

Covid-19 Education
Recovery Group

Education Workforce Support Workstream

Professional Learning and Wellbeing Support

October 2020
Version 6

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1. Introduction

1.1 Foreword

Ensuring school staff feel well supported, particularly at this time, is essential. The wellbeing of school staff is crucial as they support our children and young people to recover from the pandemic.

The closure and phased reopening of most school buildings and early learning and childcare settings resulted in significant changes to the working environments for all those who work in Scotland's education system. Much work has already been done to support our education workforce to recover from these changes, however there is no doubt always more which could be done.

The Covid-19 Education Recovery Group established a number of workstream groups to lead on the range of issues which need to be addressed, including a 'Workforce Support' workstream. This group looked at the professional learning and wellbeing support provided for school leaders, teaching staff, support staff and early years professionals. Our first step was to review the offer of support already provided by organisations across the system. Given the breadth of offers already available from these partners, we as a group felt it was important to share these as widely as possible which we have done so through this document.

In this document you will find a summary of this support as well as a section focusing on other issues relating to child protection and safeguarding that the workforce may now need to be aware of. This is still not a comprehensive list of all that is on offer to the system and yet it does we think demonstrate the commitment that all partners have made to rapidly respond to the needs of the workforce. We as a group recognise that there are many more organisations in the system who are offering professional learning support to the education workforce at this time. If you would like your offer to be included in a future version of this document, please contact us using the details included on [page 4](#).

In a previous version of this document we invited Scotland's education workforce to let us know what additional professional learning and wellbeing support they would welcome at this time. The survey is now closed and received an overwhelming 2,274 responses. The findings from the survey have been, and will continue to be, used to ensure that the work we take forward in partnership meets the needs of those working in the system. This includes informing the additional package of support which was announced in September 2020. This new support package, designed collaboratively with partners on the workstream, provides direct access to a range of focused supports including coaching, reflective supervision and opportunities for school staff to learn together through the challenges presented by Covid-19. More information on these new offers can also be found on [page 4](#).

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Co-coordinators CERG Workforce Support Workstream

1.2 Strengthening support for school staff

The Scottish Government has announced new support to be offered to school staff as part of a £1.5 million funding package to help manage additional pressures as a direct result of the Covid-19 pandemic. This additional package of support has been developed in partnership through the CERG Workforce Support Workstream.

This package includes new mental health support for staff from Barnardo's Scotland and mental health charity Place2Be. Education Scotland and the General Teaching Council for Scotland will also offer new professional learning opportunities for post-probation teachers and develop a new coaching and mentoring offer for teachers who need it most.

The funding package also includes the continuation of the Scottish Government's commitment, in partnership with the Hunter Foundation, to the values-based leadership programmes delivered by social enterprise and charity Columba 1400.

Details of, and links to, this package of support are available here:

<https://education.gov.scot/improvement/learning-resources/strengthening-support-for-school-staff/>

1.3 Looking after your Mental Health & Wellbeing

In addition to the information shared here from partner organisations, you will also find reliable sources of information on looking after your mental health and wellbeing during the Covid-19 (Coronavirus) outbreak below:

- [Coronavirus and your mental wellbeing](#), SAMH
- [Coronavirus and your wellbeing](#), Mind
- [Coronavirus: How to protect your mental health](#), BBC News
- [Coronavirus: supporting education staff](#), Education Support
- [Guidance for teachers and education staff on returning to school](#), Scottish Division of Educational Psychology
- [Looking after your mental health during the Coronavirus outbreak](#), Mental Health Foundation
- [Mental Health and Psychosocial Considerations During COVID-19 Outbreak](#), World Health Organisation
- [National Wellbeing Hub for Health and Social Care Staff](#), PRoMIS
- [Psychosocial mental health and wellbeing support](#), NHS Education for Scotland
- [The Relationship Helpline](#), The Spark
- [Wellbeing and COVID-19 Response](#), National Trauma Training Programme

1.4 Share the support offered from your organisation

We as a group recognise that there are many more organisations in the system who are offering professional learning support to the education workforce at this time. If you would like your offer to be included in a future version of this document please complete the form at the following link: <https://bit.ly/CERGWS6Support>

2. Support for Additional Child Protection Issues

Child Protection training is well-established in local authorities across Scotland. However, given the wider societal shift taking place as a result of Covid-19, there are other issues that the workforce may now need to be aware of. The resources below provide information on some of those issues, however this is not an exhaustive list.

