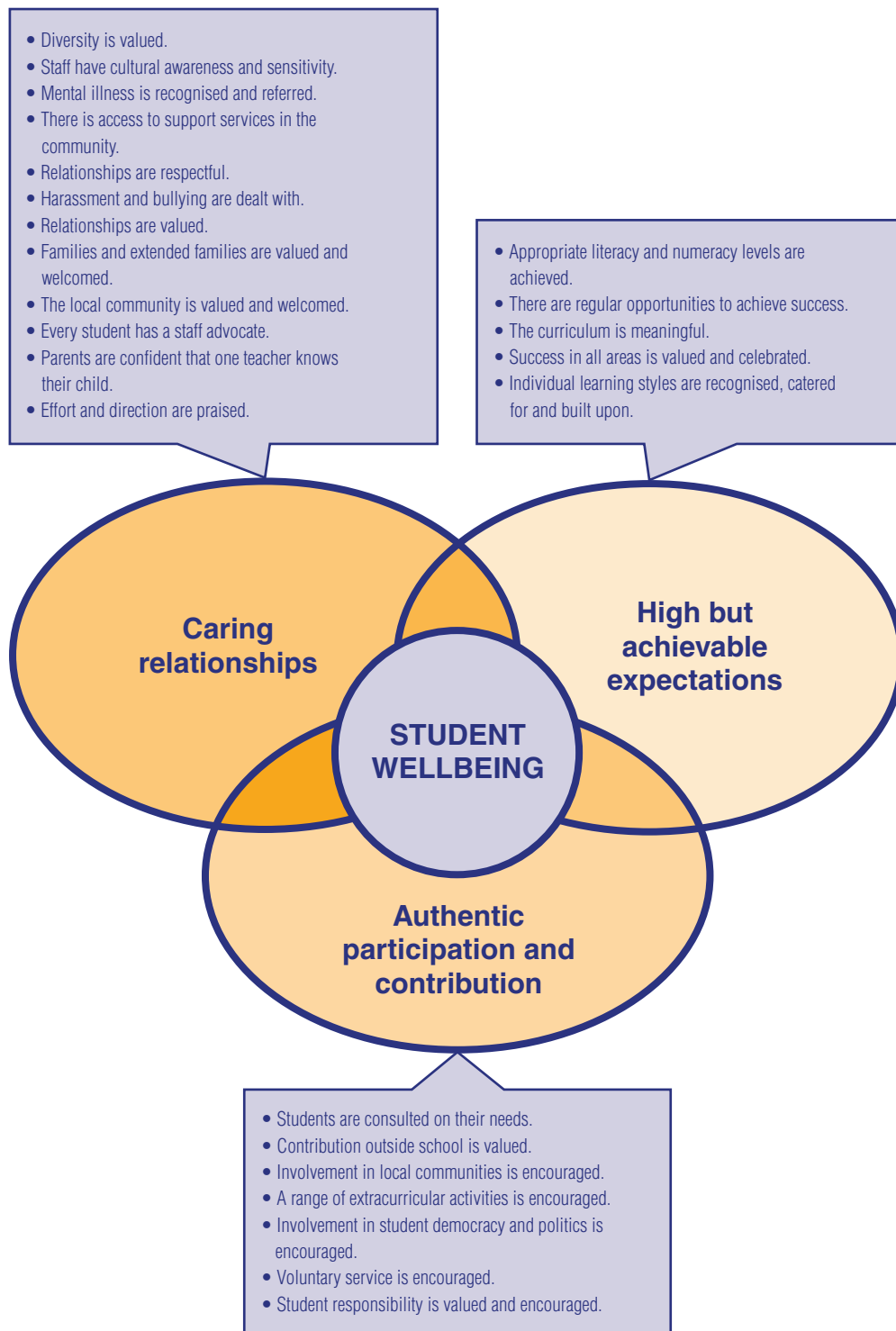
