



National
Check-in  Week
Student Wellbeing Review | 2022



And what next?



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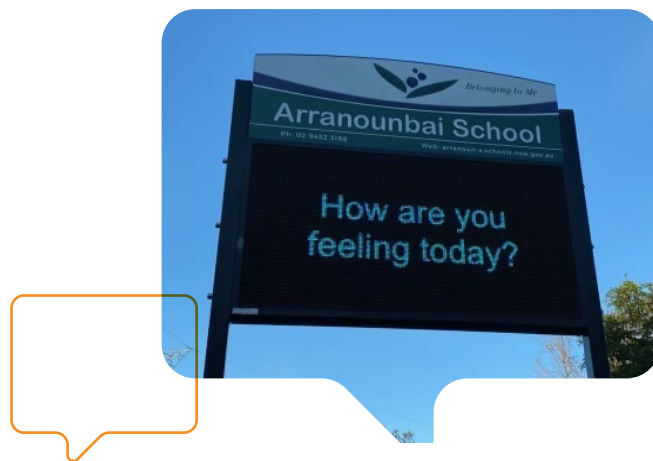


Introduction

How do we know how our youth are truly feeling?

Now, more than ever, we need to know. Fires, floods and pandemics have resulted in a range of feelings and emotions building within us all, especially our youth. Separation from family and friends, disruption to routines, living and learning conditions and fear for personal safety and that of loved ones has combined to create a turbulent mix in the most emotionally vulnerable members of our society. Research has shown that, as a result, anxiety and harmful behaviours are growing, behavioural issues are increasing and learning is being lost at great cost to an unacceptably large number of our future leaders. The cost inflicted on our children, society and prosperity cannot be understated or ignored. We need to act. Now.

The mission of National Check-in Week is to bring attention to these issues. While 5-week pulse checks and annual surveys have their place in wellbeing programs and reporting for students, schools, districts, dioceses and governments, they leave a gap in understanding of students and in the ability to act at the time where the most difference can be made to individual students' wellbeing and learning **NOW**. By encouraging real-time check-in's utilising instant feedback and action, educators can start important wellbeing conversations with their students **NOW**. This has shown to improve students' ability to identify, communicate and manage their emotions, assist with behavioural issues, self regulate and improve overall wellbeing and readiness to learn **NOW**.



Most importantly, knowing how our students truly feel through checking-in, starting conversations and providing the right tools and resources gives the support to our youth that they desperately need for their emotional state, safety and building of bright futures. It allows us to make sure no student is left behind.

Driven by dedicated and caring educators, the inaugural National Check-in Week saw over 200,000 individual check-ins conducted across more than 700 schools in Australia, New Zealand and around the world. In this report, we share the findings from the data gathered throughout the event. This presents a compelling case for increased focus on wellbeing in every school and the right tools to measure and manage emotional responses in real-time, deliver content, engage students and to track, measure and report results.

We wish to thank every student, teacher and leader in education, parent, Government member, industry and member of the community who took part to champion this message and support the mental health and wellbeing of our youth. You are an inspiration.

With gratitude,

Nikki Bonus
Colin Stevens

Creators of National Check-in Week



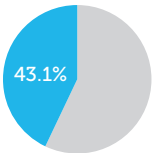
Executive summary



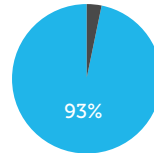
243,476
individual check-in's
conducted



12.4
Avg no. of student check-ins



43.1%
measured as not being
in a state ready to learn



- 7% International (primarily New Zealand) Including Ireland, UK, USA and Africa
- 93% Australian (national usage)

The top 10 emotional responses were:

1.	Happy	31,269	6.	Sad	5,209
2.	Tired	20,535	7.	Angry	4,247
3.	Calm	18,499	8.	Grateful	4,230
4.	Energized	18,214	9.	Quiet	3,927
5.	Loved	5,884	10.	Silly	3,331

Research showed that relatively poor social and emotional skills had a strong detrimental effect on a number of important academic, work and life outcomes. ([OECD report](#))

Schools conducted real-time check-in's, reporting that it was a very valuable tool to help students identify their feelings and build on emotional literacy as well as capture data on student wellbeing.

The most selected emotion was 'happy', followed by 'tired'.

About National Check-in Week

This event, and the team behind it, were born out of the heart of a social entrepreneur with a mission to reach all children regardless of socio-economic background. For more than a decade, this team has worked hand in hand with Principals, teachers, and students to provide tools, resources and support for continuous reporting of students' emotional wellbeing and a continuing evidence base of what works for school communities. After the past two years, it has become evident that we need to do more. And thus, National Check-in Week was conceived.

What is National Check-in Week?

This is a real passion project for our team to help start important conversations and focus on the emotional needs of students. Through connection, conversation, and continuous check-ins, we can help students better understand, regulate and communicate their emotions and relationships in a positive, healthy way.

Students have experienced huge disruptions over the past two years. Now, more than ever, it is important to connect with our students, learn how they feel, and provide the support and skills they need to thrive throughout their lives. Together we will help start important conversations and focus on the emotional needs of students. And, importantly, understand how our students are TRULY feeling.

Parents, educators, carers, and communities can be empowered to track and positively respond to students' emotional needs to promote wellbeing and learning.

And it all starts with us.

We believe National Check-in Week is needed to bring focus to the wellbeing needs of every child, every day. To provide educators a tool to start conversations today that will provide timely data to help understand students' state of wellbeing, rather than have to wait on five week pulse checks or annual surveys that cannot make a difference to a child in the moment or to the quality of learning in every class, every day.

There is a better way.

