

**CASE STUDY** Thomas

**DIMENSION** Create caring, supportive environments that promote learning and wellbeing

**THEME** Behaviour Management  
Safe and Supportive Environments

**OUTCOME** To examine the importance of routine with children as a management tool in a classroom that enhances social and emotional wellbeing, and devise examples.

**FORMAT** Group Discussion

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In the film, the class had to move to the library for the day and this had a negative impact on Thomas's behaviour. At times, a simple change such as this can cause anxiety and behavioural disruption for some children. With this in mind, work in small groups to discuss the importance of routines as one of many strategies that make classroom management more effective.

Routines help life run more smoothly and allow children to know what to expect and how to behave. They are essential elements of positive discipline in a classroom as well as important to social and emotional wellbeing. Simple routines can also develop into fun class and school traditions that give children a focus and a goal. Establishing traditions within the classroom also reinforces the unique and important role each person plays that makes the class special. This helps strengthen relationships and gives children a sense of security and belonging, which leads to better social skills, improved self-esteem, and emotional growth. In other words, children are able to develop a sense of connectedness. Similarly, consistency is an important tool for teachers to adopt when dealing with their classes.

First, discuss the concepts of ROUTINE and CONSISTENCY and, as a group, come up with your definitions of these terms.

Secondly, think of the simple routines that can be part of any child's life at home, at other places such as sporting associations, and at school. Give as many examples as possible of classroom, school or family routines and consistencies and list their benefits.

eg: **The routine:** Your class has a spelling test every Thursday morning at 9.30am.  
**The benefit:** This allows them to prepare, have less anxiety if it is something they struggle with, or look forward to if they enjoy it.

Share your examples with the whole class and look for the commonalities in your answers. In your discussion also look at how these factors specifically contribute to wellbeing.

## RESOURCES

Benard, B. (2004). Chapter 4 *Resiliency: what we have learned*. San Francisco: WestEd.

Marsh, C. (2000). Chapter 7 in *Handbook for beginning teachers*. Australia, Pearson Education.

McGrath, H., & Francey, S. (2003). *Friendly kids friendly classrooms*. South Melbourne Australia: Pearson Education.

Hunter Institute of Mental Health (2007). *Social and emotional wellbeing*. Key concepts document from Response Ability Resources for Teacher Education: Early Childhood and Primary (CD-ROM). Canberra: Department of Health and Ageing.

**CASE STUDY** Thomas

**DIMENSION** Create caring, supportive environments that promote learning and wellbeing

**THEME** Behaviour Management  
Resilience and Wellbeing

**OUTCOME** To consider how good classroom management techniques contribute to social and emotional wellbeing.

**FORMAT** Research

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Interview two practising teachers and ask them the questions below (and/or others of your own making). Your aim is to find out what the voice of experience tells you about discipline and classroom management and how this might contribute to a child's social and emotional wellbeing.

Bring your responses to class and share them with the whole group.

- How do you establish discipline at the beginning of the year?
- How do you prevent disruptive behaviour from escalating?
- Do you have any golden rules on classroom management?
- What makes a happy classroom?
- What does a functional classroom have in it?
- Do you have any tips on classroom management for beginning teachers?
- What do you do with disruptive students?
- Are there any 'no-nos' in classroom management?
- Who/where do you go to for support with discipline?
- Why are some students easier to manage than others?

When you share these answers for discussion, look for:

- common answers
- definite messages
- the characteristics of an effective and efficient classroom manager
- how effective classroom management promotes children's wellbeing.

Hint : This activity has a direct link to the three environmental protective factors of:

Caring Relationships,  
High Expectations and  
Opportunities to Participate and Contribute (Benard 2004).

## RESOURCES

Barnes, R. (2006). *The practical guide to primary classroom management*. London: SAGE Publications.

Benard, B. (2004). *Resiliency: What we have learned*. San Francisco, CA: WestEd.

Groundwater-Smith, S. (2006) Chapter 8 in *Teaching: challenges and dilemmas*. South Melbourne, Victoria, Thomson.

Marsh, C. (2000). Chapter 12 in *Handbook for beginning teachers*. Australia, Pearson Education.

**CASE STUDY** Thomas

**DIMENSION** Create caring, supportive environments that promote learning and wellbeing

**THEME** Safe and Supportive Environments  
Resilience and Wellbeing

**OUTCOME** To evaluate the qualities of good teacher practice and make links to the teaching standards in various states and territories and to look for the relevance of these standards to social and emotional wellbeing.

**FORMAT** Reflection/Written Response

Although there are many different types of people who become teachers, there are qualities and social skills that make some teachers more effective than others.

Individually, make a list of these qualities and skills. After 10 minutes, share your list with another person and discuss the similarities and differences. Then, share the findings with the whole group with your lecturer as facilitator.

Once you have completed this discussion, examine the professional standards from your home state and one other state or territory. Unpack the standards, looking for the very elements you have just discussed.

- What commonalities do you see?
- How closely is this related to teacher ethics?
- Could there be areas of moral, ethical and personal conflict when undertaking all that is expected of a teacher? How might these be resolved?
- How well do the standards reflect a focus on students' social and emotional wellbeing?

## RESOURCES

Groundwater-Smith, S. (2006). Chapter 11 in *Teaching: challenges and dilemmas*. South Melbourne, Victoria, Thomson.

Hunter Institute of Mental Health (2007). *Social and emotional wellbeing*. Key concepts document from Response Ability Resources for Teacher Education: Early Childhood and Primary (CD-ROM). Canberra: Department of Health and Ageing.

Marsh, C. (2000). Chapter 22 in *Handbook for beginning teachers*. Australia, Pearson Education.

The Institute of Teachers (or equivalent) websites in each state or territory have Teaching Standards Tables:

ACT: <http://www.det.act.gov.au/services/pdf/TeacherRegistration.pdf>

NT: [http://www.trb.nt.gov.au/professional\\_standards/doc/graduate\\_standards2007.pdf](http://www.trb.nt.gov.au/professional_standards/doc/graduate_standards2007.pdf)

SA: <http://www.trb.sa.edu.au/pdf/draft%20PTS%20ENTRY.pdf>

QLD: <http://www.qct.edu.au/>

VIC: [http://www.vit.vic.edu.au/content.asp?Document\\_ID=1](http://www.vit.vic.edu.au/content.asp?Document_ID=1)

WA: <http://www.wacot.wa.edu.au/index.html>

TAS: <http://www.trb.tas.gov.au/>

NSW: <http://www.nswteachers.nsw.edu.au>

**CASE STUDY** Thomas

**DIMENSION** Create caring, supportive environments that promote learning and wellbeing

**THEME** Safe and Supportive Environments

**OUTCOME** To design an ideal classroom that physically addresses the three environmental protective factors of Caring Relationships, High Expectations and Opportunities to Participate and Contribute.

