



National Check-in Week

Student Wellbeing Review | 2022

Update | 24 November 2022.



And what next?



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Introduction

The time to act for the wellbeing of our youth is NOW

As we all adjust to a new normal by returning to face-to-face learning and social gatherings, the effects of the past few years on our mental health are becoming clear. Our young people have had their first full year back in school, with our youngest never having experienced school without remote learning. They are relearning social skills and carrying the effects of isolation from friends and family, fear of the pandemic and, in many cases, direct loss due to illness or the breakdown of family units due to parental stresses. Research and our own experience show that this is manifesting through increased anxiety, behavioral incidents and relationship issues in our youth, which are becoming more and more prevalent in classrooms and homes.

Our first National Check-in Week revealed that 43.1% of students were not in a state ready to learn. Our updated report shows the trends over time for emotional state, readiness to learn and where student wellbeing stands today based on close to 1 million individual check-ins.

The need to understand how our youth feel and provide support has never been more important. Now, more than ever, it is time to connect with our students to learn how they feel and why they feel that way to support them now and provide the skills they will need to thrive throughout their lives.



For our educators, it is critical that they have the support they need to reduce their workloads and increase quality teaching time. The wellbeing of our educators is at the core of supporting learning communities.

This year, off the springboard of National Check-in Week, more than 1 million individual check-ins will be conducted through the Life Skills GO platform. Next year, we look to make the event even bigger to reach more educators, students, officials and decision makers to help bring the needed focus and support to the wellbeing of our youth.

And it all starts with us.

Nikki Bonus
Colin Stevens

Creators of National Check-in Week



Executive summary

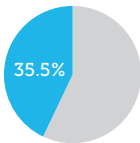
November 2022 Update



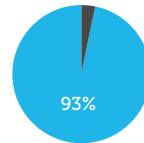
925,700
individual check-in's conducted



34.9
Avg no. of student check-ins



35.5%
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	210,9669
2.	Energized	128,039
3.	Calm	118,999
4.	Tired	118,784
5.	Loved	34,132

6.	Sad	33,861
7.	Grateful	25,994
8.	Angry	22,905
9.	Content	22,620
10.	Silly	20,085

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 link)

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 'energized'.

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

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

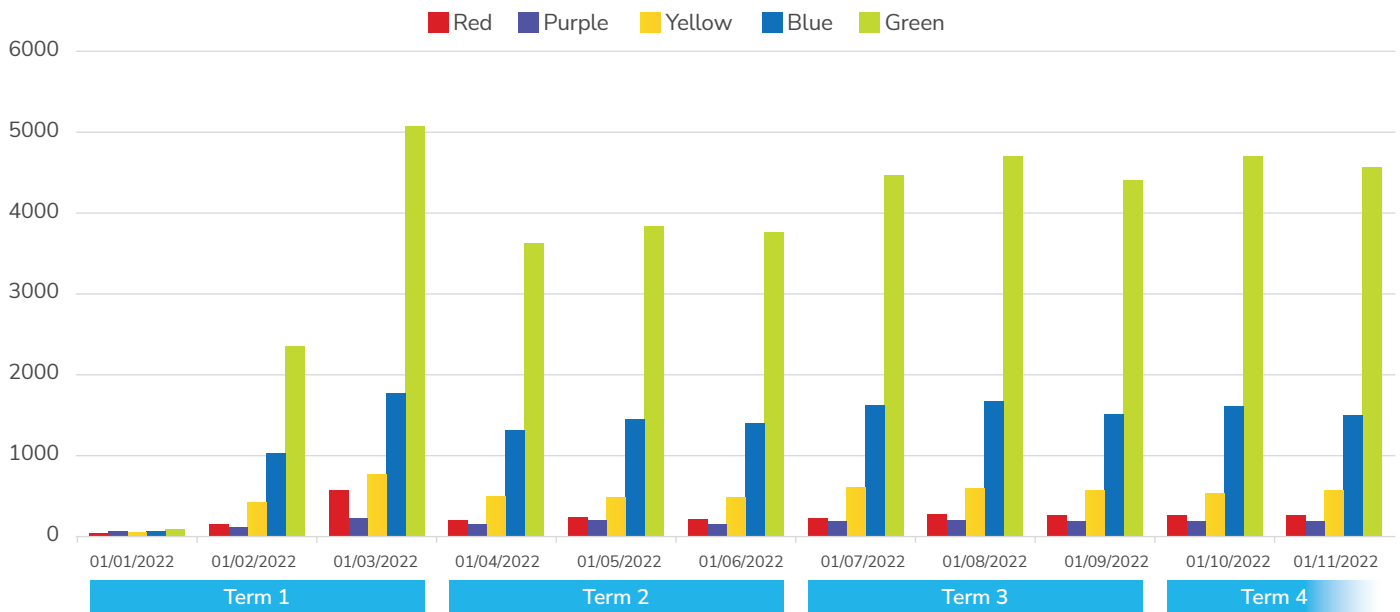
Green

Ready to learn

Sweet spot for learning and thriving

Executive summary

November 2022 Update



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



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



Supporters



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. ”



Nikki Bonus

Founder and CEO,
Life Skills Group



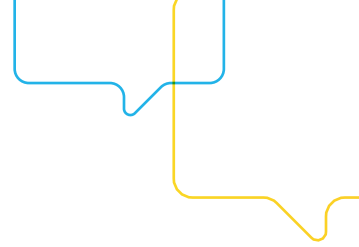
Michael Bani

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



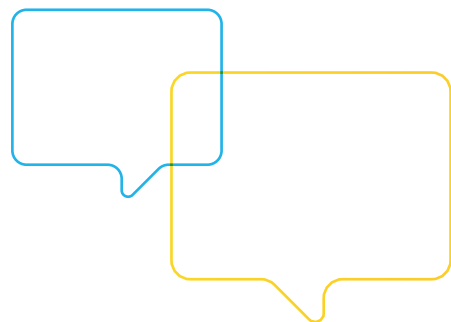
Tegan Bayliss

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>

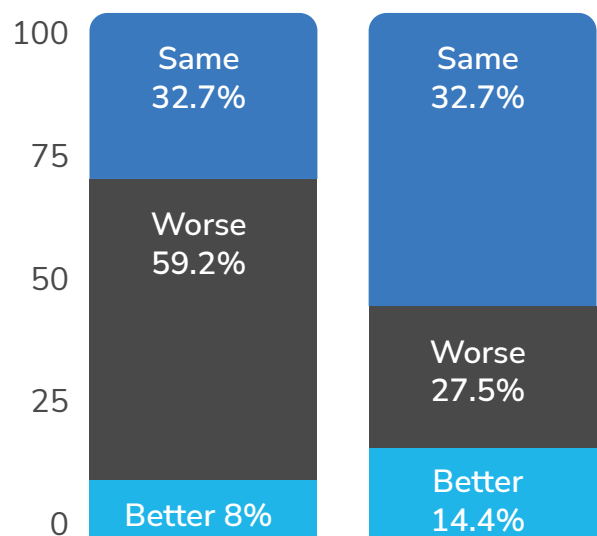
https://www.acsso.org.au/application/files/9416/4558/2738/Re-turning_to_School_in_2022_Preliminary_Findings.pdf

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).

