



HEADSPACE IN SCHOOLS NATIONAL EDUCATION INITIATIVE

ACT PESA CONFERENCE AUGUST 2018

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• mind • body • spirit • culture • country

headspace would like to acknowledge Aboriginal and Torres Strait Islander peoples as Australia's First People and Traditional Custodians. We value their cultures, identities and continuing connection to country, waters, kin and community. We pay our respects to Elders past and present and are committed to making a positive contribution to the wellbeing of Aboriginal and Torres Strait Islander young people, by providing services that are welcoming, safe, culturally appropriate and inclusive.



ACKNOWLEDGEMENT



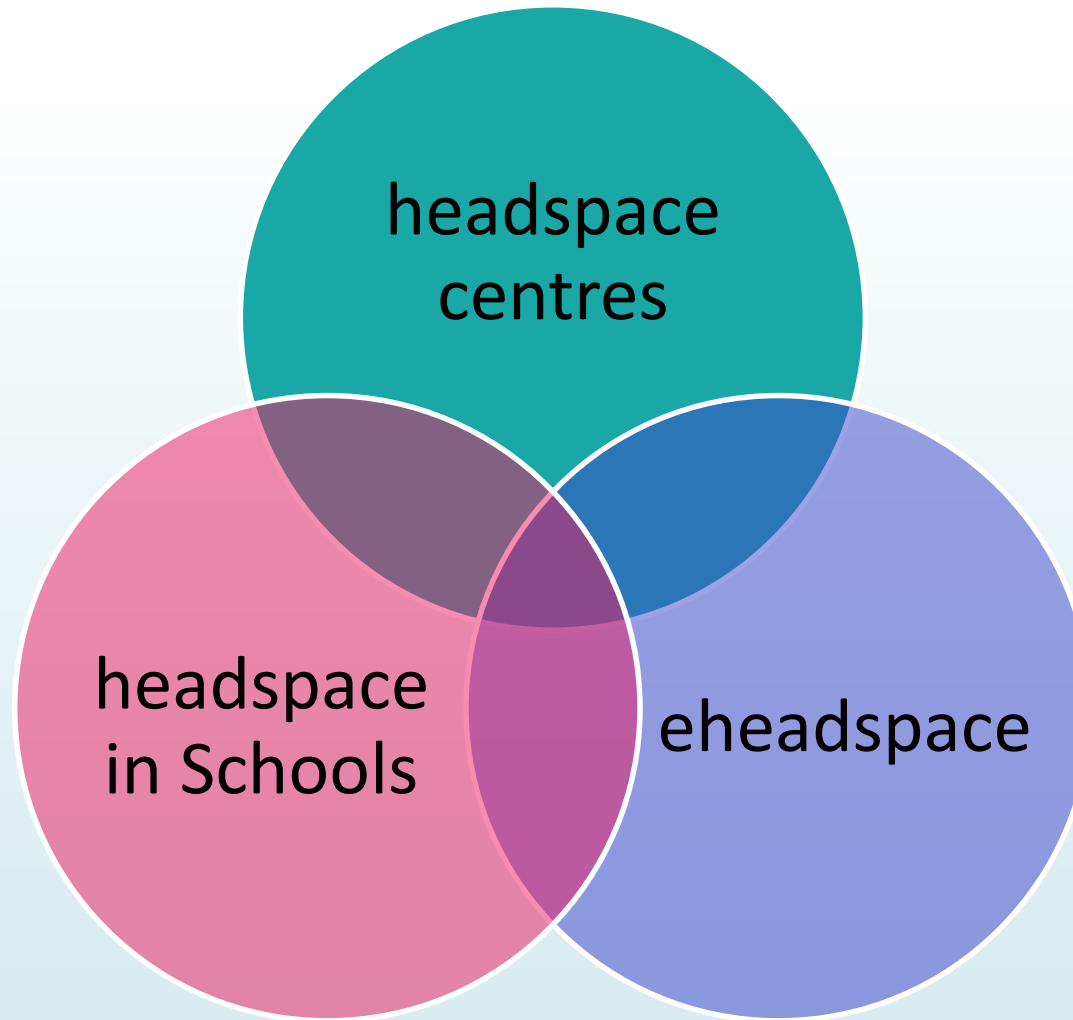
We acknowledge those who are living with and managing mental health conditions like depression and anxiety, their families, friends and supporters and those affected by suicide.