“ National Check-in Week will contribute to raising the criticality of student wellbeing. Investment in this critical issue will raise awareness and provide educators with evidence-gathering tools to start conversations that will provide timely data to help understand students' state of well-being in realtime. ”



Andrew Smith
CEO Education Services
Australia



Ambassadors of National Check-in Week



Dr Phil Lambert PSM FACE FACEL

Director, Phil Lambert Consulting Pty Ltd
National President, Australian College of Educators
Adjunct Professor, University of Sydney
Former General Manager, Australian Curriculum at the Australian Curriculum, Assessment and Reporting Authority (ACARA) and
Regional Director of Schools, Sydney

“ Data is important, but context is just as important. It's the story behind the data that's important for the individual. ”



Toni Pearen

Actress, Singer, TV Presenter
and Acting Coach



Nikki Bonus

Founder and CEO,
Life Skills Group



Michael Bani

Cast Member, 'Harry Potter and
The Cursed Child' play,
Melbourne Former NRL Player



Michelle Demirel

Deputy Principal-Instructional
Leader/Years 3-6, Leichhardt
Public School, Accredited
Lead Teacher



Mark Lamont

Founder and Director at World Mosaic



It is powerful for adults and students to acquire the language of emotional literacy. A common language builds communication, and communication builds trust.



**Australian Council
of State School
Organisations**
(ACSSO)



Dianne Giblin

Chief Executive Officer: AM
B.Ed (Adult) Dip Mgmt, Family
Engagement Consultant



Cheryl Edward

Psychologist, formerly supporting Inclusion Support Services and Pastoral Care and Wellbeing in Catholic Education, NT



We know the externalising children get the attention, but the internalising student doesn't, and there needs to be a way to have their voice heard.





Marc Pedersen

Assistant Principal, Wollongong Public School

“ Emotion Check-ins have literally given all my students a voice, and given me the unique opportunity to listen. ”



Lori Schwanbeck

Subject Matter
Expert- Psychology
and mindfulness-based
emotional intelligence



Tegan Bayliss

Head of Wellbeing,
St Brigid's Catholic College,
Lake Munmorah



Jo-ann Osbourne

Assistant Principal,
Arranounbai School

The research

Children's Mental Health/Wellbeing Research

Learning disruptions from the COVID pandemic will limit economic growth in the Indo-Pacific. School age children and youth stand to lose US\$10 trillion in labour earnings over their working life.

<https://www.dfat.gov.au/development/topics/development-issues/education-health/education/economic-recovery>

Research shows that a quarter of Australian teenagers are now living with mental illness and devastatingly, so are 1 in 7 kids between 6–12 years old.

<https://www.aihw.gov.au/reports/children-youth/mental-illness>

A report showed that calls to Kids HelpLine during the height of the pandemic in Australia were primarily due to mental health concerns. Whilst 5–9 year olds are a smaller cohort of users of the Kids Helpline service, responses to that age group have increased by more than 80% over the past 12 months compared with the same period last year. ([yourtown & Australian Human Rights Commission, 2020](#))

...the most important finding was that their relatively poor social and emotional skills had a strong detrimental effect on a number of important academic, work and life outcomes. ([OECD report](#))

“ It's a safer place to express their emotions. It can start a conversation not only between the student and the school but with the family. ”



Dianne Giblin

Chief Executive Officer: AM B.Ed (Adult) Dip Mgmt, Family Engagement Consultant

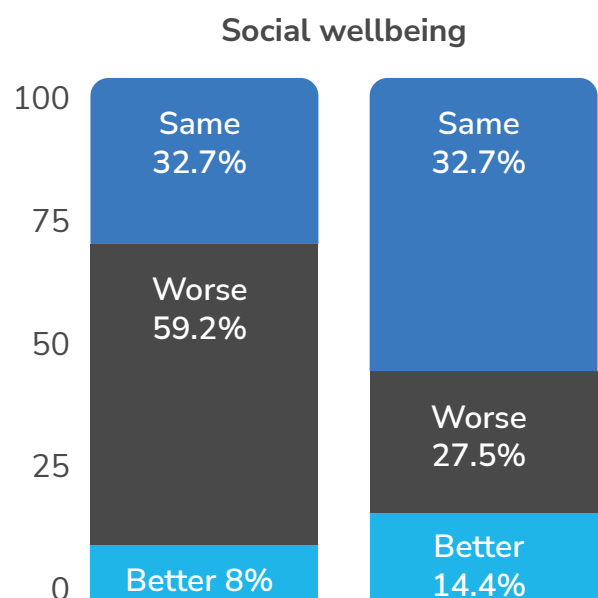
<http://aitsl.edu.au/wellbeing-2022>

https://www.acsso.org.au/application/files/9416/4558/2738/Re-turning_to_School_in_2022_Preliminary_Findings.pdf

In order to gauge the priorities for the Federal election ACSO conducted a brief survey that would complement and consolidate the feedback from members. It opened on April 4.

In response to the question regarding student wellbeing parents felt that the most important resourcing was in personnel and development of social emotional skills. Overwhelmingly, the survey identified that resourcing both physical and human was needed to ensure all young people were engaged, able to access curriculum and have the opportunity to be the best they can be. Parents were also focusing on the additional needs as a result of the past two years of disruption.

At-home families were much more likely to report 'worse than usual' wellbeing than at-school families (chart below).



Educator stories

Caitlin Mcleod | Teacher | St Kevin's P.S Hampton Park - VIC

Why had you decided to take part in National Check-in Week?

We found our check-in's during remote learning were everything to the students, we wanted to make sure we didn't stop this during onsite learning and to be able to collect some data on our students and see any trends.

How did your students respond to completing emotion check-ins during the week?

Loved it!

Why do you think it is important to continuously check-in on student wellbeing?

It is important to continuously check-in with our students to help support them co-regulate their emotions and learn different strategies to enable them to do their learning job.

