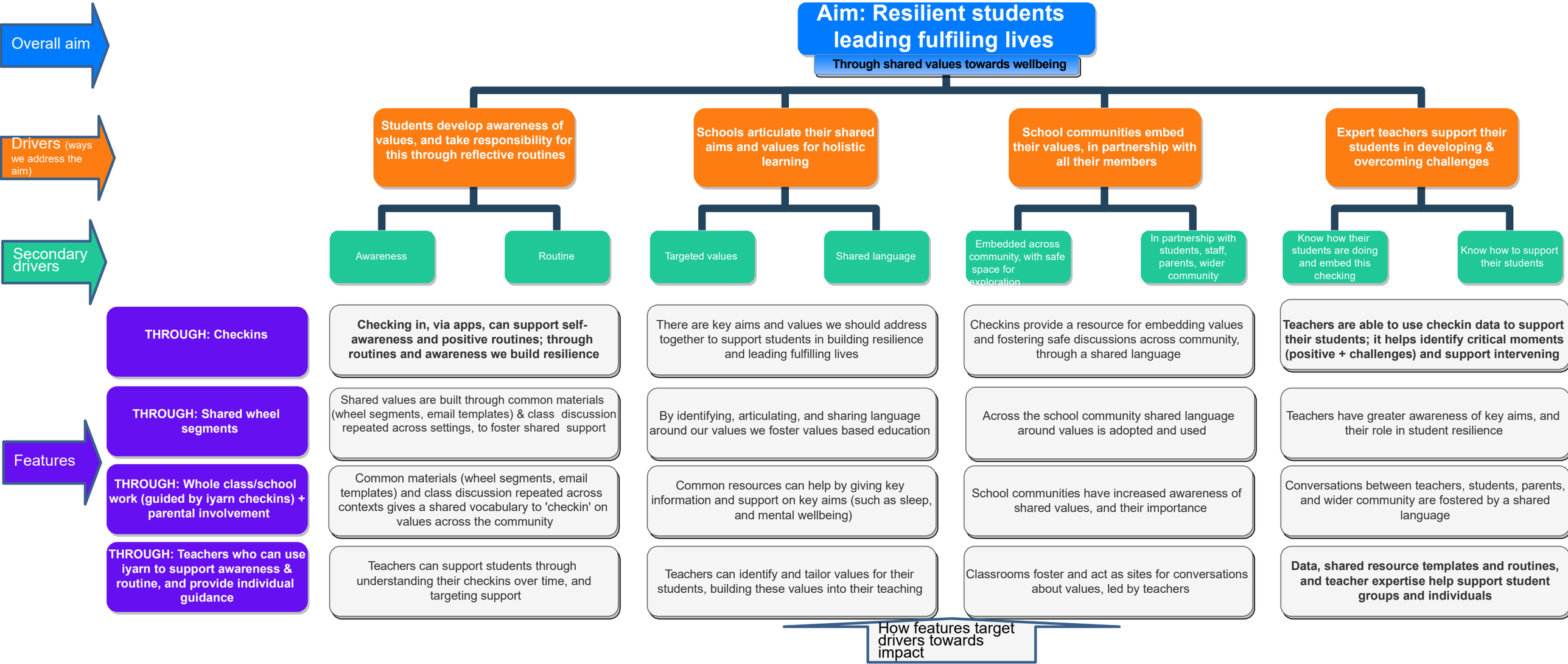
UTS UNIVERSITY OF TECHNOLOGY SYDNEY

lyarn program model

This document sets out the program model key outcomes and drivers.

The whole model is presented as a matrix, followed by sub-sets, which were addressed by particular outputs/parts of the research work.


