

Whole School Approaches to Mental Health

**Generation Next
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Stephen Macdonald & Joyce Lewis Affleck





Mental Health

Barcroft Media

“A state of wellbeing in which an individual realises his or her own abilities, can cope with the normal stresses of life, can work productively and is able to make a contribution to his or her community.”



- ❑ Planning for whole school change
- ❑ Professional learning, shared understanding and focus for staff



A WHOLE OF SCHOOL COMMUNITY APPROACH

- ❑ Partnerships with parents and carers, health and community agencies
- ❑ Action within and beyond the classroom

KEY MESSAGES



- ✓ Connectedness is key
- ✓ Common language and understanding are essential
- ✓ Wellbeing is everyone's business
- ✓ Help seeking is the norm
- ✓ Improving mental health improves learning

*A whole school
approach to
mental health
Involves.....*

Enhancing school environments so that young people feel safe, valued, engaged & purposeful.

Development of social and emotional skills

Hearing the voice of children & young people.

Developing strategies to enable a continuum of support for students with additional needs

Collaboration between families, schools & health.

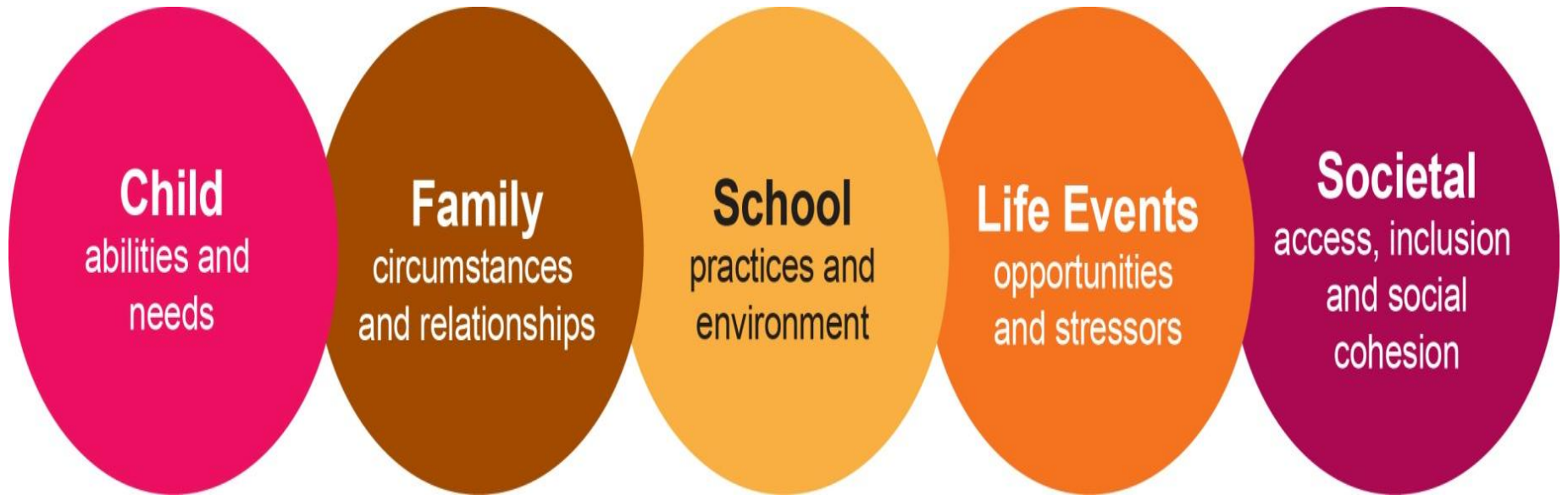
Risk and protective factors

Risk factors – Increase the likelihood of a child or young person experiencing mental health difficulties or a disorder.



Protective factors – Act to strengthen a child or young person's mental health and wellbeing and improve resistance to risk factors, making it less likely that they will develop mental health difficulties.