“ Our students who have been doing the check-in have loved it, and even been the ones to reminding us when the days get busy. ”

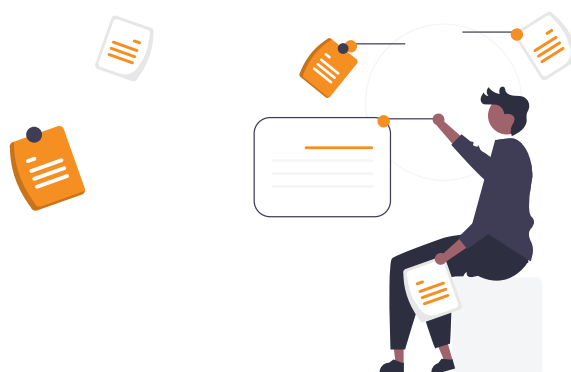
Troy Westcott | Teacher | Gol Gol Public School - NSW

Why are you taking part in National Check-in Week?

I believe our collective efforts will empower young people by developing their emotional literacy and wellbeing.

Why do you think it is important to continuously check-in on student wellbeing?

To provide our students with ongoing opportunities and allow them safe spaces to communicate their emotions.





Educator stories

SJV | Parent | NSW

Why are you taking part in National Check-in Week?

I have three sons, two of who were bullied at primary school because one has social anxiety, the other because he has dyspraxia. I have always encouraged my kids to embrace their uniqueness as a badge of honour. What makes them special. What makes them, them. Unfortunately, our education system is focused on academic excellence and not mental health.

I want to be involved in the tide of change for our kids. Changing stigma of being “different” into celebrating their uniqueness. I want mental wellbeing to be a priority at all schools.

And finally, why do you think it is important to continuously check-in on student wellbeing?

Student wellbeing is ongoing and evolving at all times. We need to check-in on student wellbeing always. Often when our kids are silent it is when we need to check-in on them more.

Darlinda Pooran Singh | Teacher | St Kevin's P.S Hampton Park - VIC

Why are you taking part in National Check-in Week?

As the **Be You** chair and class teacher at my school, I feel that this is a very valuable tool that we can use to help students identify their feelings and build on emotional literacy as well as capture data on student wellbeing.

Why do you think it is important to continuously check-in on student wellbeing?

It helps us take effective measures through our SEL programming and support students in enhancing their wellbeing at school.

Jo Osbourne | Teacher | Arranoubai - NSW

Why are you taking part in National Check-in Week?

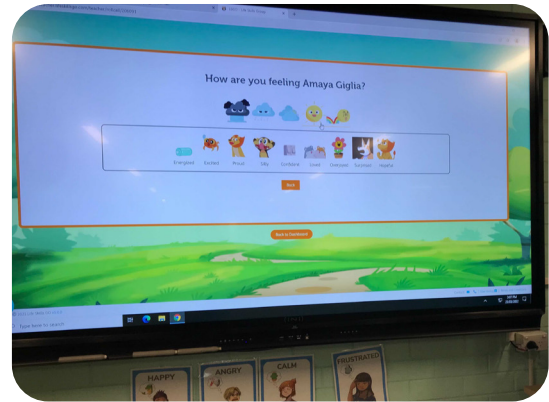
National Check-in Week is an opportunity to focus on student wellbeing and bring attention to more people about the importance to provide students with a safe way to learn about their emotions.

And finally, why do you think it is important to continuously check-in on student wellbeing?

When students are regularly taking time to consider how their body is reacting to certain situations they have the capacity to learn that they can explore strategies to assist them to maintain being calm. The introduction of conversations about different scenarios allows students to feel safe acknowledging when they do not feel okay and to begin to understand why. There is a greater sense of being honest and really noticing and listening to their bodies along with an acceptance of others. The daily check-in is now often accompanied by a spontaneous reason about why the student selected the emotion. It really helps me know how they are starting the day and whether they might need some extra support.

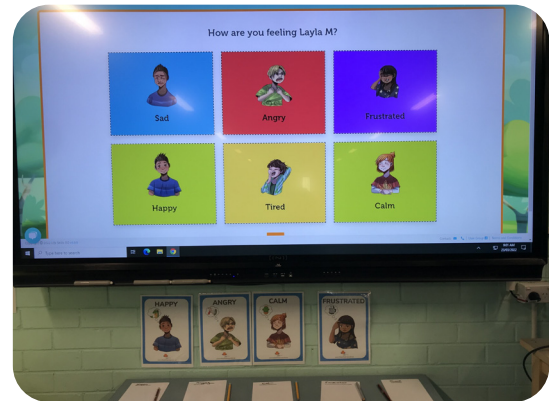
Event data | methodology

Educators globally were provided access to the Emotion Check-in tool (ECI) to record the emotional responses of their students each day for one school week. Access was also provided for all of Term 1 and until 13 May, commencing from their individual onboarding dates. Check-in's were tallied from throughout this period.



Check-in's were conducted in many different ways, as the ECI provide flexibility in the collection of responses. Schools methods included:

- Incorporating into daily roll calls.
- A number of set check-in times through set points during the day (at the start of school and return from breaks, for example).
- As required in real-time as an intervention tool or in response to check-in data.
- As required by students who were given the agency to check-in and access the adaptive content as they recognised it was required.
- Utilising adaptive learning exercises based on emotional responses to help dysregulated students prepare for learning.



Check-in's are measured via the online tool, with the data recorded in five colour categories denoting readiness to learn levels.

Red	Purple	Blue	Yellow	Green
Emotional Overload	Heightened state of emotion	Not quite ready to learn	In a state of processing	Ready to learn
Intervention may be required as the student is not in a state for learning	Heightened state of emotion	Readiness to learn overshadowed by emotion	Dealing with something that could turn to emotional overload or blow over to sweet spot for learning	Sweet spot for learning and thriving

Event data | methodology

National Check-in Week utilises the Life Skills Group Emotion Check-in (ECI) tool from the Life Skills GO wellbeing platform.

The ECI selection of social and emotional vocabulary was carefully researched and selected to be age-appropriate, and to grow in vocabulary and understanding through a young person's development and enhance learning. Sources that the team of educators, psychologists and writers drew from include the following:

Sally Boardman, a highly regarded psychologist with a specialty in Children's research and practice, assisted with linking responses to the adaptive lessons to follow. Several EQ models were used in analysis by Sally in conjunction with Life Skills Group.

