

How to get started as an executive

Welcome to Life Skills GO, this document is designed to support you support teachers get the most out of the Life Skills GO platform.

Implementation Plan

When	What	Success Markers
First 5 weeks	<ul style="list-style-type: none"> • Ensure accounts are set up correctly • Explain to students why we are doing check-ins • Run check-ins in each class 	<ul style="list-style-type: none"> • Every student is checking-in 3 or more times a week • Every class has run a check-in
Weeks 5-10	<ul style="list-style-type: none"> • Teachers utilise their dashboard and reports • Consider customising the check-in settings based on teacher feedback (context and emotions) 	<ul style="list-style-type: none"> • Teachers trust the check-in data • teachers are asking questions about the insights and when to do a check-in
Weeks 10-20	<ul style="list-style-type: none"> • Embed reports into stage and executive meetings 	<ul style="list-style-type: none"> • Insights are discussed as part of the normal executive and stage agenda's
When you are ready...	<ul style="list-style-type: none"> • Embed Life Skills GO data in your school planning processes • Include individual student data as part of your semester reports to parents • Utilise teacher resources such as lessons, prepare to learn activities and resources 	<ul style="list-style-type: none"> • Make resourcing and wellbeing decisions based on LSG data • Semesterly reports are strengthened with student voice and parents value the data • Teacher programs reflect LSG content

Tips for success

1. Pick a start date for Check-ins.

Regardless of which date you choose, schools that set a clear expectation to staff about when check-ins are expected to start have the most successful implementation.

2. Go slow but be deliberate.

There is a lot in the Life Skills GO platform but be patient in your implementation plan. Focus on getting every class running a daily check-in as your first goal.

3. Don't stress the small stuff.

Schools are busy places, if you can get each student checking in 3 times a week, your data will be valid for whole school analysis. This is important for when a teacher gets worried that they can't check in on Thursdays because of Library or any other number of small barriers.

4. Embed in existing processes.

Implementation works best when you tap into existing processes rather than introducing new ones. As an executive, an easy way to do this is to utilise your reports in existing executive and stage meetings. Your executive dashboard gives you real-time data and your reports are updated weekly. Schools that have successfully implemented, establish a standing agenda item for LSG in meeting minutes and use this as evidence of their approach to whole school data driven wellbeing practices.

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

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.

6. Create an account for appropriate support staff.

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.

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Running a check-in

Running a check in is the most important part of the process. Support teachers to find the best way to run a check-in in their room. The following video demonstrates how to run a check-in.

[Watch "Running a check-in"](#)

Student understanding

For the data to be relevant, students need to understand what the emotions are and why they are doing a check-in. Every context is different, and teachers are encouraged to build the emotional literacy of the students. The way teachers communicate the why is of course up to the school and will look different based on the age of the students, but some useful points may be:

- We are creating a safe place for you to record how you are feeling because we care about you.
- It is important to recognise how you are feeling and build strategies for managing your emotions.
- You might not need this space very often, but it is important when you need it.

More support for teacher building a shared understanding is provided in the 'How to get started as teacher' resources.

Customising emotions and context

Teachers can alter the emotions students; it is recommended that this is done at an executive level rather than a class level.

[Watch "Customising the Check-in"](#)