



**headspace**

National Youth Mental Health Foundation

# **Practical tips for whole school wellbeing 2020**



**Woiwurrung** is an Indigenous Australian language of the Kulin Nation people from the Yarra River (Birrarung) basin in Victoria

## Wojenjika

make a commitment to the law of the people and creator by respecting three things: the land, the waterways and the Children of the creator

# Today's session:

- The importance of mental health literacy
- The importance of help seeking
- Why reflective practice must be adopted
- Leading in VUCA environments
- Strategy simplified and leading simplified
- The psychological safety of your school
- 3 conversation techniques
- Emotional tools for contemporary leaders
- Whole school approach and embedding practice

System

School

Self

# Chapter 1

Strategy and leadership simplified in 2020

VUCA

Volatile

Uncertain

Complex

Ambiguous



# *Leading in VUCA Environments*

Australian schools achieve and aspire to incredible educational goals for children, young people, and their families. The Principals of school communities are therefore fundamental to the educational outcomes and creating positive learning environments where the whole of school community can flourish. The performance, capability, satisfaction, and engagement of a Principal in a school is critically underpinned by the pre conditions of health, wellbeing, and safety.

Headspace acknowledges that Principals have a very rewarding role however it can also bring complexity and challenges that may impact the health, wellbeing, and safety of school leaders. This session is focused on continuing to strengthen resilience, wellbeing, self-care, and help seeking.



- Compelling shared strategic direction, purpose, vision
- Distributed leadership
- Adapt supportive & inclusive leadership style
- Give teams the tools to lead transformation
- Culture of integrity and trust
- Place staff engagement at the centre & heart of what you do



Simplified and sophisticated



What are the 3 values of your school community

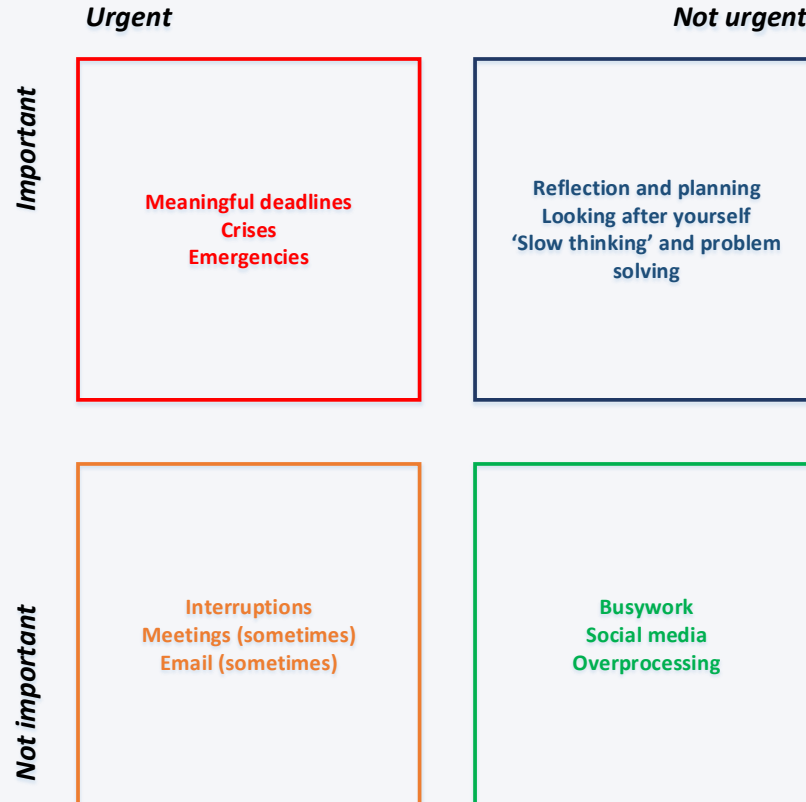
What is your values proposition

what is your golden goose?

# The Eisenhower Principle

"What is important is seldom urgent and what is urgent is seldom important."

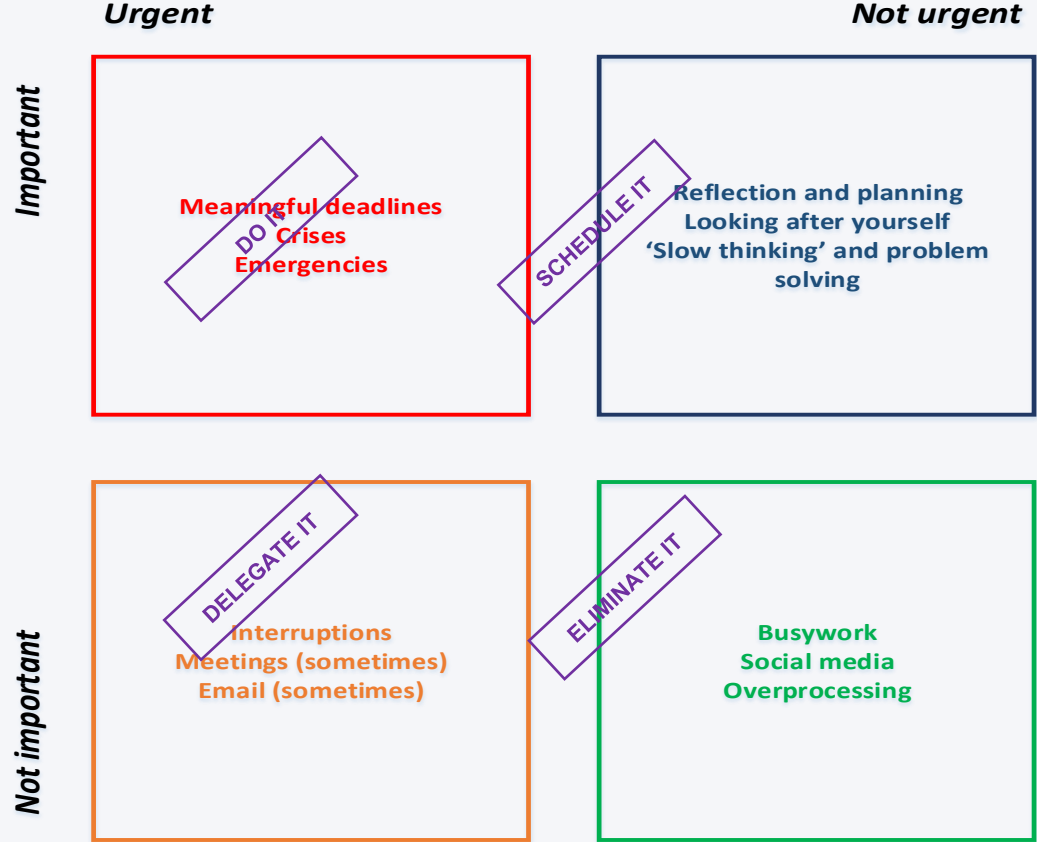
Former US President Eisenhower



# The Eisenhower Principle

"What is important is seldom urgent and what is urgent is seldom important."

Former US President Eisenhower



But when it comes to self, I believe;

*leadership, success, performance, function, enjoyment,  
engagement, motivation, connectivity, comes down to 2 simple  
little things*

relationships

safety



Maslow's hierarchy of needs

# For leaders, stress accumulates



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**Improving mental health, wellbeing, and self care....must start with the adults**





## **Movement of Global Leaders**

**Resilience**

**Rebalance**

**Recharge**

**Reorient**

**Reenergise**

**= Resilience & High performance**



## STRESS CURVE & PHASES

(GENERAL ADAPTATION SYNDROME)





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**Mental health literacy & self care**



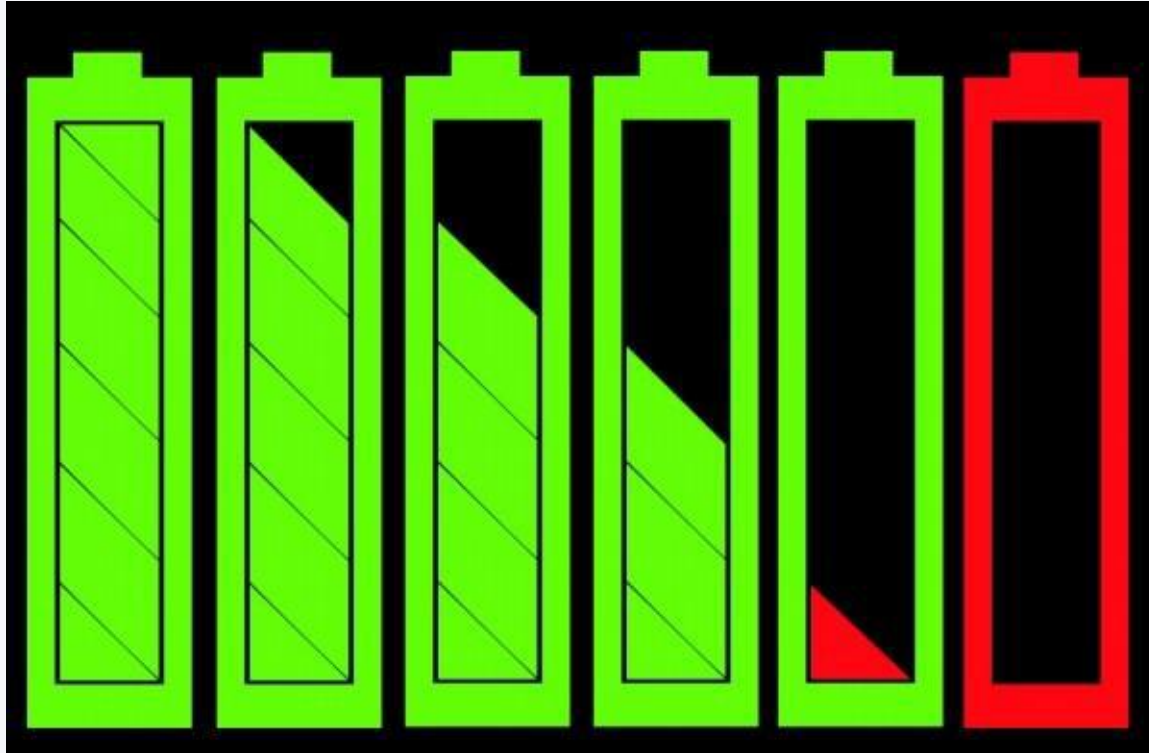
**Support seeking & getting help**

## **Mental Health Literacy & Self Care**

Knowledge, skills, awareness, understanding, of all aspects of mental health, wellbeing, self care, resilience, help seeking, including feelings, emotions, moods ect

## **Support Seeking & Getting Help**

Understanding and implementing strategies to help when you or someone else is struggling and need extra support for your mental health and wellbeing, reduce stress, distress, and mental health concerns



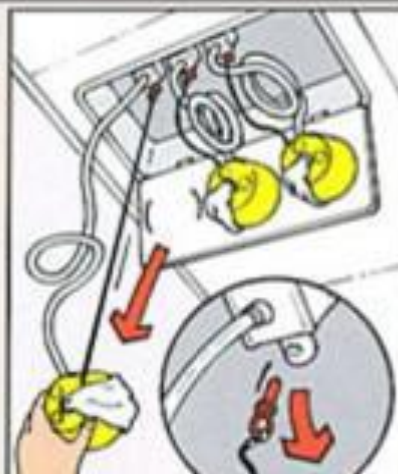
**Prevention**

**Early  
Intervention**

**Intervention**

“...Place the oxygen mask on yourself first before helping small children or others who may need your assistance.”

