



more<sup>2</sup>ME...

see ME... hear ME... understand ME...



**Brisbane  
Catholic  
Education**

teaching · challenging · transforming



**Developed** by Student Voice Consultants in response to a student-identified priority, More2ME... is a professional learning package for secondary school educators aimed at sharing the unique student perspective on effective ways to support student mental health and wellbeing. Recognising the powerful role of educators, More2ME... highlights the:

- critical need for students to feel understood, recognised and accepted
- importance of opening dialogue with students on their lived experience
- necessity of seeking student input into their own mental health, as well as whole of school wellbeing strategies.

## What does **more2ME...** mean?

While students are learners, they are also people with unique experiences, strengths and challenges that exist outside the school context. More2ME... highlights the need to really see students in this context, listen to their voices and seek to understand how best to support their mental health and wellbeing.

What does More2ME... mean to students?

- "I am a whole person, not just 'a learner'"
- "There is more to my life than learning"
- "There is more about me that is important"
- "There are things that you may not know impacting on me"
- "I have strengths and ideas to learn from"

## Why was **more2ME...** developed?

Mental health and wellbeing is important to young people. *More2ME...* was developed by BCE's Student Voice Consultants in response to the student voice priority voted in by over 2000 BCE students – to improve student mental health. Consultants recognised the powerful role played by educators in reducing the stigma of mental illness, recognising the early signs when students are struggling, providing initial support, and connecting students to additional supports. They wanted to support staff by sharing their views on what is important for students and their mental health and wellbeing.

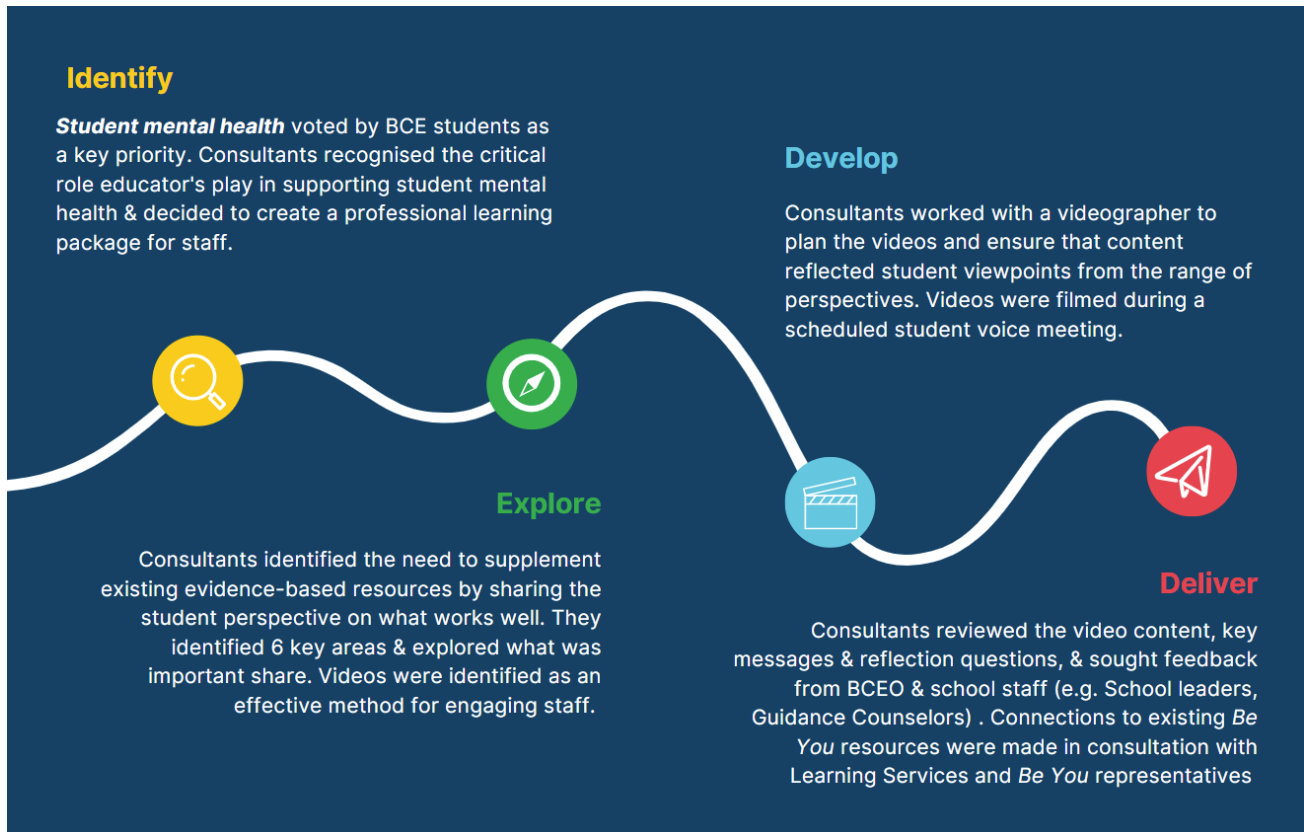
Student Voice Consultants are BCE students from Years 7-11 who are passionate about co-creating safe, inclusive, and engaged learning communities.

