PeerSupport
Australia

TEACHERS NOTES

PRIMARY SCHOOLS MANUAL

For the Peer Support Program

PRIMARY SCHOOL

2024

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Introduction to the Peer Support Program

Peer Support Australia is dedicated to providing school communities with an evidence based, peer led approach to enhance the mental, social and emotional wellbeing of young people. Peer Support Australia is a non-government, not for profit organisation supported by the NSW Health Department. The remainder of its funds comes through fee for service and philanthropic support.

The Peer Support Program is a peer led, skills based, experiential learning program. It encourages peer connections throughout the school and assists students in developing practical skills to enhance social and emotional wellbeing. The Peer Support Program integrates leadership training and learning materials to assist schools in achieving and maintaining a positive school culture. It empowers young people to support each other and contribute positively to their school and community.

Peer Support Australia has been working with schools since 1983.The Program began in schools on the Northern Beaches of Sydney and now operates in over 1000 primary and secondary schools nationally and across all sectors.

Preparing Schools for the Peer Support Program

The first step in implementing an effective Peer Support Program is for a staff member to attend a Peer Support Australia Implementation Workshop.

Peer Support Australia consistently updates materials and workshops to reflect current research and changes in school needs. It is therefore a requirement of Peer Support Australia that the school has a trained staff member when implementing the Peer Support Program. To maintain the integrity of the Program, training needs to be updated every 3 years, or when a trained staff member leaves.

After attending an Implementation Workshop, participants will be able to implement and coordinate an effective Peer Support Program and confidently train their Peer Leaders. Annual affiliate membership to schools is both a licence to run the program, as well as quarterly e-newsletters, access to the resource portal which contains all modules and materials required to facilitate the program, and consultancy services. Additional support can include staff talks, student talks, planning sessions with Peer Support Coordinators, phone and email support.

2024

Outcomes of an Effective Peer Support Program

The Peer Support Program provides opportunities and an environment for students to develop skills for building relationships and encouraging participation. Enhancing peer relationships, vertical connections and teacher/student interactions may assist schools in creating and maintaining a positive school culture.

The outcomes of implementing an effective Peer Support Program include:

- building positive relationships
- developing and enhancing skills
- mental health
- taking personal responsibility
- fostering lifelong learning
- developing key concepts
- encouraging participation.

Peer Leaders

- genuine leadership opportunities
- acquired leadership skills
- enhanced confidence in leading groups
- developing organisation and time management skills
- application of skills to a range of life experiences
- acting as a positive role model
- enhanced connections to school
- increased social and civic participation
- reflection on experiences
- co-curricular achievement
- contributions to positive school culture
- model school values

Group Members

- learned life skills through fun/safe activities
- formation of positive relationships with Peer Leaders, students across grades, and teachers
- up skilled in cooperation and collaboration
- increased confidence to actively participate
- developed a sense of belonging
- enhanced connection to school/peers
- strengthen school values
- learned qualities of positive role models

Teachers and School

- improved positive relationships across school
- contributing to supportive classroom environments
- enhanced learning outcomes and skill development in learning areas
- utilise a core of trained and skilled leaders
- enhanced mutual empathy and respect
- acknowledged achievement in co-curricular areas
- utilised peer voice to reinforce values

Community

- a safer and more cohesive community
- enhanced school profile
- strengthened community skill base
- responsible citizenship
- relationships across community groups
- promotion of connections and belonging
- increased awareness of support structures in place

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Research on the Peer Support Program

Research as part of the National Suicide Prevention Strategy 2007-2009 was conducted in schools across Australia. Significant findings included:

Primary Schools

- opportunities for authentic leadership
- building student friendship networks
- overall impact on the school community
- vertical student connections within the school

Secondary Schools

- easing transition to secondary school
- opportunities for authentic leadership
- building student friendship networks.

Teachers identified specific impacts for the school as a whole, students generally, and Peer Leaders. The results prove development of the following:

- communication skills
- social skills
- coping strategies
- decision making
- problem solving

Additional results demonstrate an increase in student:

- self confidence
- stress management
- enjoyment at school

Case studies were conducted by James Cook University 2005 to determine the effectiveness of the Peer Support Program in primary schools. Significant findings included:

- developing social relations and interactions
- contributing positively to whole school activities
- demonstrating understandings of abstract concepts

A longitudinal study was conducted by the University of Western Sydney 2003 to determine the effectiveness of the Peer Support Program. Significant findings included:

- skilling students to successfully negotiate transition from primary to secondary school
- enhancing relationships with peers and teachers
- attitudinal change towards bullying behaviours