Overall aim
Aim: Resilient students leading fulfiling lives
Through shared values towards wellbeing
Drivers (ways we address the aim)
Students develop awareness of values, and take responsibility for this through reflective routines
Schools articulate their shared aims and values for holistic learning
School communities embed their values, in partnership with all their members
Expert teachers support their students in developing & overcoming challenges
Secondary drivers
Awareness
Routine
Targeted values
Shared language
Embedded across community, with safe space for exploration
In partnership with students, staff, parents, wider community
Know how their students are doing and embed this checking
Know how to support their students
Features
THROUGH: Checkins
Checking in, via apps, can support self-awareness and positive routines; through routines and awareness we build resilience
There are key aims and values we should address together to support students in building resilience and leading fulfilling lives
Checkins provide a resource for embedding values and fostering safe discussions across community, through a shared language
Teachers are able to use checkin data to support their students; it helps identify critical moments (positive + challenges) and support intervening
THROUGH: Shared wheel segments
Shared values are built through common materials (wheel segments, email templates) & class discussion repeated across settings, to foster shared support
By identifying, articulating, and sharing language around our values we foster values based education
Across the school community shared language around values is adopted and used
Teachers have greater awareness of key aims, and their role in student resilience
THROUGH: Whole class/school work (guided by iyarn checkins) + parental involvement
Common materials (wheel segments, email templates) and class discussion repeated across contexts gives a shared vocabulary to 'checkin' on values across the community
Common resources can help by giving key information and support on key aims (such as sleep, and mental wellbeing)
School communities have increased awareness of shared values, and their importance
Conversations between teachers, students, parents, and wider community are fostered by a shared language
THROUGH: Teachers who can use iyarn to support awareness & routine, and provide individual guidance
Teachers can support students through understanding their checkins over time, and targeting support
Teachers can identify and tailor values for their students, building these values into their teaching
Classrooms foster and act as sites for conversations about values, led by teachers
Data, shared resource templates and routines, and teacher expertise help support student groups and individuals
How features target drivers towards impact

Aim: Resilient students leading fulfiling lives

Through shared values towards wellbeing

Overarching: How do we use research to design and evaluate the impact of the iyarn tool in supporting resilient students leading fulfiling lives?

Pink = student and app focus
Light orange = Culture and system focus
Green = teacher focus

Students develop awareness of values, and take responsibility for this through reflective routines

- Awareness
- Routine

Schools articulate their shared aims and values for holistic learning

- Targeted values
- Shared language

School communities embed their values, in partnership with all their members

- Embedded across community, with safe space for exploration
- In partnership with students, staff, parents, wider community

Expert teachers support their students in developing & overcoming challenges

- Know how their students are doing and embed this checking
- Know how to support their students

THROUGH: Checkins	What is the evidence for checkin apps with young people (1) providing accurate information (2) supporting awareness and reflection, (3) building routine, and (4) contributing to positive outcomes ?	What are the most important factors in identifying and fostering value based living and supporting student wellbeing and resilience?	What are key concerns for 14-19 age group, including around privacy issues?	Teachers are able to use checkin data to support their students; it helps identify critical moments (positive + challenges) and support intervening
THROUGH: Shared wheel segments	What is the role of individual targeted, vs group targeted, vs general support for mental health in schools?		What are the enablers and barriers for embedding holistic values based education approach?	
THROUGH: Whole class/school work (guided by iyarn checkins) + parental involvement		What do teachers currently understand regarding wellbeing and specific student needs? And how does this draw on existing resources?		How do teachers conceptualise wellbeing 'data'? What are the right thresholds, for individual/class action?
THROUGH: Teachers who can use iyarn to support awareness & routine, and provide individual guidance	What is the evidence around teacher support for young people's wellbeing? Does their intervention help? Do they know when to help, how to help, and how to monitor?		How can shared resources, including email templates, support knowledge about values? Including between teachers and parents.	

