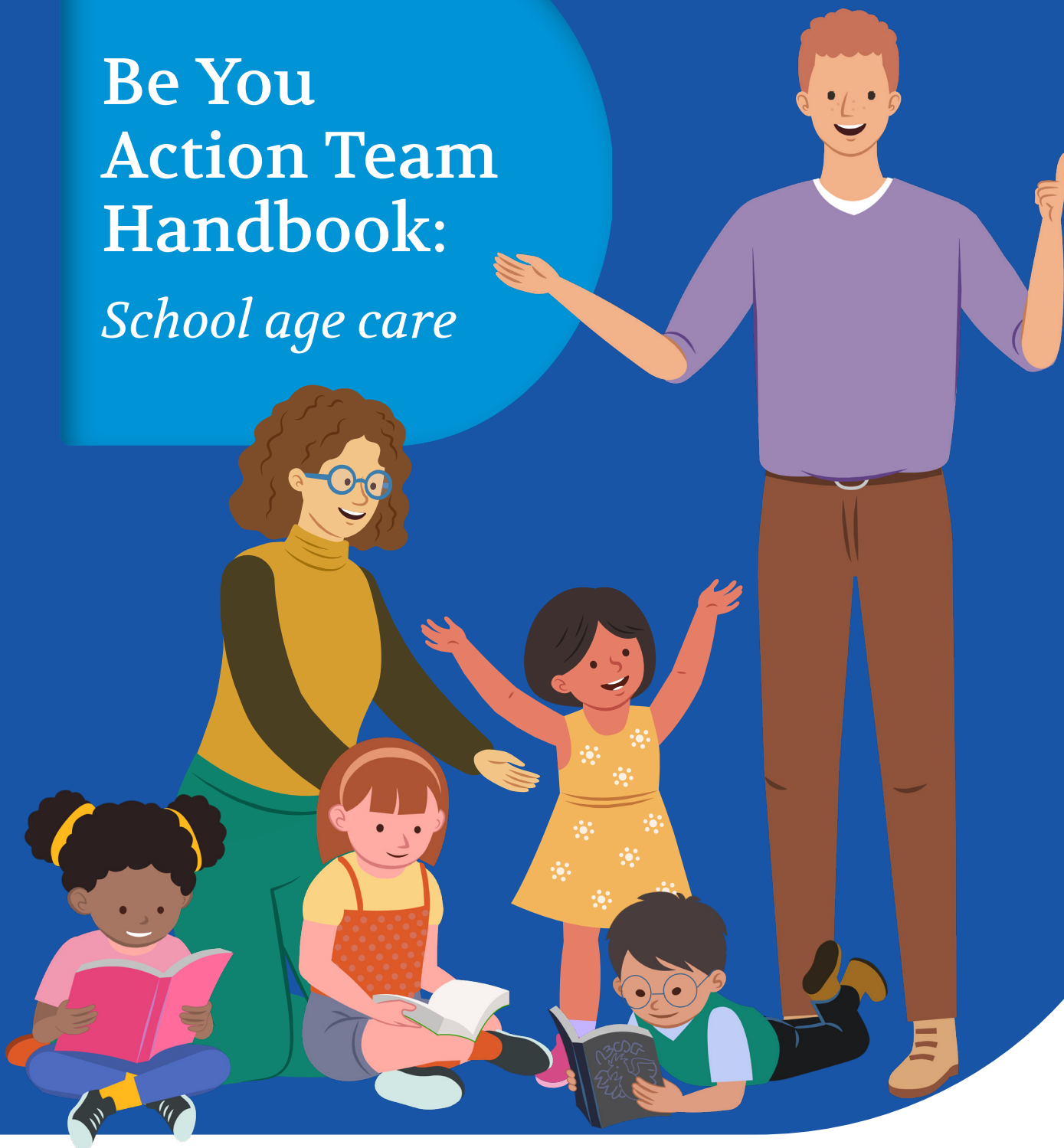


Be You Action Team Handbook: *School age care*



Welcome

As a member of your service's Action Team, you're supporting children to flourish.

Action Teams are a vital part of Be You. They work together to lead a whole learning community approach to mental health and wellbeing.

If you've decided to join or set up an Action Team at your school age care service — thank you. You're making a clear and strong commitment to the mental health of your entire learning community.

This handbook is designed for Action Teams in school age care services. Your setting is distinct from other forms of education and care, due to your focus on providing a safe, engaging, and fun environment for children before and after school and during school holidays.

A note about language: Be You uses 'learning community' as a collective term to describe education settings such as early learning services, schools and school age care services. We use 'educator' to encompass staff members and 'leader' to refer to people in leadership roles in education settings.

Self-care

On the Be You website, you may come across content that you find distressing. We will do our best to flag this content and provide resources where you can find support.

If you experience any uncomfortable feelings or find yourself needing support, please take action. You can speak to a trusted friend or family member or call one of the following numbers: Beyond Blue on 1300 22 46 36, Lifeline on 13 11 14, 13YARN on 13 92 76 or SANE Australia on 1800 18 72 63.



Be You acknowledges the Traditional Custodians of all the Lands on which we work, play and learn. We recognise their deep and ongoing connection to Country and the continuation of cultural, spiritual and educational practices. We pay our respect to Elders, past and present, and extend this respect to all Aboriginal and Torres Strait Islander Peoples.

To learn more about the Country you're on, visit the Australian Institute of Aboriginal and Torres Strait Islander Studies (AIATSIS) [Map of Indigenous Australia](#).

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What is Be You?

Foster learning communities where everyone can thrive

Be You is a national initiative for educators that aims to promote and protect positive mental health for children and young people.

How do we do this? Through supporting a whole learning community approach to mental health and wellbeing in early learning services, schools and school age care services.

Be You provides the framework, tools and ongoing support to create learning communities where everyone can thrive. This includes access to evidence-informed online learning modules, tools, guides, practical strategies, and tailored advice and support from a Be You Consultant.

The importance of Action Teams

Action Teams play a vital part in implementing a whole learning community approach.

