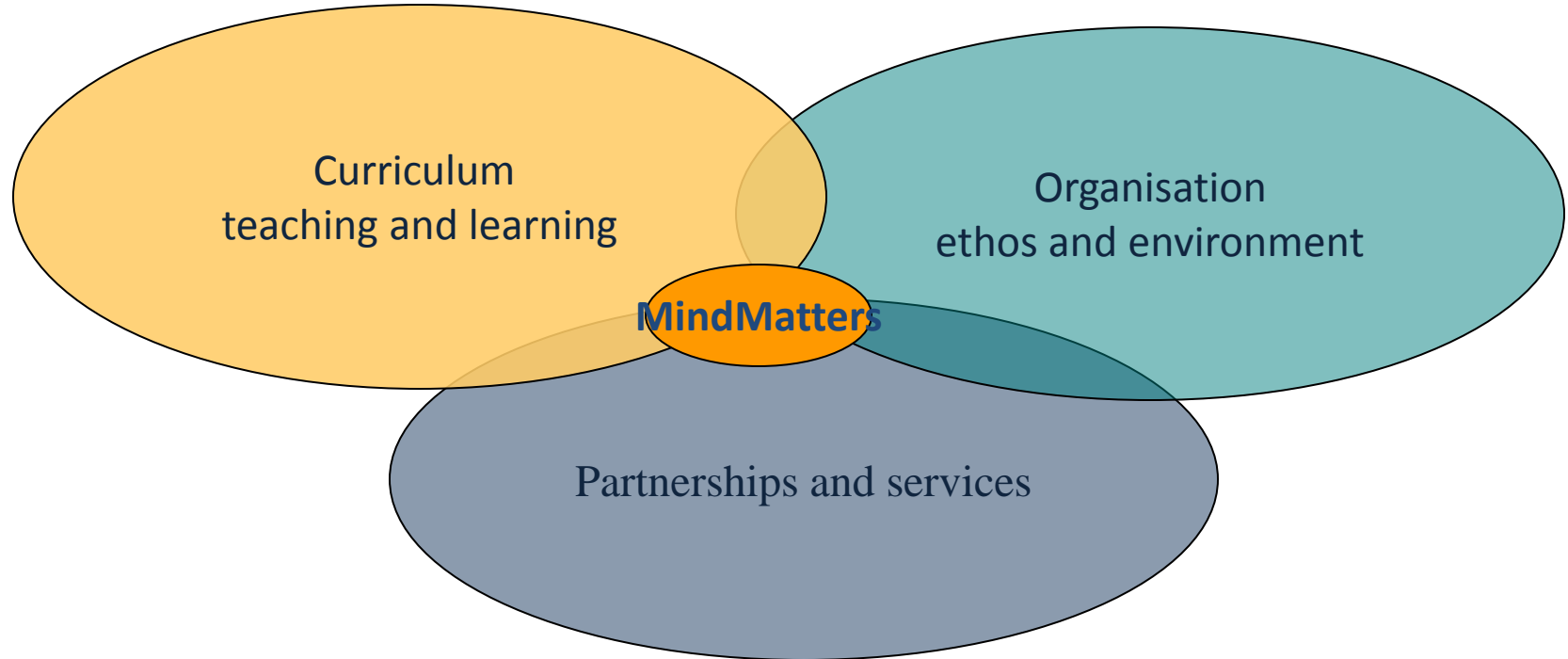