

Iyarn Teachers Surveys and Interviews – Research Findings

Research participant profiles

7 participants

Years of experience: 2-18 years

Roles: Varied teaching across subjects, with year group leadership roles. Teachers, head of years and school psychologists

Number of terms using Iyarn: 1-8 terms (mean of 4 terms)

Use of Iyarn with school years: Year 7-10 – 5 participants, Year 11 & 12 – 4 participants

Key Findings

- Iyarn being used to promote self-reflection, for class and individual check-ins and to start conversations about wellbeing
- Strengths of Iyarn: simple and easy to use, not time consuming, access to data
- Challenges with Iyarn: getting teacher and student engagement, lack of customisation
- Suggested features and functionality: more ability to view and manipulate data across demographics, classes and years, activities for teachers to adapt in class
- Areas for further support/training: Understanding and responding to whole class Iyarn information and to individual information
- 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. Most schools communicating with students via email. Some using SEQTA.
- Desired resources include:
 - activities,
 - integration with school system e.g. for counsellor referral.
 - Note the tension around linking to some external resources which may 'see it as bigger problem than it is'.
- Different implementation with younger years (7&8) and older years (9-12). Older students greater customisation by students and less regular check-ins
- Focus on building healthy habits and routines of check-ins and self-reflection for younger years (7&8)
- Most schools using Iyarn in home room or pastoral care rooms, check-ins at beginning of day. Usually little time available (10-15 mins) and competing needs (Eg, notices, room changes)
- Support resources including Iyarn Instruction Kit and automated email to students very positive feedback, email to teachers mixed response
- Framing of use of Iyarn for students around self-awareness and self-care, not as a means of monitoring or tracking

- Staff concerns about accountability and duty of care if don't pick up on a student struggling
- Teacher and head of year buy-in and engagement crucial to student engagement
- Consider opportunities to engage with parents
- Data from Iyarn used as evidence to request additional resources for wellbeing and mental health in classrooms
- Potential to use Iyarn as preparatory tool for students in peak stress periods (E.g. Exams) to track patterns and encourage coping skills and accessing support resources

Iyarn Teacher Survey Results

How is Iyarn being used in schools?

When asked to respond to the question of how Iyarn is used in their school the most common response was for to promote self-reflection (6 mentions), followed by individual check-ins (5 mentions), to start a conversation with a class about wellbeing (4 mentions), for class check-ins (4 mentions), to start conversations with individual (2 mentions) and for developing a shared language around wellbeing (1 mentions).

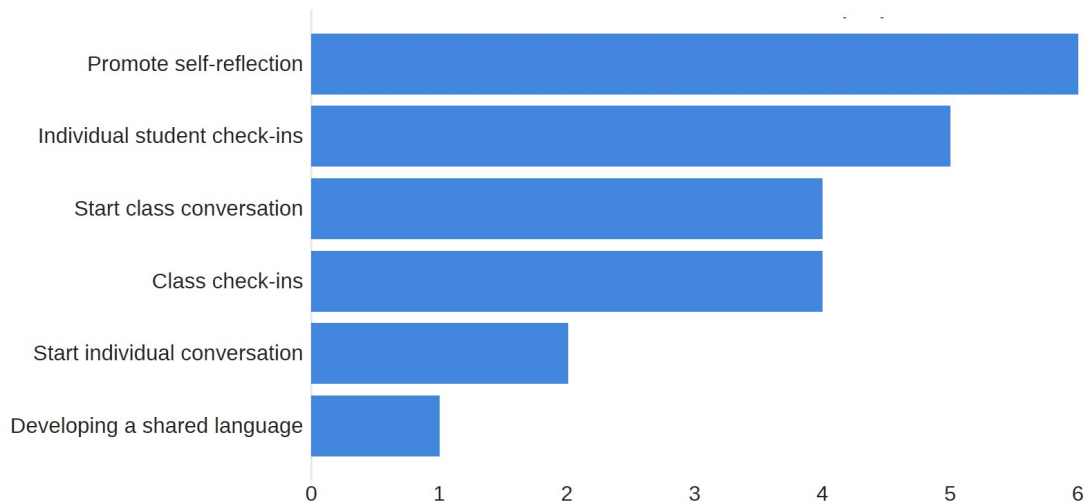


Figure 1 Iyarn use in schools

What do teachers and wellbeing staff see as the strengths of Iyarn?

- Great interface and teacher view
- Simple and easy to check-in, not time consuming
- Tracks data over time in an easy way
- Allows for student reflection
- Easily adaptable to individual or class needs
- Ability for students to check-in without need to verbalise it
- Data on important issues and year group picture of health
- Gaining student data so we can offer appropriate support
- Allowing students to track and manage their own mental health
- Having evidence to demonstrate challenge areas (e.g. sleep, exam stress) and justify resources to run activities around these areas to support students

What do teachers and wellbeing staff see as the challenges or weaknesses of Iyarn?

- (Not) being able to incorporate resources for students to access
- Students can be afraid to be honest as it is attached to their name
- Getting buy-in from students that this for them, not for us to follow up
- Students not fully engaged with tool or engaging meaningfully (2 mentions)
- Buy in from teachers and concerns about additional workload
- Not able to obtain relevant/useful data

What features would teachers and wellbeing staff suggest to improve lyarn?

- More ability to manage data (E.g. male vs female, comparisons across classes and year groups, top 10 or 20 students of each categories)
- Incentives and rewards that encourage students to keep checking in (2 mentions)
- A way to easily scroll between students' ratings and names in alphabetical order
- A way to group students, for example grouping 10 most 'at risk' students in the year and being able to scroll through results
- Sets of activities for teachers to adapt and use in class for different segments E.g. sleep, exam stress

"I think a lot of kids are driven by goals/outcomes/rewards and maybe the app could incorporate some kind of reward system once completed. It could even be something entertaining for them to watch on the app once they complete it. Or a token they get each check it which adds up (incentive based) and the group celebrates after one month/one term of checking in." (lyarn user, teacher)

What do teachers and wellbeing staff see at the potential for future use in their schools for lyarn?

- Rolling it out school-wide
- Using it for heads of years to check-in regarding student wellbeing
- Using it for lower secondary school Year 7-9 to develop positive reflection habits and help seeking behaviour
- To initiate conversations about wellbeing targeting common issues amongst year groups

How competent to teachers and wellbeing staff feel using lyarn and what further training might they need?

The level of competence ranged from a score of 2/10 to 10/10 with a mean score of 7.

Teachers reported wanting further support and training in understanding and responding to whole class data (5), responding to individual student's data (2), setting up wheels in lyarn (2) and understanding wellbeing factors (1).