Social wellbeing

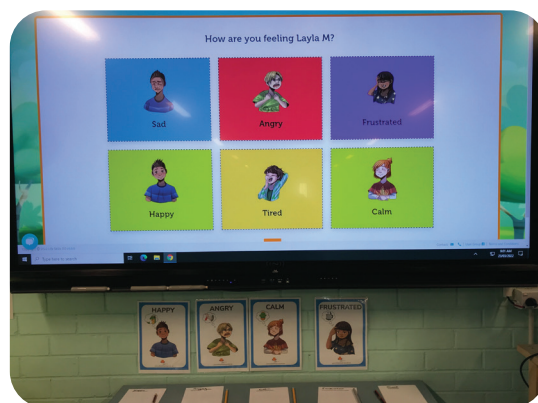
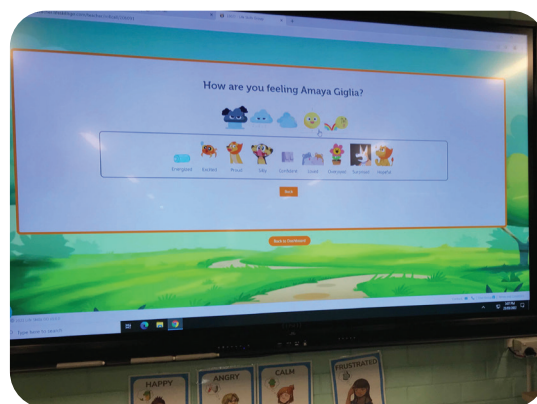


Event Data | Methodology

Educators across Australia and internationally have used the Emotion Check-in tool to record the emotional responses of their students.

Check-ins 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 wellbeing platform.

- 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](#)

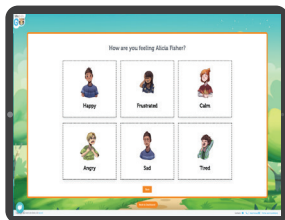
Event Data | Methodology

- Yeager, D & Dweck, C. 2012, [Mindsets that promote resilience:](#)
When students believe that personal characteristics can be developed
- Evaluation of Emotional Literacy Activities: A Phenomenological Study,
<https://files.eric.ed.gov/fulltext/EJ1126517.pdf>
[https://opencourses.ionio.gr/modules/document/file.php/DHI106/Υποστηρικτικό υλικό διδασκαλίας/2006_Emotional Intelligence in the classroom \(Brackett-Katulak\).pdf](https://opencourses.ionio.gr/modules/document/file.php/DHI106/Υποστηρικτικό_υλικό_διδασκαλίας/2006_Emotional_Intelligence_in_the_classroom_(Brackett-Katulak).pdf)
- (PDF) The Development and Validation of the Emotional Literacy Skills Scale
https://www.researchgate.net/publication/348008133_The_Development_and_Validation_of_the_Emotional_Literacy_Skills_Scale
- Why is emotional intelligence important for students?
<https://study.uq.edu.au/stories/why-emotional-intelligence-important-students>
- Durlak, J.A., Weissberg, R.P., Dymnicki, A.B., Taylor, R.D., & Schellinger, K.B. (2011). The Impact of Enhancing Students' Social and Emotional Learning: A Meta-Analysis of School-Based Universal Interventions. *Child Development*, 82(1), 405-432.
- Gardner, H. (1983) *Frames of Mind: The Theory of Multiple Intelligences*
- Goleman, D. (1995) *Emotional Intelligence: Why It Can Matter More Than IQ*
- Matthews, B., Kilbey, T., Doneghan, C. and Harrison, S. (2002) Improving attitudes to science and citizenship through developing emotional literacy, *School Science Review*, 84(307): 103-114.
- Weare, K. (2004) *Developing the Emotionally Literate School*. London, Sage Publications

Event Data | Methodology

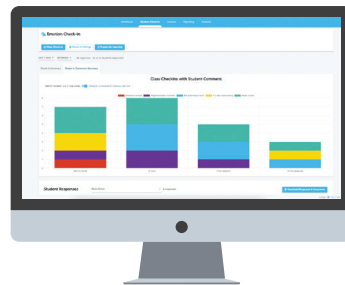
Emotion Check-in

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.



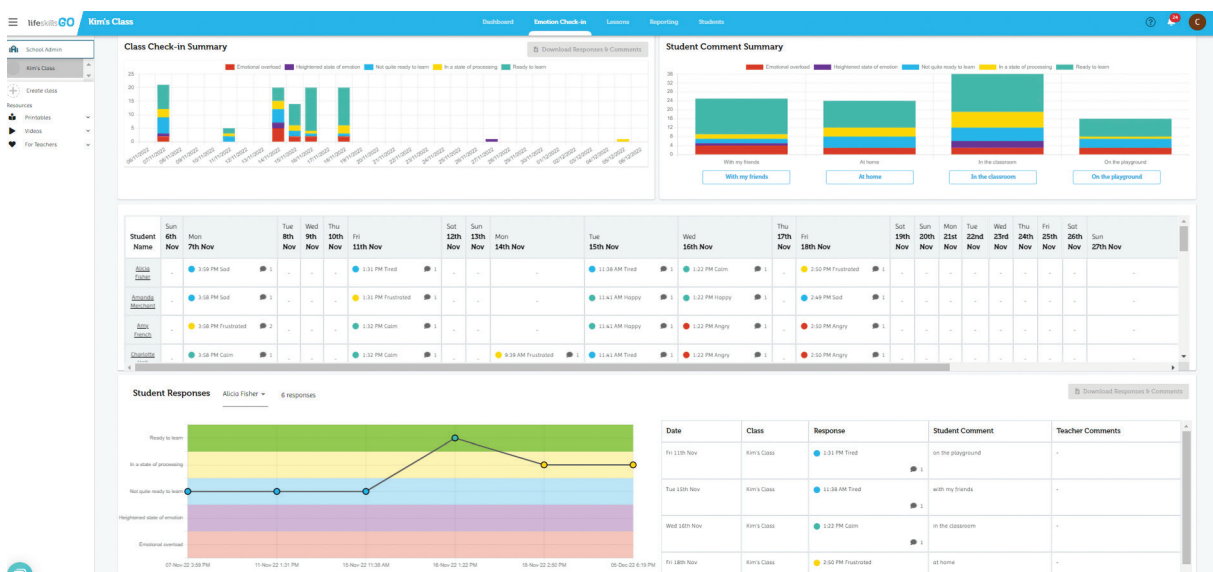
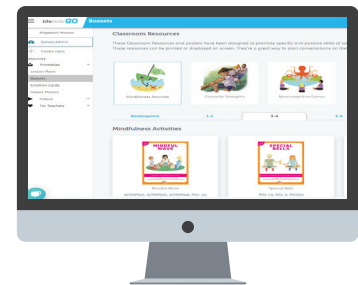
Reporting

