

# Mental Health and Wellbeing Conference Webinars

NSW Department of Education  
Early Childhood Directorate

# Welcome!

- These webinars were developed as a result of sector consultation identifying the need for professional learning related to the skills and practices associated with positive mental health for children, as well as additional resources for educator self-care and wellbeing.
- Please don't forget to give feedback at the end of every session!
- If you have any follow-up questions for the Department, Please contact the Information and Enquires line at:

Phone: 1800 619 113

Email: [eced@det.nsw.edu.au](mailto:eced@det.nsw.edu.au)

# Be You

Growing a mentally  
healthy generation



With delivery partners



Funded by



# Acknowledgement of Country



# Being safe and inclusive



## Make Safe

Key Words: *Self care, cultural safety, supports, strength-based*

## Session 1

- Mental Health in the Early Years – the basics

## Session 2

- Mental Health in the Early Years – in practice



Learn many ways  
(Always Be You symbol)



# Our Vision

Our vision is that every learning community is positive, inclusive and resilient – a place where every child, young person, educator and family can achieve their best possible mental health





# Be You aims:

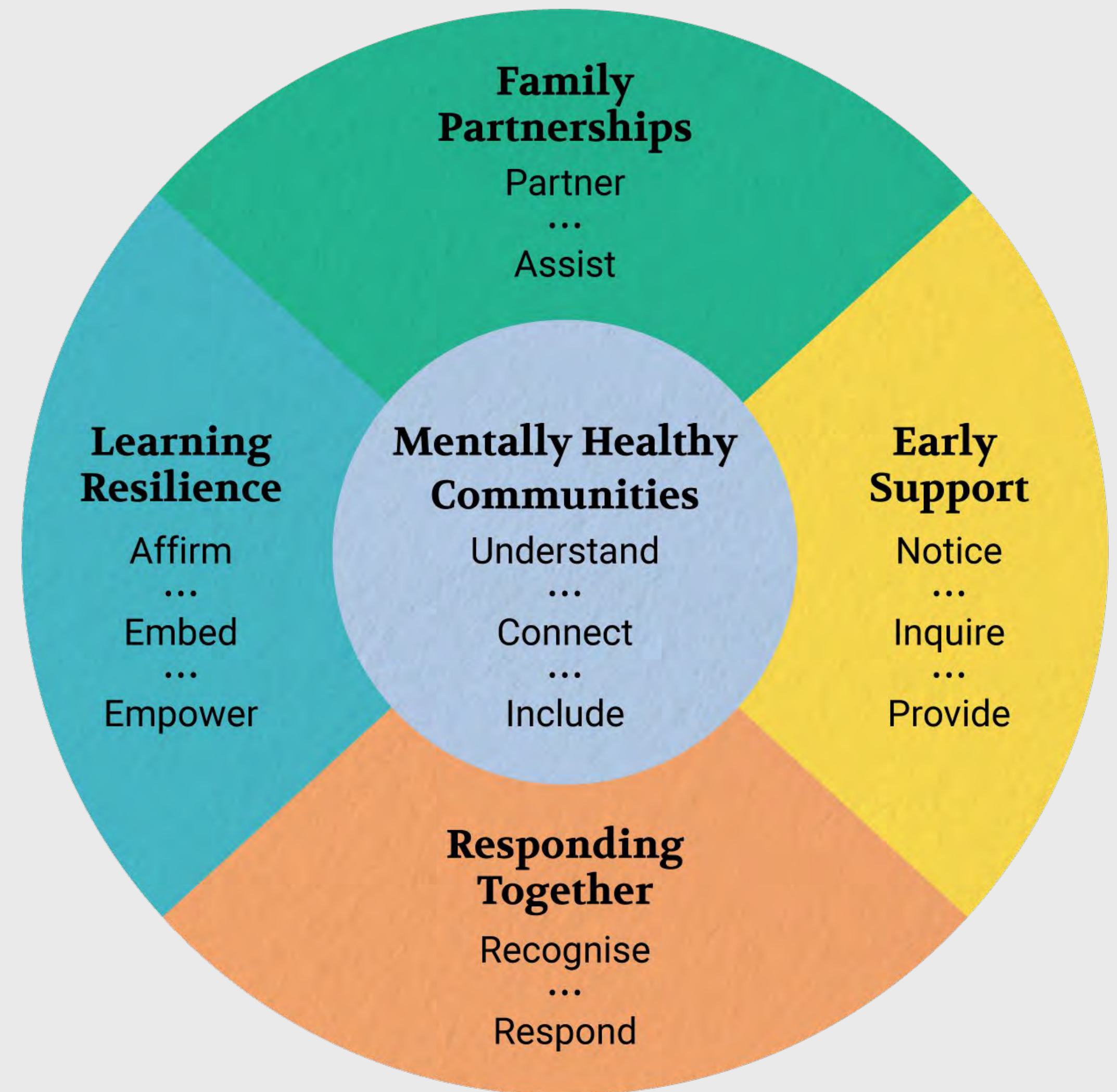
- PROMOTE
- FOSTER
- BUILD
- GUIDE
- SUPPORT



