“The Mental Health & Wellbeing of Young People”

4th National Conference

Thursday 24th May & Friday 25th May, 2018

Melbourne Cricket Ground,
Brunton Avenue, Richmond
Melbourne, Victoria
Australia.

WHO SHOULD ATTEND

Teachers, School Leaders, Heads of School, YLCs, Student Support Staff, Other Professionals Working with Young People
**The Mental Health & Wellbeing of Young People**

**DAY ONE – Thursday 24th May, 2018**

<table>
<thead>
<tr>
<th>Time</th>
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<tr>
<td>8.30am onwards</td>
<td>Registration.</td>
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<tr>
<td>9.00am – 9.10am</td>
<td>House-Keeping details for the Conference.</td>
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<tr>
<td>9.10am – 10.20am</td>
<td>Keynote address by Nathan Wallis “Brain-based Teaching to Support Mental Health &amp; Student Well-Being.”</td>
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<tr>
<td>10.20am – 10.30am</td>
<td>De-brief of keynote address.</td>
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<td>10.30am – 11.00am</td>
<td>Morning Tea.</td>
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| 11.00am – 12.30pm | Workshops (A – D)  
Workshop A: Nathan Wallis “Understanding & Supporting children in their Early Years of Primary School.”
Workshop B: David Vinegrad “Strategies to Turn Difficult Conversations into a Win-Win for all Participants.”
Workshop C: Sally Learey “Building Wellbeing in Schools through Positive Psychology Practices”
Workshop D: Greg Mitchell “Educating Emotions.” |
| 12.30pm – 1.10pm | Lunch.                                                               |
| 1.10pm – 2.30pm | Workshops (E – H)  
Workshop E: David Vinegrad “Strategies to Support Adolescents to Reduce Stress & Cope with Trauma.”
Workshop F: Greg Mitchell “Teaching Positive Psychology.”
Workshop G: Nathan Wallis “Understanding the Nuances of the Teenage Years to support Adolescents Mental Health.”
Workshop H: Sally Learey “Tuning into Emotional Intelligence to Foster Emotional Competence, Resilience and Wellbeing.” |
| 2.40pm – 4.00pm | Workshops (I- L)  
Workshop I: David Vinegrad “Fostering Greater Academic Success & Student Well-Being by Understanding the Complexity of the Adolescent Brain and Why it Needs Relationships!”
Workshop K: Sharon Witt “Building Resilience in Children: How to help our young people fill their Resilience backpack.”
Workshop L: Jenn Colechin “Introduction to the Berry Street Education Model.” |

**DAY TWO – Friday 25th May, 2018**

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| 10.30am – 11.40am | Workshops (M-P)  
Workshop M: Jules Haddock “Non-Suicidal Self Injury NSSI – Strategies to Assist Students Better Cope and Perform more Successfully in the Classroom.”
Workshop N: Nell Golden & Andrea Downie “How to Develop and Increase a Student’s Resilience and Well-Being in & the Classroom.”
Workshop O: Jane Langley “Supportive Strategies for Building Social and Emotional Competence in a Primary Classroom.”
Workshop P: Greg Mitchell “Understanding Adolescent Resilience.” |
| 11.40am – 12.50pm | Keynote address by Dr Judith Howard - “Trauma-Aware Schooling in Australia!” |
| 12.50pm – 1.30pm | Lunch.                                                               |
| 1.30pm – 2.40pm | Workshops (Q-T)  
Workshop Q: Andrea Downie & Nell Golden “Building Thriving schools. Disrupting our Mental Health Crisis.”
Workshop R: Greg Mitchell “Managing & Embracing School Systems to develop Psychological Safety for Everyone.”
Workshop S: Jane Langley “Teaching Students to Recognise and Manage their Emotions to Maintain a Sound Sense of Well-Being.”
Workshop T: Jules Haddock “Help create a Warrior of Learning, not a Worrier of Learning, by assisting students to manage anxiety.” |
| 2.45pm – 3.00pm | Final Address & Closure of Conference by Greg Mitchell.              |

