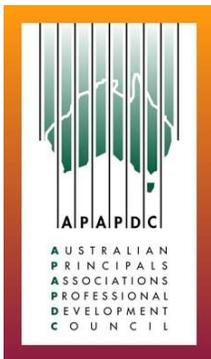


# Mind Your Head



## Mind Your Head Conference

inter camhs



## Melbourne, Australia

## 8 September 2007

*“Leading the Way to Healthy Minds,  
Healthy Schools”*

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*Student briefing prior to the conference.*

## **Session 1 – Setting the Scene**

### **Jason Clarke, Conference Facilitator**

- “Don’t talk about me without me.” It’s about their health and their friends’ health.
- Three groups of people attending the conference:
  - young people / students,
  - school leaders, and
  - mental health professionals.
- “We were all teenagers; we have not grown up, just grown bigger.”
- When we see how much of our school effort goes to sports, what could we achieve if we were as committed to our kids’ mental fitness?



*Louise Rowling (President, INTERCAMHS) and Kate Griffin (President, ICP) in front of the conference title screen.*

## **Session 2 – Welcome from the ICP and INTERCAMHS**

### **Kate Griffin, ICP President**

- Only 12% of her school’s students are white Europeans. All students must feel welcome in the school, or they won’t feel safe, and then they won’t learn.
- She is the President of the ICP. The role of the ICP is to try to anticipate what is going to be the important topics school leaders for the future. The ICP wants to help Principals do their jobs better. And to make a difference. “The role of principals to anticipate the intensive learning society in the 21st century.”
- The ICP is an association of associations of school leaders in Singapore, Australia, Iceland, Nigeria, England, Ghana, Scotland, P.R. China, Israel, Uganda, Ireland, India, Korea, Kenya, Zambia, Zimbabwe, USA, Canada, Germany, New Zealand, Finland, Tanzania, Japan, South Africa, Switzerland, Netherlands, plus two other similar, but regional, associations – ESHA, COBISEC. The ICP brings many cultures together to work on topics of importance to school leaders around the world.
- The ICP will work in a more regionalized approach in the future – this will enable the ICP to take account of regional differences more.
- “We are there for the students in our schools. We are representing people from a huge variety of contexts – from places like Uganda to the USA. We must never forget that.”
- “ICP aspires to encourage a sense of belonging to the world-wide community of school leaders by:
  - Encouraging closer relationships among principals of all nations; and
  - Promoting and enhancing the image and professionalism of the principalship.”
- The ICP:
  - Promotes the exchange of people and professional publications among the constituent groups and encourages participation in meetings and conferences across national boundaries.
  - Fosters school curricula that encourage international understanding and good will and a respect for human rights and dignity across all races and cultures.
  - Promotes the rights and responsibilities of principals and also their professional organisations and the material and ethical interests of the education profession.
  - Promote and encourage equal opportunities for all young persons to learn and develop to their fullest potential in achieving a respectable and productive quality of life.

- The ICP is developing a program of activities consistent with the purposes of the organisation. In particular, they are developing a training programme for school leaders.
- Principals know what works in schools from a practitioner’s point of view. They know the type of professional development needed to support the learning in our schools. They know their teams in their schools.
- “But we are not the experts in some fields – e.g. mental health, etc. So we are working with other groups, e.g. Intercamhs.
- This work has highlighted just how great the issues are.

### ***Louise Rowling, INTERCAMHS President***

- “We are looking at building capacity in schools and in the people there.”
- INTERCAMHS = International Alliance for Child and Adolescent Mental Health and Schools.
- INTERCAMHS is the first and only international alliance that aims to advance the role of schools in addressing child and adolescent and mental health.
- It is a global organisation that promotes the international exchange of ideas and experiences and acts as a forum for researchers, policy makers and practitioners in education and mental health to advance initiatives that benefit the well-being of young people.
- “Schools are a critical part in the work with issues of mental health, but they are often left out of the discussions by the ‘experts’.”
- INTERCAMHS tries to partner with local country organisations – here in Australia, their partner is Principals Australia (formerly called the APAPDC). “Partnerships build the capacity of both sides.”
- The Vision statement for the Interconnexions project is “Working together, INTERCAMHS and ICP will take actions so schools around the world will increasingly understand the value and importance of teacher and student mental health to successful learning, and adopt policies and programs that address the continuum from mental health promotion and prevention of disorders to early intervention.”
- Why work with the ICP?
  - Leadership in schools is a key factor in mental health promotion.
  - Hence, global collaboration between INTERCAMHS and the ICP is a key part of the strategy.