Each year consultants focus on a student identified priority & advocate on behalf of students at a BCE systems level.





## How was more2ME... developed?



## Overview of the more2ME... resource

The More2ME... resource contains:

- six videos featuring BCE secondary students talking from their own and other's perspectives
- a synopsis of key point points in each video
- reflection questions for consideration for each video.

Consultants recognised the range of evidence-based resources available for educators in the community regarding student mental health. The purpose of More2ME... is not to replace these resources, but to supplement these resources by providing the student perspective of what works – a viewpoint often missing from existing resources. With input from *Be You* and the Inclusive Education and Student Wellbeing Team, links are made to key external resources within *Be You*<sup>1</sup> to support a whole learning community approach to mental health and wellbeing.

<sup>1</sup> [Be You](#) is a free national initiative for educators, aimed at promoting and protecting positive mental health in children and young people. It offers learning communities tools, resources, and processes to implement a whole learning community approach to mental health and wellbeing. *Be You* is led by Beyond Blue in collaboration with delivery partners Early Childhood Australia (ECA) and Headspace.



## Key topic areas covered:

#	VIDEO	PURPOSE
1	<b>Introduction</b>	Hear directly from students about the importance of mental health and the powerful role educators play in reducing stigma of mental illness, promoting wellbeing, and providing support.
2	<b>The World of a Student</b>	Students give insight into their lived experience, what it's like to be a young person and the challenges of balancing different aspects of their life.
3	<b>Connections &amp; Relationships</b>	Students highlight the importance of connections with staff in helping them feel seen and known in the school community. They provide practical strategies on how staff can build safe connections and balance professional boundaries.
4	<b>Creating Safety &amp; Belonging</b>	Safety and belonging is critical to learning. Students share strategies on how schools can overcome the challenge of making their community safe for all students (particularly those from diverse backgrounds) so that everyone feels a sense of belonging.
5	<b>What Makes a Go-To Teacher</b>	Students highlight the important role that educators can play in providing support and enhancing student wellbeing. They provide advice on the qualities of a go-teacher that enable students to reach out and seek support
6	<b>Support Me</b>	Students give insights about what educators can do to effectively support their mental health and wellbeing. They highlight ways to engage student input on how to respond to the needs of individual students, as well as ideas for school-wide wellbeing strategies.



## How to use this resource:

The More2ME... resource is designed to allow for flexible delivery. It can be:

- completed by individual staff members
- facilitated by school leaders with staff or other members of the school community.

STEP	COMPLETE AS AN INDIVIDUAL	FACILITATE WITH STAFF /SCHOOL COMMUNITY
1	Review this overview to understand the background of More2ME..., its purpose and how it was developed by Student Voice Consultants.	Determine your preferred approach to deliver More2ME... This may include: <ul style="list-style-type: none"> <li>• Twilight sessions</li> <li>• Staff meeting sessions</li> <li>• Lunch box sessions</li> <li>• Focussed sessions with pastoral care staff</li> </ul>
2	Read the section below "Resource Overview" to understand how to use this resource and identify the learning content available	Review this overview to understand the background of More2ME..., its purpose and how it was developed by Student Voice Consultants  Read the section below "Resource Overview" to understand the: <ul style="list-style-type: none"> <li>• Video purpose</li> <li>• Key points</li> <li>• Reflection questions</li> <li>• Links to Be You resources.</li> </ul>
3	Watch each video and consider the key points raised. Answer the reflection questions.	Watch each video and plan your approach. Consider the key points and possible answers to reflection questions.
4	Explore the curated <i>Be You</i> resources to deepen your learning <sup>2</sup>	Determine which <i>Be You</i> resources and tools you may like to use to deepen learning <sup>2</sup> .
5	Consider what steps you might take to action what you have learned from students within More2ME...	Consider next steps the school may take to put some student suggestions into action. Option to connect with your school's <i>Be You</i> Consultant to implement a whole learning community approach to mental health and wellbeing in your school context.