1



2



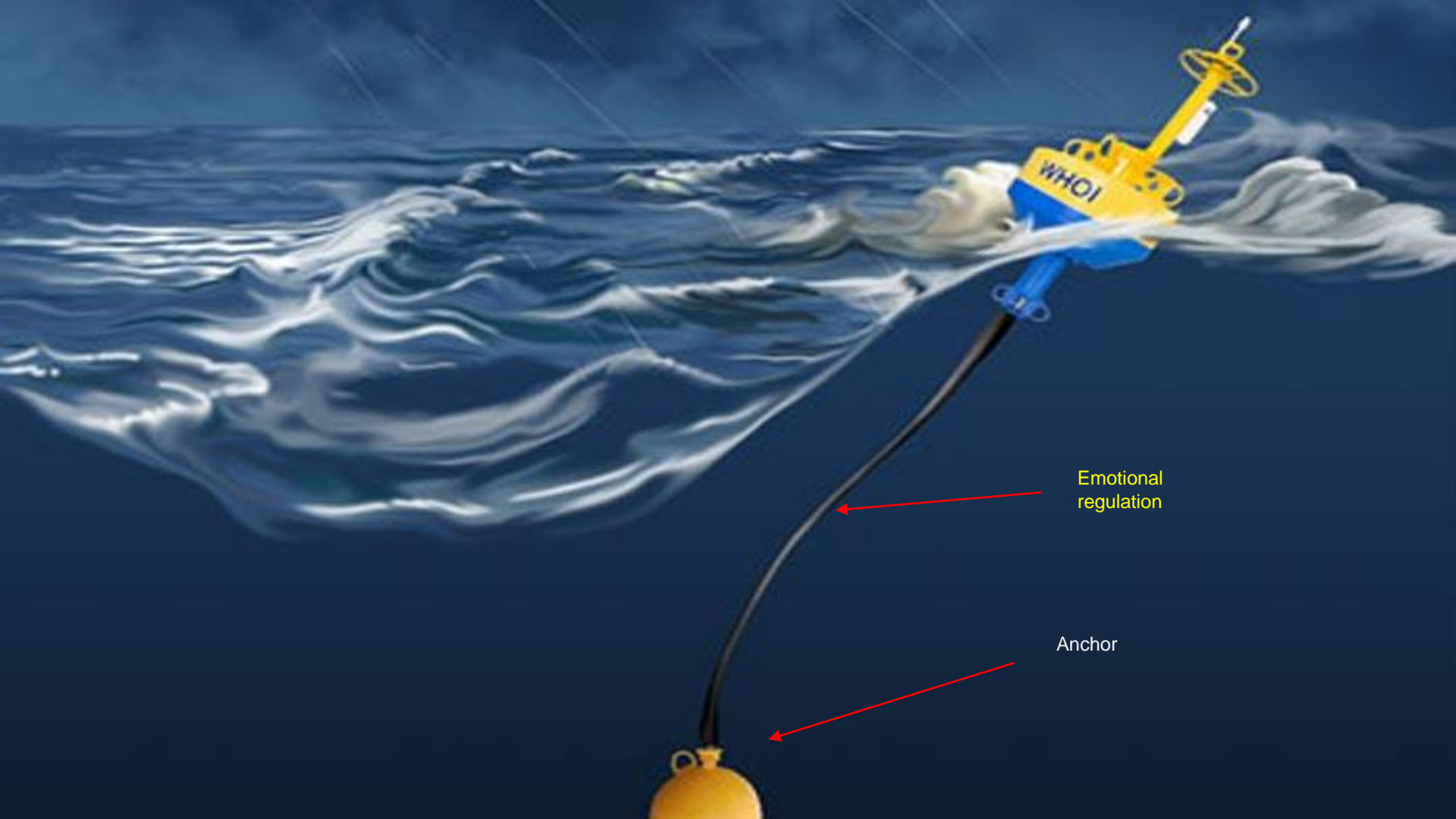
3



4







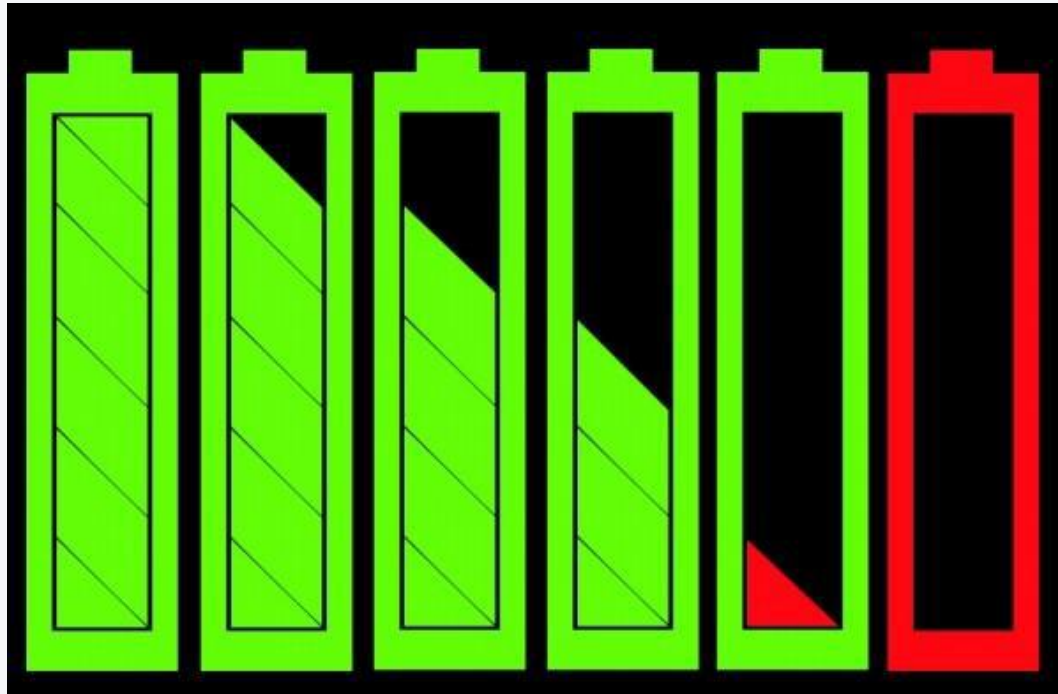
Emotional  
regulation

Anchor





# Staying in the green



Prevention

**Improve sleep**

**Minimise exposure conflict or environmental stressors**

**Get back into nature**

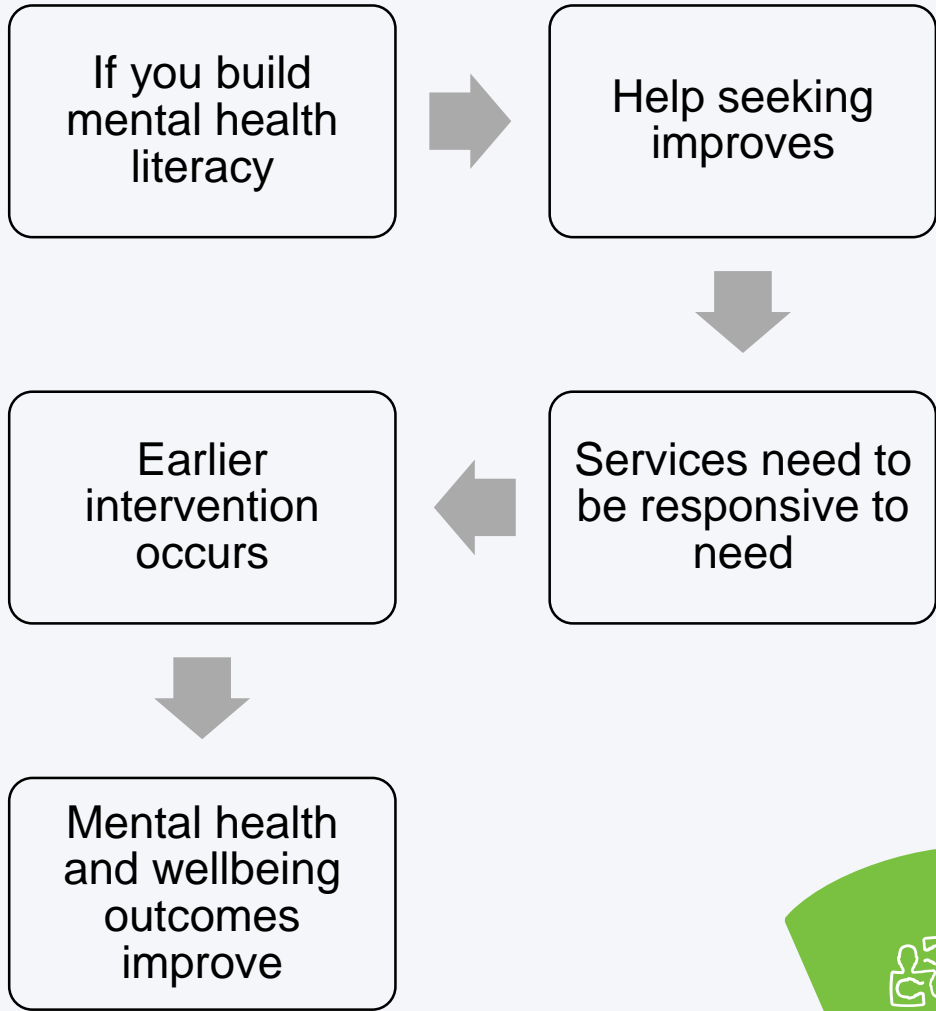
**Take a holiday or consecutive days off**

**Find your anchors in life....use them**

**Think about what your putting in your mouth**


**Switch off from emails, social media, binge watching**

**Start talking; vulnerability is a strength not a weakness**



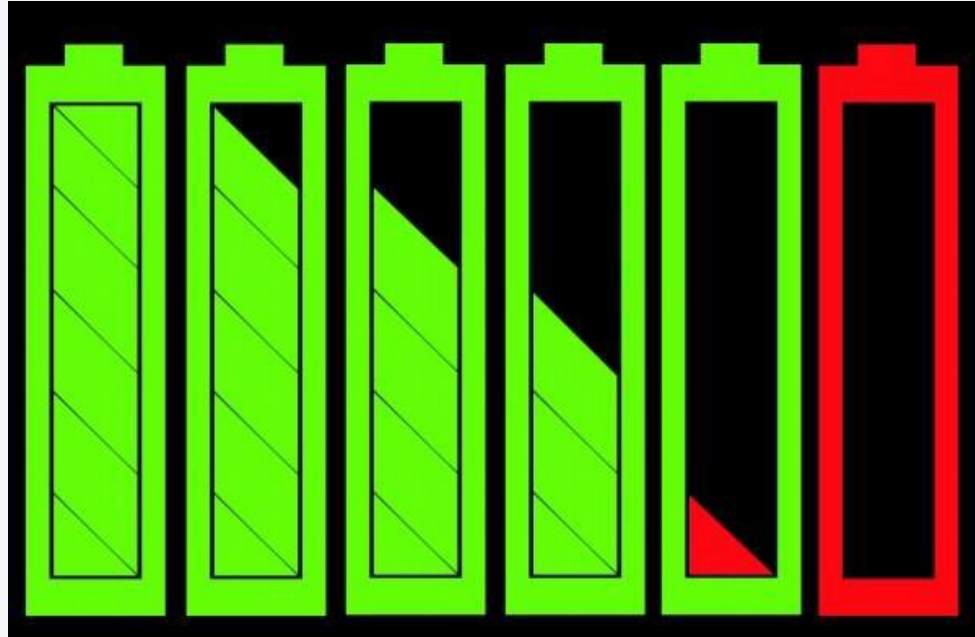
# Chapter 2

The importance of reflective practice, vulnerability, courage, and collegiality



Nothing was deeply  
learnt by doing, it was  
through reflecting

**How is your 2019 going?**

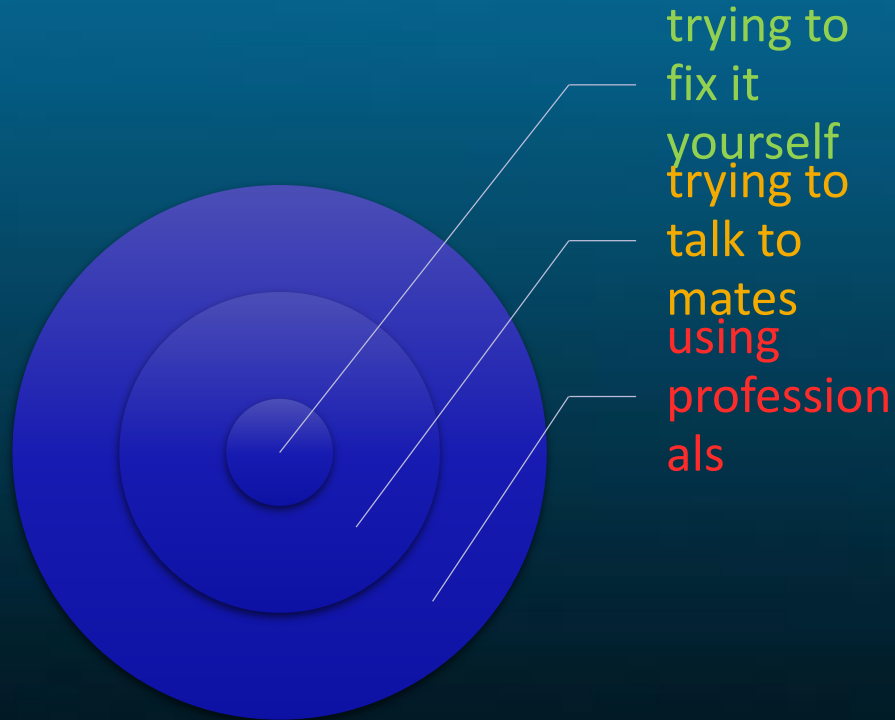


# Things you might notice when your battery is becoming “red”

- A noticeable change in how you are feeling and thinking
- Feeling things have changed or aren't quite right
- Changes in the way that you carry out your day-to-day life
- Not enjoying, or not wanting to be involved in things that you would normally enjoy
- Changes in appetite or sleeping patterns
- Being easily irritated or having problems with friends and family for no reason
- Reduced tolerance and coping threshold
- Finding your performance at work is not as good as it used to be
- Increased consumption of alcohol/smoking as a maladaptive coping mechanism
- Feeling sad or 'down' or crying for no apparent reason
- Having trouble concentrating or remembering things
- Having negative head noise, ruminating, or distressing thoughts
- Feeling unusually stressed or worried