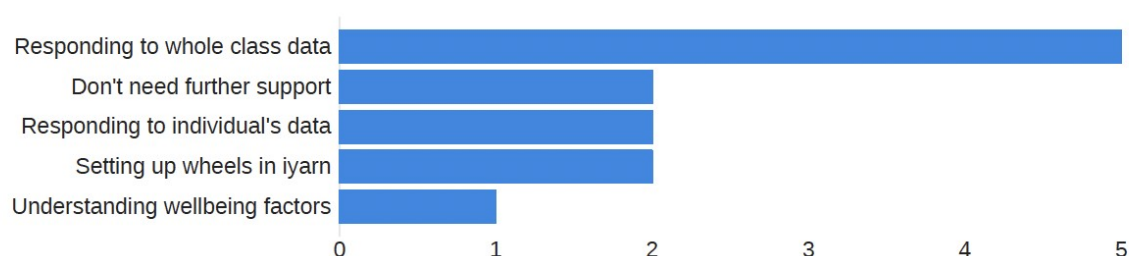


Figure 2: lyarn training needs

What training do teachers and wellbeing staff have in positive education, positive psychology, wellbeing or mental health?

Of the seven staff responding to the survey only four reported receiving training in these areas while three said they had none. The training they reported as finding useful included mental health first aid, positive education, positive psychology, Acceptance and Commitment Therapy, meditation and breathwork, Rites of Passage facilitator training and non-violent communication.

What wellbeing and mental health resources do teachers and wellbeing staff recommend for use with students?

The resources recommended by respondents for students included the following;

- Smiling Minds
- Beyond Blue
- Internal school resources (Eg. school chaplain, counsellor, library and study skills
- Headspace)
- R U OK
- Resources developed in-house on friendships, organisation, anxiety, stress, sleep, nutrition/exercise and joy
- Resilience doughnut

What are the protocols in schools if a teacher has a concern about a student's wellbeing or mental health and how does Iyarn fit with this protocol?

The main protocols reported were as follows;

- Speak to head of year group; 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) or significant drop in scores check up with the individual and make a plan, use comments and low scores to intervene directly, with head of year, 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.

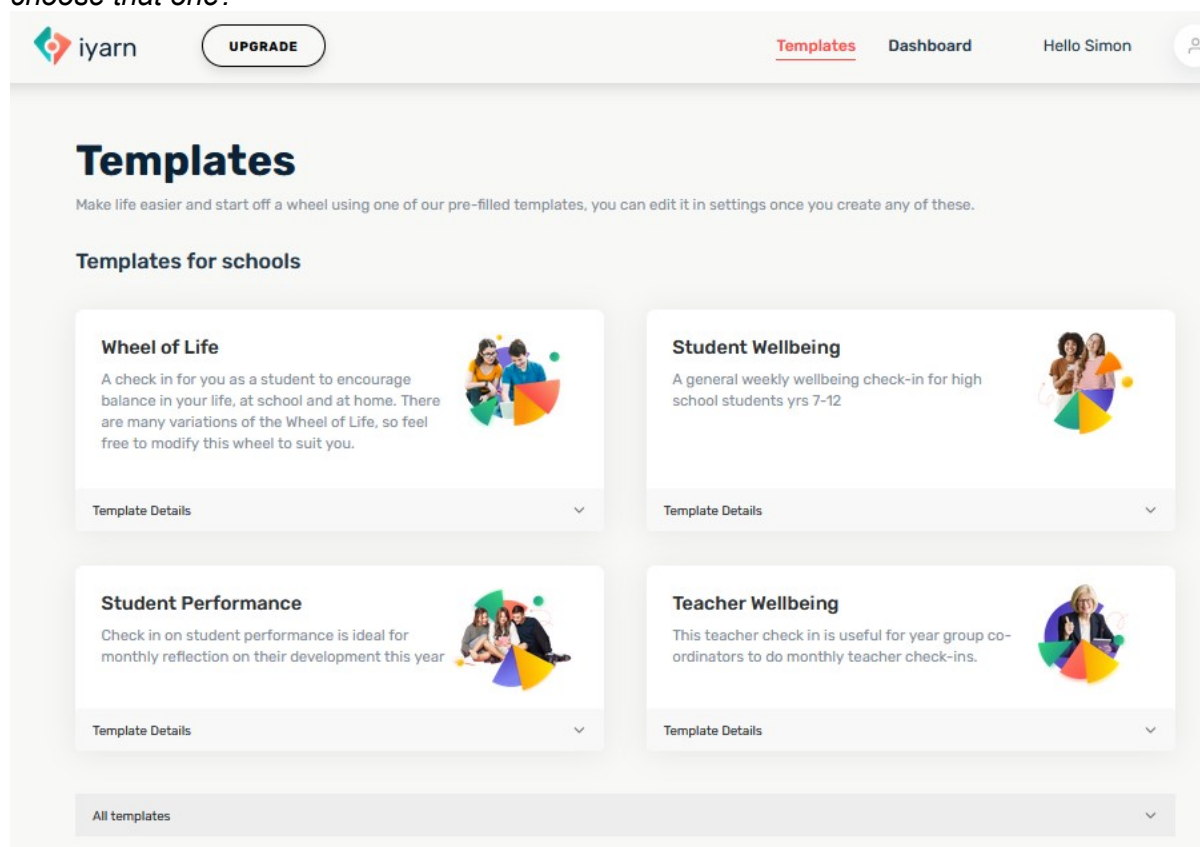
Iyarn Teacher Interviews – Round One

These interviews were conducted with six teachers and wellbeing staff via zoom with participants responded to a series of hypothetical scenarios as to how they use Iyarn in their classrooms and school. A summary of the responses and key insights are outlined below.

Scenario 1A: Setting up and Iyarn wheel for general class wellbeing and support

Wheel set up question

You are setting up an Iyarn wheel for a new class for regular check-ins. How do you decide what segments to choose? Would you use one of the default wheels (see templates) or customise a new one? If you choose one of the default templates below, why did you choose that one?



Participant	Response summary
1	Default template first, then customise as get more comfortable with the platform, customisation for students can promote self-efficacy
2	Uses Student Wellbeing template, then modify for students individually as needed for individual check-ins
3	Default school template first. Maybe Student Wellbeing template.
4	Developed school default template in partnership with wellbeing team and psychologists. This wheel is used across the school
5	Default school template. Students have input into which segments are used. Better for students to get used to platform before can have input into categories.
6	Developed school default template in partnership with wellbeing team and psychologists. This wheel is used across the school

Key insights

- Participants will use default school template if there is one
- Some participants work with students to develop segments to create more engagement and buy-in
- Perception that older students, year 9 and above, may be more engaged if they can select their own segments
- Student Wellbeing template considered second choice after any default school wheels

“And then when they really understand it, then you can then customize it from there, but having default, which you can see that it's used in other schools or states. It's comforting for both the teacher and the students to know that, hey, there's other kids and other classrooms that are using this exact same thing.” (Iyarn user, teacher)

Regularity of check-ins?

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

Participant	Response summary
1	Every couple of days in one-on-one catch ups
2	In pastoral care once a week on Wednesdays. Individually as needed
3	Give students option as a class; weekly, twice weekly or fortnightly
4	Check-ins twice a week Tuesday and Thursday mornings
5	Check-ins twice a week, every Tuesday and Friday. Very structured. For older students Year 10-12 once a week, younger students twice a week.
6	Check-ins once a week or fortnight on Thursday mornings in home room

Key insights

- Individual and class use for check-ins
- Most common pattern was bi-weekly check-ins in home room class, followed by once a week
- Most ran check-ins on regular days and found integrating into class routine effective
- Younger students Year 7-8 more engaged with check-ins than older students

Most relevant segments in iYarn?

