

ERIN ERCEG



Erin is currently working as the lead trainer for Friendly Schools Plus initiative with Hawker Brownlow Professional Learning Solutions. Having spent 12 years with the Child Health Promotion Research Centre at Edith Cowan University in Western Australia Erin's most significant roles relate to her work on research around aggression and bullying among young people. Other areas of research Erin has been involved include capacity building for interventions in schools; secondary school transition factors; cyberbullying and its effects, reducing the effects of bullying among Aboriginal children; children's connectedness factors and mental health, building school capacity to engage parents and increase their connectedness to the whole school environment and self esteem and resilience of young people.

Previous to this work Erin has worked as a teacher in both primary and secondary school classes for 13 years, as a development officer for rural health and wellbeing programs and as a consultant with community builders and suicide prevention.

Erin is one of the lead authors of the Friendly Schools Plus Resources and has been directly involved in the research supporting this initiative since it began in 1999. She has also been the lead trainer for the Friendly Schools Research projects throughout this time and has worked extensively with primary and secondary schools.

A message from Hawker Brownlow Education

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FRIENDLY SCHOOLS^{PLUS}

Creating a Friendly School: A Whole-school Approach to Bullying Prevention

In this session participants will be shown a step-by-step process to effectively implement a sustainable whole-school initiative to reduce and prevent bullying in their school. This will include an introduction to toolkits, resources and planning tools to help schools identify what they are already doing well and what they need to build on to enhance their current actions and procedures.

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Friendly Schools Plus

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Resources

Icons



Friendly Schools Plus
Workbook



Key Message



Reflection



Reference



Activity



Discussion

FRIENDLY SCHOOLS^{PLUS}**FRIENDLY SCHOOLS PLUS**

Whole-school approach to support your journey towards increasing social and emotional wellbeing and preventing bullying

What is Friendly Schools Whole-school Approach?

Friendly Schools Whole-school Approach is a multi-component, evidence-based whole-school initiative involving the whole-school community to build social and emotional wellbeing, supportive environments and significantly reduce bullying and social aggression.

Why is the Friendly Schools Approach important for schools?

Multi-component whole-school initiatives involving all the school community are more likely to reduce bullying behaviour than single-component programs, such as those involving only classroom curriculum. While it is well known that healthy students learn better, student wellbeing is seldom given the same priority as literacy and numeracy. When schools take on initiatives such as Friendly Schools Plus, they are not only achieving objectives that aim to enhance student wellbeing but also student learning in educational areas

How was Friendly Schools developed?

Friendly Schools draws on thirteen major research projects conducted over 15 years involving 27,000 Australian school students.

How does Friendly Schools link to the National Safe Schools Framework?

Professor Donna Cross the Director of the Friendly Schools Research was a key consultant for the scoping study to develop the National Safe Schools Framework.

How is the Friendly Schools Approach Implemented?

This initiative includes processes, strategies and resources to help schools to engage in an action determine their current strengths and needs and strategically build their school's capacity to address these gaps using widely tested strategies to support them build social and emotional learning and prevent bullying. The social and emotional wellbeing of students in the school community is promoted through a whole-school community learning approach, with an emphasis on school organisation, ethos and environment, family and community partnerships, and curriculum teaching and learning.

Is Friendly Schools a program?

Friendly Schools is more than a program it is a whole-school approach. In partnership with schools, this comprehensive range of resources, strategies, toolkits and supports have been developed to support a collaborative approach that engages all members of the community in building the school's capacity to provide a friendly and supportive environment to maximise learning.

FRIENDLY SCHOOLS^{PLUS}**How does Friendly Schools support schools?**

Friendly Schools support in the following ways:

- Promotes in whole-school community learning (educators, students and families)
- Demonstrates quality applied prevention research - Evidence based – developed and tested with Australian schools including 15 years of research with 27,000 students
- Links current evidence (Australian and international) into real world practice
- Engages school community in a journey of school improvement to strengthen student wellbeing and learning outcomes
- Supports schools through a quality improvement process to assess, plan, implement and evaluate actions
- Supports schools to align school vision with evidence-based practice
- Provides step-by-step process to identify, develop and sustain those components of a friendly and supportive school climate for student achievement
- Reduces bullying behaviours through whole school social and emotional skill building
- Empowers students to manage their own learning and behaviours
- Positively changes attitudes towards bullying and social relationships



