

## Wellbeing Support for School Planning Days

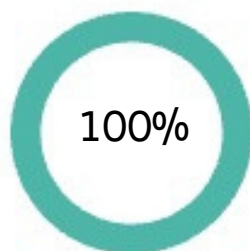
This resource is designed for use at a wellbeing 'pause point' . It will help you:

- reflect on your evidence
- plan your communication with stakeholders
- distil key lessons for future planning and continuous improvement.

This resource is:

- general in nature, and some questions may feel less relevant for your context than others
- not exhaustive, and there are other questions or lines of inquiry that you might want to explore
- flexible, and can be used for individual reflection or as part of a group process. It is most typically used as part of end of term planning processes.

As you work through it, remember that a well-considered 'I don't know' is always more helpful than speculation or guesswork.



100% of your class today is ready to learn!

## Step 1)

Create space to talk about student wellbeing on your planning day agenda.

Some suggested prompts:

- 1.What was the most successful wellbeing strategy you used this term?
- 2.What observations about student readiness to learn do you have?

*Tip: Keep this short, less than 2 minutes per person. If you are short on time, you can skip this step.*

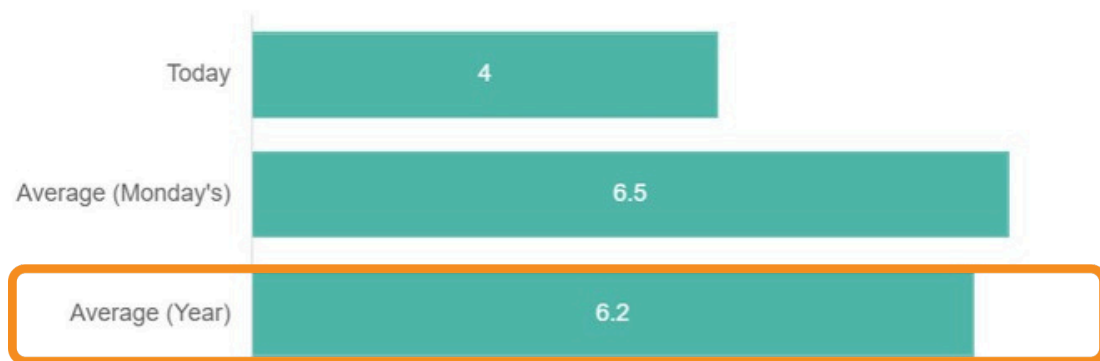
## Step 2)

Checking your class dashboards.

Ask each teacher to look at the Average number of students ready to learn, and the distribution of the average number of students not ready to learn on their class dashboard.

	Students who are not ready to learn				
Today	0 students View Students	1 student View Students	1 student View Students	0 students View Students	4 students View Students
Average	0.7 students	0.9 students	0.4 students	0.1 students	1.4 students

