

MODULE 1.2

USING DATA FOR PLANNING AND SUCCESS

FACILITATOR GUIDE

Module 1.2

Using data for planning and success

Introduction

The 'Module 1.2 Using data for planning and success' facilitator guide is designed to assist you to prepare and deliver group professional learning using the MindMatters modules, which can be found at www.mindmatters.edu.au.

It consists of a possible sequence of professional learning activities to use with a group of staff as you move through the module.

MindMatters modules are designed to be used in flexible ways: as an individual, in small groups, as a faculty, as a whole staff, or as an action team. Some of the online activities can be explored in more detail when there is an opportunity to work with others at the same time. Group learning is best facilitated by colleagues from the school action team who have an understanding of mental health and the direction that the school wishes to take.

Implementing MindMatters as a whole school approach requires the active participation of the whole school community – teaching and non-teaching staff. Each of the four components of the MindMatters framework has associated modules.



Prepare

Before you begin facilitating a group session, you might like to undertake the following steps:

1. View and undertake the module(s) yourself.
2. Familiarise yourself with any background reading and references.
3. Decide which activities you will include and how much time you will aim to spend on them.
4. Check that your school allows access to YouTube, as each module contains YouTube videos. If not, speak to your IT team to get access.
5. Select a physical environment conducive to active learning – people sitting in discussion groups, room to move, access to water and refreshment.
6. Decide whether each person will access the online module or whether the group will use large screen projection.
7. Organise any materials needed for activities.
8. Organise copies of any pre-reading.
9. Enlist support of MindMatters action team members (if relevant).

You might also like to:

1. Speak with your local MindMatters project officer about extra hints or support for facilitating groups using online professional learning.
2. Ask the school librarian or resource centre person to gather together existing and relevant social and emotional learning resources for display or use during the session.
3. Consider the range of beliefs that may be relevant to the module you are facilitating – issues, participants, students, the school, the local community.

Overview

MindMatters modules are designed to take approximately one hour to complete. You may prefer your group to view the online video 'The MindMatters panel' at a different time, due to the video length.

Activity	Time	Materials needed
1. Energiser – Delve into data	5 minutes	Notepaper and pen
2. Develop (or revisit) agreements for working together	5 minutes	Whiteboard or poster paper, markers or post it notes
3. Online wall task 'What sort of data could you collect to help inform your mental health strategy?'	10 minutes	Online device
4. Online video 'The MindMatters panel'	20 minutes	Online device
5. Online video animation 'Using data for planning and success' and discussion	10 minutes	Online device
6. Read, reflect and share	15 minutes	Online device, hard copies of 'Using data for planning and success' module overview (one per group), hard copies of the MindMatters surveys (one set per group): School check-up survey, Staff survey, Parent-family survey, Student survey, small group sorting strategy
7. Online wall task 'What could you do to encourage greater survey response rates?'	10 minutes	Online device
8. Online Next steps	5 minutes	Online device (or hard copy)

Before starting the activities

Explain that MindMatters modules contribute to the ongoing MindMatters journey of improving the mental health of students by building a whole school approach.

Detail any 'housekeeping' issues. Clarify the duration of the professional learning session.



TIME: 5 minutes.

MATERIALS:

- Notepaper and pen.

PURPOSE: To help people connect with each other and share aspects of themselves. To orient participants to the content of the session by providing a relaxed introduction to the concept of data.

1. Energiser – Delve into data

Instructions:

1. Have everyone stand to be prepared to move around the room.
2. Give the participants two minutes to find out as much as they can about as many people as they can, aiming to find three things they have in common with someone.
3. Have participants use the data they collected to decide on one person they would take on a holiday. Have them give their reasons for their choice.
4. Ask if the data they collected was valuable, useless, or in between as a means of helping them make an informed decision.

Debrief: Say to participants “On reflection, does this activity replicate what happens in your school when you are collecting data? Schools should be clear about and communicate why data is being collected. Ensuring the data relates to what you need it for is essential.”



 **TIME:** 5 minutes.

 **MATERIALS:**

- 'How to facilitate MindMatters modules' guide. [DOWNLOAD AND PRINT](#)
- Whiteboard or poster paper, markers or post it notes.

