

Executive Implementation Guide

This guide is complimentary of the Teacher Implementation Guide and is designed to support whole school implementation of Life Skills GO after the school has been set up and teacher and student accounts have been created. School Admin information support at the end of this guide.



Step 1:

Ensure all teachers have activated their accounts, can log in and are attached to the correct class.



Step 2:

Support teachers to Run a daily check in.



Step 3:

Access your Executive Dashboard and familiarise yourself with the data.



Step 4:

Access your weekly report and use insights and relevant data points as a standing agenda item in your Stage, Executive and Learning Support Meetings.



Step 5:

Draw upon Individual Learner Profiles to support creating individual learning plans, support parent teacher conversations, support access requests and allocate resources.



 **Pick a start date for Check-ins.**

Different schools form classes at different days. Some schools will commence daily check ins from as early as day 1 of term allowing them to closely monitor the transition back to school of their students. Other schools will wait until 2024 classes are formed so the check in can be introduced as part of the new classroom routine. Regardless of which date you choose, schools that set a clear expectation to staff about when check-ins are expected have more successful implementation.

 **Embed in your weekly agenda.**

Each week you receive a weekly report that analyses your data and provides insights. Not all the data and insights are going to be meeting agenda worthy but consider including important data and insights to prompt data informed dialogue about student emotions, context and readiness to learn. Establish a standing agenda item for LSG and your meeting minutes can be used as evidence of your schools approach to whole school data driven wellbeing practices.

 **Go slow but be deliberate.**

Focus on getting every class running a daily check-in as your first goal. Two examples of implementation timelines have been included as an appendix to this document.

 **Create time for the Learning Support and Wellbeing Co-ordinator in your school to have the space to explore the data and reports available.**

 **Create an account for appropriate support staff such as SLSO's.**

This can help those that work closely with students that may need support completing their emotional check-ins. Support staff can help students develop their emotional literacy and self-regulation as well as record comments of strategies they have tried and behaviours they have observed.

 **Consider creating access for School Counsellors, psychologists and other professionals who work with students in your school. The data can be utilised to support a whole school approach to wellbeing.**

Appendix 1: Suggested Timelines for Implementation

When	Who	What	Outcome	Estimated Time	Example Executive Support
Term 1 Week 1-2	Teacher	Activate account	Account activated	1 min	Share the 'Getting Started with Life Skills Go for Teachers' guide. Decide when you want teachers to start daily check-ins. The earlier the better, some schools wait until 2024 classes are formed.
Term 1 Week 2 (after school assigns classes)	Teacher	Teachers log on and check they are assigned to the correct class.	Teachers are assigned to correct students.	3 mins	
Term 1 Week 1/2	Teacher	Student awareness and vocabulary activity	Students have sufficient emotional literacy to complete check ins.	10-20 mins	
Term 1 Week 2/3	Teacher	Complete the Getting Started course: <ul style="list-style-type: none"> 'Running Daily Check ins' 'The class Dashboard' 'Individual Learner Profile' 	Teachers know how to check in and utilise their dashboard and individual learner profiles	15 min	Support for teachers available in the Getting Started Guide and in the 'Getting Started with Life Skills GO for teachers' course. Consider playing the "Running a Daily Check-in video in your team meeting. Consider printing the class QR codes for your team.
Term 1 Week 3/4	Teacher	Teachers run daily check-ins and utilise the class dashboard and individual learner profiles	Students check in at least 3 times a week	Contextual	Monitor teacher usage and follow up where teachers are not facilitating a check in at least 3 times a week. You can view how to do this in the 'Executive Dashboard' video. Consider utilising data or insights from your weekly report as an agenda item in your stage meeting.