Additional information on Child Protection and the impact of Covid-19

- [Child Protection Scotland](#)
- Scottish Government [Coronavirus Covid-19 supplementary national child protection guidance](#)

Supporting the positive mental health and wellbeing of children and young people

- The British Psychological Society has published guidance for a [resilience and coping framework for supporting transitions back to school](#)
- A [summary of information, resources and organisations](#), freely available to support primary and secondary school staff to support mental wellbeing has been curated and provided by Education Scotland.

Supporting children and young people with trauma, grief and loss

- A Professional Learning Activity 'Supporting children and young people through grief and loss' is provided by Education Scotland and available via the [Professional Learning and Leadership Online Resource](#) (login required). This professional learning provides information on the possible grief reactions related to the Covid-19 experience
- Place2Be has provided a resource '[Helping Children to Process Loss](#)'
- ACES '[Introduction to Adverse Childhood Experiences Early Trauma Online Learning](#)'
- [NHS Education Scotland](#) has a variety of resources available for working with young people and families at this time

Support for Children and Young People Experiencing Domestic Abuse

- Education Scotland have provided [information for educators on domestic abuse](#) which is aimed at all staff in early learning and childcare settings and schools, including senior leadership teams.
- [A report by the Scottish Government - Coronavirus \(COVID-19\): domestic abuse and other forms of violence against women and girls - 30/3/20-22/05/20](#) provides the qualitative evidence on the impact of Covid-19 restrictions on people experiencing domestic abuse and other forms of violence against women/girls (VAWD) during Covid-19 lockdown for the period 30/3/20 - 22/05/20.

Support for Children and Young people engaging online

- Children and young people are spending an increasing amount of time learning, playing and socialising in online environments. Education Scotland have developed a space within [digilearn.scot](#) to signpost educators and parents to relevant support and resources.

3. Support for all

3.1 Argyll and Bute Council

Argyll and Bute continues to be one of three areas in Scotland leading the way in developing a trauma informed and responsive workforce. In response to the global pandemic and the challenges of supporting staff with their learning and training, Argyll and Bute have developed and collated a range of easy to use on line learning materials for everyone in the children's services workforce to help support the different groups of staff who come into contact with children and families as part of their job.



Education Workforce Support:

For education staff, Argyll and Bute have produced a specific resource to remind why now, more than ever, there is a need to be aware of the effects of trauma on others and ourselves. A key message is that it is not necessary to be a therapist to do this. Much of this is what is already done by being caring and consistent adults within calm classrooms and schools.

The resource 'Supporting Learners who have Experienced Trauma' can be accessed [here](#).

For more information on the resource please contact Lena Carter on lena.carter@argyll-bute.gov.uk

3.2 Barnardo's and Public Health Scotland

As part of Mental Health Awareness Week 2020 Barnardo's launched a film in partnership with Public Health Scotland – 'It's All About Relationships: Embedding relational, trauma sensitive approaches in education settings'. The aim of the film is to make explicit links between trauma-sensitive, relational approaches within Education and children and young people's mental health.



Education Workforce Support:

The film highlights practical examples and tips that education staff can build into their everyday practice to support positive relationships with young people. Relationships between staff and pupils will be even more important as schools reopen after the Covid-19 lockdown, now more than ever, education environments which are relational and trauma-sensitive will be crucial.

The film is intended for use by Education professionals as part of ongoing training and

CPD, as well as more broadly to promote messages of relational, trauma sensitive practice at a national policy level.

To view the video and for more information visit:

<https://www.barnardos.org.uk/scotland/influencing/mental-health-wellbeing>

3.3 COSLA (Convention of Scottish Local Authorities)

COSLA is the representative voice of all 32 Scottish Local Authorities. They are a councillor-led, cross-party organisation who champions councils' vital work to secure the resources and powers they need. COSLA works on councils' behalf to focus on the challenges and opportunities they face, and to engage positively with governments and others on policy, funding and legislation.



