Working with parents and carers

Action Team Portal Guide
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](https://primary.portal.kidsmatter.edu.au)
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 8–11)
     - 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 3 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:**

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

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

Estimated length of session: 1 hr
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<td>Discussion on family diversity</td>
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<td>Component 3 Information Sheets</td>
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https://primary.portal.kidsmatter.edu.au
Facilitating this session
<table>
<thead>
<tr>
<th>SCREEN # and DURATION</th>
<th>DESCRIPTION</th>
<th>FACILITATOR Action Team preparation</th>
<th>FACILITATOR Guide Slide Reference #</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 of 38 (0:00)</td>
<td>Introducing iMentors, Paul and Vera</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 of 38 (0:17)</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 38 (1:27)</td>
<td>About KidsMatter Primary Purpose of the professional learning</td>
<td>Optional video, ‘About the KidsMatter Primary Portal’</td>
<td>1, 2</td>
</tr>
<tr>
<td>4 of 38 (1:06)</td>
<td>Employee Assistance Program (EAP) Reminder about confidentiality</td>
<td>Information sheet, 'Self care'. Refer to p 5 of the Participant Workbook</td>
<td>?</td>
</tr>
<tr>
<td>6 – 12 of 38</td>
<td>Recap quiz</td>
<td>Action Team completes the interactive quiz on screen with participants</td>
<td>4</td>
</tr>
<tr>
<td>13 of 38 (1:02)</td>
<td>Outline of Component 3 Session 1 eLearning resources to support school staff to communicate with parents and carers</td>
<td>Refer to pp 12 and 13 of the Participant Workbook Refer participants to the KidsMatter information sheets</td>
<td>5</td>
</tr>
<tr>
<td>14 of 38 (1:10)</td>
<td>What are your relationships like with parents and carers? iMentor introduces activity, ‘Exploring our attitudes and beliefs’</td>
<td>How-to sheet – ‘Exploring our attitudes and beliefs’</td>
<td>7, 8</td>
</tr>
<tr>
<td>15 of 38 (0:34)</td>
<td>Discussion facilitated by Action Team eNote – ‘Exploring our attitudes and beliefs’</td>
<td>Action Team uses eNote to record feedback</td>
<td>8</td>
</tr>
<tr>
<td>16 of 38 (0:15)</td>
<td>iMentor introduces video</td>
<td></td>
<td>9</td>
</tr>
<tr>
<td>17 of 38</td>
<td>View video, ‘Introduction to Component 3’ (1:35 mins)</td>
<td></td>
<td>9</td>
</tr>
<tr>
<td>18 of 38 (0:12)</td>
<td>iMentor introduces debrief</td>
<td></td>
<td></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>
</tr>
</thead>
<tbody>
<tr>
<td>20 of 38 (0:07)</td>
<td>iMentor introduces next video</td>
<td>10</td>
</tr>
<tr>
<td>21 of 38</td>
<td>View video, ‘Family perspectives’ (3:39 mins)</td>
<td>10</td>
</tr>
<tr>
<td>22 of 38 (1:14)</td>
<td>iMentor summarises key themes in video, ‘Family perspectives’ and invites responses to the video</td>
<td>Discussion of video, ‘Family perspectives’ 10</td>
</tr>
<tr>
<td>23 of 38</td>
<td>eNote – Debrief of video, ‘Family perspectives’ Questions or comments (3 mins)</td>
<td>Action Team records feedback using eNote 11</td>
</tr>
<tr>
<td>24 of 38 (0:47)</td>
<td>Diversity of family structures in Australia</td>
<td>Refer to ‘Some modern-day parenting challenges’ and ‘Diversity of family structures in Australia’, p 16 of the Participant Workbook 11</td>
</tr>
<tr>
<td>25 of 38 (0:07)</td>
<td>Statistics on screen about the kinds of families and communities in which Australian children live (1 min)</td>
<td>Action Team may need to read these if not clearly visible 11</td>
</tr>
<tr>
<td>26 of 38 (0:41)</td>
<td>iMentor introduces further questions for whole group discussion of video, ‘Family perspectives’</td>
<td>11</td>
</tr>
<tr>
<td>27 of 38</td>
<td>eNote debrief of video, ‘Family perspectives’ (5 mins)</td>
<td>How-to sheet – ‘Discussion: Reflecting on family perspectives’ Action Team records feedback to five questions using eNote 12</td>
</tr>
<tr>
<td>28 of 38 (0:38)</td>
<td>iMentor introduces activity, ‘Family diversity’ (5 mins)</td>
<td>How-to sheet – ‘Discussion on family diversity’ Refer to p 16 of the Participant Workbook Action Team records feedback on eNote 11</td>
</tr>
<tr>
<td>SCREEN # and DURATION</td>
<td>DESCRIPTION</td>
<td>FACILITATOR</td>
</tr>
<tr>
<td>-----------------------</td>
<td>-------------</td>
<td>-------------</td>
</tr>
<tr>
<td>29 of 38 (3 mins)</td>
<td>eNote – ‘Thinking about your school community…’</td>
<td>Action Team records feedback using eNote</td>
</tr>
<tr>
<td>30 of 38 (1:03)</td>
<td>iMentor outlines the range of diversity of families in schools What is mental health?</td>
<td></td>
</tr>
<tr>
<td>31 of 38 (1:00)</td>
<td>Risk and protective factors diagram School as a protective factor</td>
<td>Refer to p 15 of the Participant Workbook for whole-school approach</td>
</tr>
<tr>
<td>32 of 38 (1:41)</td>
<td>iMentor explains the challenges of parents who have mental health difficulties Protective factors in families</td>
<td>15</td>
</tr>
<tr>
<td>33 of 38 (1:59)</td>
<td>Family risk factors Research including Epstein studies Introducing next video</td>
<td>Action Team distributes Component 3 Summary of Literature to all staff</td>
</tr>
<tr>
<td>34 of 38 (4:34 mins)</td>
<td>View video, ‘Home-school collaborative relationships’</td>
<td>17</td>
</tr>
<tr>
<td>35 of 38 (0:14)</td>
<td>iMentor asks Action Team to lead discussion, ‘What are we already doing?’</td>
<td>Refer to worksheet ‘Discussion – What are we already doing?’, p 17 of the Participant Workbook Participants use this sheet to respond to the questions on screen as a group discussion</td>
</tr>
<tr>
<td>36 of 38 (3 mins)</td>
<td>eNote, ‘What are we already doing?’</td>
<td>Action Team records feedback using eNote</td>
</tr>
<tr>
<td>37 of 38 (0:40)</td>
<td>Summary of Session 1</td>
<td>Refer to activity ‘Taking action’, pp 34 and 35 of the Participant Workbook</td>
</tr>
<tr>
<td>38 of 38</td>
<td>Session sign-off Return to menu</td>
<td></td>
</tr>
</tbody>
</table>
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
Developing a Working Agreement