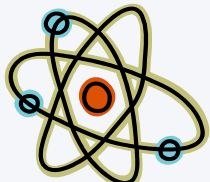
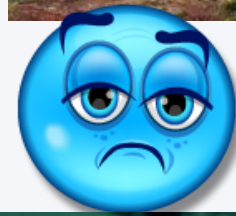



# Support seeking & Getting Help





# Individual reflection





the cure for anything is salt water.  
sweat, tears, or the sea.

- isak dinesen



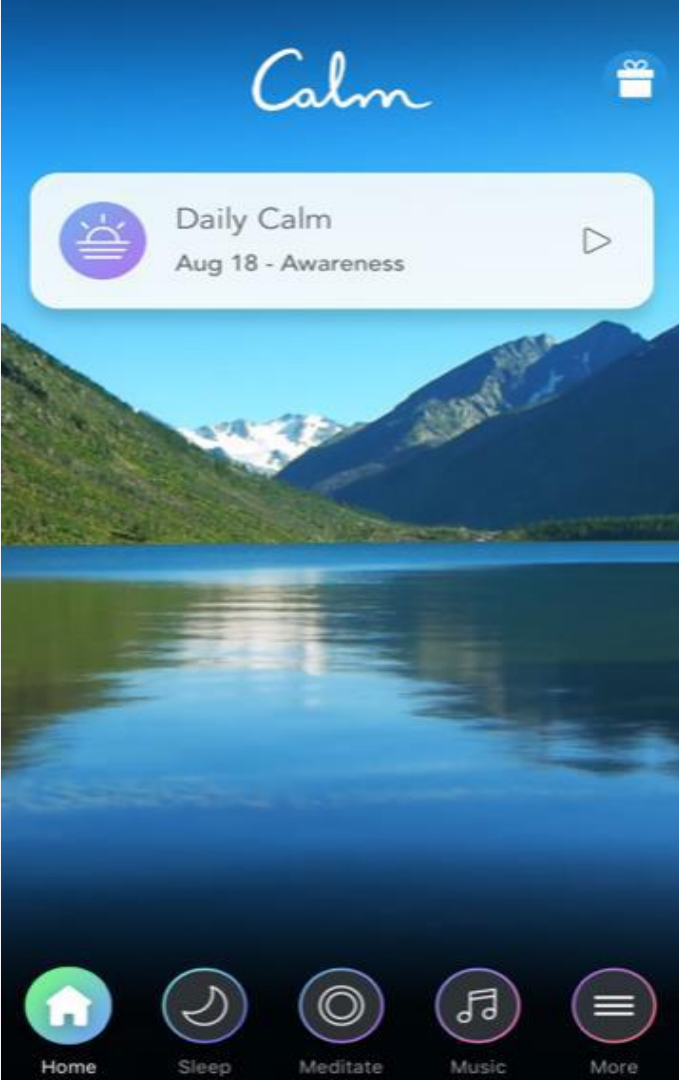
be like water...



# Margarita Flowchart



Good decision making



**Mindful  
listening**

**Dedicated  
Rest**



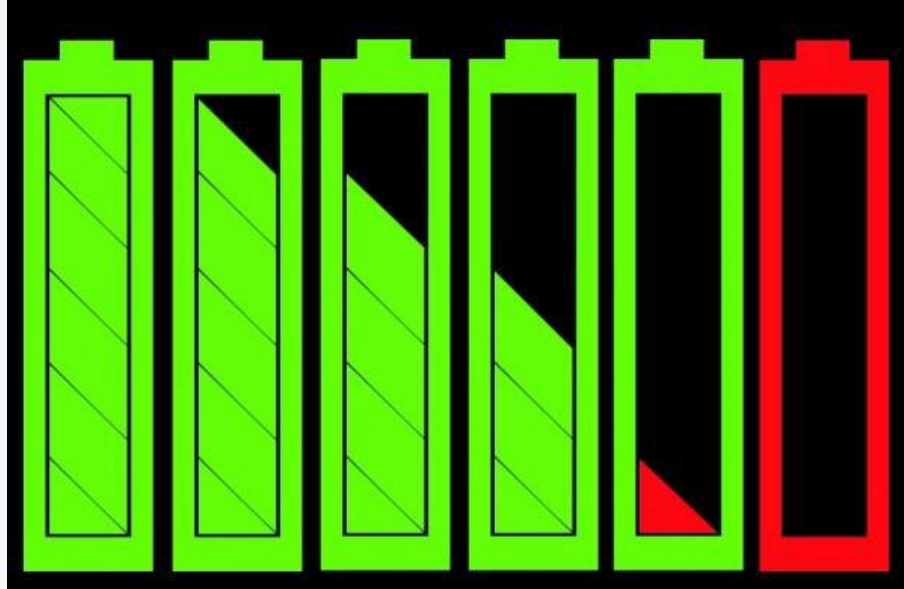
# Chapter 3

The emotional tools



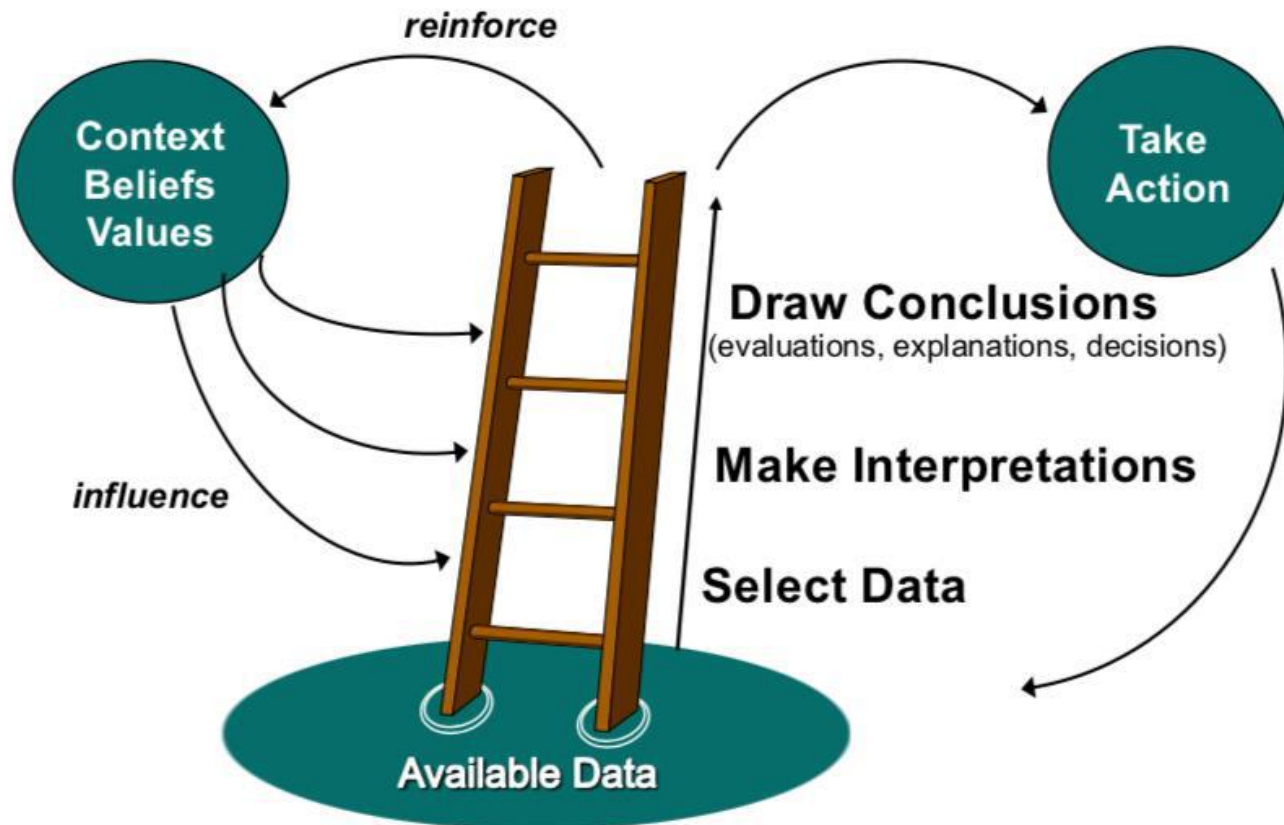
Maslow's hierarchy of needs

# When your starting to notice your battery is losing power

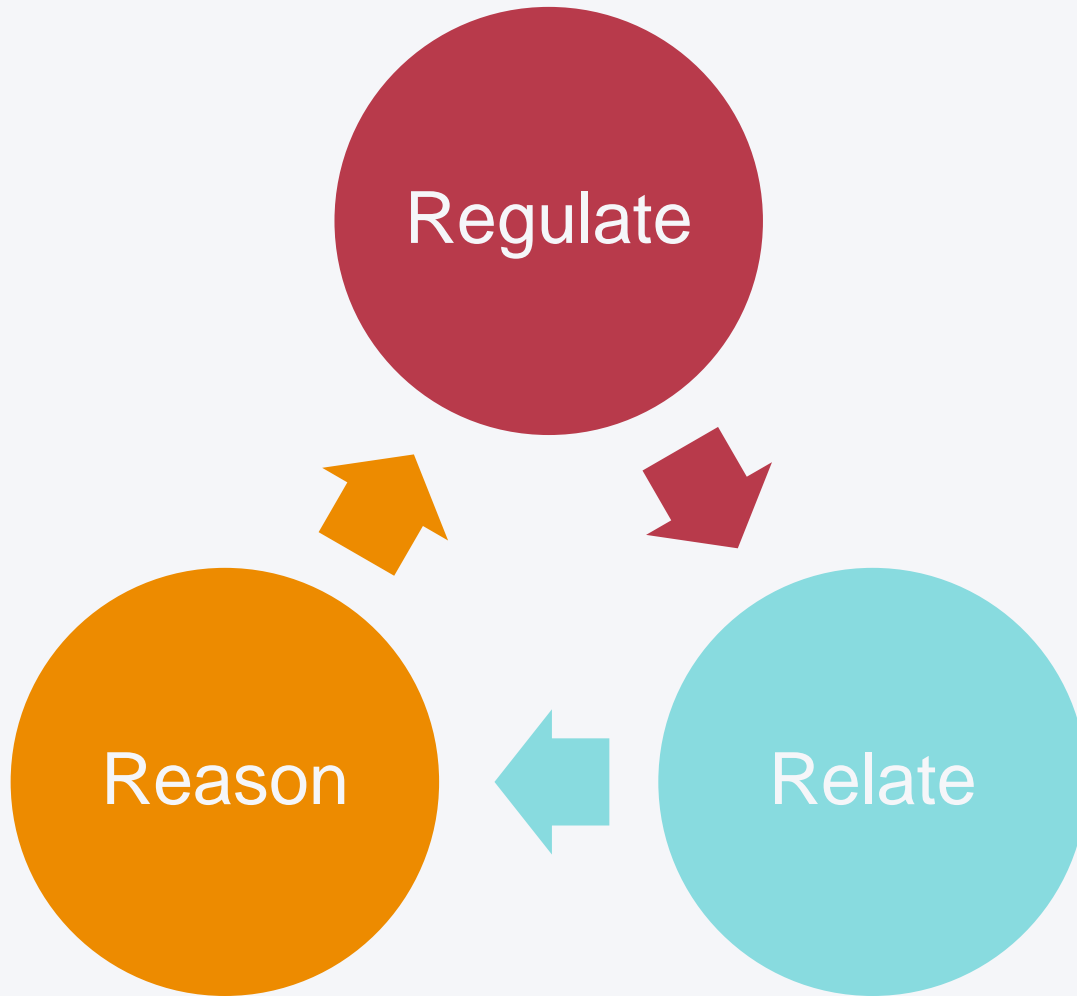


Early Intervention

# Ladder of Inference







# Socorro Consulting

The word "listen"  
contains the same letters  
as the word "silent".