Center on Evidence Based Practices for Early Learning, University of Colorado

- In a report titled “Enhancing Emotional Vocabulary in Young Children”(Gail E. Joseph, Ph.D. & Phillip S. Strain, Ph.D.), four-year-olds were observed for understanding of emotional states, ability to observe social cues and vocabulary of feeling words. It was found that classrooms devoting planned attention to helping children acquire a rich and varied feeling vocabulary experienced fewer challenging behaviors, were more developmentally sophisticated and enjoyed healthier social interactions (Denham, 1986).

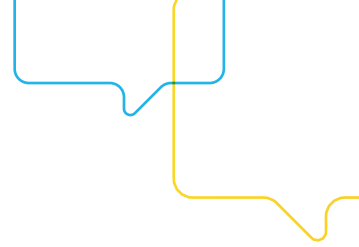
- Children develop powerful feeling vocabularies by using varied and complex feeling words. The figure below shows a list of more complex feeling words that 3 to 5 year olds who are developing language normally know (Joseph, 2001; Ridgeway, Waters & Kuczaj, 1985).



Growth mindset includes being able to find ways to get around a challenge. Her research found that when students had a growth mindset; a mindset which perceives a challenge as an opportunity to learn rather than an obstacle to overcome, they responded with constructive thoughts and their behaviour showed persistence rather than defeat.

From Dweck's research into the growth mindset in regards to tenacity and its effects on achievement, especially in an educational setting, she discovered 4 factors that affect ongoing tenacity or grit:

1. Their beliefs about themselves
2. Their goals
3. Their feelings about their social connectedness
4. Their self-regulatory skills



Event data | methodology

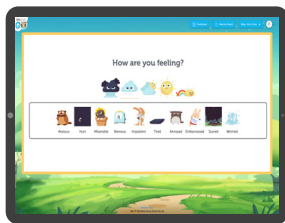
The following reliable and globally recognised research and evidence base has been used to inform the Life Skills GO platform, the provider of the Emotion Check-in tool for National Check-in Week.

- Collaborative for Academic, Social and Emotional Learning, <https://casel.org/>
- Evidence for Learning, <http://evidenceforlearning.org.au/toolkit/feedback/>
- Australian Curriculum, Assessment and Reporting Authority, Personal and Social Capability Learning Continuum
- Collaborative for Academic, Social and Emotional Learning, <https://casel.org/>
- Dweck, C. 2017, AITSL Summit, Sydney
- Evidence for Learning, <http://evidenceforlearning.org.au/toolkit/feedback/>
- Evidence for Learning, <http://evidenceforlearning.org.au/toolkit/meta-cognition-and-self-regulation/>
- Foundation for Young Australians 2017, [The New Work Smarts: Thriving in the New Work Order](#)
- Goldstein, S. and Brooks, R. 2013 [Handbook of resilience in children](#)
- Hanson, R. 2017: [The Science of Positive Brain Change](#)
- Jones, S. 2018, For a New Approach to Social Emotional Learning, Look to Kernels, Harvard University
- Mission Australia 2018, [2017 Youth Survey Report](#)
- OECD 2015, [Skills for social progress: The power of social and emotional skills](#)
- Seigel, D. 2015 Brainstorm
- World Economic Forum 2016, [New Vision for Education: Fostering Social and Emotional Learning through Technology](#)
- Yeager, D & Dweck, C. 2012, [Mindsets that promote resilience:](#) When students believe that personal characteristics can be developed

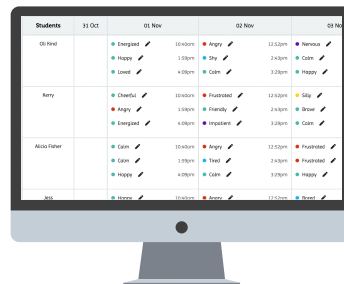
Event data | methodology



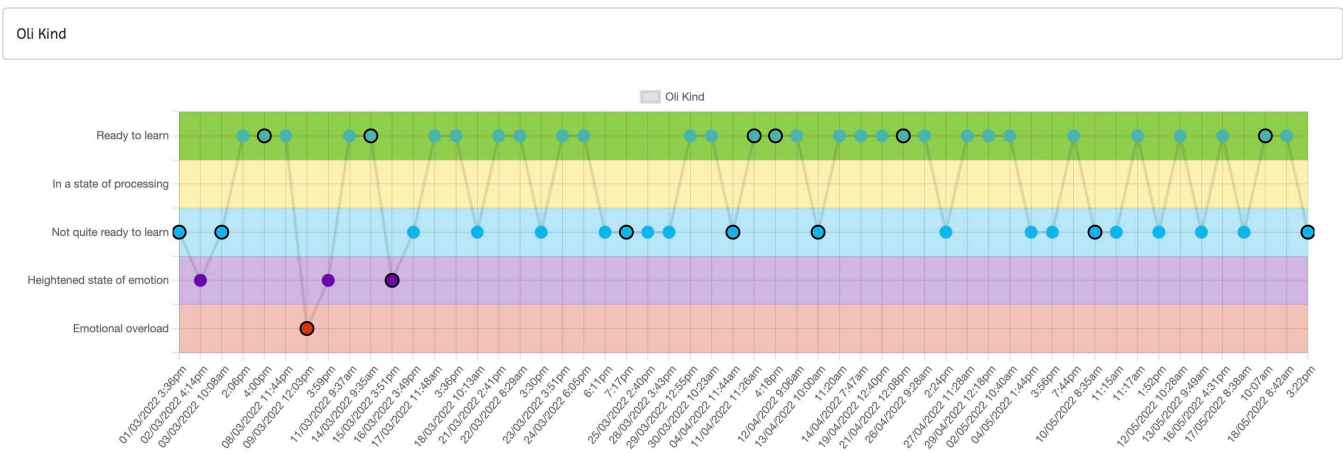
Check in with each student on how they are feeling any time of the day. Based on the students emotion check-in they are automatically assigned mindfulness / Cognitive behaviour therapy or a focused attention exercise.



