



Iyarn Phase 1 Teacher Survey and Interviews Preliminary results

Iyarn Teacher Survey

May 2022

Research Participant profiles

6 participants

Years of experience: 2-18

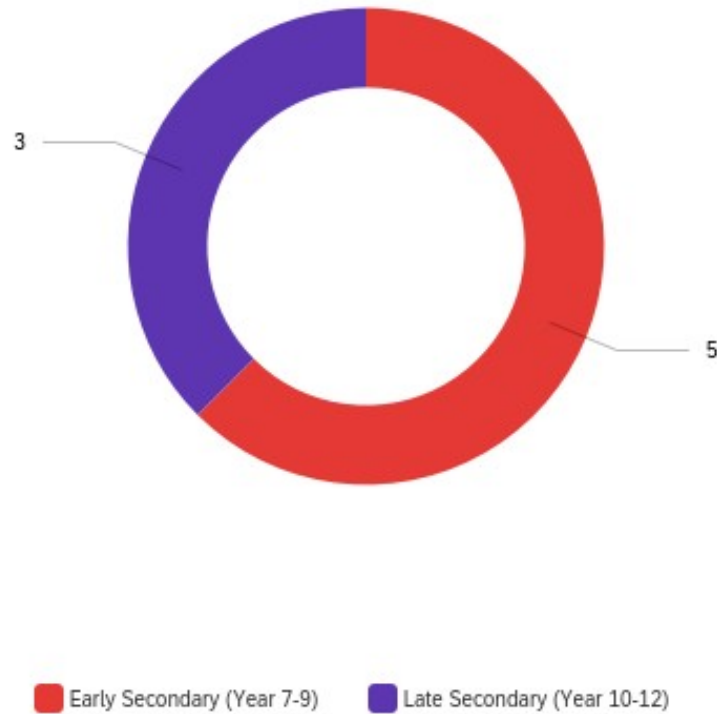
Roles: Varied teaching across subjects, with year group leadership roles

Headline findings

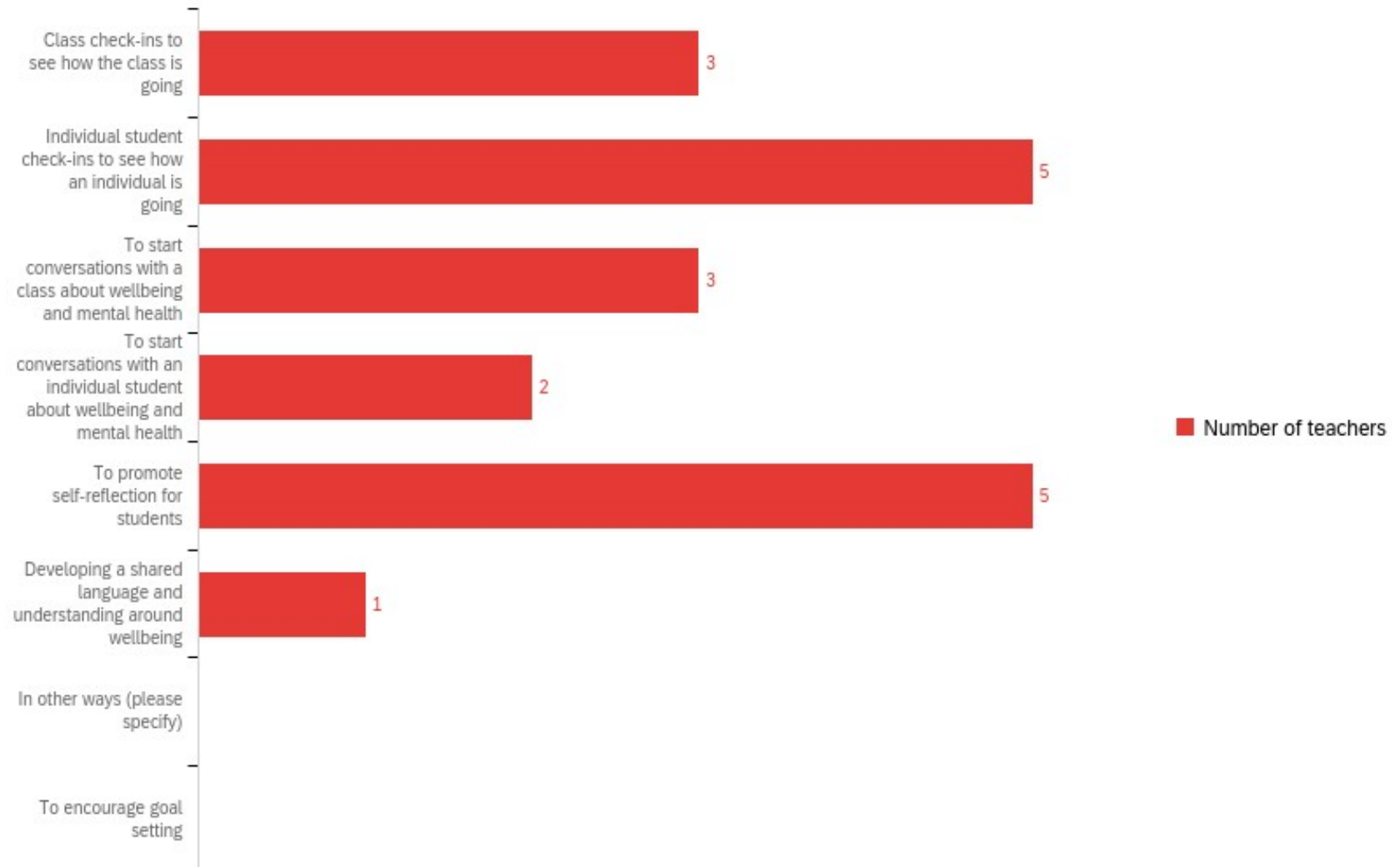
- Areas for further support/training: Understanding and responding to whole class iearn information (4 mention), and to individual information (2 mention).
- Ways tool is used vary with individual and class support, and some schools using a whole-school approach. Paths for intervention also vary somewhat, with the year leads (head of year) being most common path.
- Participants mentioned different 'thresholds' for intervention:
 - Significant drops (is there an automatic flag for this?)
 - ≤ 3 for intervention
 - < 5 for a conversation
- Schools are using custom emails.
- Desired resources include:
 - activities,
 - integration with school system eg for counsellor referral.
 - Note the tension around linking to some external resources which may 'see it as bigger problem than it is'.