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



ILPs & PLPs

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.

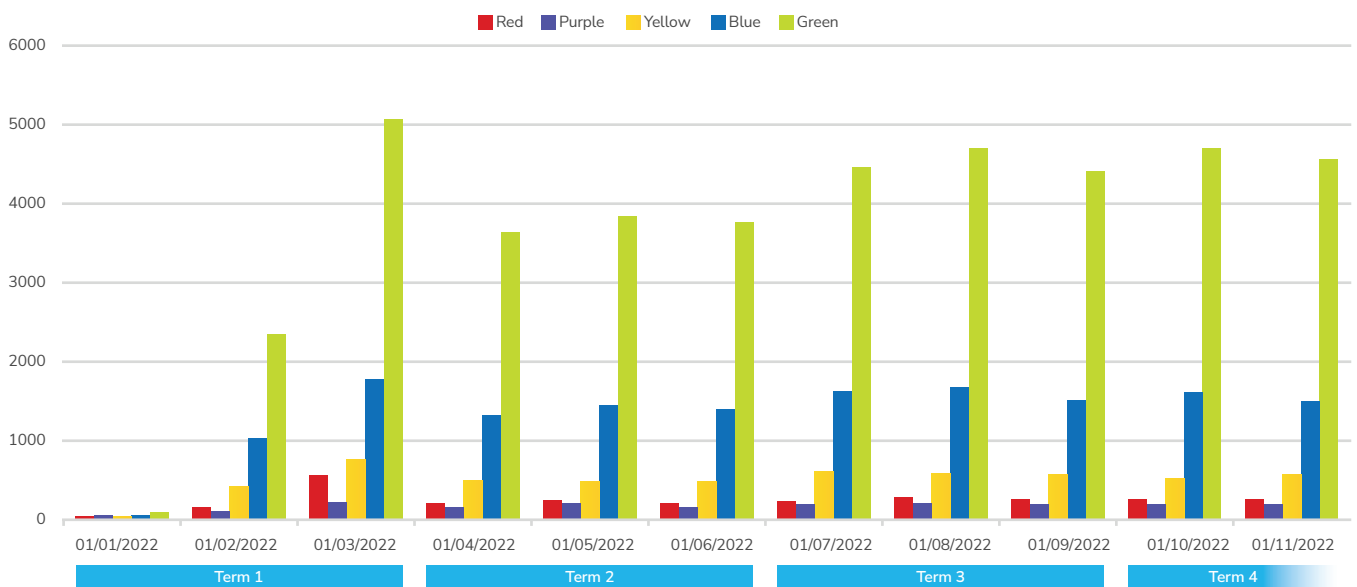
Observations can be left against student emotions saved in their learner profile, built over a day, weeks, months and across the school year.

Event Data | Check-in Timeline

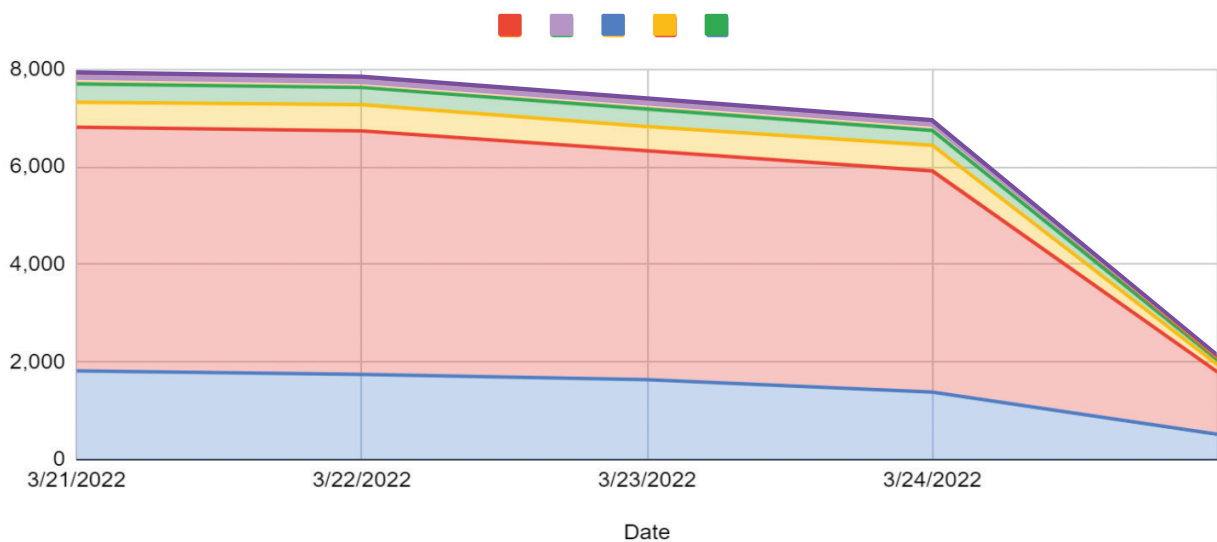
National Check-in Week worked by creating a call to action for educators. While access was provided through Term 1 and continued for some schools into Term 2, peak check-ins occurred during the National Check-in Week - 21-25 May.

