Important Notice

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Communications Branch, Department of Health, GPO Box 9848, Canberra ACT 2601

or via email to copyright@health.gov.au.

While the resources are available freely for these purposes, to realise the full potential of KidsMatter Primary, it is recommended that the resources be used with the appropriate training and support under the KidsMatter Initiative.

Last updated October 2014
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https://primary.portal.kidsmatter.edu.au
Facilitator preparation

Welcome to the KidsMatter Primary Portal Guides

Inside these guides, you will find information to help your Action Team prepare and deliver KidsMatter Primary professional learning for other staff at your school.

These guides are designed to be used alongside existing KidsMatter Primary resources.

We hope you enjoy your KidsMatter Primary Portal journey!

Preparing to facilitate this session

Before you begin facilitating professional learning for your whole-school staff, it is important to undertake the following steps:

1. Speak with your KidsMatter staff member about delivering KidsMatter online professional learning

2. Ensure your school’s KidsMatter Action Team reads the following resources:
   - KidsMatter Primary Facilitator Guides (pages 7–10)
     - Whole-school staff professional learning in KidsMatter Primary
     - Getting ready for delivery
     - Role of the Action Team

3. Access KidsMatter Information Sheets for school staff, parents and carers (see Resources)

4. Print or purchase a copy of the Component 1 Participant Workbook for each staff member

5. Organise copies of the relevant component Summary of Literature for all staff as pre-reading. These documents include a range of texts and links that relate to the themes in the sessions.

Symbols used on screens

When a question mark appears on the screen, it gives you access to further information that is relevant to the topic. For example, you can access Information sheets, How-to sheets, videos and screens.

The Resources symbol at the top of the menu provides interesting links to video interviews, articles and screens.

The eNote symbol appears on some screens. An eNote is an electronic note-taking tool that the Action Team can use to record and save essential notes for its planning.
Portal tips

Before facilitating professional learning in your school we recommend taking the following steps:

- **Log in** – check that you can log in to the Portal
- **Prepare** – have you previewed the session?
- **Resources** – collate resources for each participant
- **Room preparation** – test your equipment works
- **Time** – *indicative* times are listed in the Portal Guides.

Supplementary resources

Throughout this guide, you will see references to a range of KidsMatter Primary resources:

- **Action Team Handbook**
- **Facilitator Guides** (for Components 1-4)
- **Participant Workbooks** (for Components 1-4)
- **Information Sheets**
- **Summary of Literature** (for Components 1-4)
- **KidsMatter Component Plan.**

To access these resources, go to [www.kidsmatter.edu.au/primary/resources-your-journey](http://www.kidsmatter.edu.au/primary/resources-your-journey)

Some resources can also be purchased from the KidsMatter Online Shop at: [www.kidsmatteronlineshop.com.au](http://www.kidsmatteronlineshop.com.au)

For more information

Contact KidsMatter Primary if you have any questions or need help accessing the Portal.

**Phone:** 1800 543 767 (1800 KIDSMP)
**Email:** portalhelp@pai.edu.au

[https://primary.portal.kidsmatter.edu.au](https://primary.portal.kidsmatter.edu.au)
Facilitating whole-school online training

We highly recommend that you view and practise using the Portal before you deliver training in your school. You will need to familiarise yourself with different sections of the site.

As a facilitator or Action Team member, you will:

- navigate through the session using arrows at the bottom right-hand of the screen
- click to move forwards or backwards through the screens
- follow the instructions of the iMentor+ as well as content in this guide
- designate one Action Team member to manage the eNote feature of the Portal.

The iMentor is your online instructor. They will guide you through each session.

Creating a positive learning environment

We suggest that you observe participants as the sessions develop. Participants will have a range of experiences of mental health. They may face mental health difficulties themselves, through family members or work colleagues. Early on in the session, it will be helpful to acknowledge that one in five adults experience mental health difficulties. We recommend that you emphasise the need for a safe and respectful space to discuss issues.

It could be useful here to point out that it is critical for participants to look after themselves throughout the training. Creating the group’s Working Agreement and promoting self care is essential (see page 5 of the Participant Workbooks). Please circulate copies of the contact details for your school’s Employee Assistance Program.

Beginning each session

Introductions

- Welcome staff
- Introduce members of the Action Team, other guests and parents.

Explain the Action Team’s role

Action Team members will:

- guide school staff and guests through the sessions of this component
- record and collect feedback using eNote to inform and refine the school KidsMatter Component Plan.

Purpose of the session

At the start of the session:

- explain that KidsMatter professional learning contributes to the KidsMatter journey of school culture change
- clarify the duration of the professional learning session
- remind participants of the group Working Agreement. Display this at every session.
About the Portal

How-to and Information sheets

The How-to and Information sheets add to the content on screens. The How-to sheets guide you to debrief videos, run activities or lead discussions. The Information sheets provide additional details about some of the content raised in the sessions.

The How-to and Information sheets are located in the Resources section of this Portal Guide.

Suggested times

There are suggested session times within this Portal Guide. These are indicative times only and do not reflect any rigorous discussion your colleagues may engage in.

Connectivity: About connecting to the Portal

It is essential for Action Team members to trial the Portal ‘Learn’ section before conducting professional learning. This is important to check if your school’s connectivity is adequate to run the Portal.

The Portal will work best with these minimum computer specifications:

• Core i3 processor
• 4GB RAM
• USB 2.0 or above
• PDF reader installed.

We recommend using the following internet browsers, with pop-up blockers turned off:

• Microsoft Internet Explorer 8.0 and above
• Mozilla Firefox 22.0 and above
• Opera 18 and above
• Safari 5.1.5 and above
• Chrome 31.0.1650.63 m and above.

Using alternative browsers is an option. However, the functionality of the site may be compromised with some functions.

If you are experiencing accessibility problems, we suggest that you contact your web administrator to install the latest browser version, and have pop-up blockers turned off.

Videos – buffering

The Portal has a collection of high-quality videos. If your internet connectivity is low, these videos will ‘buffer’ before they play.

Before facilitating professional learning, open the session and let the videos run through. This will ‘cache’ the videos into your computer’s memory and may make them run more smoothly.

NOTE: Do not do this and then close the Portal, as this will clear the computer’s memory.
Your checklist of resources for this session

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<th>ITEM</th>
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<tr>
<td><strong>Action Team Portal Guide</strong> – Action Team has printed a copy and used it to prepare for the session</td>
<td></td>
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<tr>
<td>Connectivity – Action Team has read about connectivity information</td>
<td></td>
</tr>
<tr>
<td><strong>Facilitator Guide</strong> for the relevant component*</td>
<td></td>
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<tr>
<td>One <strong>Participant Workbook</strong>* and <strong>Summary of Literature</strong>* for each participant</td>
<td></td>
</tr>
<tr>
<td>Relevant component <strong>Information Sheets</strong> for staff, parents and carers* – copies for each staff member</td>
<td></td>
</tr>
<tr>
<td><strong>Action Team Handbook</strong>, Tool 2 diagram, ‘How does KidsMatter build on what we are doing?’ – a completed copy for each staff member</td>
<td></td>
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<tr>
<td>Computer and projector</td>
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<tr>
<td>Set of speakers tested for volume</td>
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</table>

<table>
<thead>
<tr>
<th>ITEM</th>
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<tbody>
<tr>
<td>Sticky notes for each table</td>
<td></td>
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<tr>
<td>Spare pens and paper</td>
<td></td>
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<td>Existing social and emotional resources available in the school</td>
<td></td>
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<tr>
<td>An Action Team report – see ‘How to present an Action Team report’ in Session 1 Resources</td>
<td></td>
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<tr>
<td>Adequate space for facilitating group activities</td>
<td></td>
</tr>
<tr>
<td>Whiteboard</td>
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<tr>
<td>Interactive whiteboard (optional)</td>
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Action Team Portal Guide