What year level of students have you used the iyarn platform with?

Q2 - What year level of students have you used the iyarn platform with?



How have you used iyarn in your school? (select multiple answers if relevant)



What do you see as the strengths of using iyarn as a platform?

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Key points

- Simple and easy to use
- Data to offer support, start conversations
- Self-reflection and managing own mental health

What do you see as the challenges or weaknesses of using iyarn as a platform?

What do you see as the challenges or weaknesses of using iyarn as a platform?

Key points

- Confidentiality for students and willingness to be honest
- Student engagement
- Teacher engagement and concerns (workload, disclosures)

Are there any features you would suggest to improve iyarn?

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Key points

- More ability to see & manage data
- Ways to make teachers more comfortable
- Tension between intrinsic value and possibility incentives and rewards may support use

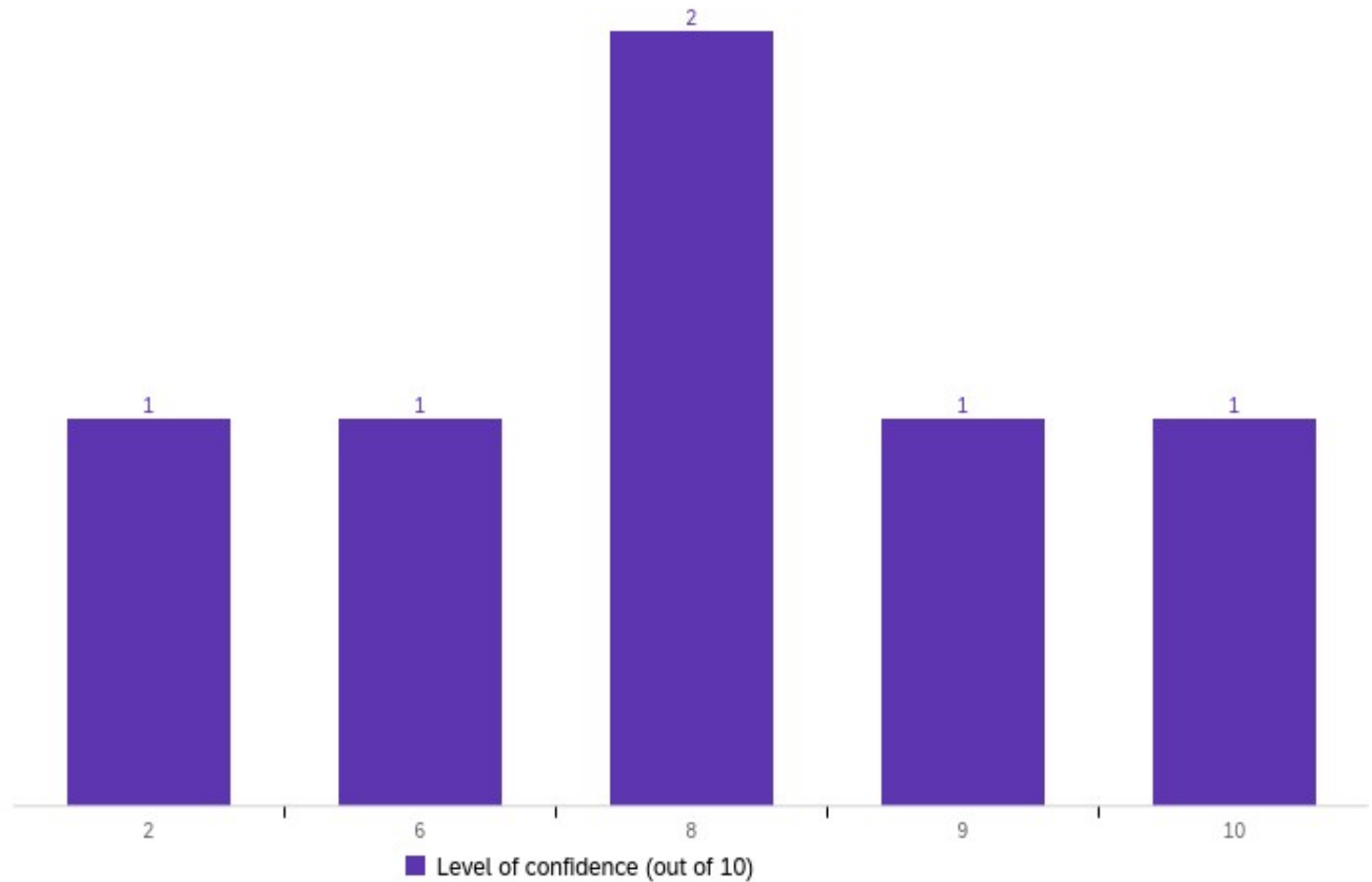
What potential for future use within your school do you see for iyarn?

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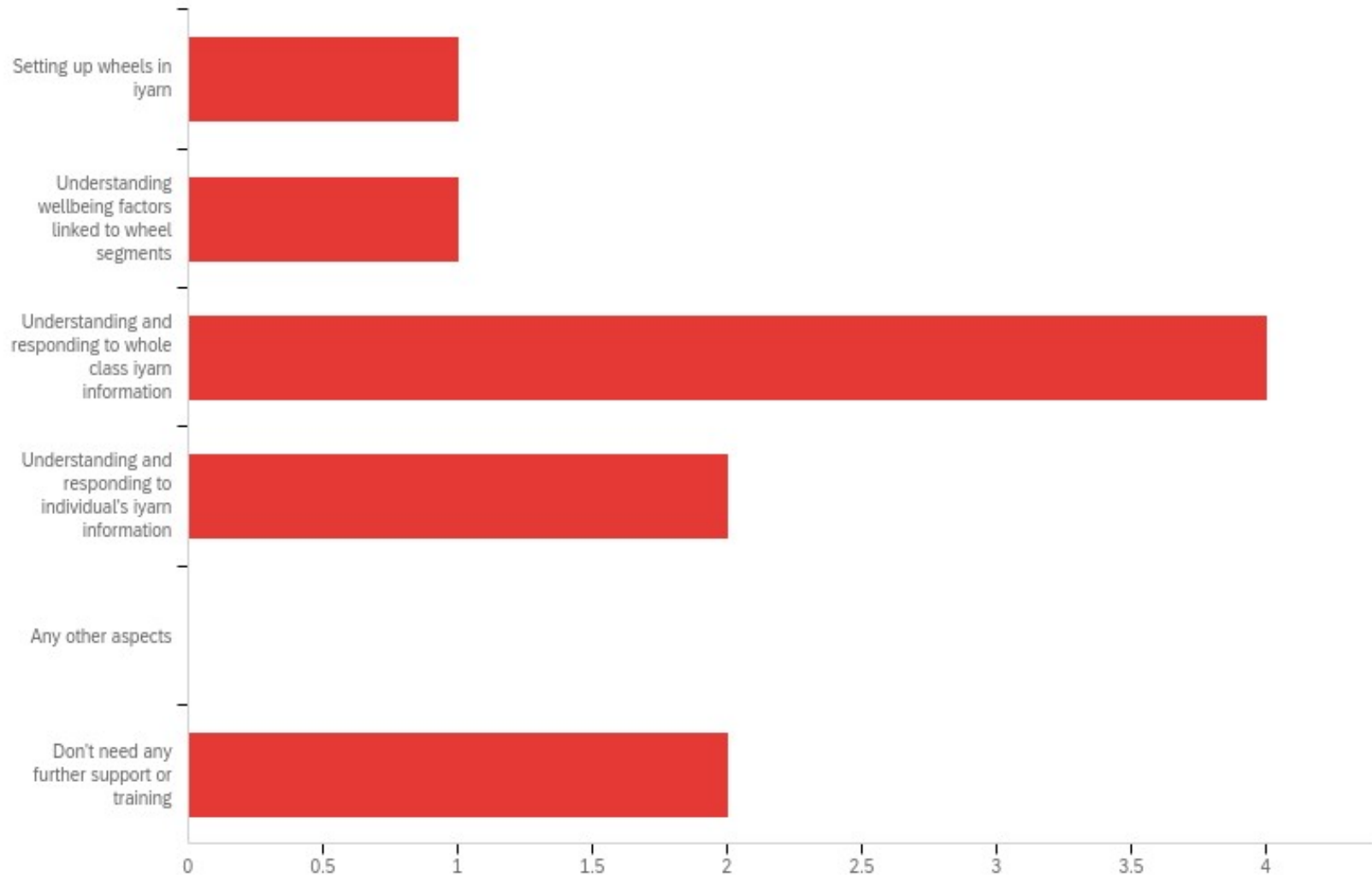
Key points

