



*Be You and  
School Age Care*



With delivery partners



Funded by



Included below are reflective questions referred to during the webinar along with links to additional information, resources and references.

## In practice reflective questions

These reflective questions can be used to form the basis of a conversation with your Be You Action Team or Learning Community Leadership.

- ④ Do you feel school age care has the opportunity to explore mental health and wellbeing with children? How?
- ④ Social emotional learning underpins resilience. In everyday practice in your setting what does this look like?
- ④ What is your understanding of the term 'mental health'?
- ④ How, as an educator in school age care, can you be a positive influence?
- ④ What do you do in your team to support this statement from *My Time Our Place*: 'Children in school age care settings are challenged to be curious about what is of interest to them while at the same time developing self-identity and social competencies.'
- ④ How can Be You be instrumental in highlighting the importance of school age care services?
- ④ How can Be You fit in the environment of your learning community and help make it safe?
- ④ What is a mentally healthy community?
- ④ What does your learning community look like, feel like, and sound like?
- ④ In the school age care environment where self-identity for educators is challenged, how could Be You support educator wellbeing, self-worth, belonging and identity?

# Links to additional information, resources and references from the webinar

## **Be You Wellbeing Tools**

<https://beyou.edu.au/resources/tools-and-guides>

## **Wellbeing Fact Sheets**

<https://beyou.edu.au/fact-sheets/wellbeing>

## **Always Be You**

<https://beyou.edu.au/resources/always-be-you>

## **Be You Professional Learning**

<https://beyou.edu.au/learn>

## **Learning Resilience domain**

<https://beyou.edu.au/learn/learning-resilience>

## **Early Support domain**

<https://beyou.edu.au/learn/early-support>

## **Mentally Healthy Communities domain**

<https://beyou.edu.au/learn/mentally-healthy-communities>

## **Family Partnerships domain, Partner module**

<https://beyou.edu.au/learn/family-partnerships/partner>

## **Social Emotional Learning**

<https://beyou.edu.au/learn/learning-resilience/affirm>

## **Transitions Fact Sheets**

<https://beyou.edu.au/fact-sheets/development>

## **Social and emotional learning Fact Sheets**

<https://beyou.edu.au/fact-sheets/social-and-emotional-learning>

## **Family Partnerships domain, Understand module**

<https://beyou.edu.au/learn/mentally-healthy-communities/understand>

## **The Reflection Tool (Action Team Leaders)**

<https://beyou.edu.au/planning-and-implementation-tools>

## **Fact Sheets: Educator Wellbeing**

<https://beyou.edu.au/fact-sheets/wellbeing>

## **Bush Fire Resources**

<https://beyou.edu.au/bushfires-response>

### **Coronavirus (COVID-19) and mental health**

<https://beyou.edu.au/coronavirus-support-for-learning-communities>

### **COVID-19 Supporting early learning services**

<https://beyou.edu.au/resources/news/covid-19-supporting-early-learning-communities>

### **COVID-19 Supporting schools**

<https://beyou.edu.au/resources/news/covid-19-supporting-schools>

## **Attendee question and answer**

### **During the webinar Brooke spoke of a Kindness Tree. Can you share some further details about the Kindness Tree?**

The Kindness Tree was created out of coloured cardboard and was simple in design: brown trunk with coloured leaf shapes. The children could write comments on the leaves about something kind that they had noticed from another child or young person. Brooke said it was important for an educator to have a conversation about the comment – following up and celebrating what had occurred to monitor and drive it. The team is reviewing what they will do with the tree at the end of this term – considering putting the leaves in a Be You Kindness folder or album so they can start the next term fresh. The comments will be read to the whole group at the end of each term to celebrate the kindness.

### **Can you share some simple resources that you find work in relation to seating and chilling out spaces?**

Brooke gave the example of providing shelters for the older students who simply wanted a space to lie and talk and of moving some resources to the outdoor area. It is about giving the children and young people a space they want to be in – working in consultation with them and being flexible.