As an Action Team member, your role is to support your service – from getting your colleagues excited about Be You to helping to embed wellbeing practices.

In this handbook, you'll learn about the Be You Implementation Cycle. You'll also find guidance about tools you and your Action Team can use at each stage of the cycle to create sustainable change.

Be You is flexible and can be adapted to complement your service's existing approaches and priorities. It is delivered by Beyond Blue, in collaboration with Early Childhood Australia and headspace.

Be You is completely free and available to every educator, early learning service, school and school age care service in Australia.

Learn more about [Be You](#).

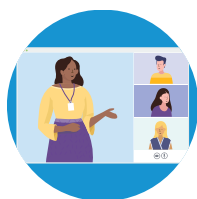
"Be You isn't a linear program that you tick and flick through. It's a platter of resources that you are able to access when you need them."

– Discovery Early Learning Service

Be You offers:



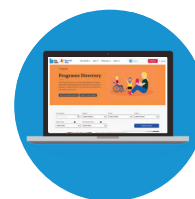
Support from
Be You Consultants



Events about
mental health and
wellbeing topics



Professional
Learning modules



A directory of social and
emotional learning and
wellbeing programs



Fact Sheets



Educator wellbeing
resources



Topic-based
resources



Practical planning and
implementation tools



Benefits for children

- A supportive learning environment.
- Enhanced social and emotional wellbeing.
- Improved support and earlier intervention if mental health issues emerge.



- Practical [advice, tools and strategies](#) for embedding wellbeing as part of your practice.
- Free online [professional learning](#) for a deeper understanding of common mental health issues and the impacts they can have on behaviour.
- [Tools to support your mental health and wellbeing.](#)

Be You whole learning community approach



Benefits for your school age care service

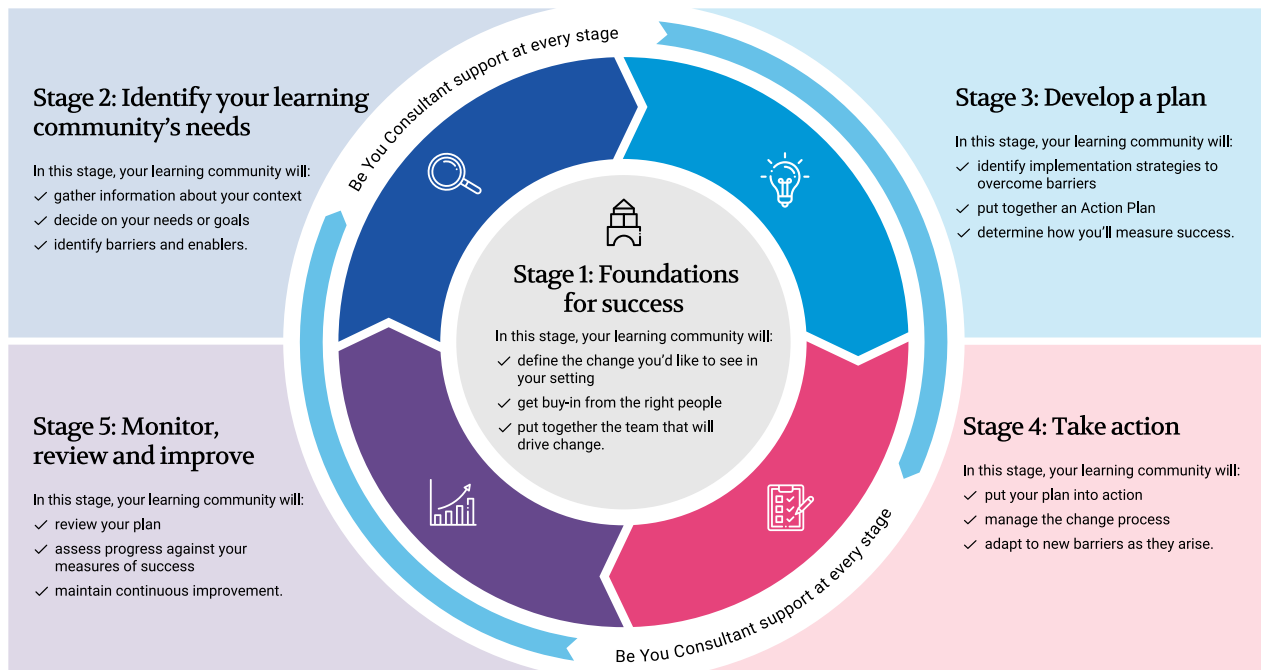
- Stronger, more collaborative relationships with families and the broader community.
- A flexible, sustainable approach to promoting mental health and wellbeing.
- Strengthened links and networks with mental health service providers.
- Professional development that aligns with [national standards](#) and regulatory requirements, including the framework for school age care, My Time, Our Place.

How do we implement Be You in our service?

The Be You Implementation Cycle provides the structure for a whole learning community approach to mental health and wellbeing.

The cycle has 5 stages to guide leaders and Action Teams through processes and actions to implement sustainable change.

Be You will work best if it forms a key part of your service's existing strategic planning and continuous improvement plan.



Planning for Implementation

Our [Planning for Implementation modules](#) guide you through each stage of the Be You Implementation Cycle. Each module takes about 20 minutes to complete.

The accompanying workbook explores key topics from the modules. It includes questions and prompts to help you develop your own personalised Action Plan.

Be You recommends that you download the workbook and refer to it as you progress through the modules.

By completing the modules, you will learn how:

- implementation science can support learning communities to make positive change around mental health
- your Action Team can gather insights to define your learning community's needs and goals
- to plan your implementation of Be You
- to identify how you'll measure progress towards your goals
- to put your plan into action to monitor your progress and adapt your plan if needed.

You can adapt Be You to suit your service

The Be You Implementation Cycle is designed to be flexible and adaptable to suit the individual needs of your learning community. It can support continuous improvement and strategic planning, particularly your Quality Improvement Plan.

On the following pages you'll find clear information about how you can implement Be You in your learning community.

You can also explore an overview of what each of the 5 implementation stages involves, along with Be You tools, resources and supports available for you at each stage.