Risk and protective factors



Risk and protective factors

The presence of more protective factors, regardless of the number of risk factors, has been shown to lower the level of risk





RESILIENCE

The capacity to deal constructively with change or challenge, allowing the person to maintain or re-establish their social and emotional wellbeing in the face of difficult events

It involves thoughts, feelings and actions

Whole School Matters Sept 2008 draft p11

*mind*matters
Leading mental health and wellbeing

Kids Matter
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[About](#)
[Professional Development](#)
[Whole School Approach](#)
[Resources and Downloads](#)
[State News](#)
[Mental Health Help](#)

- » [MindMatters Resource Kit](#)
- » [Index of Programs and Resources](#)
- » [MindMatters Posters](#)
- » [CommunityMatters](#)
- » **[Staff Matters](#)**
 - » [About Staff Matters](#)
 - » [Getting Started](#)
 - » [The Thriving Self](#)
 - » [The Interpersonal](#)
 - » [The Professional](#)
 - » [The Organisational](#)
 - » [School in the Community](#)
 - » [Discussion List](#)
 - » [Professional Development](#)
- » [Links](#)
- » [School Online Surveys](#)

You are here: [Home](#) » [Resources and Downloads](#) » [Staff Matters](#)

Staff Matters

The Staff Matters website provides information and professional development ideas for promoting staff mental health and wellbeing.

The resources on the site use a universal and health literacy approach within the educational context.

Staff Matters is a key Focus Module of the professional development program and the MindMatters school implementation and recognition process. Consult the Professional Development Calendar for specific dates in each state and territory.



(Use diagram to navigate)

[Mental Health Help](#) for pressing and individual mental health and work issues should be obtained directly from national helplines and mental health information and/or employer and union websites.