# Be You Framework

## Making connections

- national priorities and requirements
- local community context
- State and Territory priorities and requirements
- current practises and processes



# What comes to mind when you think about mental health?



Conversation  
(Always Be You symbol)



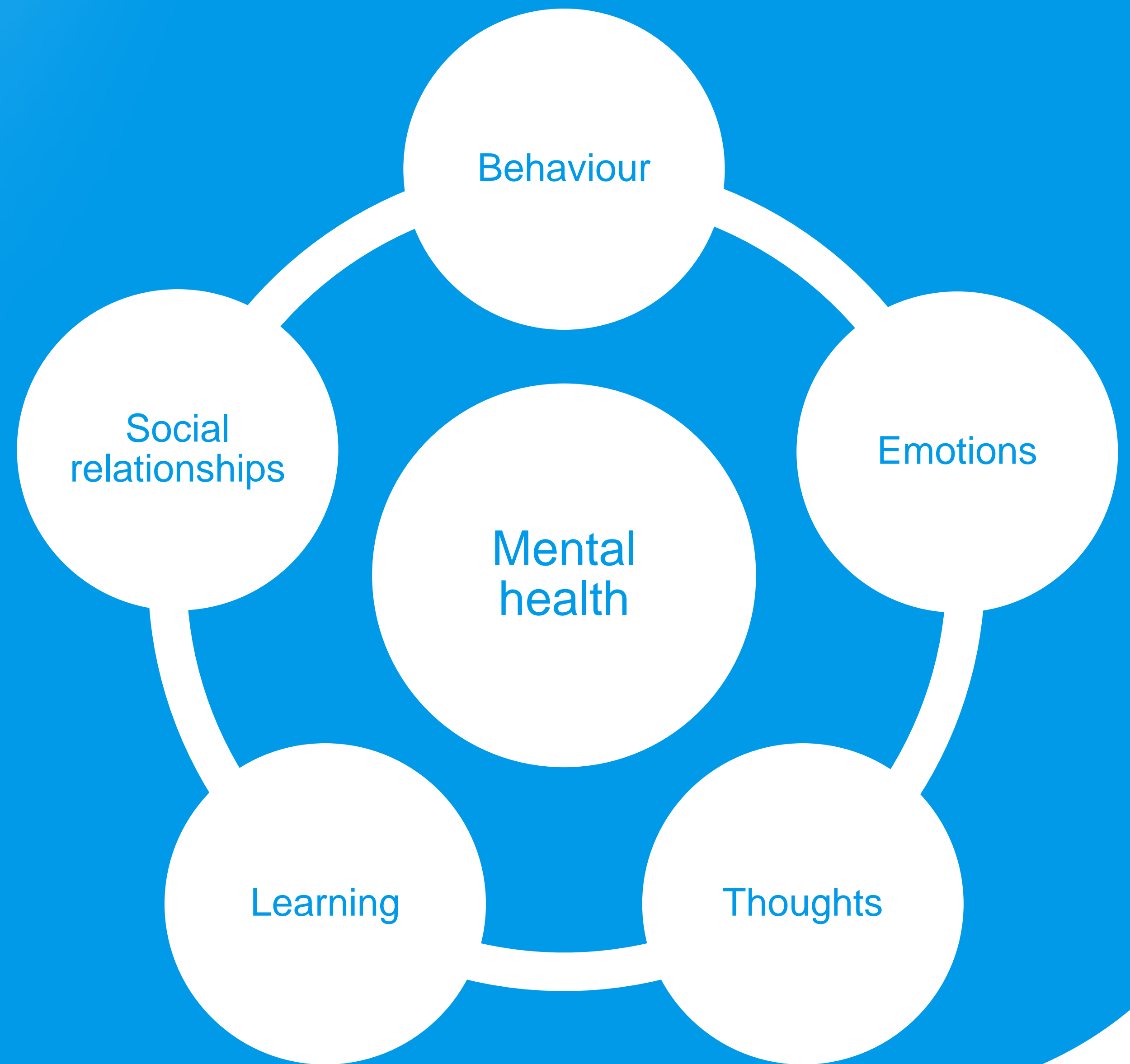
