

# WELCOME

## Helen Thomas

Promoting positive relationships for safer school communities



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NCAB Conference  
2-4<sup>th</sup> November 2007

'Preventing Bullying: It's More Than Just a  
Program'

Helen Thomas  
Student Wellbeing Unit  
Catholic Education Office Melbourne

## Service Provision

- Student Wellbeing Unit service provision to schools is structured via portfolio areas of responsibility designed around key initiatives and projects
- Student Wellbeing Strategy Plan 2006-2010 developed and aligned with CEOM Strategy Plan and linked to School Improvement through the Annual Action Plan
- Student Wellbeing Framework to support the development of a strategic approach to implementation of a whole school approach to student wellbeing in schools
- Database developed to provide overview of portfolio areas of responsibility that inform strategic service provision
- Clusters of schools in each region provide an organisational structure for enhanced service provision

*School AIDS Day*

*SACSC initiative cluster formation  
and research phase*

*Social Emotional Learning Strategy*

*Student Wellbeing Coordinator's  
Strategy (Primary)*

*Youth Services Strategy*

*Credentialed Learning (University of  
Melbourne Master of Education – Student Wellbeing)*

*SWAP Website*

*School Focused Youth Service*

# Youth Services Strategy

- The Postgraduate Diploma in Educational Studies (Student Welfare) University of Melbourne upgraded in 2006 to the Master of Education (Student Wellbeing)
- The course will continue to provide credentialed professional learning to Student Wellbeing Coordinators appointed in CEOM primary schools for 2008 & beyond
- Increased number of schools utilising graduates in school based Core Teams
- Primary Student Wellbeing Coordinators pilot program 2007
- Secondary Roundtable program 2007

# Credentialed Learning



THE UNIVERSITY OF  
MELBOURNE



ACU National

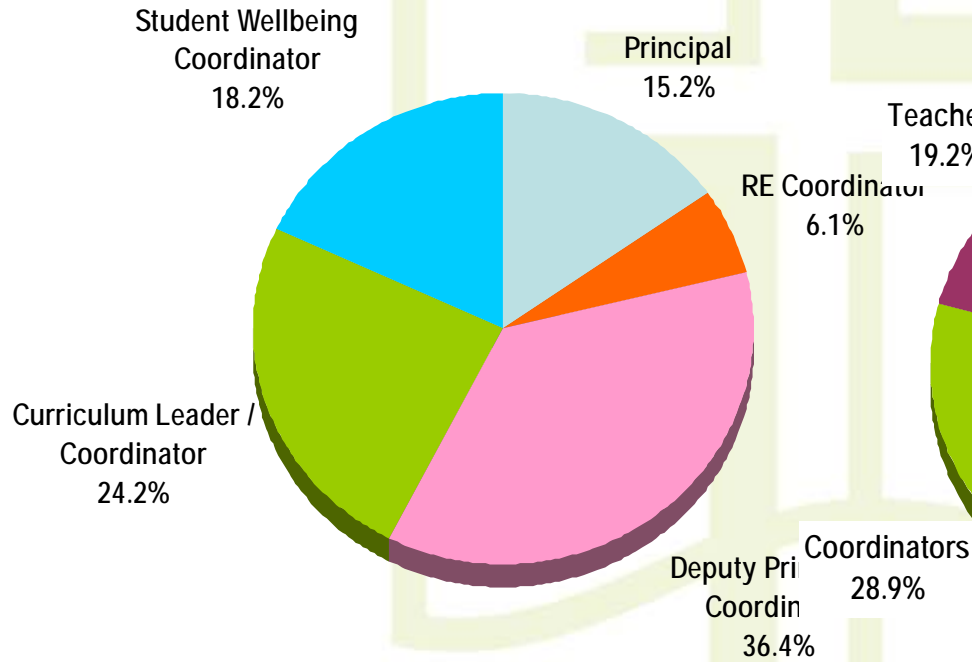
Australian Catholic University  
Brisbane Sydney Canberra Ballarat Melbourne



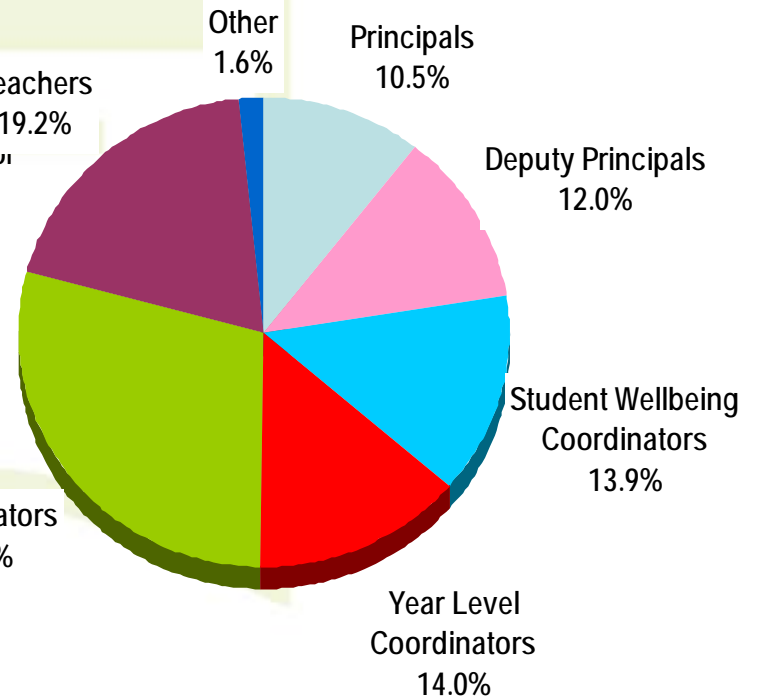
- Master of Education (Student Wellbeing) – University of Melbourne
- Postgraduate Certificate in Education (Wellbeing in Inclusive Schooling) – Australian Catholic University
- Sponsorship strategically targeted at leadership positions in schools
- Over 800 teachers have accessed the credentialed learning since 1999.