# 3 types of conversation techniques

Check-in

NIP it in the bud

SBI – performance chat

## The general check-in or temperature check



**1. Ask**



**2. Listen**

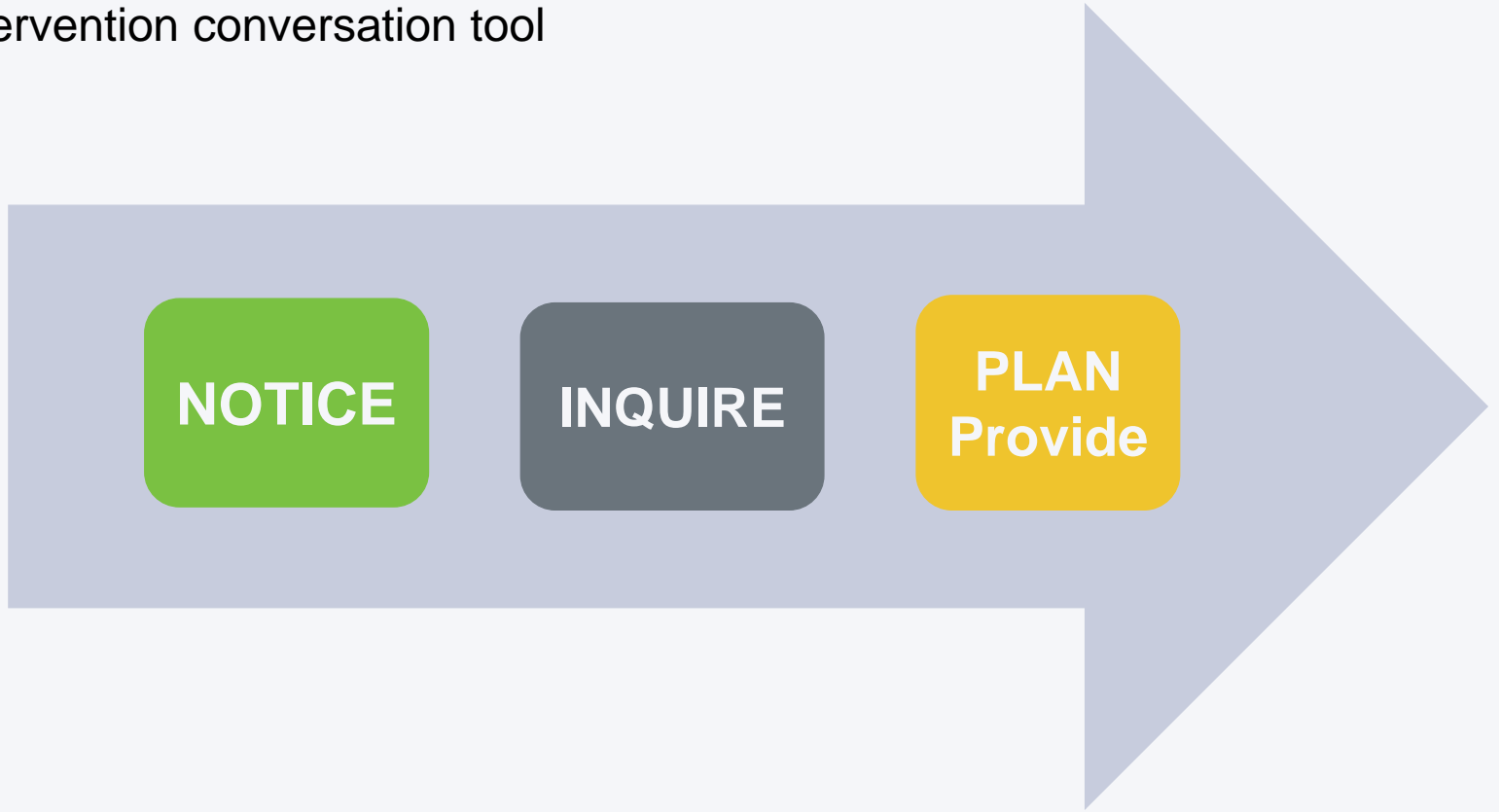


**3. Encourage  
action**



**4. Check in**

## Early intervention conversation tool



## Addressing performance and conduct conversation



Situation

Behaviour

Impact

# Practical statements and questions to allow people to be open and vulnerable and safe in a space:

## **This is not about solving, its about listening**

- My sense is that is really difficult/challenging/frustrating/disappointing for you? what has it been like?
- I can here that is really (insert emotion) for you
- I really appreciate you being able to tell me about that
- Can you some examples of what your talking about?
- How does that feel for you?
- So when you did that, how did that play out for you?
- So what I'm hearing you say (paraphrase)?
- Just so I have this right, what I'm hearing is (paraphrase)?

# Practical statements and questions to allow people to be open and vulnerable and safe in a space:

## **This is not about solving, its about listening**

- I can clearly see you have a lot energy behind that, what's that about?
- I cant imagine what that's been like for you
- I think that's not an uncommon experience
- I'm really sorry that your having that experience, I can see it's tough
- What have you done in the past to manage similar situations?
- How would you like me to support you?
- What's something you can that might be helpful right now?
- When I was going through a difficult time, I tried this... You might find it useful too

# Tough conversations in schools

<p>Your DP's is wearing too much cologne and staff have been complaining to you for sometime about headaches and asthma</p>	<p>Your new teacher arrives just before the bell and often is the last one to walk into meetings</p>
<p>Your staff member spoke aggressively at another staff member (who feels upset) at the meeting and others witnessed it and have come to you</p>	<p>An experienced member of staff has become very negative in the past 6 months and is expressing a lot of disinterest in work. Staff are frustrated with the negativity.</p>
<p>Your DP is often physically touches people, hugs people, and sits very close and staff have complained about poor boundaries and personal space</p>	<p>On Friday night at a staff function one of the staff got really drunk and inappropriate and a large number of staff have commented to you about it</p>
<p>A younger staff member is constantly on her phone, in meetings, during class.</p>	<p>A female staff member often wears low cut tops and very short skirts. Parents and staff have commented to you</p>
<p>A male staff member has been posting on facebook (he is friends with lots of staff and parents) comments that are borderline racist and discriminatory, people are upset by it</p>	<p>Your new to a school (3 months) and a staff member (whp has been there for years) consistently underperforms, takes excessive days off, and has a poor attitude. people are sick of it and want action</p>