# Mental Health Continuum

Mental health and mental health conditions are different and exist on a continuum



# Mental health is...

determined by the capacity to participate, experience, understand, interact and develop within the context of development, family, environment and culture



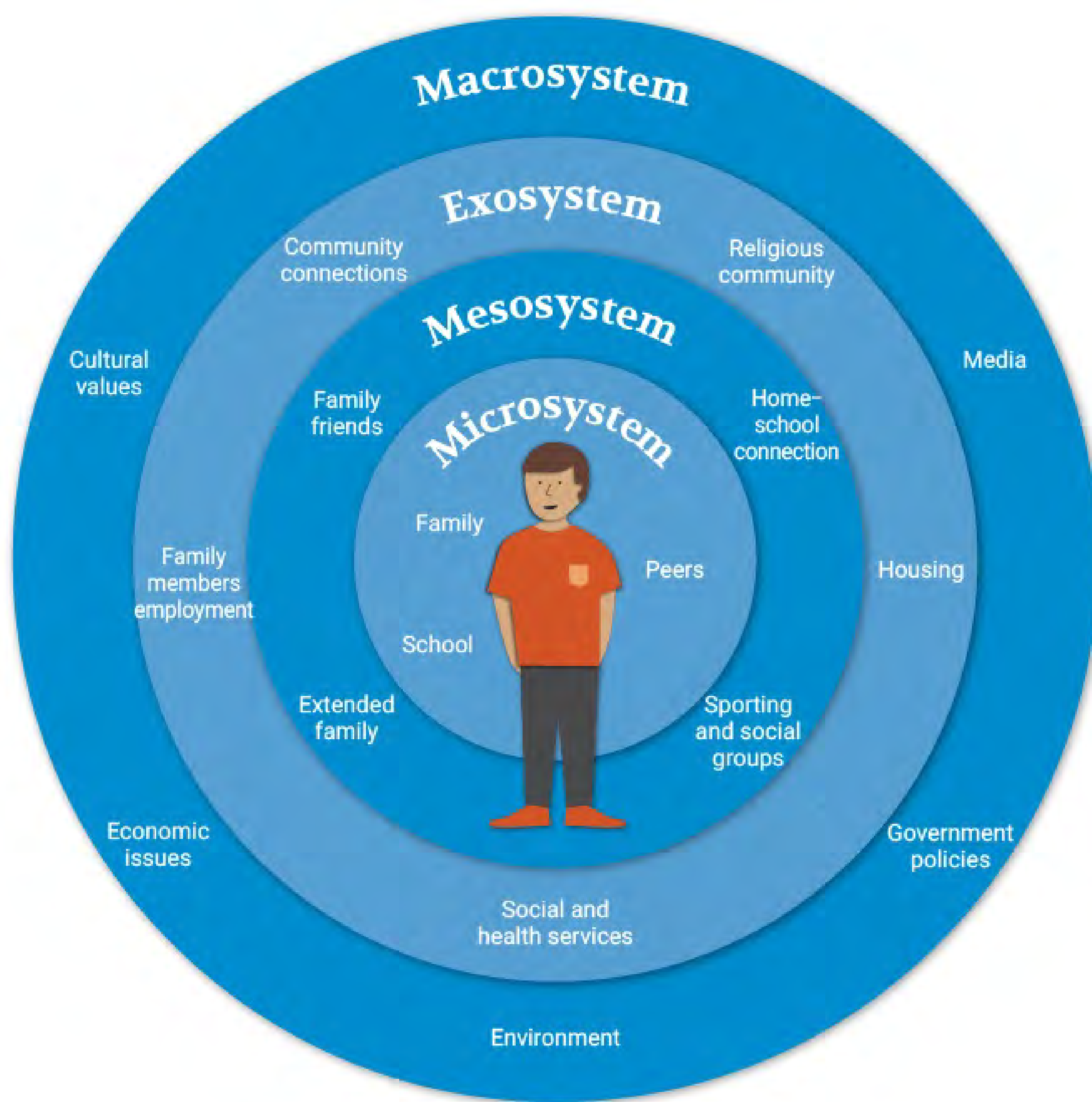
# What does a mentally healthy community look and feel like?