FRIENDLY SCHOOLS^{PLUS}

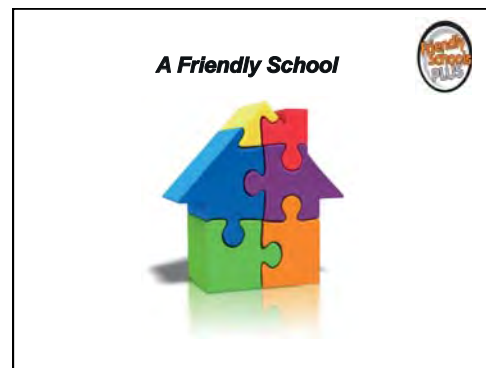
FRIENDLY SCHOOLS^{PLUS} Implementation Road Map

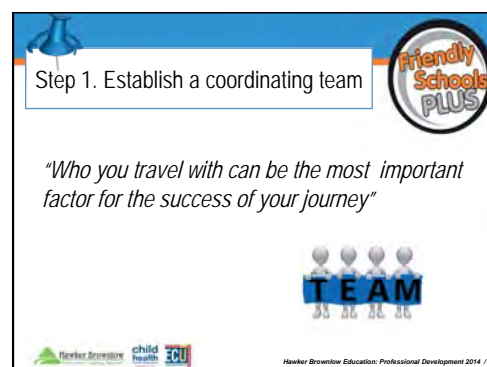
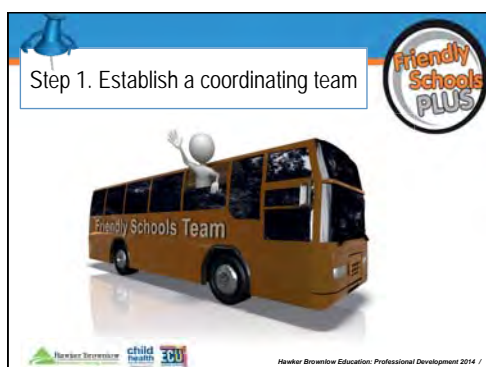
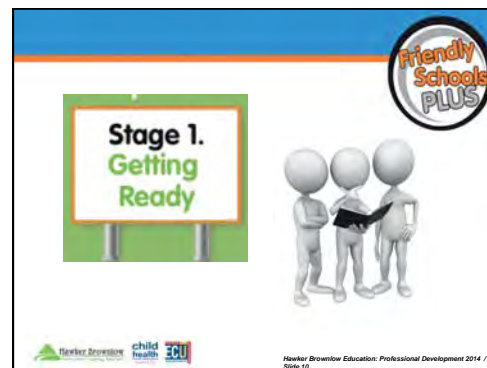
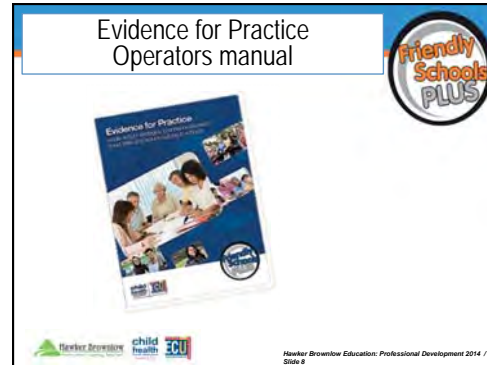
Section 3: Exploring current policies and practices



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Step 1. Establish a coordinating team

"The research on school climate suggests that the principal is the single most important person to have involved in school violence-reduction programs."

Friendly Schools PLUS

Hawker Brownlow Education: Professional Development 2014 / Slide 13

Advice from School Teams

- Selecting a team is an opportunity for a school to build leadership capacity and positively influence school culture in regards to teaching and learning and wellbeing
- Get your key leaders on board first – Curriculum and Year Level Coordinators. Have as many people talking about social and emotional learning as possible – spread the word!
- Make sure you don't let the team dwindle in numbers and leave all the work to the coordinator. If this person leaves, your initiative will be seriously at risk

Friendly Schools PLUS

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Step 2. Learn more about the Friendly Schools Plus initiative

Friendly Schools PLUS

Evidence for Practice

Fuel Up! Training Opportunity

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Step 3. Assess readiness of your school

Change requires the 'management' of people's anxiety and confusion, or conversely their excitement and engagement.