What do you think are the most important segments for tracking students' wellbeing and resilience?

Participant	Response summary
1	Contribution, listening, finance, self-care, family, friends
2	Exams, physical activity, nutrition, mindfulness, holidays, sleep
3	Mental health, school and grades, family, exercise, health, friends, sleep
4	Mental health & resilience, physical health, spirituality, sleep, safety, self - worth
5	No response
6	Help, sleep, stress, friends and family, gratitude, school

Key insights

- Most common responses were sleep (4 mentions), friends and family (3 mentions), exercise/physical health (3 mentions), school/grades/exams (3 mentions), mental health (2 mentions)
- Segment priorities vary, some are factors others activities. Consistent with overall data.

Scenario 1b – Setting up iyarn for focused student support

You are working with a group of students with behavioural issues at school and/or mental health challenges. How might this influence your set up of the wheel? Would this change how you use iyarn? If so how?

Participant	Response summary
1	Use check-in for one-on-one connection, initial self-reflection then go for a walk. Have a talk about what is hard, what are you looking forward to etc
2	Use Iyarn for check in before individual meetings. Can look at results together in meeting or use as background reference before meeting. Focus more on mental health, family and friendships for these students.
3	Focus segments and ask questions around behaviour in the wheel. Ask how their behaviour might be affected by different things such as what's happening at home or sleep
4	Would use same segments
5	Consider setting up a daily check-in to be used alongside 'yellow card' (behaviour management strategy). Self-reflection first thing in the day with a mentor or teacher, 'how am I feeling today? What are my challenges going to be? How can I try to modify it?' Then again at the end of the day to self-reflect.
6	Would use same segments, it's a good way to stay on top of how students with more challenges are feeling

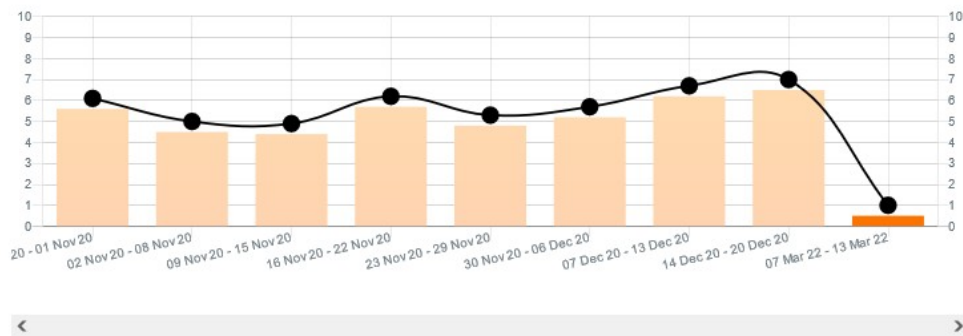
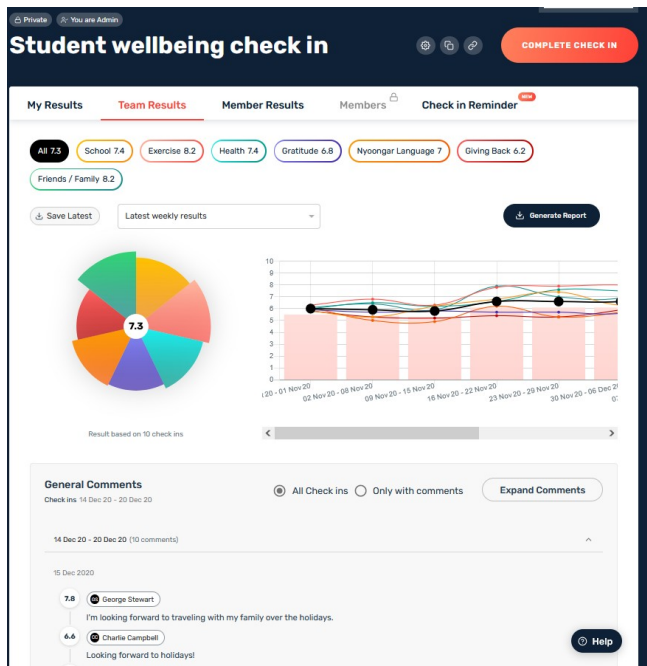
Key insights

- Potential to use Iyarn alongside other school behaviour management tools to promote goal setting and self-reflection
- Some teachers suggest modifying segments for students with behavioural challenges, others suggest keeping them consistent with other students
- Useful as a tool to promote communication and connection with student about what is happening in their lives

"I found that that's helpful, because then sometimes when they get in front of you, and they forget about (it) or won't bring up, but you go 'Oh, remember...in your survey that you had mentioned this' and it would be a good kind of talking point."

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. What would you do? How would you start a conversation within the class? How might you use iyarn for this?



Participant	Response summary
1	Wellbeing conversations in class, role playing, fun activities
2	Provide resources to teachers to support particular segments
3	Could use pastoral care session to bring in a speaker. Start a discussion with students
4	Run class on specific aspect with relevant activities E.g. promoting gratitude. Informal conversations with whole class about issues E.g. friendship
5	Might use a survey for the class to get some more information/ perspectives. Then use this to start a conversation. Use students with high scores to do a case study and share their experience.
6	Get class to look back over class data and look for patterns. Discussion of this in class. Pair up to review scores, highest and lowest.

Key insights

- Some activities used by teachers to respond to lower ratings in one segment might be to invite in a guest speaker, running an activity with a specific focus, sending an anonymous survey to get more information, getting class to review data and look for patterns, pairing up to compare highest and lowest rated segments.
- Most classes discussed were using lyarn in home or 'pastoral care' rooms in the morning where time with students is generally limited to 10-15 minutes. Teachers

have a lot to cover including notices, room changes etc can be difficult to find time for check-ins. And to find time to follow up with students.