- “We are not talking about ‘the’ leader in the school, but everyone in the school can be a leader in some way.”
- This conference is the beginning of the project.
- Phase 1 of the project has five stages:
  - Research and needs assessment – used an online survey instrument.
  - Content development.
  - ‘Proof of Concept’ in 2 countries.
  - Content delivery.
  - Assessment of process, which will lead to the development of the next strategy.
- From the survey, 80% of the 2000+ principals who responded see a direct relationship between mental health and academic achievement. The figure from Australian principals was 94%.
- Other sources of data were people working in this area, the policy makers, etc.
- She will make some recommendations to go to the World Mental Health Conference, which follows this conference, in order to have input into the Charter. “Schools must be included in that Charter.”
- Leadership has little to do with rank. Note the article by a journalist – link below. The true leader does not need a title but must work from a set of values. A leader needs good moral courage.
- <http://www.smh.com.au/news/national/leadership-little-to-do-with-rank/2008/08/08/1218139081356.html>



*Students at the conference.*

## **Session 3 – Keynote Address**

### **Advancing School Mental Health Promotion Globally Promotion Globally**

**Mark D. Weist, Ph.D., University of Maryland Center for School  
Mental Health (<http://csmh.umaryland.edu>)**

- He is involved in the school mental health movement in the USA. He had no training in his younger years. His training was in the area of chronic diseases in young people. His work in recent years has been in the mental health area.
- What is Not Working in School Mental Health (SMH)
  - “Turf” and “siloed” approaches – “the same old disciplines” approach, which is often broken down into silos which have no interaction with each other.
  - Single system approaches don’t work – need to be contextualised.
  - Same old roles – not working.
  - Clinics do not work – facilities need to be embedded in schools, not just co-located with schools.
  - Traditional eclectic therapies don’t work.
  - Schools handing off children to other systems.
- Can’t just hand the young people off to other agencies. See the graph on slide 6.
  - 96% of the young people who were referred to school-based based program received services.
  - 13% of young people who were referred to other community agencies received services.
- Can’t rely on specialty mental health centres to meet the needs of young people.
- Other concerning facts:
  - Around 1 in 5 youth will present an emotional/behavioral disorder (i.e. 5 students in a classroom of 25). This figure is up to 50% in some schools in Baltimore.
  - Between 1/6th and 1/3<sup>rd</sup> of the young people receive any services.
  - Modal number of specialty mental health visits is 2.
  - Major lack of systematic quality assessment and lack of improvement in traditional settings.

- People retreat into their silos when under stress.
- “The various systems do not talk to each other, resulting in many children falling through the cracks and not receiving care, receiving duplication of services, or families needing to negotiate a confusing, fragmented array of services.” (Family Advocate, Louisiana)
- “Youth and families experience blame; have widespread distrust of professionals; have concerns about losing custody; are often unable to pay for care...have to glue services together.” – Kimberly Hoagwood (Congressional Briefing, October, 2007)
- Example: Virginia Tech Incident – Seung-Hui Cho, April 16, 2007, killed 32 people. He presented with many signs of mental illness earlier, but no help was sought or given. His own family gave up on him. “Rather than falling through the cracks, Cho crawled into the cracks and hid there.” – Chris Fynn – Director of VA Tech’s counseling center.
- Need to develop a seamless approach P-16.
- Why mental health in schools? Must reduce the barriers to learning. “Integrated approaches to reduce academic and non-academic barriers to learning are the most effective in achieving the outcomes families, schools and communities care about.”
- Advantages to school mental health programs:
  - ACCESS – health care program in Baltimore. See their website at <http://www.bhca.org/default.htm>.
  - Promotion and Prevention.
  - Efficiency and Cost Effectiveness.
  - Systems Collaboration/ Economies of Scale.
  - Natural/ Ecological Approach.
  - Reduced Stigma – this does lead to increased demand for support from young people.
- School mental health promotion. See the triangle on slide 13 – the promotion must be aimed at all students, not just those in the top section of the triangle.
- **When done well**, school mental health is associated with:
  - Improved school climate.
  - Reduced student behavioral problems.
  - Reduced administrator burden.
  - Enhanced school and academic performance.
  - Enhanced student wellness.

