

Belonging, wellbeing & the National Education Initiative



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headspace in Schools
beyondblue National Education Initiative



We 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.



What *has* brought us here?

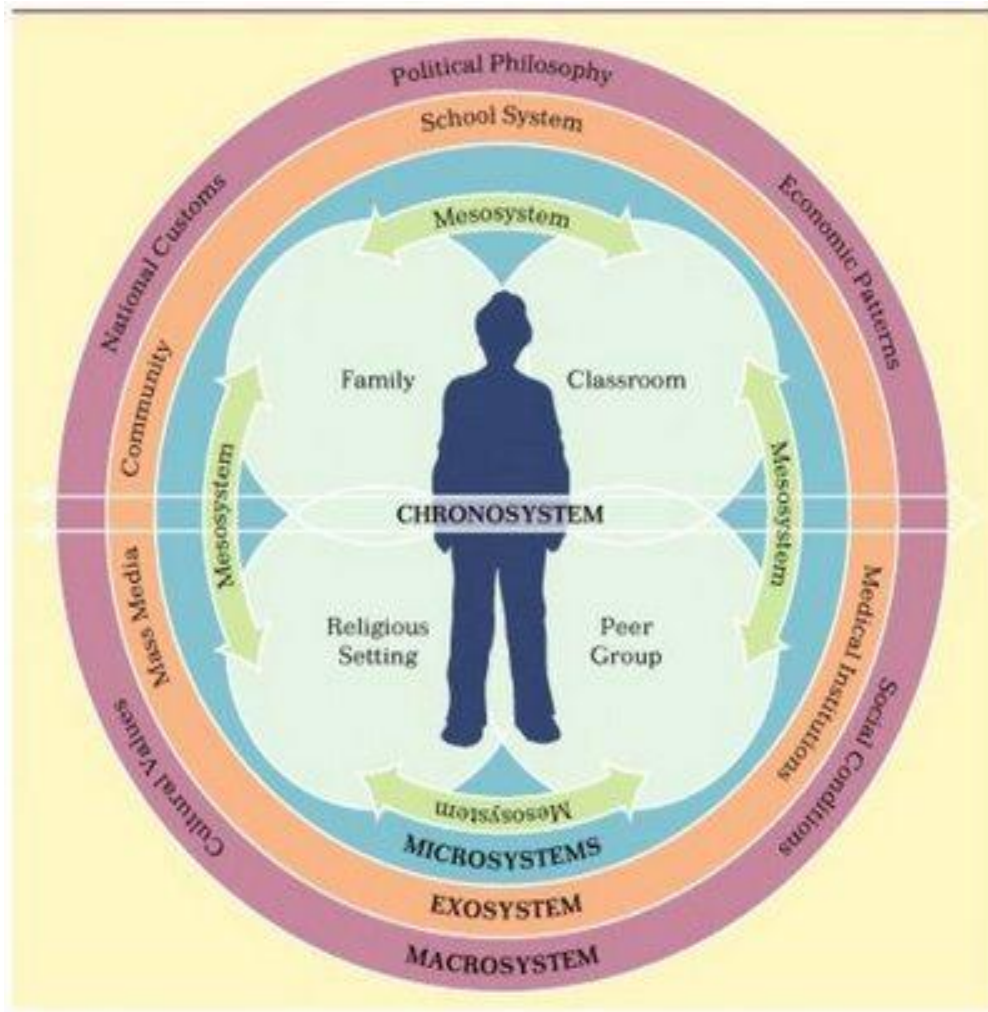


Butler, H. (2018). Student wellbeing as educational practice: learning from educators' stories of experience