How-to Sheet – Screen 5

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><strong>Solution-focused</strong></td>
<td>I offer a solution if I state that I am unhappy with something.</td>
</tr>
<tr>
<td><strong>Constructive</strong></td>
<td>If I provide feedback it is clear and relevant to the topic and helpful to the discussion.</td>
</tr>
<tr>
<td><strong>Equality</strong></td>
<td>I am mindful of ensuring all people are provided with an opportunity to speak.</td>
</tr>
<tr>
<td><strong>Right to pass and participate</strong></td>
<td>In my professional role, I am open to taking risks, and try to participate in most situations.</td>
</tr>
<tr>
<td><strong>Appreciative of diversity</strong></td>
<td>I am open to different points of view, as we all have different experiences, values and beliefs.</td>
</tr>
<tr>
<td><strong>Conscious of time</strong></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><strong>Respect</strong></td>
<td>I am professional in my manner and have empathy and regard for others.</td>
</tr>
<tr>
<td><strong>Confidentiality – no names</strong></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><strong>Non-judgemental</strong></td>
<td>I make sure I gather all the relevant information before making assumptions.</td>
</tr>
<tr>
<td><strong>Minimise side conversations</strong></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>
How to present an Action Team report

Information Sheet – Screen 5

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.
Instructions for activity:
Exploring our attitudes and beliefs

How-to Sheet – Screen 14

15 minutes

Purpose

The purpose of the activity is to assist participants to reflect on their attitudes and beliefs about families and home-school partnerships.