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Primary school program structure
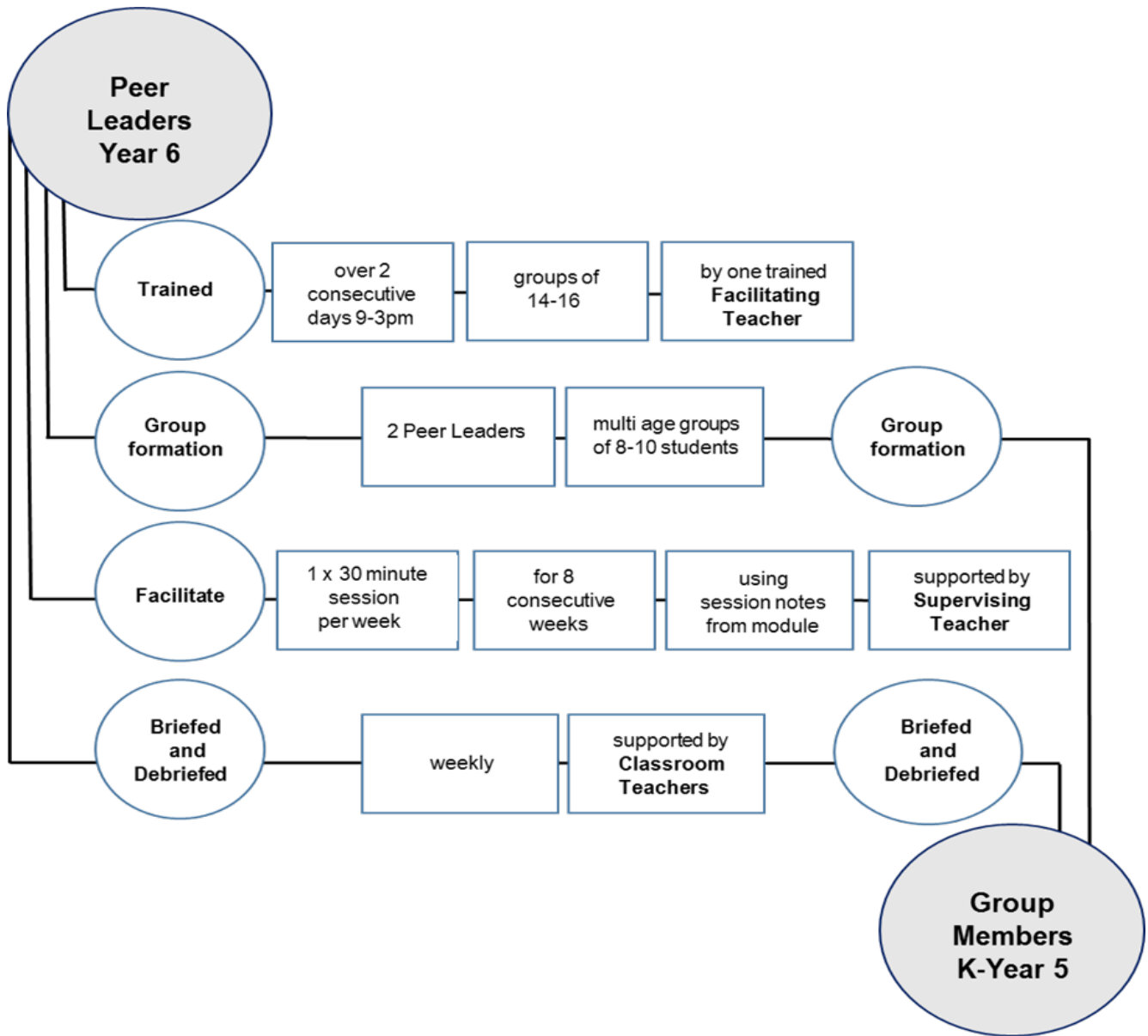
Coordinating Teachers - oversee the planning, implementation and evaluation of the Peer Support Program. They will often participate as a Facilitating Teacher during the Peer Leaders Training. They are involved in the briefing and debriefing of Peer Leaders and are not responsible for supervising any specific groups during the 8 Peer Support sessions. During this time they are responsible for roaming, assisting with any behavioural issues, ensuring students know where to go and casual teachers understand their role/responsibilities.

Facilitating Teachers - assist with training a group of 14-16 Peer Leaders over the 2 consecutive days of training. They can also assist with the briefing and debriefing of Peer Leaders or provide ongoing support as Peer Leaders require. They may be responsible for supervising 2-3 Peer Support groups during the 8 sessions.

Supervising Teachers - supervise 2-3 groups of 8-10 students during Peer Support sessions.

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Key concepts and skills

The following key concepts are determined by research and are evidence based. The concepts form the basis of the Peer Support Program, all training programs and student learning materials.