**Focus of the Conference**

1. Develop new programs that can better support and progress these students through their schooling experience.
2. Embrace through the Key-Note and Workshop immersion experiences, the new ideas/strategies that can be implemented into the mainstream classroom.
3. Brilliant ideas and strategies to understand inform and support young people who may be experiencing Mental Health Issues.
4. Acknowledge and understand the wealth of Support Agencies that can assist young people with Mental Health issues.
5. Allow the opportunity for participants to network through the Sessions/Morning Teas/ Lunches.
“Brain-based Teaching to Support Mental Health & Student Well-Being.”

Insights drawn from neuroscience not only provide educators with a scientific basis for understanding some of the best practices in teaching, but also offer a new lens through which to look at the problems teachers and students grapple with every day. By gaining insights into how the brain works - and how students actually learn - teachers can create their own solutions to the classroom challenges they face along with supporting student well-being.

Nathan is a father of three, stepfather to two and foster father to many more. His professional background includes early childhood teacher, child therapist, social service manager, university lecturer and neuroscience trainer. Following his time at the University of Canterbury, he founded a private training consultancy with the goal of facilitating easy to understand professional development reflecting the latest neuroscience discoveries and their practical implications for everyday practice. Nathan is an advisor for the NZ Ministry of Education and an expert advisor for NZ Ministry of Vulnerable Children.

Since then he has been in hot demand, delivering in excess of 150 presentations every year throughout Australia, New Zealand and the UK.

He has an increasing media profile that includes – National Radio and TV appearances as a guest expert on parenting, teaching and understanding the developing brain of young people. He has recently filmed a Neuroscience documentary, screened in late 2017. He has produced two DVDs exploring how the brain works and how neuroscience can better inform our day to day interactions with Brain Development for Babies and The Teenage Brain.

Inspirational and charismatic, Nathan’s keen ability to translate neuroscience into everyday life and practice engages all audiences.

Day One - 9.10am - 10.20am

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**DAY ONE**

**WORKSHOP E**
David Vinegrad

**“Strategies to Support Adolescents to Reduce Stress & Cope with Trauma.”**

This workshop will tackle a range of questions critical to healthy lifespan development and holistic education including -

- What happens to the developing brain when it can’t cope with stress?
- How do we define overwhelming stress and trauma?
- What would be a good “relational model” of behaviour management to minimize trauma?

The first part of this workshop will explore trauma and the impact it may have on the developing brain. We will also examine what is Trauma Informed Practice and how we can improve the well-being of young people by taking this approach.

The second part will present a systematic approach to discipline based on a “relational model” so that teachers can be explicit about how they maximise wellbeing in early years and secondary classrooms. Trauma Informed Practice has the potential to enhance a whole school approach to wellbeing, positive behaviour, and strong relationships.

*Target Audience: Primary/Secondary Teachers.*

**WORKSHOP F**
Greg Mitchell

**“Teaching Positive Psychology.”**

How do you do anything means everything. Leading a school on the change toward psychologically positivity is a dangerous task!

Most schools talk a good game when it comes to being positive but many of them simply fail the most basic tests of reasonable positive growth.

Here are some of the simple tests you can use regularly to assess school positivity.

1. Randomly smile at teachers, students and parents as you move around the school and measure the reaction.
2. Ask your students to find a partner and note if they divide along gender lines, friendship groups and also notice the number of non-verbal and verbal put downs that are used in finding someone to work with.
3. Note the number of sentences used in staff meetings which start with the words “But…” “No…” and “However”.
4. Ask teachers and students if they can describe what Respect looks like, sounds like and feels like.
5. Count the number of Honour Certificates awards and badges which are given out at assemblies!

The list could go on.

The real measure of how positive your school is, is measured what happens when something goes wrong. As Mike Tyson puts it “Everyone has a plan until they get punched in the mouth!”