**FORMAT** Case Study Response – Verbal/Written

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In the film we saw Thomas and his class in two environments: one in the school library and the other outside in the grassed area of the playground. Schools have various learning spaces. Some schools are purpose built whereas others are created within existing spaces that sometimes were never intended as schools.

Working in small groups or as individuals, and using the three environmental protective factors of:

Caring Relationships,  
High Expectations and  
Opportunities to Participate and Contribute (Benard 2004).

Design your ideal school, physically. Before you do so, create an imaginary population and physical place so that the class can easily see the correlation you make between the nature of the people and their environment when you present your ideal school to them.

Draw a plan, create a set of slides, photographs or drawings, or make a list of components of the school. Choose whichever format suits your learning style.

Ensure that the physical components of the design address the three environmental protective factors. For example: To help you do this you might like to visualise how a school might visually appear if it fosters caring relationships, eg:

Would it be welcoming? How?  
Would it be inclusive? How?  
Where would the Principal's Office be?  
How easy would the administration centre be found if you were a visitor?  
What would the signage be like? Is it language appropriate for the population?  
Where would shared spaces be positioned?  
Has there been any consideration made to the school's relationship to the environment?

When you have created your ideal school, present it to the whole class.  
Discuss the importance (or not) of the physical environment.  
What have you learned from this exercise?

## RESOURCES

Benard, B. (2004). Chapter 4 in *Resiliency: what we have learned*. San Francisco: WestEd.

Greenman, J. (2005) *Caring Spaces, learning places children's environments that work*. Redmond WA, Exchange Press, Inc.

McGrath, H., & Francey, S. (2003). *Friendly kids, friendly classrooms*. South Melbourne, VIC: Pearson. Education.

**CASE STUDY** Thomas

**DIMENSION** Create caring, supportive environments that promote learning and wellbeing

**THEME** Resilience and Wellbeing  
Cultural Diversity

**OUTCOME** To define the concept of respect and its practical manifestation in a classroom environment and to recognise the importance of this in relation to social and emotional wellbeing.

**FORMAT** List/Compare

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*Children have never ever been very good at listening to their elders,  
but they have never failed to imitate them.*  
James Baldwin

*Keep in mind that respect is not the same as obedience. Children might obey because they are afraid.  
If they respect you, they will obey because they know you want what's best for them.*  
Steve McChesney

As a whole group, you are going to consider the concept of RESPECT. One person will act as facilitator and collate the responses on a whiteboard. Your aim is to decide upon some definition of the term. Once you have decided what respect is, think about what it looks like in a classroom.

- What diversities might you experience or observe in a classroom?
- How do children learn about respect?
- How do they show respect for each other and themselves?
- How relevant is this in relation to classroom climate?
- How do you know that respect is inherent in a classroom that you have visited?
- What class rules relate to respect?
- If respect were missing in a school, what would you see happening?
- How does the fostering of a culture of respect enhance social and emotional wellbeing?

In small groups, for 15 minutes devise ideas for the classroom that foster respect. This could also include the use of children's literature or film that is relevant to use as a trigger. Try to be original! Appoint a presenter from each group to share your ideas with the whole class.

Remember that children learn best when they make connections to their world so the ideas or activities need to be relevant, meaningful and age appropriate.

## RESOURCES

Benard, B. (2004). Chapter 6 in *Resiliency: what we have learned*. San Francisco: WestEd.

Igoa, C., (1995) *The inner world of the immigrant child*. New York, St Martin's Press, Inc.

McIlroy, F. (2003). *The cultural dictionary of people from culturally and linguistically diverse backgrounds*. Canberra, ACT: Migrant Resource Centre Canberra and Region Inc. Retrieved December 6, 2007, from:  
[http://www.dhcs.act.gov.au/\\_data/assets/word\\_doc/0003/5286/Cultural\\_Dictionary.doc](http://www.dhcs.act.gov.au/_data/assets/word_doc/0003/5286/Cultural_Dictionary.doc)

The website of CASEL (Collaborative for Academic Social and Emotional Learning):  
<http://www.casel.org/basics/climate.php>

**CASE STUDY** Thomas

**DIMENSION** Help children and young people to develop social skills and learn to manage their emotions

**THEME** Behaviour Management  
Social and Emotional Learning

**OUTCOME** To design and trial activities for upper primary students in teaching children about anger management and to make the connection between this and social and emotional wellbeing.

**FORMAT** Role Play/ Group Discussion

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In the film anger management is obviously an issue for Thomas and it is inferred that his parents don't really model the most positive behaviour for him to mirror. There are children like Thomas in most classes and, as teachers, you will probably be called upon to manage these sorts of outbursts and behaviours throughout your career.

Design a short but interesting hands-on activity for this age group that would help the students to learn how to manage anger. Bring the activity to class and be prepared to trial the activity on your peers. Make sure that you are fully prepared with all the resources you need. Keep the activity simple.

It might help to plan the activity in a simple lesson outline format using headings such as: aim, outcomes, strategies, content, resources, assessment and evaluation.

After you present the activity, discuss its success and suitability for the intended age group. You will also be asked to justify why activities such as these are important to the social and emotional wellbeing of children and teachers.

## RESOURCES

Barnes, R. (2006). Chapter 8 in *The practical guide to primary classroom management*. London: SAGE Publications.

Bellhouse, B., Fuller, A., Johnston, G., & Taylor, N. (2003). *The heart masters for young people managing the difficult emotions*. Queenscliff, VIC: Inyahead Press.

Foreman, P. (2005). Chapter 6 in *Inclusion in action*. Melbourne, VIC: Thomson Nelson.

Groundwater-Smith, S. (2006). Chapter 8 in *Teaching: challenges and dilemmas*. South Melbourne, VIC: Thomson.

Hunter Institute of Mental Health (2007). *Social and emotional learning*. Key concepts document from Response Ability Resources for Teacher Education: Early Childhood and Primary (CD-ROM). Canberra: Department of Health and Ageing.

Marsh, C. (2000). Chapter 12 in *Handbook for beginning teachers*. Frenchs Forest, NSW: Pearson Education.

Pirola-Merlo, Siobhan (2003). Chapters 6, 7 & 9 in *Relationship management in the primary school classroom*. Frenchs Forest, NSW: Pearson Education.

Porter, Louise (2004). Chapters 11 – 19 in *Young children's behaviour practical approaches for caregivers and teachers*. Sydney, NSW: MacLennan & Petty.