Instructions

Say to participants:

1. Please stand up and place yourselves in a line facing the front of the space.
2. I’m assigning one end of the line ‘Agree’ and the other end, ‘Disagree’.
3. I’ll read out some statements, and I would like you to respond to by placing yourselves along the line in relation to how far you agree or disagree. There are no right or wrong answers.

Statements to read out:

- Most parents and carers want to be involved in their child’s education
- Parents and carers are usually open to letting teachers help with any concerns about their child
- Parents are the primary educators of their children
- School staff need to be informed about what is happening at home
- Schools find some families hard to engage. Those families don’t care about their child’s education.

Focus on the last question and ask participants:

What did you notice about the language used in the statement ‘Schools find some families hard to engage’? How would it have been different if we said ‘families who are hard to engage’?

How does the language we use give meaning to our attitudes and beliefs? (Some language we use can emphasise the way schools engage. Other language could blame or label parents).

Some questions to summarise:

1. What are your reactions to participating in professional learning about working with parents and carers?
2. What concerns do you have?
3. What are the benefits of working effectively with families?
4. What do you expect from today’s session?
Debrief video: ‘Introduction to Component 3’

How-to Sheet – Screen 19

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.

Purpose

To introduce participants to the content of Component 3, and to focus on the important role that parents and carers play in the lives of children and the school.

Instructions

Say to participants:

Do you have any comments, questions or concerns about the video?

If time permits, here are some optional questions to ask about the video:

• How important is the involvement of parents and carers at our school?

• How do we support parents and carers?

• What would it mean for us to say that ‘we enrol the whole family when we enrol a student’?

• What additional steps could we take to involve parents and carers and other members of families who care for their children?

Summary

KidsMatter recognises the challenges and opportunities for schools in working closely with parents and carers. Component 3 enables schools to reflect on and plan strategically for building collaborative working relationships.
Discussion:
Reflecting on family perspectives

How-to Sheet – Screens 26, 27

5 minutes

Purpose
To enable participants to further explore and identify the challenges facing families and the range of emotions involved in parenting.

Materials
‘Some modern-day parenting challenges’, page 16 of the Participant Workbook.

Instructions
Say to participants:

We’re going to draw out some themes from the video, ‘Family perspectives’, by asking the following questions:

1. What are some of the emotions that parents and carers expressed in the video?
2. What were the main things that parents and carers in the video wanted from teachers and for their children?
3. What were some of the themes that flowed through the video?
4. What do you think are some of the challenges of parenting today?

Summary
Adults often face many challenges in parenting. As families are diverse, they have different needs. Schools can provide a supportive environment for families and their children. In doing this, schools are building protective factors for students’ mental health and wellbeing.
Discussion on family diversity

How-to Sheet – Screen 28

5 minutes

The purpose of the discussion

To explore some contemporary parenting challenges and the diversity amongst families in the school community.

Materials

‘Some modern-day parenting challenges’ and ‘Diversity of family structures in Australia’, p 16 of the Participant Workbook.

Instructions

Say to participants:

1. Break into small groups of approximately three people with a mix of age and gender.

2. Let’s read over the statistics on page 16 in the Participant Workbook on family structures in Australia from the Australian Bureau of Statistics 2009-2010 Family Characteristics Survey.
   - Reflect on Component 1 discussions about inclusiveness and who is visible/not noticed in your school.

In your group discuss:

- Thinking about your school community, and without referring to individuals, what do you know about the diversity of your families?
- What might you not know about your families?

3. Can we hear three main points from each group? The Action Team will record feedback using eNote.

Additional questions if there is time:

- What stands out about the range of family units in Australia in the ABS statistics?
- Thinking about our school community (and without referring to particular people) what do we know about the diversity of families?
- What more do we need to know to understand the circumstances of families in our community?
- If we think about the people in our school community, how do we take steps to include them? Which families are less visible?