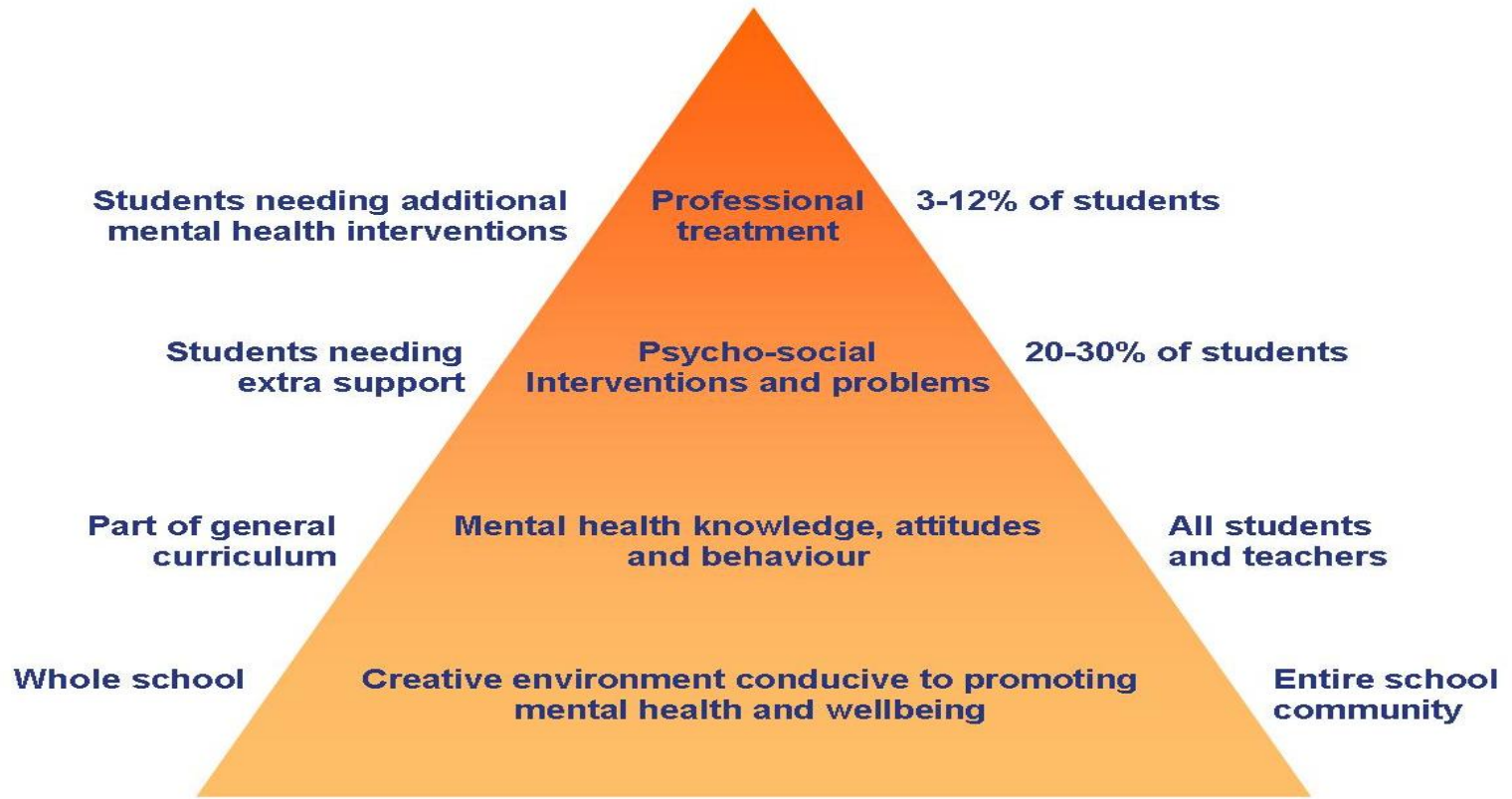# The MindMatters initiative is