**CASE STUDY** Thomas

**DIMENSION** Help children and young people to develop social skills and learn to manage their emotions

**THEME** Social and Emotional Learning  
Resilience and Wellbeing

**OUTCOME** To clarify the concept of social and emotional learning through practical activities that demonstrate what this is and help them to practise it in response to visual stimuli.

**FORMAT** Literature Review

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The skills and competencies of social and emotional learning according to CASEL (Collaborative for Academic Social and Emotional Learning) are:

**“Self-awareness**—accurately assessing one’s feelings, interests, values, and strengths; maintaining a well-grounded sense of self-confidence.

**Self-management**—regulating one’s emotions to handle stress, control impulses, and persevere in overcoming obstacles; setting and monitoring progress toward personal and academic goals; expressing emotions appropriately.

**Social awareness**—being able to take the perspective of and empathize with others; recognizing and appreciating individual and group similarities and differences; recognizing and using family, school, and community resources.

**Relationship skills**—establishing and maintaining healthy and rewarding relationships based on cooperation; resisting inappropriate social pressure; preventing, managing, and resolving interpersonal conflict; seeking help when needed.

**Responsible decision-making**—making decisions based on consideration of ethical standards, safety concerns, appropriate social norms, respect for others, and likely consequences of various actions; applying decision-making skills to academic and social situations; contributing to the well-being of one’s school and community. “

Read some of the references listed in the resources section below and use your findings to write three practical activities for use in an upper primary setting that might help young children to develop their skills in social and emotional learning. Choose three separate areas from the list above and write one activity for each.

Where possible, attempt to use visual stimuli such as photographs, picture books and film clips in your activities. Be prepared to demonstrate one of these activities to your class.

## RESOURCES

Berk, L. (2005). Chapters 10 & 13 in *Infants, children, and adolescents (5th ed.)*. Boston, Pearson Education Inc.

Hunter Institute of Mental Health (2007). *Social and emotional learning*. Key concepts document from Response Ability Resources for Teacher Education: Early Childhood and Primary (CD-ROM). Canberra: Department of Health and Ageing.

Pirola-Merlo, Siobhan (2003). Chapters 4 – 8 in *Relationship Management in the Primary School Classroom*. Frenchs Forest, NSW: Pearson Education.

The website of CASEL (Collaborative for Academic Social and Emotional Learning):  
<http://www.casel.org/basics/climate.php>

**CASE STUDY** Thomas

**DIMENSION** Help children and young people to develop social skills and learn to manage their emotions

**THEME** Social and Emotional Learning  
Resilience and Wellbeing

**OUTCOME** To unpack the major skills and competencies of social and emotional learning and translate them into practical classroom ideas.

**FORMAT** Reflection/Written Response

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The skills and competencies of social and emotional learning according to the Collaborative for Academic Social and Emotional Learning (CASEL) are:

**“Self-awareness**—accurately assessing one’s feelings, interests, values, and strengths; maintaining a well-grounded sense of self-confidence.

**Self-management**—regulating one’s emotions to handle stress, control impulses, and persevere in overcoming obstacles; setting and monitoring progress toward personal and academic goals; expressing emotions appropriately.

**Social awareness**—being able to take the perspective of and empathize with others; recognizing and appreciating individual and group similarities and differences; recognizing and using family, school, and community resources.

**Relationship skills**—establishing and maintaining healthy and rewarding relationships based on cooperation; resisting inappropriate social pressure; preventing, managing, and resolving interpersonal conflict; seeking help when needed.

**Responsible decision-making**—making decisions based on consideration of ethical standards, safety concerns, appropriate social norms, respect for others, and likely consequences of various actions; applying decision-making skills to academic and social situations; contributing to the well-being of one’s school and community. “

Divide your class into five groups. Each group is to take one of the five competencies listed above. Discuss the implications of this particular competency and try to imagine what a classroom would look like if this competency were being addressed and recognised. Then, make a list of the everyday things you could do in a primary school classroom that would help children to address that particular competency. Share your list with the class.

## RESOURCES

Barnes, R. (2006). Chapter 6 in *The practical guide to primary classroom management*. London: SAGE Publications.

Fuller, A., Bellhouse, B., & Johnston, G. (2001). *The heart masters middle to senior primary: A program for the promotion of emotional intelligence and resilience in the middle to senior years of primary schools*. Australia, Ridgeway.

**CASE STUDY** Thomas

**DIMENSION** Help children and young people to develop social skills and learn to manage their emotions

**THEME** Resilience and Wellbeing  
Social and Emotional Learning

**OUTCOME** To explore key social and emotional competencies for children, with a focus on conflict resolution.

**FORMAT** Case Study Response – Verbal/Written

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Problem solving and resolving conflicts are examples of several competencies recognised by CASEL (Collaborative for Academic Social and Emotional Learning). These competencies lie within the following areas:

**Self-awareness**  
**Self-management**  
**Social awareness**  
**Relationship skills**  
**Responsible decision-making**

In small groups, consider some of the typical everyday conflicts facing children of this age group. Once you have collected a list on butcher paper, highlight two that you think might be the most important or significant. As a group, design a solution in the form of a social competency skill for each conflict that you could offer children in a classroom situation. For example:

**Problem:** Thomas reports that another boy in the class constantly takes his pencils.

**Solution:** **Using negotiation skills:** With a negotiator (the teacher) the two boys could sit down and have a guided talk about the problem. Thomas explains that he doesn't like having his pencils taken. The other boy might have a reason for taking them (or he might deny doing so whereby the teacher will have to delve a little more). The discussion then reaches an agreement and the problem is then monitored by the teacher as time goes by.

As you complete each activity, ensure that you consider the social and emotional wellbeing of the children.

## RESOURCES

Berk, L. (2005). Chapters 10 & 13 in *Infants, children, and adolescents (5th ed.)*. Boston, Pearson Education Inc.

Hunter Institute of Mental Health (2007). *The GRIP framework*. Key concepts document from Response Ability Resources for Teacher Education: Early Childhood and Primary (CD-ROM). Canberra: Department of Health and Ageing.

Pirola-Merlo, Siobhan (2003). Chapter 7 in *Relationship management in the primary school classroom*. Frenchs Forest, NSW: Pearson Education.

Porter, Louise (2004). Chapters 8, 9 & 10 in *Young children's behaviour practical approaches for caregivers and teachers*. Sydney, NSW: MacLennan & Petty.

The website of CASEL (Collaborative for Academic Social and Emotional Learning):  
<http://www.casel.org/basics/climate.php>

**CASE STUDY** Thomas

**DIMENSION** Help children and young people to develop social skills and learn to manage their emotions

**THEME** Emotional and Behavioural Disorders  
Behaviour Management

**OUTCOME** To gain an understanding of the common externalising disorders and to find strategies that teachers can use in everyday classroom situations that help these students to manage their behaviour, promoting social and emotional wellbeing.