Summary

The needs of parents and carers are unique and depend upon their experiences and expectations.
Component 3
Information Sheets

Learning
- Scaffolding children’s learning
- About thinking and learning
- Thinking and learning: Suggestions for families
- Thinking and learning: Suggestions for school staff

Children’s emotions
- Making sense of children’s emotions
- How temperament affects feelings
- About emotional development
- Emotional development: Suggestions for families
- How thinking affects feelings

Social development
- Good values guide good behaviour
- About social development
- Social development: Suggestions for families
- Social development: Suggestions for school staff

Mental health basics
- Children and hardship
- Children and grief
- Children and bullying
- Mental health risk and protective factors
- Building protective factors: Suggestions for families
- Building protective factors: Suggestions for school staff
- Support for parenting

Discipline
- Catch them being good
- Using effective discipline
- About effective discipline
- Making rules and setting limits
- Effective discipline in the classroom

Family relationships
- Happy families work together
- When parents separate
- About family relationships
- Building better family relationships
- Effective family communication

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

Estimated length of session: 1 hr
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<td>Resources</td>
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<td>Developing a Working Agreement</td>
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<td>Sample Working Agreement</td>
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<td>Discussion: Common parent and carer concerns</td>
<td>37</td>
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<td>Reflecting on the S-I-B model</td>
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<td>Activity and discussion: The S-I-B model in action</td>
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<td>Component 3 Information Sheets</td>
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https://primary.portal.kidsmatter.edu.au
Facilitating this session
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<tr>
<th>SCREEN # and DURATION</th>
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<th>FACILITATOR Action Team preparation</th>
<th>FACILITATOR Guide Slide Reference #</th>
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</thead>
<tbody>
<tr>
<td>1 of 17</td>
<td>Introducing iMentor, Paul</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 of 17 (1:24)</td>
<td>Recap of Session 1</td>
<td>Refer to ‘Self care’, p 5 of the Participant Workbook</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>Outline of Session 2</td>
<td>How-to sheet – ‘Developing a Working Agreement’</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Self care reminder</td>
<td></td>
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<tr>
<td></td>
<td>Group Working Agreement</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Confidentiality and respect of privacy</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>(2 mins)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3 of 17 (3:03)</td>
<td>Parent and carer concerns</td>
<td>How-to sheet – ‘Discussion: Common parent and carer concerns’</td>
<td>21, 22</td>
</tr>
<tr>
<td></td>
<td>Aims of Session 2</td>
<td>Refer to p 20 of the Participant Workbook</td>
<td></td>
</tr>
<tr>
<td></td>
<td>After GPs, teachers are most consulted</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>KidsMatter provides two approaches</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>iMentor introduces S-I-B model</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Discussion – Common parent and carer concerns</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>(4 mins)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4 of 17</td>
<td>eNote – ‘In the last two years…’</td>
<td>Action Team uses eNote to record group feedback</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Common parent and carer concerns for recording feedback (4 mins)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5 of 17 (0:11)</td>
<td>What was your experience of the activity?</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Introduction to next video</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6 of 17</td>
<td>View video, ‘Supporting families’</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>(2.30 mins)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7 of 17 (0:12)</td>
<td>iMentor invites questions or comments from participants about video, ‘Supporting families’</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8 of 17</td>
<td>eNote – Action Team debrief video</td>
<td>Option for Action Team to record group responses to video using eNote</td>
<td></td>
</tr>
<tr>
<td></td>
<td>‘Supporting families’ – for recording feedback (2 mins)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Facilitating this session