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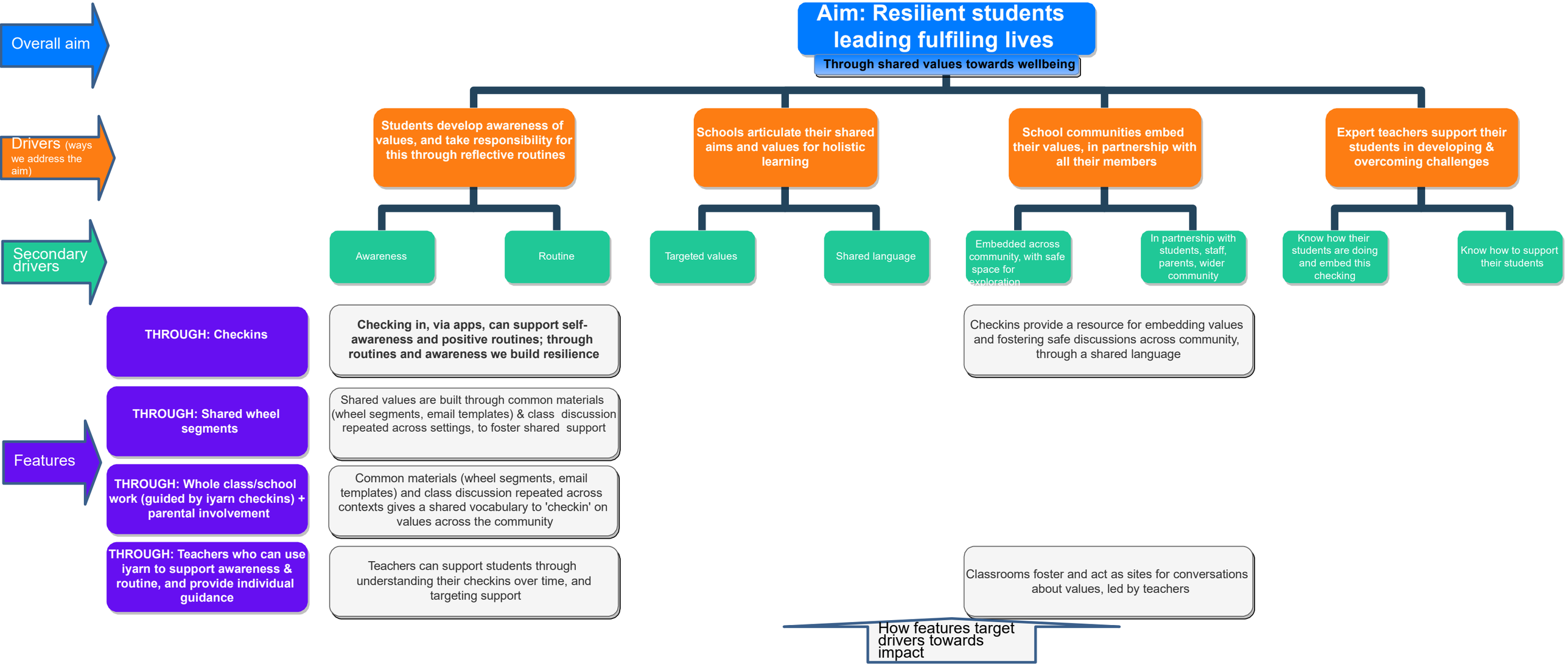
The efficacy of checkin apps for young people’s wellbeing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THROUGH: Checkins

What is the evidence for checkin apps with young people (1) providing accurate information (2) supporting awareness and reflection, (3) building routine, and (4) contributing to positive outcomes ?

THROUGH: Shared wheel segments

What is the role of individual targeted, vs group targeted, vs general support for mental health in schools?

THROUGH: Whole class/school work (guided by iyarn checkins) + parental involvement

THROUGH: Teachers who can use iyarn to support awareness & routine, and provide individual guidance

What is the evidence around teacher support for young people's wellbeing? Does their intervention help? Do they know when to help, how to help, and how to monitor?

What are key concerns for 14-19 age group, including around privacy issues?

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Teacher experiences and efficacy in supporting the wellbeing of young people

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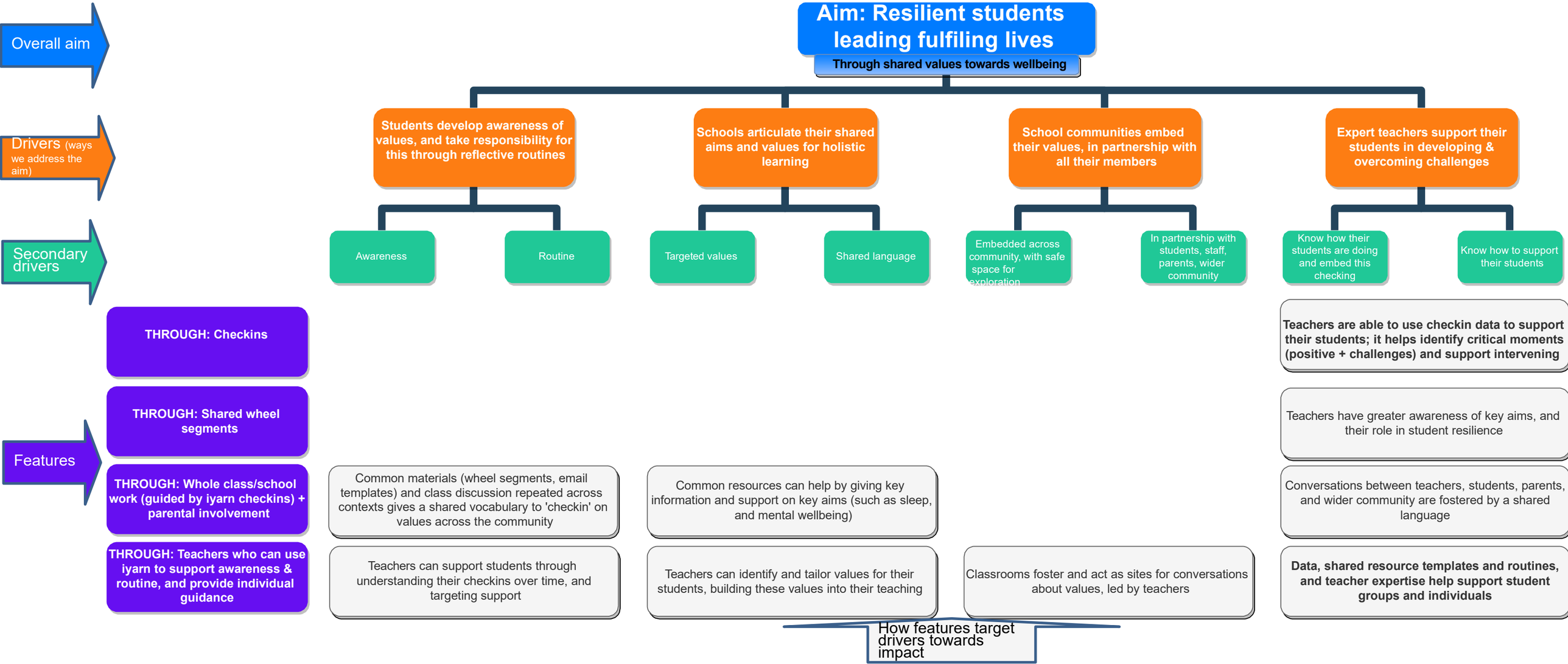
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Teachers are able to use checkin data to support their students; it helps identify critical moments (positive + challenges) and support intervening
THROUGH: Shared wheel segments
Teachers have greater awareness of key aims, and their role in student resilience
THROUGH: Whole class/school work (guided by iyarn checkins) + parental involvement
Common materials (wheel segments, email templates) and class discussion repeated across contexts gives a shared vocabulary to 'checkin' on values across the community
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THROUGH: Teachers who can use iyarn to support awareness & routine, and provide individual guidance