Sudden forced change is often frightening and painful.

Friendly Schools PLUS

Hawker Brownlow Education: Professional Development 2014 / Slide 16

Advice from School Teams

- Competing demands on teacher time was a prevalent barrier identified by schools involved in the research projects.
- Leadership needs to look at capacity of staff and continue to nurture them and protect them from being overloaded.

Friendly Schools PLUS

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Advice from School Teams

- Be patient. Read, discuss, plan, and implement in small and strategic steps.
- Try not to overload teachers by giving them all information at once. Take small steps and do each well.

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Step 4 Raise whole-school staff understanding about FSP

Friendly Schools PLUS

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Step 4 Raise whole-school staff understanding about FSP

Friendly Schools PLUS

Staff Meeting

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We will begin with a trigger event
Something that stimulates the process of reflection

Policy requirements

Presentation of current research

Hawker Brownlow Education: Professional Development 2014 / Slide 21

Appraisal
A review of current policies and practices

Discussion & reflection

What are we already doing well

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STEP 4: Exploration
Searching for new ideas and new ways of acting, new answers and new concepts.

Evidenced-based Programs

Sharing of good practice and learning from other schools

Critical perspective of individual school contexts and circumstances

Hawker Brownlow Education: Professional Development 2014 / Slide 23

STEP 6: Integration
Selecting the starting points for your school

Raising awareness and understanding of whole-school community

Integrating current successful strategies with new ideas

Further developing current policies and practices

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STEP 7: Your journey begins

A Whole-school Community Approach

Hawker Brownlow Education child health ECU

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Advice from School Teams

- Having Passionate, intelligent, experienced, individualistic teachers means opportunity is heightened, but also expect a time of rigorous discussion
- Begin to investigate ways the students and school community can express and share the vision.

Hawker Brownlow Education child health ECU

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Advice from School Teams

- Make sure you bring all the staff on the journey with you from the start.
- Explain what FSP is and what this means for them in their roles in the schools
- Show the staff the FSP road map so they can see where they are now and what is a head of them

Hawker Brownlow Education child health ECU

Hawker Brownlow Education: Professional Development 2014 / Slide 27

Step 5 Align your whole-school vision with the evidence

Hawker Brownlow Education child health ECU

Hawker Brownlow Education: Professional Development 2014 / Slide 28

Whole-school Vision

Hawker Brownlow Education child health ECU

Hawker Brownlow Education: Professional Development 2014 / Slide 29

Evidence for Practice

The Friendly Schools Plus implementation model recognises that whole-school change is sustained when evidence of good practice aligns with real-world school vision

Whole-School Vision

National Policy
National Safe School Framework
Australian Curriculum

Australian bullying reduction research

Hawker Brownlow Education child health ECU

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Building capacity for action

Friendly Schools PLUS

- Sufficient leadership, organisational support, resources and strategy compatibility with school needs are crucial to optimise impact.

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Building capacity for action

Friendly Schools PLUS

Friendly Schools PLUS - 4 Key Areas

- 1. Leadership commitment to a safe school
- 2. A supportive and respectful school culture
- 3. A focus on student wellbeing/learning
- 4. Policies and procedures
- 5. Positive behaviour management
- 6. Early intervention and support systems

National Safe Schools Framework - 3 Elements

- 1. Professional learning
- 2. Engagement, skills development and leadership
- 3. Networks with family and community

Hawker Brownlow Education Professional Development 2014 / Slide 32

Building capacity for action

Friendly Schools PLUS

Social and Emotional Learning Skills

- 1. Self-awareness
- 2. Self-management
- 3. Social awareness
- 4. Relationship skills
- 5. Social decision-making

Personal and Social Capability - Australian Curriculum

- 1. Self-awareness
- 2. Self-management
- 3. Social awareness
- 4. Social management

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Building capacity for action

Friendly Schools PLUS

Hawker Brownlow Education Professional Development 2014 / Slide 34

Your school Vision

Friendly Schools PLUS

Our Whole-school Vision

What do we want to achieve?

