

MODULE 3.3

SHARING CONCERNS WITH PARENTS

FACILITATOR GUIDE

Module 3.3

Sharing concerns with parents

Introduction

The 'Module 3.3 Sharing concerns with parents' 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 – Hopes and fears	10 minutes	Whiteboard, post it notes, pens, markers
2. Develop (or revisit) agreements for working together	5 minutes	Whiteboard or poster paper, markers or post it notes
3. Online wall task 'Imagine you have to raise a concern with a colleague or friend about their wellbeing. What could you do to help the interaction go well?'	5 minutes	Online device
4. Online video 'The MindMatters panel'	20 minutes	Online device
5. Online video animation 'Sharing concerns with parents' and discussion	10 minutes	Online device, hard copies of 'Sharing concerns with parents' module overview (one per participant), whiteboard, markers
6. Read, reflect and share	10 minutes	Online device, A3 paper, markers
7. Online wall task 'What three tips would you give a colleague to help them communicate their concerns to parents?'	10 minutes	Online device
8. Online Next steps	10 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:** 10 minutes.

📄 **MATERIALS:**

- Whiteboard, post it notes, pens or markers.

❓ **PURPOSE:** To help people connect with each other and share thoughts and ideas. To bring focus to the session topic 'Sharing concerns with parents'.

1. Energiser – Hopes and fears

Instructions:

1. Ask participants "What is a short and sharp word or phrase that sums up what you think is important to consider when sharing concerns with parents?" Invite participants to share with the large group.
2. Draw two columns on the whiteboard. One column with 'Hopes', the other with 'Fears'. Ask participants to write their own hopes and fears about raising concerns with parents on individual sticky notes and after a few minutes place them in the appropriate column.
3. Read out some examples from the whiteboard.


Debrief: Sharing concerns with parents and carers is important; however, we need to be aware that it can evoke emotions in us. Having clear processes and/or ideas can help us feel confident to raise concerns.



 **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 contribute to the session in a respectful way. To make expectations clear to ensure all participants to contribute their views and ideas. To encourage people to take responsibility for their own learning and be accountable to colleagues.

2. Develop (or revisit) an agreement for working together

Instructions:


1. Ask participants to brainstorm and share ideas about how they wish to work during the 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 for 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: 5 minutes.

MATERIALS:

- First wall question 'Imagine you have to raise a concern with a colleague or friend about their wellbeing. What could you do to help the interaction go well?'.
[VIEW ON MODULE PAGE](#)
- Individual computers or tablets or data projector and group computer.


PURPOSE: To be aware of helpful tips to assist interactions.

3. Online wall task

Instructions:

1. Connect to the internet.
2. Log in to your MindMatters account.
3. Select component 3 'Parents and families'.
4. Select Module 3.3 'Sharing concerns with parents'.
5. Invite participants to complete the first wall question individually 'Imagine you have to raise a concern with a colleague or friend about their wellbeing. What could you do to help the interaction go well?'.
6. Divide the large group into groups of three and ask participants to share their ideas.
7. Invite groups to share with the large group one idea that could help an interaction go well with a colleague or friend.

Debrief: Say to participants "Sharing ideas about familiar interactions enables us to transfer the concepts to less familiar interactions."



TIME: 20 minutes.

MATERIALS:

- 'The MindMatters panel' video.

[VIEW ON MODULE PAGE](#)

PURPOSE: To consider questions raised by the online video.

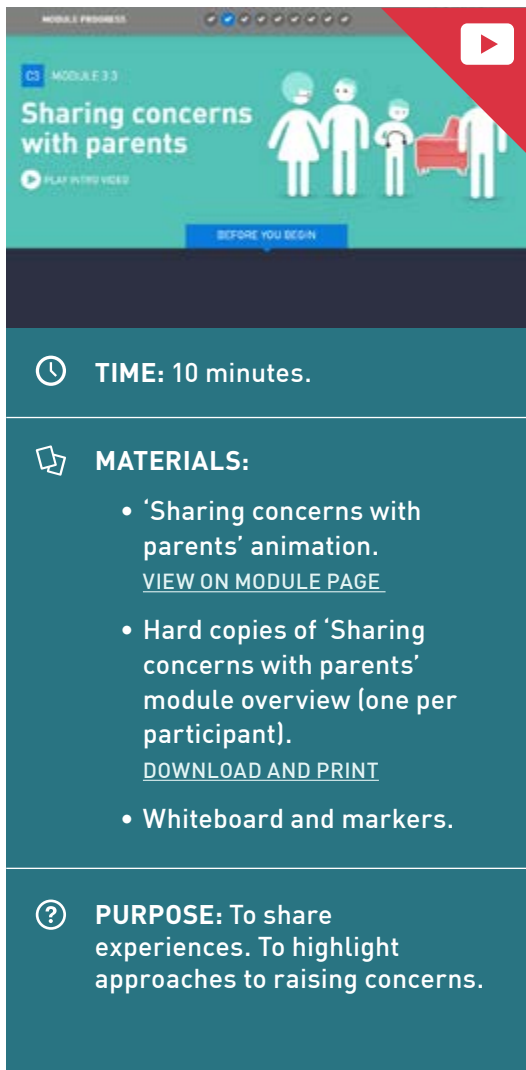
4. Online video 'The MindMatters panel'

Instructions:

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

1. Why is preparation important when meeting with parents?
 2. How can your staff build strong relationships with parents?
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Debrief: Discuss your answers to these questions with the person next to you.