From welfare to wellbeing

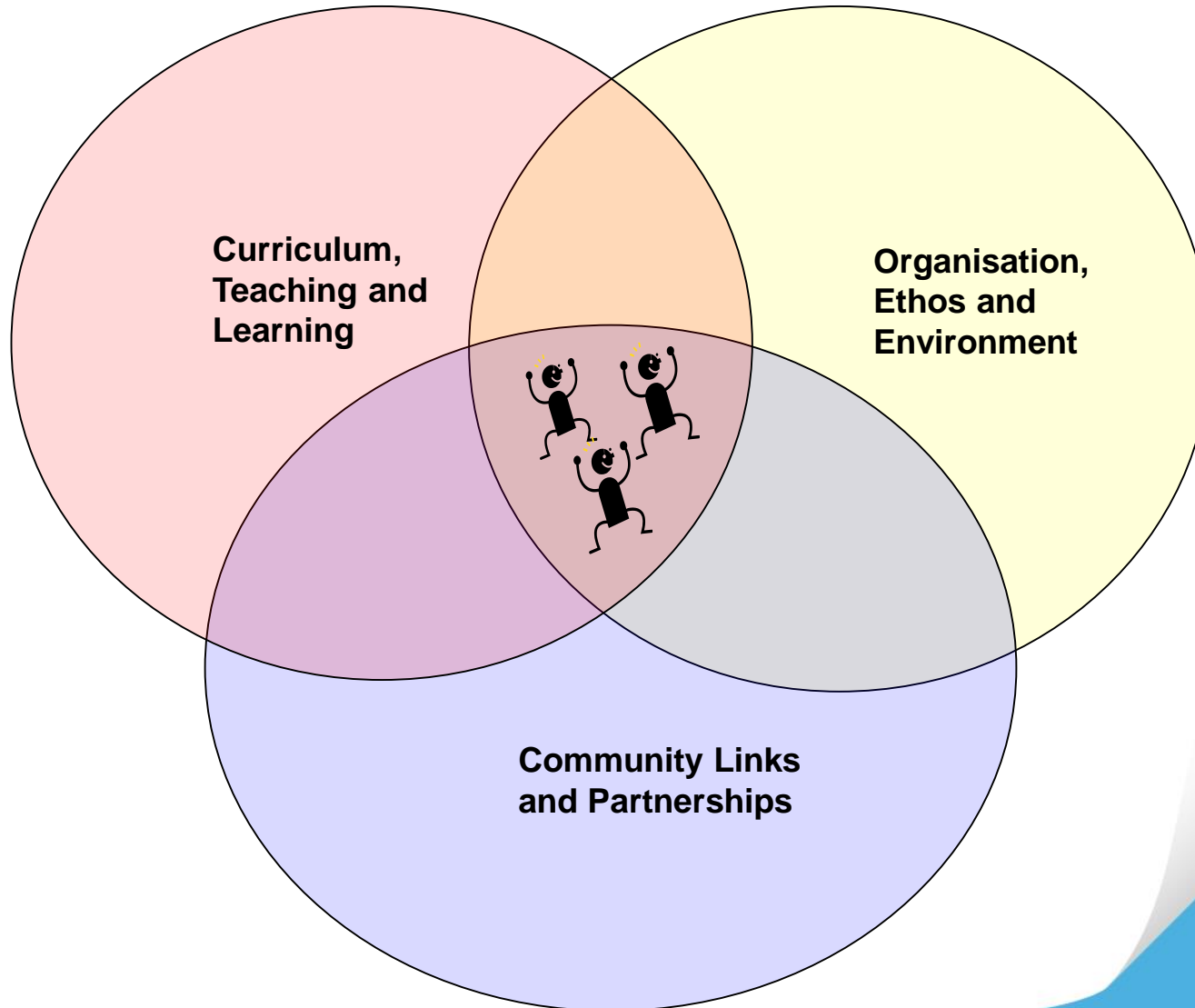
- ❑ From ...welfare – services, reaction, at risk, deficit-based, often single issues
- ❑ To wellbeing – whole school/community, promotion, prevention, strength-based, positive
- ❑ Wellbeing as central to learning & learning contributing to wellbeing
- ❑ Every teacher influencing student wellbeing
- ❑ Wellbeing as a key area for planning, school improvement and accountability in all education sectors