- Increased high school graduation and subsequent success.
- “But in most communities, the vision is not a reality, as staff and programs are not adequately supported and are often contending with tremendous need; and in an environment of low support and high needs, positive outcomes will most likely not be achieved, and efforts will stall.”
- Many challenges to overcome:
  - Marginalization and stigma.
  - Limited staff and resources.
  - Disciplinary silos and turf.
  - Bureaucracy – not enough policy and not enough funding, but overly bureaucratic procedures. The evidence is that the high level of bureaucracy mitigates against the supply of services and so reduces outcomes.
  - A fluid environment with frequent changes in leadership.
  - Compelling need at all levels – can get inundated with unmet need.
  - Leads to great inertia.
- Institute of Medicine processes are so bulky. See the two slides 17/18. The gap should be filled with best practice = local involvement; etc.
- Themes in the culture we are striving for:
  - Access & equity.
  - Programs and services that match local strengths and needs and that work.
  - With all stakeholders invested and involved.
  - An emphasis on Continuous Improvement.
  - Building a full continuum from climate enhancement to intensive intervention.
  - Recruiting, supporting and retaining the right staff.
  - Competence in response to developmental, cultural and personal differences.
  - Coordinated and connected programs and services.
- Must get the right people with the right skills and backgrounds. “Their discipline (subject are of expertise) does not matter; it is their passion and commitment to the young people; their integrity.”

- There is a huge gap between research and practice. Needs great level of support to the people working in the schools. Needs the same level of support as those working in pure research.
- Making empirically supported practice in schools achievable:
  - Overarching Emphasis on Quality.
  - Effectively Working with Families and Students.
  - Enhanced Modular Intervention.
  - On-Site Coaching and Support.
- How to do evidence-based practice. There are 80 manuals available to people in schools in the USA. But their suggestions / programs are up to 30 sessions long, so they are useless in a school environment.
- “So we have focused on what are the skills that people need to help the kids.”
- Moving beyond the supervision model (see Dean Fixsen, Karen Blasé, National Implementation Research Network):
  - Interactive and lively teaching.
  - Off and on-site coaching, performance site coaching, performance assessment and feedback, emotional and administrative support.
  - Peer-to-peer support.
  - User friendliness.
- Must take account of personal differences. Must have ownership.
- Are building a national community of practice.
- “The foundation of all this work is our relationships with schools, students and families.”
- [www.sharedwork.org](http://www.sharedwork.org)
- There are two agenda:
  - The Prescriptive Agenda (e.g., implementing evidence-based services in schools, documenting outcomes, building advocacy, growing into more schools) is dependent on
  - The Collaborative Agenda (i.e., building relationships, promoting dialogue and developing true collaboration and partnerships).
- They are building a community online for people to continue work in conferences. They are active in 30 professional organisations, and in 12 states in the USA and 10 practice groups.
- More websites and resources on slides 27 to 34.

## **Session 4 – Interview with Two School Leaders**

### **What kind of culture do we want for our schools?**

**Kate Griffin, ICP President, & Andrew Blair, President of the Australian Secondary Principals' Association**

#### ***Q. is it a culture change or just resource juggling?***

**Blair:** Both. As schools become larger, the great challenge is to organise themselves to become smaller. Need to be personalised to take account of making sure that every young person has small practices attached to them. Need a change in mindset to one that is more about relationship delivery than about industrial issues. Needs a strong student voice. Need to organise the school the opposite to the traditional ways.

**Griffin:** Her school has 1700 students, but it has small units, small schools within that large entity, with people in charge of those small units. But must develop student leadership to have a real long-term achievement – have to give them the authority. Must put enough resources into the project – training funds have had the best results for them – with students chairing meetings, running drop-in sessions for other students. There are some issues, e.g. union agreements (lesson observation by students, with feedback to the teacher). Education is about more than the basics – they are trying to develop everyone in the school professionally.