TIME: 10 minutes.

MATERIALS:

- 'Sharing concerns with parents' animation. [VIEW ON MODULE PAGE](#)
- Hard copies of 'Sharing concerns with parents' module overview (one per participant). [DOWNLOAD AND PRINT](#)
- Whiteboard and markers.

PURPOSE: To share experiences. To highlight approaches to raising concerns.

5. Online video animation 'Sharing concerns with parents' and discussion

Instructions:

1. View the video animation 'Sharing concerns with parents'.
2. Ask participants to break into pairs and brainstorm, using pages 3 to 6 of the module overview for reference:
 - In your role what topics have you raised with parents or carers?
 - Share a time that you raised a concern and it went well. What assisted this experience?
 - Invite pairs to summarise and document two ideas that could be of assistance when raising a concern with a parent or carer.
3. Invite pairs to share their ideas with the large group. Document these ideas and forward them to the action team.

Debrief: Our preparation prior to raising a concern is dependent on the nature of the concern. Having some strategies prior to raising the concern can assist in the outcome. We need to remember that often these discussions are the beginning of a process, not the end.

MODULE 3.3


SHARING CONCERNS WITH PARENTS



 **TIME:** 10 minutes.

 **MATERIALS:**

- 'Sharing concerns with parents' module overview. [VIEW ON MODULE PAGE](#)
- Individual computers or tablets or data projector and group computer.
- A3 paper and pens.

 **PURPOSE:** To raise awareness of planning for raising concerns. To become aware of support we can access.

6. Read, reflect and share

Instructions:

1. Allocate 5 minutes for participants to read through pages 7 to 12 of the module overview.
2. Break into small groups. On an A3 sheet divide the page into two columns with one heading 'concerns' and the other 'who can help?'. Invite groups to brainstorm a list of concerns and match them with suggestions of who they could go to for support and information e.g. guidance officer, senior staff, outside agencies.

Debrief: It is important that schools communicate clear, respectful support procedures to ensure staff are aware and acknowledge they are not alone when raising concerns with parents and carers.

Planning to share concerns

What three tips would you give a colleague to help them communicate their concerns to parents?

VIEW THE COMPLETE WALL

VIEW THE COMPLETE WALL

NEXT STEPS

Now that you've shared the rest of the module it's a good time to think about advice you can take. Share any new ideas before and that's to assist in our classroom.

TIME: 10 minutes.

MATERIALS:

- Second wall question 'What three tips would you give a colleague to help them communicate their concerns to parents?'. [VIEW ONLINE MODULE PAGE](#)
- 'Sharing concerns with parents' module overview. [VIEW ON MODULE PAGE](#)
- Individual computers or tablets or data projector and group computer.


PURPOSE: To provide participants with practical tips.

7. Repeat online wall task

Instructions:

1. Invite participants to individually complete the second wall question 'What three tips would you give a colleague to help them communicate their concerns to parents?'.
2. Break into pairs. Share your tips with a partner. Ask pairs to reflect on the six key features by discussing which features are currently in place and functioning well and which features need strengthening within the school.
3. Refer to pages 11 and 12 of the module overview. Share one thing that stood out for you.
4. Read pages 13 and 14 of the module overview. Share one idea that stood out for you.
5. Bring the conversation back to the large group and invite participants to share an idea that might have contributed to a lightbulb moment.

Debrief: Having a positive outcome for all involves preparing yourself with conversation starters, knowing who your supports are and considering how best to approach raising a concern.



TIME: 10 minutes.

MATERIALS:

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

PURPOSE: To inform and share additional resources.

8. Next steps

Instructions:

1. Refer participants to the 'Further resources' section of the module, highlighting the resource 'Professionals communicating with parents: The basics' from the Raising Children Network website.
2. Invite each person to decide on two next steps they will undertake as a result of learning in the session. E.g. what can they do to prepare themselves for raising a concern with a parent or carer?.
3. Share these intended actions with at least one other person. Note: If people are using their own device, these will be recorded on their dashboard for future reference. .

Debrief: Remind participants that preparation and self-care when working with parents and carers should be built into processes and planning.

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