SESSION OVERVIEW



- Why is the NEI being developed?
- What is the NEI?
- How is headspace in Schools supporting ACT Schools?

HEADSPACE COMPONENTS



TIMELINE



Dec 2014: National Mental Health Commission releases Review of Mental Health Programmes and Services Report

Jun 2017: *beyondblue* appointed to deliver National Education Initiative, in partnership with ECA and **headspace**

Consortium led by Emerging Minds appointed to deliver National Workforce Support Program

Dec 2016: Australian Government announces National Support for Child and Youth Mental Health Program

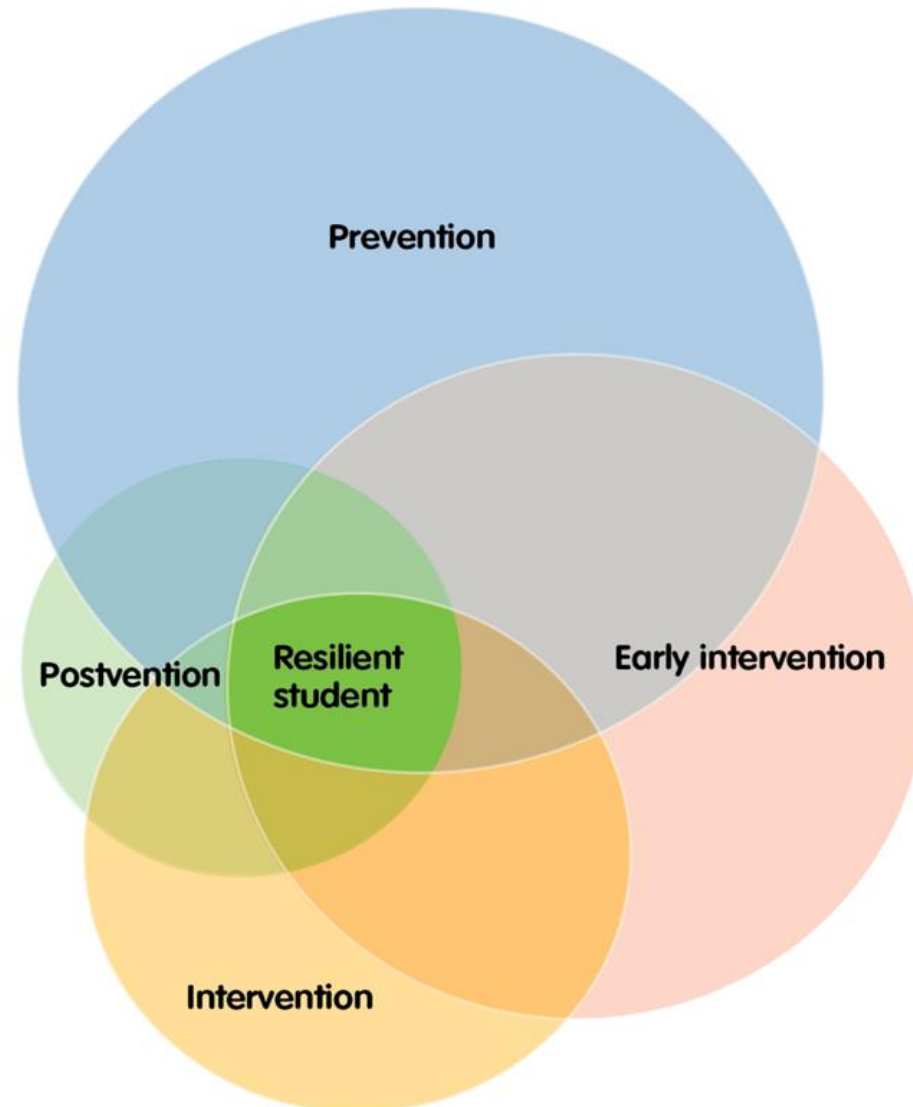
Jan 2018: Australian Government extends funding for National Support for Child and Youth Mental Health Program through until 30 June, 2021

