning in the curriculum with your requirements within your behavioural learning initiative? Check the MindMatters booklet on Teaching and Learning for ideas on Professional Development about the connections between Social and Emotional Learning and behaviour education.
46	<b>19: Making the links between initiatives</b> Ask your school 'champions' to draw a mindmap showing the links between the major concepts of the current initiatives.
46	<b>20: Making the links – use the website</b> Follow the signposts to 'Links with other key initiatives' on the MindMatters website and provide the matrixes and tables to your school core team or key staff. Which initiatives have the most links?
49	<b>21: Sources of data</b> What are the major sources of data on mental health and wellbeing for your school?
50	<b>22. Evaluation and data-gathering</b> Do you have a range of quantitative and qualitative data? In what areas do you have both? Which data source is the most time- and cost-effective in terms of the information it provides for mental health and wellbeing at your school?
Sec 4 63	<b>23: School ethos and environment</b> If you think of a range of schools you have worked in or schools in your local area – what are the ways you assess the nature of the school ethos and environment? What are the most meaningful factors for students? What do your students say about your school's ethos and environment?
65	<b>24: Teacher professional standards</b> Using the Professional Standards for Teachers relevant to your school – what aspects of good practice relate to student mental health and wellbeing?
67	<b>25: The Whole Student Approach</b> How do different types of students experience success at your school? What are some key ways that mental health and wellbeing is promoted outside of the school academic curriculum?
68	<b>26: Curriculum content and integration</b> Consider where mental health and wellbeing is mentioned or included in the curriculum in Appendix10. Which students may miss out at different year levels?
71	<b>27: Student engagement</b> How do we know a student is engaged in learning? What does it look like? Sound like? Feel like?

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73	<b>28: Social and Emotional Learning for academic success</b> Using the dot points on social and emotional skills central to engagement in learning on page 72, ask: How do each of these increase academic success? Is it possible to rank them?
74	<b>29: Assessment and reporting</b> How could your assessment and reporting policy and practice build mental health and wellbeing for students and staff?
76	<b>30: Behaviour education</b> Draw a matrix showing the connections between Social and Emotional Learning that the school offers in the curriculum and the key competencies you expect from students in terms of their overall behaviour.
78	<b>31: Internal and external partnerships and services</b> Think of a student with a particular mental health and wellbeing difficulty – what has been the referral pathway for that student within your school? How could that referral be improved? What involvement should the student him/herself have in any decisions?
79	<b>32: Family and community partnerships</b> Develop a front office feedback sheet to be available for visitors to provide comments. How else could the community pick up signals about the school approach to mental health and wellbeing?
80	<b>33: Community, culture and identity</b> What would you define as your culture? How has your culture affected your mental health and wellbeing?
81	<b>34: Involving Aboriginal and Torres Strait Islander people</b> Consult with the local Aboriginal and Torres Strait Islander communities about what respectful engagement means for them.
85	<b>35: Transitions</b> Think about how many transitions occur within your school – think as widely as possible – which groups in the school are not involved in transition? Do the principles for transition (p. 68) apply to successful transitions you have experienced?
Sec 5 89	<b>36: Students experiencing high support needs in mental health</b> Which groups of students are included in the term 'students with high support needs in mental health' in your school?
95	<b>37: Professional debriefing for student support staff</b> What professional debriefing structures are used by your student support staff? Do you have a means to debrief personally after a difficult day? Look at the Staff Matters website for ideas on general debriefing.
96	<b>38: Help-seeking and early identification</b> Develop a rapid feedback sheet for students about what encouraged them to seek help at the school counselling service.
100	<b>39: School internal and external referral pathways</b> How could you gain a sense of the range of allied health and other agencies which are able to work in partnership with the school? You may like to look at <a href="http://www.headspace.org.au">www.headspace.org.au</a> as a starting point.
102	<b>40: Program selection</b> Look at your programs for students with high support needs and rate them against the criteria opposite.
105	<b>41: Disclosure and confidentiality</b> Discuss your confidentiality protocols with staff, and revise them if necessary.
105	<b>42: The continuum of support</b> How could the school assist and inform staff to increase their ability to be a support for the mental health and wellbeing of young people?
Sec 6 108	<b>43: Critical Incidents</b> Look at the 'postvention' or after-the-event aspect of your school plan – how does the plan cater for the bystanders or students who are not directly involved? How could the school be 'reclaimed' after a critical incident or event?
Sec 7 111	<b>44: Professional Development</b> Talk to staff about the qualities of the best Professional Development experience that they have had. Use this list as the criteria for Professional Development decisions or planning.