

Be You In Focus
*Preparing for
2021: Thriving in
the aftermath of
2020*

Be You In Focus webinar handout

Thank you for your participation in the Be You In Focus event: “**Preparing for 2021: Thriving in the aftermath of 2020**” on 3 December 2020.

Included below are the topics covered in the webinar, suggestions provided by attendees and references mentioned.

Learning objectives

- Examine how to talk with your leadership about how the events of 2020 have created an opportunity to approach mental health in a different way.
- Learn about Be You’s new surveys platform that you can use to consult with staff, families, children and young people about mental health and wellbeing.
- Discover how Be You’s Implementation and Reflection Toolkit can help you identify wellbeing priorities and leverage your early learning service or school’s strengths to progress towards a more mentally healthy community.
- Learn what other educators are planning for 2021.

About Be You

- Be You is the **national mental health in education initiative**
- Delivered by **Beyond Blue**, in collaboration with **Early Childhood Australia** and **headspace**
- Be You equips educators to support the mental health and wellbeing of children and young people from **birth to 18 years**
- Be You helps you **involve everyone** at your early learning service or school in supporting mental health, so you achieve the **best possible outcomes**

Silver Lining

- People talking more openly about mental health
- Early learning services and schools prioritising mental health:
 - **11,000** early learning services and schools and **135,000** educators now registered with Be You
 - Attendance at Be You interactive sessions and events up **210%**
 - Completion of Be You professional learning modules up **60%**
- Opportunity to grow from this experience

What works?

- Evidence shows most effective approach to mental health prevention and promotion involves the **whole learning community**
- Be You supports early learning services and schools to develop a positive, inclusive and resilient community where every child, young person, educator and family can achieve their best possible mental health.

Whole learning community approach

- Multi-level: strategic plans, policies, processes, learning program or curriculum, communications and interactions
- Staff, children, young people and families involved in wellbeing planning process
- All staff equipped with knowledge and skills to support the mental health of children and young people, as well as their own
- Social and emotional skills are taught and role modelled to children and young people
- Information shared with all families about mental health and relevant services
- Children and young people are observed to identify those in need of additional mental health support
- Talking about feelings and getting help normalised
- Supportive and inclusive community where everyone has positive relationships and support networks

Convincing Leaders

Be You:

- Helps meet national, state and territory mental health and wellbeing requirements
- Available at no cost, funded by the Australian Government
- Consultants can guide you through Be You resources and connect you with educator networks
- Is evidence-based, designed by mental health professionals and academics, as well as educators
- Supports the mental health of every child, young person, educator and family
- Develops the capacity of educators to support mental health

Remember to register as a Be You Learning Community

Be You Surveys

Mentally Healthy Communities

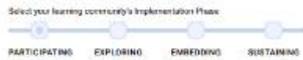
| | Strongly disagree | Disagree | Neutral | Agree | Strongly agree | Don't know |
|--|-------------------|----------|---------|-------|----------------|------------|
| For each statement below, please choose the answer from the right that best matches your opinion and place a tick in that column. Eg. I enjoy watching sport. | | | ✓ | | | |
| I understand the range of factors that influence mental health and wellbeing. | | | | | | |
| My learning community helps me promote mental health in my everyday practice. | | | | | | |
| I recognise the importance of self-care strategies and managing my own mental health to best support children and young people in my care. | | | | | | |
| I know how to help children and young people feel connected and have a sense of belonging in their learning community. | | | | | | |
| My learning community actively supports respectful relationships between educators, families, children and young people. | | | | | | |

Be You Implementation and Reflection Tool

Mentally Healthy Communities

Statement 1 – Understand mental health and wellbeing in learning communities

The leadership team takes responsibility for, and demonstrates, a strong commitment to create and maintain a mentally healthy learning community.



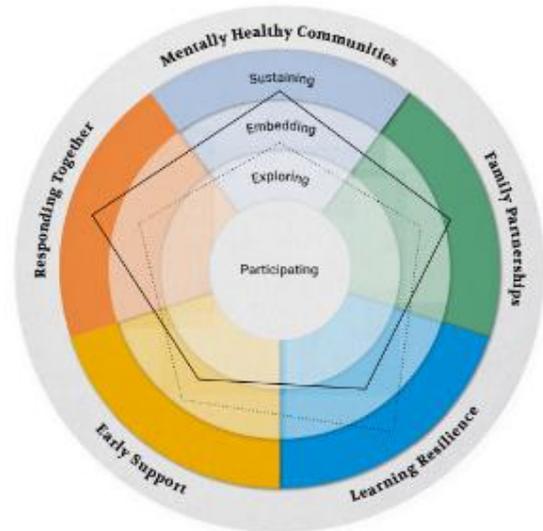
Key reflection questions

- How do we know leadership and the action team understand and communicate a strong commitment?
- How do we celebrate our wellbeing achievements with our whole learning community?
- What is currently in place to ensure appropriate time and supports are given to educators to engage in professional conversations and planning about mental health, wellbeing, inclusion and diversity?
- How do we promote and make visible our commitment to mental health and wellbeing to all members of our learning community?
- In what ways does our leadership team promote and action social and emotional learning and wellbeing for children and young people?