*"It
takes a
village
to raise
a child"*

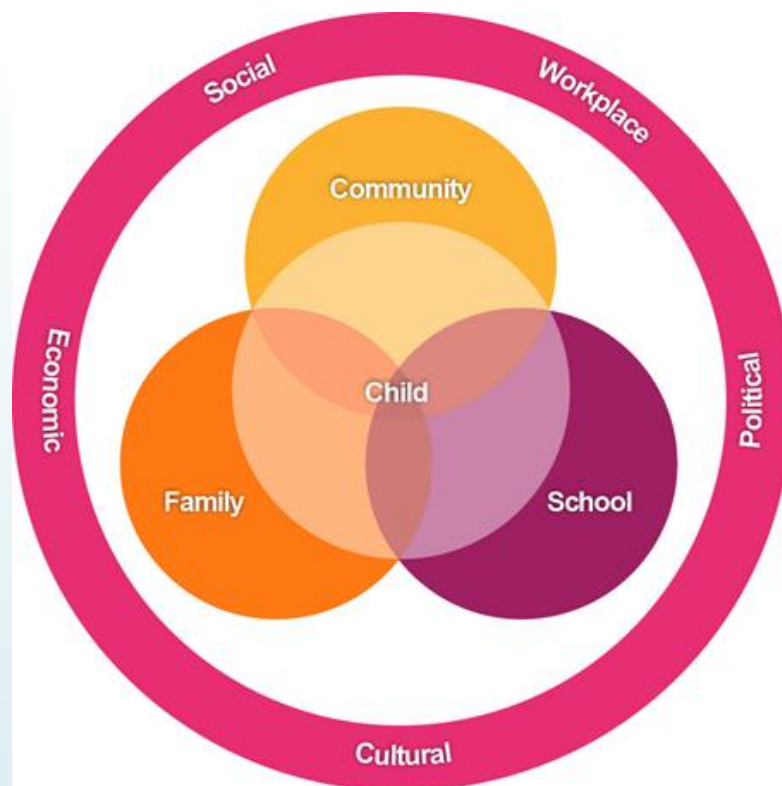
VISION

Every Australian early learning service and school is a positive, inclusive and resilient community where every child, young person, staff member and parent/carer can achieve their best possible mental health.

CONSIDERING CONTEXT



LEARNING COMMUNITIES PROMOTE MENTAL HEALTH



Social Ecological Model

Risk factors

- Difficult temperament
- Low self esteem
- Negative thinking style

Protective factors

- Easy temperament
- Good social and emotional skills
- Optimistic coping style

Child abilities and needs

- Any form of child abuse, including neglect
- Family disharmony, instability or break up
- Harsh or inconsistent discipline style
- Parent with mental illness or substance abuse

Family circumstances and relationships

- Family harmony and stability
- Supportive parenting
- Strong family values

- Peer rejection
- School failure
- Poor connection at school

School practices and environment

- Positive school climate that enhances belonging and connectedness
- Involvement with caring adult
- Support available at critical times