## Number of Students Ready To Learn



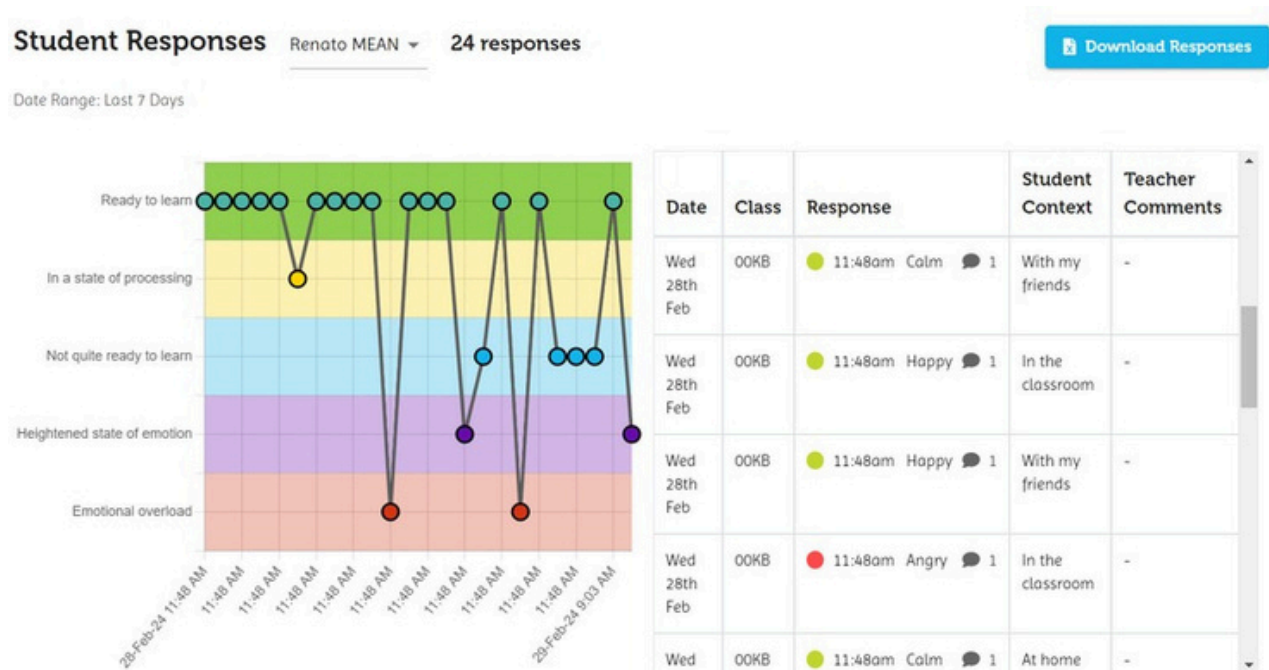
## Question Prompts

1. Is the number of students ready to learn consistent with what you think it should be?
2. Is it always the same students not ready to learn?
3. What would help positively shift this?
4. Do you think the students finish the day more or less ready to learn?
5. What would happen if you did another check in at the end of the day?

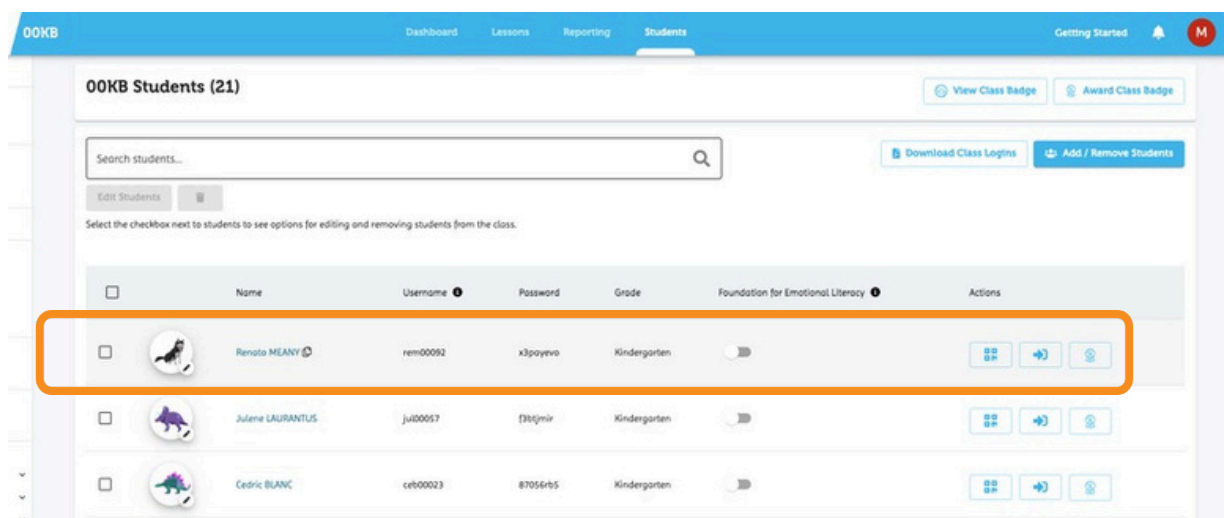
## Step 3)

Looking at individual students

Use the student responses overview on the class dashboard to look at individual students.



For a deeper dive, click on a student name in your class list.



1. Why did you pick this student?
2. What has been their most frequent check-in emotion?
3. Is there any pattern across the days of the week or context this student is choosing?
4. What could you try next term to support this student check in ready to learn more frequently?

## Step 4)

Planning for next term - Finish the sentences to make a plan.

**Next term I will...**

**because...**

**As a result of this, I would expect to see...**

## Example (Class)

### Next term I will...

use a prepare for learning activity with the class on Wednesdays

### because...

there has been a significantly lower readiness to learn on Wednesdays this term

### As a result of this, I would expect to see...

the % of students ready to learn on Wednesdays increaseS and therefore the overall average % of students ready to learn will increase

## Example (Student)

### Next term I will...

ask for teachers aide support to assist "Tammy" to check-in

### because...

"Tammy" has been checking in independently this term and it has led to a low % of days ready to learn.

### As a result of this, I would expect to see...

"Tammy" to have the opportunity to trial multiple different ways to prepare for the day and by the end of term we would have actionable insight into how best to support

"Tammy" regulate her emotions.

Over time, I would hope this led towards an increase in the number of check-ins where "Tammy" is ready to learn but more importantly, she would be in an environment where she is known, valued and cared for and is able to develop her emotional literacy.