Understanding mental health and wellbeing

Estimated length of session: 55 mins
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<td>Instructions for discussion, ‘What is mental health?’</td>
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[https://primary.portal.kidsmatter.edu.au](https://primary.portal.kidsmatter.edu.au)
Facilitating this session
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<th>FACILITATOR Action Team preparation</th>
<th>FACILITATOR Guide Slide Reference #</th>
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<tbody>
<tr>
<td>1 of 52 (0:00)</td>
<td>Introducing iMentor, Cate</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 of 52 (0:15)</td>
<td>Acknowledgement of Country</td>
<td>Optional – Information sheet Customise ‘Acknowledgement of Country’ for your school</td>
<td>3</td>
</tr>
<tr>
<td>3 of 52 (0:23)</td>
<td>KidsMatter Primary and collaborating organisations What is KidsMatter?</td>
<td>Refer to ‘What is KidsMatter’, p 7 of the Participant Workbook *Optional video ‘The history of KidsMatter Primary’ (3 mins)</td>
<td>2</td>
</tr>
<tr>
<td>5 – 10 of 52</td>
<td>Quiz - 5 things about KidsMatter Primary (3 mins)</td>
<td>Quiz questions appear on screens 5 – 10</td>
<td>7</td>
</tr>
<tr>
<td>11 of 52 (2:18)</td>
<td>Purpose of KidsMatter professional learning Overview of Component 1: - Target areas and goals - Learning outcomes Component 1 – the foundation for the other three components</td>
<td>Refer to ‘Component 1: Positive school community’ and ‘Target areas and goals’, p 12 of the Participant Workbook Information sheet – ‘Key learning outcomes for Component 1 professional learning’</td>
<td>9</td>
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<tr>
<td>12 of 52 (0:23)</td>
<td>Outline of the four sessions of Component 1</td>
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<tr>
<td>13 of 52 (0:57)</td>
<td>Two questions: 1. Why are we here? 2. What are we going to do? Aims of Session 1</td>
<td>Note – focus changes here from looking at KidsMatter in general to beginning Session 1</td>
<td>4, 11</td>
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<tr>
<td>14 of 52 (0:18)</td>
<td>Action Team introduces themselves Action Team report (10 mins) ‘How does KidsMatter build on what we are doing?’ diagram</td>
<td>Information sheet – ‘How to present an Action Team report’ Action Team reports on KidsMatter Primary surveys See p 10 of the Facilitator Guide – ‘Role of the Action Team’</td>
<td>8</td>
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<tr>
<td>15 of 52</td>
<td>eNote – Staff feedback on Action Team report (2 mins)</td>
<td>Action Team records group feedback using eNote</td>
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<tr>
<td>16 of 52 (0:38)</td>
<td>Creating a positive learning community The importance of developing a Working Agreement</td>
<td>How-to sheet – ‘Developing a Working Agreement’</td>
<td>10</td>
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<tr>
<td>17 of 52</td>
<td>eNote – Working Agreement – list (2 mins)</td>
<td>Action Team records feedback using eNote. Action Team also writes feedback on A3 paper or whiteboard to display in all professional learning sessions</td>
<td></td>
</tr>
<tr>
<td>18 of 52 (0:42)</td>
<td>Self care, support, confidentiality and privacy Employee Assistance Program</td>
<td>Refer to ‘Self care’ p 5 of the Participant Workbook Information sheet – ‘Self care’ Action Team displays or circulates the details of the Employee Assistance Program</td>
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<td>19 of 52 (1:03)</td>
<td>iMentor introduces ‘Carousel’ activity and provides instructions</td>
<td>How-to sheet – ‘Introductory activity – Carousel’ Action Team uses eNote to record feedback on last three questions</td>
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<td>20 of 52</td>
<td>eNote – What would you like your students to say… Action Team facilitates (5 mins)</td>
<td>As per Screen 20</td>
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<td>21 of 52 (0:31)</td>
<td>Taking action across the school environment</td>
<td>Participants record feedback on pp 30 and 31 of the Participant Workbook, ‘Taking action’</td>
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<tr>
<td>22 of 52 (0:07)</td>
<td>iMentor introduces video</td>
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<tr>
<td>23 of 52</td>
<td>View video, ‘Introduction to Component 1’ (1:28 mins)</td>
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<td>12</td>
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<tr>
<td>24 of 52 (0:08)</td>
<td>Comments, questions about video, ‘Introduction to Component 1’</td>
<td>Ask for comments, questions or concerns</td>
<td>12</td>
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<tr>
<td>25 of 52 (0:39)</td>
<td>iMentor introduces next video</td>
<td></td>
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<tr>
<td>26 of 52</td>
<td>View video, ‘Little things can make a big difference’ (0:43 mins)</td>
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<td>13</td>
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<tr>
<td>27 of 52</td>
<td>eNote video debrief – ‘Little things can make a big difference’ Five questions in eNote (2 mins)</td>
<td>How-to sheet – Debrief video: ‘Little things can make a big difference’ Use eNote to record feedback</td>
<td>13</td>
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<tr>
<td>28 of 52 (0:36)</td>
<td>Summary of strategies viewed in video Introducing discussion, ‘What is mental health?’</td>
<td>Reflection and writing ‘What is mental health?’, p 13 of the Participant Workbook</td>
<td>14</td>
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<td>29 of 52 (0:21)</td>
<td>‘What is mental health?’ Discussion</td>
<td>Invite feedback, ‘What is mental health?’</td>
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<tr>
<td>30 of 52</td>
<td>eNote – What is mental health? Action Team records feedback using eNote (2 mins)</td>
<td>Use eNote to record feedback on ‘What is mental health?’</td>
<td>14</td>
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<tr>
<td>31 of 52</td>
<td>View video, ‘What is mental health?’ (2:32 mins)</td>
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<tr>
<td>32 of 52 (0:39)</td>
<td>Comparing ideas of mental health with those in the video, ‘What is mental health?’</td>
<td>How-to sheet – Discussion: ‘What is mental health?’</td>
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<tr>
<td>33 of 52 (8 mins)</td>
<td>eNote – six questions on mental health</td>
<td>Refer to ‘Discussion: What is mental health?’, p 13 of the Participant Workbook</td>
<td>? 14</td>
</tr>
<tr>
<td>34 of 52 (0:37)</td>
<td>Definition of mental health</td>
<td>Refer to ‘Defining mental health’, p 14 of the Participant Workbook</td>
<td>?</td>
</tr>
<tr>
<td>35 of 52 (0:49)</td>
<td>Defining mental health and mental health difficulties</td>
<td>Information sheet – ‘KidsMatter evaluation, educational benefits’</td>
<td>?</td>
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<tr>
<td>36 of 52 (0:17)</td>
<td>iMentor introduces video</td>
<td></td>
<td></td>
</tr>
<tr>
<td>37 of 52</td>
<td>View video, ‘Why is mental health important at school?’ (2:02 mins)</td>
<td></td>
<td>16</td>
</tr>
<tr>
<td>38 of 52 (0:18)</td>
<td>Mental health is part of our overall wellbeing How does promoting mental health fit with our work?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>39 of 52 (2 mins)</td>
<td>eNote – video, ‘Why is mental health important at school?’</td>
<td>How-to sheet – Debrief video: ‘Why is mental health important at school?’ Action Team uses eNote to record feedback</td>
<td>?</td>
</tr>
<tr>
<td>40 of 52 (0:30)</td>
<td>Linking mental health to school core business – academic and educational benefits. Improved NAPLAN results</td>
<td>Link to CASEL research article <a href="http://www.casel.org/research">www.casel.org/research</a> See Resources on Portal – ‘KidsMatter Primary and MindMatters making the connections: Linkages to national educational priorities’ See Resources on Portal – ‘Implementation quality of whole school mental health and students’ academic performance’</td>
<td>17</td>
</tr>
<tr>
<td>41 of 52 (0:40)</td>
<td>Children with good mental health Educational benefits of mental health Longitudinal study of Australian children</td>
<td>Link – Growing up in Australia, Longitudinal study <a href="http://www.abc.net.au/tv/life/">www.abc.net.au/tv/life/</a> Information sheet – ‘KidsMatter evaluation, educational benefits’</td>
<td></td>
</tr>
<tr>
<td>SCREEN # and DURATION</td>
<td>DESCRIPTION Screen + time of video and activity</td>
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<tr>
<td>42 of 52 (0:15)</td>
<td>Introducing discussion: What helps and hinders children’s learning?</td>
<td>Invite small group discussion</td>
<td>18</td>
</tr>
<tr>
<td>43 of 52</td>
<td>eNote – Student, family, school: What helps? What hinders? (5 mins)</td>
<td>Action Team records feedback using eNote Three areas (students, parents, school)</td>
<td></td>
</tr>
<tr>
<td>44 of 52 (0:23)</td>
<td>What helps and hinders children’s mental health? Student, family, school</td>
<td>Refer to ‘Risk and protective factors for children’s mental health’, p 15 of the Participant Workbook</td>
<td>19</td>
</tr>
<tr>
<td>45 of 52 (0:53)</td>
<td>Risk and protective factors</td>
<td></td>
<td></td>
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<tr>
<td>46 of 52 (0:09)</td>
<td>Introducing next video</td>
<td></td>
<td></td>
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<tr>
<td>47 of 52</td>
<td>View video, ‘Protective factors at school’ (4:16 mins)</td>
<td></td>
<td>19</td>
</tr>
<tr>
<td>48 of 52</td>
<td>eNote – Risk and protective factors Action Team Debrief (3 mins)</td>
<td>Action Team uses eNote to record any reflections about risk and protective factors</td>
<td></td>
</tr>
<tr>
<td>49 of 52 (1:13)</td>
<td>Bronfenbrenner’s socio-ecological model Family – most important influence, then peers and school staff</td>
<td>Refer to ‘Risk and protective factors’, p 16 of the Participant Workbook</td>
<td>20</td>
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<tr>
<td>50 of 52 (1:03)</td>
<td>School as a protective factor</td>
<td>Refer to Resources – Component 1 Summary of Literature Information sheet – ‘KidsMatter evaluation, educational benefits’</td>
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<tr>
<td>51 of 52 (0:18)</td>
<td>Reflection and summary of Session 1</td>
<td>Ask participants to complete ‘Taking action’, pp 30 and 31 of the Participant Workbook</td>
<td>22, 23</td>
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<tr>
<td>52 of 52 (0:00)</td>
<td>End of session Return to menu</td>
<td></td>
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Resources
Acknowledgement of Country

Information Sheet – Screen 2

Acknowledgement of Country is a way that the wider community can demonstrate respect for Aboriginal people where the gathering is being conducted.