a strategy to help schools plan, organise and change in ways that foster the development of mentally healthy (or 'resilient') individuals

Trevor Hazell, Director of the Hunter Institute of Mental Health

Health Promoting Schools Framework

Curriculum
teaching and learning

Organisation
ethos and environment

MindMatters

Partnerships and services

World Health Organisation Model
for school mental health promotion

Adapted from WHO 1994

What have we learned?

Evidence/research/theory informed inputs

↓

Observed school changes

↓

Impact on young people

MindMatters inputs

- Level One Introductory workshop
- Level Two Planning workshop
- Focus modules
    - Leadership
    - Staff wellbeing
    - Understanding and using data
    - Teaching and learning for engagement
    - Students experiencing high mental health needs
    - Community Partnerships
    - Transitions
    - Whole student approaches
    - Student empowerment
- Curriculum materials, planning tools, online surveys
- In-school support

Congruence

Observed school changes

1. Leadership, strategic planning, core teams & planned PD
2. Positive communication & relationships, policies & resource allocation
3. Curriculum, pedagogy & 'pastoral care'
4. Family/community engagement, referral pathways & transitions

Impacts on young people

1. Positive relationships

2. Attachment to school

3. Social & emotional skills

4. Help seeking behaviour

5. Improved learning outcomes

6. Accessing appropriate services

Engagement of Education sector

- Using Principals Associations to disseminate

- Reference groups

- Evaluation - key stakeholder interviews

- Making adjustments by state

- Linking to professional practice requirements

Professional Standards

National Professional Standards for Teachers

aitsl
Australian Institute
for Teaching and
School Leadership
Limited

Home   Overview   Organisation   **Standards**   Illustrations of Practice   FAQ

Search   **Search**

Standard

4 Create and maintain supportive and safe learning environments

| Focus area	Career stages			
	Graduate	**Proficient**	**Highly Accomplished**	**Lead**
4.4 **Maintain student safety**	Describe strategies that support students' wellbeing and safety working within school and/or system, curriculum and legislative requirements.	Ensure students' wellbeing and safety within school by implementing school and/ or system, curriculum and legislative requirements.	Initiate and take responsibility for implementing current school and/or system, curriculum and legislative requirements to ensure student wellbeing and safety. **▪▪ Show Illustrations**	Evaluate the effectiveness of student wellbeing policies and safe working practices using current school and/or system, curriculum and legislative requirements and assist colleagues to update their practices.

School buy-in

- Tailoring the type of training schools need
- Sharing practice between schools
- Taking into account the reality of school context and environment
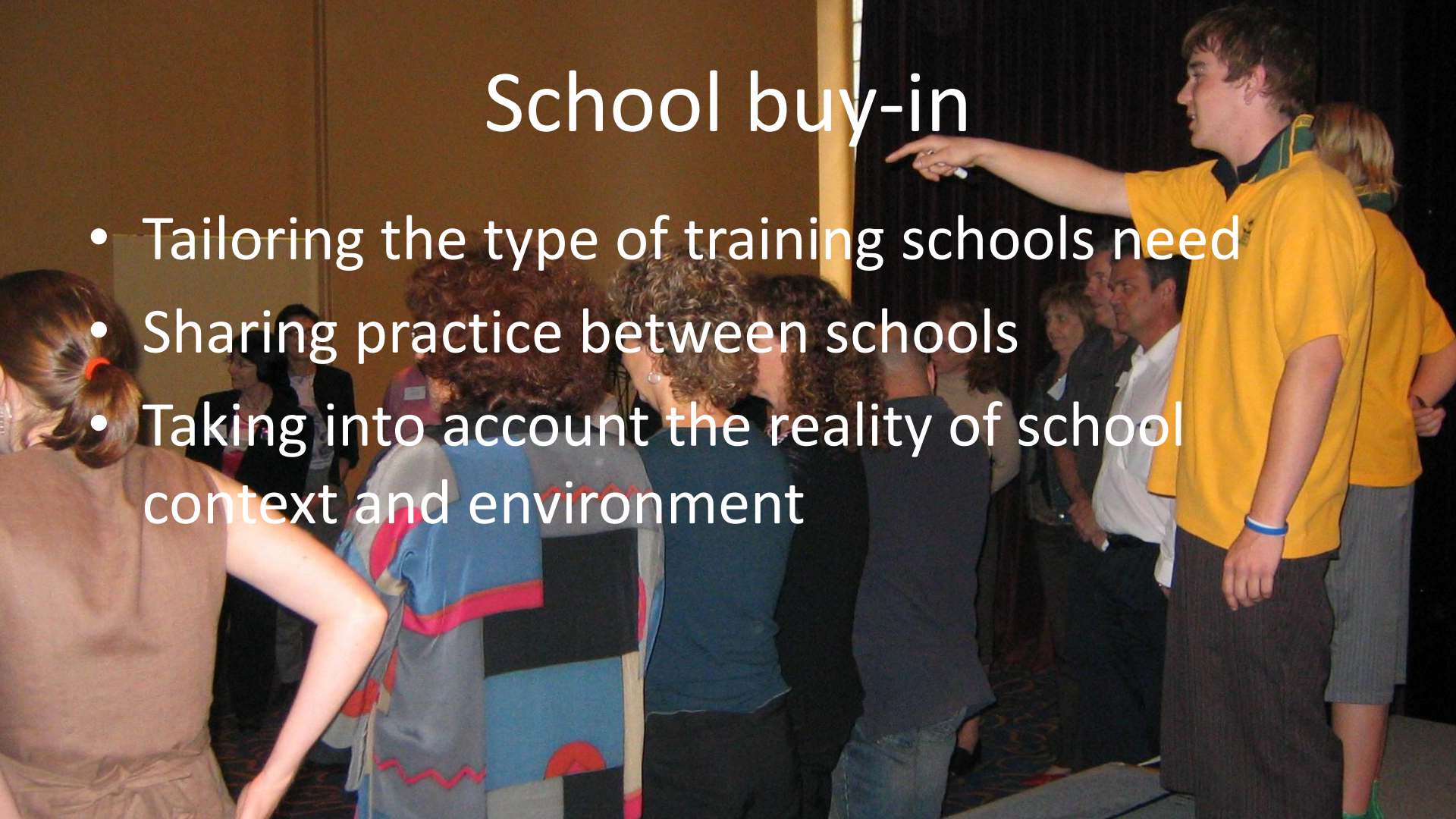
Factors affecting <u>quality</u> of adoption