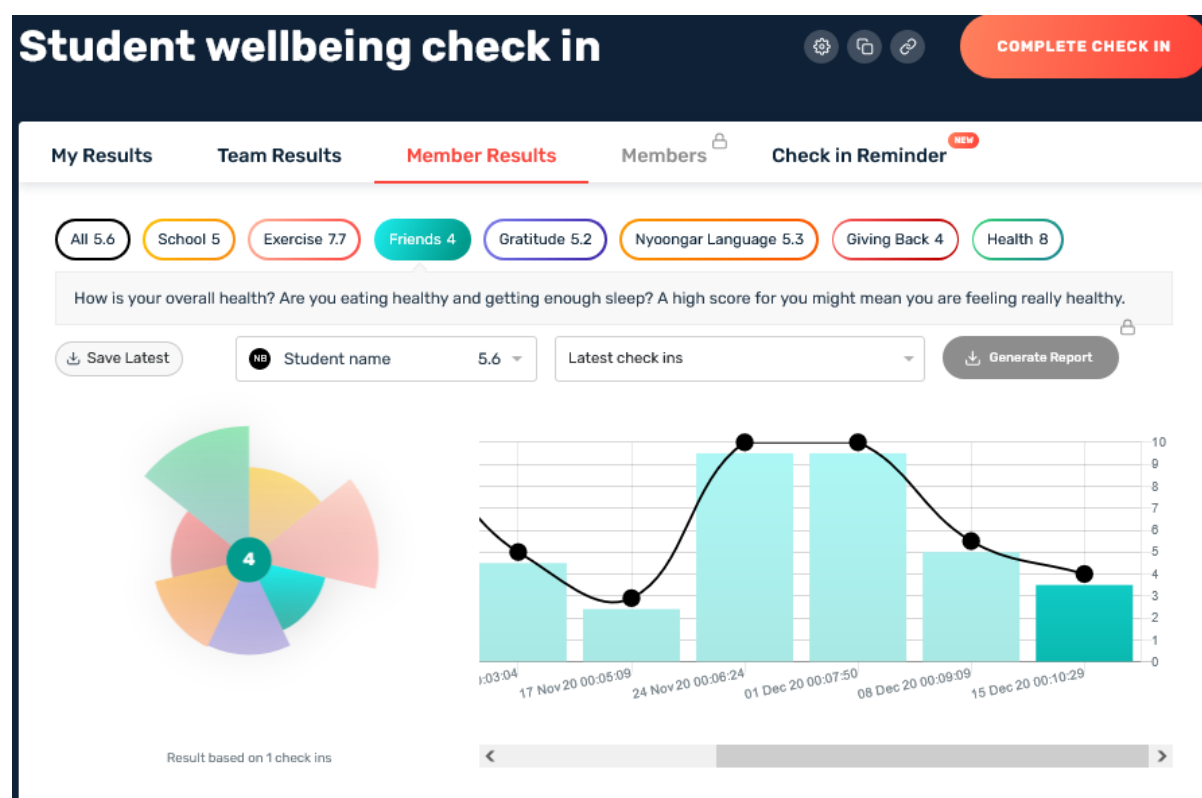
- There may be a longer session approx. one hour once a week with the class, often class plan is pre-planned across the year so not a lot of flexibility for teachers to customise according to class needs. Content may be scheduled by head of year in advance.

"It was kind of steady and then we had these huge 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...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." (lyarn user, teacher)

"You know in year 7, their gratitude was really low. So for a couple of weeks, we did gratitude activities through in our homeroom." (lyarn user, teacher)

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?



Threshold for intervention

What would be the threshold for you to intervene?

Participant	Response summary
1	Look for significant changes or drops. Generally 3 or lower.
2	If score has dropped dramatically. Use rating of 0-6 so if drops below 2.

3	If score less than 5 or noticed a big drop would have a conversation.
4	Safety is number 1 priority. If student falls below 3 will intervene. If below 5 on any category would have conversation.
5	If safety or mental health falls below 3 will intervene.
6	Hard to have a threshold as each student will score differently. More looking if there is a significant drop.

Key insights

- Scanning for a drop in regular rating as some students may rate higher or lower than others
- Generally scores <5 are considered to keep an eye on (unless student regularly rates lower for that segment) or <3 would trigger a conversation or intervention
- Particular categories such as safety and mental health may be used to monitor need for intervention E.g. if these <3 teacher or head of year will intervene

"However, if they were consistently on a 9 or you know a higher score and then it dropped. If it went from a 9 to a 6 or even a 5. Then I would probably just have the again in informal conversation if I could. If I wasn't comfortable breaching that subject with them or I didn't know the student that well I would refer it to the head of year and would just highlight that concern and say this is what I've noticed happening over the last few weeks. Just letting you know, are you able to follow up?" (Iyarn user, teacher)

Types of individual intervention

How might you approach this (individual intervention)?

Participant	Response summary
1	Have a chat in a light-hearted way. Checking in with family
2	Follow up conversation to check in
3	Initially have conversation with student or ask if they want help to book session with counsellor
4	Would walk around in class and say I noticed your score had dropped. Have informal chat. Or a more private chat later on.
5	Check in and talk to student ask if they want an appointment with counsellor if continues to be low.
6	Would check in with student at recess or lunch

Key insights

- Some teachers walk around while students checking in and talk to them about their rating, depending on the category the student has flagged as low or high. For example, if it is a less personal subject such as sleep or exercise the teacher might ask in front of other students. For other segments such as mental health or family and friends they would approach in a break where there is more privacy.
- Preferred follow up approach is an informal chat and check-in with student as a first step, offering to set up a meeting with the school counsellor
- Using check-ins as a way to build relationships
- Focus also on positive ratings as a way to spark conversation and get to know about student's lives outside of school

“So if they are feeling unsafe in a situation and the feeling threatened if they're feeling like they are, you know, not safe with people around or in the environment for whatever reason, we want to know about it and that that's a critical one for us that we would follow up.” (lyarn user, teacher)

“You know, or why? Why was it a 10? Like what? What's happened? What's good in your life at the moment? So for me, it was a good opportunity to build on those relationships.” (lyarn user, teacher)

“I've had 25 to 30 opportunities to go and chat with students and 50% of them are fine. 50% have been able to really help and guide in the right direction. Often it's not me. I'm just like, hey, I'm gonna get you a spot with the counsellor.” (lyarn user, teacher)

Use of comments in lyarn

Do you use the comments feature in lyarn for students to write notes with their login in each segment? If so do your students use this feature?

Participant	Response summary
1	Use comments to encourage further reflection details of what might be affecting their scores that week. Asking 'have you noticed anything different to last week?'
2	Some students use comments regularly and when they do it is quite helpful for me, as gives a bit more information
3	Yes useful to have more information about what might be motivating behaviour
4	Had comments enabled however lot of students did not use comments. Teachers find comments very useful, some have said it is compulsory and incentivise students to use them eg. giving our chocolates and treats for those consistently using them as positive reinforcement. Younger years more likely to use comments, year 7 & 8
5	Use comments and stresses importance of self-reflection not for teachers to check
6	Uses comments and sometimes when they have a bit more time will write a question up on the board as ask students to respond in the comments about a particular segment. Other times it just has to be a quick check-in.

Key insights

- Comments feature considered very useful by teachers as provides more insights and information into ratings
- Mixed response from students to using comment feature, some teachers observed younger year groups Year 7 & 8 more likely to use comments
- Some teachers using incentives to get students to comment more

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. What score thresholds would you consider as appropriate to send a support email to students?



Support is Available

Thank you for checking in. We're here to support you with resources recommended by [REDACTED] College that might assist your relationships with friends.

Having a strong network of friends helps to increase our mental wellbeing.