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

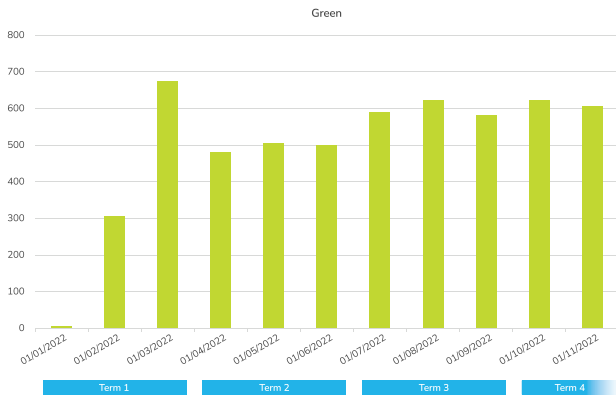


Event Data | Check-in Timeline

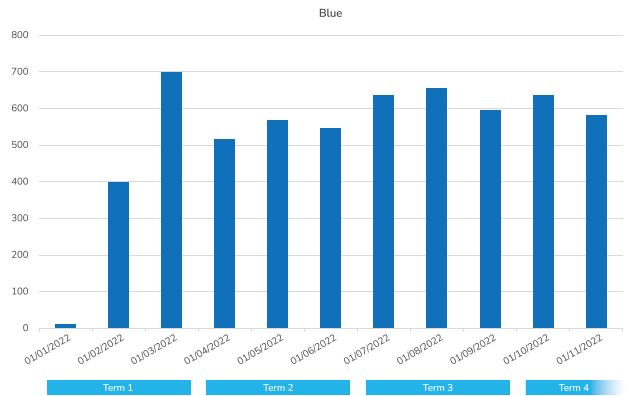
The Emotion Check-in provides a real-time view of students' emotional state. Teachers are able to run check-in's instantly via one-to-one devices or in minutes via a single device or IWB.