Be, feel, think, do  
(Always Be You symbol)



# Socio-ecological influences



## Risk factors

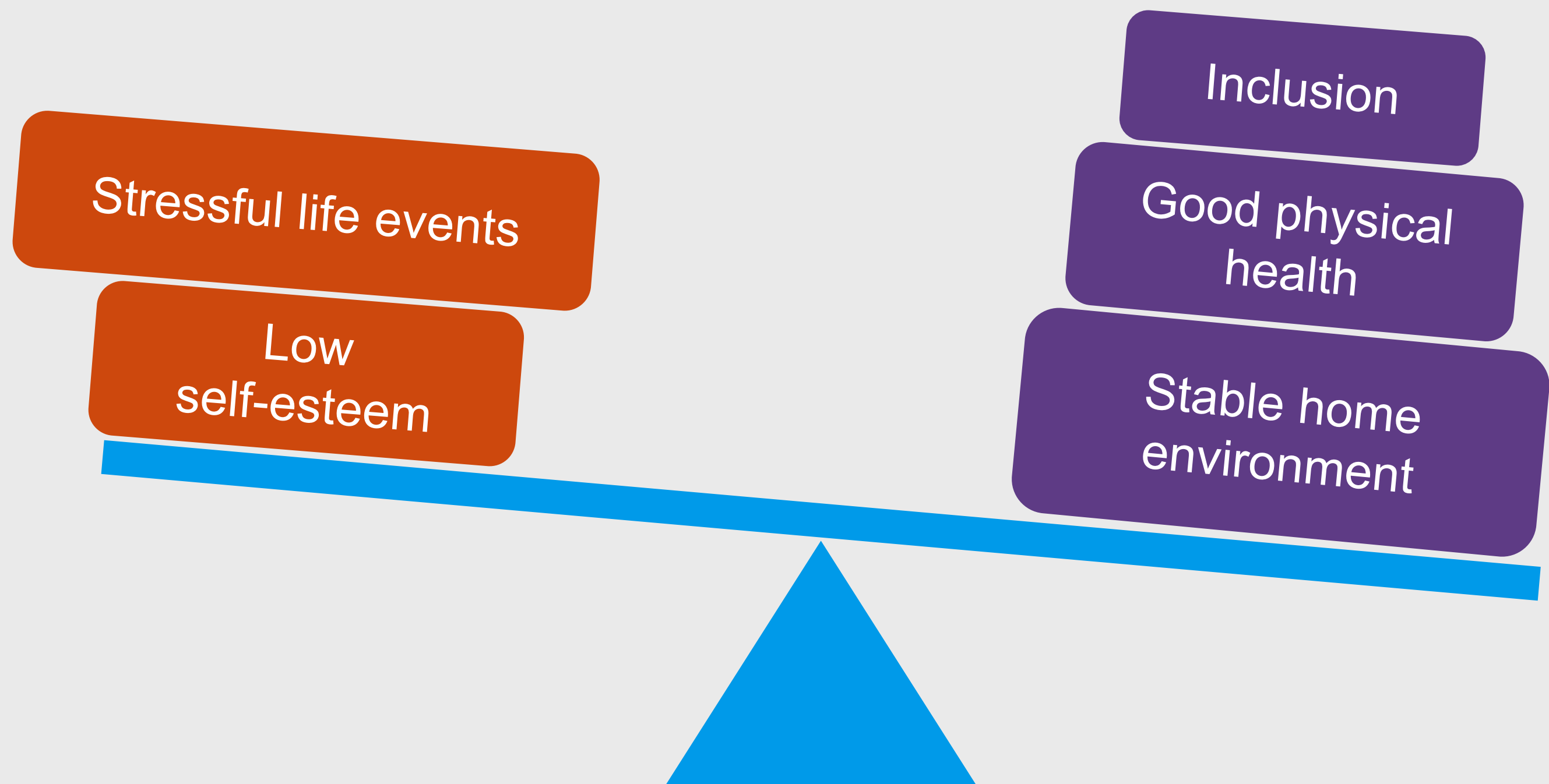
## Protective factors

Difficult temperament Low self-esteem Impaired cognitive development Poor physical health Poor language skills	<b>Child</b>	Easy temperament Good social and emotional skills Well developed cognitive skills Good physical health Good language skills
Disharmony, instability or break up Any form of child abuse or neglect Harsh or inconsistent discipline Mental health conditions or substance abuse	<b>Family</b>	Stable home environment Warm and supportive parenting Secure attachments with significant family members
Poor relationships at the service Limited experiences of social interaction with peers	<b>Service</b>	High-quality education and care services Service climate enhances belonging and connectedness Warm and supportive relationships with family members
Stressful life events Death of a family member Experience of trauma	<b>Life Events</b>	Warm and supportive relationships with family members Secure attachments with family members
Discrimination Isolation Socioeconomic isolation Lack of access to support services	<b>Social</b>	Inclusion Access to support services Economic security

# Risk and protective factors

What protective factors have you noticed?

# What protective factors have you noticed in your learning community?





# Social emotional learning and resilience

Be You defines resilience as 'doing well during or after an adverse event, or a period of adversity'.

Social emotional learning involves learning the facts, skills and values that enable children to regulate their emotions, relate to others effectively and contribute in positive ways to their family and education.



# A moment for self-care

# Mental Health in the Early Years – in practice

# Reflect, focus and extend learning

How is social and emotional learning embedded into *OUR* framework?

“Embedding social and emotional learning strategies to support fostering agency and resilience.”

How do educators respond to and use everyday events and experiences to intentionally teach social and emotional learning?



# Next steps

- Indicators and signs
- use BETLS tool
- seek/access supports.

# BETLS Tool



Behaviour

What is the child doing?

Emotions

What might the child be feeling?

Thoughts

What is or might the child be thinking?

Learning

What learning areas are being affected?

Social relationships

What social areas are being affected?