Appendix 2: Suggested Timelines for Implementation Detailed Example Timeline

When	Who	What	Outcome	Estimated Time	Example Executive Support Meeting Agenda
Term 1 Week 1-2	Teacher	Activate account	Account activated	1 min	Share the 'Getting Started with Life Skills Go for Teachers' guide. Ask teachers activate account and check they are attached to the right class. Before completing the first check in ask teachers to explain to students the purpose for the check in and the vocabulary used.
Term 1 Week 2 (after school assigns classes)	Teacher	Teachers log on and check they are assigned to the correct class.	Teachers are assigned to correct students.	3 mins	
Term 1 Week 1/2	Teacher	Student are supported to understand what the check in is for and they understand the vocabulary used.	Students have sufficient emotional literacy to complete check ins.	5-15 mins	
Term 1 Week 2/3	Teacher	Watch the 'Running Daily Check ins' video and download the 'Running Daily Check ins Guide'	Teachers understand how to run a check in and choose the most appropriate way in their context.	5 min	Consider playing the 'Running Daily Check-in' video in your stage meeting or whole school meeting to ensure everyone knows how to check-in. Consider printing QR codes for each class. Set a date when check-ins are expected to commence.

Appendix 2: Suggested Timelines for Implementation Detailed Example Timeline

When	Who	What	Outcome	Estimated Time	Example Executive Support Meeting Agenda
Term 1 Week 3/4	Teacher	Teachers run daily check-ins	Students check in at least 3 times a week	Contextual but Approx. 5min	
Term 1 Week 5-6	Teacher	Watch the 'The class Dashboard' video and download the 'Class Dashboard Overview'	Teachers utilise the class dashboard page	Contextual but designed to be at a glance data visualisation	Monitor teacher usage data on your Executive dashboard. This will give you insight into who is or isn't doing the check-ins. Ask teachers how they are using the class dashboard. Look at your weekly report and consider which data or insight is most important to discuss in your meeting. This can be a good chance to consider how students have transitioned back to school. Make this a standing agenda item in your stage meeting.
Term 1 Week 7/8 (NAPLAN)	Teacher	Ensure emotion check in throughout NAPLAN.	Triangulation of both NAPLAN performance and readiness to learn data points collected.	Same as normal check in	
Term 1 Week 8/9/10/11	Teacher	Watch the 'Individual Learner Profile' video and download the Individual 'Learner Profile Overview'	Teachers utilise the Individual Learner Profile as appropriate – potentially in parent/teacher interviews	Instantly available for use	Consider playing the 'Individual learner profile' video. Encourage staff to use this as appropriate – consider the utility in any upcoming parent/teacher conversations.

Appendix 2: Suggested Timelines for Implementation

Detailed Example Timeline

When	Who	What	Outcome	Estimated Time	Example Executive Support Meeting Agenda
Term 1 Week 10/11	Teacher	Consider class data from the 'Term 1 planning report'. Watch the 'Running a lesson and teacher Resources' video and download the 'Utilising LSG Lessons and Resources' Guide	Teachers have an awareness of resources available to them and use the emotion check in data from Term 1 to plan student activities for Term 2.	1 Hour	On your planning day consider your Term 1 data and utilise the lessons and resources available to you to meet student needs.
Term 2	Teacher	Teachers facilitate daily check ins for students.	Commence Term 2 with Daily Student Check-Ins and utilise Class dashboard and Individual learning profile as part of daily practice.	Embedded	Monitor usage and support where needed. Continue to use data and insights from your weekly report in your stage meetings.
Term 3	Teacher	Inclusion of Emotion check in data in semester reports	Parents are informed of student emotion check in data and readiness to learn as part of semesterly reporting.	Automated	Consider including Individual Student Data as part of semester reports.

As an executive you have access to School Administration although many schools designate 1 or 2 people to manage this on behalf of the school. School administration is available to you whenever you are in the Life Skills Go Platform. The four most common features are supported through the video assets below. For further support visit the Help Centre or reach out to us through contact the details below.

School Administration Support Videos:

1. [Managing classes and adding co-teachers](#)
2. [Managing Teacher Accounts](#)
3. [Managing Student Accounts](#)
4. [Creating Whole School Units](#)