Education Workforce Support:

COSLA is working with Trade Unions and Councils to promote and ensure employees have access to appropriate advice and guidance during the Covid-19 response this includes FAQs for managers and employees <https://www.cosla.gov.uk/covid-19-information-for-councils>, as well as a wellbeing page on the knowledge hub signposting to the supports available both nationally and locally <https://www.khub.net/group/wellbeing-during-covid-19>.

For more information contact Simon Cameron (Acting Chief Officer, Employers team) simonc@cosla.gov.uk (0131 474 9261) or visit www.cosla.gov.uk

3.4 Education Scotland

Education Scotland is the national body for supporting quality and improvement in learning and teaching.



Education Workforce Support:

- The [National Improvement Hub](#) provides support for online learning, teaching and assessment across curricular areas, as well as specific support for areas such as Inclusion, Creativity and Developing the Young Workforce.
- [Scotland Learns](#) (found within the National Improvement Hub) contains a range of ideas and suggestions of activities to help parents, carers and practitioners support learning at home. The activities are aimed at a variety of ages and new activities are added each week. A [weekly newsletter](#) for parents and carers and for practitioners also have additional ideas, hints and tips, and links to other useful resources.
- The [National e-Learning Offer](#) provides a single point of access to the range of resources and materials which focus on support for practitioners to improve the online remote learning of children and young people.

- A [Wakelet](#) has been created which signposts to useful resources and websites providing further support and advice on practitioner wellbeing.
- Ideas and resources for outdoor learning and Learning for Sustainability can be found on the following [Wakelet](#)
- [Resources](#) providing information on supporting children and young people in new circumstances.
- [Webinar](#) sessions to support and upskill practitioners in digital learning and teaching (live and on YouTube) have been taking place.
- The Professional Learning and Leadership [online resource](#) contains links to professional learning activities which support learning at every career stage. Professional Learning Activities are being developed regularly to include: Teaching Online and Digital Pedagogy, Using Glow to support Learning and Teaching, Relationships, Nurture and Compassion, The Importance of Wellbeing and how loss or trauma can impact learning, Staff Mental Health and Wellbeing, Introduction to Inclusive Education for Pupil Support Staff, Adaptive Leadership, Family Learning.
- There is a fortnightly Professional Learning and Leadership newsletter to share practice and learning, highlight new resources and programmes and connect in with work across the system including reference to a set of regularly updated [FAQs](#). [Sign up to the newsletter here](#).
- A series of [‘Big Blethers’](#), [‘Wee Blethers’](#) and [‘Headspace’](#) online meets were scheduled to facilitate sharing learning and challenges. Visit the website for future dates.
- The PLL team continue to engage with current programme participants enabling them to complete programmes where appropriate and continue with their learning. The closing date for applications to new Professional Learning and Leadership Programmes was extended and programmes are being redesigned for 20/21 to continue to offer professional learning and leadership in the current context mainly through a blend of online meets and PLAs.

For further information please visit www.education.gov.scot or <https://professionallearning.education.gov.scot/contact/>

3.5 iheart Charity

iheart supports young people, parents, schools and educators by providing a range of specialised courses and programmes on mental health education, resilience and wellbeing.



Education Workforce Support:

iheart offers a [Resilience and Wellbeing Educators](#) webinar series for teachers, senior leaders, support staff and early years practitioners. Participants learn to uncover their own innate capacity for wellbeing and resilience in order to manage stress, workload and challenging circumstances within the education profession.

This series of webinars looks at how our minds work and how we are designed to be resilient. It points to the understanding that we have an innate psychological immune

system which can empower and transform our lives and the lives of our children and colleagues.

For more information contact infoscotland@iheartprinciples.com or visit <https://iheartprinciples.com/>

3.6 Midlothian Council

The Midlothian Educational Psychology Service worked in partnership to produce practical resources for education staff and others from March-October 2020. This involved installing a helpline, creating a blog, writing a weekly well-being bulletin as well as developing guidance and toolkits in specific areas relating to mental health.