 **PURPOSE:** To create a safe learning environment so that all staff can participate in the session in a respectful way. To make expectations clear to ensure all participants can contribute their views and ideas. To encourage people to take responsibility for their own learning and be accountable to colleagues.

2. Develop (or revisit) agreements for working together

Instructions:

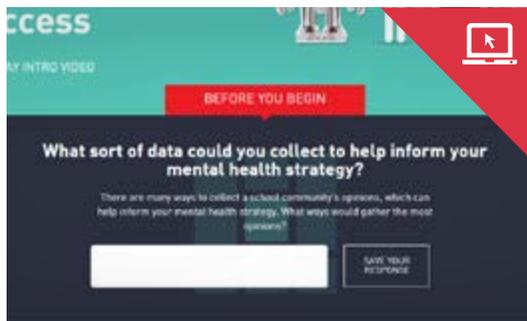
1. Ask participants to brainstorm and share ideas about how they wish to work during this session.
2. Individuals can write suggestions on post it notes or the facilitator can record suggestions on the whiteboard or poster paper.

Here are some examples for agreements for a successful session:

- listen to each other
- respect different perspectives
- share only what you are comfortable sharing
- engage in one conversation at a time
- share airspace.

For more examples, download the 'How to: facilitate MindMatters modules' guide and follow the instructions on 'How to: Develop an agreement working together'.

Debrief: Say to the group "Negotiating group agreements takes time and is an important part of a professional learning session. It helps to create safe and supportive environments, which is a key protective factor for our mental health and wellbeing. A safe learning environment also enables open, robust discussion in both staff and student settings."



TIME: 10 minutes.

MATERIALS:

- First wall question 'What sort of data could you collect to help inform your mental health strategy?'.
[VIEW ON MODULE PAGE](#)
- Individual computers or tablets or data projector and group computer.

PURPOSE: To reflect on the types and sources of data schools can use in developing a mental health strategy.

3. Online wall task

Instructions:

1. Connect to the internet.
2. Log in to your MindMatters account.
3. Select component 1 'Positive school community'.
4. Select Module 1.2 'Using data for planning and success'.
5. Invite participants to pair up and discuss the first wall question 'What sort of data could you collect to help inform your mental health strategy?'.
6. Invite pairs to share their thoughts with the large group.
7. Ask participants to formally record their response via the online wall.

Debrief: Say to participants "Collecting and interpreting data from a range of sources can assist in understanding your school's current position in relation to mental health and wellbeing. Data analysis will help your school identify a well-informed focus for planning and implementation."

In Module 1.1 Getting started, we are reminded that mentally healthy school communities are supported by cohesive, collaborative and sustained actions that have been strategically planned to improve outcomes across the entire school community."



TIME: 20 minutes.

MATERIALS:

- 'The MindMatters panel' video.

[VIEW ON MODULE PAGE](#)

PURPOSE: To consider questions raised by the online video.

4. Online video 'The MindMatters panel'

Instructions:

Consider the following questions as you view the video 'The MindMatters panel':

1. Eagleton High deputy principal Phil manages to spin a small amount of data into a positive message. Why is the conclusion he draws faulty?
2. What are the advantages of analysing data in a group?

Debrief: Discuss your answers to these questions with the person next to you.



MODULE 1.2
Using data for planning and success

PLAY INTRO VIDEO

BEFORE YOU BEGIN

What sort of data could you collect to help inform your mental health strategy?
There are many ways to collect a school community's opinions, which can help inform your mental health strategy. What ways would gather the most opinions?

TIME: 10 minutes.

MATERIALS:

- 'Using data for planning and success' animation.

[VIEW ON MODULE PAGE](#)

PURPOSE: To develop an understanding of the interconnectedness between a positive school community and using data to build such a community.

5. Online video animation 'Using data for planning and success' and discussion

Instructions:

1. View the video animation 'Using data for planning and success'.
2. Ask participants to break into pairs after viewing the video animation.
3. Discuss:
 - key messages you received from the animation
 - how effectively your school uses data to build and monitor plans.

Debrief: An effective plan needs to be tailored to the needs of your school community. This means staff, students and families are to be considered. Using data sources to monitor progress and track impact will also assist you to articulate areas of strength, challenges and improvement.