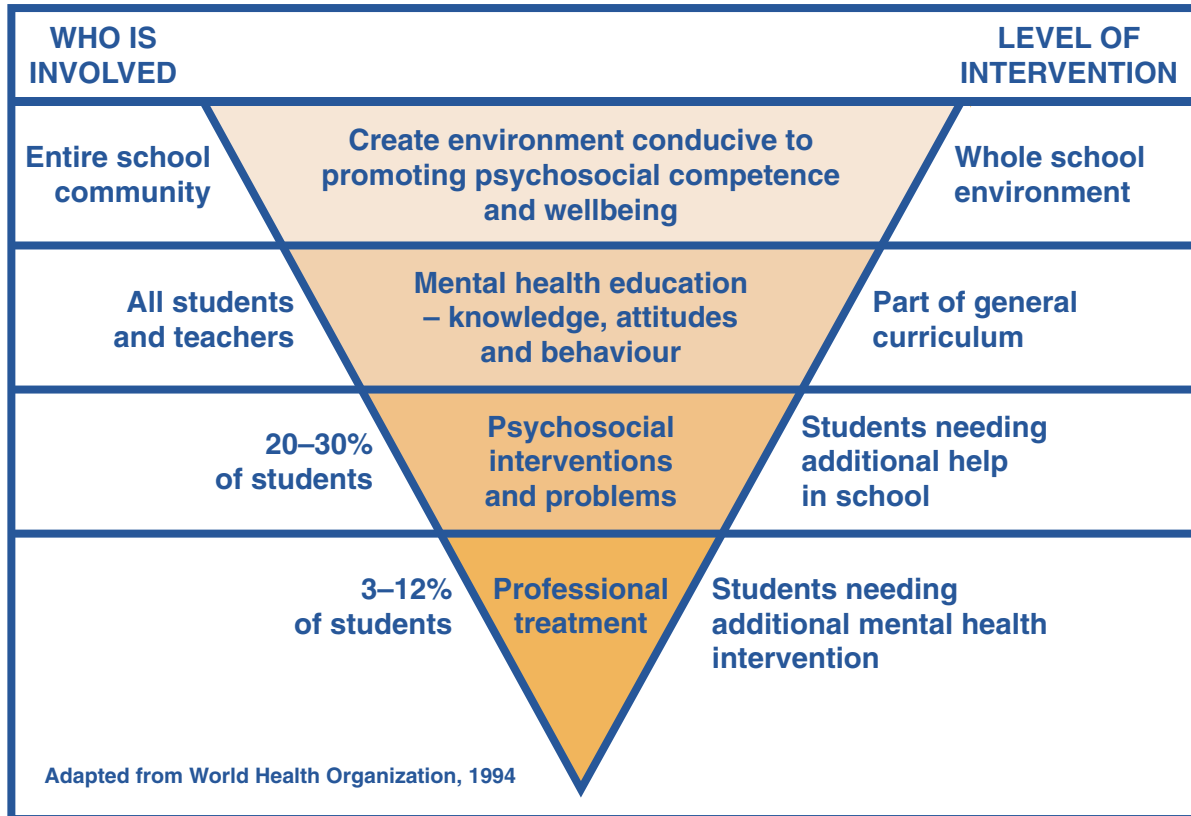