The development of these key concepts and associated skills contributes to the mental, social and emotional wellbeing of students. The Peer Support Program supports the development of four of the General Capabilities: Personal and Social Capability, Critical and Creative Thinking, Intercultural Understanding and Ethical Understanding.
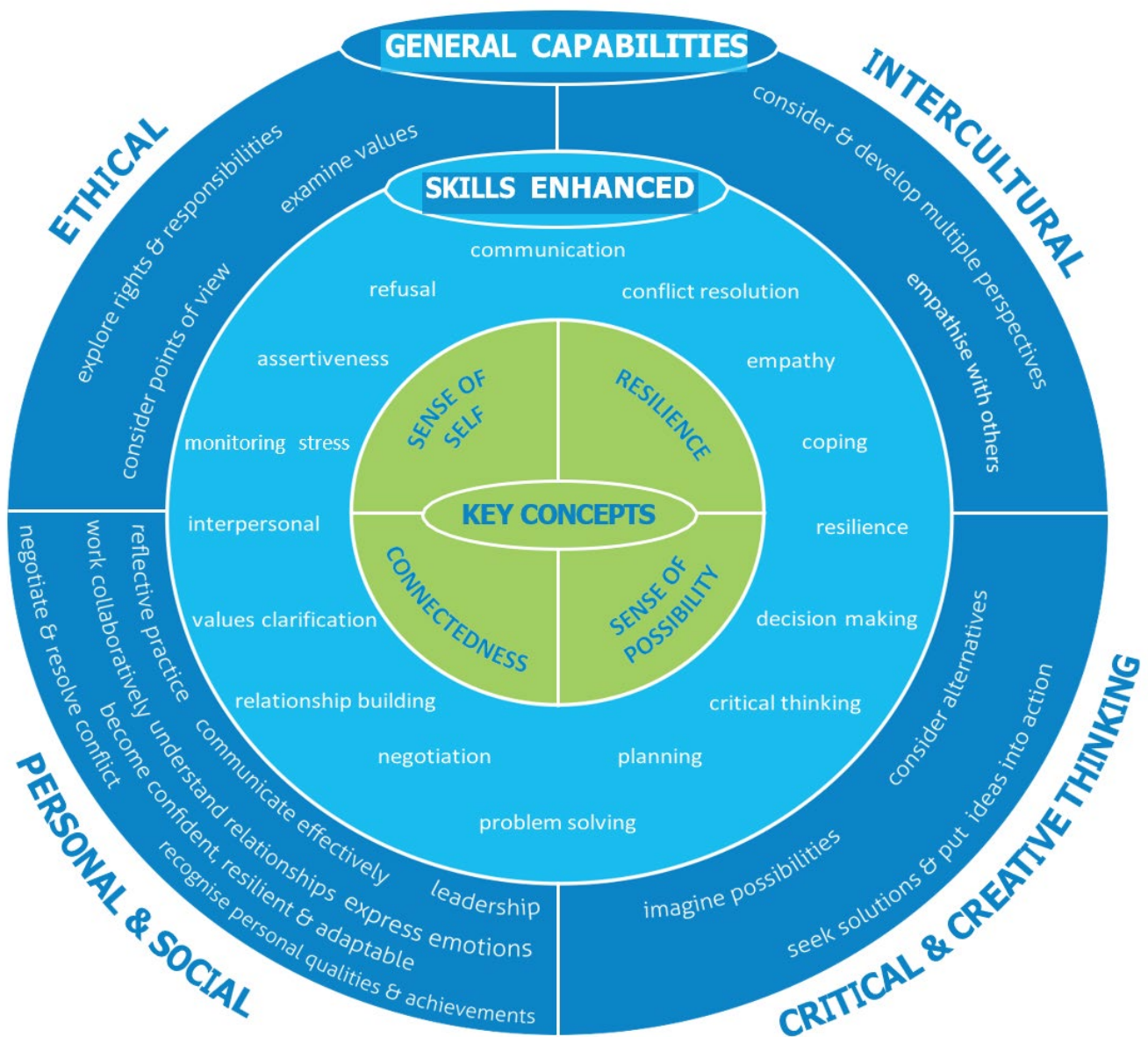
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Links to Australian Curriculum

The Peer Support Program supports outcomes of the Australian Curriculum, including the General Capabilities. (ACARA, Version 9)

Personal and Social Capability

Personal and Social capability provides foundation for students to understand themselves and others, and navigate their relationships, lives, work and learning. Students with well-developed social and emotional skills find it easier to manage themself, relate to others, collaborate, develop empathy, set goals and resolve conflict. They feel positive about themselves and the world around them.

Ethical Understanding

Ethical understanding involves students building a strong personal and socially oriented ethical outlook that helps to manage context, conflict and uncertainty. They develop awareness of the influence their values and behaviour have on others. Ethical understanding involves students exploring ethical issues and interaction with others, discussing ideas and learning to be accountable in a democratic community.