MODULE 1.1

USING DATA FOR PLANNING AND SUCCESS



 **TIME:** 15 minutes.

 **MATERIALS:**

- Hard copies of 'Using data for planning and success' module overview (one per group).
[DOWNLOAD AND PRINT](#)
- Hard copies of the MindMatters surveys (one set per group): school check-up survey, staff survey, parent-family survey, student survey.

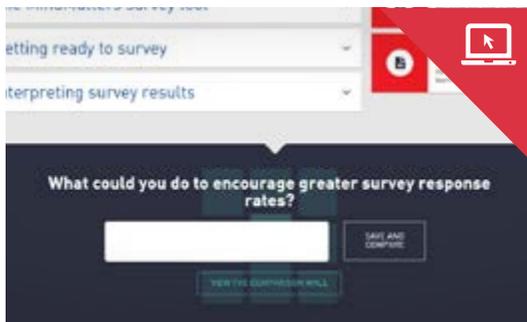
 **PURPOSE:** To develop an understanding of the MindMatters surveys.

6. Read, reflect and share

Instructions:

1. Create groups of three using a grouping strategy.
2. Allocate each person in the small group a letter **A**, **B** or **C**.
3. Provide each person a section of the module overview:
 - **A.** receives pages 5 to 7: 'Introducing the MindMatters survey tool'.
 - **B.** receives pages 8 to 11: 'Before you start' and 'Getting ready'.
 - **C.** receives pages 12 to 16: 'Interpreting results' and 'Other data you could use'.
4. Allow individuals five minutes to read their section and record a couple of key points.
5. Ask people to share key points with their small group.
6. Provide each group with copies of the MindMatters surveys.
7. Ask people to select one survey and allow five minutes for people to read it.
8. Allow five minutes for people to introduce the survey to their small group.
9. Invite the group's feedback on the suitability of using a diverse range of tools to gather evidence of the school's effectiveness in building a positive school community.

Debrief: The MindMatters surveys are accessible and administered through the MindMatters website via the school's dashboard account, which can be accessed by the nominated school leader. The survey tool enables schools to reissue the same surveys so schools can track results over time.



etting ready to survey

terpreting survey results

What could you do to encourage greater survey response rates?

SAVE AND CONFIRM

VIEW THE SURVEY ON WALL

⌚ TIME: 10 minutes.

📄 MATERIALS:

- Second wall question 'What could you do to encourage greater survey response rates?'.
[VIEW ON MODULE PAGE](#)
- Individual computers or tablets or data projector and group computer.

❓ PURPOSE: To identify strategies for increasing participation levels from across the school's student, parent-family and staff community.

7. Repeat online wall task

Instructions:

1. Invite participants to complete the second wall question 'What could you do to encourage greater survey response rates?'.
2. Allow five minutes for the group to share their ideas.

Debrief: It is important to seek the school community views towards mental health and wellbeing. Seeking perspectives from your whole school community (staff, parents and students) is important in achieving better outcomes. To encourage school and community engagement we need to promote the importance of hearing their voice and then make sure results are presented.



TIME: 5 minutes.

MATERIALS:

- Next steps section. [VIEW ON MODULE PAGE](#)
- Alternatively, pens and paper.

PURPOSE: To consider what participants and the school can do to enhance the use of data-informed plans. To translate learning into action and take responsibility for learning.

8. Next steps

Instructions:

1. Invite each person to decide on three next steps they will undertake as a result of learning in the session.
2. Share these intended actions with at least one other person. Note: If people are using their own device, these will be recorded on their individual dashboard for future reference.
3. Invite participants to select and explore a website from the 'Further resources' section of the online module.

Debrief: Remind participants that if we are interested in improving mental health across the school, we need to commit to making a change in our behaviour and practice – even if it is a small change. Refer to the implementation plan template in Module 1.1 'Getting started' to guide you with your planning.

Remember your project officer is only a phone call away in order to assist your school on its journey.

MindMatters is a national mental health initiative for secondary schools developed by *beyondblue* with funding from the Australian Government Department of Health.

See more MindMatters resources at www.mindmatters.edu.au