Review individual student / class / stage / school or small group check-in data on your dashboard.



Teachers can use data to assign individualised / personalised learning plans for each student.



Instantly and continuously track and measure students' emotional state and readiness to learn.

Can be used multiple times a day, and instantly record for individual students, groups or the whole class at any time.

Drill down into responses to find out the context or cause of the emotion and identify signals when preventative measures are needed.

Timestamped to show when the response was recorded.

Observations can be left against student emotions saved in their learner profile, built over a day, weeks, months and across the school year.

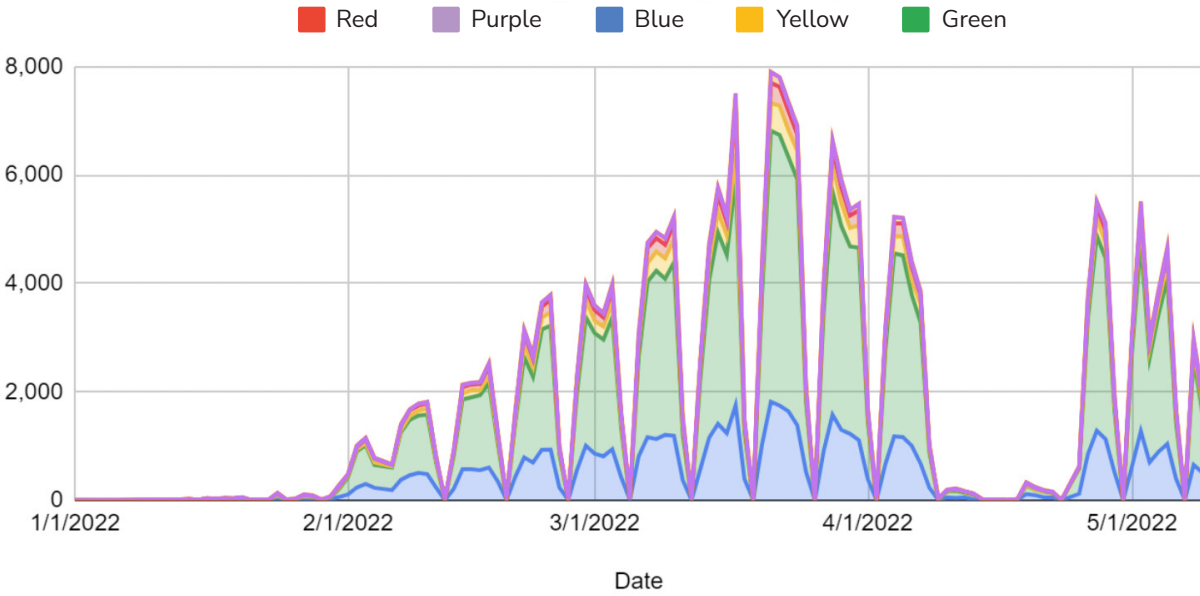


Event data | check-in timeline

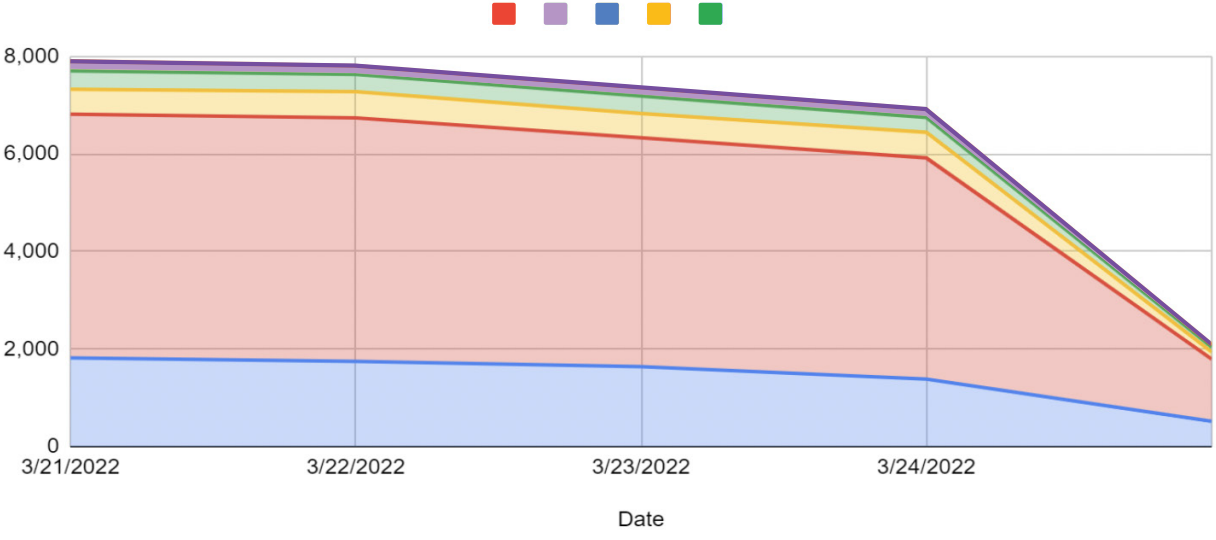
National Check-in Week worked by creating a call to action for educators. While access was provided through Term 1 and continued for some schools into Term 2, peak check-ins occurred during the National Check-in Week - 21-25 May.

The Emotion Check-in provides time stamping for all responses to show real-time and longitudinal data, which is useful for identifying trends and pulse check or annual school reports.