Intercultural Understanding

Intercultural understanding encompasses behaviour and disposition needed to understand what happens and what to do when cultures intersect. Intercultural understanding involves developing knowledge and skills needed to reflect on cultural diversity, engage with cultural or linguistic diversity and navigate intercultural contexts.

Critical and Creative Thinking

Critical thinking involves students analysing and assessing possibilities against criteria for judgement. They construct and evaluate arguments and use information, evidence and logic to draw reasoned conclusions and solve problems. Creative thinking involves students learning to generate and apply ideas and see existing situations in new ways. They identify alternate possibilities and create links to generate successful outcomes.

Dispositions such as inquisitiveness, reasonableness, intellectual flexibility, open or fair-mindedness, and readiness for new ways of doing things are enhanced. Students consider alternatives and develop persistence through the learning continuum.

Learning Areas							
English		Health and Physical Education		Civics & Citizenship/ Humanities & Social Sciences		Drama	
Strand Language Literacy	**Substrand** *Language for interaction* *Interacting with others* *Interpreting, analysing, evaluating* *Creating texts*	**Focus Area** Personal, Social and Community Health	*Being healthy, safe and active* *Communicating and interacting for health and wellbeing* *Contributing to healthy and active communities*	Responsibility & Enterprise	*Problem solving & decision making (ACHCS057)* *Knowledge & understanding: values (ACHCK052)*	Content	*Develop roles and characters consistent with situation, dramatic forms and performance styles to convey status, relationships and intentions*

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Links to Australian Curriculum

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Personal and Social Capability (ACARA, Version 9)

Personal and Social capability provides foundation for students to understand themselves and others, and navigate their relationships, lives, work and learning. Students with well-developed social and emotional skills find it easier to manage self, relate to others, collaborate, develop empathy, set goals and resolve conflict. They feel positive about themself and the world.

Self-awareness

- Personal awareness- students develop appreciation of their personal qualities and areas for growth. Through acknowledgment and assessment of their thoughts, feelings, actions and abilities, students plan for growth across a range of contexts.
- Emotional awareness- students explore factors that influence emotions in themself, others, and how emotional responses affect behaviour in a range of contexts.
- Reflective practice- students reflect cyclically on feedback and self-assessment to evaluate their learning and factors, personal or otherwise, that influence this.

Self-management

- Goal setting- students develop organisational and planning behaviours needed to set, adapt and achieve goals.
- Emotional regulation- students constructively express, manage, monitor and evaluate their emotional responses in a range of contexts.
- Perseverance and adaptability- students persist in the face of setback and frustration. They review and modify approaches when faced with challenge and build strategies to complete tasks and overcome obstacles.

Social awareness

- Empathy- students recognise emotions, abilities, needs and concerns of others. They understand how respecting perspectives, emotional states and needs of others is essential to social interactions.
- Relational awareness- students recognise the value of relationships and examine what makes relationships work. They learn to participate in positive, respectful and safe relationships, defining and accepting individual or group role and responsibility.
- Community awareness- students gain understanding of the role of advocacy in contemporary society. They learn to build capacity to take responsibility for social, physical, and natural environment.

Social management

- Communication- students learn to negotiate and communicate effectively with others through verbal and non-verbal means in a range of contexts.
- Collaboration- students cooperate in groups and constructively contribute to ways of working and outputs. They develop ability to initiate and manage successful personal relationships through participation in a range of group activities.
- Leadership- students explore ways to lead themself and others. Students build leadership capacity by examining approaches and learn to select appropriate strategies in different situations.
- Decision making- students choose possibilities to solve problems. They develop understanding around factors influencing decision and evaluate outcomes.
- Conflict resolution- students develop and apply strategies to prevent, defuse and resolve conflict to reach constructive outcomes.

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Ethical Understanding (ACARA, Version 9)

Ethical understanding involves building strong personal and socially oriented outlook that helps manage context, conflict and uncertainty. They develop awareness of influence behaviour has on others. Students explore ethical issues, interact with others, discuss ideas and learn to be accountable.

Understanding ethical concepts and perspectives

- Explore ethical concepts- students identify and examine ethical concepts. They discuss and examine dimensions of ethical concepts and how they relate to actions we take in situations.
- Examine values, rights and responsibilities, and ethical norms students understand the role values, rights and responsibilities, and norms have in ethical decisions. They consider how various values relate to established norms of ethical behaviour.
- Recognise influences on ethical behaviour and perspectives students recognise the interrelationship of factors that impact ethical behaviour and perspective. They consider how factors such as reason, emotions, habits, character traits, obligations and duties impact ethically considered responses.