Check out the following links:

- [7 simple ways](#) to improve your relationships with family and friends
- [Some helpful tips](#) on how to handle arguments with friends and family
- [Other resources](#) from Relationships Australia
- [Kids Helpline](#) 1800 55 1800
- [Headspace](#)

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

Key insights

- Rating of <3 on any segment used to trigger email to student on that category
- Ability to edit and customise emails is considered important
- Some schools use email regularly to communicate with students whereas others use it very rarely
- Potential to integrate with other school systems requested for example ability to click on button and book a meeting with the counsellor from the email

"And 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" (lyarn user, teacher)

"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." (Iyarn user, teacher)

"I think the teachers were happy that something would go out. So, they're saying, you know, if I don't get a chance to get to it, then I know, at least something had gone out to the students." (Iyarn user, teacher)

Feedback from students on Iyarn

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

One teacher surveyed a year group to ask about engagement with the platform, of 178 students, 81% of students reported were finding it a good experience while 19% were not. In terms of honesty of responses 58% reported answering honestly all of the time, 35% most of the time and 6% said they were only doing it because they were made to. Teacher felt this was a realistic snapshot of engagement with Iyarn in that year.

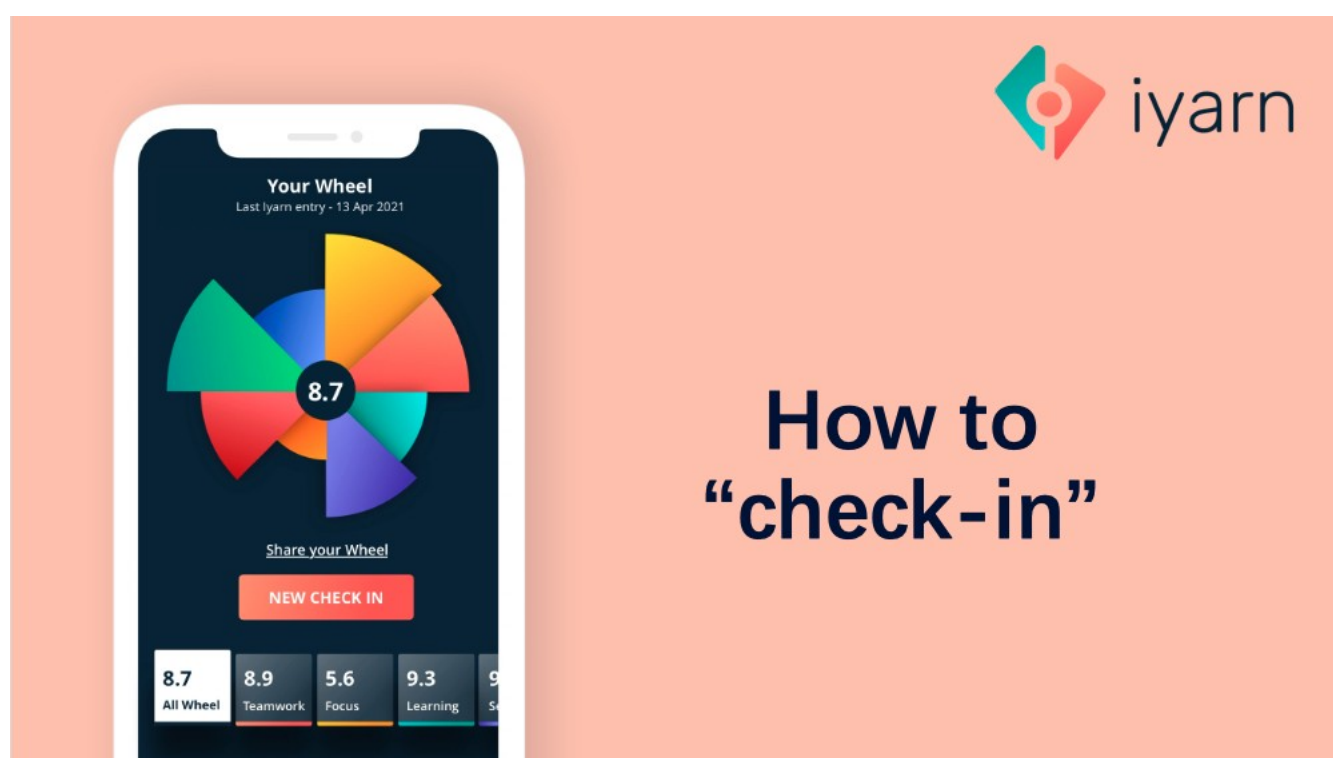
"So the younger groups that I had last year, generally it was quite positive. They would just come into class with the computers and just do it most of the time. They would remind me they'll just be like, oh, we're doing this. It's like, OK, great. And there'll be a there'd be one or two who just you'd say, oh, can you do check in and then just be a bit reluctant to do it, but they would" (Iyarn user, teacher)

Iyarn Teacher Interviews – Round Two

The second round of interviews with teachers and school wellbeing staff using the Iyarn platform focused on support resources being developed as part of the research project. This provided a valuable opportunity to get teachers' input on these resources in order to design and develop them to best meet their needs and their students' needs.

Scenario 1: Using Iyarn classroom instruction pack

Would a resource like this be useful to introduce Iyarn to your class? If you are using your own customised segments does it look like something you could modify for use with your classes? Do you have any feedback on the structure, language, content visuals or anything else?



Teachers were asked to review the Iyarn Classroom Instruction Pack slide deck. The tool was developed for teachers and school staff to use as an introduction to Iyarn for students, which explains the purpose of checking in and the basics of how to use Iyarn. The standard segments referred to are the 6 standard segments recommended in section 6 of this report.

- Healthy Body/Be Active
- Friendship and Connection
- Self-Care, Awareness & Positive Emotion
- Learning & School
- Growth, Challenge & Passion
- Giving Back & Community

Participant	Response summary
1	Absolutely useful for teachers as gives a bit of info about each segment and something to think about for each. There is alignment of segments with

	school segments so could easily modify pack. Like visual style and cartoons, colours are good.
2	Loved it. Wish I had it when I was rolling out lyarn with my students. Segments are quite broad. Definitely could adapt slides, be pretty easy to change them. Pictures are good, keep it entertaining. Not too much information. Like the colours.
3	Wish I had this to launch at my school. Gets across the core idea really well, focus on self-reflection for students. Like segments. Like stickers. Good for students to get consistent message across classes.
4	Yes good it is designed for students to encourage them to see it as a tool for them, for self-awareness. Could adapt for school's segments. Visuals are good, could use for a poster to put on wall with main segments and questions.
5	Would be useful for teachers and help get their buy-in. One slide too text heavy. Good to have the segments. Would be good to give to parents too. Well thought through. Visuals good very school kid friendly.