It can be performed by any individual; Aboriginal or non-Aboriginal. We do this at the beginning of each KidsMatter Primary professional learning session. We have recorded an Acknowledgement of Country for you to play at the beginning of each component professional learning session.

Your Action Team might choose not to play the pre-recorded Acknowledgement of Country and have one of your Action Team members deliver the acknowledgement. Feel free to personalise the standard wording based on your own experiences or preferences. Consider using state and territory-specific language to help make the welcome authentic.

Alternative Acknowledgement of Country

I would like to acknowledge the traditional custodians of this land upon which we now meet, and acknowledge our gratitude that we share this land today, our sorrow for some of the costs of that sharing and our hope and belief that we can move to a place of equity, justice and partnership together.

National Reconciliation Week

Recognition. Think about how much you value it. You feel proud, validated and connected when you are sincerely recognised for who you are and what you contribute. Being valued is good for your self-esteem. It energises you and encourages you to acknowledge the best in others.

Click here to have a look at the National Reconciliation Week website:

www.reconciliation.org.au/nrw
Key learning outcomes for Component 1 professional learning

Information Sheet – Screens 11, 12

Component 1 professional learning helps participants recognise the importance of a positive school community in supporting the mental health and wellbeing of their students.

On completion of Component 1 professional learning participants should be able to:

1. Understand mental health and wellbeing, and how it is integral to improving educational outcomes for students

2. Understand the factors that help create a positive school community, and how it promotes mental health and wellbeing

3. Identify the practices individuals and the school use to create a positive school community, and the things that could be improved.
How to present an Action Team report

Information Sheet – Screen 14

1. Introduce members of the Action Team and explain their role
Introduce all members of the Action Team, including any who may be absent.
Briefly outline:
The role of the Action Team as the key coordinators and drivers of implementing KidsMatter and the critical role they will be taking in consulting with staff, families and students and facilitating whole-school professional learning.
Refer to pages 8 and 9 of the Action Team Handbook for more information.

2. Update about ongoing KidsMatter work
Provide a very brief update on work that has happened so far.
Being open to receiving and valuing feedback is critical.

3. Briefly summarise your school’s starting point for this component
Copy and distribute ‘Tool 2: How does KidsMatter build on what we are doing?’ if this has not already been done earlier in the session.
If Tool 2 has not been completed in the past, do this now.
If Tool 2 has been completed, explain that all staff have contributed to this document. Ask the group to take note of all the current school practices listed under this component. Invite participants to provide details to fill in any gaps.
Explain that this list will be used during today’s session.
Share a brief report on the results of the KidsMatter surveys and any items related to this component. Highlight the strengths and challenges and report only on the main themes, as the topics will be explored during the sessions.

4. Thank staff
Thank staff for their contributions so far and let them know that their ideas and feedback will contribute to the Action Team’s planning.
Information they have provided will help to refine strategies to improve school policies and practices around mental health and wellbeing.
Developing a Working Agreement

How-to Sheet – Screen 16

2 minutes

This professional learning encourages all participants to contribute their views and ideas, so it’s important they feel safe doing so. We recommend you ask participants how they wish to work so all staff can contribute to the session in a respectful space.

If you’re presenting to a group you know well and there is an existing Working Agreement, it might be sufficient to remind participants of the agreement and display it throughout the session.

Here are some common items for Working Agreements/ground rules for a successful session:

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

The Working Agreement on the following page is one example from a KidsMatter school.

The Participant Workbook includes a list of support services in the event that any personal issues arise for participants.

The school Employee Assistance Program (EAP) may also be a useful source of support to mention. The Action Team is encouraged to display the EAP contact details in the staff room.
### Sample Working Agreement

<table>
<thead>
<tr>
<th>WHAT</th>
<th>WHAT DOES THIS LOOK LIKE? SOUND LIKE?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Solution-focused</td>
<td>I offer a solution if I state that I am unhappy with something.</td>
</tr>
<tr>
<td>Constructive</td>
<td>If I provide feedback it is clear and relevant to the topic and helpful to the discussion.</td>
</tr>
<tr>
<td>Equality</td>
<td>I am mindful of ensuring all people are provided with an opportunity to speak.</td>
</tr>
<tr>
<td>Right to pass and participate</td>
<td>In my professional role, I am open to taking risks, and try to participate in most situations.</td>
</tr>
<tr>
<td>Appreciative of diversity</td>
<td>I am open to different points of view, as we all have different experiences, values and beliefs.</td>
</tr>
<tr>
<td>Conscious of time</td>
<td>I take responsibility for arriving on time before each session. I need to make sure I keep to time if presenting.</td>
</tr>
<tr>
<td>Respect</td>
<td>I am professional in my manner and have empathy and regard for others.</td>
</tr>
<tr>
<td>Confidentiality – no names</td>
<td>I am aware of keeping conversations within groups, contained in that context and not discussing the names of students and families.</td>
</tr>
<tr>
<td>Non-judgemental</td>
<td>I make sure I gather all the relevant information before making assumptions.</td>
</tr>
<tr>
<td>Minimise side conversations</td>
<td>I am mindful that if I have a side conversation it may stop others hearing what the presenter is saying.</td>
</tr>
</tbody>
</table>
Self care
Information Sheet – Screen 18

We would like you to participate in this professional learning at the level in which you feel comfortable. Your school’s Employee Assistance Program is there to help in the event that something arises for you on a personal level.

Useful contacts

**Australian Psychological Society (APS)**
www.psychology.org.au
Find a Psychologist service

**beyondblue**
Tel: 1300 224 636
www.beyondblue.org.au
Information and referral line

**SANE Australia**
Tel: 1800 187 263
www.sane.org
Information line
9:00am – 5:00pm weekdays
Online helpline, factsheets, resources

**Lifeline**
Tel: 13 11 14
www.lifeline.org.au
24-hour telephone counselling
Introductory activity: ‘Carousel’

How-to Sheet – Screen 19

5 minutes

Purpose

• To establish a safe professional learning environment
• To orient participants to the content of the session.

Setting up

Ensure there is enough space for participants to stand in a circle facing one another.

Instructions

Say to participants:

1. Remember our Working Agreement.
2. All staff, please stand up and I will number you off as ‘ones’ and ‘twos’.
3. Form two circles: ‘ones’ form an inner circle and ‘twos’ are on the outer circle.
4. If you are in the inner circle, please stand facing the closest staff member from the outer circle.
5. Participants in the inner circle will move two people to their right to a new partner after feedback for each question is shared with the group.
6. Action Team members, please record group feedback on questions 2 – 4 using eNote.

Let’s begin

With your partner, please discuss your responses to the following questions. After you have shared with your partner, I will invite you to give feedback to the whole group.

1. Where would you rather be right now?
   Would a couple of people be willing to share their responses with the whole group?
   Prompt: People often describe safe or relaxing environments. Explain that this is the kind of environment we hope to create today.

2. What would you like your students to say about your school when they leave?
   We’d like to go around the group asking everyone to share.
   Prompt: This starts to highlight what people regard as valuable in creating a positive school.

3. What would you like your students to say about you when they leave this school?
   Let’s go around the group again and listen to each other’s responses.
   Prompt: This is intended to orient participants to reflecting on the school environment and experiences they want to provide for students.

4. What are you hoping to get from this session?
   This is an opportunity to gain insight into any expectations and assumptions you hold about this session.

Summary

Draw on themes from this group feedback. Relate them to the central theme of this professional learning – a positive school community.
Debrief video: ‘Little things can make a big difference’

How-to Sheet – Screens 26, 27

2 minutes

Why do we debrief?

The purpose of debriefing is for the group to reflect on the content of the video and to ask questions related to the ideas or experiences expressed in it.

A debrief is a semi-structured group process run by a facilitator. In KidsMatter it provides:

• A safe place for school staff to share and hear a variety of perspectives, including those of students, parents and carers

• Time as individuals and as a group, to reflect on, discuss and understand what contributes to children’s mental health and wellbeing and the important role staff play in their lives

• Opportunities to discuss concepts or identify new strategies to enhance their school’s practices. The Action Team records these and they contribute to school planning and implementation of KidsMatter.

Focus of video: ‘Little things can make a big difference’

This video demonstrates a small, well-planned strategy to enhance one family’s sense of inclusion and belonging in a school community.

It presents a concrete example of one school’s Component 1 strategy to help participants develop a clearer understanding of what action their school could take.

Instructions

Say to participants:

1. Let’s briefly discuss as a large group the impact of this strategy on the family. (Below are prompt questions if required).

2. Action Team – use eNote to record group feedback.

If time permits here are some prompt questions:

• What emotions did you observe in the parent?

• Why do you think this strategy had such a big impact with this family?

• What would it be like to now work with this family as a staff member?

• How would this strategy help their child and your student?

• What planning might have taken place to come up with this strategy?

Summary

The practical example in the video shows that planning even small strategies to include families can have a big impact on their experience of being part of a positive school community.