- Use across whole of school rather than specific year groups
- Target common issues amongst year groups
- Develop positive reflection habits and help seeking behaviour

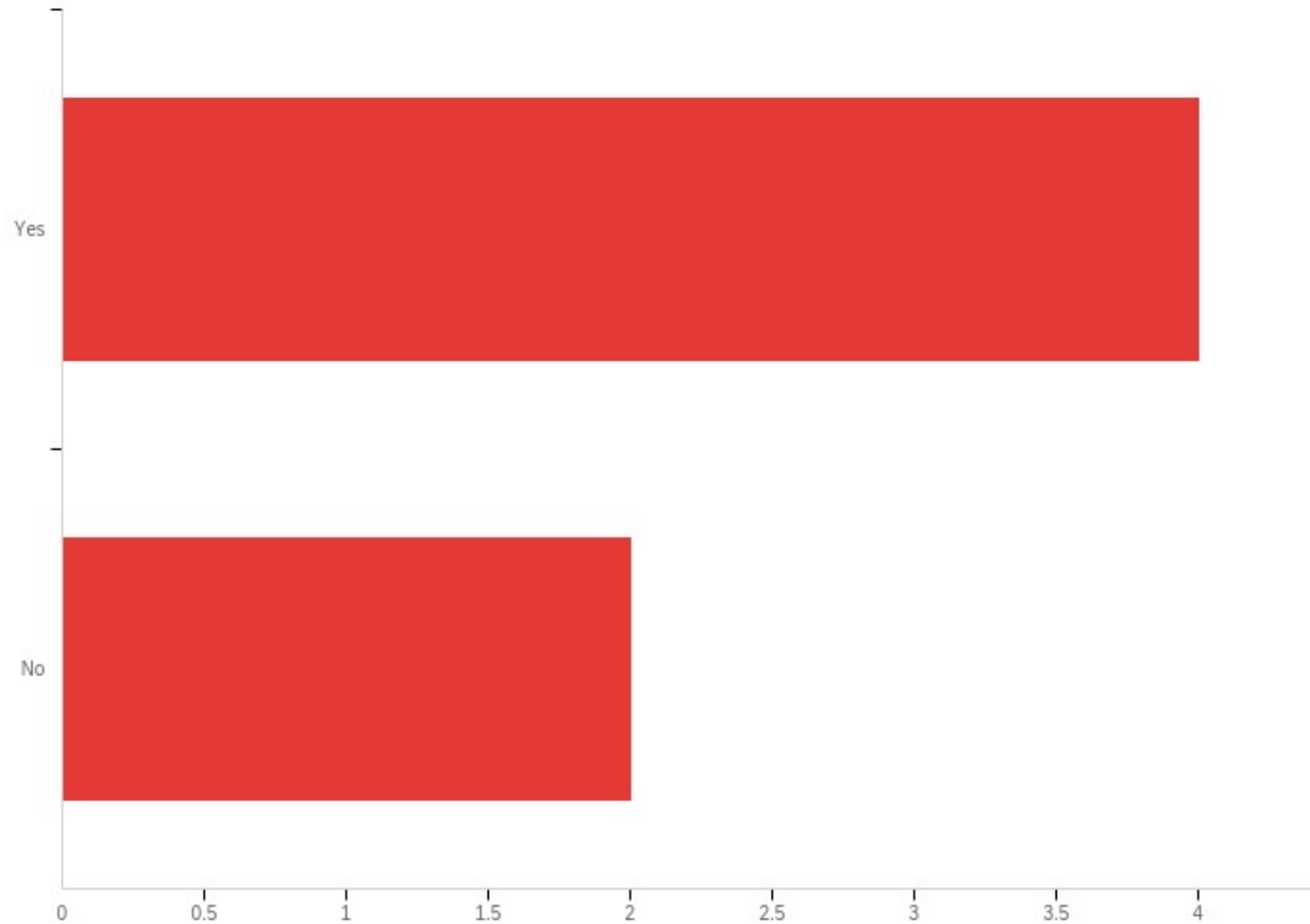
How competent do you feel using and discussing the iyarn platform on a scale of 1 (not very competent) to 10 (very competent)?