For whom?

By when?

How do we measure it?

Who is responsible?

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Step 6. Build team capacity for implementation

Friendly Schools PLUS

People, Place, Potential


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THE BIG QUESTIONS


- **How do we measure our capacity?**
- **How do we build capacity?**
- **How do we find our next small steps?**
- **How do we convince the rest of the gang to join in?**



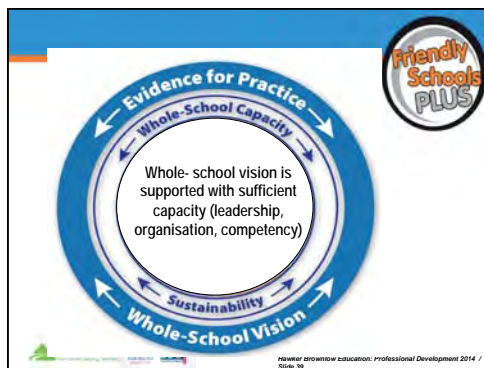
Hawker Brownlow Education: Professional Development 2014 / Slide 37



- The word "capacity" speaks to our potential – as people, and as communities.
- So, when we talk about capacity, we are talking about that which we have the potential to become.
- Capacity building is about change, about becoming more.





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Explore the barriers that may interfere with change and implementation

- **Time**
- **Poor parent response**
- **Commitment of parents**
- **Commitment of staff**
- **Getting everyone together at the same time**
- **Staff leaving**
- **Giving priority to program**

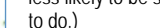



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Advice from School Teams




- Always look at what your school is already doing/has in place. It may need reviewing, but it's likely that a lot will already be in place.
- Be aware of other current school priorities and commitments.
- Integrate the initiative with other priority areas in the school with similar goals to make planning and implementation easier. (The implementation was less likely to be seen by staff as just another thing to do.)




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Advice from School Teams



- Lack of strategic planning and clear direction can lead to confusion around what is expected of the staff.
- Don't be overly ambitious in your plan of how much you and your school can do.
- Be realistic and take into account interruptions throughout the year.



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Advice from School Teams

- Don't be discouraged if you don't get to everything you had in your plan for a specific term – just reschedule.
- Develop a timeline/space out tasks – (we did but found we had to change, so be prepared to be flexible.
- Utilise the team progress map and progress record to keep on track with the implementation process.

14 /

Stage 2. Exploring current policies and practices

Friendly Schools Team

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Where are we now?

How do we collect information about what is happening in our school?

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Step 7 Survey students and staff

Tool Kit Survey!

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<http://www.friendlyschools.com.au>

Resources

The Friendly Schools PLUS whole-school process for building prevention

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Step 8. Assess whole-school practices and processes

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Key elements of a whole school approach

- Strong leadership/ethos/climate
- Consistent policy and practice
- Staff development and wellbeing
- Whole-school common understandings
- Explicit teaching of key understandings
- Approachable teachers / monitoring
- Mobilising bystanders
- Integration of SEL into teaching and learning
- Behavioural support for students who bully others
- Parent involvement / education
- Safe and friendly physical environment

Key Message

Friendly Schools PLUS

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Whole school Key Areas

- Building Capacity
- Supportive school culture
- Proactive policies and practices
- Understandings and competencies
- Protective physical environment
- School-family-community partnerships

Friendly Schools PLUS

Tool Kit

Map-the-Gap!

Friendly Schools PLUS

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Map The Gap

A quick online screening tool to help schools identify what they are doing well and what they need to build on to enhance their current social skills and bullying prevention initiatives.

Friendly Schools PLUS

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<http://www.friendlyschools.com.au>

Map the Gap

The Friendly Schools PLUS whole-school process for bullying prevention.

The tool will help schools to identify what they are doing well and what they need to build on to enhance their current social skills and bullying prevention initiatives.