From focusing on the individual to appreciating context

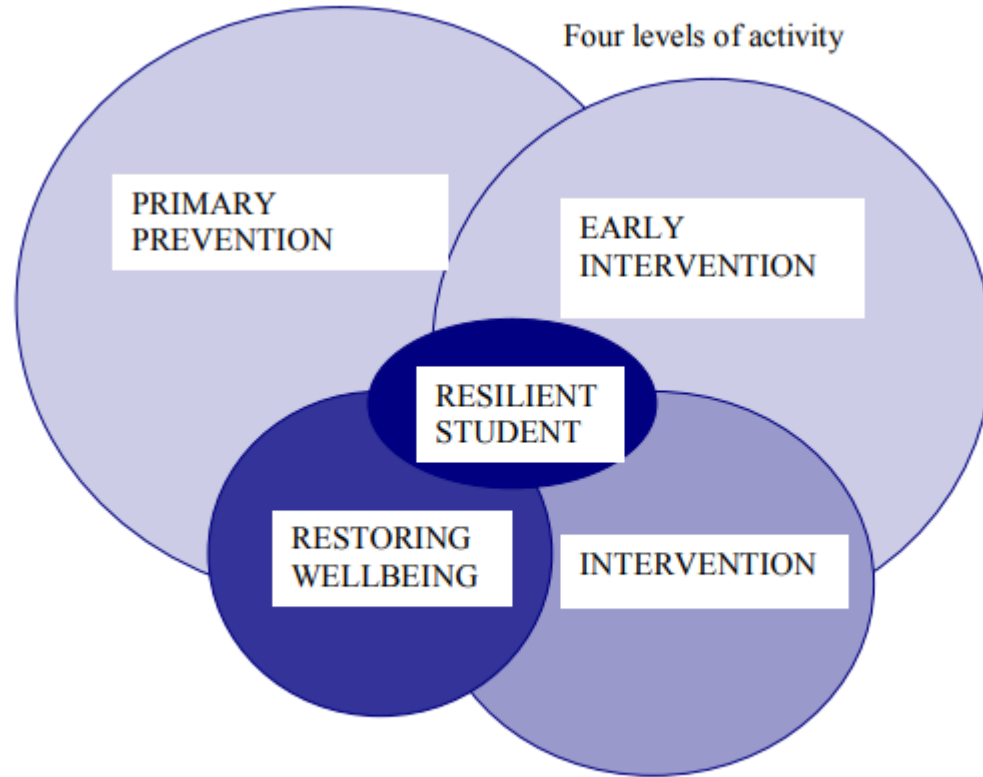


- Bronfenbrenner (1979/1995) The ecology of human development
- individuals in complex interaction with environments and people around them

Health promoting schools: From health education to a system approach



From promotion & prevention to postvention



DEECD (1999) The framework for Student Support Services in Victorian schools – developed at about the same time as MindMatters.

Connectedness: a powerful protective factor

- Resnick, Harris & Blum (1993) *The impact of caring and connectedness on adolescent health and well-being*: importance of context, and social connectedness, families, schools, community, spirituality
- Bond et al (2007) *Social and school connectedness in early secondary school as predictors of late teenage substance use, mental health and academic outcomes* – importance of feeling safe, connected, valued,
- US Centers for Disease Control and Prevention (2009) *School connectedness: Strategies for increasing protective factors among youth*: Multiple studies demonstrating impact of connectedness on substance use, school absenteeism, early sexual initiation, violence, emotional distress, disordered eating, suicidal ideation and attempts.
- Hawe et al (2015) *Replication of a whole school ethos-changing intervention: Different context, similar effects, additional insights*: Highlighted potential impact of changes in staff interconnections on student wellbeing

Social and Emotional Learning (SEL)

Ever-increasing body of evidence on importance of SEL, and importance of individual competencies as well as supportive environments and relationships.