This entertaining, challenge filled workshop is filled with positively practical ways to highlight the simple day to day improvements that your school can make to make positive psychology real!

*Target audience: Primary/Secondary Teachers/School Counsellors.*

**WORKSHOP G**
Nathan Wallis

**“Understanding the Nuances of the Teenage Years to support Adolescents Mental Health.”**

*Closed for Renovations*

The teenage years can be some of the most rewarding and memorable times we spend with children, and also some of the hardest teaching (and parenting) we ever do! Neuroscience has given us insight into why this is and the radical changes the brain goes through in the teenage years.

Understanding these changes and how to best work with them can help us to make those years a much more pleasurable experience for you and your students.

*Target audience: Secondary Teachers/Counsellors.*

**WORKSHOP H**
Sally Learey

**“Tuning into Emotional Intelligence to Foster Emotional Competence, Resilience and Wellbeing.”**

Emotional Intelligence (EQ) is now being recognised as one of the most important attributes for wellbeing. Research has shown how understanding the powerful role of emotions enables us to develop emotional competence and resilience.

In essence, emotionally intelligent students, teachers and leaders use effective ways to understand and improve the way they handle their own, and other people’s emotions, thereby bringing out the best in everyone.

Emotional competence is so important, both in its own right, and because of its major contribution to social competence, ties to mental health, and both direct and indirect contributions to school success.

This workshop draws on Professor John Gottman and Dr Daniel Goleman’s research on Emotional Intelligence.

Core topics:

- What is EQ
- How low/high EQ can impact wellbeing
- Why is EQ important for students, teachers and leaders
- How to develop EQ
- Understanding EQ in the context of teaching and learning
- Putting EQ into action to foster emotional competence and resilience

“Each participant receives a bonus copy of Sally’s latest book based on emotionally intelligent principles”

*Target Audience: Primary/Secondary Teachers/School Counsellors.*
“Fostering Greater Academic Success & Student Well-Being by Understanding the Complexity of the Adolescent Brain and Why it Needs Relationships!”

David Vinegrad

Education happens in a social setting resulting in the stimulation and promotion of neural development – building pathways in the brain and making connections. Teaching students ‘how to learn’ rather than ‘what to learn’ must involve the explicit teaching of how the brain works and why it is in our DNA to be relational creatures. This workshop will explore the fundamental question - 'why relationships are crucial to healthy brain development?'

Other topics will also include:
- Why we need to focus on the brain and not behaviour when reflecting on behaviour management
- Why happens in the brain when adolescents 'flip their lid'
- Defining the characteristics & dimensions of a Positive Teacher – Student relationship
- A defining of the Positive ‘Student – Student’ relationship
- The ‘hand’ of relationships – a practical and simple relational model.

Target audience: Primary/Secondary teachers.

“Work vs Life Balance.”

Greg Mitchell

In this workshop you will explore over one hundred insights which will help you get through the struggling juggling world of teaching by developing habits that enable you to have you improve your "Enoughinality" and give you...
- Enough focus to make you excellent at your job and your role (without having to rely on your job for your self-esteem);
- Enough emotional energy to provide the nurturing care that a child, parent, partner or friend needs (without hovering over every aspect of their lives);
- Enough effort to create a good home, open to friends and family (without hovering in three places at one time);
- Enough time to think on your drive to and from work and home (without killing your children or others in a fit of sibling rivalry induced road rage);
- Enough self-control not to answer unnecessary calls or emails (without ignoring those that will help others to make key decisions or make them feel you care);
- Enough exercise to keep fit (without having to run a marathon);
- Enough good food and rest to keep healthy (without denying yourself the joys of life); and
- Enough confidence to say no – it’s enough already!

Target Audience: Anyone who attends will benefit from these insights.

“Building Resilience in Children: How to help our young people fill their Resilience backpack.”