Progress over perfection

When implementing Be You in your learning community, remember that you're working together to achieve progress – not perfection. Big or small, every action matters.

Action Teams will drive implementation, but you're not alone. To create meaningful, long-lasting change, it's important that leaders, educators, families and children are involved throughout the implementation cycle.

As an Action Team, you'll be encouraging and supporting action at multiple levels – from educators challenging existing practice to strategies for involving everyone, including children, in the learning community.



Be You Consultants

Questions? Concerns? Trained experts are here to help.

Your Action Team has access to a Be You Consultant.

Be You Consultants provide professional and evidence-informed support and advice.

By working closely with your Action Team, Be You Consultants tailor their support to meet the specific needs of your learning community.

This includes:

- Supporting your learning community in identifying priority areas. For example, enhancing mental health literacy, promoting educator wellbeing or fostering inclusion.
- Connecting with your Action Team throughout the Be You Implementation Cycle to support continuous improvement, address challenges and celebrate achievements.
- Guiding you to the relevant Be You tools and resources to support progress through goal setting and action.
- Aligning Be You with national, state and territory priorities and regulatory requirements.

They are only an email, phone call or online call away. Once your service is registered as a Be You Learning Community, your Action Team Leader can access your Be You Consultant's contact details on the Be You Action Team Leader Dashboard.

Be You Consultants don't provide direct counselling to educators, children or families. However, they can advise on how to find this kind of support.

Stage 1: Lay the foundations for success

Do the groundwork for taking sustainable steps towards building a learning community where everyone can thrive.

Outcomes for this stage

- Your service leadership gives full support to implement Be You.
- Your service registers with Be You.
- Action Team members are chosen to reflect the diversity of your learning community.
- The Action Team develops a clear understanding of its role implementing Be You.
- Your learning community knows about Be You, its potential benefits and your service's participation.

Suggested actions

- Register your learning community as a Be You Service.
- Connect with your Be You Consultant.
- Explore the Be You Action Team Leader Dashboard.
- Form an Action Team.
- Consider how the Action Team will work together.
- Familiarise yourself with Be You Professional Learning.
- Consider how to keep your service engaged with Be You.

Be You tools and resources

- [Be You Consultant](#)
- [Statement of Commitment](#)
- [Planning for Implementation modules](#)
- [Events](#)
- [Handbooks](#)
- [Action Team Leader Dashboard](#)
- [Action Team Meeting Agenda](#)
- [Professional Learning](#)

Explore our interactive learning module about [Stage 1: Foundations for success](#).

Gain leadership support to become a Be You Learning Community

It's not possible for a service to register as a Be You Learning Community without the support of the leaders of your service. Meaningful, long-lasting change will only happen if everyone is involved and committed – and that starts with leadership.

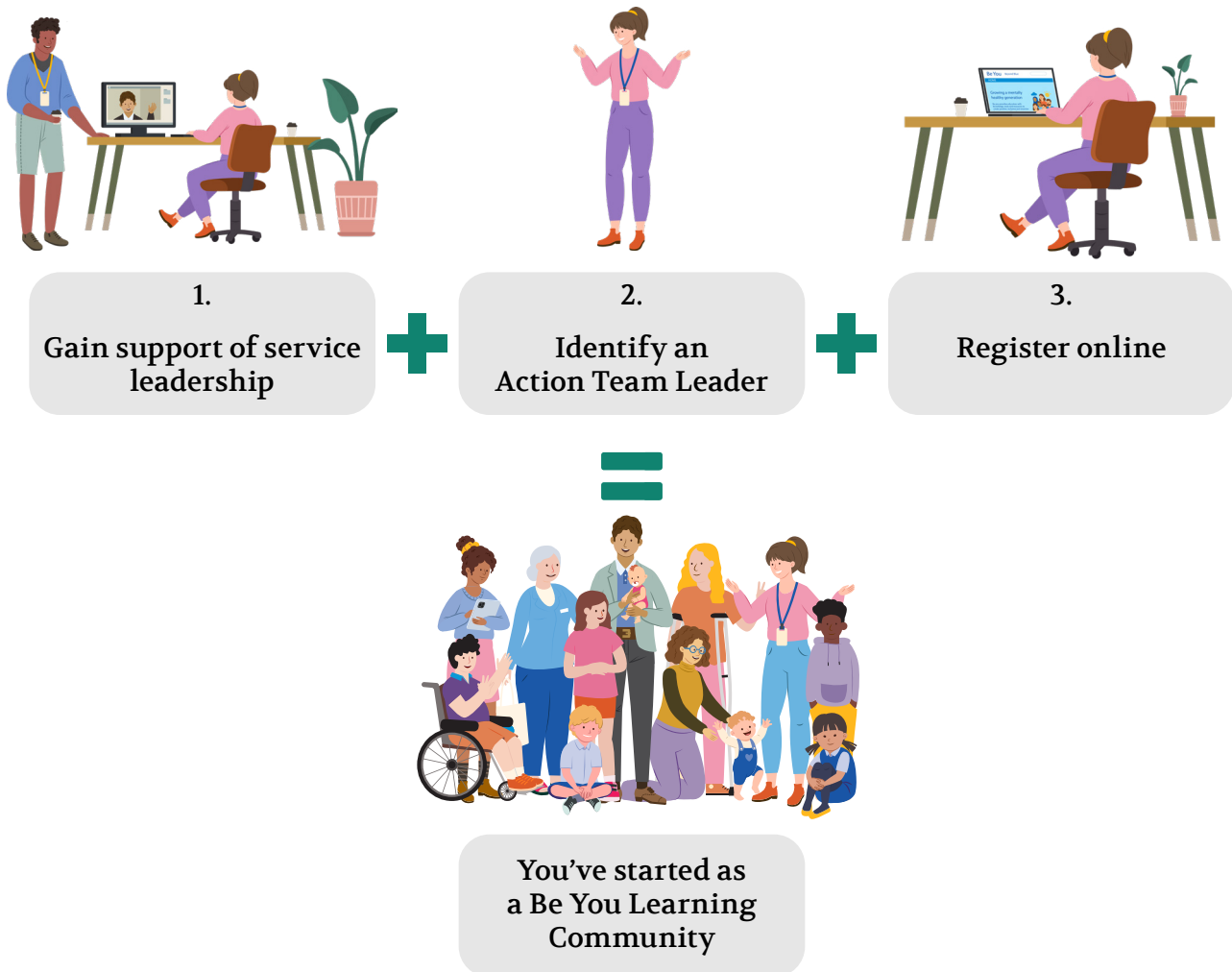
Consider how you will involve your approved provider, educational leader, and, if appropriate, school leadership staff, to ensure that those with decision making power and capacity are supportive of the wellbeing changes you're striving to make in your learning community.