Responding to ethical issues

- Explore ethical perspectives and framework- students develop understanding of ethical frameworks and how these inform perspectives and decision-making. Ethical frameworks include approaches that address the role of consequence on ethical actions; that deal with issues of duty, justice and fairness; and that focus on virtue in ethical decision-making process.
- Explore issues- students bring understanding of the first 4 sub-elements to investigate ethical issues. They apply understanding of ethical concepts, values, rights and responsibilities, norms, ethical framework and perspective to curriculum-related ethical contexts.
- Make and reflect on ethical decisions - students recognise factors that impact ethical decisions, determine alternative responses to issues, and consider how these may impact outcomes.

Intercultural Understanding (ACARA, Version 9)

Intercultural understanding encompasses behaviour and disposition to understand what happens and what to do when cultures intersect. Intercultural understanding involves developing knowledge and skills to reflect on cultural diversity, engage with diversity and navigate intercultural contexts.

Reflecting on culture and cultural diversity

- Reflect on the relationship between cultures and identities - students discuss their own cultural identities and draw connections with others. They transition from familiar to less familiar contexts and explore cultural continuity and change. They examine how people experience intercultural contexts differently.
- Examine cultural perspectives and world views - students analyse how these are shaped, preserved or transmitted over time and place.

Engaging with cultural and linguistic diversity

- Communicate responsively- students learn to tailor communication in a range of contexts, demonstrating sensitivity and respect for cultural or linguistic diversity. They use understanding of this diversity to keep communication open, flexible and focused on constructive processes and outcomes.
- Develop perspectives- students build self-awareness of own perspectives towards issues and skills in perspective-taking. They consider representation and acknowledge multiple perspectives exist for any issue. They learn perspectives influence how people interpret and interact with the world.
- Develop empathy- students reflect on thoughts and feelings when taking on a range of perspectives, and learn to mediate perspectives to pursue inclusive, equitable outcomes.

Navigating intercultural contexts

- Consider response to intercultural experience- understand theirs and others' response to intercultural experience and reflect on how these are shaped, and influence individuals and relationships.
- Respond to bias and discrimination- students examine origin, respectfully challenge discriminatory behaviour and propose action to promote wellbeing of people while valuing cultural identities.
- Adapt intercultural exchange - students apply learning in a range of interactions; understand culture and cultural diversity, skills in perspective-taking, and empathy.

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Critical and Creative Thinking (ACARA, Version 9)

Critical thinking involves students analysing and assessing possibilities against criteria for judgement. They construct and evaluate arguments and use information, evidence and logic to draw reasoned conclusions and solve problems. Creative thinking involves students learning to generate and apply ideas and see existing situations in new ways. They identify alternate possibilities and create links to generate successful outcomes.

Dispositions such as inquisitiveness, reasonableness, intellectual flexibility, open or fair-mindedness, and readiness for new ways of doing things are enhanced. Students consider alternatives and develop persistence through the learning continuum.

Inquiring

- Develop questions - students narrow or expand focus of thinking and explore ideas and concepts critically and creatively. When they develop different kinds of questions, students further their inquiry, can find more information about a topic and form better understanding of how something works or why something is.
- Identify, process, and evaluate information - students seek information from a range of sources, make decisions about expert or personal opinion and understand which sources are trustworthy, relevant and useful.

Generating

- Create possibility - students explore and mix ideas to create innovative solutions, adapt, and present ideas in new ways as they engage with learning content.
- Consider alternatives - students examine different and creative ways to approach tasks, and make recommendations on preferred options and action.
- Put ideas into action - students experiment with ideas, modify and adapt approaches, and evaluate options and actions in a range of situations.

Analysing

- Interpret concepts and problems - students interpret concepts, ideas, theories and problems, and deconstruct them into component parts to gain deeper understanding of the context or situation.
- Draw conclusions and provide reasons - students reach a conclusion or make a choice for action by connecting to learning area knowledge and understanding. The act of justifying a conclusion also requires the provision of a reason or the development of an argument in support of the conclusion or action.
- Evaluate actions and outcomes - students consider the choices made when they solve problems or attempt learning area tasks and evaluate solutions and outcomes to help plan future action.

Reflecting

- Think about thinking (metacognition)- students identify, describe, and evaluate thinking and learning strategies they use to complete activities. They reflect on ways their thinking, and approaches they take, may be influenced by external contribution or viewpoints.
- Transfer knowledge - students make connections between their current knowledge and skills, and new contexts where they can adapt and use what they already know. Both critical and creative thinking are involved, and new contexts can include other learning areas of curriculum.

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Complementary Educational Initiatives

The Peer Support Program supports the following initiatives.

Buddy Programs

Buddy programs assist in promoting friendship/support between older and younger peers. The key characteristic of most buddy programs is participation of older students in a positive, supportive, structured and facilitated relationship with younger students. These programs create connectedness which enhances school environment, and can provide starting point for schools implementing the Peer Support Program.

SRC Leadership

A Student Representative Council (SRC) is an elected group of students. The role of SRC is to represent views of all students. School SRCs provide student voice and leadership opportunity by asking for input, holding open meetings where all can voice opinions, and holding special or themed activities/events.