Education Workforce Support:

- Health and Well Being Recovery Curriculum
- Resilience Reflection Toolkit
- Nurture Reflection Toolkit
- Guidance on Bereavement during COVID19
- Guidance on Bereavement for early years staff
- Wellbeing weekly bulletins; key principles of mental health, listening, grief and loss, coping with anxiety, self care for staff, resilience and nurture, relational dosing, sadness and low mood.

For more information please contact <https://mideps.edublogs.org>

3.7 NPFS (National Parent Forum of Scotland)

The National Parent Forum of Scotland (NPFS) works in partnership with national and local government and other organisations involved in education and child wellbeing issues to ensure that parents play a full and equal role in education.



The overall aim of NPFS is to help every child to maximise their potential through their school life. Specifically, the Forum:

- provides a parental perspective at both a local and national level with a view
- to ensuring that all children achieve the best educational outcomes
- works in partnership with all education authorities across Scotland
- works in partnership with national government
- identifies common educational issues of concern across Scotland and raises
- these issues with the appropriate bodies

- provides parental representation to any appropriate organisation within the educational sector across Scotland where Scottish educational policy is being designed or discussed
- communicates with NPFS representatives, the educational community and the wider community on educational related issues

Education Workforce Support:

The NPFS has both developed and collated resources to support parents and carers, and these are also used by schools to support partnership working with their parent forum and to provide schools with clear parent focused communications which they can share when approached by parents and carers looking for advice and support.

The 'In a Nutshell Publications' provide concise information written by parents for parents on key aspects of Scottish Education. During Covid-19, the NPFS have produced three new nutshell publications:

- [Learning at Home in Lockdown](#)
- [Online Safety](#)
- [Securing your Devices](#)

The NPFS has also worked with both the Scottish Government and the SQA to provide guidance for parents on:

- [Learning in Term 4](#)
- [The changes to examinations and assessments](#)

Collated resources available on the website include:

- [Links to support Wellbeing and Activities](#)
- [Education Resources to support learning at home](#)

Further publications, resources, and weekly newsletters are available on www.npfs.org.uk.

For more information contact office@npfs.org.uk or visit www.npfs.org.uk

3.8 Place2Be

Place2Be is a children's mental health charity, with over 25 years' experience, providing counselling and mental health support and professional learning in schools. In Scotland we currently work in partnership with schools across Glasgow, Edinburgh, Ayrshire, South Lanarkshire, Renfrewshire and Dundee reaching a total population of approximately 15,000 children and young people.



Education Workforce Support:

Place2Be offers a range of professional learning programmes on mental health in schools – to both [school staff](#) and [headteachers](#). This includes [‘Place2Think’](#) consultative sessions that provide a reflective space for education professionals supporting positive mental health/resilience/wellbeing in school communities.

During this time of remote working, Place2Be are making their online ‘Introduction to Mental Health’ programme more widely available. The programme is designed as a foundation in mental health awareness and is suitable for participants with a range of prior learning. The 5-week online programme consists of four modules, each of which explores a different area of mental health and wellbeing:

1. Understanding Mental Health and Wellbeing
2. Nature and Nurture
3. How can I help?
4. Mental Health: everybody’s business

In addition, Place2Be has put together a series of [resources](#) focused on community recovery, to help headteachers and school staff start to bring their schools back together following recent challenging times.

Place2Be also works with the Universities of Edinburgh (Moray House) and Stirling to provide an innovative Teacher Education Pilot to equip student teacher’s with the skills and understanding to support children’s mental health.

For more information about Place2Be please visit the website www.place2be.org.uk or contact scotland@place2be.org.uk

3.9 Support for Gaelic Learning - Stòrlann Nàiseanta na Gàidhlig

Stòrlann Nàiseanta na Gàidhlig is the principal body which supports teachers, parents and young people in Gaelic medium education.



Education Workforce Support:

[Stòrlann](#) provides attractive support for Gaelic learning at all school levels, for parents, teachers and young people. Stòrlann also has a [dedicated site for Gaelic learning in early years](#).