Emotion responses over time



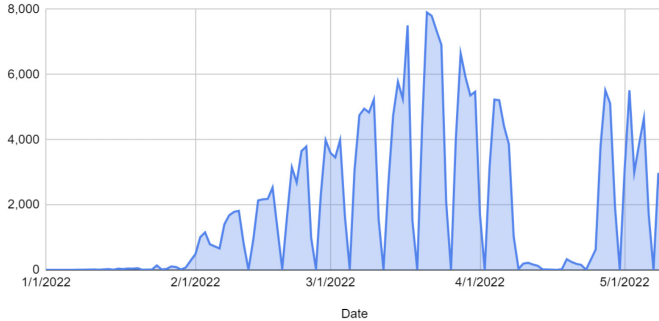
National Check-in Week



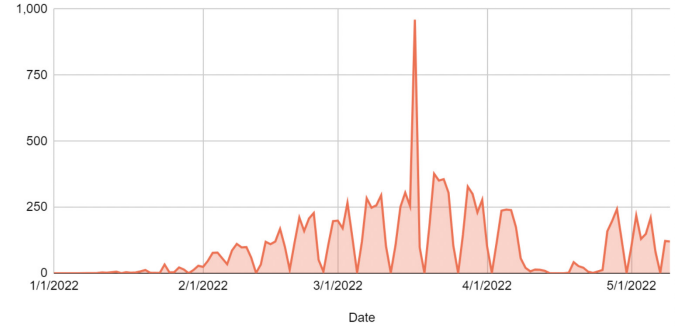


Event data | check-in timeline

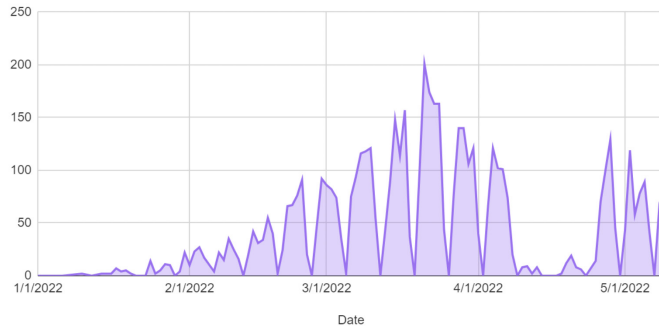
Check-in totals over time



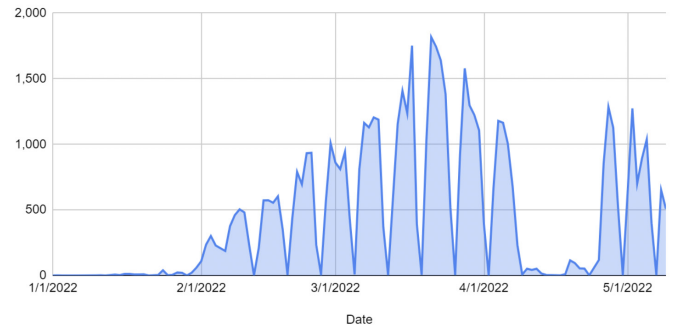
Emotion responses over time - Red



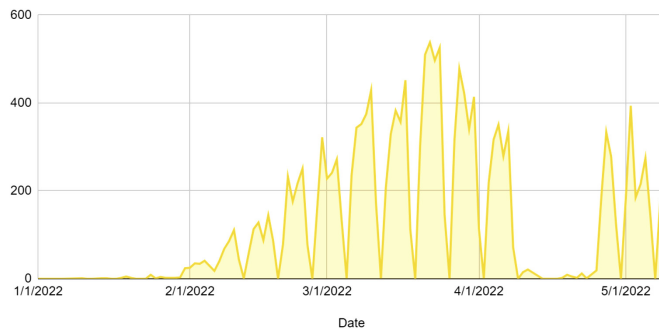
Emotion responses over time - Purple



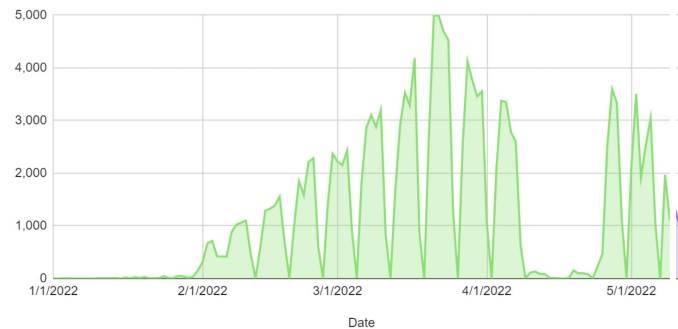
Emotion responses over time - Blue



Emotion responses over time - Yellow



Emotion responses over time - Green



The Emotion Check-in provides a real-time view of students' emotional state. Teachers are able to run check-in's instantly via one-to-one devices or in minutes via a single device or IWB.

Educators reported that this was an improvement over their current methods, especially for settling students to provide more time for learning.

Event data | overall

Overall check-in summary

11
Total countries

243,476
Total check-ins

12.4
Average number of check-in's

Check-in breakdown

Percentages of emotions responded (across the six, then next level breakdown)

	Red	Purple	Blue	Yellow	Green	Total	Avg check-ins
WA	835	331	3,933	939	10,483	16,521	14.3
QLD	367	158	1,112	400	1,787	3,824	11.4
SA	76	4	280	5	436	801	20.0
NT	24	16	122	64	126	352	6.9
TAS	4	4	14	0	76	98	7.0
INT/OTH	1,248	719	3,054	1,233	6,676	12,930	10.3
NSW	6,655	2,921	32,399	9,942	91,856	143,773	13.6
VIC	3,782	1,197	16,298	3,598	40,123	64,998	15.3

Red

Emotional Overload

Intervention may be required as the student is not in a state for learning

Purple

Heightened state of emotion

Heightened state of emotion

Blue

Not quite ready to learn

Readiness to learn overshadowed by emotion

Yellow

In a state of processing

Dealing with something that could turn to emotional overload or blow over to sweet spot for learning

Green

Ready to learn

Sweet spot for learning and thriving



Event data | overall

	Emotional Overload	Heightened state	Not quite ready to learn	Instate of processing	Ready to learn
WA	5.05%	2.00%	23.81%	5.68%	63.45%
QLD	9.60%	4.13%	29.08%	10.46%	46.73%
SA	9.49%	0.50%	34.96%	0.62%	54.43%
NT	6.82%	4.55%	34.66%	18.18%	35.80%
TAS	4.08%	4.08%	14.29%	0.00%	77.55%
INT	9.65%	5.56%	23.62%	9.54%	51.63%

