Chapter 9

Proactive management: Finalising the big picture

Links

* **9.1:** ['World happiness report 2019'](https://worldhappiness.report/ed/2019) – a report on the state of global happiness in 2019 researched by the Sustainable Development Solutions Network.
* **9.2**: ['Framework for twenty-first century learning'](http://static.battelleforkids.org/documents/p21/P21_Framework_Brief.pdf) – twenty-first century learning competencies as described by Battelle for Kids
* **9.3**: ['The reason vision boards work and how to make one'](http://www.huffingtonpost.com/elizabeth-rider/the-scientific-reason-why_b_6392274.html) – Huffpost online article
* **9.4**: ['Transformative life skills (TLS) curriculum'](http://www.niroga.org/education/curriculum/pdf/TLS_Curriculum-scope_sequence.pdf) – from Niroga Institute
* **9.5:** ['What is SEL?'](https://casel.org/what-is-sel) – information about SEL from the Collaborative for Academic, Social, and Emotional Learning (CASEL)
* **9.6:** ['Social and emotional learning'](http://www.moe.gov.sg/education/programmes/social-and-emotional-learning) – information about SEL from the Ministry of Education in Singapore
* **9.7**: ['Nine research-backed steps to success'](http://www.blendedlearning.org/) – Ideas from Blended Learning Universe, including models of practice and case study examples

Further resources

* Organisations that provide online resources to help implement personalised learning:
* [LEAP Innovation](http://www.leapinnovations.org/)
* [The Learning Accelerator](https://learningaccelerator.org/)
* [KnowledgeWorks](https://knowledgeworks.org/)
* [Aurora Institute (iNACOL)](http://www.inacol.org/)
* ['Episode 55: How to get your senses tingling'](https://greatergood.berkeley.edu/podcasts/item/how_to_get_your_senses_tingling_asmr_melinda_lauw?utm_source=Greater+Good+Science+Center&utm_campaign=e60a9e25b8-EMAIL_CAMPAIGN_GG_Newsletter_Dec_19_2019&utm_medium=email&utm_term=0_5ae73e326e-e60a9e25b8-50903879) – a podcast from Greater Good Magazine explores Autonomous Sensory Meridian Response (ASMR), which is a soothing sensation triggered by visual, audio and physical stimuli; aspects of ASMR can be adapted for classroom engagement purposes, and provides a way of supporting learner engagement
* [‘What teens are actually thankful for’](https://greatergood.berkeley.edu/video/item/what_teens_are_actually_thankful_for) – This short video from the Greater Good Magazine website shows the power of gratitude and kindness from the perspective of a teenager. It demonstrates the importance of letting others know we appreciate them and why this is so.

*Note: the following resources are also available in the Chapter 7 document.*

Bullying can impact on any child or student, but it often targets more vulnerable students and can have very negative consequences for them when it does. Here are some resources and information about anti-bullying programs that you might find helpful in terms of knowing what many schools are already doing to combat bullying.

* ['Bullying: No Way'](https://bullyingnoway.gov.au/) – a website for parents and adolescents with important information about bullying, harassment, discrimination and violence in schools; includes games, stories, advice and forums
* ['Parenting and Child Health'](http://www.cyh.com/SubDefault.aspx?p=98) – a website for parents and carers that gives advice on the health and development for children, including strategies to work through behavioural issues
* ['Shine SA'](https://www.shinesa.org.au/) – a website resource that provides information for young people about sexual health, and offers community services and resources
* ['Equal opportunity 4 schools'](https://eoc.sa.gov.au/eo4schools) – this website from the Equal Opportunity Commission provides information about school, work and community life around discrimination and harassment in schools; it also provides case studies and class exercises that teachers can use in educating students
* ['The Line'](https://www.theline.org.au/) – this website aims to educate young people about respectful and safe relationships, especially in the contexts of sex, dating and relationships, eSafety and mental health
* ['The Australian student wellbeing framework'](https://www.education.gov.au/national-safe-schools-framework-0) – content from the Australian Government that provides Australian schools with a foundation for building positive learning environments, as well as guidelines by which they can assess their current safety and wellbeing policies
* ['eSafety Commissioner'](https://www.esafety.gov.au/) – this website provides information for parents and carers to help children have safe and enjoyable online experiences; it also has classroom resources for educators for online safety and provides a means of reporting cyberbullying, abuse and illegal or harmful content
* ['Bullying ­– advice'](https://www.ncab.org.au/bullying-advice) – National Centre Against Bullying gives examples of different types of bullying for parents, schools, and children, and ways to work through the issues
* ['Stay smart online'](https://www.staysmartonline.gov.au/) – this is the Australian Government’s cyber security website, providing information on scam alerts and strategies for remaining safe online
* ['Online safety'](https://aifs.gov.au/cfca/publications/online-safety) – a Child Family Community Australia resource sheet that provides information about online safety, as well as additional relevant resources