Sharon Witt

Research tells us that young people, who have developed characteristics of resilience tend to do better at school, cope with life’s challenges and obstacles and achieve success. During this highly practical workshop, Author and Educator Sharon Witt will draw on her 21 years of working with young people as an educator and mentor to explain the 7 elements of resilience that young people can utilise in developing their resilience backpack. Highly practical strategies will be explained and real life case scenarios drawn on.

Target Audience: For those who work with Primary and Secondary age students.

“Introduction to the Berry Street Education Model.”

Jenn Colechin

Jennifer Colechin is a Senior Trainer of the Berry Street Education Model at the Berry Street Childhood Institute. She holds degrees in Secondary Education, Secondary English, Disability Studies and a specialist certification in Criminology (Forensic Disability). Jennifer specialises in trauma-informed positive behaviour support and has over 17 years’ experience in trauma-informed complex behaviour analysis.

The Berry Street Education Model provides teachers with practical strategies to successfully improve all students’ self regulation, relationships, growth, and academic achievement. It is designed to support teachers with positive education and trauma informed strategies - practical strategies for those micro-moments in the classroom.

Last year nearly 5,000 teachers from more than 500 Australian schools, specialist and flexible learning settings undertook the BSEM training. An evaluation of AusVELs data undertaken by the University of Melbourne suggested that the pilot program contributed to more than two years of learning in one academic year.

Target Audience: Educators of school aged children
**Keynote Presenters - Day Two - 8.40am - 9.50am**

**Nell Golden & Andrea Downie**

**“Is the pursuit of pleasure wreaking havoc on our youth and society?”**

There is more mental health promotion than we have ever had before, so why are our youth suicide rates for young Australians the highest they have been in ten years. Society has more access to “things” than ever before but despite this we have the shockingly high rates of depression. It’s not enough to just raise awareness anymore. Schools and industries need to talk about what we are going to do. Individuals are complex beings and our well-being is impacted not only from our attitudes and mindsets, but from a range of external sources. The difference between a good day and a bad day is a lot more complex than sanctimonious quotes on social media lead us to believe.

In this keynote, Andrea and Nell from Project Thrive will explore the question ‘Are individuals concerned more with ‘having’ than ‘being’ suggesting that society’s pursuit of pleasure and perfection is wreaking havoc on our youth.

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**DAY TWO**

10.30am – 11.40am  **Workshops M - P**

**WORKSHOP M**

**Jules Haddock**

**“Non-Suicidal Self Injury NSSI – Strategies to Assist Students Better Cope and Perform more Successfully in the Classroom.”**

NSSI has become increasingly evident in the school setting and can be difficult to manage and can cause significant distress amongst staff, students and families. This workshop will help participants understand:

- What is NSSI and how can it appear?
- What are the drivers behind NSSI
- Positive ways to approach a young person showing signs of NSSI

This session will also focus on practical strategies in engaging young people who experience mental health issues in the classroom to improve their learning outcomes and social-emotional wellbeing. Participants will leave this workshop with a better understanding of NSSI in young people, and with further skills, in building crisis assessment responses, as well as a general confidence in approaching young people at risk.

**Target Audience:** Secondary Teachers/ Well-Being Coordinators/School Counselors/Psychologists.

**WORKSHOP P**

**Greg Mitchell**

**“How to Develop and Increase a Student’s Resilience and Well-Being in the Classroom.”**

Using the latest from positive psychology and neuroscience, Andrea and Nell from Project Thrive explore the role of achievement on wellbeing and explain the dos and don’ts of implementing the growth mindset in the classroom to build resilience and improve student outcomes. But is the pursuit of achievement alone holding young people back? Why is it that Giving has a greater impact on Mental Health than Achieving? We also introduce the benefit mindset and consider how contribution goals trump achievement goals.

You will walk away with strategies from both theories to improve resilience and wellbeing in the classroom.