# Credentialed Learning

## Australian Catholic University



## University of Melbourne



# Student Wellbeing Coordinators Strategy

- 254 primary schools across the Archdiocese of Melbourne with role of SWC
- 'Wellbeing' column created – compliance (PL, T/F, credentialed training & role description focused on prevention)
- Framework & Checklist for Student Wellbeing developed
- Annual Action Plan (AAP) as part of School Improvement & School Review process
- Professional Learning offered x 2 days annually
- Research summary documents 1, 2 and 3 developed
- School clusters established in regions
- Database linking strategies, initiatives and projects
- Surveys and audit tools developed

# Professional Learning Primary/Secondary Pilot Programs

- Seeking to develop a strategic approach to wellbeing in schools to reflect the notion that 'wellbeing is everyone's business'
- Organisational learning practices in schools which enhance student wellbeing
- School based action plans for wellbeing which are linked to the School Improvement Framework and school Annual Action Plans
- Opportunity for Principals & SWC's to explore the prevention concept of wellbeing
- Considering strategies to promote sustained organisational change
- Processing and analysing school data to identify needs and priorities
- Exploring tools to gather further evidence to inform future planning

# Values Education



Good Practice Schools clusters –

- 6 Catholic primary schools consolidating student action teams /student leadership  
Explicit living out of value of respect
- Cross sectoral secondary school cluster exploring interfaith issues  
Socratic Circle discussion of understanding & tolerance

# Restorative Practices

- 68 primary & secondary schools using the principles of restorative justice in a whole school approach
- Development of quality relationships to promote positive school culture
- Students & staff consistently demonstrating behaviour that reflects an integration of Gospel teachings

## AGQTP Project Modelling Good Practice within the NSSF: Transition & Engagement in Catholic School Communities

- Initiative related to transition issues between primary schools years 5/6 and secondary school years 7/8
- 2006/2007 4 clusters of schools across Melbourne consisting of 1/2 secondary schools and a small group of feeder primary schools with another 4 clusters commencing 2008/2009
- Professional learning for teachers (cluster based & Core teams)
- Data collection via surveys conducted with students and administered by teachers, parents and students
- Participating schools showcase good practice via professional learning activities.

# STUDENT WELLBEING UNIT SYSTEMATIC WHOLE SCHOOL APPROACH TO THE PROMOTION OF MENTAL HEALTH AND WELLBEING

Development of Social & Emotional Competencies and Skills

Influencing school culture and classroom climate

Supported by Multiple Robust Research

National Initiatives and Programs

Collaborative for Academic Social & Emotional Learning (CASEL)

KIDSMATTER (Primary)

MINDMATTERS (Secondary)

Increased academic achievement, moral development and motivation to cooperate and achieve

# CEOM Student Wellbeing SEL Strategy

Social Emotional Learning strategy consists of 8 components in support of schools :

- Framework
- Professional Learning
- Liaison
- Audit tools
- Data collection
- Documents
- VELs and SEL
- Resources



# Professional Learning

- PL days x 2 annually for SWC's 2006/07/08 & support to school clusters & Professional Learning Teams
- Student Wellbeing Unit ongoing Professional Learning in this area via seminars, conferences and support to schools
- Component of University of Melbourne Master of Education (Student Wellbeing)
- Component of ACU Postgraduate Certificate in Inclusive Schooling (Student Wellbeing)

## Liaison

The Student Wellbeing Unit is liaising with:

- Academic colleagues @ Uni of Melb & ACU
- Collaborative for Academic, Social Emotional Learning (CASEL)
- School colleagues
- Regional School Advisors
- CEOM Student Services Staff Group
- CEOM School Services Staff Group



## SEL & VELs

- Evidence based research (academic papers & articles)
- School based work of critical friends to the CEOM Student Wellbeing Unit
- Ongoing discussions with CEOM School & Student Services Staff Group

## Audit Tools

CEOM Student Wellbeing Unit developing/adapting Audit tools to support schools in implementation of SEL