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MindMatters, KidsMatter Primary, KidsMatter Early Childhood

- MindMatters 2000: topic based materials for secondary schools, redeveloped in 2014 to align with KidsMatter
- KidsMatter Primary 2006: 4 components
 - Positive school community
 - Social and emotional learning for students
 - Working with parents and carers
 - Helping children with mental health difficulties.
- KidsMatter Early Childhood 2010: adaptation of KidsMatter for early childhood services





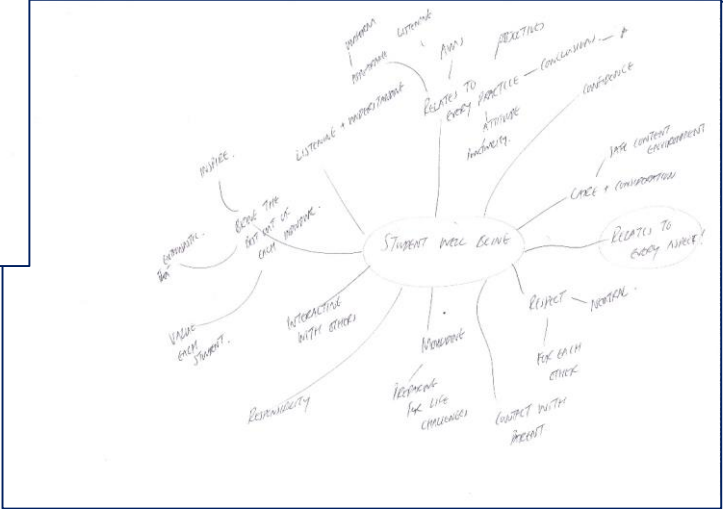
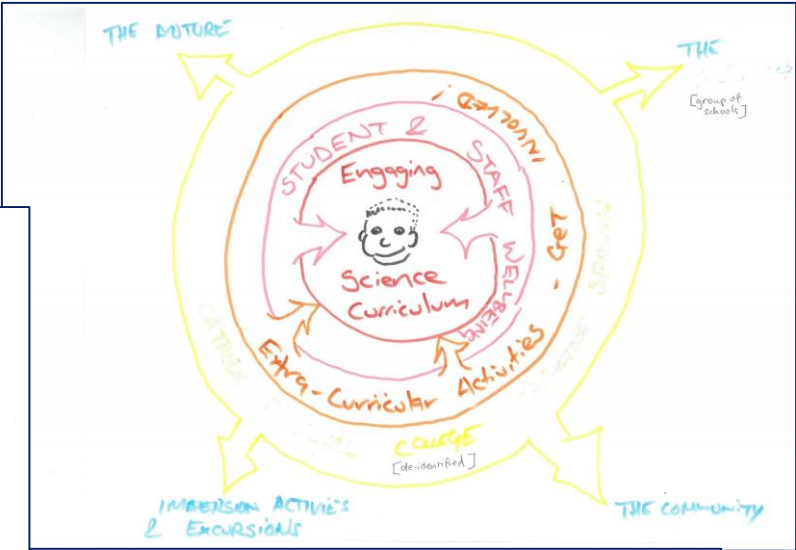
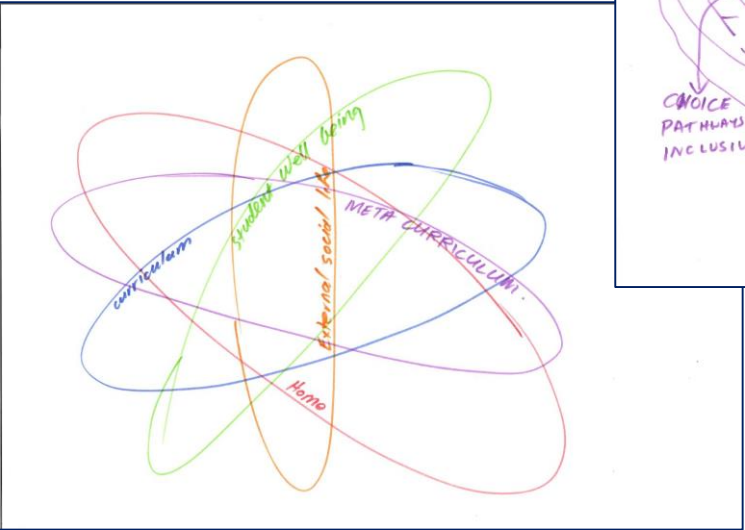
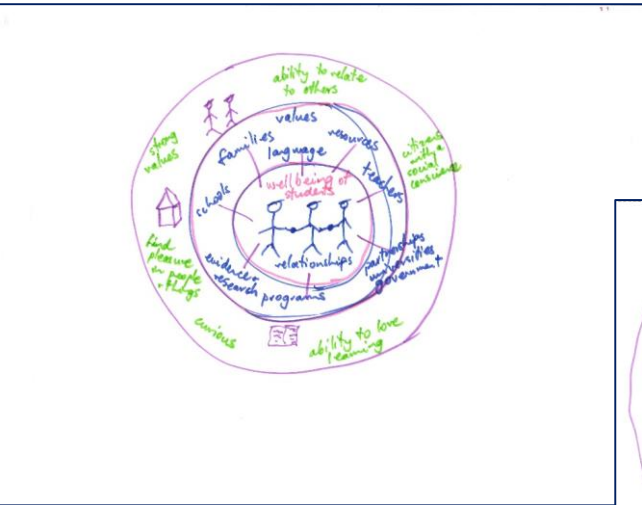
Social and Emotional Wellbeing from an Aboriginal and Torres Strait Islanders' Perspective: Connections central.