Are there any aspects of iyarn you would like further support or training in?



Have you received any training in positive education, positive psychology, wellbeing or mental health in your role?



If so what was the training and how useful did you find it?

If so what was it and how useful did you find it?

4 mentioned specific things:

- Mental health first aid
- Positive education (3 mention, 1 as one off event not impacting practice)
- Acceptance Commitment Therapy
- Various lifestyle approaches (yoga)
- Men's group
- Non-violent communication

Are there any wellbeing or mental health support resources or services that you have used in class or recommended students? If so what are they and how useful did you find them?

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Specific resources mentioned:

- Smiling Mind
- Beyond Blue
- Headspace
- R U OK
- School based resources (counsellor, library, chaplain, etc.)
- Internally developed resources (friendship, organisation, anxiety, stress, sleep, nutrition/exercise, and joy)
- Resilience doughnut

What are the protocols in your school if a teacher is concerned about a students' wellbeing or mental health? How does iyarn fit in with this protocol?

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Specific processes:

- Speak to year group lead; use iyarn to show trends of concern; use iyarn in tandem with SEQTA (*has 'wellbeing' indicators based on behavioural events e.g. bullying, detention <https://seqta.com.au/watch-quick-tour-video-seqta-engage/>)
- Low score (<3) check up with the individual and make a plan, use comments and low scores to intervene directly, with year lead, and through offer of specialist support (Counsellor/psychologist)
- Teachers contact counsellor/psychology team directly, tool helps with early intervention
- Teacher notifies exec staff and wellbeing staff in writing and they recommend how to support the student.



Iyarn Phase 1 Teacher Interviews

Preliminary findings

Scenario 1a: Setting up iyarn wheel for general class wellbeing support

You are setting up an iyarn wheel for a new class for regular check-ins.

Participant 1	Participant 2	Participant 3	Participant 4	Participant 5	Participant 6
Default template first Then customize	Has used Student Wellbeing template. Then modifies for students individually	Default school template first. Maybe student wellbeing. Hasn't set one up previously.	Developed school default template in partnership with wellbeing team and psychologists. This wheel is used across the school	Uses default school template. Students had input into which segments are used.	Developed school default template in partnership with wellbeing team and psychologists. This wheel is used across the school

“The school was also very conscious of the fact that they didn't want this to become a very formalised check in. And I guess their biggest fear was, you know, what happens if a student said something, (if) they put three for friends or family and we don't check in with them and then something happens. You know, (are) we then accountable? And so we framed the questions very much on a self-reflection ”

Scenario 1a: Setting up iyarn wheel for general class wellbeing support

How often would you use iyarn for check-ins and/or class discussions?

What segments do you think are the most relevant?