**Target Audience:** Upper Primary Teachers / Secondary Teachers.

**WORKSHOP O**

**Jane Langley**

**“Supportive Strategies for Building Social and Emotional Competence in a Primary Classroom.”**

As students transition through school they are searching for who they are and how they belong. As we support young people in developing their sense of identity it is important we build an environment where they feel recognised, valued and respected. To do this we first need to help students build connections with their peers, develop friendships and manage relationships. Participants will explore Circle Time as a tool for building community and developing social and emotional competencies that will assist students in having sound relationships with family, adults, and peers.

**Target audience:** Primary Teachers/Lower Secondary Teachers.

**WORKSHOP N**

**Project Thrive**

**Neil Golden & Andrea Downie**

**“Understanding Adolescent Resilience.”**

To teach adolescents, you have to understand your adolescents.

The most effective parents, teachers and caring adult’s exhibit dogged determination.

They do the hard work to understand what’s really going on in the heart and head of a teenager so that they correctly analyze the situations that get teens into trouble.

Adolescents are rapidly changing humans. But we have to accurately diagnose what’s going on with them so that we can best help them.

This totally engaging workshop explores the three phases of adolescents in terms of their

- Physical growth
- Thought variations
- Social, Emotional and Sexual development
- Identity adaptations
- Family challenges

“To err is human,” wrote the great English poet Alexander Pope. But many people forget the second half of that famous line, which is “to forgive, divine.”

Learning how to ask for forgiveness is not just important for healthy relationships, it is crucial.

When your teens mess up— and they will mess up (I mean, didn’t you as a teen?) they could use the help of a caring adult. Whether they offended a friend, disrespected an adult. Whether they offended a friend, disrespected an adult, or stole from a teachers wallet, schools need to know what you can do to turn the situation from one marked with shame, insecurity, and embarrassment into an exercise that can more fully develop empathy and maturity.

**Target Audience:** Upper Primary/Secondary Teachers.
**DAY TWO**

**1.30pm – 2.40pm**

**WORKSHOP Q**
Project Thrive
Andrea Downie & Nell Golden

**“Building Thriving schools. Disrupting our Mental Health Crisis.”**

Despite all of the well-being resources available and more discussion than ever, why is the state of mental health of many Australians at crisis point? With so many well-being programs, tools and resources in schools now, where do you start and what is actually evidenced-based? This engaging workshop with Project Thrive will walk you through the latest from positive psychology and well-being science and how to create a whole school plan to disrupt the mental health crisis we currently have in schools and to build well-being. If you are passionate about making a difference in schools and building thriving and integrated individuals in a positively connected environment then this day is for you.

**Target Audience:** Principals, Deputy Principals, Well-being Leaders and Teachers with an interest in or position of responsibility for well-being.

**WORKSHOP S**
Jane Langley

**“Managing & Embracing School Systems to develop Psychological Safety for Everyone.”**

How psychologically safe is your school?

Psychological Safety deals with the risk of injury to psychological well-being that a teacher and student might experience. Improving the psychological safety of a school setting involves taking precautions to avert injury or danger to everyone’s psychological health.

Based on the ground breaking research by Google’s Project Aristotle and the Happy Cities movement Greg Mitchell demonstrates how school systems influence the way we feel, behave, and interact with each other in ways that politicians, planners, and city builders often fail to realize.

In a world of conflicting goals and complex systems, it can be easy to overlook the school system design/well-being connection. The good news is that these principles can help schools and teachers meet psychological health objectives as well as academic and personal goals at the same time.

So how can you bring happiness into your own classroom in this 90-minute workshop? Participants will be introduced to a new framework for incorporating wellbeing principles into classroom and lesson and lesson designs.

Together we will adapt this tool to local or contextual conditions and aspirations. Using the happiness lens, participants will work in groups to examine one or more policy issues facing their community, and identify opportunities for action. Along the way, we’ll identify the cognitive errors that block good decisions on risk and reward.

