

All PPLM Journal Entries - 12 Oct 2014	
Date	Content
08 Oct 2014	01 / Reflect
	Now use your journal to reflect on the following:
	Initially, my thoughts and feelings about student safety and wellbeing were ... - It is critically important for students to feel safe in the school environment, and all students have a right to experience feeling safe. For students to be successful in their learning, they must feel safe, as per Maslow hierarchy of needs, for them to reach their maximum potential.
	Now, my thoughts and feelings about student safety and wellbeing are ... - It is interconnected with all community interaction. Student safety is the responsibility of everyone, and there should be networks in place to support safety in the classroom.
	One aspect of student safety and wellbeing that surprised me was ... - The role that a good leader has on whole school approaches to safety.
08 Oct 2014	01 / Reflect
	Strategies for teaching specific social and emotional skills to students (e.g. anger management, conflict management, negotiation skills) - I know something about this
	Strategies for student leadership roles, or student action teams - I would like to know more about this
	Strategies for cybersafety - I know something about this
	Understanding of cultural backgrounds represented in schools and the issues that might arise - I would like to know more about this
	Strategies to use with students to address homophobia - I would like to know more about this
	Strategies to use with students to address racism - I know something about this
	Strategies to use with students to address sexism - I would like to know more about this
	Specific approaches to behaviour management (e.g. schoolwide positive behaviour support) - I know something about this
	Strategies for addressing harassment - I know something about this
	Working with individual students who are being bullied (eg restorative practices, method of shared concern, support group approach) - I know something about this
	Mandatory reporting - I know something about this
	Strategies for engaging students in parent–teacher interviews (e.g. student-led conferencing) - I would like to know more about this
08 Oct 2014	01 / Follow up
	I was unaware of how often primary aged children were internalising their emotional issues, and the long-term effects this can have on their wellbeing. I agree with the article that pre-service teacher training lacks in its education about wellbeing, however, I was fortunate to undertake a topic that was specifically about relationship development in educational contexts, as well as having a very supportive mentor who implemented the kids matter program, which allowed me to learn a lot from observation and

	modelling practice.
08 Oct 2014	01 / Respond / Capacity audit
	Using a restricted school-based Facebook system - Yes
	Using Ning as a social networking site within the school - No
	Strategies for teaching specific social and emotional skills to students (e.g. anger management, negotiation skills) - Yes
	Working with students to make DVDs (eg about bullying and cybersafety) - Yes
	Working with student action teams - No
	Conflict management skills - Yes
	Using YouTube and similar video-sharing sites safely - Yes
	Using Twitter safely - Yes
	Using Facebook safely - Yes
	Using Flickr safely - Yes
	Using wikis for planning - No
	Setting up chat rooms for students to use - Yes
	Cooperative learning structures that successfully engage students - Yes
	Educational games for practising social skills - Yes
	Understanding of cultural backgrounds that are represented in this school (specify) - No
	Effective activities to use with students that address homophobia - No
	Effective activities to use with students that address racism - Yes
	Effective activities to use with students that address sexism - No
	Mandatory reporting - Yes
	Specific approaches to behaviour management (e.g. schoolwide positive behaviour support, restorative practices) - Yes
	Other areas in which I have skills and knowledge relating to safe and supportive learning environments that could be shared (eg outdoor education and the safe rules and practices involved in this) - No
08 Oct 2014	02 / Explore
	Key features of a supportive and connected school culture
	How can teachers build high-quality relationships with students? - Understanding students interests and bringing interests in to the classroom, getting to know students families and backgrounds (cultural etc.), planning units around student interests, being respectful of students.
	How was student diversity acknowledged and valued? - Making students feel part of the whole school community rather than a minority group, peace days to celebrate different cultures, cooking days,
	What opportunities were there for students to have a voice and develop a sense of agency (ie a sense that they can influence things)? - Getting to know children and driving learning experiences by their interests, putting initial structures in place at the start of the school year.
	How was the parent community involved? - Invited in to run days for students such as cooking days, 3-2-1 sheets allowing parents to feel involved in their child's development.