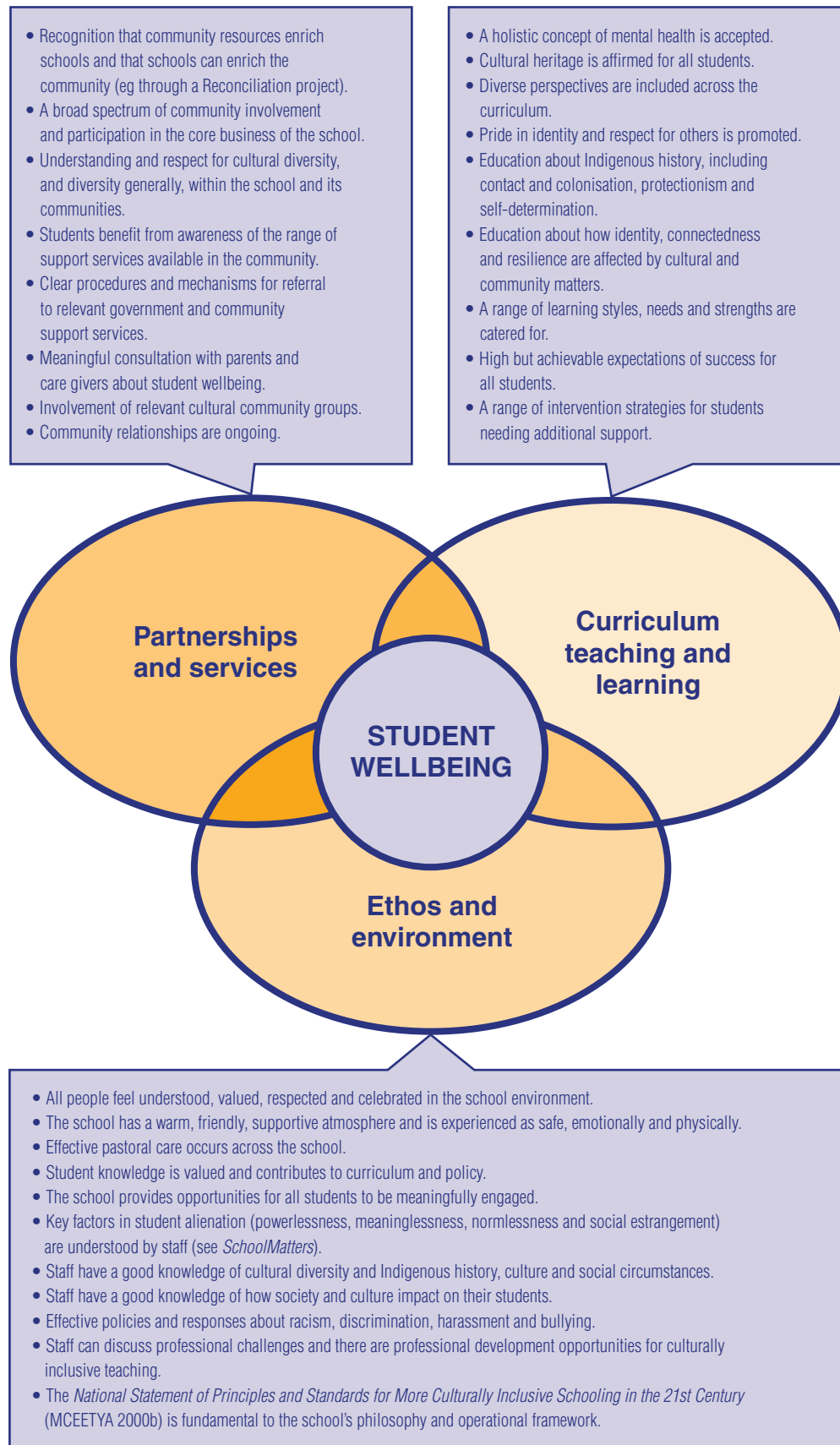
Appendix 1: The whole student approach – The *CommunityMatters* model