NSW	4.63%	2.03%	22.53%	6.92%	63.89%
VIC	5.82%	1.84%	25.07%	5.54%	61.73%

Red

Emotional Overload

Intervention may be required as the student is not in a state for learning

Purple

Heightened state of emotion

Heightened state of emotion

Blue

Not quite ready to learn

Readiness to learn overshadowed by emotion

Yellow

In a state of processing

Dealing with something that could turn to emotional overload or blow over to sweet spot for learning

Green

Ready to learn

Sweet spot for learning and thriving



Event data | emotion response totals

Happy	31,269
Tired	20,535
Calm	18,499
Energized	18,214
Loved	5,884
Sad	5,209
Angry	4,247
Grateful	4,230
Quiet	3,927
Silly	3,331
Content	3,207
Frustrated	3,141
Shy	2,633
Hurt	2,371
Annoyed	2,302
Excited	2,248
Comfortable	1,750
Nervous	1,485
Hopeful	1,464
Proud	1,396
Safe	1,374
Peaceful	1,218

Brave	1,168
Overjoyed	1,022
Friendly	1,005
Busy	966
Kind	960
Lonely	874
Confident	774
Worried	774
Cheerful	640
Miserable	570
Anxious	551
Cautious	420
Impatient	386
Jealous	317
Surprised	299
Disappointed	289
Frightened	251
Arrogant	213
Ashamed	174
Embarrassed	119
Scared	116





Event data | Australia

Overall check-in summary

230,367

Total check-ins

14

Average number of check-in's

Check-in breakdown readiness to learn levels

Percentages of emotions responded

	Emotional Overload	Heightened state	Not quite ready to learn	Instate of processing	Ready to learn
%	6.50%	2.73%	26.34%	6.77%	57.65%
	11,743	4,631	54,158	14,948	14,4887



Red

Emotional Overload

Intervention may be required as the student is not in a state for learning



Purple

Heightened state of emotion

Heightened state of emotion



Blue

Not quite ready to learn

Readiness to learn overshadowed by emotion



Yellow

In a state of processing

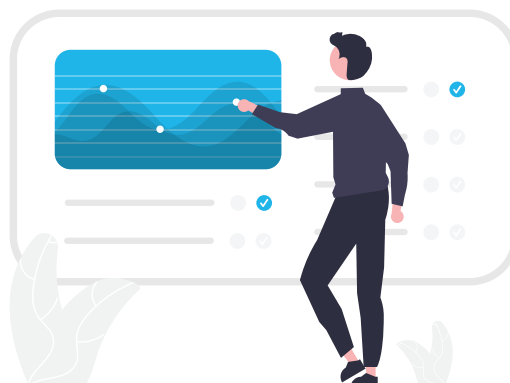
Dealing with something that could turn to emotional overload or blow over to sweet spot for learning



Green

Ready to learn

Sweet spot for learning and thriving



Event data | emotion responses by state

NSW	143,773	VIC	64,998	WA	16,521
Happy	30,857	Happy	15,519	Happy	3,230
Energized	19,958	Tired	10,038	Energized	2,214
Tired	18,045	Calm	8,796	Tired	1,984
Calm	17,397	Energized	6,672	Calm	1,760
Loved	6,306	Sad	2,268	Loved	925
Sad	4,725	Angry	1,868	Sad	600
Grateful	4,148	Quiet	1,681	Grateful	546
Silly	3,607	Loved	1,552	Angry	451
Quiet	3,429	Grateful	1,484	Quiet	447
Angry	3,322	Content	1,428	Hurt	372
Content	3,124	Frustrated	1,415	Content	358
Shy	2,401	Excited	920	Shy	352
Frustrated	2,331	Silly	894	Silly	333
Annoyed	2,202	Hurt	884	Safe	264
Excited	2,118	Annoyed	872	Proud	253
Hurt	2,116	Shy	781	Annoyed	246
Comfortable	1,467	Comfortable	770	Frustrated	241
Nervous	1,311	Safe	576	Hopeful	204
Hopeful	1,303	Friendly	512	Excited	181
Proud	1,277	Proud	507	Comfortable	173
Safe	1,120	Peaceful	502	Nervous	166
Peaceful	1,004	Nervous	481	Brave	164
Brave	981	Hopeful	480	Lonely	122
Overjoyed	958	Brave	444	Kind	114
Kind	872	Kind	359	Peaceful	98
Lonely	830	Busy	348	Worried	91
Friendly	794	Overjoyed	345	Anxious	85
Busy	744	Confident	313	Overjoyed	75
Confident	705	Worried	280	Busy	73
Worried	672	Lonely	242	Confident	69
Cheerful	543	Anxious	227	Friendly	60
Miserable	527	Cautious	219	Cheerful	51
Anxious	476	Miserable	215	Jealous	41
Impatient	338	Cheerful	209	Miserable	32
Cautious	313	Impatient	165	Cautious	31
Surprised	278	Surprised	128	Frightened	28
Disappointed	256	Disappointed	127	Disappointed	18
Frightened	244	Jealous	104	Surprised	18
Jealous	229	Ashamed	88	Impatient	16
Arrogant	176	Arrogant	80	Scared	12
Ashamed	121	Scared	79	Ashamed	9
Scared	78	Frightened	64	Arrogant	8
Embarrassed	70	Embarrassed	62	Embarrassed	6

Event data | emotion responses by state

QLD	3,824
Tired	407
Happy	363
Calm	318
Energized	289
Angry	243
Hurt	214
Sad	207
Loved	140
Grateful	136
Silly	117
Shy	111
Excited	89
Comfortable	85
Quiet	80
Nervous	76
Annoyed	75
Frustrated	72
Content	71
Safe	55
Busy	54
Lonely	54
Kind	50
Overjoyed	48
Peaceful	48
Confident	43
Hopeful	42
Cheerful	40
Brave	36
Proud	36
Worried	36
Friendly	35
Miserable	21
Jealous	19
Anxious	17
Cautious	17
Frightened	17
Surprised	16
Ashamed	13
Impatient	13
Disappointed	12
Embarrassed	6
Arrogant	3