Participant 1	Participant 2	Participant 3	Participant 4	Participant 5	Participant 6
Every couple of days in one on one catch ups	In pastoral care once a week on Wednesdays. Individually as needed	Give students option as a class; weekly, twice weekly or fortnightly	Checkins twice a week Tuesday and Thursday mornings	Checkins twice a week, every Tuesday and Friday. Very structured.	Checkins once a week or fortnight on Thursday mornings in home room
Segments: contribution, listening, finance, self-care, family, friends	Segments: exams, physical activity, nutrition, mindfulness, holidays, sleep	Segments: mental health, school and grades, family, exercise, health, friends, sleep	Segments: mental health & resilience, physical health, spirituality, sleep, safety, self -worth		Segments: help, sleep, stress, friends and family, gratitude, school

Range of individual + group uses

Segment priorities vary, some are factors others activities. Consistent with overall data.

Scenario 2a: Changes to class wellbeing

You notice that your class averages for overall wellbeing have dropped over the past few months and want to try to understand what is happening.

Participant 1	Participant 2	Participant 3	Participant 4	Participant 5	Participant 6
Wellbeing conversations in class, role playing, fun activities	Talk to teachers about what could do if concerned about particular segment	Could use pastoral care session to bring in a speaker. Start a discussion with students	Run class on specific aspect with relevant activities, for example promoting gratitude	Might use a survey for the class to get some more information/ perspectives. Then use this to start a conversation.	Get class to look back over class data and look for patterns. Discussion of this in class. Pair up to review scores

“It was kind of steady and then we had these huge little troughs in the time and we're like, that's interesting...So there's usually one or two weeks (during exams). Then one other girl was like, hey, hang on, it's the same for sleep, it drops off during that time. And I was like, interesting interesting. Let's talk about this. And then the girls were saying how they stay up late studying and they're stressing at night so they can't sleep as well.”

“You know in year 7, their gratitude was really low. So for a couple of weeks, we did gratitude activities through in our homeroom.”

Scenario 2b: Changes to individual student wellbeing

You notice that one of your students' responses and scores for the 'friends' segment has fallen dramatically over the past few weeks. What would be the threshold for you to intervene? How might you approach this?

Participant 1	Participant 2	Participant 3	Participant 4	Participant 5	Participant 6
Look for significant changes or drops. Generally 3 or lower .	If score has dropped dramatically. Scores under 3	If score less than 5 or noticed a big drop would have a conversation.	Safety no. 1 priority. If student falls below 3 will intervene . If below 5 on any category would have conversation .	If safety or mental health falls below 3 will intervene.	Hard to have a threshold as each student will score differently. More looking if there is a significant drop .
Have a chat in a light-hearted way. Checking in with family	Follow up conversation to check in	Initially have conversation with student or ask if they want help to book session with counsellor	Would walk around in class and say I noticed your score had dropped. Have informal chat. Or a more private chat later on.	Check in and talk to student ask if they want an appointment with counsellor if continues to be low.	Would check in with student at recess or lunch

Scenario 3a: Support resources for students

You have the option to add a feature where students will receive an email with support resources if their score falls below a certain level. See sample email below.

Participant 1	Participant 2	Participant 3	Participant 4	Participant 5	Participant 6
Doesn't use email follow up	Have developed customized emails for each segment	Uses emails compiled by school, sent if under 3 in any segment	Yes use email feature if student scores under 3 in any category gets email that has been compiled by school	Uses emails compiled by schools, sent if under 3 in any segment	Don't use email feature. Think could be beneficial for younger students

“And we we very much try to shift all the responsibility to students rather than saying we're gonna track you and we make that a very clear distinction. It's more, we're here to provide support when needed. But we are not going to be, you know, watching every single students, individual check-ins”

“Would love to know (if students open emails), but yeah, we don't know. We don't know if they open the email. I guess a barrier that we email (is not) the primary form of communication we use”

Scenario 3a: Support resources for students

What sort of support resources do you think might be most suitable for students? What sort of follow up do you think students might need along with support resource links?

What sort of support resources might be useful for teachers in working with iyarn?

Does it help to identify crucial moments (both positive and challenging) that support intervening?

Have you had any feedback or comments from your students on iyarn? In your experience do students seem to find it helpful with wellbeing?

Participant 1	Participant 2	Participant 3	Participant 4	Participant 5	Participant 6
Fun activities like Kahoots quizzes				Be good if intergrated with school systems eg can direct message a counsellor	Big fan smiling minds Wouldn't want to link to beyond blue or kids help line in email as student may see it as being bigger problem than it is