Appendix 2: The Comprehensive School Mental Health Program – The WHO model



Appendix 3: The whole school approach – The Health Promoting Schools model



Appendix 4: The *CommunityMatters* Partnership Framework



Appendix 5: Embedding *MindMatters* in the curriculum

| | Why? | What? | | How? |
|------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------|
| Learning area | State-specific curriculum outcome | <i>MindMatters</i> activities & issues | Extension activities | Enhancing the learning |
| Maths | (WA) Choose mathematical ideas and tools to fit the constraints in a practical situation; interpret and make sense of the results within the context; and evaluate the appropriateness of the method. | <i>Dealing with Bullying and Harassment</i> Bullying survey Connectedness to peers and community | Construct and undertake survey in local area about attitudes to bullying. Include some questions requiring numerical response. Analyse results using a computer spreadsheet program. | Work in small groups. Publish results for parent exhibition and newspaper, explaining findings. |
| Studies of society and environment | (VIC) SOES0402 Explain how and why local rules and laws are made and changed. | <i>Enhancing Resilience 1</i> Making agreements Connectedness to community Participation and contribution | Investigate rules that you find interesting (eg discrimination over last 20 years). Why and how did they come about and/or change? How could they be improved? | Invite your local government member to hear the proposals. |

Continued

| | Why? | What? | | How? |
|-----------------------|-----------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------|
| Learning area | State-specific curriculum outcome | <i>MindMatters</i> activities & issues | Extension activities | Enhancing the learning |
| Science | (SA) Matter 4.8 Recognises and describes conditions that influence reactions and change in materials. | <i>Loss and Grief</i> Handout Normal grief reactions Connectedness to peers Coping skills | Research physical and chemical changes that happen when people eat or are afraid. Can changes to thoughts, feelings and/or behaviour alter these physical and chemical reactions? Design an experiment to test findings. | Use an exercise to form pairs (eg give each student a card with either the symbol or name of a chemical – find the matching person). |
| Technology/ Design | (SA) Designing 4.2 Integrates design skills to create culturally and socially defensible products, processes and systems. | Diversity Connectedness Mental health education | Design your perfect classroom which encourages all the class to feel that they 'belong'. | Invite a local psychologist to talk about the relationship between mental health and building design. |

Appendix 6: Normalising diversity

There are a number of ways of normalising diversity in the school and classroom, which include the following:

1 Check curriculum materials for content that may be inaccurate or negative about difference.

- Check through any course materials for inaccuracies, particularly about Aboriginal and Torres Strait Islander peoples and cultures. Refer to *Resource Guide for Aboriginal Studies and Torres Strait Islander Studies* (National Aboriginal Studies and Torres Strait Islander Studies 1995) for guidelines.
- Check for overt and covert racism, and patronising and paternalistic attitudes.
- Be aware of and sensitive to media such as texts, videos and course books that make a point of 'difference' and present it in a negative light. This can be about people with disabilities, same-sex attraction, Indigenous people, people on social security, asylum seekers, and so on.
 - Be sensitive to whether the words used in texts can have negative connotations. Some examples are 'primitive', 'aborigines' (rather than 'Aborigines'), 'half-blood', 'cripple', 'nutter', 'strange', 'psycho'.
 - Identify texts that are not inclusive, and look for replacements.
 - Use a critical literacy approach with students to assess resources where appropriate.

2 Draw on current events and popular culture.

- Make a regular time – once or twice a week – to discuss news reports in your classroom, on local and international political and social issues. Ensure that the articles include stories of resilience.
- Engage your students in a critical look at ways in which the media (television, movies, newspapers, radio, magazines, computer games) generally portray people who do not 'fit the mould'.

3 Include viewpoints and stories that make the curriculum more inclusive.

- Include community cultural teaching in the curriculum where appropriate.

- Use books, films and videos that take 'difference' for granted.
- Approach materials critically, and look out for where the other stories (those of marginalised people) can be told. For example, include the viewpoints of:
 - people with disabilities, in work on genetics and the Genome Project;
 - asylum seekers, when studying immigration in Australia;
 - Indigenous people, when teaching about modern Australian history;
 - same-sex attracted people, when teaching about relationships and sexuality;
 - people from rural and remote areas, when studying economics and globalisation.
- Be aware of, and acknowledge when appropriate as part of general teaching, how people have overcome personal difficulties in their lives. For example:
 - dyslexia: Cher and Magic Johnson;
 - impaired vision: Ray Charles and Helen Keller;
 - learning: Walt Disney and Albert Einstein;
 - epilepsy: Agatha Christie and Julius Caesar;
 - hearing: Ludvig van Beethoven and Helen Keller;
 - physical movement: Louise Sauvage and Muhammad Ali;
 - speech: Stephen Hawking and Wendy Harmer;
 - mood disorders: Roseanne Barr and Winston Churchill.