This strategy was simple but it required a lot of planning and problem-solving. It also involved a rich understanding of the school community for it to be successful.
Discussion: ‘What is mental health?’
How-to Sheet – Screens 32, 33

8 minutes

Purpose

• To stimulate discussion and develop a shared holistic understanding of mental health

• To provide an opportunity for exploring different definitions and perspectives of mental health.

Materials required for this discussion:

• Page 13 of the Participant Workbook, ‘Discussion: What is mental health?’

• Video, ‘What is mental health?’

• Page 14 of the Participant Workbook, ‘Defining mental health’.

Instructions

Say to participants:

• What stood out for you in the video?

• What do these perspectives add to our understanding of mental health?

• Do we tend to focus on the positive or negative side of mental health? Why might that be?

• Is good mental health about always being happy? Why? Why not?

• Is resilience the same as, or different from, mental health? Why?

• How important to our mental health are the relationships we have with other people?

Refer participants to page 14, ‘Defining mental health’. This provides important background information to complement Screen 34.

Summary statement

Mental health is a complex concept and it is useful to develop a shared holistic understanding of it in relation to students, families and staff.

If you turn to page 14 of the Participant Workbook you will find a range of mental health definitions that may assist and inform the discussion we have had today. This is a starting point for an ongoing conversation across the school community, including students and families.
KidsMatter evaluation, educational benefits

Information Sheet – Screen 35

Summary of KidsMatter evaluation 2009

Pilot phase

Between 2006 and 2008, KidsMatter Primary was piloted with almost 5000 children in 100 schools across Australia. These schools achieved representation across metropolitan, rural and remote locations, and the three different education sectors: government, Catholic and independent.

Processes used to evaluate KidsMatter

The 2009 Flinders University evaluation of this pilot clearly showed that KidsMatter had a positive impact on schools, staff, children, parents and carers. KidsMatter achieved its aims of improving the mental health and wellbeing of children, particularly those at greatest risk of experiencing mental health difficulties.

Teachers in the pilot schools completed questionnaires on four occasions over the two-year evaluation. The questions asked about school engagement and implementation and the impact of KidsMatter on their school community. In addition, there were questions about the impact on students’ social-emotional competence and mental health. Parents filled in similar questionnaires on three occasions.

Other findings of the evaluation related to social and emotional learning and academic outcomes:

- 16% more teachers strongly agreed that their teaching programs assisted students to develop social and emotional competencies including optimism and coping skills
- Parents and carers reported improvements in children’s social and emotional development
- 90% of teachers consistently strongly agreed that ‘students who are socially and emotionally competent learn more at school’
- 14% more teachers strongly agreed with the statement ‘KidsMatter has led to improvements in this student’s school work’
- There were practically significant improvements in mental health and wellbeing for students with a disability.

Resources


Website link to evaluation findings: www.kidsmatter.edu.au/primary/research
Debrief video: ‘Why is mental health important at school?’

How-to Sheet – Screen 39

2 minutes

Purpose

To provide participants with a rationale for why mental health is so important at school.

Instructions

After watching the video, say to the participants:

• What comments stood out for you?

• In what ways do schools encourage the mental health and wellbeing of students?

• What opportunities are available on a day-to-day basis to support students to develop social health in our school?

Summary

Schools are a significant place where people gather and interact. Schools provide rich opportunities for children to develop their social relationships and wellbeing. School staff play a significant role in supporting the mental health and wellbeing of students on a daily basis.

‘Good’ mental health enables students to have a strong sense of themselves. It also enables students to participate successfully in learning and persist in learning. With ‘good’ mental health students develop capacity to confront challenges and eventually gain mastery.

Children who are mentally healthy are more motivated and committed, have positive relationships with others, and are better placed to meet life’s challenges.
The need to belong

- Introducing KidsMatter Primary
- Belonging at school makes a difference
- Why connect at school?
- What makes a positive school community?

Additional needs

- Disability and children’s mental health
- Supporting children with additional needs
- Disability: Suggestions for families
- Disability: Suggestions for school staff
- Additional needs: Other resources

Cultural difference

- Helping children connect across cultures
- Cultural diversity and children’s wellbeing
- Cultural diversity: Suggestions for families
- Cultural diversity: Suggestions for school staff
- Cultural diversity: Other resources

Available from: www.kidsmatter.edu.au/primary/resources-your-journey
Action Team Portal Guide

Designing a positive school community

Estimated length of session: 40 mins
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<th>Contents</th>
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<td>Resources</td>
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<tr>
<td>Introductory discussion: The ‘feel’ of a school</td>
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<tr>
<td>Debrief video: ‘Building a positive school community’</td>
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<tr>
<td>Discussion: ‘Our sense of community’</td>
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<tr>
<td>Debrief video: ‘Component 1 in action – school story’</td>
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<tr>
<td>Component 1 Information Sheets</td>
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</tbody>
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https://primary.portal.kidsmatter.edu.au
Facilitating this session
<table>
<thead>
<tr>
<th>SCREEN # and DURATION</th>
<th>DESCRIPTION Screen + time of video and activity</th>
<th>FACILITATOR Action Team preparation</th>
<th>FACILITATOR Guide Slide Reference #</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 of 23</td>
<td>Introducing iMentor, Lana</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 of 23 (0:21)</td>
<td>Recap of Session 1</td>
<td></td>
<td>24</td>
</tr>
<tr>
<td>3 of 23 (0:29)</td>
<td>Outline of Session 2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5 of 23</td>
<td>eNote to record responses – ‘What are the signs of a positive school community?’ (5 mins)</td>
<td>Action Team records feedback on activity using eNote</td>
<td></td>
</tr>
<tr>
<td>6 of 23 (1:34)</td>
<td>What is a ‘sense of community’?</td>
<td></td>
<td>26</td>
</tr>
<tr>
<td></td>
<td>School climate/culture</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Wellbeing needs within a community</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7 of 23 (0:55)</td>
<td>What is a positive school community?</td>
<td>Refer to school planning</td>
<td>27</td>
</tr>
<tr>
<td></td>
<td>Continuous improvement in a planned strategic way</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8 of 23 (0:13)</td>
<td>Introducing next video, ‘Building a positive school community’</td>
<td>Ask participants to think about the qualities of a positive school community</td>
<td>28</td>
</tr>
<tr>
<td>9 of 23 (4:03)</td>
<td>View video, ‘Building a positive school community’</td>
<td></td>
<td>28</td>
</tr>
<tr>
<td>10 of 23 (0:31)</td>
<td>Qualities of a positive school community</td>
<td>How-to sheet – Debrief video, ‘Building a positive school community’</td>
<td></td>
</tr>
<tr>
<td>11 of 23</td>
<td>eNote – Debrief video, ‘Building a positive school community’ (5 mins)</td>
<td>Action Team uses eNote to record feedback</td>
<td>28</td>
</tr>
</tbody>
</table>
## Facilitating this session

<table>
<thead>
<tr>
<th>SCREEN # and DURATION</th>
<th>DESCRIPTION Screen + time of video and activity</th>
<th>FACILITATOR Action Team preparation</th>
<th>FACILITATOR Guide Slide Reference #</th>
</tr>
</thead>
<tbody>
<tr>
<td>12 of 23 (0:19)</td>
<td>Matching group responses to qualities on screen – with prizes</td>
<td>Action Team awards a prize to group who completes the activity first</td>
<td></td>
</tr>
<tr>
<td>13 of 23 (0:52)</td>
<td>Group discussion: ‘Our sense of community’ (3 mins)</td>
<td>Use ‘Our sense of community’, p 19 of the Participant Workbook How-to sheet – Discussion: ‘Our sense of community’</td>
<td>29</td>
</tr>
<tr>
<td>14 of 23 (0:28)</td>
<td>Introduction to activity – Factors that enhance and inhibit a positive school community</td>
<td>Participants use sticky notes to record factors that enhance and inhibit a positive school community using How-to sheet from Screen 13</td>
<td></td>
</tr>
<tr>
<td>15 of 23 (0:33)</td>
<td>Factors that enhance and inhibit a positive school community Small group discussions and whole group feedback</td>
<td></td>
<td></td>
</tr>
<tr>
<td>16 of 23</td>
<td>eNote – Significant factors that enhance/inhibit a positive school community</td>
<td>Action Team gathers feedback using eNote</td>
<td></td>
</tr>
<tr>
<td>17 of 23 (0:35)</td>
<td>Introducing next video, ‘Component 1 in action – school story’</td>
<td>Participants use p 20 of the Participant Workbook to take notes</td>
<td>30</td>
</tr>
<tr>
<td>18 of 23</td>
<td>View video, ‘Component 1 in action – school story’ (8:48 mins)</td>
<td></td>
<td>30</td>
</tr>
<tr>
<td>19 of 23 (0:20)</td>
<td>Reflection circle: participants discuss video, ‘Component 1 in action – school story’ in groups of 10 (10 mins)</td>
<td>How-to sheet – Debrief of video, ‘Component 1 in action – school story’</td>
<td>30</td>
</tr>
<tr>
<td>20 of 23 (0:28)</td>
<td>Draw on themes from circle discussion of video, ‘Component 1 in action – school story’ and St Mark’s approach to enhancing the school community</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SCREEN # and DURATION</td>
<td>DESCRIPTION Screen + time of video and activity</td>
<td>FACILITATOR Action Team preparation</td>
<td></td>
</tr>
<tr>
<td>-----------------------</td>
<td>------------------------------------------------</td>
<td>-------------------------------------</td>
<td></td>
</tr>
<tr>
<td>21 of 23</td>
<td>eNote – Ideas and possible strategies for our school</td>
<td>Action Team records ideas and strategies using eNote</td>
<td></td>
</tr>
<tr>
<td>22 of 23 (0:25)</td>
<td>Session 2 summary and ‘Taking action’</td>
<td>Ask participants to complete ‘Taking action’, pp 30 and 31 of the Participant Workbook</td>
<td></td>
</tr>
<tr>
<td>23 of 23</td>
<td>Session sign-off Return to menu</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Session 2 summary and ‘Taking action’

Ask participants to complete ‘Taking action’, pp 30 and 31 of the Participant Workbook.