# BETLS Tool



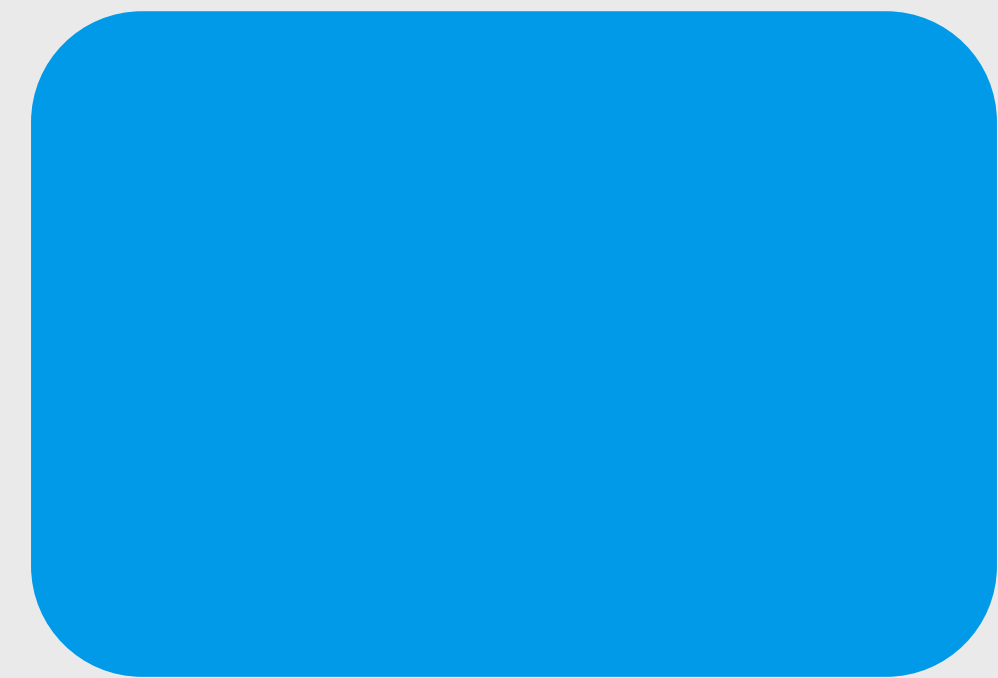
Pervasive



Persistent



Frequent



Severe

# Reflect, focus and extend learning



“Recognise the potential impact of critical incidents”

What steps are being taken to understand how we could work in a trauma informed way in our learning community?

How can we use the risk and protective factors model to support building resilience among children, staff and families?





# COVID-19 and Bushfire response: Resource packs for educators

- purpose of pack
- who it is for?
- how to use it?
- looking after yourself
- ongoing support
- immediate, short and long term resources



# What can we do to respond collaboratively?



# Reflect, focus and extend learning

Are educators able to adjust accordingly for children who may have been impacted by a critical incident?

“Responding Collaboratively”