- Difficult school transition
- Death of a family member
- Emotional trauma

Life Events opportunities and stressors

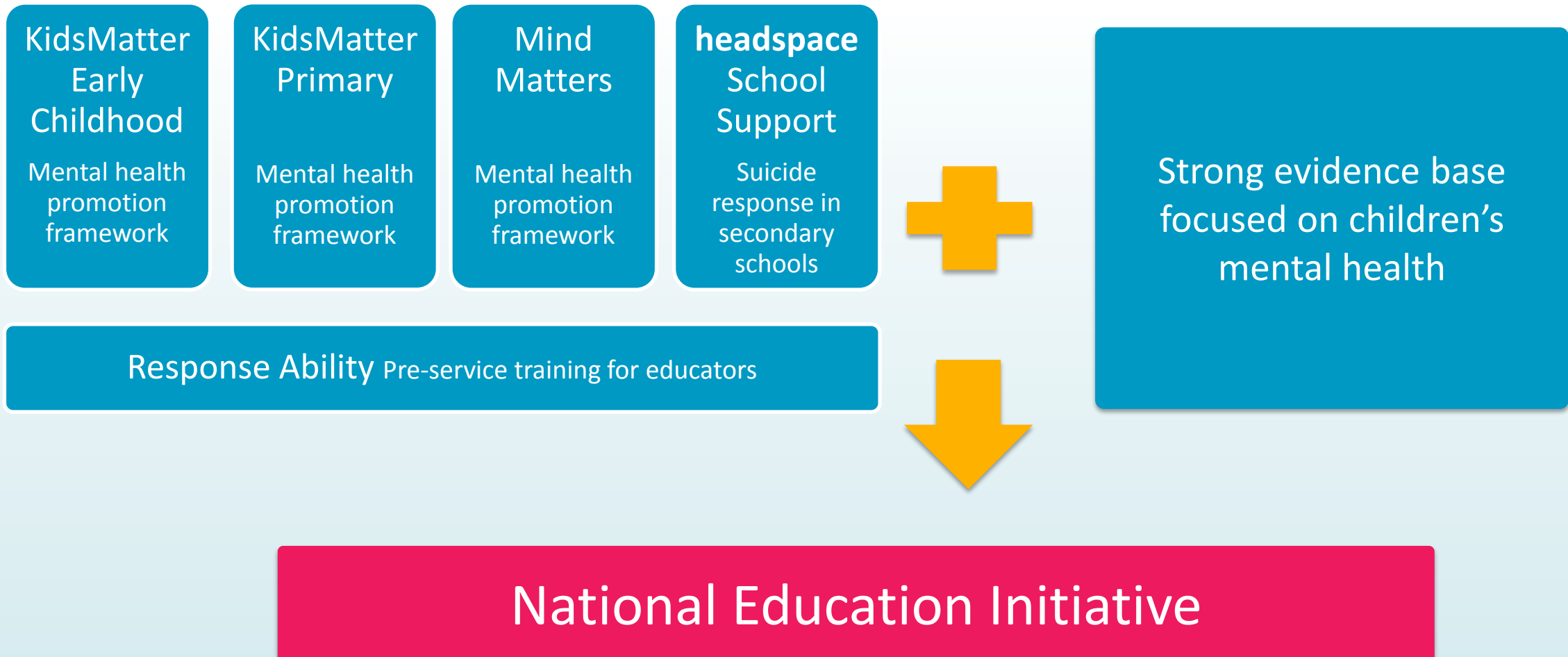
- Involvement with caring adult
- Support available at critical times

- Discrimination
- Isolation
- Socioeconomic disadvantage
- Lack of access to support services

Societal access, inclusion and social cohesion

- Participating in community networks
- Access to support services
- Economic security
- Strong cultural identity and pride

ONE CONTEMPORARY INTEGRATED MODEL, BUILT ON EVIDENCE AND FIVE EXISTING PROGRAMS



COLLABORATION – DESIGN, DEVELOPMENT AND IMPLEMENTATION



Advisory and Collaboration Groups provide key strategic insights and expertise to inform the program design, development and implementation. The Technical Advisory Networks, in particular, inform each NEI workstream areas.

Council



Advisory body - Strategic guidance from renowned subject experts invited by *beyondblue*. Members include education academics/influencers, social innovators, business partners, Commonwealth DoH and State & Territory DoE

Reference Group



Advisory body - Representatives of key stakeholders who will support the operationalisation of the initiative; explore the interface between education and mental health services and support; provide advice on the development of strategies to build the relationship between schools and support services

State and Territory
Implementation Groups



Collaboration bodies - Collectives of relevant organisations and individuals convened by *beyondblue* or relevant sub-contractor for supporting the implementation of required activities

Technical Advisory
Networks



Implementation

Pre-Service Impl.