<table>
<thead>
<tr>
<th>SCREEN # and DURATION</th>
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<th>FACILITATOR Action Team preparation</th>
<th>FACILITATOR Guide Slide Reference #</th>
</tr>
</thead>
<tbody>
<tr>
<td>9 of 17 (3:27)</td>
<td>Schools are rich sources of information for parents and carers. Parenting resources spectrum: iMentor explains the range of parenting resources, information and support S-I-B model iMentor introduces next video</td>
<td>Refer to the S-I-B model, ‘A process for responding to parent and carer concerns’, p 21 of the Participant Workbook. Refer to Component 3 information sheets in the Resources section of the Portal.</td>
<td>24, 25</td>
</tr>
<tr>
<td>10 of 17</td>
<td>View video, ‘Responding to parent and carer concerns – S-I-B Model’ (5:51 mins)</td>
<td></td>
<td>26</td>
</tr>
<tr>
<td>11 of 17 (0:10)</td>
<td>iMentor invites Action Team to lead discussion on video and use eNote (13 mins)</td>
<td>How-to sheet – ‘Reflecting on the S-I-B model’</td>
<td>27</td>
</tr>
<tr>
<td>12 of 17</td>
<td>eNote – ‘Discussion: Reflecting on the S-I-B model’</td>
<td>Action Team records group feedback using eNote – five questions</td>
<td></td>
</tr>
<tr>
<td>13 of 17 (0:18)</td>
<td>Activity and discussion: ‘The S-I-B model in action’ iMentor invites Action Team to lead the activity (15 mins)</td>
<td>How-to sheet – Activity and discussion: ‘The S-I-B model in action’</td>
<td></td>
</tr>
<tr>
<td>14 of 17</td>
<td>eNote – ‘The S-I-B model in action’ for recording group feedback (3 mins)</td>
<td>Action Team records group feedback using eNote</td>
<td>28</td>
</tr>
<tr>
<td>15 of 17 (0:14)</td>
<td>iMentor refers participants to a range of online information about common parenting concerns</td>
<td>Refer participants to ‘Online information for common parenting concerns’, pp 28 and 29 of the Participant Workbook</td>
<td>28</td>
</tr>
<tr>
<td>16 of 17 (0:49)</td>
<td>Summary of Session 2 Activity: ‘Taking action’, pp 34 and 35 of the Participant Workbook (2 mins)</td>
<td>Participants complete worksheet ‘Taking action’, pp 34 and 35 of the Participant Workbook</td>
<td>29</td>
</tr>
<tr>
<td>17 of 17</td>
<td>Session sign-off Return to menu</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Developing a Working Agreement

How-to Sheet – Screen 2

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>
How-to Sheet – Screen 3

8 minutes

Purpose

To set the scene for introducing the S-I-B (Set the scene; Identify the interests; Brainstorm creative options) model.

To remind participants that they are already fielding concerns from parents and carers.

Materials

‘Common parent and carer concerns’ worksheet, page 20 of the Participant Workbook.

Whiteboard or butchers paper.

Instructions

Preparation: Draw two columns on the whiteboard – one titled ‘School-related’ and the other ‘Non-school related’.

Say to participants:

1. Please form groups of three to four people by finding others born in the same month as you or neighbouring months. Please remember the importance of privacy and confidentiality and do not use the names of families.

2. Please discuss the following question using the ‘Common parent and carer concerns’ worksheet on page 20 of the Participant Workbook, to record your answers. (This appears on Screen 4)

‘In the last two years, what kinds of things have parents or carers asked you?’

3. Can one person from each group please provide feedback?

Can the Action Team please record feedback on the whiteboard or butchers paper, as well as on eNote (Screen 4) under the two column headings prepared earlier: 1) School-related and 2) Non-school related.

4. Please answer the following two questions:

What does this list tell you?

Do some parents and carers see the school as a place to seek assistance?

In most cases the non-school related list is longer. This is due to the fact that staff already deal with many questions and concerns that parents and carers bring to them.

Summary

Parents and carers ask school staff for support with a range of parenting issues on a regular basis. Sometimes it can be difficult to know how best to respond. This session explores this issue with a focus on developing a consistent approach across the school.

Think about some resource packs, newsletter items or workshops that you could develop if you consistently get the same requests from families. You may also identify a health, parent or community agency as a local resource. This could reduce the load on staff.
Reflecting on the S-I-B model

How-to Sheet – Screens 10 – 12

10 minutes

Purpose

To reflect on an example of the S-I-B model in practice.

