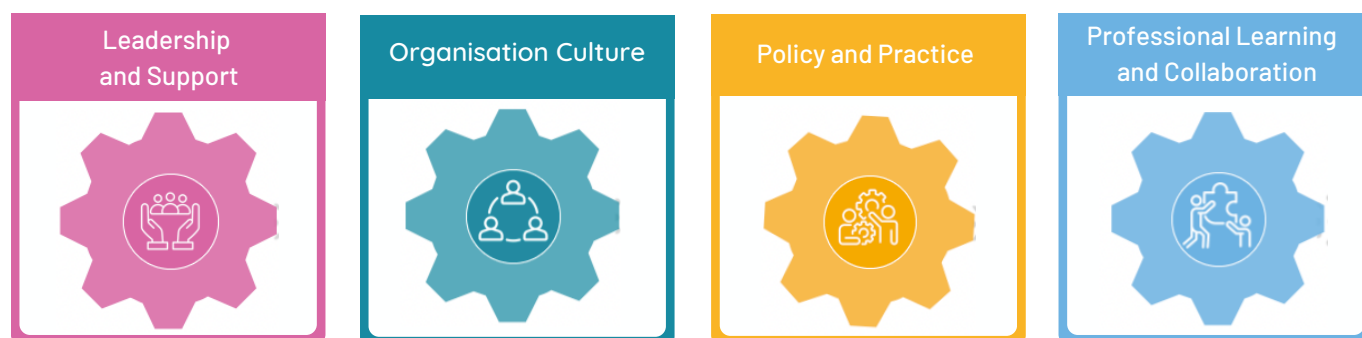


Questions to ascertain an organisation's promotion of social and emotional wellbeing, highlighting strengths and areas of need.



This tool is divided into four main categories, each important for influencing social and emotional wellbeing (SEWB):




Unless stated otherwise, only **one answer** is required for each question.


Leadership and Support

	Not commenced	In planning	Preparing to implement	Partially in place	Integrated
Committed & Engaged Leadership					
The Organisation's Leadership Team (OLT) communicates a clear commitment to improve staff, participant & community SEWB	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The OLT develops and promotes an effective & clear policy/ies to improve staff, participant and community SEWB	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Planning for System & Resource Support					
OLT allocates sufficient resources such as staff, time, funding & other resources to effectively implement planned wellbeing strategies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
An action plan is developed in consultation with key stakeholders in the arts community (including young people, staff, and families) to ensure whole-of-community buy-in to the implementation of strategies that promote SEWB	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Leadership and Support

 Ensuring Compatibility with Arts Community Needs	Not commenced	In planning	Preparing to implement	Partially in place	Integrated
Pre-existing capacities and successful wellbeing practices within the arts organisation are valued and promoted (amongst stakeholders and through the wider arts community) to encourage a sense of collective self-efficacy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Regular monitoring and evaluation of strategies is undertaken to ensure they are meeting organisation and young people/community wellbeing needs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Surveys of staff, young people and families are conducted regularly to evaluate, inform, and modify arts organisation's policy & to ensure the organisation is meeting community wellbeing needs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Any roadblocks to the achievement of SEWB goals and implementation of associated strategies, both inside and outside the organisation, are identified and discussed	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Organisation Culture

 Positive Whole Organisation Culture	Not commenced	In planning	Preparing to implement	Partially in place	Integrated
The organisation culture supports a sense of connectedness and safety for all young people, staff/contracted educators, & families through positive, trusting, and caring relationships	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Staff health and wellbeing is an integral part of the organisation's culture	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Appropriate social and emotional behaviours are formally and informally developed and modelled by staff/contracted educators	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Young people are actively involved in the promotion of a positive culture	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Organisation Culture



Positive Whole Organisation Culture

Not
commenced

In planning

Preparing to
implement

Partially in
place

Integrated

All staff are skilled to build positive relations among young people and between themselves and their young people

☐
☐
☐
☐
☐

Young people are empowered to think about and provide input into the development of their SEWB

☐
☐
☐
☐
☐

The organisation consistently uses a strengths-focus when promoting the SEWB of staff and young people

☐
☐
☐
☐
☐

There is a balance of seriousness and fun embedded in the culture of the organisation

☐
☐
☐
☐
☐

The organisation recognises successes in a range of ways, including those that represent social and emotional development