**FORMAT** List/Compare/Mind Map

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For this activity you will need to spend some time reading and exploring the resources on externalising disorders. You will also need butcher paper and pens.

What are the main externalising disorders? They are outlined in the Kay-Lambkin (2007) article listed below as well as in the fact sheets on Behavioural Disorders and Attention Deficit Disorders on the ResponseAbility website.

Create a list of those major disorders and under each disorder list its characteristics.

Outline any practical, simple, everyday strategies that teachers could adopt to help not only the child with a disorder but also the other members of the class who are affected by this child's behaviour.

Make sure that you justify your strategies by relating them to the development and maintenance of social and emotional wellbeing, keeping in mind the three environmental protective factors of:

- Caring Relationships,
- High Expectations and
- Opportunities to Participate and Contribute (Benard, 2004).

As well as this, consider the five areas of social and emotional competencies identified by the CASEL (Collaborative for Academic Social and Emotional Learning) network:

- Self-awareness
- Self-management
- Social awareness
- Relationship skills
- Responsible decision-making

When you have completed the lists, be prepared to share some of your responses with the whole group.

## RESOURCES

Benard, B. (2004). Chapter 4 in *Resiliency: what we have learned*. San Francisco: WestEd.

Kay-Lambkin, F., Kemp, E., Stafford, K., & Hazell, T. (2007). Mental health promotion in early childhood and primary school settings. *Journal of Student Wellbeing*, 1, 31-56.

Porter, L. (1999). *Young children's behaviour: Practical approaches for caregivers and teachers*. Sydney, NSW: MacLennan & Petty.

An Australian site relating to externalising behaviours – definitions, causes, treatments etc. produced by neurological and other medical professionals: <http://www.adhd.com.au/conduct.html>

**CASE STUDY** Thomas

**DIMENSION** Identify children, young people and families in need of extra support

**THEME** Students with Additional Needs  
Aboriginal and Torres Strait Islander Wellbeing  
Refugee Wellbeing

**OUTCOME** To identify the diversity that can exist in a primary school setting and acknowledge children who might need extra support, making links between this and the social and emotional wellbeing of all stakeholders.

**FORMAT** Role Play/Group Discussion

This is an empathy role play task. You will need to research the role assigned as well as the risk and protective factors that might relate to this story. Present your findings to the whole class in the form of a "My name is and this is my story.....". Ensure that your story demonstrates a balance of both the risk and protective factors for your focus child. For example your presentation might be:

*My name is Marni and I am an African immigrant. I am not a refugee. My adoptive parents brought me over from Africa when I was a baby. We do not know my actual age because there was no birth record registered for me in my home country. I am small in height for my age but my other physical features are quite highly developed and I have been menstruating heavily for two years now even though I am only in Year 5. I am very self conscious of my skin colour and people ask me all the time where I came from and it annoys me. My adoptive family are very supportive and there are three other siblings in the family who are African and we celebrate our culture openly..... and so on.*

After you present your stories you will also be expected to hold a group discussion relating to the diversity found in classrooms. Consider the extra support you might need to access as the teacher of these children to cater for their diverse needs and help develop their social and emotional wellbeing.

## RESOURCES

Berk, L. (2005). *Infants, Children, and adolescents (5th ed.)*. Boston, Pearson Education Inc.

Groome, H. (1995). *Working purposefully with Aboriginal students*. Australia, Social Science Press.

Heitmeyer, D. (2001). The issue is not black and white: aboriginality and education. In J. Allen (Ed.), *Sociology of Education Possibilities and Practices* (pp.211- 232). Katoomba: Social Science Press.

Hunter Institute of Mental Health (2007). *Risk and protective factors*. Key concepts document from Response Ability Resources for Teacher Education: Early Childhood and Primary (CD-ROM). Canberra: Department of Health and Ageing.

McIlroy, F. (2003). *The cultural dictionary of people from culturally and linguistically diverse backgrounds*. Canberra, ACT: Migrant Resource Centre Canberra and Region Inc. Retrieved December 6, 2007, from: [http://www.dhcs.act.gov.au/\\_data/assets/word\\_doc/0003/5286/Cultural\\_Dictionary.doc](http://www.dhcs.act.gov.au/_data/assets/word_doc/0003/5286/Cultural_Dictionary.doc)

This website Service For the Treatment of Torture and Trauma Survivors offers a variety of material: [www.startts.org](http://www.startts.org)

**CASE STUDY** Thomas

**DIMENSION** Identify children, young people and families in need of extra support

**THEME** Child Protection  
Working with Parents and Families

**OUTCOME** To develop an understanding of the potential impact of child abuse and domestic violence on children's wellbeing.

**FORMAT** Research/Literature Review

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Imagine that you were Mr McKinley in the film and you witnessed the conflict in the car between Thomas's parents. Their exchange was emotional and verbal.

Read some of the resources on the various types of child abuse and domestic violence and draw some conclusions in regards to the impact of this on children's social and emotional wellbeing and learning.

Write an extended response (essay) in which you:

- define child abuse in its various forms, including domestic violence - explain the impact these forms of abuse might have on a child's social and emotional wellbeing and, consequently, his/her learning, both in the classroom and at home.

## RESOURCES

Hunter Institute of Mental Health (2007). *Social and emotional wellbeing*. Key concepts document from Response Ability Resources for Teacher Education: Early Childhood and Primary (CD-ROM). Canberra: Department of Health and Ageing.

Hunter Institute of Mental Health (2007). *Risk and protective factors*. Key concepts document from Response Ability Resources for Teacher Education: Early Childhood and Primary (CD-ROM). Canberra: Department of Health and Ageing.

General information on child protection can be found at this NSW website. Other states will have similar sites:

[http://www.community.nsw.gov.au/DOCS/STANDARD/PC\\_100964.html](http://www.community.nsw.gov.au/DOCS/STANDARD/PC_100964.html)

The fact sheet on Child Abuse and Mental Health from the ResponseAbility website:

[www.responsibility.org](http://www.responsibility.org)

**CASE STUDY** Thomas

**DIMENSION** Identify children, young people and families in need of extra support

**THEME** Aboriginal and Torres Strait Islander Wellbeing

**OUTCOME** To appreciate how culture relates to social and emotional wellbeing using Aboriginal and Torres Strait Islander culture as an example.

**FORMAT** Reflection/Written Response

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If you teach in Australia, it is likely that some of your students and colleagues will come from an Aboriginal or Torres Strait Islander background so it is important that, as a potential educator, you gain some understanding of their perspective. Read extensively the material available in the resources listed below.