Materials

‘The S-I-B model’ on page 21 of the Participant Workbook.

eNote for the Action Team to record feedback.

Instructions

Say to participants:

1. The S-I-B model is used by school staff to respond to parent and carer questions or concerns, and complements existing methods of responding to school-based issues.

   The focus is not on using the model to raise concerns with parents and carers. Initiating these types of discussions will be covered in Component 4.

2. I’m going to ask you some questions. The Action Team will record group feedback using eNote.

   What did the teacher do well? What could be improved?

   How did the teacher set the scene for the interaction with the parent?

   How did the teacher identify the parent’s concerns?

   How do you think the parent might have felt? How would you have responded to this parent?

   Can you think of times when you may need to be more aware of your communication when using the S-I-B model?

   For example, eye contact and/or physical space considerations when working with parents and carers from different cultural backgrounds.

Summary

The S-I-B model provides a structure for communicating with families. The model:

- keeps the relationship between a teacher and parent or carer a priority
- identifies the families’ interests and needs
- explores options for addressing their concerns or questions
- can reduce pressure on staff.
Activity and discussion:  
The S-I-B model in action

How-to Sheet – Screens 13, 14

15 minutes

Purpose
To increase participants:
• knowledge of the S-I-B (Set the scene; Identify interests; Brainstorm creative options) model
• confidence in applying the steps.

Materials
Pages relating to S-I-B model in the Participant Workbook:
• Demonstration script, pages 22 and 23
• Concern scenarios, page 24
• Planning sheet, page 25
• Observation sheet, page 26
• Tips for brainstorming, page 27.

Instructions
Say to participants:
1. Please form groups of three. This activity is not about your past practices or experiences. The scenarios are hypothetical. Confidentiality is important to observe in this situation.
2. Please read through the S-I-B demonstration script on pages 22 and 23 of the Participant Workbook.
3. Can each group select a scenario from page 24 of the Participant Workbook? As a group you need to plan your responses to parents and carers using the planning sheet with the three steps on page 25.

If time permits, groups can practise their scenario in a three-way role-play – staff member, parent/carer and observer. The observer should fill out the observation sheet on page 26 of the Participant Workbook. See also ‘Tips for brainstorming’ on the following page.

4. Let’s return to the whole group to discuss:

How useful would the S-I-B model be for you?

The Action Team will record feedback using eNote.

Summary
The S-I-B model:
• is a planned approach to address concerns that a parent or carer presents to a staff member
• provides a consistent approach to working with families across the school
• can also help facilitate access to parenting information and support without requiring staff to have all the answers.
Component 3
Information Sheets

Learning
- Scaffolding children’s learning
- About thinking and learning
- Thinking and learning: Suggestions for families
- Thinking and learning: Suggestions for school staff

Children’s emotions
- Making sense of children’s emotions
- How temperament affects feelings
- About emotional development
- Emotional development: Suggestions for families
- How thinking affects feelings

Social development
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- Social development: Suggestions for school staff

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Family relationships
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- When parents separate
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- Effective family communication