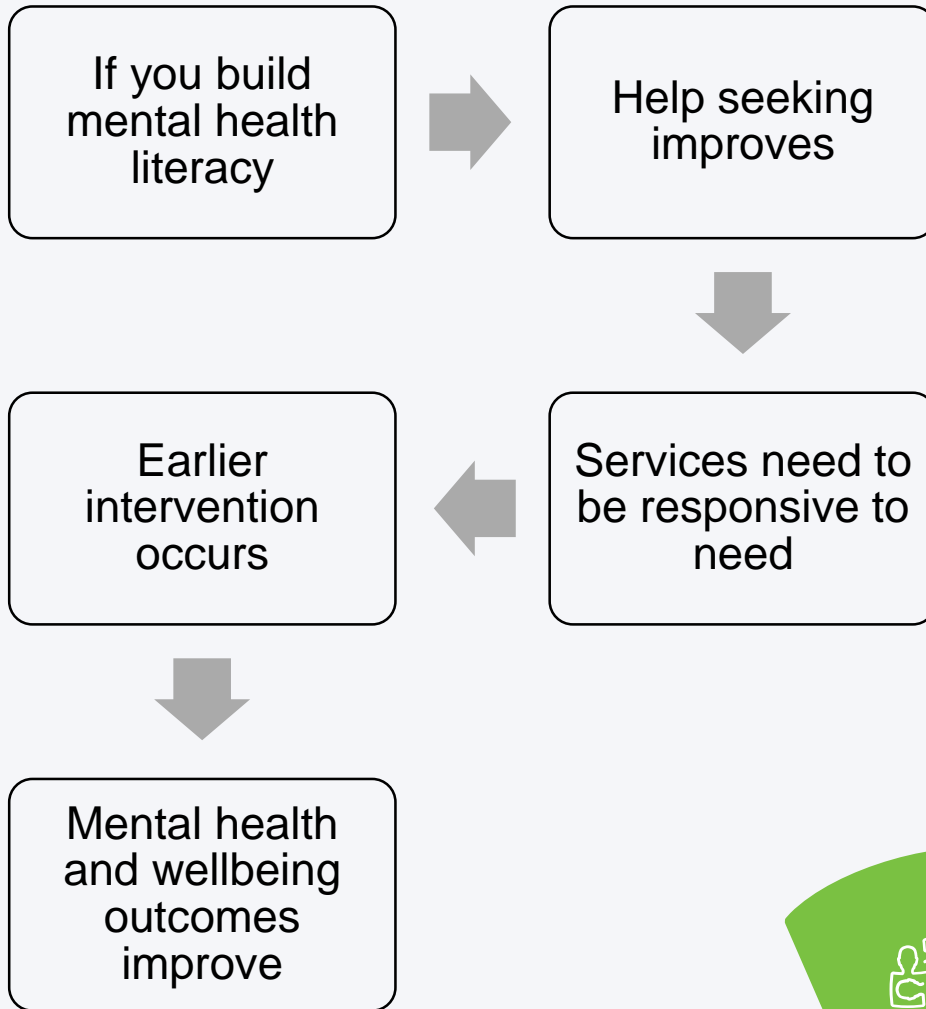


# A 5 Minute favour

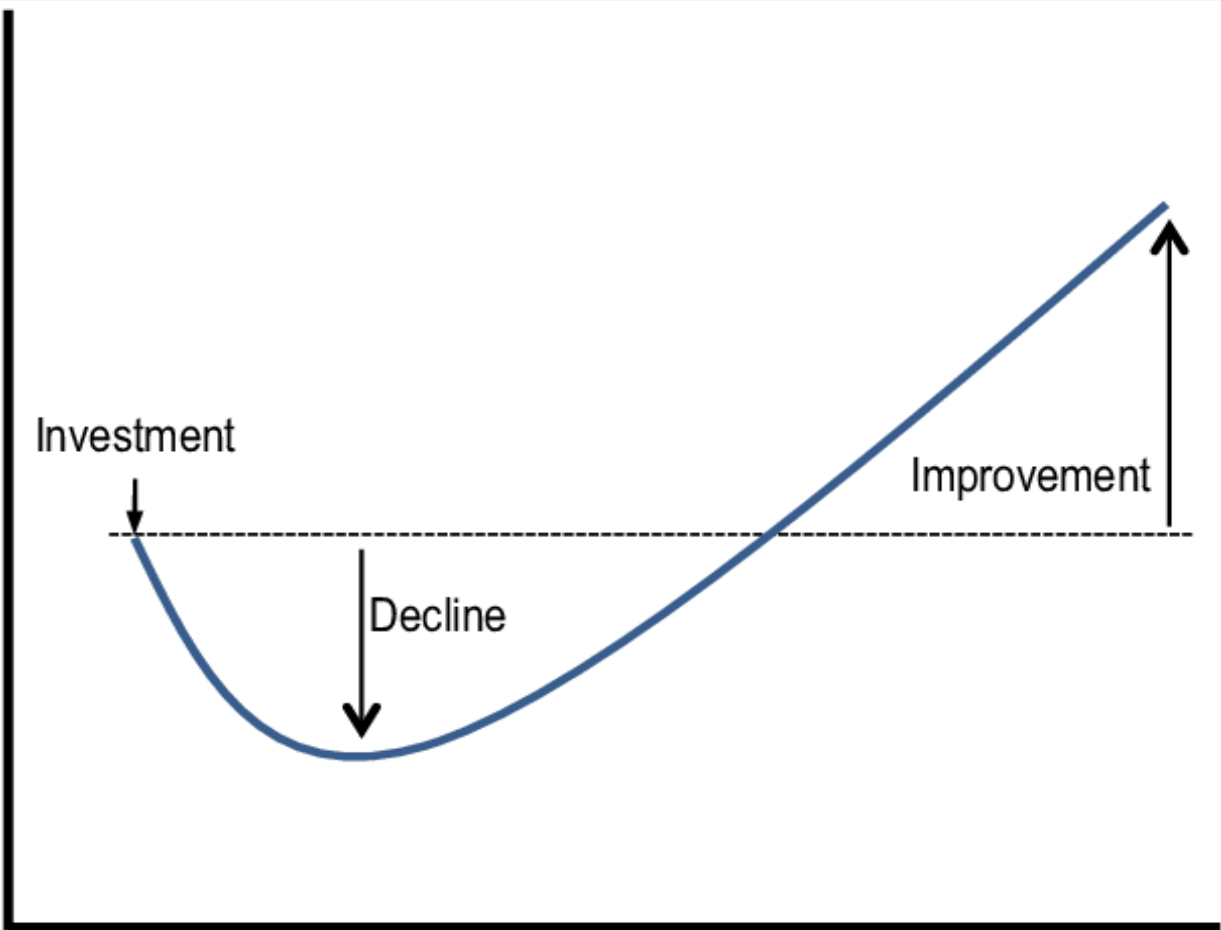


# Chapter 4

Understanding whole approach



Performance



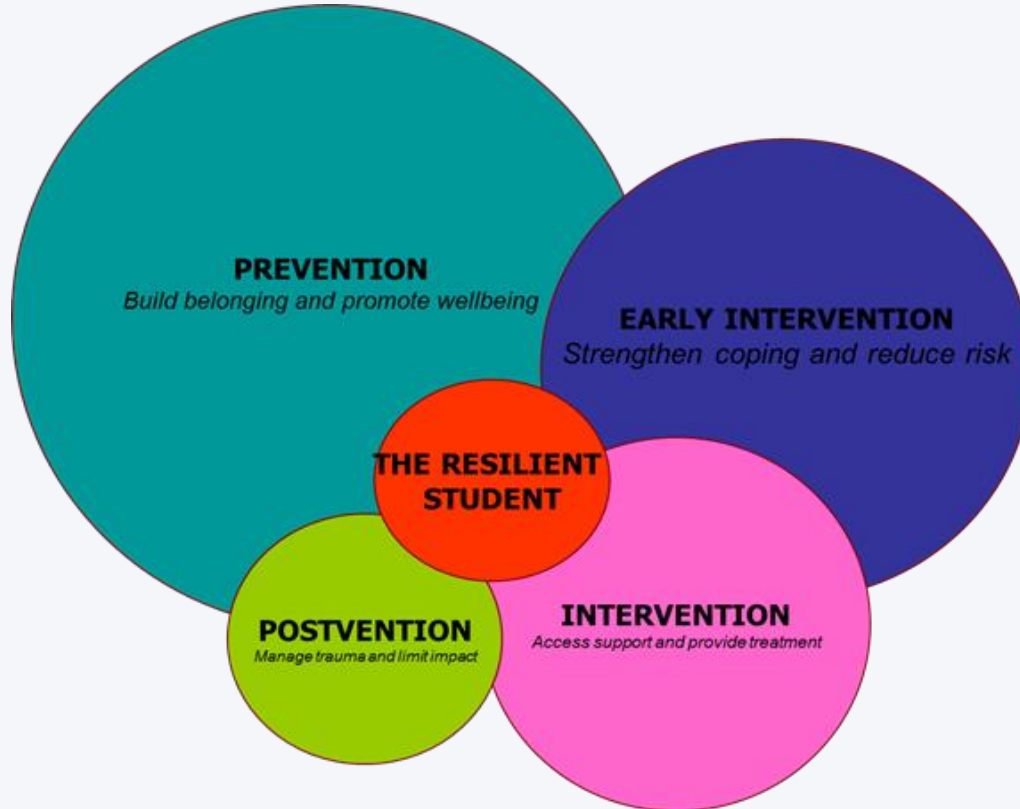
Investment

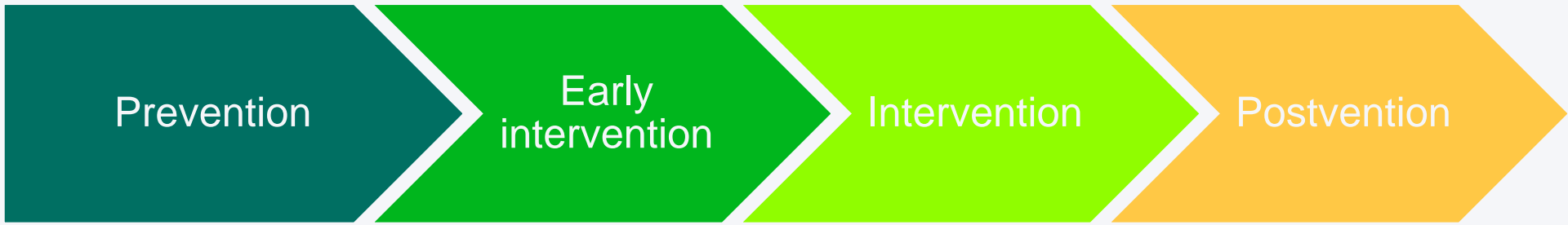
Decline

Improvement

Time

# Whole school community approach



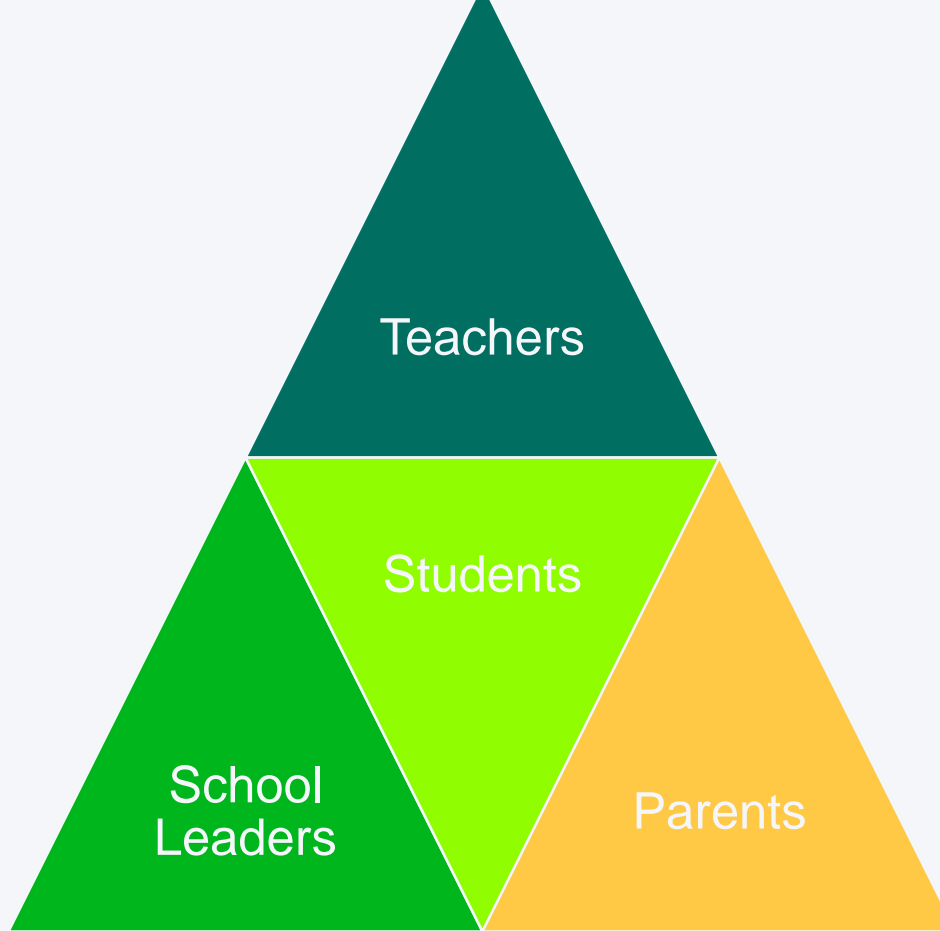


Commonwealth approaches

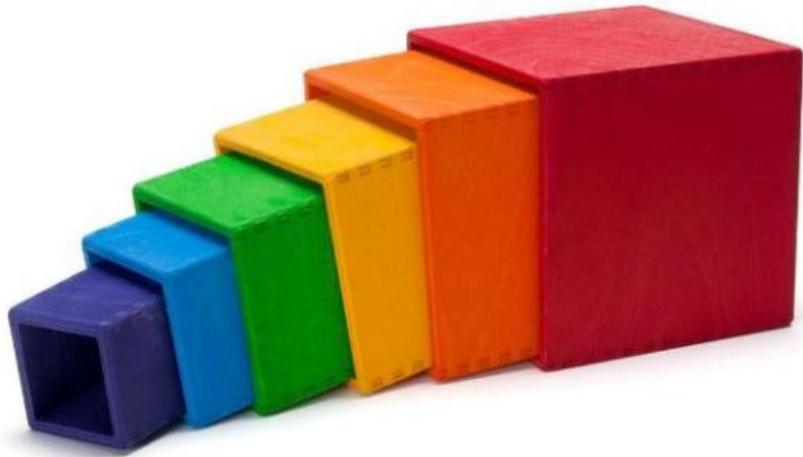
State Government approaches & education sector approaches

Regional and local approaches

Whole School Approach & Whole School Community



Whole School Approach & Whole School Community



- Principal mental health and wellbeing
- Staff mental health and wellbeing
- Student mental health and wellbeing
- Parent & Community mental health and wellbeing

# Whole school community approach

## Prevention

**Key statement:** Prevention involves all teachers and all students. Prevention strategies underpin student wellbeing and positive engagement. It ensures curriculum, policies, parent engagement, and student voice are planned activities and evidence based.

For example;  
build mutual respect and promote safety at school  
implement comprehensive curriculum  
enhance school attendance  
practice inclusive teaching and learning  
encourage supportive relationships  
ease transitions  
involve parents / families and communities

## Early intervention in schools

**Key statement:** This can be carried out by the teachers, wellbeing staff, and school leadership group. It focuses on individual or small cohorts of students who are identified at risk.

For example;  
clarify referral procedures  
link to counselling services  
ensure continuity of care  
monitor and evaluate progress

## Intervention in schools

**Key statement:** When students are very at risk and vulnerable, schools need to engage external agencies, supports and services. This requires clear referral pathways and implementation of a staged response from teachers to school leaders.