Further support for in-school and after school learning is provided by [Fèisgoil](#) and BBC ALBA has put together a package to support for pupils in Gaelic education at all stages. This includes both scheduled programmes on CBeebies ALBA, CBBC ALBA and BBC ALBA, and programmes on-line on iPlayer and in YouTube.

3.10 National Network for Outdoor Learning

The National Network for Outdoor Learning (NNOL) brings together organisations (including representatives from Government, Councils, professional bodies), schools and the third sector, who support and deliver Outdoor Learning in Scotland. NNOL is a collaborative and inclusive organisation run by volunteers to the benefit of learners of all ages in Scotland. The Network aims to ensure that there is a clear voice and strategic approach to supporting, promoting, and delivering quality outdoor learning experiences to all.



Education Workforce Support:

The overall aim of NNOL is to ensure that outdoor learning and play is well supported in Scottish education and this includes when schools and other establishments return in August. Outdoor learning offers a range of opportunities during the recovery phase including: the ability to deliver education at a safe physical distance; the ability to reduce the risk of infection compared to an indoor environment; and a way in which to improve the health and wellbeing of young people following a period of lockdown.

You can also find out more about the NNOL and its membership here - <https://nnolscotland.blogspot.com/p/the-national-network-for-outdoor.html>

3.11 Support for Outdoor Learning – other resources

Ideas and resources for outdoor learning and Learning for Sustainability can be found on the following [Wakelet](#). This will be updated regularly with signposts to work, resources and opportunities related to Outdoor Learning and Learning for Sustainability.

Additionally, Youthlink Scotland have developed the following [guidance](#) which outlines how the outdoors can support education recovery.

3.12 Voice the Union for Education Professionals

Voice the Union is a UK trade union representing education professionals in all settings.



Education Workforce Support:

Voice has provided online advice, resources and support to members as well as regular email and newsletter bulletins.

For more information contact Dougie Atkinson on 0131 220 8241 or visit www.voicetheunion.org.uk

4. Support for teachers

4.1 EIS (Educational Institute of Scotland)

The Educational Institute of Scotland (EIS) is the largest education union in the country representing over 80% of Scotland's teaching professionals. The EIS has an extensive network of Representatives, including Health and Safety and Learning Representatives, providing support and advice to members in all sectors of Scottish Education.



Education Workforce Support:

The EIS has created a suite of sector-specific curriculum and pedagogy guidance covering [Early Years](#), [Primary](#), [Secondary](#) and [Special Primary](#) and [Secondary Education](#). The guidance aims to support teachers in adapting pedagogy to take account of the current public health imperatives and the priorities identified within the Recovery Curriculum.

Webinars focused on [COVID-secure pedagogy for teachers](#) of Early Years, Primary and Secondary have enabled teachers to come together virtually to share thinking around the challenges and successes that they've experienced in adjusting pedagogy to take account of the COVID context. Recordings and associated presentations are available to view on the EIS website.

The EIS PACT Project has provided professional learning to teachers focussed on the poverty impact of COVID-19. Webinar recordings and [self-access modular learning](#) materials are available for all teachers in Scotland on PACT [zone](#) of the EIS website. Further professional learning in relation to the nature, causes and consequences of poverty and socio-economic deprivation, especially with regards to school education, and how schools and teachers can mitigate the damage that it does, will be available from late October onwards in a subsequent three PL modules. Modules can be undertaken on a live interactive or self-access basis. More details, including on how to register, can be found [here](#).

The pandemic has shone a harsh light on pre-existing societal inequalities, many of which have been exacerbated by COVID. For teachers wishing to learn more about Equality matters in the context of COVID and more generally, the EIS has created a package of online [Equality Taster Training](#) which provides opportunities to increase knowledge of equality legislation and how it relates to education, and enables teachers to enhance their awareness of inequality and how to address it.

During lockdown, the EIS created a new 'Working at Home' resource which although intended to support teachers during the period of school closure, still has relevance to the current context and is soon to be adapted to take account of potential moves to blended and remote learning. It contains 4 main sections: Looking After Your Health and Wellbeing; Making Time for You: Daily Inspiration; Lockdown Learning Ideas; and Continuing Your Professional Learning.