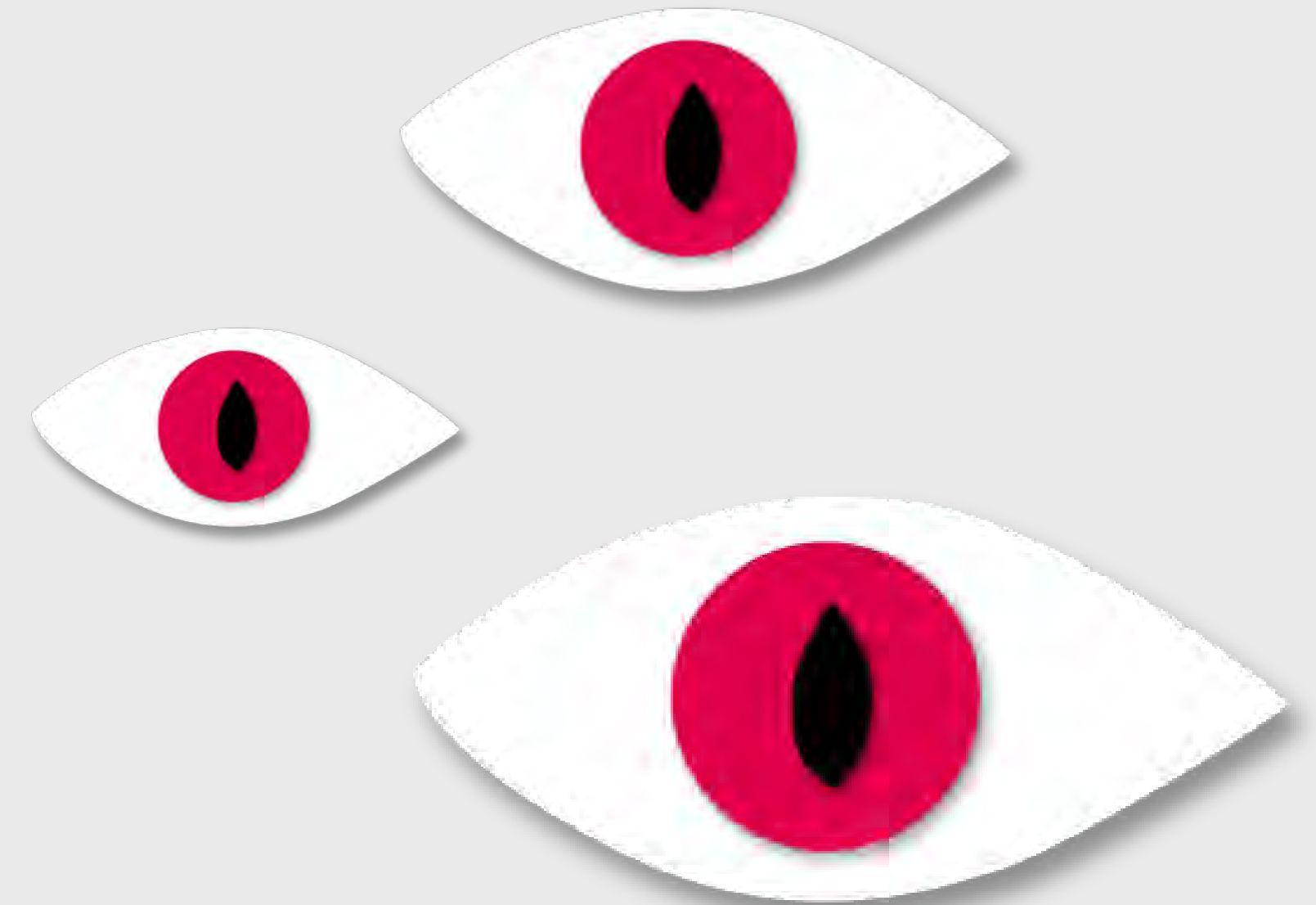
What mental health and wellbeing considerations might we need to consider for our learning community in 6 months, 12 months and into the future?

How do we communicate with and enable educators and families to access support within and beyond the service to support their own mental health and wellbeing?

# Stress and self-care

## Sources of stress:

- time pressures and workload
- children's dysregulated behaviour
- conflict with management, colleagues and families
- adapting and implementing change
- being evaluated by others
- poor working conditions
- self-esteem and status