For example;  
assess risks and identify needs  
provide school based counselling and support  
develop programs to improve skills  
monitor and evaluate student support programs

## Postvention or restoring wellbeing

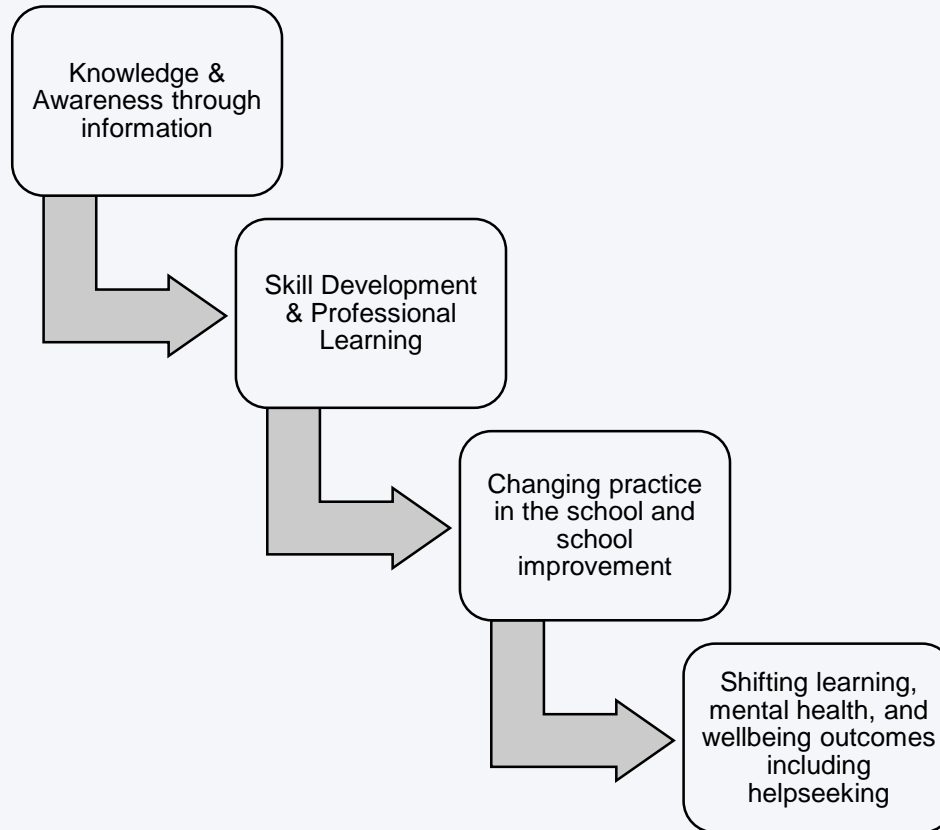
**Key statement:** The impact of a suicide on a school and school community will require co-ordinated support from specialised services in education, headspace school support service, and Child Adolescent Mental Health Services. This will require short to long term support and services in schools to restore the wellbeing of the school community.

For example;  
increase awareness of trauma impact  
plan for emergency response  
provide counselling and support  
monitor recovery and evaluate plans

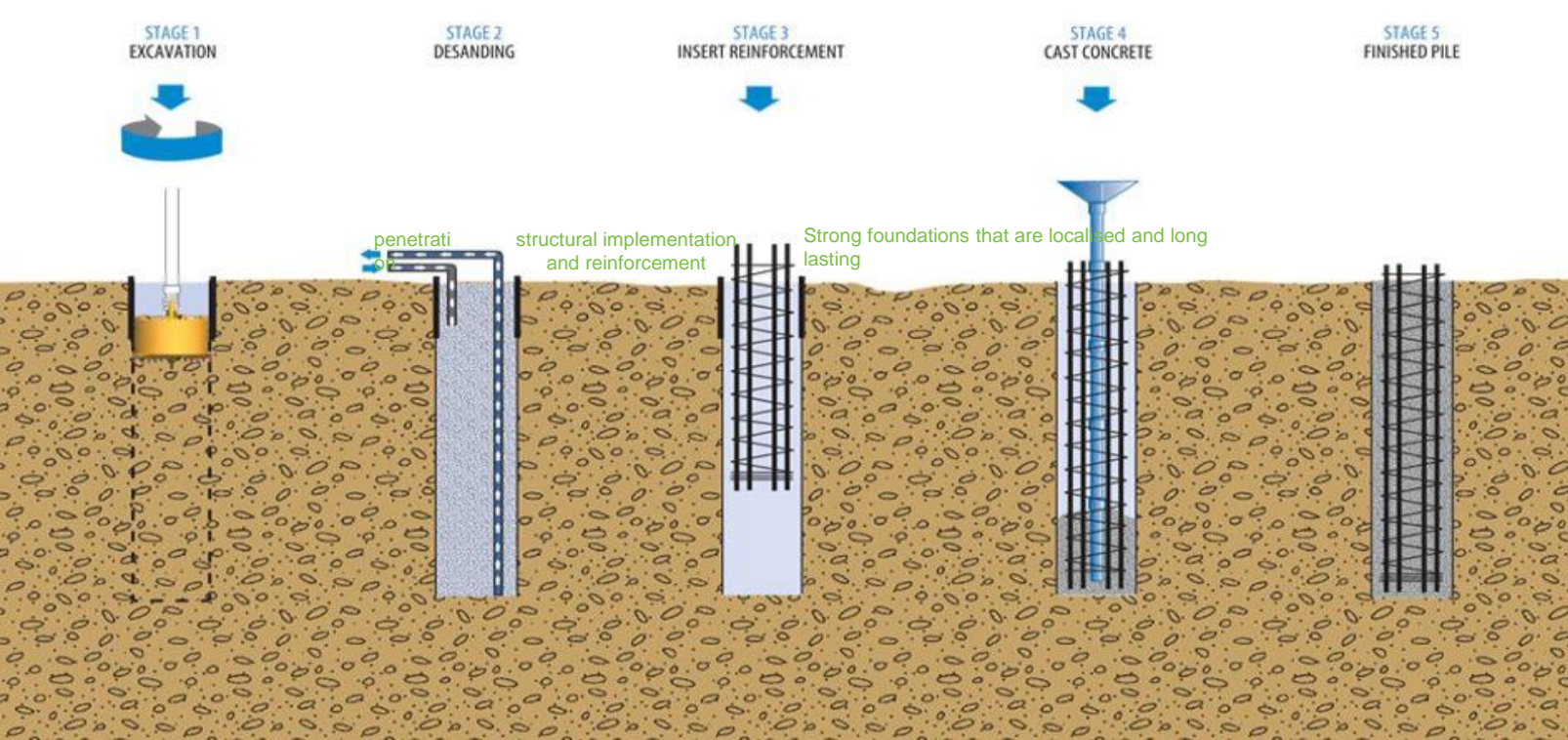


# Implementation science

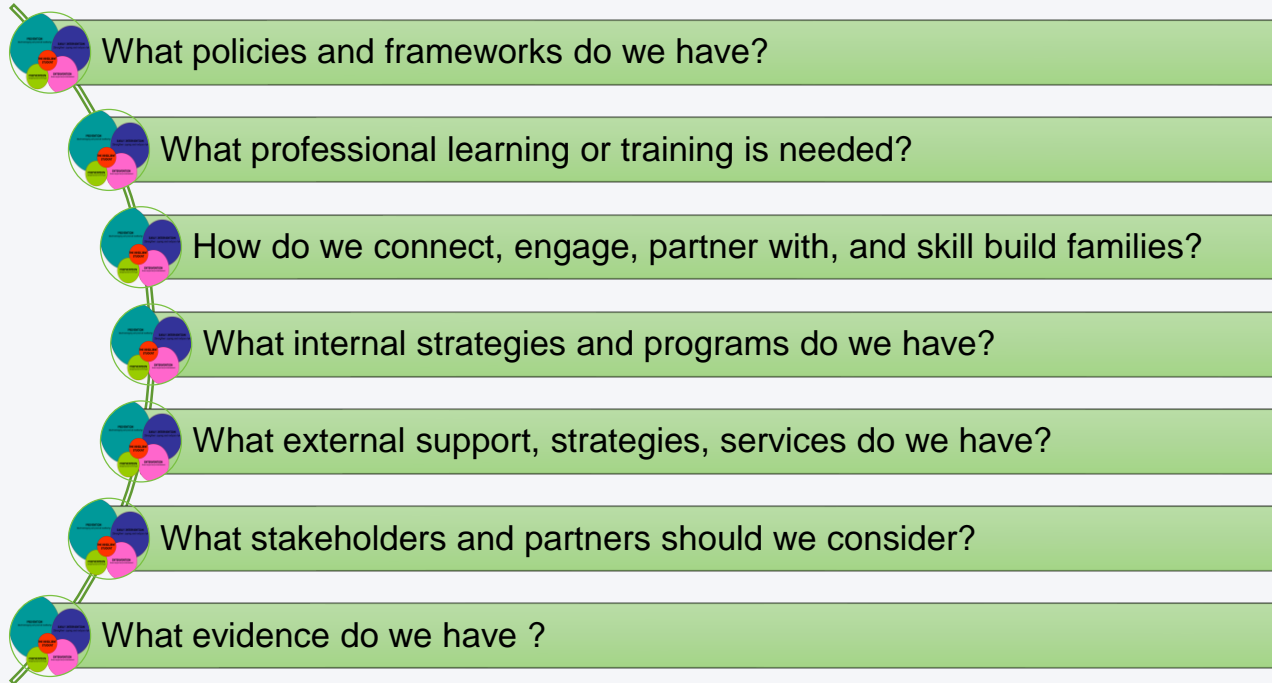
What we do and how it transforms behaviour/practice in a longitudinal way



# Quality implementation that changes practice and behaviour



# The 7 questions -Whole school approach to mental health



## **PRIMARY PREVENTION**

**Enact inclusive teaching and learning**

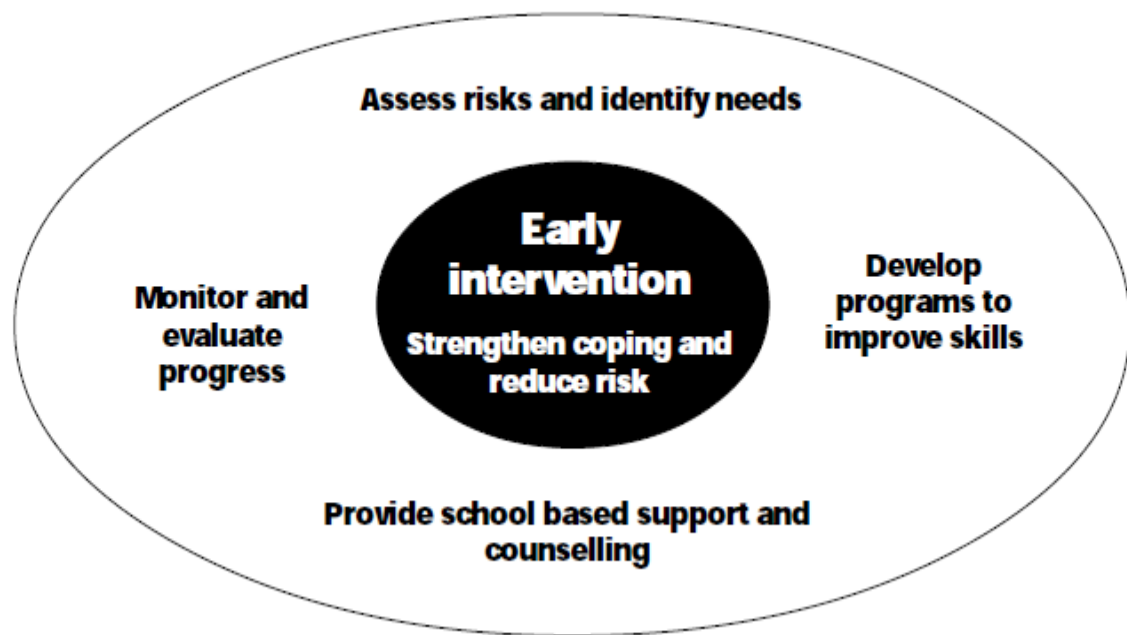
**Ease transitions**

**Primary  
prevention**  
**Promote health and  
build belonging**

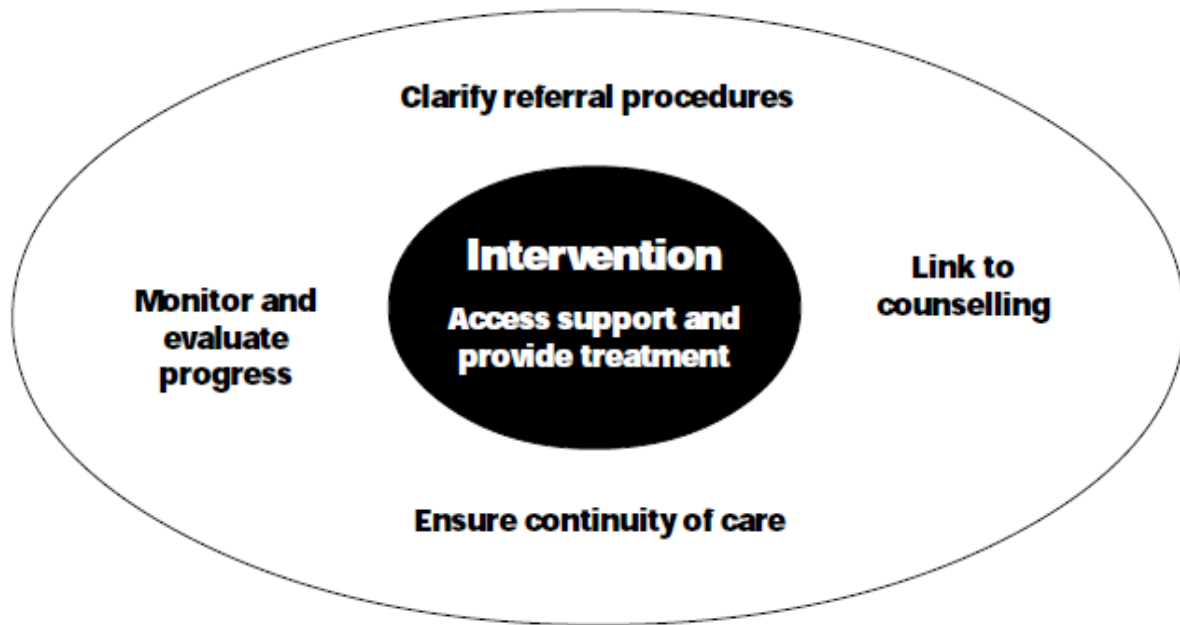
**Encourage  
supportive peer  
relationships**