Getting your service's leaders involved can also assist with meeting multiple elements of the National Quality Standard, particularly in Quality Area 7.

Once your leaders are on board, encourage them to share their commitment to Be You with your school age care service. This can help motivate educators to get involved.



Get started as a Be You Learning Community



Identify an Action Team Leader

To register as a Be You Learning Community, you also need to appoint one or more Action Team Leaders.

With the support of an Action Team, Action Team Leaders coordinate the implementation of a whole learning community approach to Be You. The Action Team Leader is an important and influential leadership role that drives and motivates collective action, ensuring that all learning community members feel part of the Be You journey.

The Action Team Leader might be appointed by the service's senior leadership team, be self-nominated or encouraged to take on the position by the learning community.

Action Team Leaders have the support of the rest of the Action Team and the service's

leadership — they don't work in isolation and don't have to carry the load on their own.

A suitable Action Team Leader may be:

- a member of the senior leadership team
- a wellbeing leader
- an educator with a key interest in mental health and wellbeing who is comfortable taking on this responsibility.

Your Action Team Leader will have access to implementation resources and information through the Be You website. They are your service's main point of contact for Be You Consultants.

The Action Team Leader is expected to:

- ✓ Champion Be You, promote the benefits, get people excited and share successes
- ✓ Communicate regularly with service leadership to keep them informed
- ✓ Seek the support and guidance of your Be You Consultant
- ✓ Work collaboratively with your learning community
- ✓ Answer questions from educators and families about Be You and how they can get involved
- ✓ Coordinate and support the Action Team
- ✓ Maintain confidentiality when required and manage sensitive information carefully and appropriately.

The Action Team Leader is not expected to:

- ✗ Be an expert on mental health or mental health conditions
- ✗ Act as a counsellor, psychologist, or make diagnoses
- ✗ Put the wellbeing of your learning community ahead of their own
- ✗ Work in isolation
- ✗ Work beyond their capacity – ensure they discuss time and resources with service leadership
- ✗ Be the only one making changes to their practices to encourage positive mental health – enacting change is the responsibility of everyone in the learning community
- ✗ Take on sole ownership of response to critical incidents or act in isolation in this space

Planning for the future

When identifying one or more Action Team Leaders, it's also important to consider a succession plan. Identify Action Team members or other staff members who have the capacity and skills to be future Action Team Leaders.

School age care programs are often staffed by educators who are completing qualifications in education. They may be absent from the service undertaking professional placement opportunities, or may move on from the service once their studies are completed.

The dynamic nature of attracting staff, recruitment and retention in school age care settings means that a succession plan can be a useful strategy in maintaining overall progress.

If your Action Team Leader decides to leave your service, make sure they have a handover meeting. Ideally, this should involve a service leader, the outgoing and new Action Team Leaders and your Be You Consultant.

If your Be You Consultant is not involved in the handover, make sure you inform them that you have a new Action Team Leader.

Having a handover process will ensure a smooth transition and keep the momentum and progress for your learning community.

This process also ensures your service will still be able to access your Be You Action Team Leader Dashboard, and planning and implementation tools.

Form an Action Team

The Action Team may vary in membership numbers but getting the right people involved is important. To be most effective, try to ensure that membership is diverse and inclusive.

The people who determine the membership of the Action Team may depend on your context. In many services, leadership and the Action Team Leader will make the final decision.

You may like to send out an expression of interest to gauge who would like to join the Action Team. Include information from the table below, to help people understand the role and responsibilities of the team.

Action Teams can include:

- members of your service's senior leadership team
- educators, specialist and support staff
- members of the governing board, approved provider representatives or similar
- family members, cultural or community leaders, including First Nations Elders or community representatives.

The Action Team may also benefit from connecting with external health agencies to provide support. This could be with representatives from your local Primary Health Network (PHN), council or child focused service or a staff member from a Registered Training Organisation (RTO) that delivers training relevant to school age care.

Think about what would work best for your learning community

In your setting, you may find that having multiple Action Teams works best. For example, you may be part of a group of services or are co-located with a primary school.

Your Be You Consultant can provide advice on different collaborative structures that may work best for your learning community.

The membership of the Action Team may evolve over time as priorities change, and people come and go. This is especially relevant to the school age care sector and its staffing rhythms. It's a good idea to review Action Teams membership on an ongoing basis to ensure you've got the right mix of people involved to keep up momentum and provide diverse representation.

The Action Team is expected to:	The Action Team is not expected to:
 Help promote and encourage buy-in to Be You from leadership, educators and families	 Be an expert in mental health or mental health conditions
 Be aware that you are the drivers of change in your learning community	 Act as a counsellor, psychologist, or make diagnoses
 Attend scheduled meetings, participate in discussions and complete allocated tasks	 Put the wellbeing of the learning community ahead of your own
 Communicate regularly with service leadership and keep them informed	 Work in isolation
 Work collaboratively with your learning community	 Work beyond your capacity – discuss time and resources with service leadership
 Answer questions from educators and families about Be You and how they can get involved	 Be the only one making changes to your practices to encourage positive mental health – enacting change is the responsibility of everyone in the learning community
 Maintain confidentiality when required and manage sensitive information carefully and appropriately	 Take on sole ownership of response to critical incidents or act in isolation in this space.