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

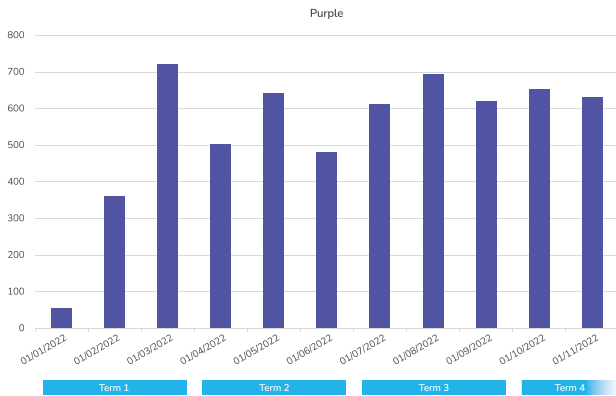
Emotion responses over time - Green



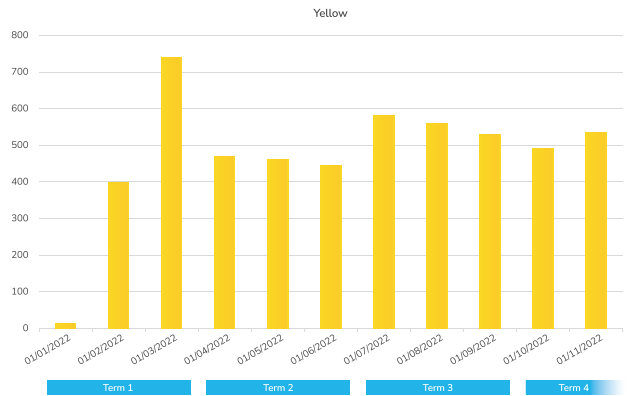
Emotion responses over time - Blue



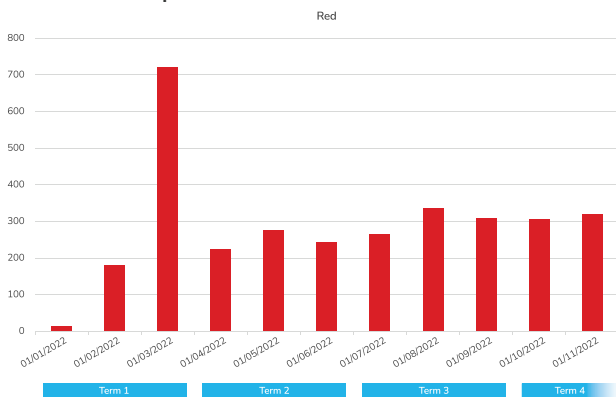
Emotion responses over time - Purple



Emotion responses over time - Yellow

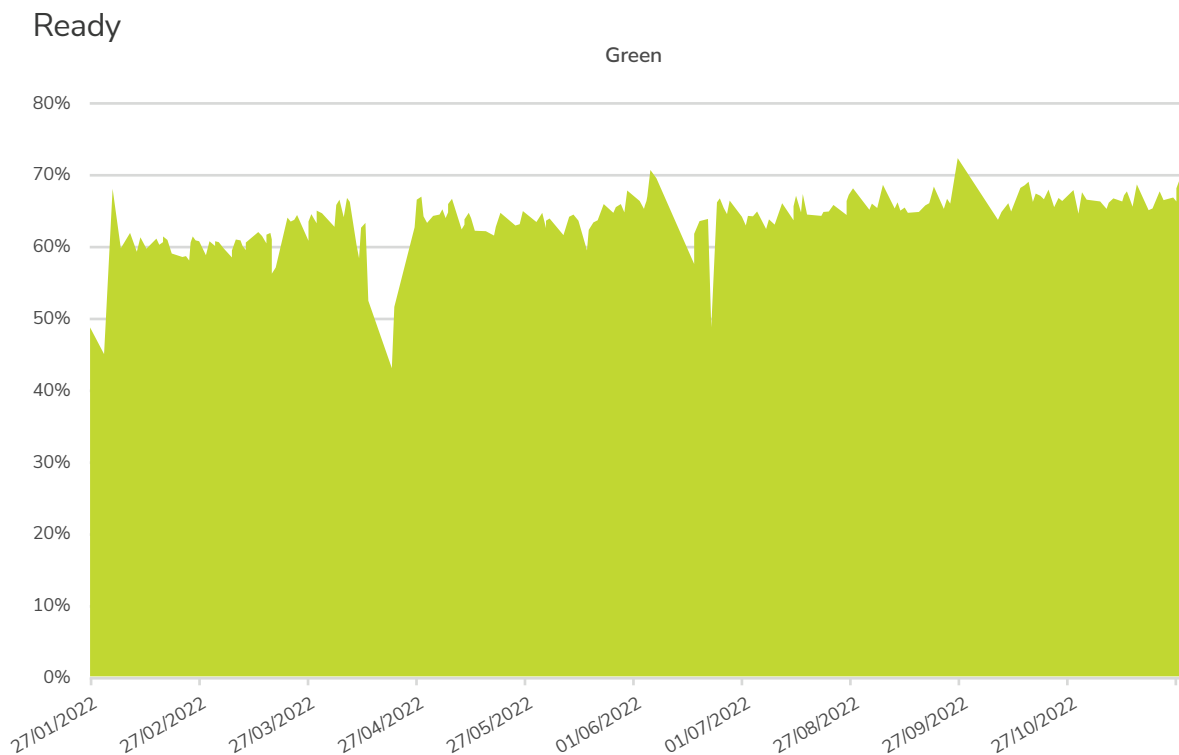
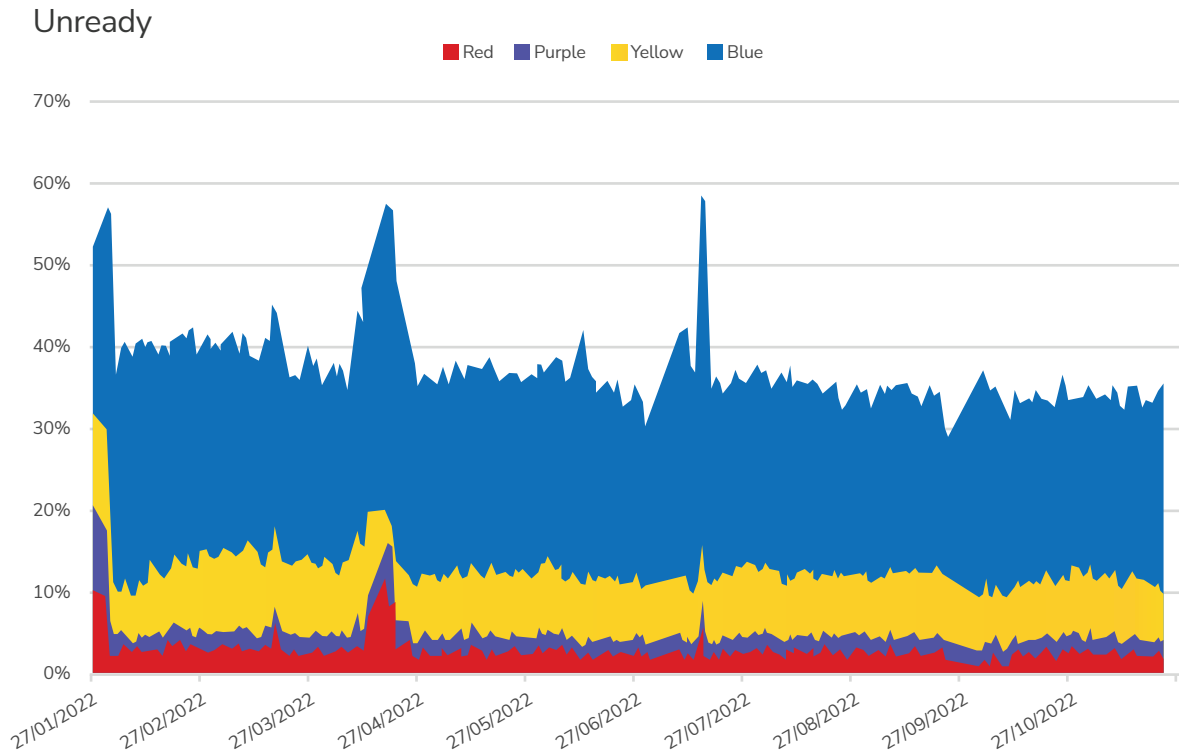


Emotion responses over time - Red



Readiness to learn over time

The Life Skills GO Emotion Check-in provides longitudinal data for individual students, classes and whole schools. Trends are able to be identified in student responses for targeted support.



Check-in data | overall

Overall check-in summary

11
Total countries

925,700
Total check-ins

34.9
Average number of check-in's

Check-in breakdown

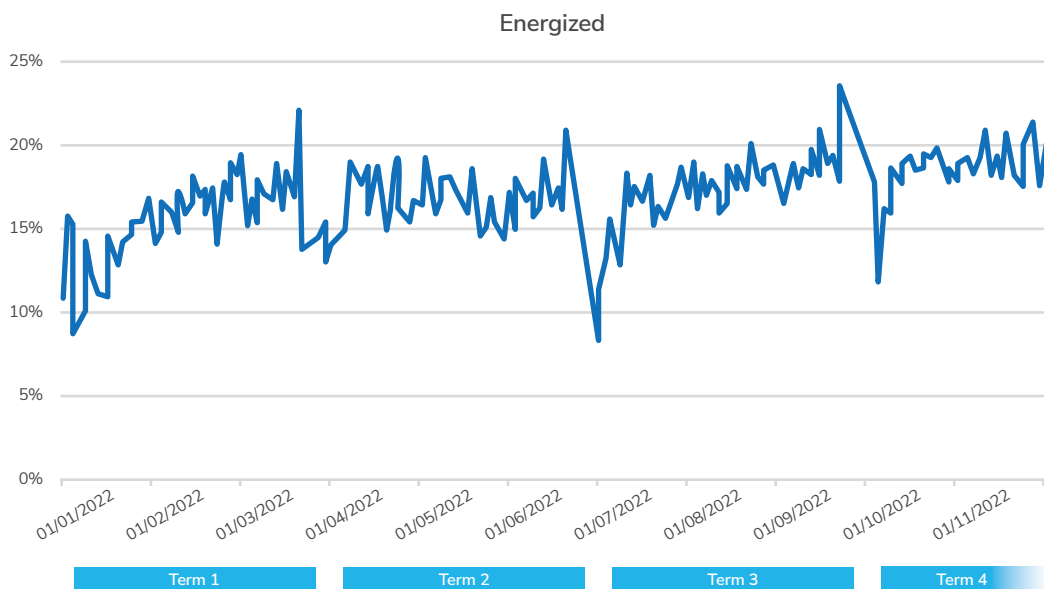
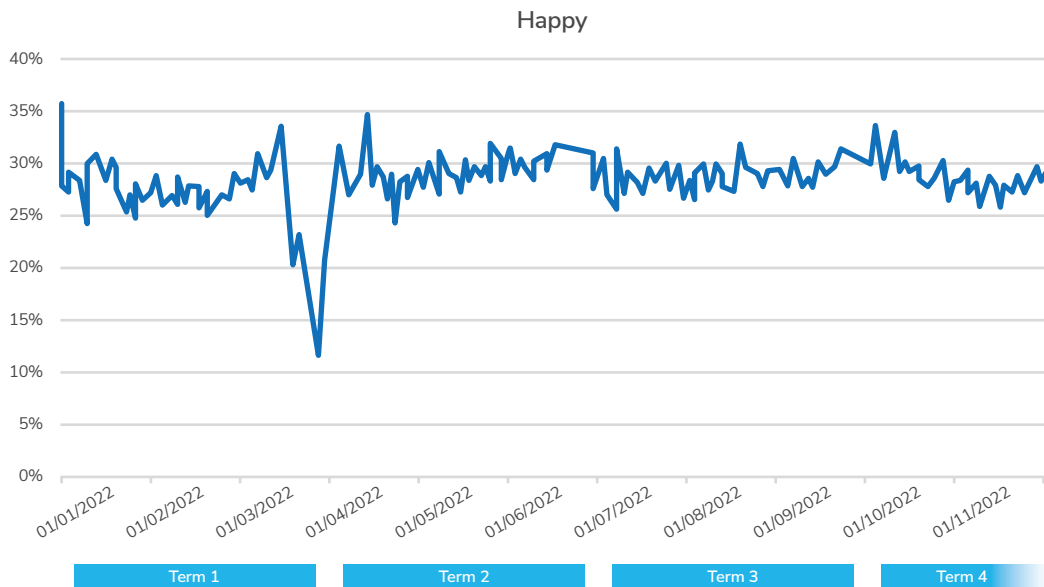
Percentages of emotions responded (across the six, then next level breakdown)