SA	801
Tired	248
Happy	223
Calm	186
Frustrated	37
Angry	36
Sad	21
Peaceful	15
Energized	4
Annoyed	3
Arrogant	3
Hurt	3
Impatient	3
Shy	3
Confident	2
Embarrassed	2
Excited	2
Quiet	2
Brave	1
Cheerful	1
Content	1
Grateful	1
Hopeful	1
Lonely	1
Nervous	1
Safe	1

TAS	98
Grateful	18
Happy	16
Loved	15
Energized	14
Calm	12
Shy	5
Tired	5
Angry	4
Nervous	4
Sad	3
Hurt	1
Kind	1

NT	352
Tired	51
Busy	41
Quiet	39
Calm	33
Happy	30
Peaceful	13
Annoyed	12
Comfortable	12
Miserable	12
Content	11
Anxious	7
Frustrated	7
Grateful	7
Worried	7
Angry	6
Sad	6
Friendly	5
Confident	4
Disappointed	4
Energized	4
Nervous	4
Silly	4
Embarrassed	3
Excited	3
Hopeful	3
Impatient	3
Lonely	3
Overjoyed	3
Shy	3
Arrogant	2
Ashamed	2
Loved	2
Cautious	1
Frightened	1
Hurt	1
Kind	1
Proud	1
Surprised	1



Event data | readiness to learn levels by state

SA	801
Red	76
Purple	4
Blue	280
Yellow	5
Green	436

NSW	143,773
Red	6,655
Purple	2,921
Blue	32,399
Yellow	9,942
Green	91,856

WA	16,521
Red	835
Purple	331
Blue	3,933
Yellow	939
Green	10,483

NT	352
Red	24
Purple	16
Blue	122
Yellow	64
Green	126

VIC	64,998
Red	3,782
Purple	1,197
Blue	16,298
Yellow	3,598
Green	40,123

QLD	3,824
Red	367
Purple	158
Blue	1,112
Yellow	400
Green	1,787

TAS	98
Red	4
Purple	4
Blue	14
Yellow	0
Green	76

Emotional Overload	Heightened state	Not quite ready to learn	Instate of processing	Ready to learn
6.50%	2.73%	26.34%	6.77%	57.65%
11,743	4,631	54,158	14,948	144,887

Red

Emotional Overload

Intervention may be required as the student is not in a state for learning

Purple

Heightened state of emotion

Heightened state of emotion

Blue

Not quite ready to learn

Readiness to learn overshadowed by emotion

Yellow

In a state of processing

Dealing with something that could turn to emotional overload or blow over to sweet spot for learning

Green

Ready to learn

Sweet spot for learning and thriving

Event data | New Zealand

+ other international schools

Overall check-in summary

12,930

Total
check-ins

10.3

Average number
of check-in's

Check-in breakdown readiness to learn levels

Percentages of emotions responded

	Emotional Overload	Heightened state	Not quite ready to learn	Instate of processing	Ready to learn
%	6.50%	2.73%	26.34%	6.77%	57.65%
	11,743	4,631	54,158	14,948	14,4887

Red

**Emotional
Overload**

Intervention may be required as the student is not in a state for learning

Purple

**Heightened
state of emotion**

Heightened state of emotion

Blue

**Not quite ready
to learn**

Readiness to learn overshadowed by emotion

Yellow

**In a state of
processing**

Dealing with something that could turn to emotional overload or blow over to sweet spot for learning

Green

Ready to learn

Sweet spot for learning and thriving

“

It is powerful for adults and students to acquire the language of emotional literacy. A common language builds communication, and communication builds trust.

”

Mark Lamont | Founder and Director at World Mosaic



Conclusion | next steps

The results speak clearly - we need to better hear the voice of our youth and take action to support their wellbeing now. We also need to support educators by providing solutions that are not another thing to do, but replace and improve current practices.

Loss of learning is a critical issue in education today, and the data shows that students are still working through the emotions they carry from the events of the past two years. These events continue today, and show few signs of dissipating and returning to more favourable, post pandemic times. It is clear a 'new normal' must include a strong focus on the emotional state of our youth through continuous check-in's, real time data for educators and clear, effective and timely 'what next' steps that help in the moment, at any moment.

The key takeaway for all of us is that current measures of pulse checks and annual wellbeing surveys are not effective in supporting in class learning outcomes and readiness to learn in the moment for every student, which is critical to improving learning. We need to recognise where technology can help, as there are also not enough counselors and psychologists available to meet the need. Providing this support means shifting from the traditional view of wellbeing as about attendance, behavioural issues and incidence and to a more holistic view of the student. This view will bring an understanding of the drivers of these actions and work in a preventative space. As a result, students and educators will be better equipped to help increase a sense of belonging, build resilience and improve relationships.

Dianne Giblin, CEO of the Australian Council of State School Organisations (ACSSO) comments that "the results from National Check-in Week shows that there is a critical need to help students return to learning and avoid being left behind. Students are carrying feelings that still affect them today and our young people are in all states of emotional overwhelm. We need to identify and address these feelings NOW to improve the wellbeing of students for today and the future."

Learning disruptions from the COVID pandemic will limit economic growth in the Indo-Pacific. School age children and youth stand to lose US\$10 trillion in labour earnings over their working lives. We have the ability to implement tools to affect change and mitigate future harm NOW.

Events such as National Check-in Week (www.nationalcheckinweek.com) will continue to be critical in providing points of action and raising awareness. But the time for action is now. Emotion Check-in's provide the method to engage, teach, track, measure and report on student wellbeing in real-time to provide the data educators need to make positive change in learning and wellbeing in a way that decreases teacher workload and increases time for learning.