“My next step was to form an Action Team, which is what you do as part of the initiative so you’re not going on the journey by yourself. It shouldn’t be like that – it’s a team effort.”

– Coolbinia Primary School

Consider how the Action Team will work together

As a member of the Action Team, you’ll want a clear understanding of what the role entails, and the commitment required. Work with your Action Team Leader to develop a document that outlines these details and a shared vision of how the Action Team should work together.

Set up a regular, dedicated time for Action Team meetings. This will help you keep momentum and provide a space to share ideas, strategies and challenges, and celebrate achievements. You may also like to set up online collaborative spaces for team members to share ideas between meetings.

Think about how Be You activity and planning can become part of existing strategic discussions and continuous improvement plans at your service.

It’s also important to think about how your Action Team will work with your broader learning community. Consider practical aspects, such as how all members of the learning community, including children, can anonymously provide suggestions, ideas and feedback.



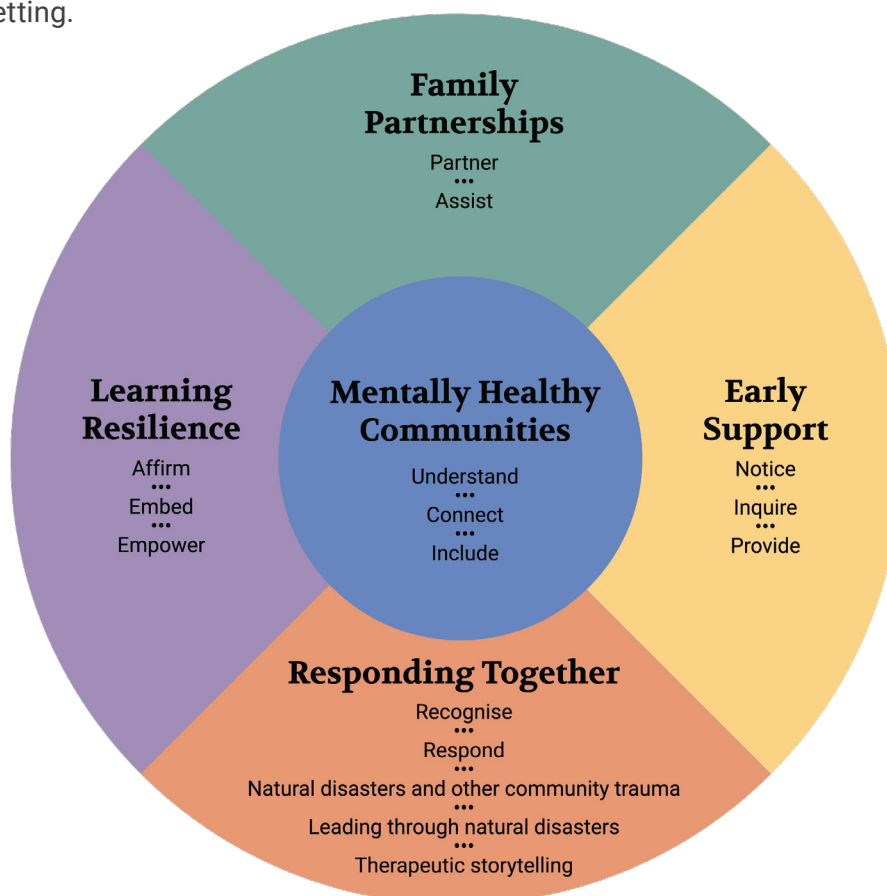
Explore Be You Professional Learning

One way to get your fellow educators involved in Be You is to encourage them to complete Be You Professional Learning modules. Learning about mental health and wellbeing supports professional development and is a vital part of a whole learning community approach.

During Stage 1, it may be helpful to familiarise yourself with the modules.

Be You Professional Learning consists of 5 domains, with online learning modules that explore promotion, prevention, early intervention, intervention, response and recovery.

Each module includes case studies, reflection questions and practical strategies educators can use in your setting.



Learn more about Be You [Professional Learning](#).

Consider how to keep your service engaged with Be You

Discuss mental health in a sensitive way

It's important to think about how information and insights can be shared among your learning community in a safe, respectful and inclusive way. You should also consider children's ideas and perspectives.

People in your learning community, from educators to family members, may have different ways of talking about mental health and wellbeing.

Consider diverse perspectives when communicating and planning for Be You. For example, people may have different cultural or religious beliefs and practices relating to mental health and wellbeing, raising children and the role of services and community agencies.

For more information on embracing diversity and building inclusion in a learning community, explore Be You's [Cultural responsiveness resources](#) and [Include module](#).