Friendly Schools PLUS

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My Results

1. Graph

2. Table

Whole-school elements	Priority status
Strong leadership/ethos/climate	High priority
Consistent policy and practice	Low priority
Staff development and wellbeing	Low priority
Whole-school common understandings	High priority
Explicit teaching of key understandings	Low priority
Approachable teachers / monitoring	High priority
Mobilising bystanders	Low priority
Integration of SEL into teaching and learning	High priority
Behavioural support for students who bully others	Low priority
Parent involvement / education	High priority
Safe and friendly physical environment	Low priority

Friendly Schools PLUS

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Building Capacity for Action

1. Develop a school improvement plan

2. Build a school improvement team

3. Build a school improvement culture

4. Build a school improvement system

5. Build a school improvement network

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Whole-school Strategies

Key Focus for Whole-school	Strategy	Impact	Notes
Develop a school improvement plan			
Build a school improvement team			
Build a school improvement culture			
Build a school improvement system			
Build a school improvement network			

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Stage 3. Preparing for improvement

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Step 9. Plan priorities using data

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Whole school Key Areas

- Building Capacity
- Supportive school culture
- Proactive policies and practices
- Understandings and competencies
- Protective physical environment
- School-family-community partnerships

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Whole school Key Areas

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Step 10 Build staff capability to implement strategies for good practice

Friendly Schools PLUS

Hawker Brownlow Education: Professional Development 2014 / Slide 61

Step 10 Build staff capability to implement strategies for good practice

Friendly Schools PLUS

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Advice from School Teams

- For staff to feel positive about their commitment to supporting positive behaviour, they need to understand that as adults they are supporting students to manage their own behavior.
- Support teachers to see that they can effectively maximise teaching and learning opportunities by providing positive and effective behaviour support-structures for students.

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Step 11. Build teacher capability to implement teaching and learning activities

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Social and Emotional Learning by Development Level

Friendly Schools PLUS

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Advice from School Teams

- Make sure the staff know the 'why' before the 'what' and 'how'.
- Even if you think that all are on-board, keep checking
- Realise that 'take-up' will beat individual pace—that there will be staff at various stages of a continuum of learning and capability.

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Stage 4.
Implementing
our plan

Friendly Schools Team

Friendly Schools PLUS

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Step 12. Implement the strategies
for good practice

Friendly Schools PLUS

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Step 13. Implement teaching and
learning activities

Friendly Schools PLUS

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Advice from School Teams

- Work towards embedding social and emotional learning into the curriculum and to making it more explicit in our language and planning and teaching.
- We put the Friendly Schools Plus curriculum on the agenda at staff meetings so that staff could learn from each other and share ideas about ways they teach social and emotional learning in their classrooms.
- We allocated 10 minutes in weekly staff meetings for communication of FSP news and staff feedback.

Friendly Schools PLUS

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Advice from School Teams

- Give staff time to trial, reflect and give feedback on what they have implemented from the curriculum.
- Use any small opportunity for Staff to connect with ideas for teaching social and emotional skills (circle time, tuning in, games etc).
- Share ideas with each other and investigate ways to further teach skills and understandings, eg. using literature to explore emotions, empathy and relationships.

Friendly Schools PLUS

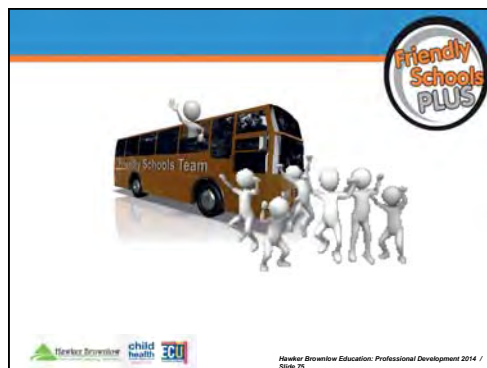
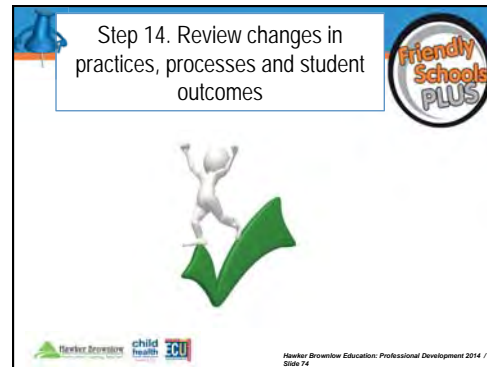
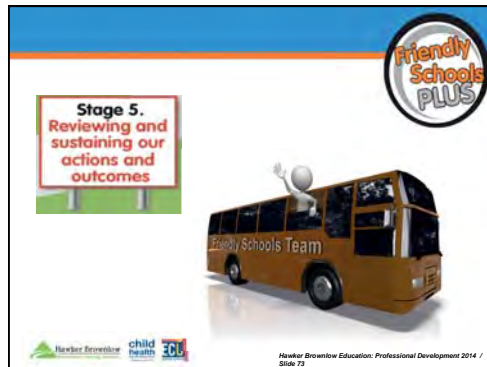
2014 /