Communications

Digital Design

Integrated Content

Evaluation

Clinical

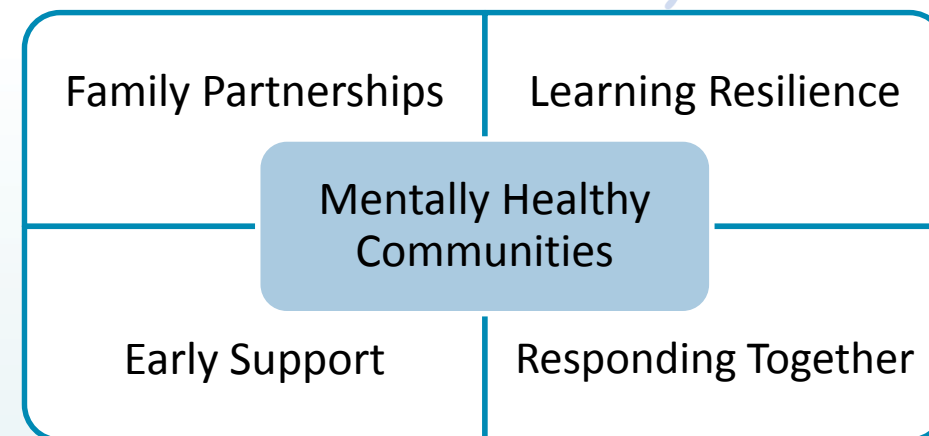
CONTENT UPDATE



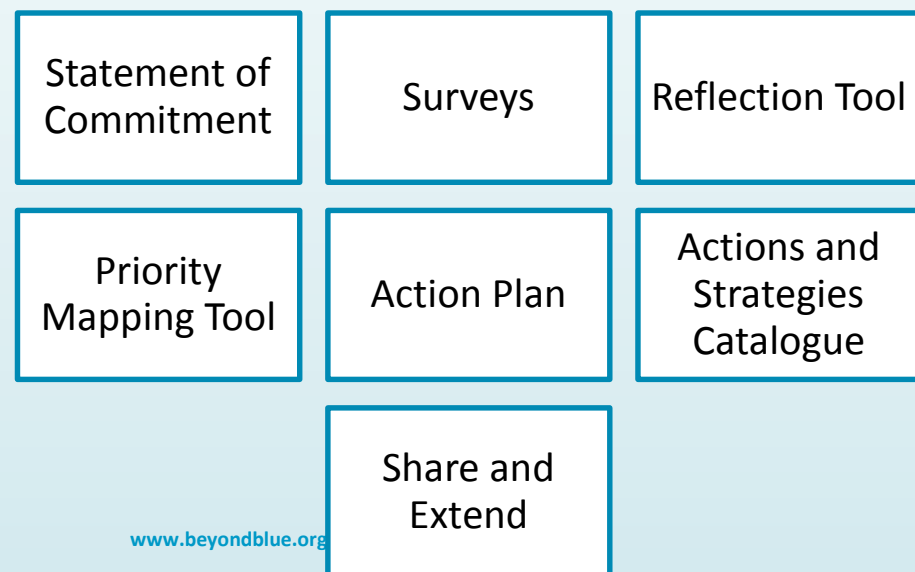
Handbooks



Professional Learning



Planning & Implementation Tools



Fact Sheets



Guides



PROFESSIONAL LEARNING AT A GLANCE



A mentally healthy learning community

Understand mental health within and between learning communities and developmental stages.

Connect through strong relationships with students, families and community, and between peers.

Include by embracing diversity of all children and young people, families, cultures and communities.

Partnership with families and community

Partner with families through purposeful and respectful relationships and communication strategies.

Assist families to foster mental health and wellbeing, and to access timely help when required.

Learning and teaching wellbeing and resilience

Affirm evidence-based Social and Emotional Learning (SEL) strategies.