Positive Behaviour for Learning

Positive Behaviour for Learning (PBL) is a whole school approach to encourage positive behaviour from students, which has been shown to improve their self concept and motivation to learn.

Problem Based Learning

The Problem Based Learning curriculum allows students to develop skills and knowledge for lifelong learning that are transferrable to any future context. Content knowledge is enhanced as students practise skills of communication, problem solving, critical thinking, collaboration, and self-directed learning.

Restorative Practice

This moves away from blame and punishment, and towards acceptance of responsibility for action and restoration of relationship. Students/teachers discuss situations, determine who is affected and what can be done to repair harm. Practices may include: preventative strategy, problem solving, accountability, cooperation, self-management, peer mediation, conferences or formal intervention.

Australian Student Wellbeing Framework

This framework is based on the overarching vision that all Australian schools are learning communities that promote student wellbeing, safety and positive relationships that students can reach their potential. The vision is underpinned by five interconnected elements of Leadership, Inclusion, Student Voice, Partnerships and Support.

Student Voice

A key element of the Australian Student Wellbeing Framework that enhances student wellbeing and learning outcomes. Student Voice initiatives seek to empower authentic student participation in decisions that affect them, and to ensure that young people have their concerns and ideas taken seriously.

Respectful Relationships

A prevention program designed to improve quality of relationships and prevent family violence. Curriculum may focus on emotional literacy, empathy, coping, peer support, social awareness, values, human rights and ethics.

Interactive Skills

The impact of technology on social interaction and learning has contributed to increased provision of purposeful opportunity to learn and practise interactive skills. Emphasis on communication, collaborative problem solving and critical reflection in particular supports students to develop flexible thinking and creativity.

Student Welfare/Pastoral Care

- develop understanding of themselves
- enjoy success and recognition
- develop skills for positive, socially responsible participation in school community
- enhance quality of relationships with others
- create a safe and caring school environment
- recognise diversity within school community
- make a useful contribution to the life of school

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Action Sequence Overview

This table provides overview of the process for organising and maintaining an effective Peer Support Program within school. Subsequent pages provide additional detail about each of the steps in sequence.

	Action
1	**Attend Implementation Workshop** • receive information about Program structure and resources • develop a Best Practice Action Plan • understand benefits of membership • network with colleagues
2	**Planning** • finalise Best Practice Action Plan • determine focus for year • schedule Peer Leaders' Training and sessions into timetable
3	**Awareness Raising** • conduct sessions for: Staff Peer Leaders Parents/Caregivers (optional)
4	**Train Additional Staff** • to assist in 2 day Peer Leaders' Training • 1 teacher:14-16 students
5	**Train and Pair Peer Leaders** • all Year 6 students (or those that have applied) • 2 consecutive days
6	**Implementation** • group selection • briefing/debriefing • sessions
7	**Evaluation** • evaluate and review implementation process
8	**Follow Up** • maintain connections across school

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Action Sequence – Step 1

Who
Peer Support Coordinator, Student Welfare/Pastoral Care Teacher, Year 6 teacher/s

Why
To ensure staff implementing the program have all necessary information to maintain its integrity

When
Training needs to be updated once every 3 years or when trained staff members leave the school

How
Click on the workshops tab at www.peersupport.edu.au or contact Peer Support Australia

What
At the Implementation Workshop participants will:
- discuss current modules, updates, and research behind the program
- receive additional information to assist in implementing and coordinating an effective Program
- investigate a whole school approach to developing and maintaining a positive school culture
- develop a Best Practice Action Plan for implementing the Program in their school context
- network with colleagues from other schools

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Action Sequence – Step 2

Who
Peer Support Coordinator

Why
To ensure all staff and students involved are given adequate time to prepare for both training and implementation of sessions. Also to demonstrate that the school community values the program.

When
Planning needs to take place at the commencement of each year to ensure adequate room in timetable/calendar for training, sessions and briefing/debriefing.

How
Using the Planning Checklist document and Sample Fundraising Letter

What
- Ask for a team of at least 3 committed teachers who can share responsibility.
  Teams can include Class Teachers, Counsellors, Welfare/Pastoral Care Team or anyone! An awareness-raising session at executive or staff level can provide additional support.
- Establish the purpose and outcomes of implementing the Program.
  This should be related to Learning Areas, Student Welfare/Pastoral Care and include preventative aspects, especially anti-bullying and mental health.
- Prepare an annual budget.
  Costs may include professional development of staff, relief staff, resources, venue hire for leadership training, photocopying etc. Approach community clubs, local businesses or your parent groups to support your program - use the Sample Fund Raising Letter.
- Approximately 1 teacher per 14-16 Peer Leaders is required for the 2 day Peer Leaders' Training
- Prior to implementation, ensure you have the current Primary Peer Leaders' Training, a module, and all resources.