Session sign-off

Return to menu
Resources
Discussion: The ‘feel’ of a school

How-to Sheet – Screen 4

5 minutes

Purpose

To ask participants to reflect on the signs of a positive school community.

To think about the importance of creating a positive emotional connection to a particular environment.

Instructions

Say to participants:

1. Every school has a ‘feel’ or an atmosphere and it is something that members of a school community and visitors pick up on.
   - Think about positive school communities you have experienced – perhaps as a student (long-term memory here!), a staff member, parent or visitor.
   - Think about how the environment made you feel (eg what did it actually ‘feel’ like to be in the school?)
   - What was happening in these positive school communities to create those feelings?

2. Are there any volunteers who are willing to share what they observed happening in these positive school communities?

Example

- How did the reception or front office staff greet visitors?
- What were examples of welcoming signage at the entrances to the school?
- What were examples of warm interactions between staff and students?
- What were examples of vibrant learning environments?

Summary

Highlight the following:

- Small things often have a powerful impact on the feeling people get from being in a school

- Pro-social values alone are insufficient, the positive feel of a school needs to be visible and alive

- Component 1 is about becoming aware of the elements that contribute to the ‘feel’ of a school.
Debrief video: ‘Building a positive school community’

How-to Sheet – Screen 10

5 minutes

Focus of the video

To stimulate discussion on the qualities of a positive school community.

Materials

• Two prizes for a table group of staff
• Paper and pens for each table

Instructions

After watching the video, say to participants:

1. Please form table groups of approximately five staff with a mix of brown and blue-eyed staff and longest and shortest serving staff.

2. You have two minutes to record the qualities of a positive school community you observed in the video.

3. Now, could you give feedback to the group? Action Team, please record feedback using eNote.

4. Compare your group’s list with that on Screen 12 and tally how many answers are the same. The facilitator or Action Team then awards a prize to the group with the highest score.

5. Can we hear from groups who believe they had the most creative answers?

(Prompt: The Action Team awards this group a prize as well).

Summary

Screen 12 lists the qualities of a positive school community, identified in the video as:

- Welcoming
- Friendly
- Feeling of safety
- Opportunities for participation
- Inclusive communications
- A sense of excitement
- Respectful language
- Positive relationships
- Fairness
- Sense of belonging
Discussion: ‘Our sense of community’

How-to Sheet – Screens 13 – 16

Purpose

To support participants to explore the factors that influence a sense of community in their school.

Materials

• ‘Our sense of community’ list of factors on page 19 of the Participant Workbook
• Sticky notes and pens
• Action Team Report (from Session 1)

Instructions

Say to participants:

1. Please read ‘Our sense of community – factors that enhance and inhibit a positive school community’, on page 19 of the Participant Workbook
2. We’re going to have a whole-group discussion that builds on the Introductory activity, ‘The feel of a school’ and the video, ‘Building a positive school community’.

Important: To enrich discussion, remind participants to refer to the Action Team Report provided by the Action Team at the beginning of Session 1.

3. Let’s discuss the following questions:

   - What comments in the video stood out for you?
   - What other qualities of a positive school community you would like to add?
   - Which of the qualities does your school have?
   - What are you already doing well, as an individual and a staff group, to create a positive school community?

4. Form groups of four:

   - Using the factors that enhance and inhibit a positive school community on page 19 of the Participant Workbook, please write on sticky notes:
     i. The two most significant factors that enhance a positive school community.
     ii. The two most significant factors that inhibit a sense of community.

5. In your groups discuss your responses.

6. Can each group please give feedback to the whole group?

Action Team members, please collect sticky notes. These ideas will be used to inform our planning around enhancing the sense of community in the school.

Summary

The ‘feel’ of a school provides a barometer of what happens in the school environment. The school environment is dynamic and constantly changing.

It is important to acknowledge what our school is doing well and identify factors we could work on to enhance a positive school community.
Debrief video: ‘Component 1 in action – school story’

How-to Sheet – Screen 19

Focus of the video
This video follows one KidsMatter Primary school, St Mark’s Catholic School, Fawkner in Melbourne, as it works to strengthen its sense of community. The purpose is to stimulate discussion about ways to enhance a sense of community.

Background information about St Mark’s Catholic School, Fawkner

- Catholic primary school in the northern suburbs of Melbourne
- 170 students and 25 countries of origin in the school family community
- High number of students who speak a language other than English at home
- Recipient of Smarter Schools National Partnership funding

Materials

- ‘Component 1 in action – school story’ observational tool, page 20 Participant Workbook

Instructions

Say to participants:

1. As you view video, ‘Component 1 in action – school story’, take notes on page 20 of the Participant Workbook about what effective strategies this school uses.

2. Form circles of approximately 10 people, (or one group if you have a small staff group).

3. Share your responses to the video, answering the following:

   - What is one thing that stood out for you in this school story?
   - What is one strategy that you’d like your school to explore further?

Prompts for discussion:

Allow each person to share individually without being probed or challenged by anyone else.

4. Draw on themes from the reflection circles. These may address some of the challenges in your school that were identified in your earlier discussion on ‘Our sense of community’.

   Key messages from video ‘Component 1 in action – school story’ appear on Screen 20. Use these to fill any gaps in observations about St Marks.

Summary

In this example, we see a school that has clearly defined a number of opportunities to create a positive community. It welcomes and involves families in planned and purposeful ways.
The need to belong
- Introducing KidsMatter Primary
- Belonging at school makes a difference
- Why connect at school?
- What makes a positive school community?

Additional needs
- Disability and children’s mental health
- Supporting children with additional needs
- Disability: Suggestions for families
- Disability: Suggestions for school staff
- Additional needs: Other resources

Cultural difference
- Helping children connect across cultures
- Cultural diversity and children’s wellbeing
- Cultural diversity: Suggestions for families
- Cultural diversity: Suggestions for school staff
- Cultural diversity: Other resources

Available from: www.kidsmatter.edu.au/primary/resources-your-journey
Relationships and belonging

Estimated length of session: 1 hr 10 mins
Facilitating this session
<table>
<thead>
<tr>
<th>SCREEN # and DURATION</th>
<th>DESCRIPTION Screen + time of video and activity</th>
<th>FACILITATOR Action Team preparation</th>
<th>FACILITATOR Guide Slide Reference #</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 of 21</td>
<td>Introducing iMentor, Lana</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 of 21</td>
<td>Outline of Session 3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3 of 21</td>
<td>Recap of Sessions 1 and 2</td>
<td></td>
<td>33</td>
</tr>
<tr>
<td>4 of 21</td>
<td>Introductory activity – School memories (10 mins)</td>
<td>Instructions on screen How-to sheet – ‘Activity: School memories’</td>
<td>34</td>
</tr>
<tr>
<td>5 of 21</td>
<td>Relationships are important</td>
<td>Reflection on ‘Activity: School memories’</td>
<td></td>
</tr>
<tr>
<td>6 of 21</td>
<td>Relationship qualities</td>
<td>Reference to students and their need for belonging</td>
<td>35</td>
</tr>
<tr>
<td>7 of 21</td>
<td>Diagram: Relationships, belonging and good student outcomes</td>
<td></td>
<td>35</td>
</tr>
<tr>
<td>8 of 21</td>
<td>Attachment and connection</td>
<td>Reference to future staff meeting activity – use of Y Chart</td>
<td></td>
</tr>
<tr>
<td>10 of 21</td>
<td>Discussion of ‘Diversity Walk’ using five questions on screen (15 mins for debrief)</td>
<td>Action Team leads discussion</td>
<td>37</td>
</tr>
</tbody>
</table>
## Facilitating this session