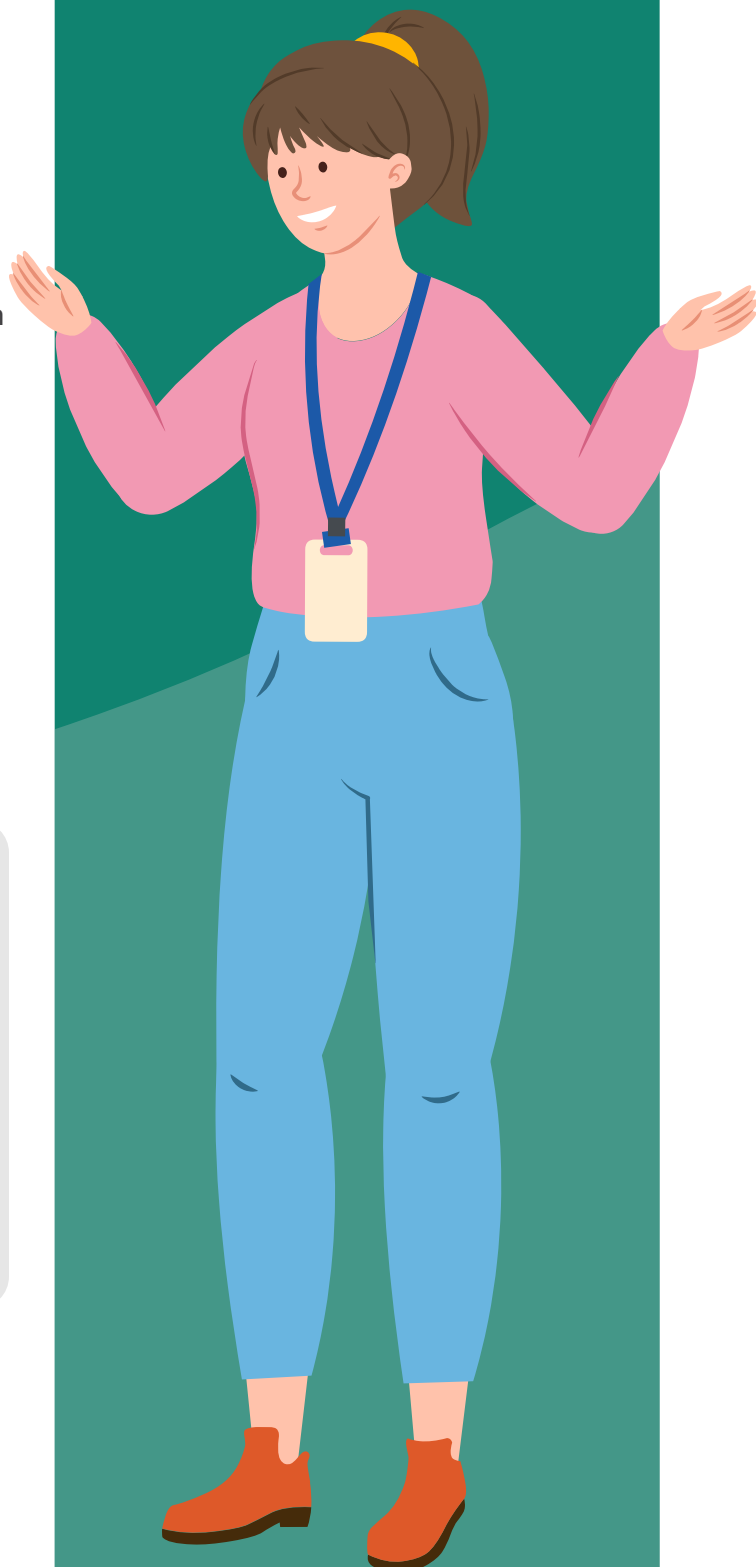
Inform and consult with your community

Try these communication techniques

- Ask your leadership team to announce its support for Be You. They can use the [Be You Statement of Commitment](#). This resource can be edited to reflect your service's existing vision and values. Make sure you display the signed Statement of Commitment prominently in your service.
- Share information through existing channels and platforms such as the service website, newsletter, online family and educator portals, direct email and mailouts.
- Communicate with and request input from educators and families within existing meeting and briefing structures such as family meetings and events.
- Chat informally with educators and families when opportunities arise such as at the beginning or end of the day during drop-off and pick-up.
- Share [Be You Fact Sheets](#) with educators in your learning community.

When new team members join your service, make sure you introduce them to your Action Team and the work your service is doing with Be You. This can motivate them to take part in your whole-service approach to wellbeing.

They may also have skills, interests and perspectives that can enhance your Action Team.



Stage 2: Identify your learning community's needs

During stage 1, you built a strong foundation within your service.

The next step is gaining an understanding of your service's strengths and where there are opportunities for promoting mental health and wellbeing.

Outcomes for this stage

- Action Team develops a clear understanding of the ways in which the service already supports and encourages mental health and wellbeing.
- Action Team develops a clear understanding of what the learning community could do more to support mental health and wellbeing, and the Be You domains you can focus on.
- Your service is informed about the insights that have been gathered in this stage.

Suggested actions

- Gather information and insights across your learning community.
- Work with service leadership and your Be You Consultant, using the insights gathered to identify priority areas for your learning community.

Be You tools and resources

- [Be You Surveys](#)
- [Implementation and Reflection Tool](#)
- [Be You Consultant](#)
- [Beyond Self-care: An Educator Wellbeing Guide activities](#)
- [Events](#)
- [Fact Sheets](#)

Explore our interactive learning module about [Stage 2: Identify your learning community's needs](#).

Gather information and insights across your learning community

Collecting information about your learning community is an important part of the implementation cycle.

Consider what's going well, how different members think and feel about mental health, and opportunities for growth.

Your service may already collect data about some of these topics as part of ongoing continuous improvement plans. For example, through vacation care planning, children's voices exercises, reflective practice, or Quality Improvement Plan guidance.

Be You tools that can support you to gather insights include:

- Be You Surveys
- Implementation and Reflection Tool

Your Be You Consultant can advise which data sources might be valuable considering your service's individual context, and how to interpret any results you gather.

Privacy, data storage and security

Make sure your Action Team considers government, sector and any other specific privacy policies when requesting access to and gathering information.

You may not be able to access some data, due to privacy reasons. It's important to know what information can and can't be used to inform future priority areas.

You should also:

- being transparent about why information is being gathered
- being clear about how information is being gathered, used and stored, and by whom
- highlighting privacy, data storage and security policy information
- allowing for learning community members to provide feedback and ask questions about the process.

Use the insights gathered to identify priority areas for your learning community

Once you've gathered information, your Action Team can work with service leaders and your Be You Consultant to interpret the insights. This will help you identify areas of focus when considering mental health and wellbeing in your learning community.

Module 2: Identify your learning community's needs and the Planning for Implementation workbook can support you with this stage.

They can help you identify and unpack any barriers your learning community may face, and enablers that can support progress.

"By providing staff surveys every three months we could identify what was working and what we needed to improve."

– Black Mountain School

Stage 3: Develop a plan

Planning is a vital part of implementation.

After stage 2, your Action Team will have a strong understanding of your learning community's strengths and areas for improvement.

Now you're ready to start planning actions to address priority areas.