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Action Sequence – Step 3

For Staff

Who
Peer Support Coordinator, or alternatively a Wellbeing Education Consultant from Peer Support Australia to conduct the awareness-raising session.

Why
It is essential to have support of staff to successfully implement the program. Staff should be informed of the purpose, outcomes, impacts and operational requirements before starting. Awareness raising leads to ownership and generates support and enthusiasm.

When
Prior to Implementing the Program to ensure staff are aware of timetabling implications, training of Facilitating Teachers, as well as before awareness raising and training of the Peer Leaders.

How
Using the Staff Awareness Raising videos found within the Member Portal, and/or videos on our YouTube

What
- Consult/communicate with staff at every stage using strategies such as a notice board or meetings
- Explain all aspects of planning/implementation as well as purpose, value and impact of the program
- Introduce the team and coordinating teacher, outline their roles and responsibilities
- Inform staff of the structure and when and where the sessions will take place
- Discuss the active supervision required to ensure the success of the program

For Parents and Carers

Who
Peer Support Coordinator, or alternatively a Wellbeing Education Consultant from Peer Support Australia to conduct the awareness-raising session. We encourage schools to conduct these out of school hours.

Why
It is essential to have support of parents, carers and the local community. Everyone should be fully informed of the purpose, outcomes, impacts and operational requirements before the program is started.

When
Prior to the Program commencing

How
Using the Parent/Carer Awareness Raising video, and Parent/Carer Information Leaflets in Peer Leaders' Training and each specific module.

What
Inform parents of the structure, organisation and impacts of the Peer Support Program.

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For Peer Leaders

Who
Peer Support Coordinator, or alternatively a Wellbeing Education Consultant from Peer Support Australia to conduct the awareness-raising session.

Why
It is important students are fully informed of the purpose, outcomes, impacts and operational requirements before the Program is undertaken. This ensures ownership and to generate support and enthusiasm, as well as to provide an important opportunity for students to ask questions.

When
Prior to the Peer Leaders' Training commencing

How
Using the video in the Peer Leaders' Training. Allow 20 minutes for information delivery and 10 minutes for students to ask questions.

What
Provide information on the following:
- where and when the training will be held, what to wear etc
- information about Peer Support and the organisational structure
- roles and responsibilities of a Peer Leader
- definition of leadership

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Action Sequence – Step 4

Who
Conducted by Coordinating Teacher

Why
To ensure additional staff understand the importance of their role and responsibilities in supporting Peer Leaders during training, and to become familiar with the content of the 2 day Peer Leaders' Training.

When
A week prior to the leadership training

How
Using Facilitating Teachers Awareness Raising Video, found in the Peer Leaders Training. Facilitating Teachers may also wish to attend a Peer Support Australia Implementation. This can be via any face to face full day workshops, 2-hour online workshop, or even a bespoke training delivered at your school by one of the Peer Support Australia Education Consultants.

What
- outline materials required
- outline roles and responsibilities of the Facilitating Teacher
- outline the 6 sections of the Peer Leaders' Training
- discuss date, location and organisation of Peer Leaders' Training as per your school

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Action Sequence – Step 5

Who
Conducted by Coordinating Teacher and or Facilitating Teacher/s

Why
To prepare students for their role as Peer Support Leaders

When
No more than 4 weeks prior to the commencement of the 8 sessions.

How
Over 2 consecutive days from 9am -3pm, and in groups of 14-16 students with one Facilitating Teacher. All of this will use the Primary Peer Leaders' Training.

What
Skills covered include

- communication
- empathy
- relationship building
- problem solving
- decision making

- reflection
- facilitation
- flexibility
- creativity
- assertiveness

Pairing Peer Leaders

At the completion of the training, Facilitating Teachers complete feedback using Facilitating Teacher's Observation Sheet of the Primary Peer Leaders' Training to assist the Coordinating Teacher in pairing Peer Leaders appropriately.

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Action Sequence – Step 6

Group Selection
Who
Coordinating Teacher compiles lists of students in each Peer Support group with input from the Transition Team, Head Teacher of Welfare, Year K- 5 teachers, etc.

Why
To ensure groupings are suitable, student needs are provided for, opportunities for new connections are encouraged and Peer Leaders are supported in their roles.

When
Groups are assigned prior to the first briefing session for Peer Leaders

How
Key staff members should have input into group formation. Consider the following when forming groups:
- All groups have students from each year/grade
- gender balance
- separating siblings
- students with differing needs

What
Optimum group size is 8 -10 students with 2 Leaders. Once sessions begin, students should remain in the same group for all 8 sessions. Provide lists to the office informing all Staff of session times/rooms. Groups should change each year to increase connections across the school.