<sup>2</sup> Links that refer you to a *Be You*, *Module* or *Domain* will require you to [register](#) an individual account with *Be You*.



## Resource Overview

### INTRODUCTION

**PURPOSE** Hear directly from students about the importance of mental health and the powerful role educators play in reducing the stigma of mental illness, promoting wellbeing, and providing support.

#### KEY POINTS

More2ME... means:

- I am a whole person, not just 'a learner'
- There is more to my life than learning
- There is more about me that is important.
- There are things that you may not know impacting on me
- I have strengths and ideas to learn from

#### REFLECTION QUESTIONS

1. How do you show students that there is "more to them"?
2. What unique perspective can students offer about students' mental health in your school? What might they know that you don't?
3. What is one thing you can do to support students' wellbeing this week?

#### LINK TO *BE YOU* RESOURCES

##### Key resources

- [Mental Health Continuum](#)
- [BETLS \(\(behaviour, emotions, thoughts, learning and social relationships\) Observational Tools](#)
- [Helping Seeking for Children and Young People in Schools Factsheet](#)

### THE WORLD OF A STUDENT

**PURPOSE** Students give insight into their lived experience, what it's like to be a young person and the challenges of balancing different aspects of their life.

#### KEY POINTS

The life of a student is challenging. Balancing study, work, extracurricular activities, family, and peer relationships can be stressful.

When adults take time to understand the challenges of being a young person it makes them feel understood, supported and more engaged at school.

Students need adults to help them develop the necessary skills to navigate challenges and achieve school-life balance

#### REFLECTION QUESTIONS

1. How can you learn more about what it's like to be a student right now?
2. What strategies do you use to help students feel understood?
3. What can we do more of to help students learn strategies to achieve school-life balance and improve their mental health?

#### LINK TO *BE YOU* RESOURCES

##### Key resources

- [Communication Skills for Educators Factsheet](#)
- [Self-Regulations Factsheet](#)

##### Dig deeper

###### Professional learning

The [Empower Module](#), and in particular the [Learning Resilience Domain](#) looks at empowering children and young people to look after their mental health and wellbeing.

###### Factsheets

- [Building Confidence in Children](#)
- [Self-Acceptance](#)
- [Decision-Making Schools](#)



## CONNECTIONS AND RELATIONSHIPS

**PURPOSE** Students highlight the importance of connections with staff in helping them feel seen and known in the school community. They provide practical strategies on how staff can build safe connections and balance professional boundaries.

### KEY POINTS

Students need safe and supportive connections with staff to enable them to feel comfortable accessing support.

Adults can create positive connections by taking time to listen, to ask questions, notice when a student is struggling and take action to get them the support they need.

Safe and supportive relationships with staff creates a sense of belonging in the school community and increases student engagement.

### REFLECTION QUESTIONS

1. What student ideas resonated on how to build safe connections with students? Are there any cautions?
2. Think about the students you teach and those you don't know anything about... What is one thing that you could do to connect with them and maintain your professional boundaries?
3. How could educators collaborate with students to create safe ways for students and staff to connect?

### LINK TO *BE YOU* RESOURCES

#### Key resources

- [Communication Skills for Educators](#)
- [Self-Regulation](#)

#### Dig deeper

##### *Professional learning*

[The Mentally Healthy Communities Domain](#) under [Connect through strong relationship module](#), outlines how community connectedness can positively impact mental health and wellbeing.

The [Family Partnerships Domain](#) under [Partner with families through purposeful and positive relationships module](#), looks at ranges of strategies that are available for Educators to effectively build rapport with families and promote mental health and wellbeing.

##### *Fact Sheets*

- [Healthy Families](#)
- [Five areas of Social and Emotional Learnings](#)
- [How to Practice Mindfulness](#)
- [Promoting School Attendance](#)



## CREATING SAFETY AND BELONGING

**PURPOSE** Safety and belonging is critical to learning. Students share strategies on how schools can overcome the challenge of making their community safe for all students (particularly those from diverse backgrounds) so that everyone feels safe and a sense of belonging.

### KEY POINTS

Schools can be very confronting and risky places for some students.