	Red	Purple	Blue	Yellow	Green	Start date	End date
Term 1	7,097	4,369	47,016	17,396	121,717	1 JAN	25 APR
Term 2	7,090	4,889	53,993	17,590	148,862	26 APR	17 JUL
Term 3	9,068	6,046	64,749	22,849	193,460	18 JUL	9 OCT
Term 4	5,840	3,898	42,388	14,337	133,014	10 OCT	24 NOV

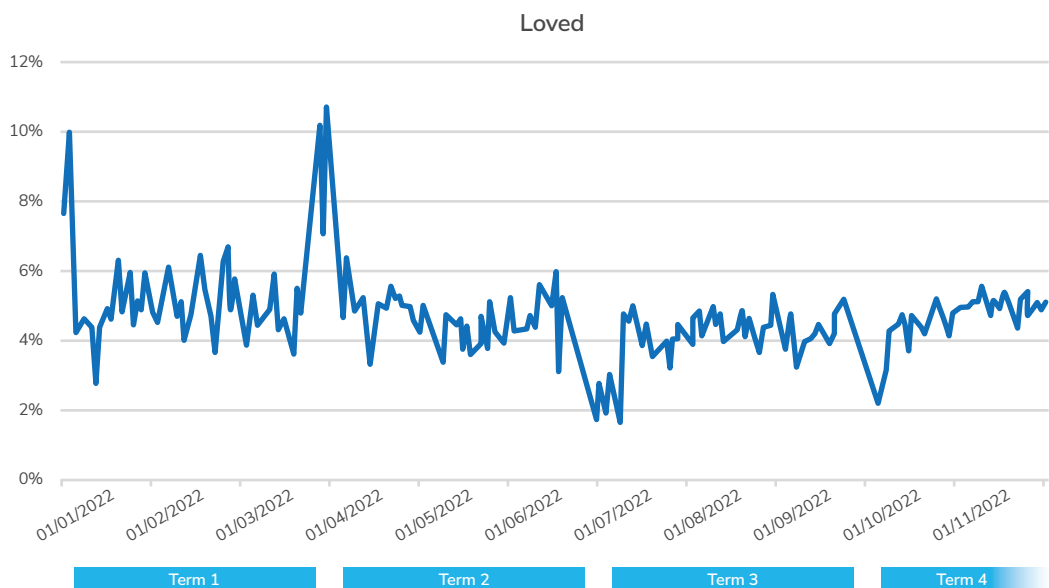
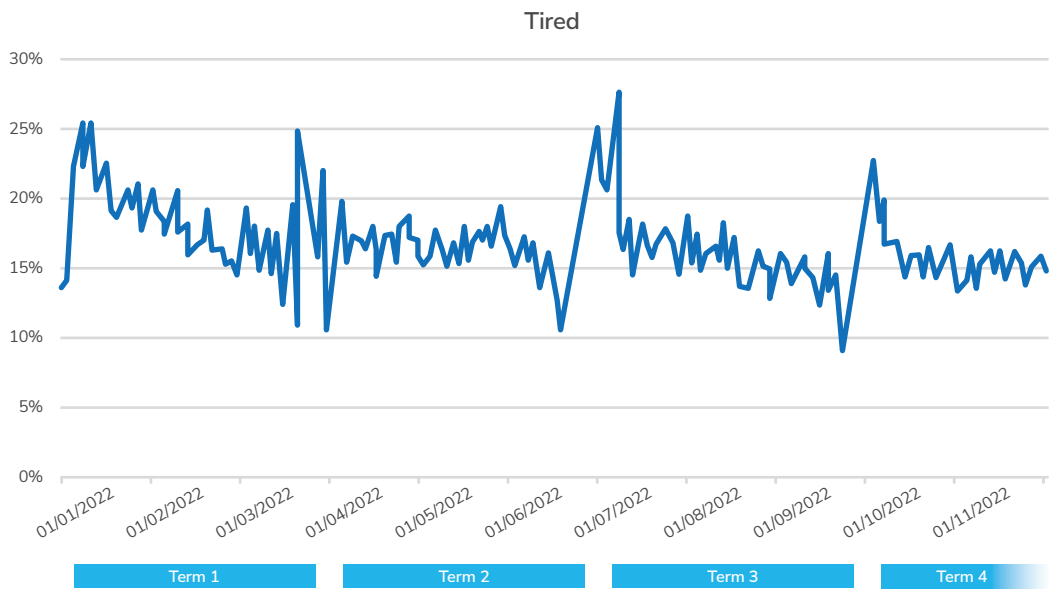
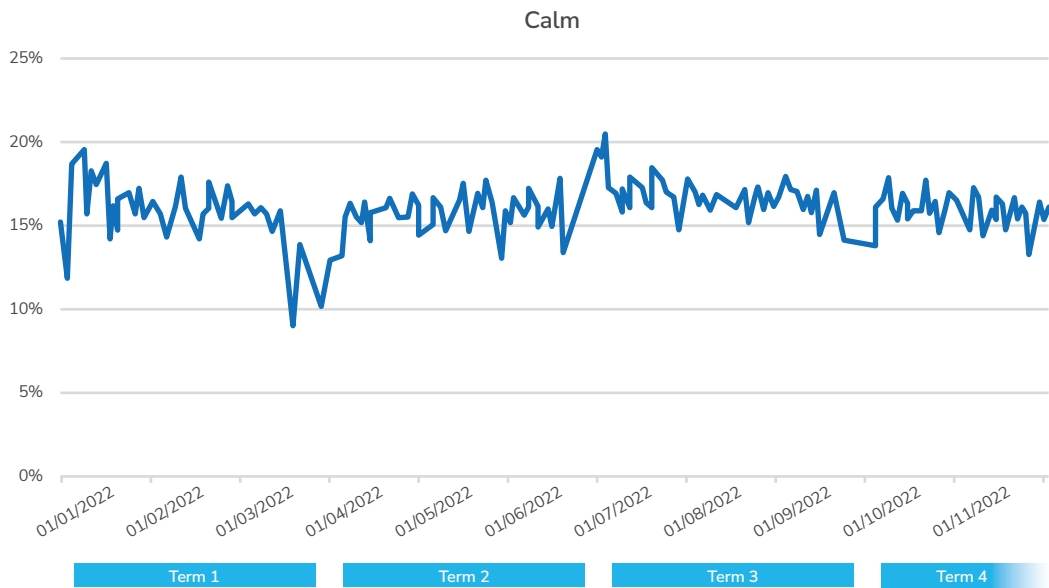
	Emotional Overload	Heightened state	Not quite ready to learn	Instate of processing	Ready to learn	Start date	End date
Term 1	3.6%	2.2%	23.8%	8.8%	61.6%	1 JAN	25 APR
Term 2	3.1%	2.1%	23.2%	7.6%	64%	26 APR	17 JUL
Term 3	3.1%	2.0%	21.9%	7.7%	65.3%	18 JUL	9 OCT
Term 4	2.9%	2.0%	21.2%	7.2%	66.7%	10 OCT	24 NOV

