

Questions to ascertain an organisation's promotion of social and emotional wellbeing, highlighting strengths and areas of need.

SEW-ARTS

Map the Gap Tool

This tool is divided into four main categories, each important for influencing social and emotional wellbeing (SEWB):

Leadership and Support

Organisation Culture

Policy and Practice

Professional Learning and Collaboration



Unless stated otherwise, only **one answer** is required for each question.



Leadership and Support

Committed & Engaged Leadership

Not commenced In planning Preparing to implement Partially in place Integrated

The Organisation's Leadership Team (OLT) communicates a clear commitment to improve staff, participant & community SEWB

The OLT develops and promotes an effective & clear policy/ies to improve staff, participant and community SEWB

Planning for System & Resource Support

Not commenced In planning Preparing to implement Partially in place Integrated

OLT allocates sufficient resources such as staff, time, funding & other resources to effectively implement planned wellbeing strategies

An action plan is developed in consultation with key stakeholders in the arts community (including young people, staff, and families) to ensure whole-of-community buy-in to the implementation of strategies that promote SEWB

Leadership and Support

Ensuring Compatibility with Arts Community Needs

Not commenced In planning Preparing to implement Partially in place Integrated

Pre-existing capacities and successful wellbeing practices within the arts organisation are valued and promoted (amongst stakeholders and through the wider arts community) to encourage a sense of collective self-efficacy

Not commenced
 In planning
 Preparing to implement
 Partially in place
 Integrated

Regular monitoring and evaluation of strategies is undertaken to ensure they are meeting organisation and young people/community wellbeing needs

Not commenced
 In planning
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 Integrated

Surveys of staff, young peoples and families are conducted regularly to evaluate, inform, and modify arts organisation's policy & to ensure the organisation is meeting community wellbeing needs

Not commenced
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Any roadblocks to the achievement of SEWB goals and implementation of associated strategies, both inside and outside the organisation, are identified and discussed

Not commenced
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Organisation Culture

Positive Whole Organisation Culture

Not commenced In planning Preparing to implement Partially in place Integrated

The organisation culture supports a sense of connectedness and safety for all young peoples, staff/contracted educators, & families through positive, trusting, and caring relationships

Not commenced
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 Integrated

Staff health and wellbeing is an integral part of the organisation's culture

Not commenced
 In planning
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 Integrated

Appropriate social and emotional behaviours are formally and informally developed and modelled by staff/contracted educators

Not commenced
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young peoples are actively involved in the promotion of a positive culture

Not commenced
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Organisation Culture



Positive Whole Organisation Culture

Not commenced In planning Preparing to implement Partially in place Integrated

All staff are skilled to build positive relations among young peoples and between themselves and their young peoples

young peoples are empowered to think about and provide input into the development of their SEWB

The organisation consistently uses a strengths-focus when promoting the SEWB of staff and young peoples

There is a balance of seriousness and fun embedded in the culture of the organisation

The organisation recognises successes in a range of ways, including those that represent social and emotional development



Effective Class or Workshop Practice & Environment

Not commenced In planning Preparing to implement Partially in place Integrated

young peoples participate actively in the development of the expected behaviour in class

Teachers/tutors/facilitators understand their responsibility as role models for social and emotional development

Supports are provided (in the form of scaffolding and/or imparting of specific strategies) to help young peoples develop social & emotional competencies

A variety of group activities/exercises and structures are used to facilitate development of social & emotional competencies

Teaching staff/contracted educators adapt their teaching and respond to the strengths and needs of individual young peoples, embracing opportunities to promote and support SEWB

Organisation Culture



Effective Class or Workshop Practice & Environment

Not commenced In planning Preparing to implement Partially in place Integrated

Class practices encourage and provide opportunities for young peoples to develop and practise social & emotional competencies

Teachers/tutors/facilitators employ a strengths focus when teaching young peoples



Positive Peer Group Influence

Not commenced In planning Preparing to implement Partially in place Integrated

young peoples are valued as active participants in the development of the organisation's plans, policy, and practice

Opportunities for young peoples to voice their opinions are encouraged, supported, valued, and incorporated into planning and activities

Peer group actions to support the SEWB of others are commended in the class/workshop delivery context and at the whole-of-organisation level

Support and empathy for young peoples by young peoples is respected and encouraged

Policy and Practice



Policy Development

Not commenced In planning Preparing to implement Partially in place Integrated

Policies related to SEWB are collaboratively developed with staff/contracted educators, key stakeholders, young peoples, and families

Policy development includes an ongoing review

Policies are distributed and promoted to all staff/contracted educators, young peoples, families, and relevant stakeholders through a range of channels

Policies are always transparent and accessible to staff/contracted educators, young peoples, families, and other stakeholders

Policy and Practice



Policy Development

Not commenced In planning Preparing to implement Partially in place Integrated

Professional learning is provided for all staff so that they feel empowered to implement and support adherence to policies related to SEWB



Policy Implementation

Not commenced In planning Preparing to implement Partially in place Integrated

Policies outline specific strategies for young peoples, families, and staff/contracted educators to promptly respond and report incidents of mental health concern, bullying, aggression, and violence

Policies explicitly include the arts organisation's preventative and targeted early response strategies

Multiple policies address the SEWB of young peoples and staff in arts organisations

All staff/contracted educators are trained in mental health first aid

Support to young peoples and families identified as in need is ongoing and referrals to outside support services are made if required

Professional Learning and Collaboration



Professional Learning

Not commenced In planning Preparing to implement Partially in place Integrated

Staff are provided with opportunities to promote their professional learning related to SEWB by networking with other arts organisations and staff

Staff professional learning comprises a range of key understandings and skills related to SEWB

Staff have the cultural awareness training necessary to promote SEWB in culturally sensitive ways

Professional Learning and Collaboration



Professional Learning

Not commenced In planning Preparing to implement Partially in place Integrated

All new and existing staff/contracted educators are enabled and encouraged through ongoing, regular evidence-based professional learning to actively support action to promote SEWB

Staff are encouraged and supported to try out SEWB strategies, reflect on and monitor young people response to these

Staff are encouraged and supported to improve their practice to address social and emotional wellbeing through an action learning cycle

Staff are encouraged and supported to be actively promoting their own SEWB



Intentional Learning

Not commenced In planning Preparing to implement Partially in place Integrated

Developmentally appropriate, comprehensive, and engaging social and emotional learning strategies are implemented for all participants

young peoples are supported to understand their own social and emotional development process through opportunities to express, model and practice strategies used



Effective Family Learning and Communication

Not commenced In planning Preparing to implement Partially in place Integrated

SEWB strategies are developed in collaboration with families and in association with advice from key stakeholders

Multiple channels are used to communicate information and provide social and emotional learning opportunities to families

Parents are provided with sufficient information to enable shared understanding and mirroring, at home, of strategies used by teachers/ tutors/ facilitators, thereby enhancing young people learning and skill development across wellbeing topics