Write an extended response (essay) that explores the needs and perspectives of Aboriginal and Torres Strait Islander children and their families. In your answer you should consider:

- Aboriginal perspectives and definitions of wellbeing
- the risk and protective factors impacting on social and emotional wellbeing
- issues of culture and diversity and school inclusion
- culturally sensitive approaches to working with Aboriginal or Torres Strait Islander communities.

## RESOURCES

Groome, H. (1995). *Working Purposefully with Aboriginal Students*. Australia, Social Science Press.

Heitmeyer, D. (2001). The Issue is not Black and White: Aboriginality and Education. In J. Allen (Ed.), *Sociology of Education Possibilities and Practices* (pp.211- 232). Katoomba: Social Science Press.

Telethon Institute for Child Health Research. (2005). Western Australian Aboriginal Child Health Survey: *The Social and Emotional Wellbeing of Aboriginal Children and Young People* (Summary Booklet), p. 28. Retrieved November 1, 2007 from: [http://www.ichr.uwa.edu.au/files/user17/Volume2\\_SummaryBooklet.pdf](http://www.ichr.uwa.edu.au/files/user17/Volume2_SummaryBooklet.pdf).

The website of the Secretariat of the National Aboriginal and Islander Childcare (SNAICC):  
<http://www.snaicc.asn.au>

A site dedicated to improving outcomes for indigenous students has many useful resources and requires you to register:

<http://www.whatworks.edu.au/>

This is an abundance of material including a comprehensive checklist that schools can use to indicate the success of the education program in a school in including Aboriginal perspectives on this website:

<http://www.daretolead.edu.au>

This checklist for Aboriginal inclusivity in school programs has been produced by the South Australian Department of Education and Children's Services:

[http://www.decs.sa.gov.au/flinders/files/links/Indicators\\_of\\_a\\_successful.doc](http://www.decs.sa.gov.au/flinders/files/links/Indicators_of_a_successful.doc)

The fact sheet on Indigenous Australians: Social and Emotional Wellbeing from the Response Ability website:

[www.responseability.org](http://www.responseability.org)

**CASE STUDY** Thomas

**DIMENSION** Identify children, young people and families in need of extra support

**THEME** Behaviour Management  
Risk and Protective Factors

**OUTCOME** To apply the skill of observation to the film and assess the importance of observation in teaching, in regard to social and emotional wellbeing.

**FORMAT** Case Study Response – Written

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Observation is a very powerful tool that teachers learn to adopt on a daily basis. In fact, much of what teachers do all day is based on observation. Several observations can be made in the film.

Watch the film two or three times. Each time, take notes making any observations of the characters (major or minor), any situations, and any relationships. You might like to focus on the key people in the film:

- Thomas
- Mr McKinley
- The Principal
- Thomas's parents
- Leo
- Miles.

What risk and protective factors do you see in the film?

What does their behaviour and language suggest about their wellbeing, resilience and relationships?

Do you agree with Mr McKinley's approach and responses in the film? Is there anything he could have done differently?

Do you think the Principal was very supportive of him as an early career teacher?

Using your notes as a guide, write a response to the film that outlines your observations and comment on what these observations might indicate as well as how useful this exercise is in identifying the needs of children, families and teachers. Focus on the social and emotional wellbeing of children.

This is a good group exercise. Observations can be shared, generating a deeper understanding.

## RESOURCES

Groundwater-Smith, S. (2006) Chapters 4 & 10 in *Teaching: challenges and dilemmas*. South Melbourne, VIC: Thomson.

Hunter Institute of Mental Health (2007). *Risk and protective factors*. Key concepts document from Response Ability Resources for Teacher Education: Early Childhood and Primary (CD-ROM). Canberra: Department of Health and Ageing.

Porter, Louise. (2004) Chapter 5 in *Young children's behaviour practical approaches for caregivers and teachers*. Sydney, NSW: MacLennan & Petty.

This website has a simple tool to use when observing children:

[http://www.bankstreet.edu/upk/observing\\_recording.html](http://www.bankstreet.edu/upk/observing_recording.html)

**CASE STUDY** Thomas

**DIMENSION** Identify children, young people and families in need of extra support

**THEME** Risk and Protective Factors  
Child Protection  
Parents with Mental Illness

**OUTCOME** To explore some of the problems that children can be experiencing at home and propose solutions that might also address their social and emotional wellbeing.

**FORMAT** List/Compare/Mind Map

---

You are Thomas's teacher and through the soccer season you get to know him much better as his coach as well as his classroom teacher. As a result of the relationship you build with him, he discloses to you that the reason his mum becomes so aggressive is that she is depressed and drinks a lot of alcohol.

In small groups, create a mind map of Mum's problem (which can hypothetically be alcohol abuse, drug abuse, mental illness and so on) and explore the following:

- How can you be sure that the problem is what the child says?
- What indicators did Thomas display that made you suspect there was a problem at home?
- Were there any other indicative signs you have noticed with other members of the family?
- At what point does your concern as a teacher make a situation reportable and to whom do you report?
- What particular needs might children have if a parent is experiencing a mental illness?

## RESOURCES

Cowling, V. (2004). *Children of Parents with a Mental Illness 2: Personal and clinical perspectives*. Melbourne: ACER Press.

Hunter Institute of Mental Health (2007). *Risk and protective factors*. Key concepts document from Response Ability Resources for Teacher Education: Early Childhood and Primary (CD-ROM). Canberra: Department of Health and Ageing.

Hunter Institute of Mental Health (2007). *Social and emotional wellbeing*. Key concepts document from Response Ability Resources for Teacher Education: Early Childhood and Primary (CD-ROM). Canberra: Department of Health and Ageing.

This National resource is very useful:

<http://www.childabuseprevention.com.au/>

The Rural Health Education Foundation has resources including a film on Child Abuse and Neglect at:

<http://www.rhef.com.au/programs/615/615.html>

The website for Children of Parents with a Mental Illness: <http://www.copmi.net.au/>

**CASE STUDY** Thomas

**DIMENSION** Link children, young people and families with information and support services

**THEME** Working with Parents and Families  
Staff Wellbeing

**OUTCOME** To develop the confidence of student teachers in dealing with parents in difficult situations through a role play and see how this can contribute to their social and emotional wellbeing.

**FORMAT** Group Discussion

---

In the film, we witness Thomas's parents arguing in the car before school and, when they meet with Mr McKinley, they admit to having some difficulties at home.

Dealing with parents can be a daunting experience especially when you are a novice teacher, inexperienced or nervous (all three in the case of Mr McKinley) and, if the parents are emotional and abusive.