© Gee, Dudgeon, Schultz, Hart and Kelly, 2013 Artist: Tristan Schultz, RelativeCreative.

In N. Purdie, P. Dudgeon, & R. Walker (Eds.), Working Together: Aboriginal and Torres Strait Islander Mental Health and Wellbeing Principles and Practice (pp. 55-68), Barton, ACT: Commonwealth of Australia.

<https://www.telethonkids.org.au/globalassets/media/documents/aboriginal-health/working-together-second-edition/working-together-aboriginal-and-wellbeing-2014.pdf>

Professional practice as non-linear, interconnected, “intertwined”



From peripheral to central

Melbourne Declaration on Educational Goals for Young Australians

Schools play a vital role in promoting the *intellectual, physical, social, emotional, moral, spiritual and aesthetic development and wellbeing* of young Australians'...Schools share this responsibility with students, parents, carers, families, the community, business and other education and training providers.

Importance of connections across sectors and silos

- Growing history of cross-sectoral collaboration
- From health programs imported into education to wellbeing as educational practice
- From positive psychology to positive education
 - eg Seligman, McGrath & Noble, Waters

What do you bring to this work?





Vision

All young Australians are supported to be mentally healthy and engaged in their communities

Mission

headspace collaborates to design and deliver innovative ways of working with young people to strengthen their mental health and wellbeing

headspace



headspace services

Centres

eheadspace

headspace in
Schools

Vocational
Programs

Tele health

headspace in schools

This division leads the interface between headspace and Australian education systems. In 2018-2019 headspace in Schools Division has four key contracts





The National Education Initiative – a new single, integrated national initiative to support children and young people from birth to 18.

Promotion, prevention, early intervention, intervention, postvention in one place.

Launch November 1 2018

<https://www.beyondblue.org.au/about-us/about-our-work/childhood-and-education-program/the-beyondblue-national-education-initiative>