Intentionally **embed** skills for resilience, respectful relationships, and help-seeking.

Empower children and young people to exercise resilience and awareness in everyday learning contexts and activities.

Supporting those experiencing mental health issues

Notice early signs of mental health issues.

Inquire sensitively about the child or young person's circumstances.

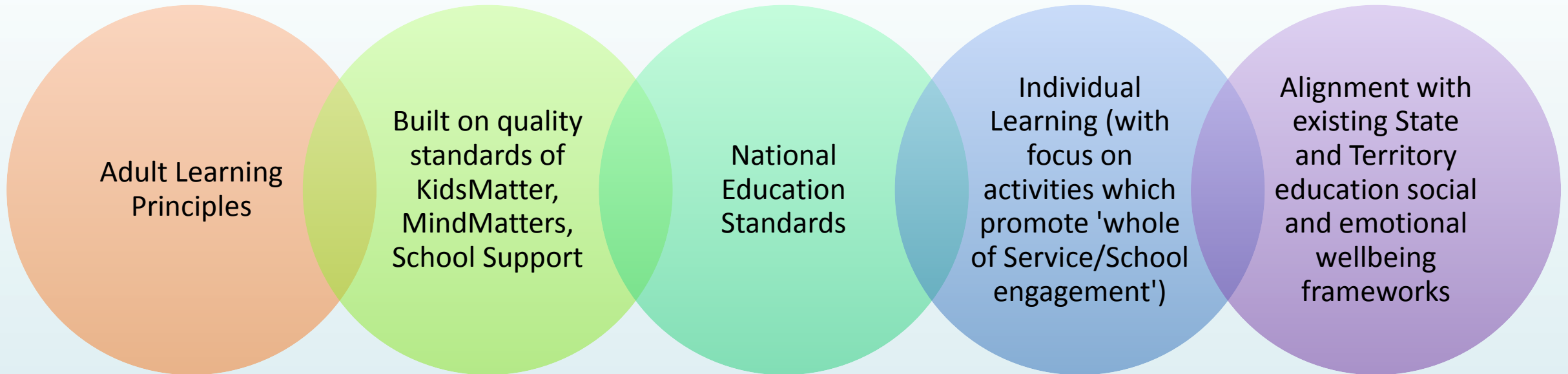
Provide support within, or referrals beyond, the early childhood service or school, including in response to risk, harm or critical incidents.

Responding Together

Recognise what critical incidents are and their impact on individuals, families, educators and learning community.

Respond to critical incidents by working together to create a sustainable mental healthy community.