This is a role play activity in which you will practise dealing with parents in difficult situations. Work in groups of three with one of you being the teacher and the other two the parents. Think up any scenario where the parents have come in to the school and are agitated. Have a discussion with them about the issue and their child. Some tips:

- be a good listener
- provide unconditional regard to both parents
- ask if they mind if you take notes
- show empathy and understanding by paraphrasing their problem back to them (otherwise known as active listening)
- give both parents equal time
- model calm and quiet speech
- avoid allowing the parents to blame others
- where necessary, bring the subject back to the child and the issues
- bring the conversation to a close by suggesting some action on behalf of them or you or the school.

As a further point for discussion, you might like to consider the fact that in the film the Principal leaves the parent interview up to the early career teacher, providing him with little support. How do you think this would impact on his wellbeing? What could he have done about this?

## RESOURCES

Marsh, C. (2000). *Handbook for beginning teachers*. Frenchs Forest, NSW: Pearson Education.

Hunter Institute of Mental Health (2007). *Resilience*. Key concepts document from Response Ability Resources for Teacher Education: Early Childhood and Primary (CD-ROM). Canberra: Department of Health and Ageing.

Pirola-Merlo, S. (2003). *Relationship management in the primary school classroom: Strategies in the Legal and Social Context*. Australia, Frenchs Forest, NSW Pearson Education.

This website offers advice for facilitators when talking to people in difficult situations. The skills presented can be transferred to a scenario of dealing with difficult parents.

<http://www.ruralhealth.utas.edu.au/padv-package/guidelines.html>

|                   |   |
|-------------------|---|
| <b>CASE STUDY</b> | Thomas  |
| <b>DIMENSION</b>  | Link children, young people and families with information and support services                          |
| <b>THEME</b>      | Refugee Wellbeing   |
| <b>OUTCOME</b>    | To develop an appreciation of the needs of refugee children who have experienced trauma grief and loss. |
| <b>FORMAT</b>     | Research  |

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Most Australian schools have diverse student populations and, in the last few decades, this has included refugees from a large variety of countries around the world. Thomas's school is no exception and the staff want to know more about supporting those families.

#### PART ONE:

Have a look at the website [www.startts.org.au](http://www.startts.org.au), as well as any others you might find, (there are many links from this site alone) and try to formulate a picture of the sorts of experiences that refugee children or their parents might have witnessed or lived through. Bring one of these anecdotes to class to share with the class to give your peers a perspective of the range of stories that are possible in one group of children.

Once you have shared the stories and gained a broader picture of the types of experiences, especially in grief and loss, complete the next part of the exercise.

#### PART TWO:

Using your story as an example, choose a state or territory and find out the support networks available in that region of Australia for child refugees and their families. Make a list of those services.

To make this list of resources available, bank them in the one computer file on a shared drive at your institution, or print off a set for each person. Alternatively, have students create a database file as part of an computer competency.

## RESOURCES

McIlroy, F. (2003). *The cultural dictionary of people from culturally and linguistically diverse backgrounds*. Canberra, ACT: Migrant Resource Centre Canberra and Region Inc. Retrieved December 6, 2007, from: [http://www.dhcs.act.gov.au/\\_data/assets/word\\_doc/0003/5286/Cultural\\_Dictionary.doc](http://www.dhcs.act.gov.au/_data/assets/word_doc/0003/5286/Cultural_Dictionary.doc)

NSW Department of Community Services (2007). *Risk, Protection and resilience in children and Families*. Retrieved December 6, 2007 from DOCS website: [http://www.community.nsw.gov.au/docswr/\\_assets/main/documents/researchnotes\\_resilience.pdf](http://www.community.nsw.gov.au/docswr/_assets/main/documents/researchnotes_resilience.pdf)

Victorian Foundation for Survivors of Torture. (2004). *School's in for Refugees*. Brunswick, VIC: Victorian Foundation for Survivors of Torture Inc.

This website Service For the Treatment of Torture and Trauma Survivors offers a variety of material: [www.startts.org](http://www.startts.org)

This website of the Public Education Voice has a number of newsletter articles that relate to Values Education and Inclusivity: <http://www.acsso.org.au/pev.htm>

**CASE STUDY** Thomas

**DIMENSION** Link children, young people and families with information and support services

**THEME** Staff Wellbeing

**OUTCOME** To develop a list of the support networks available for young teachers' wellbeing, professional development as educators, classroom managers and communicators.

**FORMAT** Reflection/Written Response

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***Teaching and learning are journeys not destinations.***  
**Anon**

As a young, inexperienced teacher, Mr McKinley is still developing his skills in and out of the classroom. He also has the added problem of having to interview two parents in a difficult situation. His Principal offers him genuine support but he conducts the interview with the parents without direct support. This can be a daunting experience for young teachers.

Using the internet and both personal and other resources you might find in schools when you complete your practicum, find out what support is available for early career teachers. Make a comprehensive list (this could be in table format) of the supports available and the services they offer. If possible, interview one or two teachers who have been practising for 3 – 5 years and ask them about early career support. You might like to include the following in your searches:

- Staff Induction Programs
- The Education Department in your state
- Teaching Associations such as the Catholic and Independent schools associations
- Teaching Unions
- Teaching Institutes
- Local health department networks
- Counselling services
- Collegial support
- Literature such as manuals and tip sheets
- Internet and helplines
- Employee assistance programs
- Access to professional development programs.

Some further questions for discussion might be:

Could Mr McKinley and/or his Principal have handled the situation differently?

How might Mr McKinley have sought more support for himself before the parent discussion?

## RESOURCES

Hunter Institute of Mental Health. (2007) *Children and young people's wellbeing: An educator's guide*. Canberra: Department of Health and Ageing. Retrieved November 1, 2007, from: [www.responseability.org](http://www.responseability.org)

Marsh, C. (2000). Chapter 16 in *Handbook for beginning teachers*. Frenchs Forest, NSW: Pearson Education.

Pirola-Merlo, Siobhan (2003). *Relationship management in the primary school classroom*. Frenchs Forest, NSW: Pearson Education.

**CASE STUDY** Thomas

**DIMENSION** Link children, young people and families with information and support services

**THEME** Bullying and Harassment  
Working with Parents and Families

**OUTCOME** To develop an understanding of the importance of school policy and its relationship to social and emotional wellbeing through the demonstration of a sample school bullying policy to a parent group.

**FORMAT** Case Study Response – Verbal/Written

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Schools usually have big picture policies and procedures to deal with bullying. These policies are very important in philosophically underpinning the workings of the school.

Seek out a typical school policy (available from most state education department internet sites or contact a local school, perhaps on one of your school internships.)