☐
☐
☐
☐
☐


Effective Class or Workshop Practice & Environment

Not
commenced

In planning

Preparing to
implement

Partially in
place

Integrated

Young people participate actively in the development of the expected behaviour in class

☐
☐
☐
☐
☐

Teachers/tutors/facilitators understand their responsibility as role models for social and emotional development

☐
☐
☐
☐
☐

Supports are provided (in the form of scaffolding and/or imparting of specific strategies) to help young people develop social & emotional competencies

☐
☐
☐
☐
☐

A variety of group activities/exercises and structures are used to facilitate development of social & emotional competencies

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☐
☐
☐
☐

Teaching staff/contracted educators adapt their teaching and respond to the strengths and needs of individual young people, embracing opportunities to promote and support SEWB

☐
☐
☐
☐
☐

Organisation Culture



Effective Class or Workshop Practice & Environment

Class practices encourage and provide opportunities for young people to develop and practise social & emotional competencies

Not commenced

In planning

Preparing to implement

Partially in place

Integrated



Teachers/tutors/facilitators employ a strengths focus when teaching young people



Positive Peer Group Influence

Young people are valued as active participants in the development of the organisation's plans, policy, and practice

Not commenced

In planning

Preparing to implement

Partially in place

Integrated



Opportunities for young people to voice their opinions are encouraged, supported, valued, and incorporated into planning and activities



Peer group actions to support the SEWB of others are commended in the class/workshop delivery context and at the whole-of-organisation level



Support and empathy for young people by young people is respected and encouraged



Policy and Practice



Policy Development

Policies related to SEWB are collaboratively developed with staff/contracted educators, key stakeholders, young people, and families

Not commenced

In planning

Preparing to implement

Partially in place

Integrated



Policy development includes an ongoing review



Policies are distributed and promoted to all staff/contracted educators, young people, families, and relevant stakeholders through a range of channels



Policies are always transparent and accessible to staff/contracted educators, young people, families, and other stakeholders



Policy and Practice



Policy Development

Professional learning is provided for all staff so that they feel empowered to implement and support adherence to policies related to SEWB

Not commenced

In planning

Preparing to implement

Partially in place

Integrated



Policy Implementation

Policies outline specific strategies for young people, families, and staff/contracted educators to promptly respond and report incidents of mental health concern, bullying, aggression, and violence

Policies explicitly include the arts organisation's preventative and targeted early response strategies

Multiple policies address the SEWB of young people and staff in arts organisations

All staff/contracted educators are trained in mental health first aid

Support to young people and families identified as in need is ongoing and referrals to outside support services are made if required

Not commenced

In planning

Preparing to implement

Partially in place

Integrated



Professional Learning and Collaboration



Professional Learning

Staff are provided with opportunities to promote their professional learning related to SEWB by networking with other arts organisations and staff

Staff professional learning comprises a range of key understandings and skills related to SEWB

Staff have the cultural awareness training necessary to promote SEWB in culturally sensitive ways

Not commenced

In planning

Preparing to implement

Partially in place

Integrated



Professional Learning and Collaboration

Professional Learning	Not commenced	In planning	Preparing to implement	Partially in place	Integrated
All new and existing staff/contracted educators are enabled and encouraged through ongoing, regular evidence-based professional learning to actively support action to promote SEWB	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Staff are encouraged and supported to try out SEWB strategies, reflect on and monitor young people response to these	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Staff are encouraged and supported to improve their practice to address social and emotional wellbeing through an action learning cycle	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Staff are encouraged and supported to be actively promoting their own SEWB	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Intentional Learning	Not commenced	In planning	Preparing to implement	Partially in place	Integrated
Developmentally appropriate, comprehensive, and engaging social and emotional learning strategies are implemented for all participants	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Young people are supported to understand their own social and emotional development process through opportunities to express, model and practice strategies used	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Effective Family Learning and Communication	Not commenced	In planning	Preparing to implement	Partially in place	Integrated
SEWB strategies are developed in collaboration with families and in association with advice from key stakeholders	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Multiple channels are used to communicate information and provide social and emotional learning opportunities to families	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Parents are provided with sufficient information to enable shared understanding and mirroring, at home, of strategies used by teachers/ tutors/ facilitators, thereby enhancing young people learning and skill development across wellbeing topics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>