Points to reflect on

Consider potential changes in practice, changes within the community, experiences to replicate, lessons learnt and supportive environment.

Areas for future or continued focus



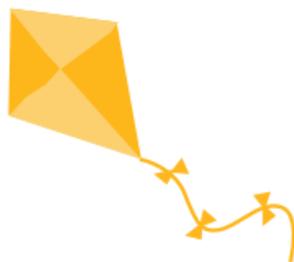
Be You Wellbeing for Educators

Focus on your strengths as an educator

We often take our strengths for granted. Paying attention to our strengths means we can be more aware of them and use them when facing challenges or to achieve goals. Ask yourself, what are my strengths as a person and as an educator that help me do my job well?

Examples:

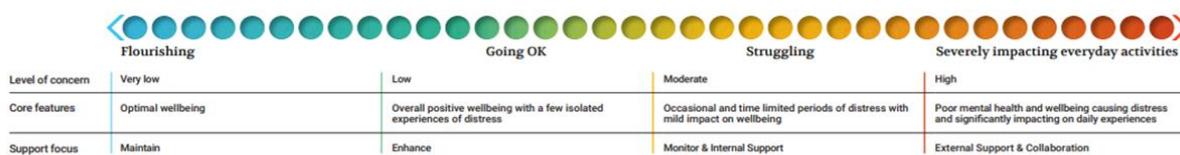
- Able to build strong relationships with others.
- Creative thinker and can make learning activities engaging.



List as many of your strengths as you can.

List how you can use these strengths to promote your wellbeing at work and in life.

Continuum of Mental Health



Can we skill parents / carers up to “NIP”?

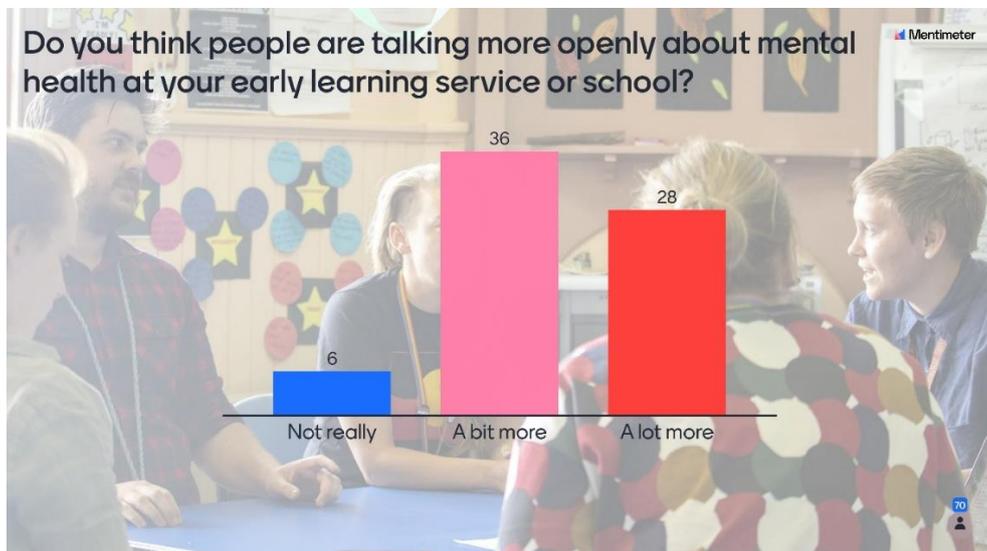
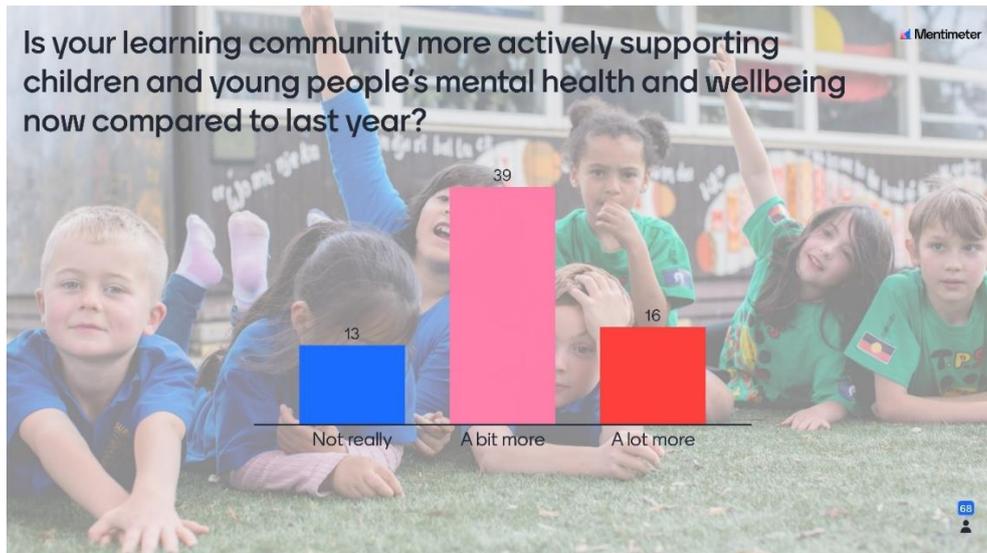
- Notice
- Inquire
- Provide Support



What we learned

- The opportunity in 2020 to approach mental health differently
- Be You's new Surveys Platform
- Be You's Implementation and Reflection Toolkit
- Be You's new Wellbeing Plan for Educators
- What other educators are planning for 2021

MentiMeter Poll Results



From your learning today, what is one action you can take to support your planning for 2021?