- Leadership vision and style
- Dose of training to the right people
- Communication to staff, students, parents
- Involvement of staff and students in planning
- Allocation of resources
- Quality control and accountability

Barriers to adoption

- Industrial matters

- Staff workloads

- Lack of resources

- Staff turnover

- Large school size
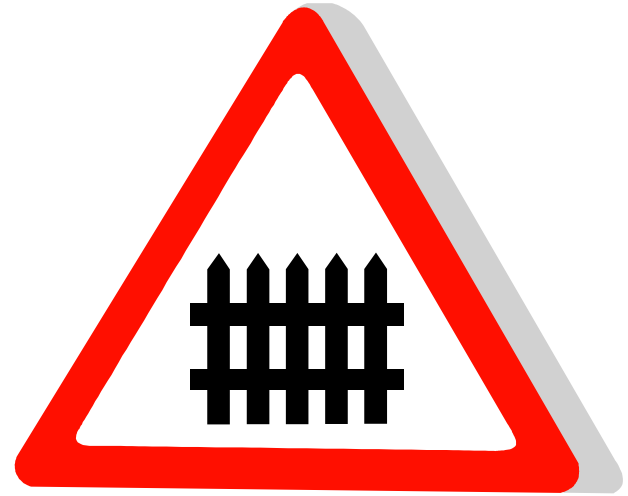
Fidelity to the model

- Distribute leadership, form a core group, explore beliefs, educate staff, use data, check progress, make links

- Details can be flexible

Effectiveness in diverse communities

- Same framework
- Modified content and training
- Similar processes
  - creating a safe environment, active learning, arriving at own insights, time for planning
- Same thing - different ways - similar outcomes

What have we learnt that works?

- A generic model based on sound theory and flexible enough to work in a range of settings

- Allowing a school to identify its own issues and then take ownership of its own strategies makes change relevant and meaningful

*mind*matters
Leading mental health and wellbeing

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You are here: Home » About » **The MindMatters Evaluations**

The MindMatters Evaluations

The evaluation of MindMatters was managed by the MindMatters Evaluation Committee 2001-2005. The Australian Government Department of Health and Ageing has provided an overview of the learnings from the evaluations. The diagram below shows the key components of the MindMatters evaluation.

National MindMatters Survey of Health and Wellbeing Policies and Pratices in Secondary Schools

Evaluation of the Professional Development Program and school-level implementation

Evaluation of MindMatters Plus

Implementation of a MindMatters Teaching Module in Secondary School Classrooms

MindMatters Plus General Practice Evaluation

Evaluation reports

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