Emotions over time

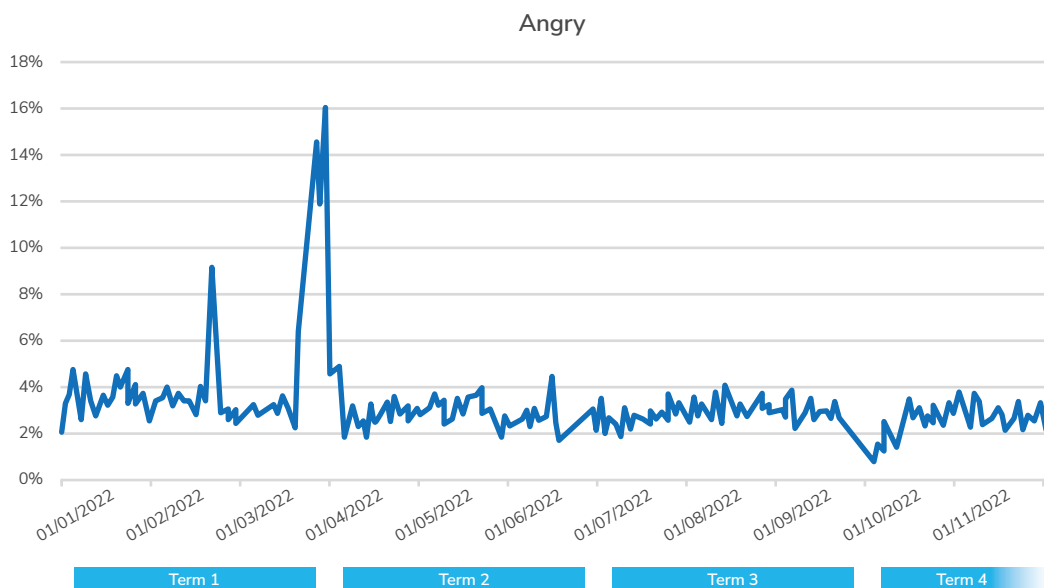
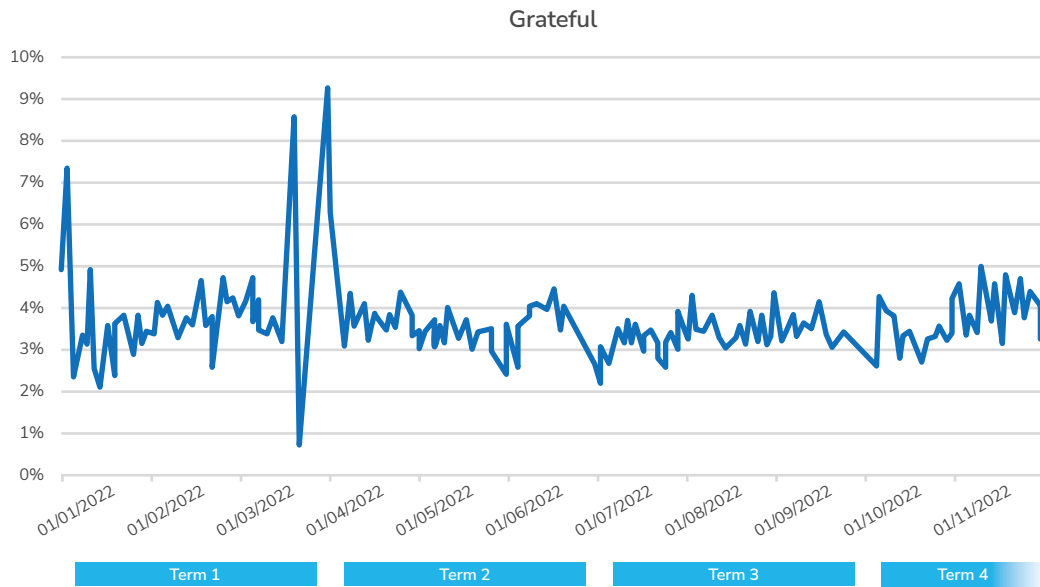
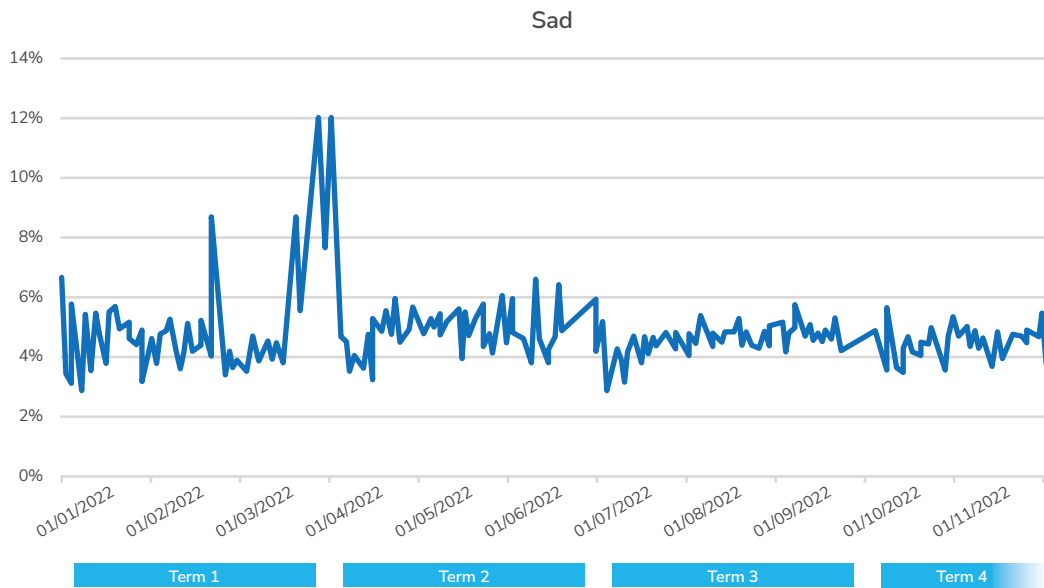
A high level of contextual information is available to educators through rich learner profiles. Emotional response selection increase as students develop emotional literacy.