Imagine you are Thomas's teacher – Mr McKinley. The Principal has asked you to deliver a presentation to the next parents' meeting. The topic is – 'Unpacking the School Bullying Policy' – and how you can help at home.

It is a fact that working with parents is an important element in the school – student – parent relationship triangle. Often this comes in the form of disseminating information so that the parents have a deeper understanding of where the school is coming from in regards to policies.

With a partner, prepare either a PowerPoint presentation, a talk or an information brochure as your presentation.

Your presentation should include a focus on the impact of bullying on social and emotional wellbeing as well as an analysis of the policy.

## RESOURCES

Marsh, C. (2000). Chapter 16 in *Handbook for beginning teachers*. Frenchs Forest, NSW: Pearson Education.

Pirola-Merlo, Siobhan (2003). Chapters 8 & 10 in *Relationship management in the primary school classroom*. Frenchs Forest, NSW: Pearson Education.

Rigby, K. (2003). Consequences of bullying in schools. *Canadian Journal of Psychiatry*, 48(9): 583-590.

Education Department websites in each state or territory.

Websites for Independent and Catholic Schools' Associations.

Individual schools.

The national website:

[www.bullyingnoway.com.au](http://www.bullyingnoway.com.au)

The MindMatters website has an abundance of information on bullying and harassment:

[www.curriculum.edu.au/mindmatters](http://www.curriculum.edu.au/mindmatters)

A fact sheet about bullying can be found at:

<http://www.community.nsw.gov.au/documents/parbully.pdf>

**CASE STUDY** Thomas

**DIMENSION** Link children, young people and families with information and support services

**THEME** Emotional and Behavioural Disorders  
Referral Pathways

**OUTCOME** To outline the range of agencies and services available to a child and family in need of support for a behavioural problem such as or similar to Thomas's, so that as a family they can develop their social and emotional wellbeing.

**FORMAT** List/Compare/Create Table

Work either individually or in small groups of three or four for this exercise. Assume that instead of improving, Thomas's behaviour escalates and worsens over a school term. Choose any hypothetical town in Australia and, using the internet or any other resources you can access, make a table with three columns. On the left side list the services with which you could connect Thomas or his parents. In the second column, using bullet points, list the specific services offered by that organisation or individual. In the third column, list how a family might access the service, its availability, and the cost, if any. See the example below.

| Professional or Community Support person, network, organisation or group | Specific service available   | How people access the service and cost  |
|--|--|---|
| Child Psychiatrist   | <ul style="list-style-type: none"> <li>• Able to assess Thomas for ADHD</li> <li>• Able to prescribe medication as part of Thomas's management plan</li> </ul>                           | <ul style="list-style-type: none"> <li>• Needs a referral from a GP</li> <li>• Available through the public health service</li> </ul>   |
| Child Psychologist   | <ul style="list-style-type: none"> <li>• Able to talk with Thomas and his parents about some behaviour modification strategies to help the family deal with anger management.</li> </ul> | <ul style="list-style-type: none"> <li>• Usually needs no referral although sometimes requires one from a GP</li> <li>• Available through the public and private health systems.</li> </ul> |
|  |  |   |
|  |  |   |

- What services does each of these supports offer the family? Are there costs involved?
- How realistically accessible are they ie are there likely to be waiting lists?
- As Thomas's teacher how would you approach linking the family with this help?
- What help could you as a young teacher obtain with the last question?
- What would you do if they family needs convincing or is reluctant to follow your advice?
- What would you do if the family does not have English as their first language?
- How do these support networks address and help their social and emotional needs?

## RESOURCES

Foreman P, (Ed.) (2005). *Inclusion in action*. Australia, Nelson.

Marsh, C. (2000). *Handbook for beginning teachers*. Melbourne, VIC: Pearson Education.

Porter, Louise (1999). *Young children's behaviour practical approaches for caregivers and teachers* Sydney, NSW: MacLennan & Petty.

Local government websites.

**CASE STUDY** Thomas

**DIMENSION** Develop broader organisational, school and community strategies that promote wellbeing

**THEME** Resilience and Wellbeing  
Staff Wellbeing  
Whole School Approach

**OUTCOME** To develop an understanding of a whole school approach to social and emotional wellbeing.

**FORMAT** Group Discussion

---

Work in groups of five or six. As a group you are to consider the concept of School Community.

Who are the major participants in that community?

For each 'participant' of the community ask yourselves:

- Who are the key members of a school community?
- What are the key areas of work and activity in a school?
- What is a 'Whole School' approach?
- What would you see, hear and feel in a school that has a whole school approach to social and emotional wellbeing?

Once you have established these key people in the school community ask yourselves the following questions and make a list of your responses:

- What part does this person play in the social and emotional wellbeing of students?
- How does this person help students to build resilience?
- Are there some people who promote this more than others? Why?

## RESOURCES

Berk, L. (2005). *Infants, children, and adolescents. (5th ed.)*. Boston: Pearson Education Inc.

Connors, N (2000). *If you don't feed the teachers they eat the students: guide to success for administrators and students*. Cheltenham, VIC: Hawker Brownlow.

Hunter Institute of Mental Health (2007). *Social and emotional wellbeing*. Key concepts document from Response Ability Resources for Teacher Education: Early Childhood and Primary (CD-ROM). Canberra: Department of Health and Ageing.

Hunter Institute of Mental Health (2007). *Whole School Approach*. Key concepts document from Response Ability Resources for Teacher Education: Early Childhood and Primary (CD-ROM). Canberra: Department of Health and Ageing.

Pirola-Merlo, Siobhan (2003). *Relationship management in the primary school classroom*. Frenchs Forest, NSW: Pearson Education.

**CASE STUDY** Thomas

**DIMENSION** Develop broader organisational, school and community strategies that promote wellbeing

**THEME** Parents with Mental Illness  
Staff Wellbeing

**OUTCOME** To develop an understanding of a range of common mental illnesses and the risk and protective factors surrounding those and to consider what sort of safety networks exist in, or can be developed in communities to help children of parents who have a mental illness.

**FORMAT** Research/Literature Review

---

Throughout Australian society one in five people experience mental health problems and mental illness in their lifetime. These people include children, parents, and school staff.

Read the fact sheets from the ResponseAbility website on mental illnesses to gain a basic understanding of the most common illnesses.

Consider how communities could help students and families in need of support when one or more family members has a mental illness. In particular, explain what schools can do to help support families where parents have a mental illness.

Often children who are carers of a parent with a mental illness (COPMI) take over the adult role and look after household matters normally left to adults such as finances, housework, cooking, shopping and looking after siblings. This has an impact on a child's behaviour and social and emotional wellbeing at school.