<table>
<thead>
<tr>
<th>SCREEN # and DURATION</th>
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</thead>
<tbody>
<tr>
<td>11 of 21 (0:57)</td>
<td>eNote – What did you learn from this activity? Debrief of ‘Diversity Walk’ – responses to five questions (5 mins)</td>
<td>Action Team uses eNote to record feedback</td>
<td>37</td>
</tr>
<tr>
<td>12 of 21 (0:57)</td>
<td>iMentor summarises ‘Diversity Walk’ Assumptions and stereotypes Concerns regarding students and referral pathways</td>
<td>Action Team note: Remind staff of wellbeing roles in the school</td>
<td>37</td>
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<tr>
<td>13 of 21 (0:16)</td>
<td>Introducing video, ‘Creating a sense of belonging’</td>
<td></td>
<td>38</td>
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<tr>
<td>14 of 21</td>
<td>View video, ‘Creating a sense of belonging’ (2:58 mins)</td>
<td></td>
<td>38</td>
</tr>
<tr>
<td>15 of 21</td>
<td>eNote – Debrief video, ‘Creating a sense of belonging’ (3 mins)</td>
<td>Action Team uses eNote to record responses to video, ‘Creating a sense of belonging’</td>
<td>38</td>
</tr>
<tr>
<td>16 of 21 (0:45)</td>
<td>Introducing group discussion – ‘Investing in the relationship bank’</td>
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<td>39</td>
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<tr>
<td>17 of 21 (0:53)</td>
<td>Instructions for group discussion – ‘Investing in the relationship bank’ (5 mins in small groups and 5 mins feedback to whole group)</td>
<td>Refer to p 24 of the Participant Workbook</td>
<td>39</td>
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<tr>
<td>18 of 21</td>
<td>eNote – Staff group feedback ‘Investing in the relationship bank’</td>
<td>Action Team uses eNote to record feedback</td>
<td>39</td>
</tr>
<tr>
<td>19 of 21 (0:43)</td>
<td>iMentor summarises ‘Investing in the relationship bank’</td>
<td></td>
<td>39</td>
</tr>
<tr>
<td>20 of 21 (0:16)</td>
<td>Session 3 summary ‘Taking action’</td>
<td>Ask participants to complete ‘Taking action’, pp 30 and 31 of the Participant Workbook</td>
<td>40</td>
</tr>
<tr>
<td>21 of 21</td>
<td>Session sign-off Return to menu</td>
<td></td>
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</tbody>
</table>
Activity: School memories
How-to Sheet – Screen 4

10 minutes

Purpose
To use participants’ memories to highlight the powerful impact of relationships and other social and emotional experiences at school.

Cautionary note: As with all activities that ask participants to reflect on their past, be wary of drawing out disturbing or uncomfortable memories. Emphasise that you are seeking significant positive memories, and only those that participants are comfortable sharing.

Preparation
On a whiteboard, draw two columns and title them ‘Column A’ and ‘Column B’. Do not tell participants what each column represents. Column A represents memories that relate to the formal learning experience. Column B represents memories of a social or interpersonal nature.

Instructions
Say to participants:
1. Please recall a significant positive memory from your school days, one you are comfortable sharing with the group.
2. Then form pairs and share your stories – a couple of minutes in total. If you are unable to recollect any positive memories, discuss what your school could have done to promote more positive relationships.
3. Are there any volunteers who wish to share their memories with the whole group?

Prompt: limit the number of people sharing to six to eight participants.

As each participant gives feedback, place a tick in either column A or B. Do not tell participants why you are placing ticks in each column.

Prompt: You may need to seek clarification from participants to get the meaning of the memory and allocate it to a column. For example, ask: Why has that memory stayed with you? What did it mean to you at the time? What does it mean now?

4. Can anyone work out what the two columns represent?

5. Typically Column B holds more ticks than Column A. Why do you think that Column B, which represents personal experiences and relationships, always forms the bulk of memories of school?

Prompt: If Column B did not emerge as the most common response, discuss the pattern that did emerge. Consider possible reasons that it is different from the norm.

Summary
This activity reveals that it’s often experiences of a social or relational nature that we carry with us well into adulthood. This is despite spending years at school with the focus on academic instruction.

Most commonly participants remember relationships with teachers, peers or coaches, and moments within those relationships that made them feel special, valued or like they belonged.

This activity provides a powerful lead into considering the relationships participants currently have with students at school.

(Activity adapted from Butler and colleagues, 2011)
Activity: Diversity Walk

How-to Sheet – Screen 9

Purpose
To demonstrate the different feelings of belonging that students may experience in the same school environment and the many factors that impact on this.

To create greater empathy for students and awareness of the diversity of the background and experiences of students, and how these impact on their relationships, behaviour and role as learners.

The preparation video outlines how to run the Diversity Walk with participants.

Materials
- Diversity Walk profiles, on the pages following this How-to Sheet
- Diversity Walk preparation video on the Resources page of the Portal.

Preparation
- Copy and cut up sufficient Diversity Walk profile cards
- View the Diversity Walk preparation video.

Background information
This is a powerful activity that demonstrates the different experiences of belonging that students (and staff) may have in the same environment, and the many factors that impact upon those experiences. The most important insight for participants is the way their own assumptions can enhance or inhibit the actions they take to get to know and build relationships with students.

Provide participants with a range of student scenario cards that include different combinations of risk and protective factors. The range of scenarios on the cards adds to the richness of the activity. They provide insights into factors at the individual, family, school and societal levels, as well as life events that may impact on students in the school environment.

Participants step into the shoes of the student on their scenario card. The aim is to assist participants to understand issues and experiences that affect student behaviour.

Some debriefing questions are provided at the end of the activity to bring together the key messages. The level at which these questions are discussed will depend upon your experience and background as a facilitator, the group, and the time available.
Instructions to begin the Diversity Walk

Provide each participant with a scenario card.
Ask everyone to form a line across the middle of the room facing you. If there are too many participants for one line, then suggest multiple lines. It is important that people start the activity close together and do not spread out.

Say to participants:

Step 1
Could everyone please read the scenario on their cards? If you have a card that you wish to change, please come and take another card.

Step 2
Please shut your eyes if you are comfortable to do so, and imagine the student on your scenario card.
Take some deep breaths and imagine getting up in the morning to go to school as that student and reflect on their life as you hear the following questions:

1. How do you feel about facing the day ahead?
2. What are you thinking?
3. Are you facing the day with expectant anticipation, dread or excitement?
4. What do you eat for breakfast?
5. How do you feel as you are putting on your school uniform?
6. What do you plan to do at lunchtime?
Open your eyes. I am going to ask you a series of questions.

Take a step forward for a ‘Yes’ answer.
Take a step backward for a ‘No’ answer.

If you are uncertain, then stay where you are.

Please answer according to what is the likely reality for this student, not what you believe is the ideal situation or what society should be like.
I'll now read out a series of questions that you respond to by moving back a step for a No answer, forward a step for a Yes answer or stay where you are if uncertain:

1. Do you believe you are a successful and worthy person?
2. Are you likely to attend school on a regular basis?
3. Do you have many opportunities to receive recognition and praise?
4. Do you feel optimistic about the upcoming parent/teacher interview and school report?
5. Do you feel safe to go anywhere in the school?
6. Do you participate and achieve without being harassed or bullied?
7. Will you have someone to play with or be with during play times?
8. Are you likely to be chosen for a leadership position?
9. When the class breaks into groups of choice will you be chosen to be in a group?
10. Would you feel comfortable talking to a teacher if you had a problem?
11. Will you be keen to attend the next school camp or excursion?
12. Have you got all the equipment you need to do your school work?
13. Will a teacher say ‘well done’ to you at some stage during the day?
14. Can you go through school without the fear of receiving racist and/or put down comments?
15. Will you get to share your knowledge or skills successfully during the day?

Facilitator prompt

Participants will finish up spread out across the room. Some will have moved forward, others back and some will have ended up where they started.

If participants are spread too far apart they may not be able to hear each other during the debrief. If this is the case, ask participants to move closer, ensuring they remain in the same position they finished in.

Now, I will debrief by asking a series of questions:

1. Participants at the front, please take turns to describe your student scenario and share how you are feeling.

Pause while each participant answers.

2. How did you feel moving forward? Were you aware of those behind you?
3. Did anyone have the same student scenarios?

Compare their positions and make the following comment:

4. It’s interesting that people with the same scenarios responded differently. We will look at this in a moment.
5. Can the people at the back please describe their student scenario and how they are feeling?
6. How did you feel moving backwards? Were you aware of others moving forward?
7. Did anyone have the same student scenarios?

Compare their positions and make the following comment:

8. It’s interesting. We will be discussing this shortly.
9. Can a few of the people in the middle who ended up where they started please share their student scenario and how they are feeling?
10. Were you aware of those behind you and in front of you? How did it feel not really moving forward or backwards? Did anyone else have the same student scenarios?
11. Does anyone else wish to share their student scenario and how they are feeling? Any comments about how people felt waking up in the morning and coming to school?

12. Does this spread of students with some at the front, some at the back and others in between, reflect your school and students?

13. Do you think any of these students are more at risk? Perhaps those at the back or those out the front or those hidden in the middle? Why do you think they are more at risk than others?

**Once people have shared responses, explain the following:**

As you saw in the risk and protective factors video, everyone experiences various levels of risk and protective factors. If we do not have a trusting relationship with an individual student or their family and peers, we may never understand the risk or protective factors that are part of their experience.

Please step out of your student role. This is important because empathetic feelings build up and can stay with people.

Physically move out of character and ‘shake off’ the role. Move back into your adult role. Acknowledge the difference you can make to students and their daily lives and experiences in your role as a staff member.