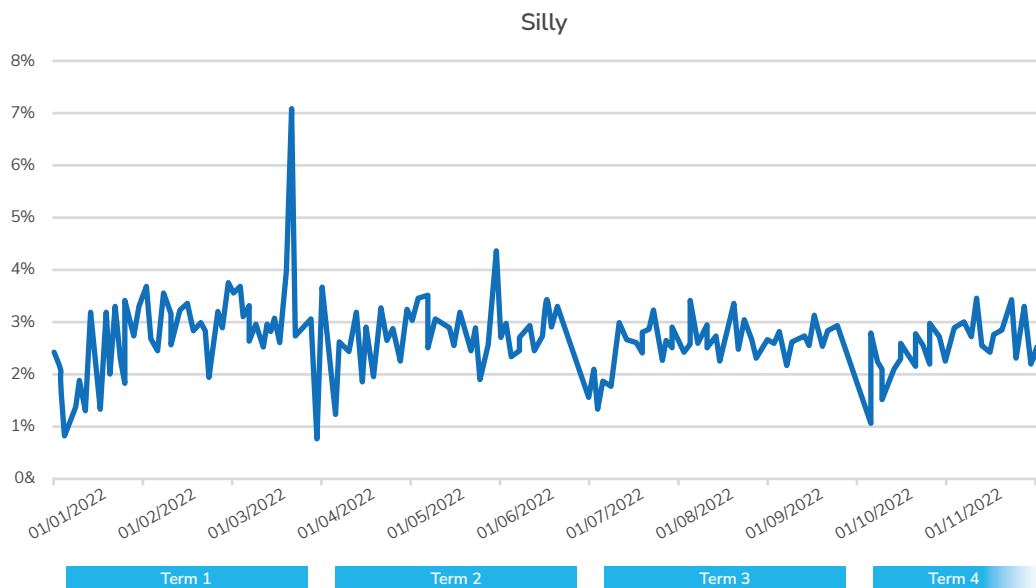
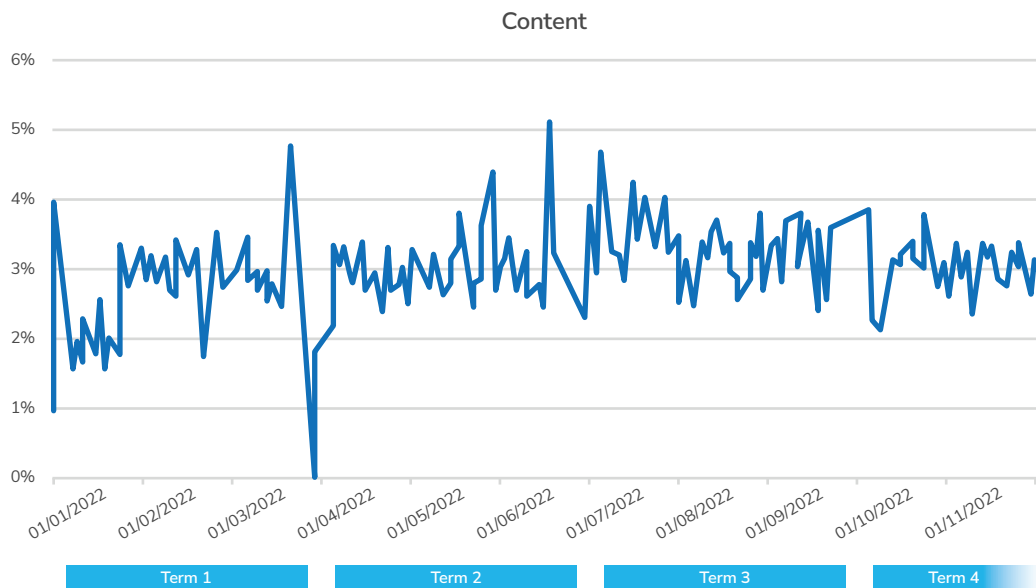
Emotions over time



Emotions over time



Emotions over time



Check-in data | emotion response totals

Happy	225,951
Calm	136,917
Energized	134,413
Tired	129,502
Sad	35,713
Loved	35,357
Grateful	28,269
Content	25,823
Angry	24,735
Quiet	23,673
Silly	22,734
Annoyed	17,455
Frustrated	16,749
Hurt	15,296
Excited	14,116
Shy	12,667
Comfortable	11,460
Hopeful	10,076
Nervous	9,952
Proud	9,341
Safe	9,233
Friendly	7,368
Brave	7,280

Overjoyed	7,056
Peaceful	6,722
Kind	6,608
Lonely	5,831
Busy	5,141
Worried	5,123
Confident	4,830
Miserable	3,666
Anxious	3,567
Cheerful	3,280
Impatient	2,687
Surprised	2,420
Cautious	2,394
Jealous	1,798
Frightened	1,716
Disappointed	1,280
Ashamed	1,062
Arrogant	982
Scared	778
Embarrassed	705
Disappointed	550
Bored	0



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.

These results combined with the ongoing research and reports tell us that the time for action is now. Emotion Check-ins 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. And just as critically, educators need the 'what next' to support students and ensure they know their voice is heard. Life Skills GO provides all of these resources to wrap support around all schools and all of their wellbeing programs.