	<p>parents to feel involved in their child's development.</p> <p>What strategies have you seen teachers use to build students' capacity to connect with their own thoughts and feelings and those of others? - Kids Matter program, linking curriculum to emotional experiences, giving student multiple opportunities for expression (verbal, physical, visual, written etc.)</p>
08 Oct 2014	<p>02 / Reflect</p> <p>I was made to feel very welcome by staff, students and families at my placement school. I was supported in an unfamiliar environment and was treated in a respectful way, i.e. in a way that balanced my nerves as an inexperienced teacher, with my enthusiasm to learn through practice. I was well respected by students and parents, I think this could easily be attributed to my continuous endeavour to develop relationships with parents and students, to be authentic and to be respectful of the environment in which I was working. For me the only fearful moment was when my mentor teacher had a week off and I was teaching 100% workload under the supervision of a relief teacher. However, I was supported throughout this time by my substitute mentor, school leadership, students and their families.</p> <p>I think teachers, students, leadership and parents would have similar responses to what a supportive and connected school looks like. Major themes would include feeling wanted and welcome, feeling like part of a community, feeling comfortable to share thoughts, feeling and ideas with one another, and being able to hold open-discussions.</p>
08 Oct 2014	<p>02 / Follow up</p> <p>What have I learnt about the strategy?</p> <p>How does this strategy support and connect students? - The strategies particularly support and connects students through the ability to peer assess, and to work in a variety of different group structures, this would certainly help to develop social interconnectivity with students.</p> <p>How does this strategy build empathy? - Students will recognise strategies to be sensitive towards the thoughts and ideas of others, particularly when sharing learning experiences.</p>
08 Oct 2014	<p>02 / Respond</p> <p>Explicitly teaching skills for being respectful towards one-another (e.g. conversation skills, confidentiality etc.), interesting to hear student perspectives of what they think is important in a teacher (e.g. teachers need to be themselves inside and outside the classroom, make a first impression, be "cool", not aggressive, be enthusiastic)</p>
08 Oct 2014	<p>03 / Explore</p> <p>As a primary trained teacher, I have had experience with the KidsMatter program, which has had huge impact on my teaching approaches, Bullying. No Way and Cyber Smart are other programs I am familiar with that have been vital in protecting students and providing them with the tools necessary to protect themselves. I have predominantly worked with junior primary and haven't yet come in to contact with issues of homophobia and racism, but can see how these resources would provide a foundation in the early years program for positive wellbeing attitudes.</p>
08 Oct 2014	<p>03 / Explore</p>

	Note in your journal: What is common to the approaches to student safety and wellbeing used by these teachers? - gives students authentic voice, the options for decision making, formation of action plans for change, action teams as a pedagogical tool, local and global changes. What forms of student knowledge and skills are being valued? - leadership skills, peer relation skills, formation of a sense of identity, communication skills, analytical skills in identifying student concerns. Students being aware of their own actions towards their safety (e.g. online communities)
12 Oct 2014	03 / Respond Now use your journal to make notes on the following questions. What strategies, approaches and resources related to student safety and wellbeing have you seen teachers use? - Kids Matter program, focusing on school values of honesty, respect, safety, trust and responsibility. Building trusting and respectful relationships. What experience have you had of helping a student deal with a particular personal or learning issue? - A child coming from a low-socio economic background, possible neglect. Supported the child's wellbeing by inviting the student to breakfast club, supporting the student through differentiated activities, and focusing on social skills development in classroom interactions. What approach did you take to assisting this student? - Making the child feel they weren't 'abnormal', a humanist approach, ensuring all their basic needs are met and treating the child respectfully.
12 Oct 2014	06 / Explore Secondary parent and student - Secondary teacher - Primary parent and student - Welfare agency specialist -
12 Oct 2014	06 / Reflect Reflect on the benefits of early intervention and targeted support by completing the following table. Types of intervention - modelling appropriate behaviours like using 'gentle hands' with EY students, learning support teachers so children are not withdrawn. Benefits - students learn appropriate social skills and feelings of safety. Considerations - The role of wellbeing for children with learning difficulties or disabilities, home life, cultural differences. Complete a brief reflective summary, linking early intervention and targeted support to student safety and wellbeing. - early intervention and targeted support allows teachers to support students early, before problems become critical and have long-term impact on student wellbeing. Students are also provided with support that caters specifically to the issues they are facing, rather than broad measures that are non-authentic to the student and which doesn't resolve their problems.