#### ***Q. How can you get intimacy in a big school?***

**Blair:** Schools are places that build social and personal capital. But we are past the days when we learn only in a thing we call a school. If we can learn 24/7 by using ICT, what does that mean in terms of what the young people bring to schools, and how do schools respond? “In a world of Facebook, people are more and more alone.” Baroness Professor Susan Greenfield (Oxford University researcher and student of the human brain) said that “the world’s most significant disease is depression, not AIDS”. So you have to organise a place around the relationships that work – otherwise it will not work.

**Griffin:** I agree about the relationships and opportunities for them to develop. So we need more people for the young people to have access to, not just teachers. And they need to have a wide range of talents and skills, so the young people can see that they don’t have to be successful academically to be successful – these different people who have come into education later in life are great role models for the young people. Need to judge a community / school on how it looks after its most vulnerable people. Have to make them feel that they are not outsiders. Want young people who care about each other.

**Blair:** The recent debate about school performance will lead to the disadvantaged being even more disadvantaged.

***Q. The things that are measured and rewarded are the things that become the only things done. Student welfare seems to be at the bottom of the list.***

**Blair:** The national curriculum debate seems to be narrowing what we value in schools. Plus there is a growing lack of creativity in the curriculum. Buckminster Fuller once said: “There is nothing in a caterpillar that tells you that it is going to be a butterfly.” So we must give everyone a chance to develop their creative talents. We need innovation, excitement, creation of new knowledge. Or our education standards will drop. Need to organise new ways of learning in our communities.

**Griffin:** There is a focus on easily measurable targets. Can’t give a grade to moral compass. So need to not go down the route of spoon-feeding young people so that they can regurgitate it just long enough to sit for the test and then forget it. The “sausage machine” model does not work. Can do much more than just doing the basics. The UNESCO study showed that English students are the most unhappy in any of the countries – because of the stress of continuous testing and name-and-shame mentality.

***Q. How honest can the conversation be between student and teacher when there are lots of other groups behind both sides with their own agenda?***

**Blair:** Parents are passing the responsibility to schools – change in family structures are forcing this, to some degree. The values gap is the real tension – the school has a set of values, but the gap between that one and the parents is sometimes great. But no other social institution can do the work for parents if they can’t do it. But schools can’t do it on their own. Need to rethink how government services are applied so that every young person has the best life chance possible.

**Griffin:** The cultures in our schools can have very different sets of values – e.g. boys education might be valued higher than girls education by some sections of our society – the school must fight for equality of value in that case. Students can live two lives – one at home and one at school. We have to take a stand about what the school believes is important – have to bring the parents along with the school. This is not easy at times. England has the largest gap between the haves and have-nots.

**Blair:** When he was still a Principal of a school, he felt that he was not successful at changing the way that relationships with parents were built. Had a mentor for every student – 1 mentor to 11 students – with parents as well. Had a plan to have the mentors deliver the reports to the homes – but not successful – the staff wanted parents to come to their turf – did not want to give away their control.

***Q. from audience: Should we change the paradigm of schooling? School leaders are under all sorts of pressures to achieve – this marginalises a % of the students. Do we have hope for that?***

**Blair:** “If I had 1 opportunity, I would uncouple school performance from university entrance. We are seeing more and more emphasis on getting into university. We need to make school seen as being inherently valuable. This would lead to a more humanist view of the world. The education media are terrible – we need to take a stand. When

we do, the politicians marginalize us. We don't have an education revolution – seeing more conservatism.”

**Griffin:** One advantage of working in London is that the age profile of the teachers is skewed towards the younger years – this is a cause for optimism and a hope for the future. They are willing to do different things with the students. They are passionately committed to what they are doing – they could change things in the future.

***Q. from the audience: Personalisation of learning how can this be done, and what needs to happen to make that change?***

**Blair:** No longer do we go to a supermarket and are satisfied with the just generic product. We are driven by choice and want lots of it in everything we do. It drives our lives. So we can no longer deliver a generic product in our schools. Have to have an individual learning plan for each person. There is a demand for that by community. The school becomes a broker for opportunities.

**Griffin:** “Every Child Matters” is sort of moving that way. But every teacher in the school must work on that agenda. What is each person's contribution?