**Target audience:** Secondary Teachers/School Welfare coordinators/School Well-Being staff.

**WORKSHOP T**
Jules Haddock

**“Help create a Warrior of Learning, not a Worrier of Learning, by assisting students to manage anxiety.”**

Supporting students manage anxiety, and engaging their personal Warrior, instead of Worrier, requires them confidently understanding everyday stress and anxiety, and anxiety disorders, as mental illnesses. Assisting students to not overestimate the “battle field of anxiety”, and underestimate their internal warrior, participants will explore the signs, symptoms and prevalence of anxiety disorders, in the first step in the ultimate battle of life anxiety. Improved confidence of anxiety awareness, allows us to engage in conversations of support with students in their journey of recovery, and further assist students to face their own mind fears, in managing their educational pathways.

This session will march into:

- Identifying stress and the impact of anxiety disorders upon the learner
- Explore the supportive conversation approaches, once anxiety is identified.
- Activate methods to teach students about anxiety and the need to fight the flight response.
- Equip students with support strategies to assist a child in managing their anxiety.

**Target Audience:** Primary Teachers/Secondary Teachers.
The Mental Health & Wellbeing of Young People

4th National Conference

Book early to guarantee your Workshop preferences! Critical Agendas will allocate workshops if not filled. Registration fee includes all conference materials, morning teas and lunches. Preferences will be given to two-day bookings.

Register online
www.criticalagendas.com.au
or
Complete this registration form and return it together with your payment to:

Critical Agendas 'The Mental Health & Wellbeing of Young People'
PO Box 1427
Geelong Vic Australia 3220
T 1800 638 012
F 1800 638 021
International
T +61 3 5245 7261
F +61 3 5245 7934
E admin@criticalagendas.com.au

Booking Conditions

No applications for this program will be accepted after all vacancies have been filled. Unsuccessful applicants will have their monies refunded in full. Cancellations prior to Friday 4th May, 2018 will incur a 25% service charge per applicant. This program will be payable in full for cancellations made on or after Friday 4th May, 2018 or for failure to attend the program. All cancellations must be in writing and emailed to us. In the event of insufficient applications this program will not proceed and registration monies be fully refunded. In the event of this program being cancelled for whatever reason registration monies only will be refunded as Critical Agendas will not accept liability for the payment of any other associated costs. Critical Agendas reserves the right to vary the advertised programs prior to commencement.

REGISTRATION FORM

Title ___________ Name ____________________________________________
Position __________________________________________________________
School/Employer __________________________________________________
Address __________________________________________________________
Suburb / Town ____________________________________________________
State ___________ Postcode ___________ ___________ ___________ ___________
Country __________________________________________________________
Telephone ________________________________ Mobile No. ________________________________
Email ____________________________________________________________
Dietary Requirements ______________________________________________

Please find my payment enclosed.

Cheque or money order payable to Critical Agendas
OR Visa Mastercard

Credit Card Number

Expiry Date ___________ / ___________
Cardholder’s Name ____________________________________________
Cardholders Signature ____________________________________________

Select your workshops for each session in order of preference from 1 to 4. Please ensure each box is filled.

EXAMPLE

Day 1 AM (Workshops)
A B C D
Day 1 PM (Workshops)
E F G H
Day 1 PM (Workshops)
I J K L
Day 2 AM (Workshops)
M N O P
Day 2 PM (Workshops)
Q R S T

Complete payment details below. Registration fees include GST.

Purchase Order No. (If you wish to be invoiced) _______________________
Name of Contact for Invoice ________________________________________
Contact Email _____________________________________________________

One Day Two Days Total
$AU 449.00 (inc. GST) $AU 699.00 (inc. GST) $ _______________
(No Split bookings)

Please find my payment enclosed.

Cheque or money order payable to Critical Agendas
OR Visa Mastercard

Credit Card Number

Expiry Date / 
Cardholder’s Name
Cardholders Signature