**Involve parents and community**

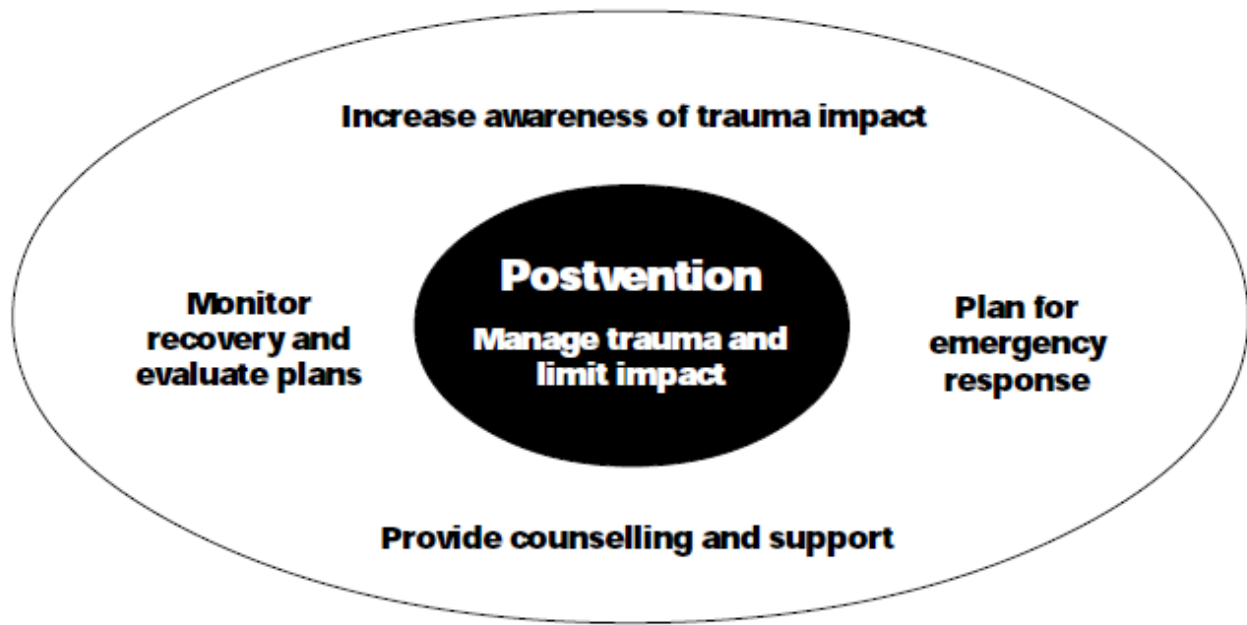
## **EARLY INTERVENTION**

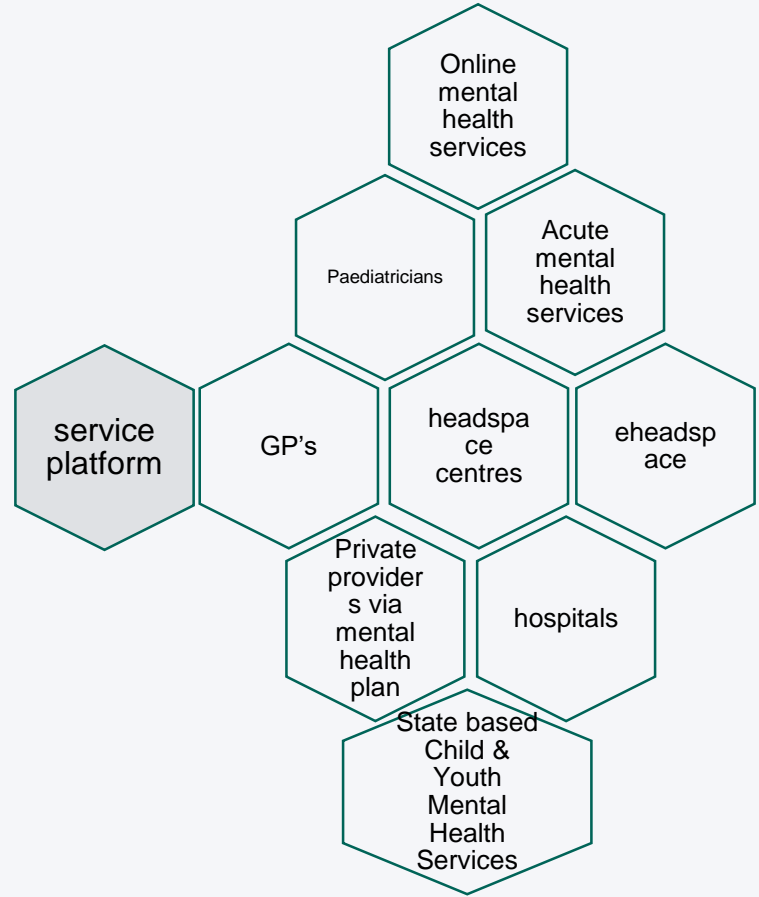
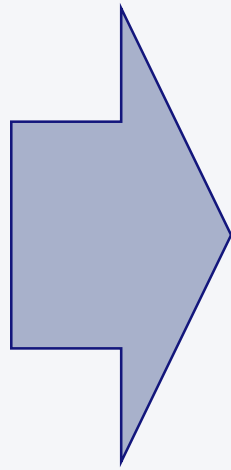


## **INTERVENTION**

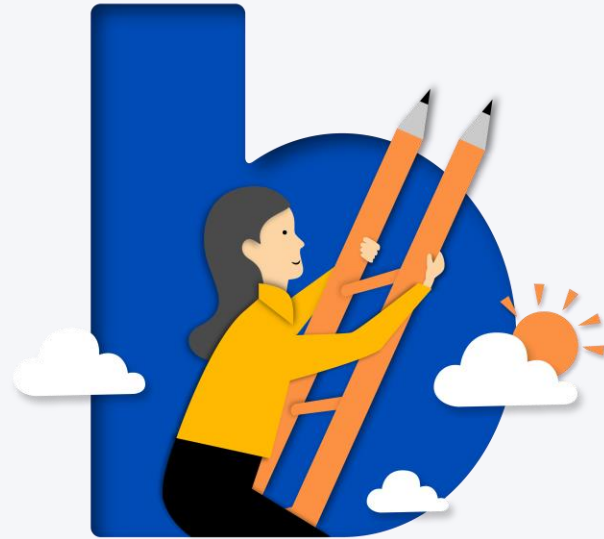


## **POSTVENTION**









**Be You –  
The biggest National Mental Health Initiative in Australia**



Growing  
a mentally  
healthy  
generation

# Mentally Healthy Communities

## **Mentally Healthy Communities**

This domain is central to the Professional Learning framework, and outlines what a mentally healthy community can look like. It can be viewed as the introductory domain with modules outlining key concepts related to mental health, wellbeing, connectedness, relationships and diversity. This domain includes three modules:

- Understand mental health and wellbeing in learning communities
- Connect through strong relationships
- Include by embracing diversity within the community.

# Family Partnerships

## **Family Partnerships**

Families and communities are the primary contexts for the development, health and learning of children and young people. Modules in this domain will assist early learning services and schools to review and continuously improve their strategies for working with families to foster the mental health of children and young people.

This domain includes two modules:

- Partner with families through purposeful and positive relationships
- Assist families to support and promote mental health and wellbeing.

# Learning Resilience

## **Learning Resilience**

This domain will provide educators with an in-depth understanding of social and emotional learning and why it's important for mental health and wellbeing. It provides educators with an understanding of how to intentionally teach social and emotional learning skills, and foster resilience in education settings.

This domain includes three modules:

- Affirm the importance of social and emotional learning and resilience
- Embed evidence-based social and emotional learning strategies
- Empower children and young people to look after their mental health and wellbeing.

# Early Support

## **Early Support**

As a result of their regular contact with children and young people, educators are in an influential position to notice and support children and young people who might be showing signs of mental health issues. Modules in this domain provide information and guidance on recognising behaviours which might indicate early signs of mental illness, how to talk to children and young people about these issues, and how to provide appropriate and timely support.

This domain includes three modules:

- Notice the early signs of mental health issues
- Inquire sensitively about the child or young person's circumstances
- Provide support within and beyond the early childhood service or

# Responding Together

## **Responding Together**

Critical incidents can have a range of impacts for everyone in the learning community. The role of the learning environment in promoting a mentally healthy community, preparing for critical incidents and being responsive in times of crisis have been shown to be crucial in ensuring that people receive the help they need.

This domain includes two modules:

- Recognise the potential impact of critical incidents
- Respond collaboratively to critical incidents.

# The Be You framework

**Mentally  
Healthy  
Communities**

**Family  
Partnerships**

**Learning  
Resilience**

**Early  
Support**

**Respondi  
ng  
Together**

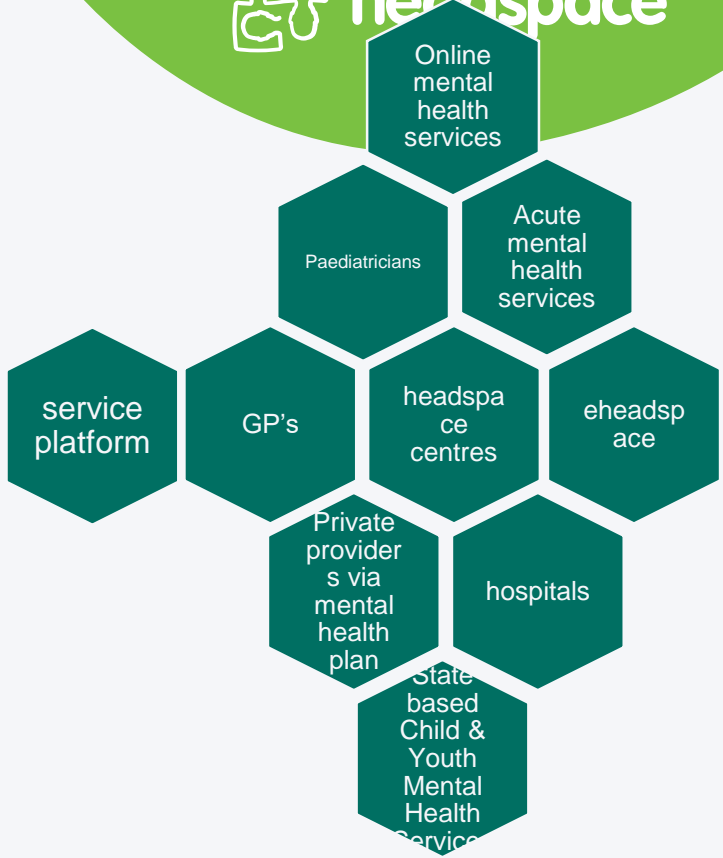
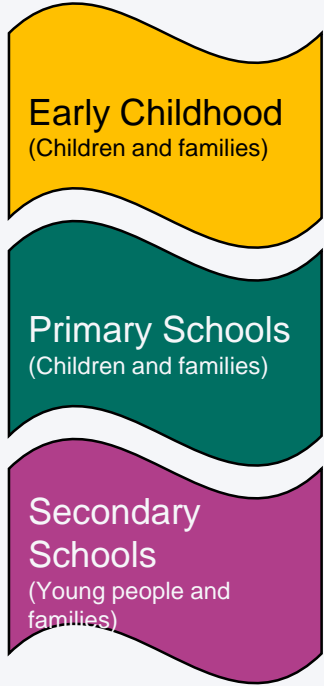


Plan

Do



Review



# Suicide Prevention and Response

← [Resources](#)

## Suicide Prevention and Response

As an educator, your response helps guide and support children and young people who may be thinking about or have been affected by suicide.