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

Estimated length of session: 1 hr 10 mins
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<tbody>
<tr>
<td>1 of 26</td>
<td>Introducing iMentors, Paul and Vera</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3 of 26 (0:42)</td>
<td>Outline of Session 3 Introduction to video</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4 of 26</td>
<td>View video, ‘Building Relationships’ (4:58 mins)</td>
<td></td>
<td>32</td>
</tr>
<tr>
<td>5 of 26 (0:22)</td>
<td>Debrief questions Action Team facilitates group discussion (3 mins)</td>
<td>How-to sheet – Debrief video: ‘Building relationships’</td>
<td>?</td>
</tr>
<tr>
<td>6 of 26</td>
<td>eNote – Action Team Debrief video, ‘Building relationships’</td>
<td>Action Team records feedback using eNote</td>
<td>?</td>
</tr>
<tr>
<td>7 of 26 (0:18)</td>
<td>Think of a beneficial relationship… What builds a collaborative two-way relationship?</td>
<td></td>
<td>31</td>
</tr>
<tr>
<td>8 of 26 (1:26)</td>
<td>Factors that create a collaborative relationship Families as partners sharing the best interests of the child Resources for working with diverse families</td>
<td>Optional video, ‘Having different conversations about mental health – Working with parents’ in the Component 3 resources section on the Portal (3 mins)</td>
<td>33</td>
</tr>
<tr>
<td>9 of 26 (1:24)</td>
<td>Establishing a collaborative relationship Factors that get in the way of building collaborative working relationships</td>
<td></td>
<td>34</td>
</tr>
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</table>
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</thead>
<tbody>
<tr>
<td>11 of 26 (4 mins)</td>
<td>eNote – Activity: ‘Investing in the relationship bank’ to record group feedback</td>
<td>Action Team records feedback using eNote – six questions</td>
<td></td>
</tr>
<tr>
<td>12 of 26 (3:37)</td>
<td>Revisit ‘Inclusiveness scale’ One school’s approach to a systematic whole-school approach Introduction to next video</td>
<td>Refer participants to ‘A systematic approach’, p 33 of the Participant Workbook</td>
<td>38, 39</td>
</tr>
<tr>
<td>13 of 26 (3:25 mins)</td>
<td>View video, ‘Connecting parents and carers together’</td>
<td></td>
<td>40</td>
</tr>
<tr>
<td>14 of 26 (0:13)</td>
<td>Video debrief – What stood out for you? Action Team to record feedback using eNote</td>
<td></td>
<td></td>
</tr>
<tr>
<td>15 of 26 (2 mins)</td>
<td>eNote – Action Team Debrief video, ‘Connecting parents and carers’ – group feedback</td>
<td>Action Team records group feedback using eNote</td>
<td></td>
</tr>
<tr>
<td>16 of 26 (1:57)</td>
<td>Benefits for schools in engaging with parents and carers Promoting student success Positive impact on their wellbeing Parents connect and support each other. School as community hub (3 mins)</td>
<td>Action Team to distribute to copies of the Component 3 Summary of Literature Action Team highlights some key benefits of engaging with parents and carers</td>
<td>41, 42</td>
</tr>
<tr>
<td>17 of 26 (0:45)</td>
<td>Reducing parent social isolation is a protective factor for children’s mental health Linking parents and carers to relevant community services and organisations Action Team to record thoughts using eNote</td>
<td>Participants share local community resources available to support families</td>
<td>43</td>
</tr>
<tr>
<td>18 of 26 (5 mins)</td>
<td>eNote – ‘Local community resources to support families’ – group feedback</td>
<td>Action Team records feedback using eNote</td>
<td></td>
</tr>
<tr>
<td>SCREEN # and DURATION</td>
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</tr>
<tr>
<td>19 of 26 (0:27)</td>
<td>Review of responses from introductory activity in Session 1: ‘Exploring our attitudes and beliefs’ Have participants’ responses changed or remained the same? Action Team invited to record responses</td>
<td>Action Team facilitates group feedback</td>
<td>43, 44</td>
</tr>
<tr>
<td>20 of 26</td>
<td>eNote – ‘Revisiting our attitudes and beliefs’ Record any changes to participants’ responses (5 mins)</td>
<td>Action Team records feedback using eNote – five questions</td>
<td></td>
</tr>
<tr>
<td>21 of 26 (0:25)</td>
<td>iMentor asks participants to reflect on what they are already doing and document additional ideas (5 mins)</td>
<td>Refer participants to ‘What are we already doing’ worksheet, p 17 of the Participant Workbook Participants complete activity: ‘Taking action’ pp 34 and 35 of the Participant Workbook</td>
<td>45, 46</td>
</tr>
<tr>
<td>22 of 26 (0:21)</td>
<td>Session 3 summary</td>
<td>Refer to session summary, p 37 of the Participant Workbook</td>
<td>47, 48</td>
</tr>
<tr>
<td>23 of 26 (0:09)</td>
<td>Introduction to next video</td>
<td></td>
<td></td>
</tr>
<tr>
<td>24 of 26</td>
<td>View video, ‘A final word from families’ (2:54 mins)</td>
<td></td>
<td>49</td>
</tr>
<tr>
<td>25 of 26 (0:32)</td>
<td>‘Tell us what you think’ … about KidsMatter resources</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>50</td>
</tr>
<tr>
<td>26 of 26</td>
<td>Sign off for Component 3 Return to menu</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Resources
Developing a Working Agreement
How-to Sheet – Screen 2

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>
Debrief video: ‘Building relationships’

How-to Sheet – Screen 5

2 minutes

Why debrief?
The purpose of debriefing is to allow the group to reflect on the content of the video and explore ideas and experiences represented in it.