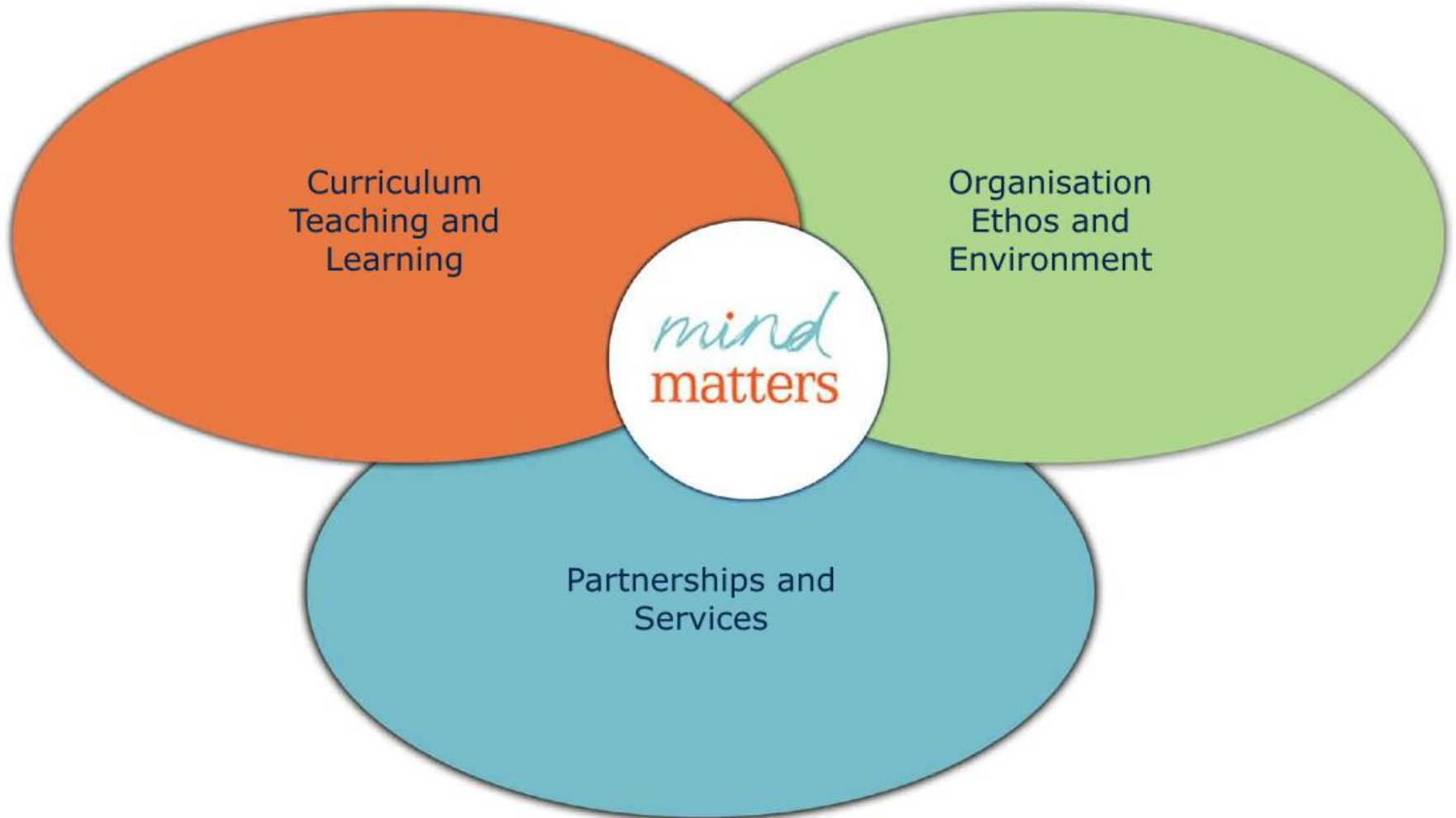
FOSTERING MENTAL HEALTH AND RESILIENCE

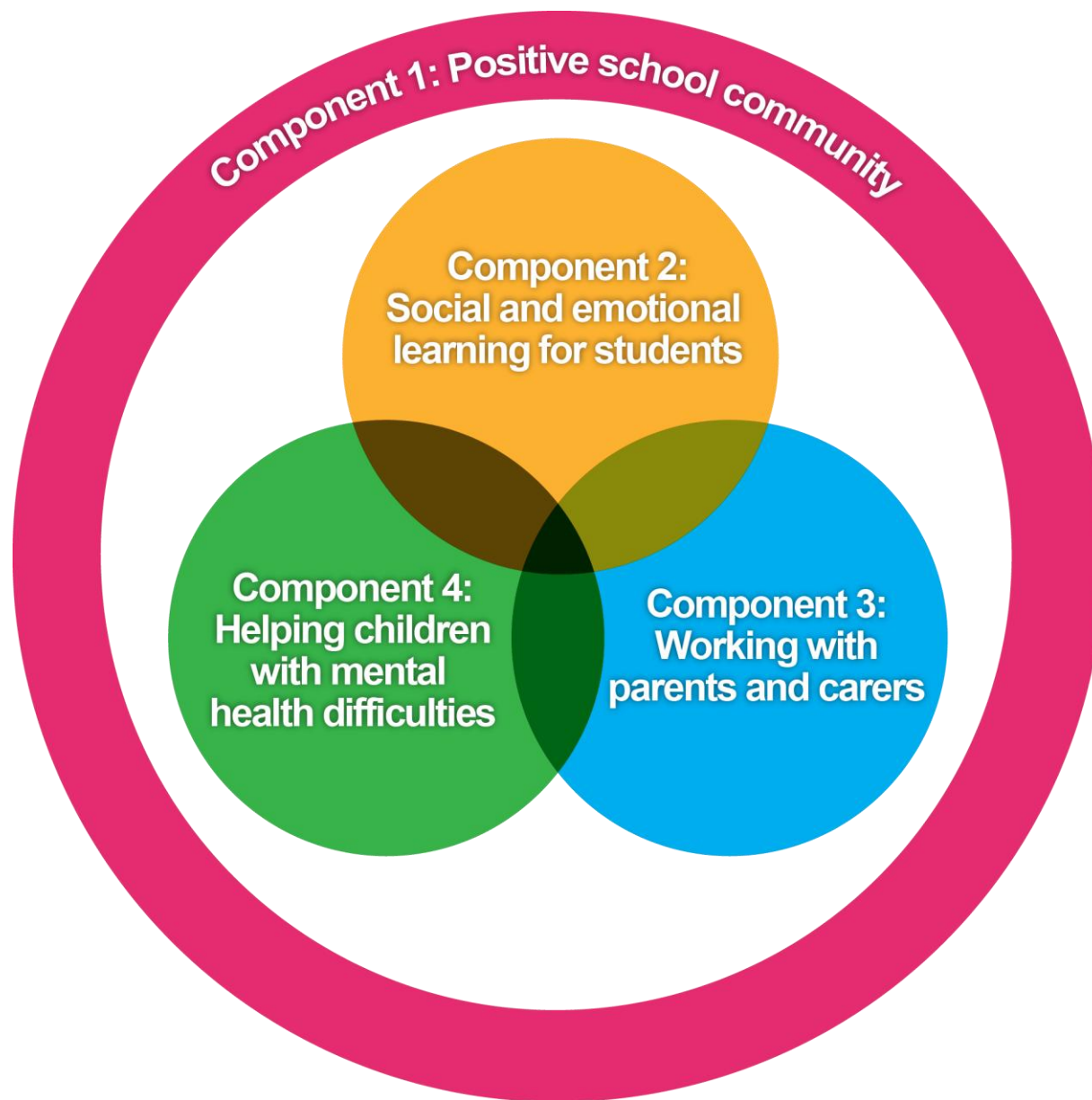
- Develop appropriate school policies and procedures for everyday functions
- Create alliances between the school, parents, caregivers, families and services
- Promote resilience among staff as well as students
- Encourage help-seeking
- Deliver coherent social and emotional curriculum
- Focus on caring and encouraging relationships
- Enhance protective factors