Outcomes for this stage

- Working with your learning community, the Action Team creates an Action Plan that addresses the priority areas and needs identified in Stage 2.
- The Action Plan is made up of actionable, realistic activities.
- The Action Plan is connected with and embedded in existing service improvement plans.
- Service leadership is involved and can allocate necessary resources and budget for planned actions.
- The learning community has a clear understanding of the Action Plan and how it addresses priority areas and needs.

Suggested actions

- Work with service leadership to develop an Action Plan to address priority areas.
- Share your Action Plan with your colleagues.

Be You tools and resources

- [Action Plan](#)
- [Actions Catalogue](#)
- [Cultural Actions Catalogue](#)
- [Reflect, Respect, Respond: Protocols for culturally respectful engagement with First Nations communities](#)
- [Disability Inclusion Guide](#)
- [Events](#)
- [Fact Sheets](#)
- [Multicultural communities](#)
- [Programs Directory](#)
- [Be You Consultant](#)
- [Wellbeing toolkits](#)

Explore our interactive learning module about [Stage 3: Develop a plan](#).

Develop an Action Plan that addresses priority areas

Creating a plan can help you determine the practical steps your learning community will take to bring about meaningful change.

It ensures that there are clear timelines, responsibilities and actions in place.

Implementing a whole learning community approach involves action at multiple levels, including:

- individual educator progression through the Be You Professional Learning.
- educators coming together to share insights from and discuss application of the Be You Professional Learning.
- whole-of-service actions and strategies to promote positive mental health.

Consider using the Action Plan template

Your Action Team can use the [Action Plan template](#) to document your planning, allow for continuous review and adapt as you achieve outcomes or if priorities shift.

The Be You Action Plan can align with your Quality Improvement Plan and existing planning structures and cycles, ensuring that you can firmly embed a whole-service approach to mental health and wellbeing.

If your service is currently recovering from a critical incident, talk with your Be You Consultant about the actions that would be most appropriate for your learning community. If clinical support is required after a critical incident, Be You has a list of mental health services and support helplines available.

The Action Plan template is designed to help capture all the information an Action Team needs about the steps it will take to achieve positive and sustained change. You can choose to use this template, or

Talk to your service's leader about whether there's an existing document that the Action Plan could be added to.

Work with the leadership team throughout this process to ensure their approval once the Action Plan is complete.

To get you started, you can find examples of practical actions, strategies and case studies in:

- [Actions Catalogue](#)
- [Beyond Self-care: An Educator Wellbeing Guide](#)
- [Be You Stories](#)
- [Cultural Actions Catalogue](#)
- [Planning for Implementation](#)

These resources include quick win activities and longer-term actions.

Focus on manageable, sustainable goals

When planning actions, don't try to do too much at once.

Consider fewer actions that can be implemented effectively, within realistic timelines and with the whole learning community in mind.

This will have a greater impact than listing many actions that are never fully completed.

Be realistic about what your Action Team can accomplish and how much change your learning community can support at one time.



Stage 4: Take action

You've identified your learning community's needs and put together an Action Plan.

Now it's time to put your work into action and see the benefits come to life.

Outcomes for this stage

- Activities are implemented according to the timelines and priorities listed in the Action Plan.
- Action Team feels supported by and has the backing of service leadership in implementing the Action Plan.
- Challenges are identified as they arise and addressed proactively and sensitively.
- Educators and families feel supported, included and heard in their work to nurture a mentally healthy learning community.

Suggested actions

- Implement activities in the Action Plan.
- Work with service leadership and support those who are implementing the Action Plan and experiencing change.
- Monitor progress.
- Encourage your learning community to get involved in actions.

Be You tools and resources

- [Professional Learning](#)
- [Share and Extend Guide](#)
- [Fact Sheets](#)
- [Organising Speakers Guide](#)
- [Wellbeing toolkits](#)
- [Events](#)
- [Be You Consultant](#)

Explore our interactive learning module about [Stage 4: Take action](#).

Implement the Action Plan

Refer to your Action Plan regularly to ensure you are staying on track. Printing out your Action Plan and displaying it prominently may help motivate you and your fellow educators.

Remember, meaningful change in mental health and wellbeing doesn't happen overnight. It can sometimes take a while before you see tangible results.

A key job for your Action Team during this stage is to manage expectations and boost enthusiasm in your learning community. Continue having regular meetings, ensuring team members are aware of allocated tasks and supporting Action Team Leaders.

Work together to manage change

Change can be confronting and challenging for some people. Leading that change can be even harder. Remember to check in regularly with your fellow Action Team members.

- How is everyone faring?
- Have new challenges emerged that you need to address?
- Is it necessary to involve other Action Team members, or people outside the Action Team, to share the work?
- What are some examples of how change is being embedded at a whole-service level?
- During meetings, include a specific 'check-in' [agenda](#) item where you take time to talk through how the implementation cycle is going for each of you.

Think about how the change process might be affecting learning community members. It's normal to encounter some uncertainty and resistance.

Explore the [Stage 4: Take action module](#) for more advice about using your plan as a roadmap for change and adapting as you go.



Here are some examples of challenges you may face and possible solutions:

Challenge	Possible solution
Educators	
Educators feel they don't have time to fully explore the Professional Learning modules or really get involved with Be You	• Consider whether it's possible to speak with service leaders about ensuring enough time is allocated for educators to complete Professional Learning modules. • Look at ways that educators can share their learnings with others who may not have completed Professional Learning modules. See the Share and Extend Guide for ideas. • Encourage educators to use Be You tools and share their experiences with others. For example, the BETLS Observation Tool and Mental Health Continuum. • Emphasise to educators and the Action Team that making several small changes can be just as effective as fewer big actions, particularly when it comes to creating sustainable, long-lasting change.
Staff turnover makes it difficult to build and maintain momentum	• Staff turnover happens in every workplace. It can pose a challenge when implementing changes. New educators can be a positive for Be You as it gives your learning community an opportunity to review and incorporate new ideas and add fresh energy. Talk to new staff about their experiences fostering mental health and wellbeing at previous workplaces. • Think about how you can on-board new educators with information about Be You. You could include the Be You Handbook for Educators as part of a welcome kit or have them sit in on an Action Team meeting in their first month so they get a sense of what Be You is all about.