**Make the following comment:**

It is interesting that some people with the same student scenario card ended up in different places. This is because we all bring our own values, beliefs and understandings of the world to the way we perceive others.

**Ask participants:**

- Where do these values, beliefs and stereotypes come from that informed whether we stepped forward or back or stood still?

  *Prompt: Draw out the following: The values, beliefs and stereotypes come from family, friends, community, life experience, culture, school, workplace, education, religion, media, online and formal education. These are different for every one of us and they influence the way we perceive others.*

- Consider the relationships the student in your scenario is likely to have with those in your school community.

- What is one thing you could do and other things your school could do, to enable students to take a step forward in this activity? These can be recorded on pages 30 and 31 of your Participant Workbook.

- There may be some students that you are concerned about. It is important to refer these students using your school’s student wellbeing referral pathway for support.

**Summary**

Highlight the following statements:

- This representation of students is a lot like our school environment.

- Students live with a range of different factors impacting on their experiences of school.

- Staff may not have much information about a student and may make assumptions about them.

- It is important to acknowledge and test our assumptions about students.

- It is valuable to think about how staff can use their relationships with students to get to know them better, build trust and promote their sense of belonging at school.
High levels of risk factors
(cut these into separate profiles)

An 11-year-old boy with on and off peer relationships.
Low self-esteem and struggles with his school work.
Lives with older, dominating brother and single parent father.
Father recently retrenched.

12-year-old boy from large, poor, rural family. Has practical skills but doesn’t like school, finds it difficult to relate socially and is quite disengaged from school.
Mum works nightshift to supplement family income.

Eight-year-old refugee. Arrived in Australia 14 months ago. Has lived whole life in refugee camps and is learning new social skills.
Father was a professional, but is unable to find appropriate work.

Nine-year-old girl. New to the school. Often late for school and comes without lunch or homework. Is tired and distracted, get upset easily and struggles with her schoolwork. Parents are separated and she seems to have a lot of responsibility for her younger siblings. Both parents have been unemployed for a long time.
### Moderate levels of risk and protective factors
(cut these into separate profiles)

<table>
<thead>
<tr>
<th>Profile</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Six-year-old girl, who loves school and does well academically. Struggles with friendships and follows teachers around on yard duty.</td>
<td>Parents separated last year.</td>
</tr>
<tr>
<td>Ten-year-old hard working and quiet student. Has a small but close circle of friends. Lives with her caring grandparents. Her mum has quite serious mental health issues and has had some lengthy stays in hospital.</td>
<td></td>
</tr>
<tr>
<td>12-year-old girl, academically and physically talented, brightest girl in the year group. One or two close friends. Is very sensitive and gets upset easily, especially if things aren’t ‘perfect’. Parents are very keen for her to do well at school.</td>
<td></td>
</tr>
<tr>
<td>Nine-year-old girl, usually bright and happy, copes okay with school work. Was cared for a lot by her grandmother who died in the last year. Now has erratic mood swings and is missing many days from school.</td>
<td></td>
</tr>
<tr>
<td>Ten-year-old boy, very talented artist and athletic, popular with peers. Has some difficulty with reading and spelling. Mother struggled to learn at school, is anxious for her son to do better.</td>
<td></td>
</tr>
<tr>
<td>Nine-year-old loud, extroverted boy, who seeks attention constantly by ‘playing the class clown’. He is popular but often irritates other children by not knowing when to stop. Parents are considering a move interstate for work.</td>
<td></td>
</tr>
<tr>
<td>Nine-year-old student, who likes school, but has difficulty concentrating. Parents work long hours in small business. They want him to do well at school, but their own limited education makes it difficult for them to support him with his schoolwork.</td>
<td></td>
</tr>
<tr>
<td>11-year-old girl. Very creative, artistic and musical. Struggles with reading and writing. Quiet girl with a few close friends. Has high expectations of herself. Parents migrated to Australia and work long hours.</td>
<td></td>
</tr>
<tr>
<td>Eight-year-old boy. Often fights in the yard. Okay in class. Well-liked by other kids. Schoolwork is okay, but gets frustrated easily. Parents engaged with school.</td>
<td></td>
</tr>
<tr>
<td>Seven-year-old girl, new to the school. Parents recently divorced after many years of domestic violence. Is missing her non-custodial parent. An easy going child struggling to adjust to a new home and school. Had lots of friends at her old school and has had some trouble making friends in her new class.</td>
<td></td>
</tr>
</tbody>
</table>
High levels of protective factors
(cut these into separate profiles)

11-year-old girl, house captain, talented musician, gets along well with peers and teachers. Parents actively engaged in the school and broader community.

11-year-old boy, house captain, academically bright but often gets distracted in class and doesn’t fulfil his potential. Popular with peers and staff. Both parents working full time in professional capacity.

Confident, bright, six-year-old girl. Parents are actively involved with school parents and friends, canteen and parent help in the classroom.

Eight-year-old boy, loves school and is gifted at maths. Father is a mining engineer, who works interstate and is often away for long periods of time. Mother is involved at the school.
The need to belong
- Introducing KidsMatter Primary
- Belonging at school makes a difference
- Why connect at school?
- What makes a positive school community?

Additional needs
- Disability and children’s mental health
- Supporting children with additional needs
- Disability: Suggestions for families
- Disability: Suggestions for school staff
- Additional needs: Other resources

Cultural difference
- Helping children connect across cultures
- Cultural diversity and children’s wellbeing
- Cultural diversity: Suggestions for families
- Cultural diversity: Suggestions for school staff
- Cultural diversity: Other resources

Available from: www.kidsmatter.edu.au/primary/resources-your-journey
The practices of a positive school community

Estimated length of session: 1 hr 10 mins
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[https://primary.portal.kidsmatter.edu.au](https://primary.portal.kidsmatter.edu.au)
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<tbody>
<tr>
<td>1 of 29 (0:00)</td>
<td>Introducing iMentor, Cate</td>
<td></td>
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</tr>
<tr>
<td>2 of 29 (0:24)</td>
<td>Introduction to Session 4</td>
<td></td>
<td></td>
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<tr>
<td>3 of 29 (0:35)</td>
<td>Recap Session 3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4 of 29 (1:07)</td>
<td>Activity – iMentor gives instructions about the ‘inclusiveness scale’ (Part 1)</td>
<td>How-to sheet – ‘The inclusiveness scale’ (Part 1) Action Team members hand out and retrieve sticky notes</td>
<td>42</td>
</tr>
<tr>
<td>5 of 29</td>
<td>eNote – Summary statement: ‘How inclusive is our school?’ (3 mins)</td>
<td>Use eNote to record feedback</td>
<td>42</td>
</tr>
<tr>
<td>6 of 29 (0:40)</td>
<td>Activity – Virtual tour of school, ‘Checking out our school environment’</td>
<td>How-to sheet – ‘Checking out our school environment’ Discussion Refer to questions in worksheet, p 27 of the Participant Workbook</td>
<td>43</td>
</tr>
<tr>
<td>7 of 29 (0:29)</td>
<td>Scenarios of four groups who undertake a virtual tour Discussion (10 mins)</td>
<td>As per Screen 6 See worksheet, p 27 of the Participant Workbook</td>
<td></td>
</tr>
<tr>
<td>8 of 29 (0:28)</td>
<td>Discussion – ‘Checking out our school environment’</td>
<td>As per Screen 6 See worksheet, p 27 of the Participant Workbook</td>
<td></td>
</tr>
<tr>
<td>9 of 29</td>
<td>eNote – What images do you see in the physical environment? (5 mins)</td>
<td>As per Screen 6 Group debrief of virtual tour – four questions using eNote</td>
<td></td>
</tr>
<tr>
<td>10 of 29 (0:18)</td>
<td>What do your observations mean for your school?</td>
<td>As per Screen 6</td>
<td></td>
</tr>
<tr>
<td>11 of 29</td>
<td>eNote – What do your observations mean for your school? (5 mins)</td>
<td>Five questions using eNote</td>
<td></td>
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</table>
## Facilitating this session