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Health Promoting Schools Framework







Relationship

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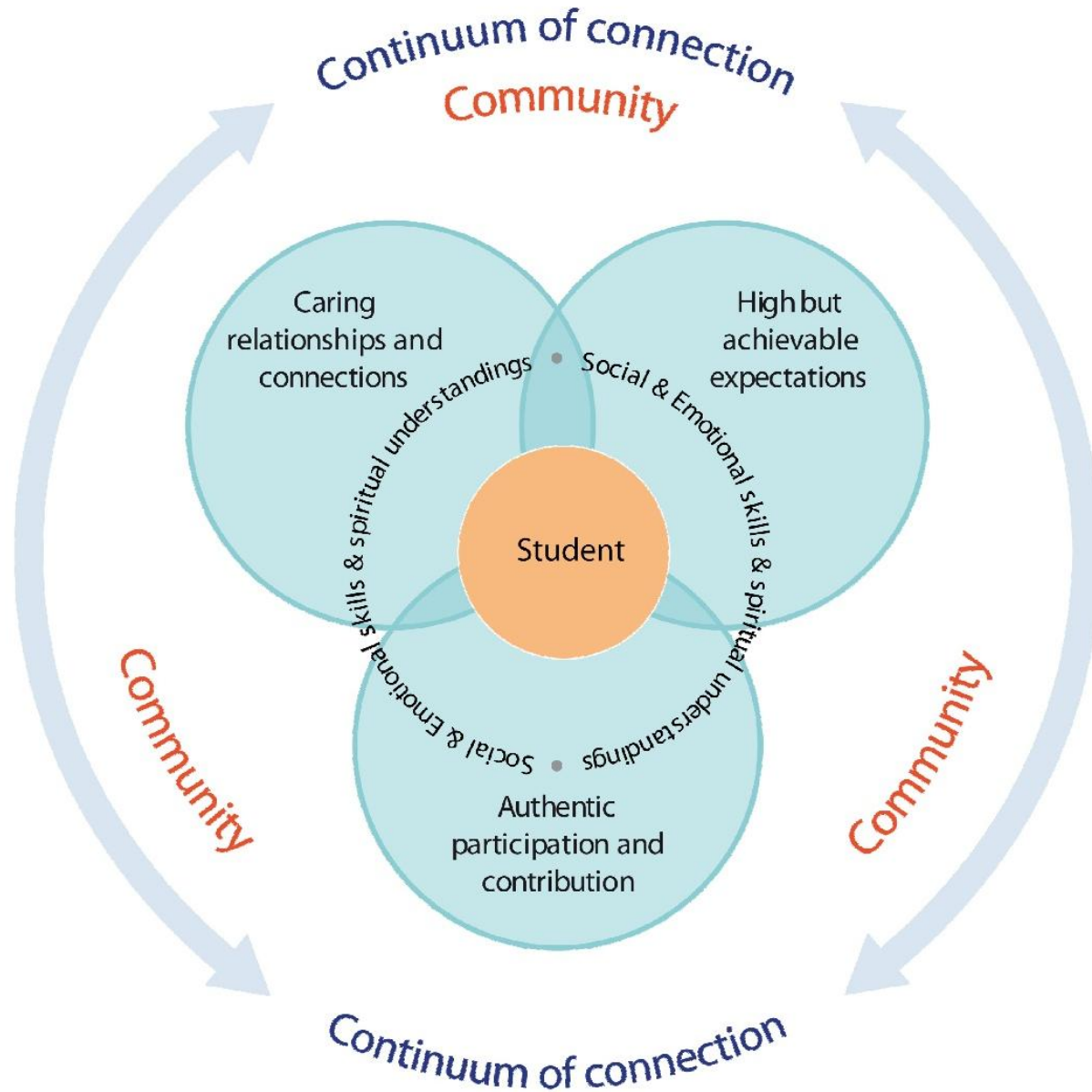
WHOLE STUDENT APPROACH