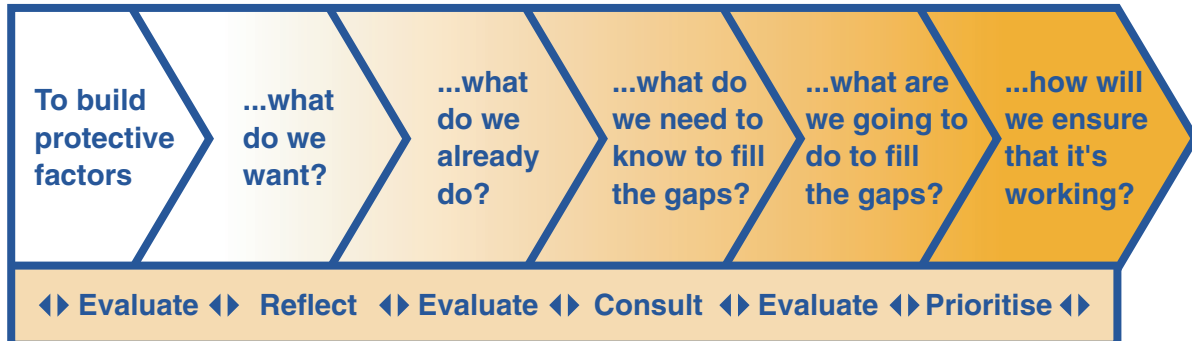
4 Treat 'difference' as a matter of fact, rather than something exotic, sentimental or 'special'.

- Where possible, embed teaching about respecting difference and diversity in the curriculum, rather than drawing attention to it.
- Do not assume that any students want to be spokespeople for their group, disability, sexual preference, community or culture.
- Be aware that drawing attention to an issue (and person or people) in the classroom can increase rather than lessen the feelings of marginalisation. Discuss this with the people who may be affected beforehand.



Link up on the *MindMatters* website with sites that specialise in resources for normalising disability.

Appendix 7: The Protective Factors Process



Appendix 8: Action inventory

Caring relationships: support, compassion, trust

Teaching and learning

- 1 Provide supportive learning environments for students, including Indigenous students.
- 2 Ensure that staff receive information and professional development about the disability conditions, and other special requirements of students.
- 3 Deal with same-sex attraction as part of a broader 'building respect' process. Focusing attention could cause anxiety and fear.
- 4 Ensure that staff are educated about possible sensitive cultural issues.
- 5 Ensure that all students are taught about sexuality and the development of sexual identity, including same-sex attraction.

Ethos and environment

- 1 Ensure that students can form ongoing, supportive relationships with members of staff and that there is a teacher in the school who knows and is trusted by each student.
- 2 In behaviour management practices, acknowledge and make provision for what can be extremely difficult family situations.
- 3 Establish procedures for staff who cannot be supportive of same-sex attracted students.
- 4 Allow time and opportunity to discuss some of the issues and challenges around same-sex attraction in a safe environment.
- 5 Ensure that the school community is supported in confronting personal anxieties around disability.
- 6 Consider the safety of same-sex attracted staff and students first in dealing with such a controversial issue.
- 7 Ensure that if students need physical privacy, this is respected and provided.
- 8 Identify safe places in the school by displaying something gay-related among general displays (eg the counsellor's office, classroom).
- 9 Ensure that staff know about the issues and implications of same-sex attraction.
- 10 Ensure that school counsellors are trained in the issues and strategies relevant to all your students.
- 11 Make no assumptions about sexuality of students or staff.