- Pre plan what you are going to do
- Revisit vision personal and schools plan
- Talk to yourself strategy to encourage young people to be resilient
- Continue Wellbeing Wednesdays looking at a variety of events beginning with W
- Share some key points I learnt with the services I support, but also with my own family and take on board myself
- Wellbeing Wednesdays
- Use my learnings from this year moving forward and to be kinder to myself
- Relax take each day as it comes & most importantly try not to stress too much.
- Convincing school leaders to register as a Be You Learning Community
- I will use Hannah's strategy to teach children "self talk" like your friends talk to you.
- To help children develop their resilience
- Ensure we work tirelessly as a staff to forge a sense of connection with all students
- To ask " Do you want to talk about this or would you like me to distract you?" and connection is vital
- I would like to do lots of personal reflection for all my staff. Why are we here? who are we? Personal vision. What is my why?
- I would also like my staff to do the educator wellbeing plan
- Utilise Reflection Toolkit
- Be gentle with myself and reflect on achievements.
- Be You Wellbeing plan for Educators
- Strong connection
- To be mindful of the needs and feelings of others and also not to forget your own wellbeing. If you don't look after yourself you are no good to others
- Promote Be You & the surveys
- Making use of the Educator wellbeing plan
- Using the reflection tools and surveys to get an understanding of where everyone is at with their mental health.
- Include a mental health and wellbeing vision and plan for 2021
- I'm going to trial using the surveys if I can access
- I'm no longer working in a school or in senior management, but the ideas translate and I will look to our own organisation for similar opportunities
- Be gentle to myself and continue the great practices that we've already implemented to support mental health
- Go gently into 2021 reach out when need to
- Love the idea of Wellness Wednesdays
- Need to reflect on 2020 and then develop new vision and purpose for 2021
- Take the ideas discussed to my community of mentors to assist them in their work with children
- Begin 2021 with an educator wellbeing plan for my team
- Join the Be You community
- Educator, child, community surveys
- I will take (or find) the time to investigate what I can do to support the staff
- Educator Wellbeing Plan
- Not to throw away this year's efforts and the teacher PDF
- Encouraging schools to have an actual plan - brainstorm ideas of how to support the mental wellbeing of the school community
- Join with the community

- That we need to take time to support each other more
- Revisit personal vision to reflect and provide a good foundation for plans.
- Wellbeing Wednesdays
- To have discussions with our local schools about this program and resources. We live in a regional town and they do not often consider Mental health to this extent
- Focusing on children Resilience with the strategies I learned today such as modelling, self talking, agency etc
- Add to QIP
- Use wellbeing plan for educators
- Be focused on my work and making sure to take care of the wellbeing of my staff

Further resources for educators and early learning services

Websites

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

<https://www.beyondblue.org.au/>

<http://www.earlychildhoodaustralia.org.au/>

<https://headspace.org.au/>

Resource Links

<https://beyou.edu.au/getting-started>

<https://beyou.edu.au/account/learning-community/apply>

<https://beyou.edu.au/account/learning-community#supports>

<https://beyou.edu.au/account/learning-community/surveys>

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

<https://beyou.edu.au/-/media/wellbeing-tools-for-you/practice/be-you-wellbeing-plan-for-educators.pdf>

<https://www.beyondblue.org.au/who-does-it-affect/children/building-resilience-in-children-aged-0-12>

<https://beyou.edu.au/resources/news/coronavirus-schools-adapting-to-changes>

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

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

<https://beyou.edu.au/resources/mental-health-continuum>

<https://www.beyondblue.org.au/get-support/get-immediate-support>

<https://www.beyondblue.org.au/the-facts/supporting-someone>

<https://www.beyondblue.org.au/get-support/have-the-conversation>

<https://www.beyondblue.org.au/the-facts/anxiety-and-depression-checklist-k10>

<https://beyou.edu.au/get-started/support-existing-priorities>

<https://beyou.edu.au/resources/events/promoting-educator-wellbeing>

Be You Fact Sheets

Staff wellbeing

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

Wellbeing Tools for You

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

Promoting Educator Wellbeing

<https://beyou.edu.au/resources/events/promoting-educator-wellbeing>

Stress management

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

Mindfulness

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

Be You Social Channels

LinkedIn

<https://www.linkedin.com/showcase/beyou-aus/>

YouTube

<https://www.youtube.com/playlist?list=PLsJGlj4uvelYnl4SbfT9OpRppOKjAJVYJ>

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