- [Health and Wellbeing](#) – A collation of materials, resources and useful contacts intended to support teachers' health and wellbeing, and to help them support the wellbeing of others, including children and young people.

- **[Making Time for You: Daily Inspiration](#)** - A wide variety of suggestions to help teachers take a little bit of time for themselves every day, away from work and other routine duties, to help them keep well mentally, emotionally and physically. Music, gardening, cooking, cinema, theatre, poetry, exercise and much more feature in the suggestions- plenty of creative ways that teachers can snatch some quality leisure time to help achieve greater work-life balance.
- **[Lockdown Learning](#)** – A series of learning activities that could be useful in both blended and remote learning scenarios. The main focus of these is learner engagement and wellbeing. The resources are broadly divided into Primary and Secondary with scope for adaptation by teachers to suit the needs of their learners as they see fit.
- **[Continuing Your Professional Learning](#)** – Support for teachers to keep their own professional learning alive, with advice and resources on a wide range of subjects including using digital methods for remote learning.

For more information teachers can contact: lmeechan@eis.org.uk or visit www.eis.org.uk

4.2 GTC Scotland (General Teaching Council for Scotland)

GTC Scotland is the professional registration body for education professionals in Scotland. We acknowledge the challenges faced by our registrants during these times and look to support, in partnership with other organisations, as part of the national response to Covid-19.



Education Workforce Support:

Our [Health and Wellbeing Hub](#) provides a variety of resources to support colleagues' wellbeing. To support teacher wellbeing, recent webinars with Claire Lavelle (the Hive of Wellbeing) and Paul Mills (Medical Support Clinical Hypnotherapist) have covered the following topics:

- Working from home – New Relationships with Work
- Dealing with Uncertainty
- Transforming the Emotional Load
- Destressing Stress
- The Language of Stress
- Transforming the Emotional Load – Making Transitions (10th June)
- Self-hypnosis sessions: breaking the cycle of stress

Webinars are recorded and available on the [Health and Wellbeing Hub](#) and within MyPL with accompanying resources and support videos.

Hugh Smith (Educational Consultant) also provided registrants with the following think pieces:

- Developing a Wellness Community of Practice
- Workplace Tension and Partnership Working
- Working through Grief and Loss as a result of Covid-19
- Teacher Resilience

Sarah Philp (Sarah Philp Coaching) has supported our registrants through her blogs available on:

Breathe	Check in with your own wellbeing	Holding Liminal Space
Guided relaxation	Let it be easy	Serve, Lead, Serve
Writing for Wellbeing	Time well spent	Think to Think
Highly meditated		

Sarah will be supporting group coaching sessions targeting a bespoke group of early career teachers.

Clinical psychologist Dr Emma Hepburn provided advice on how to adjust to the new normal during school holidays. She has also drawn a series of cartoons on self-compassion and looking after your mental health – all available on the Hub.

PRD support week took place between 25 and 29 May 2020, find out more in the PRD Support Week 2020 tab in the [Professional Review and Development webpage](#).

GTC Scotland will continue to support all its registrants in our Wellbeing Wednesday events. For more information please see the [Upcoming Events](#) webpage.

For more information contact Communications@gtcs.org.uk (0131 314 6077)

4.3 NASUWT

NASUWT represents teachers across all sectors of education in Scotland.



Education Workforce Support:

NASUWT has an online [Coronavirus Guidance Hub](#) which provides the latest advice, guidance and FAQs including nation-specific guidance for members in Scotland. NASUWT has developed content and resources related to wellbeing and is continuing to update members via regular newsletters/ email bulletins. As one example of the support available online, 'Mental Health Advice for Teachers Working From Home' provides teachers with tips on managing your mental health during this time.

For more information, support or advice contact rc-scotland@mail.nasuwt.org.uk or visit <https://www.nasuwt.org.uk>

4.4 SSTA (Scottish Secondary Teachers' Association)

The Scottish Secondary Teachers' Association is Scotland's only specialist union for Secondary Teachers.