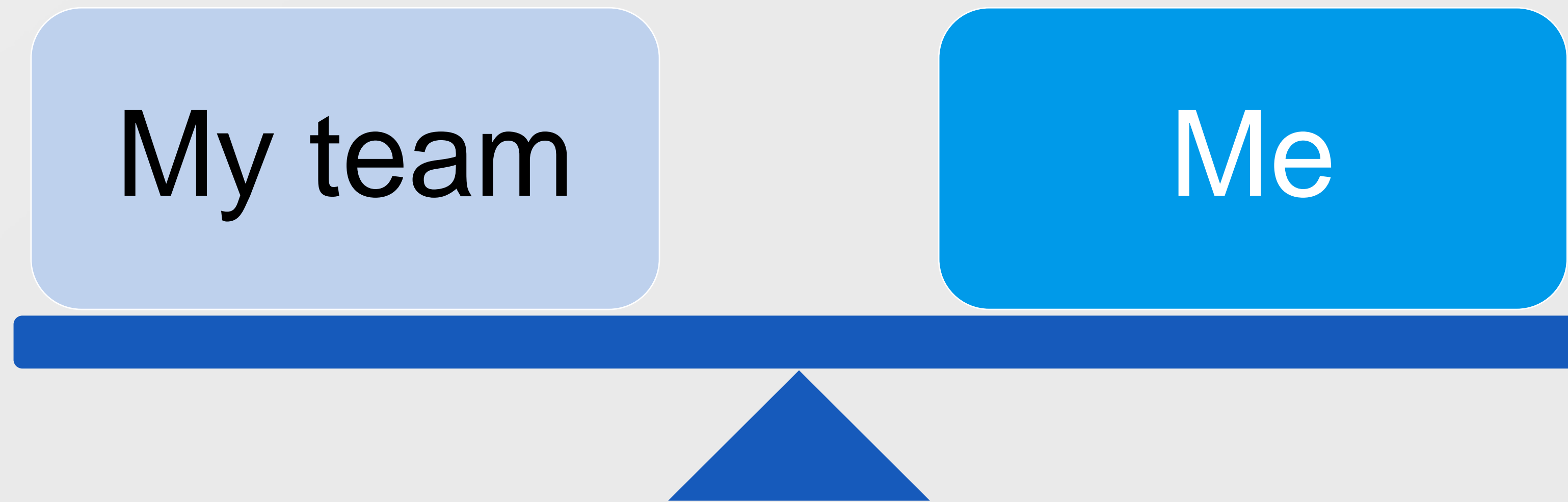




# Professional Resilience

- **Profession-related dimension** – solves problems, is flexible & adaptive, organised and reflective
- **Emotional dimension** – cares for own wellbeing, manages emotions, copes with stress, positive and optimistic
- **Social dimension** – builds support networks, seeks help, takes advice and builds relationships
- **Motivational dimension** – persists, improvement focused, motivated and confident

# Remembering wellbeing at work



Learn many ways  
(Always Be You symbol)

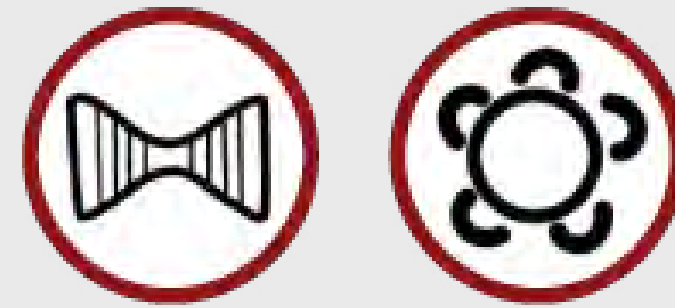
# Taking a moment for my mental health matters

- Looking after myself is important for my own sake and affects the mental health and wellbeing of children in my life
- I play a role in supporting the professional resilience of my colleagues and myself
- What are my strategies and plans for supporting my own wellbeing?
- Have a yarn with someone who can help when I experience difficult feelings



Grow  
(Always Be You symbol)

# Your mental health and wellbeing map



## Learning map





# Follow us

## Be You Early Learning

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## Be You Primary

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## Be You Secondary

Facebook and Twitter @BeYouSecondary



# Thank you

Questions?

Email [beyou@earlychildhood.org.au](mailto:beyou@earlychildhood.org.au)  
or visit [beyou.edu.au/contact](http://beyou.edu.au/contact)



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