Families

Families are unclear about Be You and how they can get involved

- Keep information up to date on your website or through parent apps. Consider sharing information in any school or service newsletters, with clear calls to action when there are opportunities to get involved.
- Consider gathering family feedback and communicating how their feedback is used.
- Recognise that not all families have the capacity to be heavily engaged in activities for a wide range of reasons. Consider running smaller-scale activities that require less of a commitment and look at whether you can adjust when you hold events so as not to clash with work, cultural or religious commitments.

Families' levels of interest have been dropping away

- Remember that levels of enthusiasm will naturally ebb and flow throughout the process, particularly once initial excitement dies down.
- Low levels of interest may indicate that you need to look at whether you're addressing the right priorities for your service right now. Consider using the Be You Surveys to gather feedback on how the implementation cycle is going, and suggestions for new activities.
- To avoid volunteer fatigue, consider developing a volunteer register where you can match learning community members to activities based on their availability and interests.
- Are there people in your learning community who could advise on renewing enthusiasm and interest? Think about supporters who may work in public relations, media, organisational change or psychology.
- Remember that the Be You Implementation Cycle is designed for services to go at their own pace. This may mean periods of maintenance and rest before a period of renewed activity.

"Be You has provided me with the language and the knowledge to ensure that when I'm having those exchanges, families recognise that I'm coming from a good place of support and that I'm there alongside them, on their journey."

- Sacred Heart Outside
School Hours Care

Stage 5: Monitor, review and improve

It's important not to set and forget your Action Plan.

Reflecting on progress and considering lessons learnt is vital for sustainable change and improvement.

Monitoring and reviewing provides an ideal opportunity to celebrate achievements, assess how your learning community has embraced the Action Plan and how you as an Action Team have carried out your role.

This is also a good time to look at how the progress you've made with Be You can contribute to progress in your Quality Improvement Plan.

Outcomes for this stage

- Your learning community has a clear understanding of what you've achieved so far in your implementation of Be You.
- You've used available resources to review changes in practice and support your Action Team to adjust priorities.
- Your Action Plan is updated regularly and reflects the priorities and needs of your learning community.

Suggested actions

- Regularly monitor your progress.
- Conduct a formal review of your Action Plan.
- Celebrate and share your achievements.
- Connect with others outside of your learning community.
- Develop your next Action Plan.

Be You tools and resources

- [Be You Surveys](#)
- [Implementation and Reflection Tool](#)
- [Action Plan template](#)
- [Actions Catalogue](#)
- [Wellbeing toolkits](#)
- [Be You Consultant](#)

Explore our interactive learning module about [Stage 5: Monitor, review and improve](#).

Conduct a formal review of your Action Plan

The timing is up to you. We recommend reviewing the Action Plan on an annual basis, in line with existing reporting and strategic planning cycles. This will help you to evaluate and record the impact of your Action Plan.

When reviewing actions, it may be worthwhile to consider:

Reach: Is this action reaching the children, families and educators we are hoping to reach?

Adoption: Are leaders and educators ready and willing to take up this new way of practice in order to support change?

Fidelity: Are we delivering this initiative as it is intended? If not, we are not likely to see outcomes.

The review may be a good time to consider using the Be You Surveys again to gauge how your work may have influenced the attitudes and responses of educators, families and children.

Look back at the sources you used in Stage 2: Identify your learning community's needs. Explore whether there's updated data available so you can make comparisons.

Make sure you capture what you've learnt as you look at your success measures. Focus on what you've achieved and use what you learn to inform the next steps for your learning community.

Don't forget to celebrate your success and achievements.

This acknowledges your hard work and will boost enthusiasm for your Action Team and wider community in implementing Be You.



Develop your next Action Plan

Fostering a mentally healthy community is an ongoing process. It's about progress, not perfection.

Some actions may not have progressed or been completed – and that's OK. Use what you have learnt to inform your next Action Plan. It may also be useful to reflect this journey in your Quality Improvement Plan.

Some actions may need more time to be embedded. The formal review process can help inform this step. For example, you might draw on the lessons learnt and carry over any actions that were not fully achieved during the previous Action Plan period.

When developing your next Action Plan you may want to consider these suggestions:

Stage	Things to consider
Stage 1: Lay the foundations for success	• Has there been a change in leadership at your service? • Are there new people you need to gain support from? • Is your Action Team still reflecting the diversity of your learning community? • Do you have the right mix of people involved to keep up the momentum? Refreshing the membership of the Action Team can be important. This will ensure new perspectives and new energy are injected into the team. It can also share the workload across the learning community. This will help an increasing number of people develop a sense of ownership of Be You and its implementation.
Stage 2: Identify your learning community's needs	• Have your demographics changed? • Have there been any incidents or emerging issues since your last review that require attention? • How do educators and families feel about mental health and wellbeing and the previous actions that were undertaken? Have the attitudes of your learning community changed? How? Consider re-issuing Be You Surveys to educators and families and reviewing other existing data sources to help determine your new priorities. Your strengths and areas for growth may have shifted substantially since the last time you considered your priorities.

Stage 3: Develop a plan

- Why you were able to achieve success in particular areas? What did you do to ensure success? Could this be replicated elsewhere?
- How can you build on your achievements and ensure that the change/s are long-lasting?
- How well are you capturing the voices and inputs of your learning community, including children? Are you involving all the parts of your community or only some?
- What new external supports could you draw upon? Are there members of the community or local services you could connect with?
- Were there any barriers or challenges which hindered your progress in the last Action Plan? How did you address these? How can you try to avoid or minimise the likelihood of encountering the same barriers in this Action Plan?
- What resources do you have, or did you have available to you? Are they the same or have they changed over time?





Thank you for being part of an Action Team

You're making a powerful commitment to supporting the mental health and wellbeing of children and educators.

Have questions? Are you part of a registered Be You Learning Community? Action Team Leaders can find the contact details for your school's Be You Consultant on their online dashboard.

Not yet part of Be You? [Contact the Be You Team.](#)

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