Does your school recognise and allow for the importance of relationships for your students – with friends and with teachers?

Do all students and staff feel safe in your school environment, both emotionally and physically?

- 12 In small communities particularly, work constructively with parents of same-sex attracted students, and give them support if they need it.
- 13 Ensure that staff who take any public lead in dealing with homophobia are themselves safe from harassment.
- 14 Ensure that students feel safe by dealing with harassment and bullying, including a zero tolerance approach to racist graffiti.
- 15 Guarantee confidentiality.
- 16 Provide particularly strong support during key transition times.
- 17 Ensure that students experience a new school community as supportive and caring and that the transition to a new school is as smooth and safe as possible.

Is your school a friendly, welcoming place for all students and their parents?

Partnerships

- 1 If there are very few particular students in the school, ensure that links with students in similar circumstances in other schools are established, if they are wanted.
- 2 Ensure that the school has appropriate referral procedures in place.
- 3 Make use of culturally appropriate counselling and have school counsellors and key staff trained in cultural awareness.
- 4 Ensure that all students have access to outside counselling and/or telephone and Internet support services in a private place, particularly in small and remote communities.
- 5 Ensure that, as part of a more general list, same-sex attracted students have information about helpful community resources and services, including online support.
- 6 Ensure that teachers can access support from appropriate agencies.
- 7 Provide parents and students with information about advocacy and support groups.
- 8 Find out about and utilise the culturally appropriate referral agencies and make this information available for students who wish to use them.
- 9 Ensure that, in the case of a significant loss, the impact on the community is considered.
- 10 Ensure that commemoration in the school is culturally appropriate.
- 11 Ensure that students can maintain relationships with family and friends from their home community.
- 12 Ensure that support is available for families who may resist their young people leaving the area, for fear that once they leave they will never return.
- 13 Conduct exit interviews with students who are leaving school to ensure that they have access to the supports and help they need.

Does your school work together with outside support services so that the wellbeing of students is approached in a holistic way?

Is your school informed about, and sensitive to, cultural issues relevant to students?

Opportunities for participation and contribution: responsibility, ownership, decision making

Teaching and learning

- 1 Collaborate with cultural teaching and community programs that promote cultural retrieval.
- 2 Include Indigenous perspectives across the curriculum.
- 3 Include Aboriginal Studies and Torres Strait Islander Studies as discrete subjects.
- 4 Make learning about the history of and contemporary developments in race relations in Australia a training and development priority.
- 5 Include and acknowledge role-models who are same-sex attracted in the broader curriculum.
- 6 Ensure that the facts of our collective Australian history are taught accurately and without denial, portraying the ongoing impact that colonisation has on Indigenous people.

Ethos and environment

- 1 Provide opportunities to publicly acknowledge Indigenous Australians as the nation's first peoples.
- 2 Provide opportunities for, encourage participation in, and acknowledge success in meaningful activities.
- 3 Ensure that the lives students lead outside school are acknowledged and valued where appropriate.
- 4 Ensure that the staff member who oversees students with disabilities has power and/or status, and is an effective leader and a strong advocate.

Partnerships

- 1 Establish an Indigenous mentoring program in consultation with local communities and agencies.
- 2 Develop ways of effectively consulting and collaborating with families and communities, and communicating information.
- 3 Explore the possibility of employing Aboriginal and Torres Strait Islander teachers, liaison workers, counsellors and teacher aides.
- 4 Ensure that parents can safeguard their privacy by not having to rely on other community members to translate written language.
- 5 Allow for alternatives to the usual parent meeting formats (eg in a community venue).
- 6 Ensure that the school consults with key community organisations and leaders on an ongoing basis.

- 7 Ensure that up-to-date data is kept on the literacy status of parents and care givers, and that strategies are put in place to deal with this information.
- 8 Provide face-to-face or telephone translation services at key times.
- 9 Take appropriate steps to involve cultural community groups in school and community partnerships, on an ongoing basis.
- 10 Ensure that students, parents and care givers from all cultural backgrounds experience the school as a safe place.