Students have different experiences and needs. Educators need to:

- keep an open mind, listen to understand & not judge.
- facilitate open discussions with students to find out what they need to feel safe and included in class and the wider school community

Educators are role models and their language and behaviour matters. The standard you walk past is the standard you accept.

### REFLECTION QUESTIONS

1. How do you create a safe space in your classroom?
2. Who are the students from diverse groups in your class or school? How could you increase safety and belonging for these groups?
3. What support do educators need to enable them to grow inclusiveness in schools
4. How could educators learn from students about what they are doing well to create safety and belonging in schools?

### LINK TO *BE YOU* RESOURCES

#### Key resources

- [Cultural diversity and Mental Health](#)
- [Supporting Cultural Diversity](#)

#### Dig deeper

##### *Professional learning*

[The Mentally Healthy Communities Domain](#) under [Connect through strong relationship module](#), outlines how community connectedness can positively impact mental health and wellbeing.

The [Family Partnerships Domain](#) under [Partner with families through purposeful and positive relationships module](#), looks at ranges of strategies that are available for Educators to effectively build rapport with families and promote mental health and wellbeing.

##### *Fact Sheets*

- [Transitions in Learning Community](#)
- [Transitions from Primary School to Secondary School](#)
- [Emotional Development](#)





## WHAT MAKES A GO-TO TEACHER

**PURPOSE** Students highlight the important role that educators can play in providing support and enhancing student wellbeing. They provide advice on the qualities of a go-teacher that enable students to reach out and seek support.

### KEY POINTS

Every student needs an adult they can trust - a go to person  
A "go to teacher" is someone who cares, shows they are interested, is open, accepts people and respects diversity.

Educators can play a powerful role in noticing when a student may be struggling, providing initial support and referring to others when needed.

### REFLECTION QUESTIONS LINK TO *BE YOU* RESOURCES

1. What are the characteristics of a 'go to teacher'? What strategies could you try?
2. What are the challenges of being a 'go to teacher'?
3. What support do educators need to balance being a 'go to teacher' and knowing the right time to refer to wellbeing staff?

#### Key resources

- [Mental Health Continuum](#)
- [BETLS \(behaviour, emotions, thoughts, learning and social relationships\) Observational Tools.](#)

#### Dig deeper

*Professional learning*

[The Early Support Domain](#) under [Notice the early learning signs of mental health issues module](#), teaches educators to objectively observe how children and young people in your care might be placed along this continuum.

[The Early Support Domain](#) under [Inquire sensitively about the child or young person's circumstances module](#), looks at range of strategies on how to appropriately inquire about a young person's circumstances, and how these are affecting them through conversation with the individual of concern



## SUPPORT ME

**PURPOSE** Students give insights about what educators can do to effectively support their mental health and wellbeing. They highlight ways to engage student input on how to respond to the needs of individual students, as well as ideas for school-wide wellbeing strategies.

### KEY POINTS

Students value educators who are clear in their duty of care and communicate the limits of confidentiality.

Where possible, giving students input into what might happen next and being transparent about what you will do is crucial to maintaining the dignity of students.

It important to respond to students view of their experience, rather than an adult perception of how big "the problem" is.

Schools can implement a number of strategies to empower students and their wellbeing. Examples include developing a culture of genuine care that reduces stigma, wellbeing spaces, digital platforms, and direct education.

### REFLECTION QUESTIONS

1. What are the signs that a student may need support?
2. What strategies could you use to:
  - be transparent with students about your next steps?
  - give students input on what might happen next?
3. How could educators seek student input on school-wide strategies to empower students and their wellbeing?

### LINK TO *BE YOU* RESOURCES

#### Key resources

- [Before Recommending Additional Support](#)
- [Wellbeing Tools for Students](#)

#### Dig deeper

##### *Professional learning*

[The Early Support Domain](#) under [Provide support within and beyond the early service or school module](#) talks about role of an Educator when referring young people to a local mental health service provider for support and to follow-up with the young person.

##### *Fact Sheets*

- [Mental Health Continuum](#)
- [BETLS Observational Tools](#)
- [Helping Seeking for Children and Young People in Schools Factsheet](#)
- [Recommending Additional Services](#)
- [Overview of Mental Health Services](#)
- [Mental Health Services and Support Helplines](#)

## Additional Resources:

**Mental Health Promotion for Students**

[Using online tools for mental health promotion factsheet](#)

**Staff wellbeing**

[Educators Wellbeing Factsheets](#)

[Educators Wellbeing Tools](#)



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