Schools can enhance mental health in young people when they build caring relationships, provide opportunities for participation and contribution, set high but achievable expectations and facilitate the development of social and emotional skills and spiritual understandings



mind matters

Creating a Whole Student Approach



TEACHER BEHAVIOURS AND HELP-SEEKING

Strongest predictors of a 'yes'

- smiles at me
- says hello to me
- talks to me
- shows he/she is proud of me and
- takes an interest in what I do

Moderate predictors

- ❖ organises fun activity
- ❖ notices my effort
- ❖ sets interesting work
- ❖ encourages me to join in
- ❖ helps me learn from my mistakes

Youth Perspectives on Relationship and learning conference presentation Helen Cahill, Australian Youth Research Centre, The University of Melbourne

Teaching help seeking

- *teach it as a strength*
- *be explicit*
- *model it*
- *Building a help seeking culture*

Australian Partners in Wellbeing for Secondary Schools



mindmatters.edu.au

MindMatters: a whole school mental health and wellbeing framework, offering tools and free professional learning for all secondary school communities. Implemented by Principals Australia Institute.



beyondblue.org.au/senseability

SenseAbility: a strengths based resilience program with modules and resources designed for those working with young Australians aged 12-18, from *beyondblue*.



teachers.reachoutpro.com.au

ReachOut Teachers Network: mental health and wellbeing teaching resources and online training activities; an initiative of the Inspire Foundation.



headstrong.org.au

HeadStrong: the creative way of thinking, talking, and teaching about mood disorders and resilience. A free to download curriculum resource for Health and Physical Education teachers, from the Black Dog Institute.



responseability.org

Response Ability: aims to promote the social and emotional wellbeing of children and young people; an initiative of the Department of Health and Ageing, implemented by the Hunter Institute of Mental Health.



headspace.org.au

headspace: the National Youth Mental Health Foundation. headspace School Support provides information and assistance to Australian secondary schools affected by suicide.

Education and health together



Australian Government

Department of Health and Ageing



**Principals
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Learning. Leading.

Little Things Make A Big Difference

WHAT'S ONE LITTLE THING YOU CAN DO?



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www.kidsmatter.edu.au

MindMatters
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