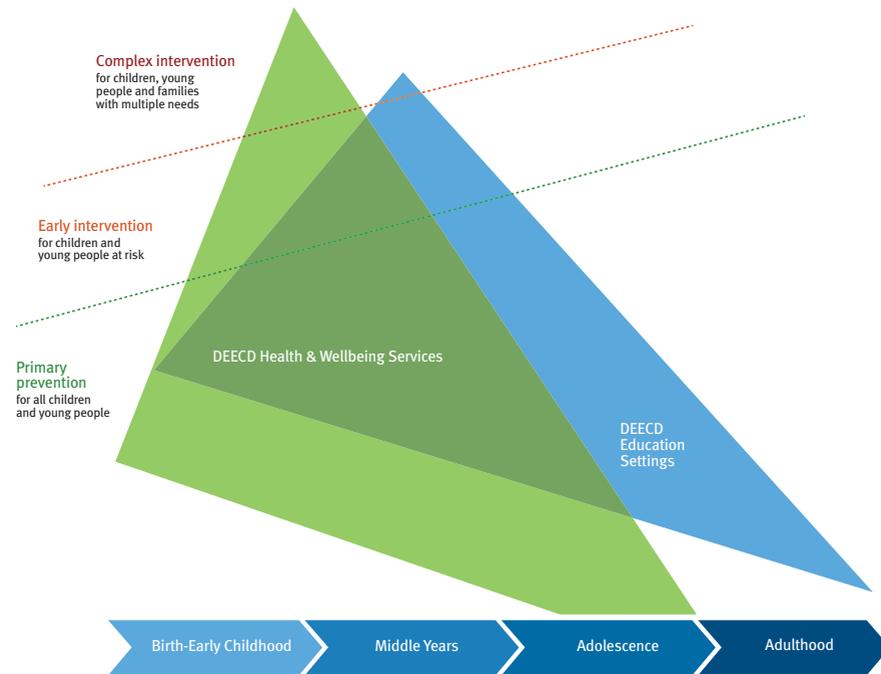


DEECD's role in supporting health and wellbeing

DEECD can primarily influence health and wellbeing through its education settings and the health and wellbeing services as shown in the triangle diagram. By promoting the health and wellbeing of all Victorian children and young people, providing early intervention and additional support to the most vulnerable and disadvantaged we can enable bright futures for all Victorian children and young people.

DEECD leaders and staff in central and regional offices have the following roles and responsibilities:

- build an organisational culture that facilitates working collaboratively to promote and support the development of the 'whole' person, including learning, development, skills, health and wellbeing,
- align program and service specific policy and guidelines with the Principles for Health and Wellbeing and continuum of intervention for health and wellbeing model,
- build workforce capacity to effectively promote and support health and wellbeing and
- assess its approaches to supporting health and wellbeing, monitor outcomes and develop and apply strategies to address challenges centrally and locally.



Authorised by the Department of Education and Early Childhood Development, 2 Treasury Place, East Melbourne, Victoria, 3002.

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DEECD Principles for Health and Wellbeing

Healthy children and young people learn better

The Department of Education and Early Childhood Development (DEECD) recognises that healthy development and education is a shared responsibility, with families, learners, and our services all playing a role. Health and wellbeing is an important outcome in its own right, but it is also a precondition for learning and employment, and is an indicator of successful education.

Dimensions of wellbeing – supporting the 'whole' person*



* Adapted from The Australian Research Alliance for Children and Youth (ARACY) "Common Approach to Assessment, Referral and Support" wheel 2013 and Moore, T., McDonald, M., Tollit, M., & Bennett, K., "Children and young people's health and wellbeing in educational settings: A review of the evidence" Murdoch Childrens Research Institute, 2013.

The five dimensions of health and wellbeing outlined here contribute to the development of the 'whole' person.

It is important for educators to consider the broader health and wellbeing of children and young people, and for health and wellbeing services to consider the educational dimensions of an individual's life.

Learning, development and skills –

includes active participation and engagement in learning, having functional skills to participate meaningfully in all aspects of one's life, being competent as a learner and problem-solver; and having a sense of meaning.

Social and emotional wellbeing –

includes positive mental health / absence of mental health problems, self-awareness, emotional intelligence, self-regulation, resilience, interpreting the world positively and pro-social values and behaviour.

Supportive relationships –

includes having positive family bonds and friendships, the ability to rely on a trusted adult, experiencing a sense of belonging and engagement and being involved in age appropriate learning and activity.

Physical health – includes physical health / absence of health problems, oral health, nutrition and weight, physical fitness and self-management, including sleeping.

Safety and material wellbeing – includes sense of safety at home and where children and young people learn and play, being safe from injury and harm, having access to daily essentials and adequate and stable housing.

Principles for Health and Wellbeing

The Principles for Health and Wellbeing underpin effective professional practice in and across DEECD health and wellbeing services, early childhood services and schools, to promote and support young Victorians' optimal health, wellbeing and educational outcomes.

Principle 1 – Maximise access and inclusion

Quality universal services for all, with extra effort directed to ensuring education and health and wellbeing services are accessible to, and inclusive of, the most vulnerable and disadvantaged.

Principle 2 – Focus on outcomes

Health, learning, development and wellbeing outcomes are the focus when designing, delivering, evaluating and improving education and health and wellbeing services.

Principle 3 – Evidence-informed and reflective practice

Current and relevant evidence known to be effective in improving outcomes informs policy making and professional practice. Research and evaluation is undertaken to generate evidence and enable effective and reflective practice.

Principle 4 – Holistic approach

Collaboration between services and multidisciplinary professional practice is pursued to meet the needs of children, young people and families and their health, wellbeing and learning goals.

Principle 5 – Person-centred and family sensitive practice

People are seen in the context of their families and environment and are supported and empowered to lead and sustain healthy lives.

Principle 6 – Partnerships with families and communities

Partnerships are forged with children, young people, families and communities, who are seen as partners in the creation of healthy environments and good health and wellbeing.

Principle 7 – Cultural competence

Effort is made to understand and effectively communicate with people across cultures and to recognise one's own world view. Cultural connection is recognised as playing an integral part in healthy development and wellbeing.

Principle 8 – Commitment to excellence

High expectations are held for every child and young person. Professionals continually assess their own work practices to find opportunities for improvement.

Roles and responsibilities for health and wellbeing

Early childhood services, schools and training providers will:

- provide safe, inclusive and supportive environments that promote health, wellbeing, learning and development,
- build caring and supportive relationships with children, young people and adult learners,
- ensure children and young people are consulted about matters that impact on them and their voices inform policies and activities that contribute to health and wellbeing,
- support staff to protect and promote the health and wellbeing of children, young people and adult learners in their workplaces, ensuring that staff act with integrity when dealing with those in their care and
- build partnerships with families, health and wellbeing services and other relevant community services.

Professionals who deliver DEECD health and wellbeing services will:

- take up opportunities to develop and deliver effective health promotion and preventive health strategies,
- identify the needs of children, young people and families, address presenting issues and seek to uncover underlying ones,
- contribute to the assessment, planning, intervention and review of those needs, as part of a multidisciplinary team when required,
- address both individual and collective health and wellbeing by using professional expertise and drawing on that of other professionals and informal supports,
- know which services to approach and how to refer when further support is required and
- know how and when to securely share information with other services.