Briefing
Who
Peer Leaders - conducted by Classroom Teacher
Group Members - conducted by Classroom Teacher

Why
Peer Leaders - familiarise with session content, time for questions, and organise/check materials.
Group Members - to familiarise group members with concepts and language in sessions

When
Peer Leaders and Group members - on a weekly basis prior to the session

How
Peer Leaders - by Classroom Teacher in class using Briefing Notes from the focus module
Group Members - by Classroom Teacher in class using Session Outline from focus module

What
Peer Leader briefing involves:
- discussing the activities
- suggest alternate questions
- developing leadership skill
- checking resources
- practising key aspects
- group management strategy

Group Members - discuss the main concepts and become familiar with language in sessions

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Sessions

Who
Two Peer Leaders with 1 group of 8-10 students in K-5, and 1 Supervising Teacher every 2/3 groups.

Why
Sessions include opportunities for students to develop skills, understandings, and attitudes to form positive relationships with others, work cooperatively and collaboratively, and reflect on their experiences.

When
Ideally Term 2 or 3. This allows Kindergarten to settle into routine during Term 1. Term 4 does not allow student connections to be maintained after. One session per week for 8 consecutive weeks.

How
- Groups meet for 30 minutes each week with a teacher supervising at least 2-3 groups.
- Coordinating Teachers circulate groups to monitor progress and deal with difficulties that may arise.
- Supervising Teachers monitor, encourage participation and provide feedback (ideally via Supervising Teacher Feedback form). Teachers should respectfully intervene/assist in behaviour management.
- For schools conducting the Program for the first time, the process can be practiced by using 2 sessions from 'Getting Started'.

What
Organise the download/printing/photocopying of resource materials;
- session notes for Peer Leaders
- activity sheets for the groups
- session notes for Supervising Teachers
- Supervising Teacher Feedback
- resources for each group

Debriefing

Who
Peer Leaders - conducted by Classroom Teacher
Group Members - conducted by Classroom Teacher

Why
Peer Leaders - consolidate learning, allow for reflection/questions, review group management strategies, and address feedback of Supervising Teachers.
Group Members - consolidate learning, provide feedback on the activities/discussion, and discuss their role and responsibilities as members of a cooperative group

When
Peer Leaders and Group members - shortly after session.

How
Group Members and Peer Leaders - by Classroom Teacher, in class

What
Peer Leaders - addressing any areas of concern, acknowledging contributions and providing feedback.
Group Members - using Teacher Debriefing Notes at the end of each session and Poster Templates

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Action Sequence – Step 7

Who
Administered and collated by the Coordinating or Facilitating Teacher

Why
To indicate attitudinal and behavioural changes and inform directions for ongoing implementation of the Peer Support Program

When
No more than one week after the completion of the 8 sessions

How
Pre and Post Surveys – School-made or from Peer Support Australia.
Contact Peer Support Australia to be sent a link to these surveys. On completion the school will receive a detailed report. A summary of the content of each survey is below;
- Staff Survey A - (prior to Program) reasons for implementing the Program, strengths of the school
- Staff Survey B - (after Program) reasons for implementing, strengths of the school, support and organisation of the Program, efficacy of the Program on the school, suggestions for improvement.
- Participant Survey – value/enjoyment of the Program, group connections, demographics, reflections
- Peer Leaders Survey – organisation, group dynamics, efficacy of the Program, positive connections, demographics, reflections

What
Students and teachers involved (e.g. Classroom Teachers, Supervising Teachers, Facilitating Teachers, Year Advisors etc.) provide feedback about the success of the Peer Support Program

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Action Sequence – Step 8

Group Members

Why
To maintain connections established during structured Peer Support sessions

When
During the 3 terms Peer Support sessions are not being implemented

How
- Utilising the Peer Support structure, 2 Peer Leaders with their group of 8-10 students from K-5
- Peer Leaders may like to incorporate ideas discussed in the 'Follow up Framework' in the Peer Leader's Training

What
- organisation and responsibility for specific tasks or for events within the school
- organised structured lunch time games/activities
- combined playground areas
- Student Representative Council (SRC)
- picnics
- canteen duty
- school-based fundraising

Peer Leaders (Supporting Change)

What
- Four 20 minute sessions.
- Teachers guide discussion as students consider highlights/challenges of starting Secondary School.
- Students discuss skills, strategies and people that can assist negotiating challenges during this time

Who
Year 6 Peer Leaders and Teachers

Why
To prepare Peer Leaders for their transition to Secondary, normalize feelings and experiences, as well as reflect on skills/strategies learned during the Peer Support Program.

When
Term 4, prior to or coinciding with Secondary School orientation days

How
- Year 6 class teachers facilitate activities from Supporting Change using the session notes
- Students work through activities and record information in their Learning Guide

2024

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