PRINCIPLES UNDERPINNING THE FRAMEWORK



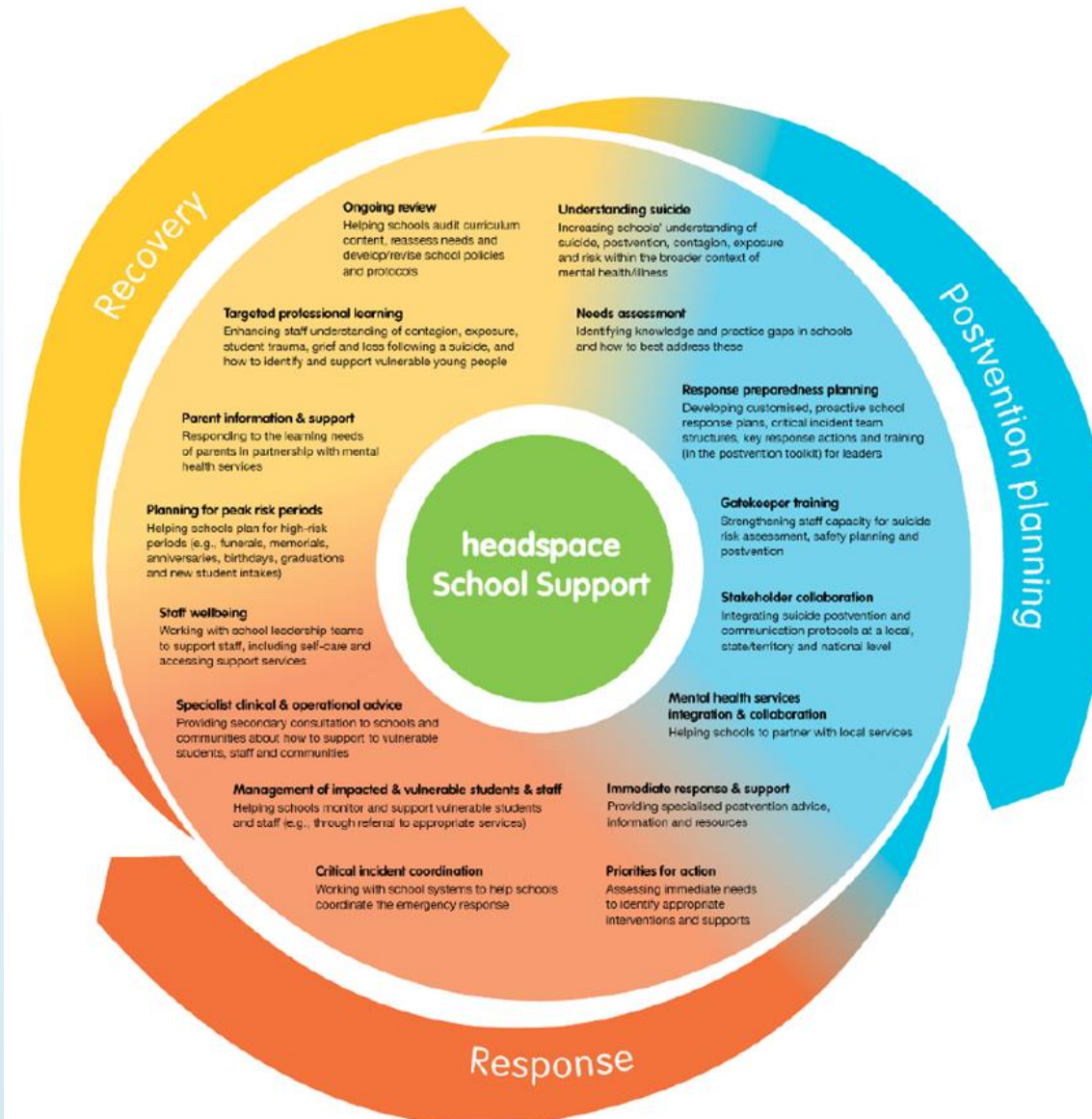
HEADSPACE & THE NEI...



What is the role of headspace?

- **headspace** has implemented a very successful national suicide postvention program to Australian secondary schools since 2012 and has a deep relationship with education sectors and school systems
- This implementation knowledge and vast stakeholder relationships has placed **headspace** in an excellent position to work with *beyondblue* in the rollout of the end-to-end NEI, and for the effective integration between schools implementation and early childhood integration.

HEADSPACE POSTVENTION SUPPORT



HOW WE HELP SCHOOLS



We can provide implementation support to registered schools by:

Professional Learning (online and face to face)

Supporting transition to NEI

Guiding through NEI resources

Critical Incident Support and consultation

Facilitation of networking and peer support events

Regular school check ins to support implementation

Providing opportunities for schools to share and reflect on practice

Postvention Planning

Training action teams in NEI content

EARLY CHILDHOOD AUSTRALIA



What is the role of ECA?

- To provide early childhood knowledge and expertise to support *beyondblue* in the development of the integrated framework for the NEI.
- To engage and coach, mentor and support early learning services and schools with delivery of the NEI.

UPCOMING EVENTS IN ACT



Headspace in Schools free teacher PL sessions in Term 3:

- Staff Self Care – 6 September
- Achieving Whole School Change – 13 September
- Spotlight on Anxiety – 19 September
- Partnerships with Parents and Community – 26 September

NEI Launch date : November Term 4 2018

NATIONAL EDUCATION INITIATIVE



thank you!

Delivered in partnership with



Funded by



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