What is the role of individual targeted, vs group targeted, vs general support for mental health in schools?

What is the evidence around teacher support for young people's wellbeing? Does their intervention help? Do they know when to help, how to help, and how to monitor?

What do teachers currently understand regarding wellbeing and specific student needs? And how does this draw on existing resources?

How can shared resources, including email templates, support knowledge about values? Including between teachers and parents.

Teachers are able to use checkin data to support their students; it helps identify critical moments (positive + challenges) and support intervening

How do teachers conceptualise wellbeing 'data'? What are the right thresholds, for individual/class action?

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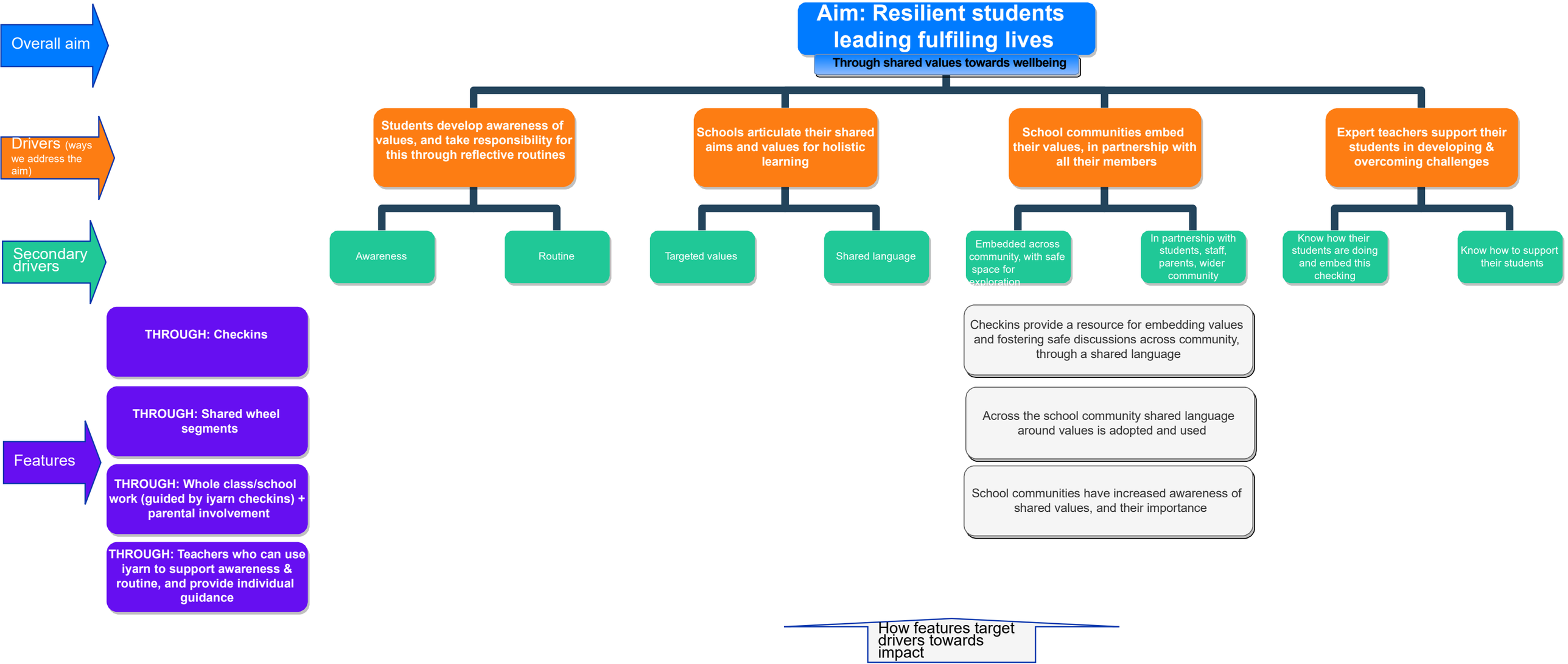
Key concerns of young people in engagement with wellbeing programs