Advice from School Teams

- Display the social and emotional competencies around the school so it stays at the forefront of everyone's mind.
- Continuously make links between staff's own thoughts, feelings, behaviours as adults to those of their students to remind them that social and emotional learning is a lifelong journey.
- Take your time –allow staff to be confident with understandings around bullying reduction first. Be prepared to revisit areas that the staff may be struggling with.

Friendly Schools PLUS

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Readiness Assessment

The questions below are to guide leaders and leadership teams in assessing their readiness to take on the Friendly Schools Plus initiative. The scoring process is designed to generate discussion and to stimulate thought about the characteristics of the initiative and the context in which it is to be implemented. Please circle the number that corresponds to the level of current readiness in each area.

The rating scale 0 to 5 with 0 being not at all and 5 being well established.

Guiding question	Rating scale
How committed is leadership to a whole-school approach to bullying reduction and social and emotional learning?	0 1 2 3 4 5
How well does this fit with the current priorities and actions within the school?	0 1 2 3 4 5
How well does this initiative fit with current district, system, state priorities?	0 1 2 3 4 5
How well does FSP fit with current knowledge of students' needs?	0 1 2 3 4 5
How well does FSP fit with family/community values	0 1 2 3 4 5
How well does this fit with current priorities of staff?	0 1 2 3 4 5
How amenable, do you perceive, staff are likely to be to the implementation of the initiative?	0 1 2 3 4 5
How well established is the coordinating committee to facilitate the FSP initiative?	0 1 2 3 4 5
How well are the members of the coordinating committee informed about the FSP initiative?	0 1 2 3 4 5
Overall how ready do you think your school is to start working with this initiative?	0 1 2 3 4 5
Comments	



Our Whole-school Vision

FRIENDLY SCHOOLS^{PLUS}

What do you want for the following?

**Our whole-school
ethos/culture**

Vision:

Our staff

Vision:

Our students

Vision:

Our families

Vision:

**Our physical
environment**

Vision:

Whole-school Strategies



Reflection- Reflect on the key points from the whole-school evidence for practice.
To what extent do you think your school is currently addressing these key points?

Key Points for Whole-school	Rating	Needs
Strong leadership/ethos/climate	<div> <div>Yet to develop</div> <div>Well developed</div> </div> <div>0 1 2 3 4 5</div>	
Consistent policy and practice	<div> <div>Yet to develop</div> <div>Well developed</div> </div> <div>0 1 2 3 4 5</div>	
Staff development and wellbeing	<div> <div>Yet to develop</div> <div>Well developed</div> </div> <div>0 1 2 3 4 5</div>	
Whole-school common understandings	<div> <div>Yet to develop</div> <div>Well developed</div> </div> <div>0 1 2 3 4 5</div>	
Explicit teaching of key understandings	<div> <div>Yet to develop</div> <div>Well developed</div> </div> <div>0 1 2 3 4 5</div>	
Approachable teachers / monitoring	<div> <div>Yet to develop</div> <div>Well developed</div> </div> <div>0 1 2 3 4 5</div>	
Mobilising bystanders	<div> <div>Yet to develop</div> <div>Well developed</div> </div> <div>0 1 2 3 4 5</div>	
Integration of SEL into teaching and learning	<div> <div>Yet to develop</div> <div>Well developed</div> </div> <div>0 1 2 3 4 5</div>	
Behavioural support for students who bully others	<div> <div>Yet to develop</div> <div>Well developed</div> </div> <div>0 1 2 3 4 5</div>	
Parent involvement / education	<div> <div>Yet to develop</div> <div>Well developed</div> </div> <div>0 1 2 3 4 5</div>	
Safe and friendly physical environment	<div> <div>Yet to develop</div> <div>Well developed</div> </div> <div>0 1 2 3 4 5</div>	



Where to from here?