NATIONAL EDUCATION INITIATIVE

ONE CONTEMPORARY MODEL

BUILT ON EVIDENCE AND FIVE EXISTING PROGRAMS



KidsMatter
Early
Childhood

Mental health
promotion
framework

KidsMatter
Primary

Mental health
promotion
framework

Mind
Matters

Mental health
promotion
framework

headspace
School
Support

Suicide
response in
secondary
schools



Strong evidence base
focused on children's
mental health

Response Ability Pre-service training for educators



National Education Initiative

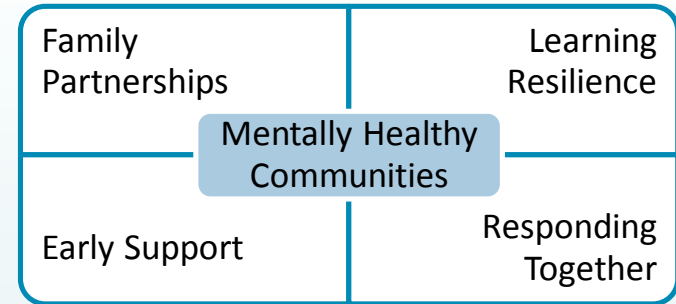
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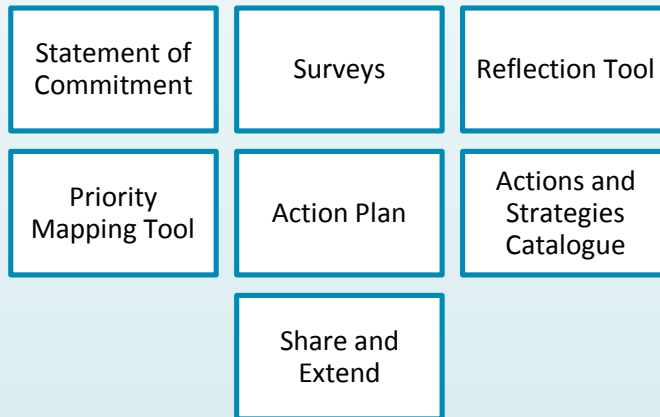
Handbooks



Professional Learning



Planning & Implementation Tools



Fact Sheets



Tools & Guides



PROFESSIONAL LEARNING: A DEEPER DIVE

Mentally Healthy Communities

Understand mental health and wellbeing in learning communities.

Connect through strong relationships.

Include by embracing diversity within the community.

Family Partnerships

Partner with families through purposeful and positive relationships.

Assist families to support and promote mental health and wellbeing.

Learning Resilience

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

Notice the early signs of mental health issues.

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

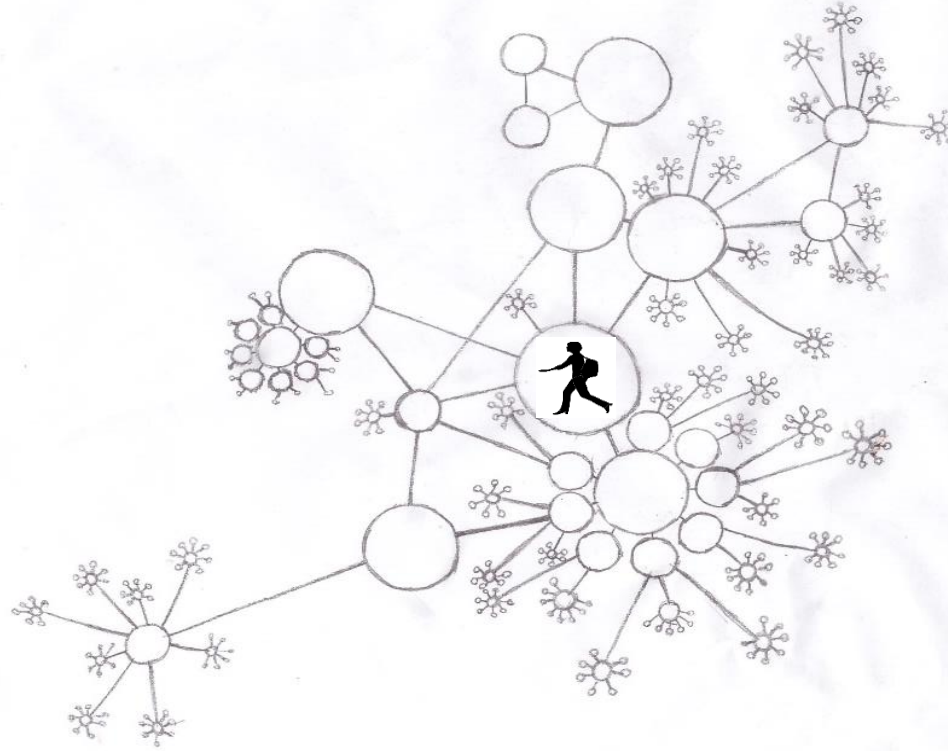
Provide support within and beyond the early childhood service or school.

Responding Together

Recognise the potential impact of critical incidents.

Respond collaboratively to critical incidents.

How might you engage with the NEI?



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THE NEI TEAM



Victorian headspace NEI team contacts

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