- Framework for Student Wellbeing Checklist (Curriculum Teaching & Learning section)
- Student Wellbeing Strategy SEL Component Chart
- Generic Audit Tool for all schools to use to monitor progress and inform the system

# Data Collection

Through School Review process in the context of School Improvement

- Using SWC's and Core Teams Audit Tools provided by CEOM Student Wellbeing Unit
- Schools- inform identification of current practice and areas for future implementation
- CEOM- Data base monitoring & tracking individual school progress

## Resources

Variety of SEL resources to support implementation of a SEL Strategy at system & school level:

- Websites e.g. SWAP, CASEL
- Bookshops
- Academic Articles
- University, school, system colleagues

# Documents

CEOM Research Document 2 titled 'Social Emotional Learning & the Link with Student Wellbeing includes themes of:

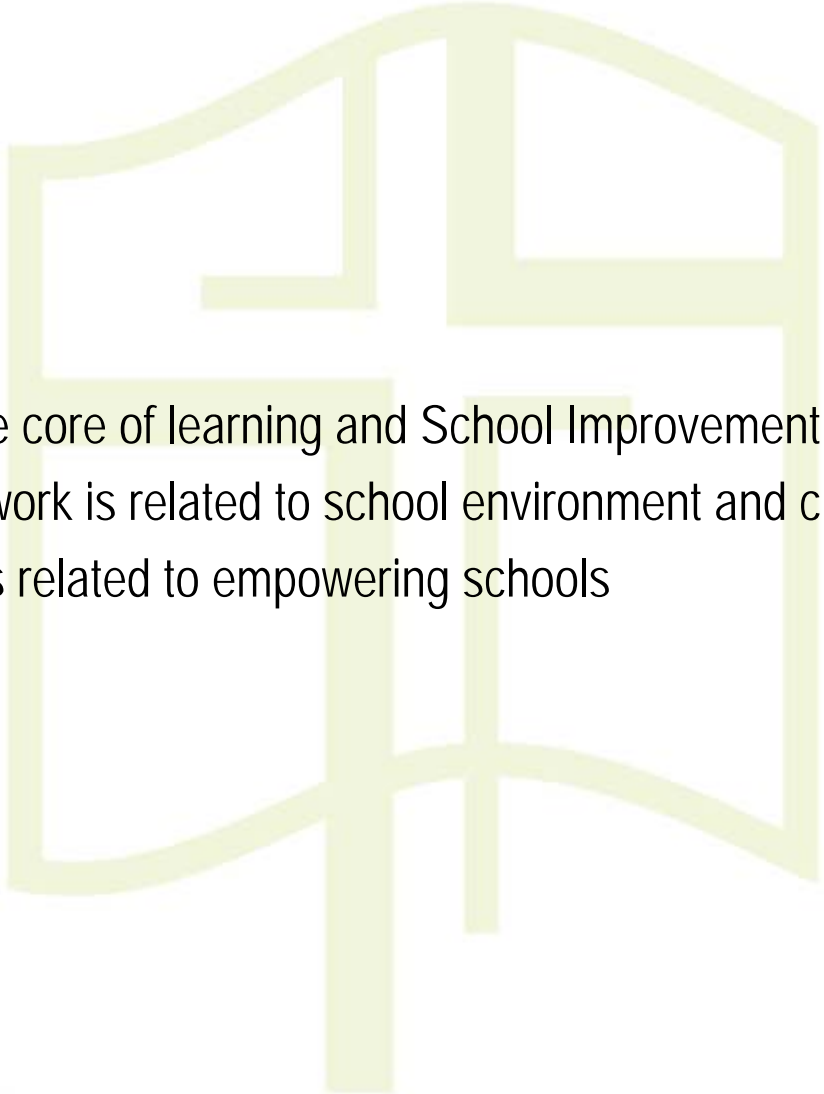
- Definition of SEL
- Rationale for teaching SEL
- Benefits of SEL
- CEOM Student Wellbeing Strategy 2006-2010
- Implementing SEL
- A VELs Imperative
- A Working Tool
- What does SEL address?
- What does the research say?
- Key Terms & References & Resources



## Framework

A Framework to support a phased strategic approach to the implementation of SEL at the school level:

- Phase one: Exploration (gathering information & raising awareness)
- Phase two: Implementation (PL & audits of current practice)
- Phase three: Sustaining the initiative (classroom & school wide initiatives)

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- Wellbeing is at the core of learning and School Improvement
  - The focus of our work is related to school environment and classroom practice
  - Service delivery is related to empowering schools



## Improving Learning Outcomes for All

- Focus is the development of an optimal learning environment to contribute to School Improvement and learning and teaching
- School culture including structures, processes, programs and policies to create a safe, welcoming and inclusive school

## In Summary

System support to schools to assist in the implementation of SEL and Restorative Practices towards the development of an inclusive school culture & ethos

Scaffolding structure includes:

- School-based Core team (leadership)
- SWC role combined with credentialed training
- Linked to S.I. Framework and the use of audit tools to collect data
- Clusters for collegial & PL opportunities
- PL teams
- System compliance linked to funding accountability