Reflection: In reflecting on the workshop consider the following

What are the questions foremost in my mind?		
What will I do when I get back to school?		
What could we address first?		
Collect data	Survey the scene- Students	
	Survey the scene- Staff	
Map the Gap	Capacity	
	Whole-school policies and practices	
Review current classroom practice	Social and emotional learning	
	Common understandings to reduce bullying	
Staff development	Content?	
More information	Needs	

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In-School Support

We can provide customised professional learning support throughout your journey.

Examples of the Friendly Schools concepts we cover include:

- Leading a whole-school approach to develop social and emotional learning and to reduce and prevent bullying
- Implementing a classroom curriculum to address social and emotional learning and reduce bullying
- Strategies to address bullying behaviours and support student self management
- Embedding the Personal and Social Capabilities into the curriculum
- Building capacity for whole-school improvement
- Family and school partnerships
- School environments that support wellbeing and learning
- Students as leaders for social change

You can customise your training or try one of our suggested courses

In-School Coaching Support:

Leadership Team Meeting

A HBPLS associate works with the leadership team to determine priorities. This work might entail reflections, planning, problem resolving or a Q&A session. The context and needs of the group will dictate the nature of discussion had at this point in time.

Intensive Coaching Support

The HBPLS associate will work with a designated staff member or group and coach them through the work that they are involved in. This work is seen as directly impacting on the successful implementation of FSP concepts.

Leadership Team Meeting

The HBPLS associate discusses reflections of progress and plans for the future with the leadership team. This may also be a time when the leadership team is engaged in a coaching conversation with the HBPLS associate.

There may as a result of the day be the need to provide all staff with a sharing of recommendations including explicit PD within an area of need that has surfaced through the day. Often this happens at the conclusion of the day or often a whole day for staff on a subsequent visit.

Please Note:

This is inclusive of travel in metropolitan cities only. Additional travel fees will be incurred for organisations deemed rural or regional. Packages can be arranged with Hawker Brownlow Professional Learning Solutions for individual schools to organise an individual school schedule.



RELATED RESOURCES



Available from Hawker Brownlow Education

Qty	Code	Title	Price
	FSP2502	Friendly Schools Plus: Early Years (4 Year Old)	\$29.95
	FSP2519	Friendly Schools Plus: Foundation (5 Year Old)	\$29.95
	FSP2526	Friendly Schools Plus: Year 1 (6 Year Old)	\$29.95
	FSP2533	Friendly Schools Plus: Year 2 (7 Year Old)	\$29.95
	FSP2540	Friendly Schools Plus: Year 3 (8 Year Old)	\$29.95
	FSP2557	Friendly Schools Plus: Year 4 (9 Year Old)	\$29.95
	FSP2564	Friendly Schools Plus: Year 5 (10 Year Old)	\$29.95
	FSP2571	Friendly Schools Plus: Year 6 (11 Year Old)	\$29.95
	FSP2588	Friendly Schools Plus: Year 7 (12 Year Old)	\$29.95
	FSP2595	Friendly Schools Plus: Year 8 (13 Year Old)	\$29.95
	FSP2601	Friendly Schools Plus: Year 9 (14 Year Old)	\$29.95
	FSP7656	Evidence for Practice: Whole-School Approach Program Leader's Guide	\$65.00
	FSP1444	Friendly Schools: Cyber Leaders Student Handbook (High School)	\$10.00
	FSP1445	Friendly Schools: Cyber Leaders Student Handbook (High School) (set of 5)	\$40.00
	FSP1446	Friendly Schools: Cyber Leaders Student Handbook (High School) (set of 10)	\$75.00
	FSP2618	Friendly Schools: School Staff Handbook for Cyber Leaders (High School)	\$19.00
	FSP2000	Friendly Schools Plus: Early Years (Set of 4)	\$110.00
	FSP2001	Friendly Schools Plus: Primary (Set of 4)	\$110.00
	FSP2002	Friendly Schools Plus: High School (Set of 3)	\$85.00
Total (plus freight) \$			



Attention Order Number

Name of School

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- All prices are subject to change without notice.
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