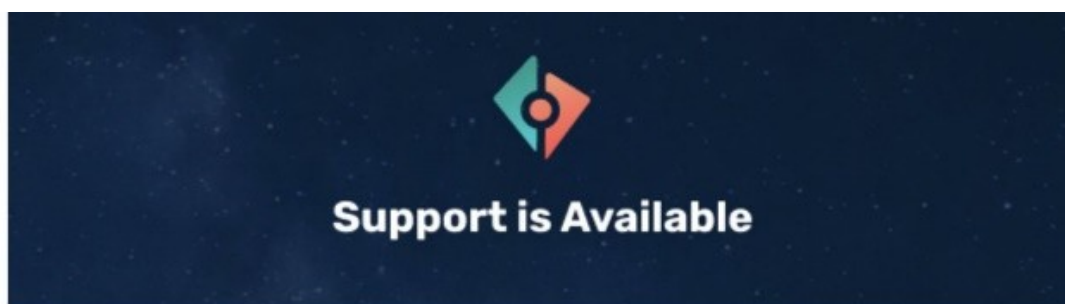
Key insights

- Instruction kit considered to be a useful introduction to lyarn for students and teachers, and potentially parents
- Design was considered age appropriate, fun and engaging
- All respondents felt they could adapt for use with their wheels in their school

"I like how each one's got two slides. So the first one sort of just saying what it is. And then the second one is like questions for the students to ask themselves, which I think is very helpful for some of them because I think some of them students were sort of struggle like, what does it mean? How do I judge myself on friendship and connection or whatever? So I think it's really good." (lyarn user, teacher)

Scenario 2: Student support email

One of your students has been struggling with Friendship and Connection and has been rating this segment under 5 during the check-ins for a few weeks. The student receives the following automated email with some suggested resources and ideas



Good work for checking in on lyarn!

You are getting this email because we noticed you have been rating yourself a bit lower on *Friendships and Connection* lately.

Here are some resources and ideas for things to think about to support you. If you are feeling worried about this please reach out and talk to someone such as a friend, a family member or a teacher. Or you can access a list of confidential support services [here](#).

Please choose which topic is most relevant for you

- Problems with friends
- Problems with family
- Feeling lonely or disconnected

Problems with Friends

[Understanding friendships](#) (the good, the bad and the ugly) - LEARN

An article from *Reachout.com* about how to maintain your good friendships, work through a bad friendship and deal with the tough times.

[How to tell your friend they have hurt you](#) - PLAN

An article from *Reachout.com* with some tips on what you can do if you feel hurt by how your friend is behaving or treating you.

[The Mate Breakup: 6 ways to make sure you're okay when a friendship ends](#) -DEVELOP

This article from *Reachout.com* has tips for how to cope with a friend breakup, including investing in hobbies/other friendships, taking a break and de-escalating, and talking it through.

[Feeling lonely and isolated](#) - LEARN and PLAN

This short animation and article from *What's Up with Everyone* talks about how everyone feels lonely some of the time and some things you might try to put things in perspective.

Here are some questions to help you think about challenges with friendships

- What does it mean to be to be a good friend?
- What sort of friends make me feel good about myself?
- What sort of friendships feel more toxic or bad for me?
- Who is one person I might talk to about what is going on and ask for some support?

Did these resources provide you with any strategies that you think would be helpful? If so, how might you apply them and/or integrate them into your routine?

How effective do you think this kind of email might be for supporting a student?

We have identified resources into different impact categories; Learn (Psycho-Education), Lift (Mood Lifter), Plan (Behavioural Activation), Develop (Coping Skills) and Reflect (Reflection Questions). Is this something that might be useful to label for students and/or teachers?

Do your students regularly receive and read emails from the school?

Do you have any feedback on the structure, content, language of this sample email? Is there anything else you would like to add or leave out?

Participant	Response summary
1	Think it's good, goes through different problems with friends then has information about it. Like self-reflection questions. Good prompting to reach out for support. Teachers would appreciate labels for resource categories (Eg. Learn, Plan, Develop). Could also be useful for students, could include in instruction kit. Majority of kids use email, some don't.
2	Always helpful for students to have resources. Resources suggested look good for teenagers. Not sure if categories useful for students (Eg. Learn, Plan, Develop). Only some students will look at emails, maybe about a third. Most students will be using SEQTA and will message teachers through that, would get more engagement with students that way.
3	Yes really useful. Be good to have a link to make an appointment with the counsellor. Good resources, reachout.com. Students don't receive many emails from school, usually use direct messaging system using SEQTA. Categories (Eg. Learn, Plan, Develop) could be useful for students, would need to be explained.
4	Certain groups could be powerful for especially younger years. Older students might just stop putting lower score if know getting an email. Might need to be more targeted for older students Eg. Body image. Categories useful for teachers but not for students (Eg. Learn, Plan, Develop). Email used for student communications.
5	Looks really good. Definitely the sort of thing we were aiming to do (providing resources for students). Like the self-reflection questions. Reliable resources that are kid friendly. Trying to empower kids. Categories (E.g., Learn, Plan, Develop) meaningful for teachers but not so much for students. Highlight resources with visual component (E.g. video, animation) as most appealing for students. Students regularly receive emails.

Key insights

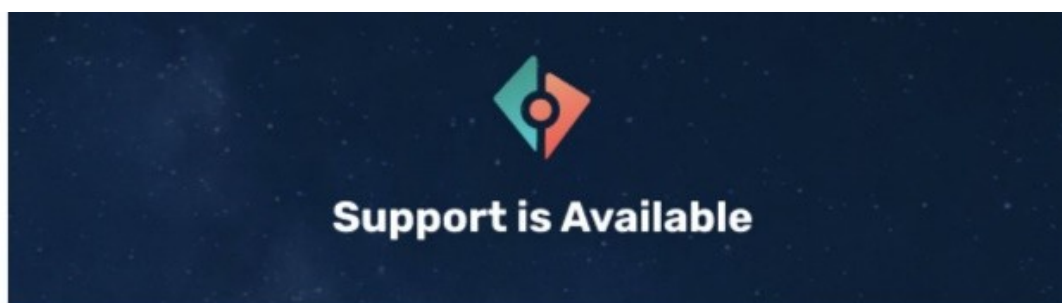
- All respondents see value in automated student email in particular like the self-reflection questions (2 mentions), quality and relevance of resources (3 mentions)
- Most students at these schools regularly receive emails from the school. Some schools use SEQTA for messaging students, would like to integrate Iyarn with this
- Mixed response on the value of resource type categories (E.g., Learn, Plan, Develop) for students. However most felt this would be valuable for teachers if it was explained in training.

"I think I like that that it kind of gives some information, give some resources to have a look at but then also kind of some reflection and thinking about who they could talk to a bit more about that." (Iyarn user, teacher)

"It's good for us to know that they are being sent things that they can just click on and look at in their own time." (Iyarn user, teacher)

Scenario 3: Teacher activity suggestions

You notice your class averages on the 'Learning and School' segment have dropped in the few weeks leading up to exams. You receive an automated email with some suggested resources and classroom activities from Iyarn.



It appears your classes ratings for *Learning and School* have been a lower than usual lately.

Here are some ideas for resources and activities for the classroom that might help support students.

Please choose which topic is most relevant for your class

- Motivation
- Workload and organisation
- Exam stress & other crunch periods

Exam stress and other crunch periods

The following website and resources contain suggestions and activities for students for dealing with stress during exams and other crunch periods. These can be adapted for individual or group-based classroom activities.

