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?

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

- individuals in complex interaction with environments and people around them
Health promoting schools: From health education to a system approach

- Curriculum, Teaching and Learning
- Organisation, Ethos and Environment
- Community Links and Partnerships
From promotion & prevention to postvention

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,
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.

http://www.casel.org/social-and-emotional-learning/core-competencies
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
  o Positive school community
  o Social and emotional learning for students
  o Working with parents and carers
  o 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.


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.

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

Ensures approaches, initiatives, and strategies are sophisticated, have depth and quality, but can be easily and flexible implemented.

Respectful and inclusive for the work already in place and undertaken in schools systems and sectors.

Driven by, and in alignment with, system and school improvement.

Strengthens the interface between health and education.

Is grounded and valued through ongoing and sustained relationships, and meaningful partnerships.

Improving the mental health and wellbeing outcomes of children, young people, families, and school communities.
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

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

Response Ability
Pre-service training for educators

Strong evidence base focused on children’s mental health

National Education Initiative
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?

Victorian headspace NEI team contacts

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