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<tbody>
<tr>
<td>12 of 29 (0:55)</td>
<td>iMentor summarises discussion ‘Checking out our school environment’</td>
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<td></td>
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<tr>
<td>13 of 29 (1:32)</td>
<td>What is inclusion all about? What is inclusion? Inclusive practice Definitions</td>
<td>Refer participants to Component 1 information sheets: <em>‘Supporting children with additional needs’</em> ‘Cultural diversity and children’s wellbeing’</td>
<td>44</td>
</tr>
<tr>
<td>14 of 29 (0:30)</td>
<td>Inclusion and inclusive practice</td>
<td>Refer participants to: <em>‘Inclusion and inclusive practice’, p 28 of the Participant Workbook</em> <em>Component 1 Information sheet – ‘Belonging at school makes a difference’</em></td>
<td></td>
</tr>
<tr>
<td>15 of 29 (0:38)</td>
<td>A sense of community is… definition</td>
<td></td>
<td></td>
</tr>
<tr>
<td>16 of 29 (1:16)</td>
<td>A mindset for success ‘Zap’ or ‘sap’ Strength-based approach</td>
<td></td>
<td>45</td>
</tr>
<tr>
<td>17 of 29 (0:23)</td>
<td>Introduction to next video</td>
<td></td>
<td></td>
</tr>
<tr>
<td>18 of 29 (0:00)</td>
<td>View video, ‘Introduction to inclusion’ (5:10 mins)</td>
<td></td>
<td>46</td>
</tr>
<tr>
<td>19 of 29 (0:30)</td>
<td>Inclusion and inclusive practice</td>
<td></td>
<td></td>
</tr>
<tr>
<td>20 of 29 (1:01)</td>
<td>Activity – iMentor gives instructions Inclusiveness scale (Part 2) Messages about inclusion</td>
<td>How-to sheet – ‘The inclusiveness scale’ (Part 2)</td>
<td>47</td>
</tr>
<tr>
<td>SCREEN # and DURATION</td>
<td>DESCRIPTION Screen + time of video and activity</td>
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</tr>
<tr>
<td>21 of 29 (0:15)</td>
<td>Discussion of inclusiveness scale and two graphs (10 mins)</td>
<td>Action Team facilitates discussion</td>
<td></td>
</tr>
<tr>
<td>22 of 29 (0:37)</td>
<td>iMentor gives instructions – groups of four – respond to questions about inclusiveness (5 mins)</td>
<td>As per Screen 20 Refer to discussion: ‘The inclusiveness scale’, p 29 of the Participant Workbook</td>
<td></td>
</tr>
<tr>
<td>23 of 29</td>
<td>eNote – Who’s participating? Who gets a say? (3 mins)</td>
<td>As per Screen 20 Action Team uses eNote to record feedback</td>
<td></td>
</tr>
<tr>
<td>24 of 29 (0:39)</td>
<td>Creating and sustaining a positive school community</td>
<td></td>
<td>48</td>
</tr>
<tr>
<td>25 of 29 (0:12)</td>
<td>Introducing final video</td>
<td></td>
<td></td>
</tr>
<tr>
<td>26 of 29 (0:00)</td>
<td>View video, ‘A final word from students’ (2:16 mins)</td>
<td></td>
<td>52</td>
</tr>
<tr>
<td>28 of 29 (0:32)</td>
<td>‘Tell us what you think’ Feedback to KidsMatter Primary</td>
<td>Invite participants to provide feedback at <a href="http://www.kidsmatter.edu.au/primary/componentfeedback">www.kidsmatter.edu.au/primary/componentfeedback</a> Action Team members/facilitators can mark off the session completion and provide feedback on the last slide</td>
<td>53</td>
</tr>
<tr>
<td>29 of 29</td>
<td>Return to menu Sign off for Component 1</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Instructions for the inclusiveness scale (Part 1)

How-to Sheet – Screen 4

10 minutes

The purpose of the activity
To assist participants to reflect on how inclusive their school is.

Materials
Sufficient sticky notes for all staff

Instructions
Say to participants:
1. Please take a moment to reflect on what it means to be an ‘inclusive’ school.
2. You will receive a sticky note from an Action Team member.
3. Write a number between one and 10 on your sticky note to represent how inclusive you feel our school is overall. ‘One’ represents a completely non-inclusive school and ‘10’ represents a perfectly inclusive school. This number will remain confidential.
4. Action Team members, please collect the sticky notes and place them on a wall, making a graph to show the distribution between one and 10.

Summary
Ask a volunteer to make a statement based on the graph to summarise how inclusive the group thinks the school currently is.

Prompt: For example, a staff member might say that most staff think the school is inclusive if the majority of sticky notes are over ‘six’.

We’ll leave the graph on the wall and use it later in the session for Part 2 of this activity. We will reflect further on the perceptions of inclusivity in the school community.
Instructions for ‘Checking out our school environment’

How-to Sheet – Screens 6 – 12

10 minutes

The purpose of the activity
To encourage participants to reflect on how inclusive their school environment is for a diverse range of students and families.

Materials
Worksheet – ‘Discussion: Checking out our school environment’ from page 27 of the Participant Workbook.

Instructions
Say to participants:

1. You will be taking a virtual tour of the school from the perspective of someone new to the school.
2. Please number off from ‘one’ to ‘four’.
3. Now find and join people with the same number. Make sure all the ‘ones’ are together, ‘twos’ together and so forth.
4. Your group will have one of the following scenarios (one for each group) about a person who is new to the school community. You’ll also see these on screen.

- Group 1
  A new student who has experienced bullying at their previous school

- Group 2
  A new parent who doesn’t read English very well (or has low literacy levels)

- Group 3
  A new staff member coming to their first job in a school

- Group 4
  A community agency worker who hasn’t worked at a school before

- Adapt the profile of each group to best fit with the context of our school.
- Imagine entering the school grounds as that person…
- Use the questions on page 27 of your Participant Workbook to guide you around the school. As a group, discuss and record your observations on that page.

Group feedback
Say to participants:

1. Take a moment to gather your thoughts. Please discuss and make a note of anything that stands out from what you recorded on your worksheets.
2. Please select a spokesperson to give feedback to the broader group about what the group noticed about their school from the perspective of the person in their scenario.

Action Team please record this feedback using eNote.

3. Now step out of the role and respond to the questions on screen.

Could an Action Team member record responses using eNote on Screen 11?

Questions for reflection and feedback

What did you notice from the perspective of a new person coming into your school?

What mattered most to you as someone new to the school?

Were some aspects of the school more important from some perspectives than others?

You were roleplaying in this activity. In reality, how can you know what’s important to other people?

What are some ways you can test your assumptions about what is important to them?

Summary
The iMentor summarises this activity on Screen 12.
**Instructions for the inclusiveness scale (Part 2)**

How-to Sheet – Screen 20

**10 minutes**

**The purpose of the activity**

To assist participants to re-evaluate the perceptions of inclusiveness in the school.

**Materials**

Sticky notes

Use ‘The inclusiveness scale’ questions on page 29 of the Participant Workbook for the discussion.

**Instructions**

Say to participants:

1. Having watched the video, ‘Introduction to inclusion’, we’re going to reflect on what it means to be an ‘inclusive’ school.

2. Let’s undertake the ‘inclusiveness scale’ Part 2.

3. Use your sticky note to score your school again using a number between one and 10.

4. As before, ‘one’ represents a completely non inclusive school and ‘10’ a school that includes everyone in a perfect way!

5. Remember that no one will see what you write and your number will remain confidential.

6. Before you write your number, consider the various areas of inclusion on screen that we have just experienced. What messages do they send to your school community?

7. Action Team members, please collect all the sticky notes and create a new graph on the wall beside the previous one.

8. Let’s look at Screen 21 and discuss differences between the two graphs.

**Debriefing the video**

Say to participants:

1. When you reflect on the video, what areas of inclusive practice stood out? What are the gaps (if any) in the inclusive practice at this school?

2. Please form groups of four.

3. Look at page 29 of the Participant Workbook and respond to the ‘inclusiveness scale’ questions.

4. In your groups identify four different strategies to make people feel more welcome and included.

5. How can we sustain our efforts to include students, staff and families?

6. How can we continue to identify gaps? Challenges?

7. Please write your ideas on your worksheet.

8. Action Team members, please record group feedback using eNote.

**Summary**

This activity raises awareness of who may feel included and excluded in a school community.

It is also intended to motivate participants to consider what inclusive practices our school may need to develop.
Instructions for ‘Taking action’ activity

How-to Sheet – Screen 27

5 minutes

The purpose of the activity

To reinforce key messages and learnings from the session.

To reflect on and incorporate some strategies into a personal action plan and a school-wide plan for improving and sustaining a positive school community.

Materials

Use the worksheet, ‘Taking action: My personal action plan’ on page 30 of the Participant Workbook.

Instructions

Say to participants:

1. Please complete the ‘Planning school-wide action’ worksheet on page 31 of the Participant Workbook.

   Think about SMART goals (specific, measurable, attainable, realistic and timely).
   • Select one goal and write it out
   • Identify any obstacles that might prevent you achieving the goal
   • Find a way to work around the obstacle/s
   • Name the people who will keep you motivated
   • Identify how you will review progress towards the goal.

2. Please tear out your completed worksheet and give to an Action Team member for their planning.

Summary

The ideas developed in this professional learning will be incorporated into the Action Team’s whole-school planning for Component 1: A positive school community. This is an essential part of implementing KidsMatter Primary, and the way that this professional learning feeds into whole-school improvement.

It would be good to allocate some time in future staff meetings to continue to discuss and plan the steps towards improving and sustaining a positive school community.
The need to belong
- Introducing KidsMatter Primary
- Belonging at school makes a difference
- Why connect at school?
- What makes a positive school community?

Additional needs
- Disability and children’s mental health
- Supporting children with additional needs
- Disability: Suggestions for families
- Disability: Suggestions for school staff
- Additional needs: Other resources

Cultural difference
- Helping children connect across cultures
- Cultural diversity and children’s wellbeing
- Cultural diversity: Suggestions for families
- Cultural diversity: Suggestions for school staff
- Cultural diversity: Other resources

Available from: www.kidsmatter.edu.au/primary/resources-your-journey