[Exam stress](#) - LEARN

A bunch of resources from Reachout.com including tips, articles and videos on how to deal with exam stress

[5 Steps to study success](#) – LEARN and PLAN

This infographic and tips list from Reachout.com gives you some suggestions of strategies for coping during exams and crunch times

[How to manage your time](#) - PLAN

Some actionable advice on time management for example goal setting, limiting distractions, taking breaks, setting a finishing time etc.

[Perfectionism](#) - LEARN and PLAN

A light-hearted look at perfectionism and how we can put so much pressure on ourselves with a short animation and notes from [whatsupwitheveryone.com](#)

Possible reflection questions for coping with stress during exams and at crunch times

1. What are the things that help me to destress?
2. How might I break things down into smaller chunks so that it seems more doable?
3. What is the worst thing that could happen if I don't do as well as I might like to?
4. How can I try to find balance (sleep, exercise, friend time, down time) during stressful periods?

How helpful do you think this might be in supporting teachers?

Do you think you might use these resources and questions? If so how might you use them?

Do you have any feedback on the structure, content, language of this sample email? Is there anything else you would like to add or leave out?

Participant	Response summary
1	Fantastic, teachers are often unsure how to address wellbeing issues with students.
2	Looks really good. Great material for teacher to deliver. Resources look really good. Leave out the categories (e.g. Learn, Plan, Develop) doesn't add much.
3	Teachers are often aware if there are issues such as exam stress, may be useful or may not. Resources look more like they are for students. Teachers have limited time in home room.
4	Helpful for some teachers. Don't have a lot of time in home room, or control over longer sessions.
5	May or may not be useful for teachers. Better to have specific data in email, E.g. 10 out of 20 students experiencing increased stress. Giving the data can be really helpful. Make the purpose clearer in email as teachers may get defensive. Maybe opt in/opt out for teachers.

Key insights

- Mixed response from teachers on whether email to teachers would be useful, 3 positive, 2 unsure
- Would be more valuable if included or linked directly to class data and metrics
- Clarify purpose of email is to provide a curated list of pre-vetted quality resources as an option for teachers to share with students or use as a resource for developing activities and engagement
- Consider making an opt in feature with ability to opt out for teachers

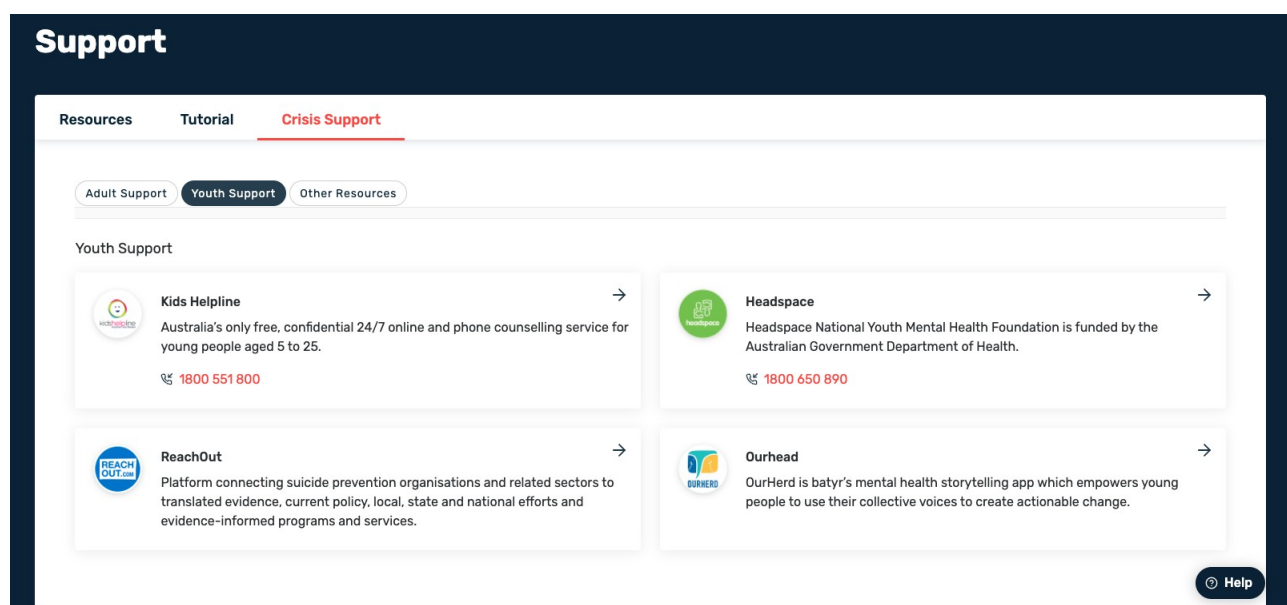
"I think often our teachers, you know are saying we noticed these things but then (are) not really sure what kind of how to address it with students. So that's a really kind of simple way and the resources are right there for them. So that's great and give them some things that they can actually do with their, their classes as well."(lyarn user, teacher)

"I think if teachers were getting them all the time, then they're just gonna start to ignore them. But if it was only received one or two (times per) term when there were big changes in in their class ratings I think would be

really helpful. There is time in our form classes in the mornings for teachers to go through things like this so. They could easily click on one of those links and run through it with the class you know.” (Iyarn user, teacher)

Scenario 4 – Crisis support resources

You notice there is a new feature in Iyarn with a link to crisis support services for students under their profile labelled ‘Crisis Support’. See screen shot below



Is this something that you think is useful in the Iyarn platform? Would you want to customise it in any way for your classes or students?

Participant	Response summary
1	Those resources look good. Would be good to be able to add school support resources in there too.
2	Definitely helpful and always good to have that information available for students. Be good to include ability to link through to school counsellor and book an appointment. Or a check in with your teacher or head of year.
3	Have support resources in SEQTA as well. Like to be able to customise. Ability to connect with head of year, school counsellor or chaplain.
4	Has good having standard links but be really good to customise. Eg. book an appointment with school psychologist. Good to normalise this seeking help.
5	Helpful to have. Consider two separate tabs one for in school hours support (Eg. Talk to teacher, Head of Year, make appointment with counsellor) and one for out of school hours support.

Key insights

- Crisis support page considered appropriate with relevant resources
- All teachers mentioned desire to customise and add links to in school resources and ability to directly message support within school such as home room teacher, head of year and school counsellor

Key themes and observations from teacher survey and interviews

Student age related differences in use of lyarn

- Older students (year 9-12) were reported as being less engaged and more blasé about doing regular check-ins.
- For older students (year 9-12) generally checking in once a week was considered more appropriate and for younger students twice a week.
- Older students perceived by teachers as more likely to know where to get help and access resources.
- Younger students (Year 7 & 8) considered to be more receptive to building a routine and habit checking in and self-reflection (**see report section 6**)
- Introducing lyarn to older students was considered more challenging.