High but achievable expectations: respect, guidance, acknowledgement, affirmation

Teaching and learning

- 1 Make literacy a top priority for students in all areas of the curriculum.
- 2 Explore ways to teach literacy so that learning as an adolescent or young adult is not seen as a source of shame.
- 3 Provide opportunities for students to demonstrate learning in non-literacy-based ways, for both informal and formal assessments.
- 4 Explicitly teach study and organisational skills.
- 5 Provide education for staff on modelling respectful and inclusive behaviours.
- 6 Use a critical literacy approach with students to analyse media and other texts.
- 7 Ensure that staff have a realistic understanding of what learning can be achieved, particularly by students with intellectual disability.
- 8 Ensure that the level and demands of the curriculum relate to actual capacity, and not just age. Work with the community so that learning and literacy are valued.
- 9 Ensure that the whole school community is educated about using respectful terminology.
- 10 Examine classroom resources to make sure that they do not contain racist material.

Ethos and environment

- 1 Ensure that there are opportunities for student self-efficacy, achievement and success.
- 2 Identify and provide the extra resources (including time) that may be needed to support teachers in adapting their teaching.
- 3 Ensure that there are activities that students with disabilities can access equally with other students, or with others with similar disabilities.
- 4 Ensure that the school community is educated about the causes and effects of racism, and the relationship between racism, harassment and bullying. Develop or reappraise school policies on racism.
- 5 Deal with name calling, when used as either a direct or general term of abuse.
- 6 Modify existing activities to facilitate participation by students with disabilities.
- 7 Ensure that the school and classroom provide a structured and predictable environment.
- 8 Ensure that English literacy is given a top priority in the school.
- 9 Achieve a balance between having expectations that are neither too low nor too high.
- 10 Ensure that the school has strategies in place to firstly avoid, and then deal with, inter-group conflict.
- 11 Ensure that staff and students are given strategies to cope with specific behaviours.

Partnerships

- 1 Value and utilise the experience and skills of the students' families to encourage greater independence, contribution and risk taking in the students.

Definitions and terminology

These definitions are taken or adapted from a number of sources including: Chambers & Pettman 1986; Commonwealth of Australia 1997; Grotberg; Guerra 1990; McConnochie et al 1998; Macquarie University 1997; National Multicultural Advisory Council 1999; *Racism. No Way.* website; Tasmanian Department of Education 2000.

Aboriginal and Torres Strait Islander

An Aboriginal person or Torres Strait Islander person is someone who:

- is of Aboriginal or Torres Strait Islander descent
- identifies as an Aboriginal person or a Torres Strait Islander person
- is accepted as such by the community in which he or she lives or has lived.

A note on terminology

The terms 'Aborigine/Aboriginal' are routinely and incorrectly used to include the Torres Strait Islanders, whose language and culture differs considerably from those on the mainland. Increasingly, the collective term 'Aboriginal and Torres Strait Islander peoples' is used. However, this is sometimes cumbersome and might be inappropriate if there is no specific reference to Torres Strait Islander culture or circumstances. In the 1990s the term 'Indigenous' became widely used. In *CommunityMatters* we sometimes use the shorthand term 'Indigenous', especially when 'Aboriginal and Torres Strait Islander' might be inappropriate.

- The words Aborigines, Aboriginal and Torres Strait Islander should always be capitalised.
- Terms such as 'coloured', 'half-castes' and 'full-blood' are offensive to many Indigenous people.

Alienation

To be separated from something – a country, a group, a community.

Antiracism

A conscious effort to challenge and combat racism in all its forms.

Collaboration

To work together for a common purpose.

Community

A community is a group of people linked by a common social structure and sense of belonging. This may be based on location, gender, cultural background or political or religious beliefs.