UTS CRICOS 00099F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What are the enablers and barriers for embedding holistic values based education approach?

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Key factors in wellbeing for young people and models of change

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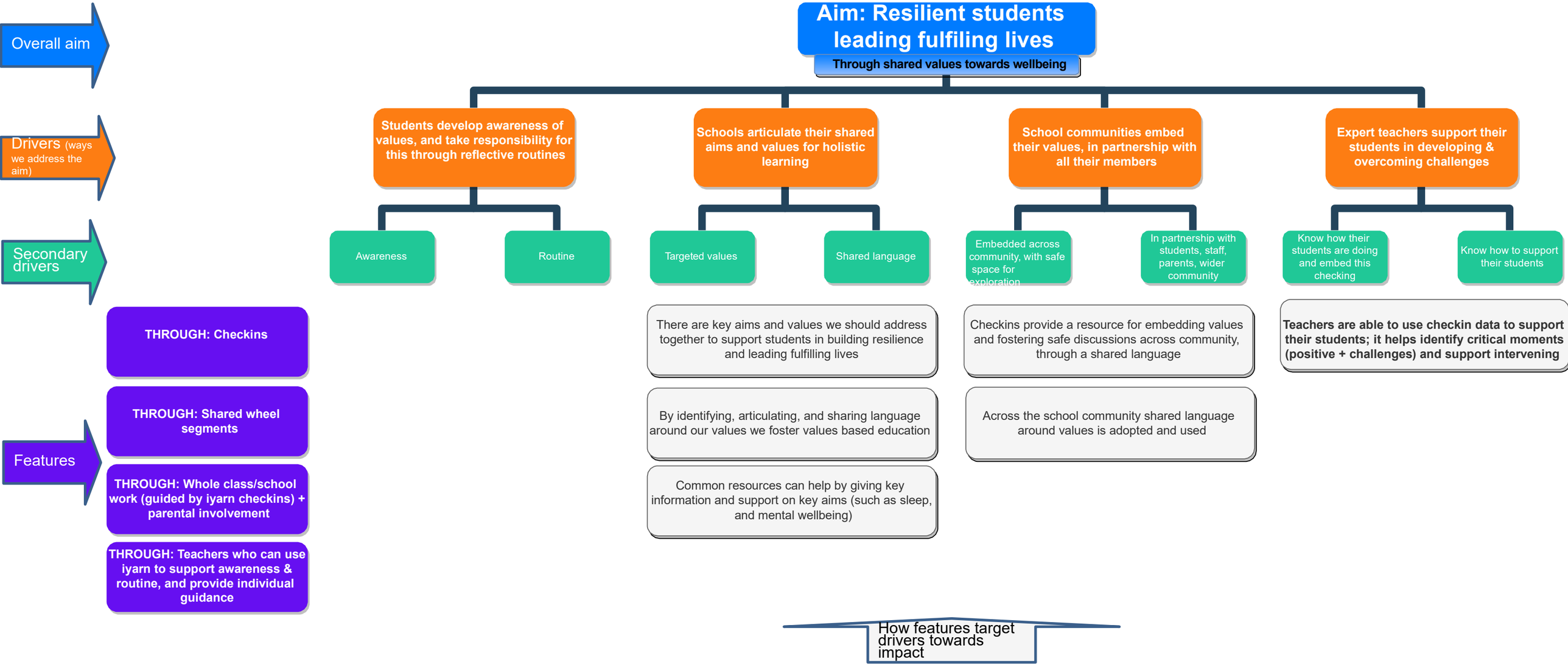
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