Purpose of the video
The video presents various examples of strategies schools and staff have used to build relationships with families. Parents and carers, as well as staff, speak about the importance of effective communication and developing relationships that benefit the child at school.

Instructions
After watching the video, say to participants:

I’m going to ask you three questions. Action Team members please record feedback using eNote.

1. What stood out for you in the video?
2. What was new to you?
3. If you interviewed families in your school, what would they say was important? Have you asked them?

Summary
It takes time to build relationships with parents and carers and it is important that relationships are based on trust.

Strategies such as keeping a list of parent contacts, parents’ preferred method of contact, making positive phone calls home, and sending postcards can help staff build positive relationships with parents and carers.
Investing in the relationship bank

How-to Sheet – Screen 10

10 minutes

Purpose
To assist participants to think about the ways they make positive and regular connections with families.

Materials
‘Investing in the relationship bank’ worksheet, page 32 of the Participant Workbook
Whiteboard, butchers paper and markers
Sticky notes

Instructions
Preparation:
1. Write two headings on the whiteboard/butchers paper, ‘Positive connections’ and ‘Regular connections’. Then under ‘Positive connections’ write the following two dot points, leaving a space between each dot point for groups to attach their sticky notes.
   • What sorts of things do parents and carers like hearing from school staff? How do you know? Have you asked them?
   • How can these be communicated?
2. Under ‘Regular connections’ write the following three dot points, leaving a space between each dot point for groups to attach their sticky notes.
   • How can school staff connect regularly with parents and carers?
   • Have you asked families how they wish to be contacted?
   • Is this something that is asked of all new families when they join the school?

Say to participants:
1. These headings relate to ‘investing in the relationship bank’, which is a two pronged approach requiring both positive and regular connections with families.
2. Please form into groups of three or four people.
3. Use the worksheet ‘Investing in the relationship bank’ on page 32 of the Participant Workbook.

   In your groups, answer the questions that relate to the heading ‘Positive connections’, writing your answers on sticky notes and placing them under the ‘Positive connections’ heading on the whiteboard or butchers paper.

   Action Team please record these on eNote against each question under the heading ‘Positive connections’.

4. Are there any volunteers willing to read out the ideas for building connections with parents and carers?

5. Now we’ll look at the second heading, ‘Regular connections’. Please use sticky notes to record your answers. Place them under the appropriate heading on the whiteboard or butchers paper.

   The Action Team will record these on eNote.

6. Are there any further volunteers who would like to read out the ideas about building regular connections with parents and carers?

Summary
There are many simple ways that school staff can build relationships with parents and carers through daily interactions.
Component 3
Information Sheets

Learning
- Scaffolding children’s learning
- About thinking and learning
- Thinking and learning: Suggestions for families
- Thinking and learning: Suggestions for school staff

Children’s emotions
- Making sense of children’s emotions
- How temperament affects feelings
- About emotional development
- Emotional development: Suggestions for families
- How thinking affects feelings

Social development
- Good values guide good behaviour
- About social development
- Social development: Suggestions for families
- Social development: Suggestions for school staff

Mental health basics
- Children and hardship
- Children and grief
- Children and bullying
- Mental health risk and protective factors
- Building protective factors: Suggestions for families
- Building protective factors: Suggestions for school staff
- Support for parenting

Discipline
- Catch them being good
- Using effective discipline
- About effective discipline
- Making rules and setting limits
- Effective discipline in the classroom

Family relationships
- Happy families work together
- When parents separate
- About family relationships
- Building better family relationships
- Effective family communication

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