Connectedness

The state of feeling connections with a community or group.

Cultural and linguistic diversity

A description of a society composed of people from many different cultural and linguistic groups. Australia, along with many other countries, is culturally and linguistically diverse. The acronym CALD is used in some other contexts to refer only to people from non-English-speaking backgrounds.

Culture

In this resource the term is used to indicate the shared stories, beliefs, attitudes and behaviours that give a group or individual a sense of who they are, and help them make sense of the world in which they live.

Ethnicity/ethnic

Everyone is 'ethnic' and everyone has 'ethnicity'. It is something we are enculturated into. We use the terms 'ethnicity' or 'ethnic' group in this resource as a convenient shorthand way of acknowledging groups who identify with a distinctive ancestry or country of origin. It is offensive (and meaningless) to describe someone as 'an ethnic'.

Grief

A reaction to loss.

Holistic

The term used to describe an approach to health in which there is no separation between mental and physical health, and both are related to cultural and spiritual wellbeing.

Indigenous

The term used by the United Nations in its recognition of the special or unique rights of 'First Peoples' or 'First Nations'. 'Indigenous Australians' is the collective term used by the Commonwealth Government to refer to Aboriginal people and Torres Strait Islander people.

Integrated

If something is integrated it means that the parts fit together in a harmonious and balanced way to make up the whole.

Loss

Being parted with something of value to a person.

Multiculturalism

Australian multiculturalism is a term that recognises and celebrates Australia's cultural diversity. It accepts and respects the right of all Australians to express and share their individual cultural heritage within an overriding commitment to Australia and the basic structures and values of

Australian democracy. It also refers to the strategies, policies and programs that are designed to:

- make our administrative, social and economic infrastructure more responsive to the rights, obligations and needs of our culturally diverse population;
- promote social harmony among the different cultural groups in our society;
- optimise the benefits of our cultural diversity for all Australians.

Normlessness

Having no standards, quite inappropriate standards, a confusion of standards or conflicting standards whereby to judge behaviour.

Partnerships

Having a common or joint interest.

Prejudice

Literally pre-judging – making an evaluation about an individual or a group without sufficient evidence, and based on ignorance or stereotypical assumptions.

'Race'

The term 'race' is now generally discredited as having any natural or scientific validity and is seen as an arbitrary cultural label. It has commonly been used to identify and label groups of people on the basis of biological ancestry or superficial physical differences in characteristics such as skin colour and eye shape. Cultural differences (and cultural superiority or inferiority) were explained as the necessary consequence of biological differences between separate subgroups of humans.

Racism

A set of beliefs about 'race' that assumes the superiority of one (or several) 'race/s' over others.

'Individual racism' refers to the expression of racist attitudes in the behaviour of individuals (eg name calling, graffiti, ridicule, put-down jokes, pushing, shoving, bullying).

'Cultural racism' (racism as an ideology) reinforces the domination of particular cultural groups. It often tries to disguise the disadvantage of people from minority cultural groups by claiming that this 'is the way things are'.

'Institutional racism' refers to the ways in which racist values have been built into social institutions (eg workplaces, schools, the legal system). This may be unintentional (eg teachers having low expectations of achievement for a particular student) or intentional (eg curriculum materials that demean minority cultural groups, denial of access to employment or promotion).

Reconciliation (with a capital 'R')

Reconciliation is about building a new relationship between Aboriginal and Torres Strait Islander Australians and the wider community, one that heals the pain of the past and ensures that we all share fairly and equally in our national citizenship.

Resilience

The ability to rebound or bounce back from stressful experiences. The human capacity to face, overcome and even be strengthened by the adversities of life.

Same-sex attraction

A term used in this context in preference to homosexual, lesbian or 'gay' because it does not presume a fixed state of sexual identification.

Stereotypes

Generalised images and assumptions about people in a particular group or category that result in exaggeration, simplification or other distortions of reality.

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