(Note: “Every Child Matters” – <http://www.everychildmatters.gov.uk/> - UK Government programme for a national framework to support the “joining up” of children's services - education, culture, health, social care, and justice.”

***Q from the audience: The Australian Science & Maths School is designed on those lines. We believe that the mental health of our students is quite good, partly because of the structures in the school. But it does not work uniformly for all young people.***

**Blair:** There are degrees of being mentally well and unwell. It is part of every human being – a gradation of wellness. Schools have to be alert to that and work with every young person.

**Griffin:** You are on a spectrum from well to unwell. We are good at identifying the most vulnerable young people and working with them. The young people who are in the middle of the spectrum and who move towards the unwell end are often missed. Tend to categorise young people and they stay in those categories. Need to do better with them.

***Q from the audience: What is one thing that is happening in your school that is making a difference? (to the young people in the audience).***

**Zoe:** Having the opportunity to have your voice heard and seeing that it is not brushed aside – and seeing that the ideas are used and implemented.

**Blair:** One of the hardest things for teachers to do is to give power and authority away – that is how they were trained. But it is about trusting young people.

**Griffin:** They repay you a thousand times over if you do give them responsibility. In my school, students even participate in the staff selection process.

**Comment from young person:** It's about a change of view that students are no longer just the young people who don't know anything. It's about us changing to realising that we know how we want our learning to be and what we want in our teachers. Schools need to become an interactive learning environment. Need schools to be a safe place for young people to want to learn. It's about the relationships between teachers and students.

**Blair:** Teachers are generally rather old people. They are "digital immigrants". Unlike their students, who are comfortable with the digital world. People no don't get their information just from school – can get that 24/7 elsewhere. Schools need to be about relationships – it's what they can do well.

**Griffin:** Schools must be places of choice, and teachers must be facilitators. But it will not be an easy change to make that happen.



*Table group at the conference.*

## **Session 5 – Conclusion**

### **Jason Clarke, Andrew Blair & Louise Rowling**

#### **Jason Clarke**

- Need an active student voice, and not just on leadership things.
- School needs to be the place where the conversation takes place, and these are the people who need to lead it.
- Need an integrated approach.
- Mental health and wellbeing are on a continuum from well to unwell.
- It is an issue for all of us, not just for kids.
- “Our circle of concern gets larger when we get together like this, but our circle of influence is the same size. We need to grow our circle of influence, not shrink our circle of concern.”
- We all have some power to do things.
- The journey starts tomorrow. “You can’t unknow the things you heard today.”
- If you were to pack your own head like a suitcase, what would you need for the future? Three types of things:
  - Luggage – the stuff you’ve already got that you actually need. You need to protect this.
  - Baggage – the stuff you’ve already got which you no longer need. You need to get rid of this.
  - Duty Free – the stuff that you’ll have to pick up along the way. You need to go and get this.

#### **Andrew Blair**

- The young people here today were able to simplify issues in ways that made sense to everyone at the table.
- We can get so many ideas that it all becomes too much and too hard. The important thing is to work out how to make sense of it and what do you do about it? Can think globally and act locally.

- Mental health is everyone’s business. But we can’t just come here, talk about it, and then go back to our busy lives and let nothing happen. Each of us has to think about what we are going to do – as individuals.
- The 3 Ds:
  - If it is Urgent and Important, Do it.
  - If it is Important, Delegate it.
  - If it is Not Important, Dump it.
- So do that. It won’t happen by legislation alone. It will need destigmatising, culture building, etc.
- He has heard a lot today and has a lot of recommendations. He is involved in helping to redevelop the national goals for schooling. One of the things that is not in the current draft is mental wellbeing. If we can get it on the goals, then jurisdictions have to make it their business and have to fund it.
- “If you think back to Australia 15-20 years ago, this day would not have happened. We have come a distance. We are leading the world in many ways in this field. MindMatters and KidMatters are world leaders. We need to keep developing these programs.”

### **Louise Rowling**

- Will take the recommendations to the main conference for inclusion in the Melbourne Charter to be developed on Mental Health Promotion and Prevention. The key messages and recommendations are in an accompanying document.



*Table group at the conference.*