"I want students going from year seven to year 12 to be able to grow in being able to look after themselves and seek the help that they need"
(lyarn user, teacher)

"I would say (it) is a pattern that we are seeing this year as well and the older groups are less willing to use the tool, but the younger groups are embracing it still." (lyarn user, teacher)

"We definitely want to continue with the younger years as the focus to try and establish the habits and so we thought if we can get them in (year) 7, 8 and 9. And when those year 7's becomes year 8's it's habit to year 9 and then what I hope is that when they get to year 10 and 11 the majority of them will continue those habits." (lyarn user, teacher)

Use of lyarn pre-emptively during peak stress periods

- Teachers commented on the regular rhythms for mental health, stress and wellbeing for students during the year E.g. anticipating exam periods and preparing mentally and emotionally for this.
- lyarn provides data and evidence to back up their observations and justify requests for additional resources to support student wellbeing
- Reflecting as a class on lyarn data allows reflection on patterns of stress and behaviour during term and year.
- Following on from this students encouraged to anticipate how they might need to apply coping mechanisms and access other support resources such as tutoring, homework and study centres etc.
- Potential to use lyarn for checking with students if they are in isolation or lockdown.

"And the idea is that we provid(e) a few more fun events for students or ways to engage them. But when we have some data to back it up and say this year group, you can see that for exams they're getting (stressed). Here's what we'd like to do in this is the reason why." (lyarn user, teacher)

"We did start to see a little bit of a trend in the mental health towards the end of term started going down. And so I guess for us that was just confirming what we probably knew already, but it had a bit of data to back it up." (lyarn user, teacher)

"We've got a few kids now that have, you know, had to be home and isolating for a week and they're not seeing friends, not seeing teachers, that's probably a good opportunity to use it. Just to kind of check in with them so that you know, if they are kind of feeling okay." (lyarn user, teacher)

Use of lyarn for common wellbeing issues in year groups

- Teachers commented on regular areas of wellbeing concern with particular year groups and the potential to use lyarn to develop preventative strategies to help students reflect, develop understanding and capacity to deal with some of these issues.
- Some of the areas mentioned by teachers are listed below.
 - o Year 7 – making new friends, dealing with homework, dealing with change, time management, gratitude
 - o Year 8 & 9 – issues with friendships and relationship, sleep, body image, tech/device use
 - o Year 10-12 – Stress, time management, sleep, relationship issues

"It's definitely brought up issues. I found that like, all the year ten and elevens are struggling with sleep, you know, that sort of thing. So we met discussed it and then came up with some resources for the whole year group and then other year groups as well and offer that during lunch and recess time so that kids could come in if they were interested in getting some more information about sleep and good sleep habits and things like that." (lyarn user, teacher)

Use of lyarn as intervention to prevent crisis incidents

- Teachers noted potential for use of lyarn to prevent potential incidences resulting from student mental health episodes
- General preventative benefits of check-ins and self-awareness for student mental health

"I think we probably only had a couple of incidences last year where students did record low scores for safety. I think there was only one that we were unaware of and someone (was) falling into a bit of a mental health episode. And so we were actually able to provide support and I guess put them in the right direction of the psychologist." (lyarn user, teacher)

"That's probably the strength of lyarn is the preventative. It's a preventative tool. So if they can recognize that they haven't really been sleeping or

something's up, we need to just get a little bit of extra help.” (lyarn user, teacher)

lyarn as a support for managing student behaviour

- One teacher suggested potential to combine use of lyarn with processes in place aiming to improve student behaviour. For example when student is on a ‘yellow card’ (which is signed by sponsor in morning and teachers in each class) student could also do an lyarn check-in with a sponsor in the morning and flag which periods they think might be challenging and set some goals for them. Then do an lyarn check-in at the end of the day to see how they went and reflect on this. Integrating self-reflection and goal setting through lyarn with behavioural processes.
- Using morning check-ins to facilitate communication between sponsor with subject teachers and flag student’s concerns and prepare accordingly

“Hey I could write down my what I’m nervous about. It might be science period 6 because I know like I’ve had a run in with that teacher and if I was to say that early enough I could then maybe let the teacher know that, hey, they’re coming in. They’re really trying to work hard today. They’re bit nervous about this class. Can we set something up for them?” (lyarn user, teacher)

Importance of head of year and teacher engagement

- The level of engagement and willingness of head of year and teachers to use lyarn impacts effectiveness of the implementation.
- The support of the head of year can be an important factor in getting buy in from teachers, may also be impacted by relationships between head of year and teachers.

“I think initially (the senior students) were quite interested in it and willing to give it a go. And the person that was in charge of that year group and the teachers that were actually delivering it to the students were less optimistic about how useful it was. So we found that that was a big barrier to success was the buy-in of the teachers that would be using that tool or providing the tool to students.” (lyarn user, teacher)

“Our experience has been so much of this relies on the enthusiasm of the teacher, so much of it is, is about delivery. They’re all pretty tech savvy (teachers) like they’ll understand the technical side of things, but if you get someone that’s kind of like just going through the motions, it’s going to be for the kids, they’ll just say there’s something else they have to do.” (lyarn user, teacher)

Teachers’ concerns about workload and responsibility

- Some teachers and head of year staff reported staff concerns about extra workload and implications around duty of care and responsibility in relation to using lyarn.

“I think they (teachers) are worried that if you know, if they forget to check for something and the student had a one on their safety or their mental health was really low and then they self-harmed at school, would they be

held accountable because they didn't check in on the iyarn?" (Iyarn user, teacher)

"Before the training, there is immediate backlash about it's just adding another thing and fair enough, like we are incredibly busy. There's been ongoing conversations about the workloads at the school and there is a few teachers who are kind of say some say no, we don't wanna take on more, and that has been a bit of a sticking point for some teachers." (Iyarn user, teacher)

"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 "(Teacher, Iyarn user)

Engaging parents with Iyarn

- A number of teachers referred to the possibility of using resources (including Iyarn Instruction Kit and email to students) to engage with parents with Iyarn. For example sending the instruction kit to parents when requesting consent for student to use Iyarn at school.
- One respondent working with Aboriginal students stressed the importance of engaging with families

"It (instruction kit) is a good way of introducing it and I would even say that this would be something that would be great to provide to parents when it comes to getting consent. It's very well thought through. And it's pretty clear what they're trying to get out of it." (Iyarn user, teacher)

"A lot of times parents are interested in what those resources so that would be a good group to include as well." (Iyarn user, teacher)

"I don't think there are privacy concerns with the kids, but letting the parents know that we're doing this checking that, especially with the indigenous kids, there's a lot of sceptical folks out there that like, oh, hang on, why do you want this private information?" (Iyarn user, teacher)

Student attitudes to privacy confidentiality

- In general teachers did not perceive that students had privacy concerns with rating and commenting in Iyarn and in general felt most students responded honestly
- Teachers reported that students' value the anonymity of rating and comments. Students don't want to be seen as 'snitches' but can notify teachers through their ratings and comments that may result in a teacher checking in with them in situations where they would not otherwise (see evidence synthesis)

“Cause the biggest fear is (being) called a snitch or something like that. I'm like, we're not an American prison system. I need to know and the way I find out and is by people letting me know. But something like this, they're not seen as coming up to me in the other students don't see them doing that. But then I bump into them and like, hey, let's talk about this and, you know, yeah. Like I said, a bit of anonymity” (lyarn user, teacher)