## Suicide is the leading cause of death for young people in Australia

As a school, you play a key role in supporting young people who may be thinking about suicide or have been affected by suicide. But suicide can be a confronting issue and it can be difficult for schools to know how to respond.

## Suicide Response Resources:

*Complete Toolkit*



Learn how to stay well at work  
with Heads Up

Learn more >

## Workplace resources for

### Workplace resources for



#### Employers

Making your organisation  
mentally healthy benefits staff  
and the bottom line



#### Employees

Simple steps you can take to  
look after yourself and your  
colleagues



#### Managers

Information to assist managers  
to create a mentally safe  
workplace



#### Small business owners

What small business owners  
can do to improve their own  
mental health, as well as their  
staff's

### Take action







Yes, mindfulness is really a thing



The benefits of a digital detox



Keep your stress bucket from overflowing



Finding the work-life balance sweet spot



Coping with a relationship breakdown



Why listening to music makes you feel good





# Chapter 5

Innovation and opportunity

# **The Centre for Wellbeing**

**Primary School Mod re-development & refurbishment**





# Interior Design

Paint all existing window frames and door black

Retain existing roof structure - paint black

Install prefinished plywood panels over existing ceiling & walls on all side

New light fittings surface mounted to existing roof beam



Open area for flexible activities

Mobile joinery on lockable wheels. Joinery can be positioned to suit different

New vinyl flooring

New table & storage shelf by the window

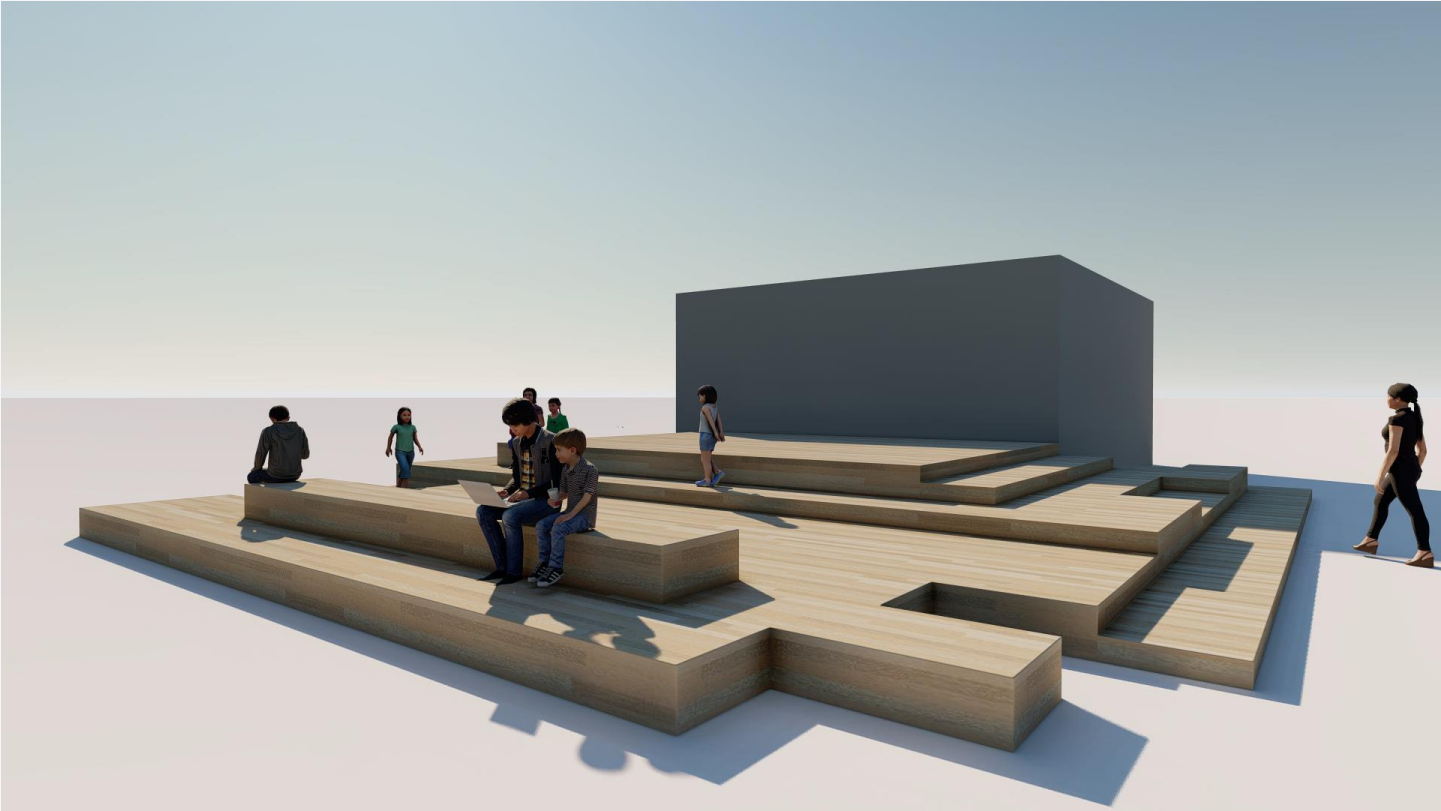




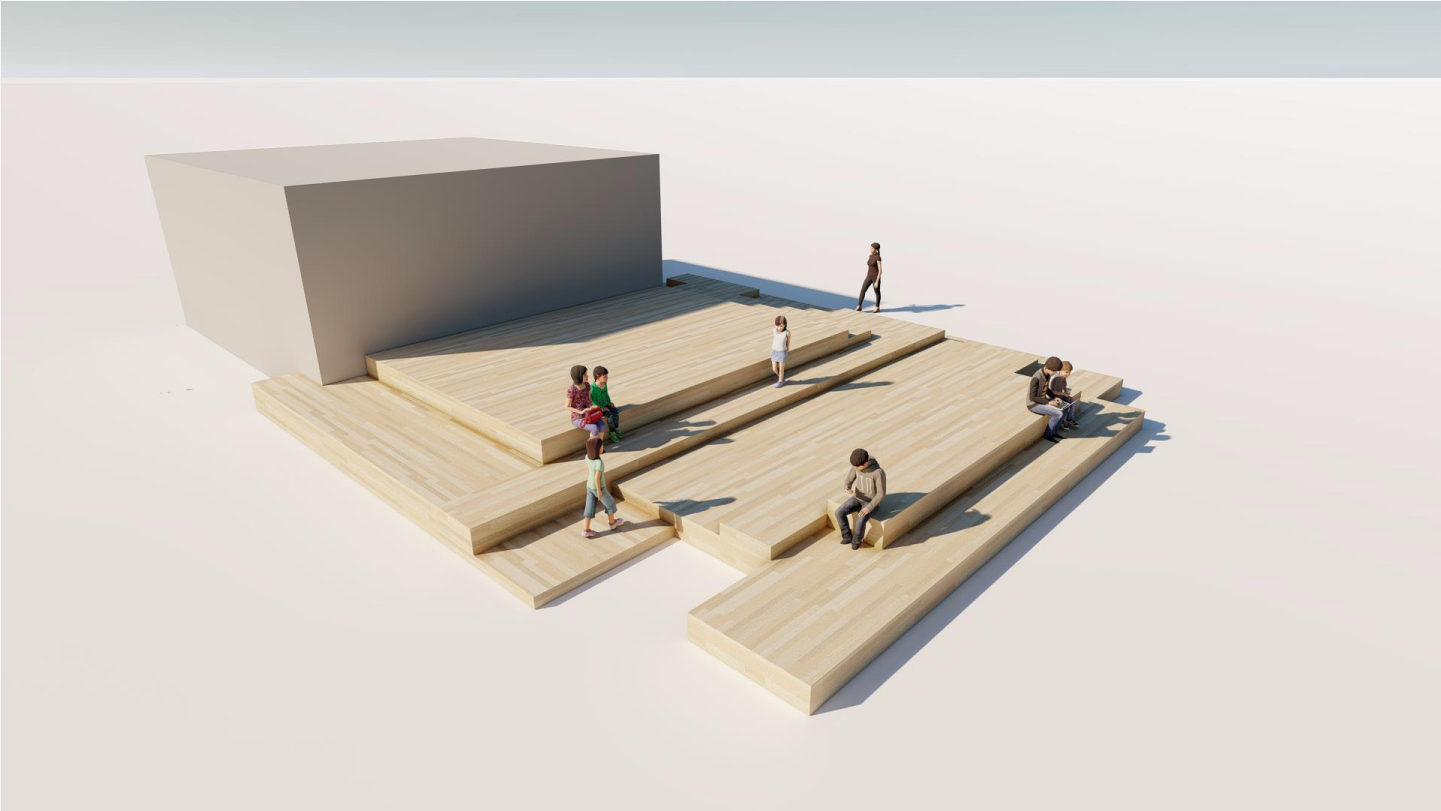




# Exterior Design







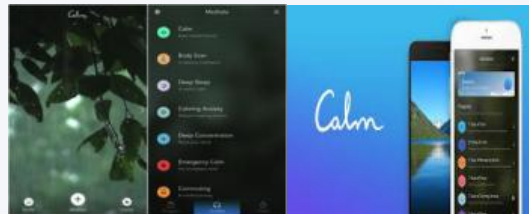
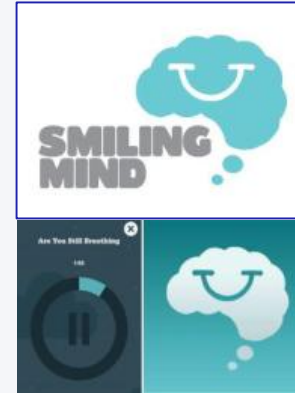
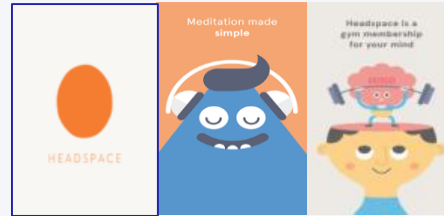
# Proposed ideas for use

## Ideas may include;

- Lessons or classroom group sessions for students focused on wellbeing, mental health, healing, calm, mindfulness, and connection
- Sessions for staff focused on wellbeing, mental health, healing, calm, mindfulness, and connection
- Sessions for parent/families focused on wellbeing, mental health, healing, calm, mindfulness, and connection
- Guest speakers for students, staff, parents
- Mindfulness or calm activities during school break times
- School events or celebration through the year focused on wellbeing and mental health including RUOK Day
- Coffee cart and collaboration mornings
- Parent and staff masterclass sessions
- Prep tours and engagement with the broader community
- Diversity and inclusion session for students, staff, and parents
- Social and emotional skills sessions for students, staff, and parents
- Yoga, stretching, or Pilates sessions
- Therapeutic craft, music, or animal sessions
- Sessions focused on inclusiveness, diversity, respect, and healing

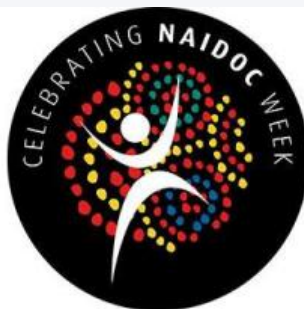
# Increase calm

Use of technology and practical sessions



# Community engagement

Annual events, celebrations, and key dates



1. Ask



2. Listen



3. Encourage action



4. Check in



**thank you slide**