There are also support networks and organisations set up in communities to help these children. It is your task to find out the nature of these supports and suggest how this might be improved. Write an extended response and cite at least three resources.

An extension or alternative task:

Mental health problems and illness can also occur in school staff. How can schools promote staff wellbeing and support?

## RESOURCES

Hunter Institute of Mental Health. (2007) *Children and young people's wellbeing: An educator's guide*. Canberra: Department of Health and Ageing. Retrieved November 1, 2007, from: [www.responseability.org](http://www.responseability.org)

Hunter Institute of Mental Health (2007). *Mental health and mental illness*. Key concepts document from Response Ability Resources for Teacher Education: Early Childhood and Primary (CD-ROM). Canberra: Department of Health and Ageing.

Hunter Institute of Mental Health (2007). *Risk and protective factors*. Key concepts document from Response Ability Resources for Teacher Education: Early Childhood and Primary (CD-ROM). Canberra: Department of Health and Ageing.

This Australian website offers a great deal of material to support Children of Parents with A Mental Illness (COPMI):

<http://www.copmi.net.au/>

The fact sheets on Risk and Resilience and the Mental health Information section from the ResponseAbility website:

[www.responseability.org](http://www.responseability.org)

**CASE STUDY** Thomas

**DIMENSION** Develop broader organisational, school and community strategies that promote wellbeing

**THEME** Resilience and Wellbeing  
Whole School/Centre Approach

**OUTCOME** To develop an awareness of the rationale behind having school policies and debate the need for and importance of school policy particularly in relation to social and emotional wellbeing issues.

**FORMAT** Reflection/Written Response

---

A policy is a plan or course of action, intended to influence and determine decisions, actions, and other matters in a school and normally underpins the common philosophy of the school and/or the larger organisation (such as a state education department). All schools and in fact most large organisations have policies. Often these are produced at a state or organisational level (eg A Catholic Education Diocese) and adapted by schools to suit the specific school community and population.

This exercise is aimed at making you more aware of the existence and importance of policies and explores the reasons why they are necessary. This activity can be carried out in one of two ways:

1. Write and deliver a speech in the form of an Exposition that argues either for or against one of the following debating topics:

OR

2. Form teams and argue one or more of the following topics in a formal debate.

#### TOPICS

*Staff wellbeing cannot succeed if there is no relevant school policy.*

*Policies are not important. It's what goes on in the classroom that counts.*

*Wellbeing becomes paramount when it is reflected in policy.*

*Having a good policy is one thing but implementing it is another.*

#### RESOURCES

Benard, B. (2004). *Resiliency: What we have learned*. San Francisco, CA: WestEd.

Connors, N (2000). *If you don't feed the teachers they eat the students: guide to success for administrators and students* Cheltenham, VIC: Hawker Brownlow.

Hunter Institute of Mental Health (2007). *Resilience*. Key concepts document from Response Ability Resources for Teacher Education: Early Childhood and Primary (CD-ROM). Canberra: Department of Health and Ageing.

Hunter Institute of Mental Health (2007). *Whole School Approach*. Key concepts document from Response Ability Resources for Teacher Education: Early Childhood and Primary (CD-ROM). Canberra: Department of Health and Ageing.

Marsh, C. (2000). *Handbook for beginning teachers*. Frenchs Forest, NSW: Pearson Education.

**CASE STUDY** Thomas

**DIMENSION** Develop broader organisational, school and community strategies that promote wellbeing

**THEME** Safe and Supportive Environments

**OUTCOME** For students to recognise the reason for and importance of procedures and protocols in the running of a school and how this is closely related to the promotion of wellbeing and resilience.

**FORMAT** Case Study Response – Written

---

In the film it is inferred that the school has a procedure for when a child leaves a classroom unsupervised. We can assume this when Thomas storms out of the library and Mr McKinley sends Miles after him to make sure Thomas is safe.

***When a school embraces sound routines and procedures the safety and security of both the students and the teachers is guaranteed and this has a positive effect on the wellbeing of all concerned.***

In an extended written response discuss this statement and explain how the establishment of routines and procedures relates to the promotion of wellbeing of students and teachers.

## RESOURCES

Berk, L. (2005). *Infants, children, and adolescents (5th ed.)*. Boston: Pearson Education Inc.

Marsh, C. (2000). *Handbook for beginning teachers*. Frenchs Forest, NSW: Pearson Education.

Porter, Louise (2004). *Young children's behaviour practical approaches for caregivers and teachers*. Sydney, NSW: MacLennan & Petty.

**CASE STUDY** Thomas

**DIMENSION** Develop broader organisational, school and community strategies that promote wellbeing

**THEME** Family Diversity  
Resilience and Wellbeing

**OUTCOME** For students to recognise the diversity of family backgrounds in any one class or school and to consider how schools can be inclusive of all families as a community.

**FORMAT** List/Compare

---

Work in small groups. Think of a typical primary school. You might even like to draw on your own experiences for this exercise. Think of the types of families that existed. By 'types' we mean consider all situations. For example, a family might have three generations living in the one household, be mutually supportive and speak a different language to that spoken at school. A family might also consist of Mum, Dad and one adopted child.

Once you have compiled a list, share this with the whole class until you have a comprehensive list of a wide variety of family types.

Return to your groups and discuss how a school might be inclusive of all family types and celebrate that diversity through big picture planning/activities/events/programs.

Then answer the question:

How can a focus on celebrating diversity help to promote resilience and wellbeing?

Share your findings with the whole class.

## RESOURCES

Benard, B. (2004). Chapter 4 in *Resiliency: what we have learned*. San Francisco, CA: WestEd.

Berk, L. (2005). *Infants, children, and adolescents (5th ed.)*. Boston: Pearson Education Inc.

Igoa, C., (1995) *The inner world of the immigrant child*. New York: St Martin's Press, Inc.

McIlroy, F. (2003). *The cultural dictionary of people from culturally and linguistically diverse backgrounds*. Canberra, ACT: Migrant Resource Centre Canberra and Region Inc. Retrieved December 6, 2007, from:  
[http://www.dhcs.act.gov.au/\\_\\_\\_data/assets/word\\_doc/0003/5286/Cultural\\_Dictionary.doc](http://www.dhcs.act.gov.au/___data/assets/word_doc/0003/5286/Cultural_Dictionary.doc)

The MindMatters website has an abundance of information:  
[www.curriculum.edu.au/mindmatters](http://www.curriculum.edu.au/mindmatters)

This website of the Public Education Voice has a number of newsletter articles that relate to Values Education and Inclusivity:  
<http://www.acsso.org.au/pev.htm>