Education Workforce Support:

- Reminder of local and national policies in relation to the use of IT – drawing attention to GTC Scotland advice and risks attached to online learning
- Disseminating COSLA and Government advice via direct email to members
- Direct telephone and email support for members

- Signposting to relevant resources which support newly emerging working practices and to any opportunities for professional learning
<https://ssta.org.uk/covid-19-advice-and-information-for-members/>
- Reminder of Health and Safety and the need to be aware of mental health and wellbeing issues and ways to seek support.
- Working with colleagues in HR departments to offer support to members recognised as most at risk, e.g. teachers partway through disciplinary procedures or absent as a result of chronic ill health
- Members bulletins offering advice on controlling workload and tackling bureaucracy, SQA pupil estimates, working at home safely: publicly available at www.ssta.org.uk

For more information contact info@ssta.org.uk or visit www.ssta.org.uk

4.5 SCDE (The Scottish Council of Deans of Education)

The Scottish Council of Deans of Education is the body which represents Schools of Education in the universities in Scotland who contribute to initial teacher education accredited by the General Teaching Council of Scotland.



The Council contributes to teaching and research in educational leadership and offers career-long professional learning for teachers and other education professionals. The Council also engages in education and related research. It aims to represent these varied areas of interest and to inform education policy and practice. Schools of Education form part of Higher Education Institutions and receive their funding through a variety of sources ranging from government, industry, research councils, voluntary and non-governmental organisations, as well as from bequests and alumni. Collectively their portfolio offers programmes covering undergraduate and postgraduate qualifications up to doctoral level and a range of continuous professional learning courses and knowledge exchange opportunities.

Education Workforce Support:

Schools of Education and universities provide a wide range of professional learning and leadership courses for workforce support and development. In addition to these SCDE members also provide accredited and non-accredited courses, seminars and workshops on:

- Coaching and Mentoring
- Mentoring to Improve Teacher and Pupil Learning
- Mental Health in Education
- Peer support networks to improve mental health
- Grief and Loss Education
- Developing Effective Practice in Youth Health Promotion - supporting children and young people's mental health
- Adversity and trauma

- Further information is available on the SCDE website at the following link.
<http://www.scde.ac.uk>
- You can also contact your local university/LA for more details.

For more information contact Professor Rowena Arshad rowena.arshad@ed.ac.uk
or Professor Margery McMahon head-education-school@glasgow.ac.uk

5. Support for leaders

5.1 ADES (Association of Directors of Education in Scotland)

ADES is an independent professional network for leaders and managers in education and children's services. We inform and influence education policy in Scotland working in partnership with local and national government, regional improvement collaboratives, Education Scotland, COSLA and other relevant agencies.



ADES recognises the importance of professional learning for education and children's services leaders. To support this ADES offers a wide range of activities through the annual conference, network meetings, peer evaluation work, courses on leadership and systems leadership as well as other professional development opportunities for members

Education Workforce Support:

At a national level:

- ADES members are represented on the Education Recovery Group (ERG) and also on the sub-groups which report into the ERG.
- Regular virtual meetings are in place for Directors/ Chief Education Officers to share practice and emerging thinking around the response to and recovery from the Covid-19 pandemic.
- ADES working groups have been established around areas of key importance in relation to Covid-19 to ensure the appropriate system support is being put in place.

More activity is taking place at the local level. For more information contact Laurence.Findlay@aberdeenshire.gov.uk or visit www.adescot

5.2 AHDS (Association of Headteachers and Deputies in Scotland)

AHDS is a trade union for school leaders (PT and beyond) from Scotland's primary, nursery and ASN schools.



Education Workforce Support:

AHDS commissioned Claire Lavelle from Hive of Wellbeing to develop resources for members to support their own wellbeing and that of their team as they grapple with changes to the way that we work and lead teams. The resources comprise short videos and PowerPoint packs focussed on our new relationships with work and on the need for coherence in our leadership messages. These resources can

be accessed by AHDS members through the AHDS discussion forum on www.ahds.org.uk.

For more information contact info@ahds.org.uk or visit www.ahds.org.uk

5.3 GTC Scotland (General Teaching Council for Scotland)

GTC Scotland is the professional registration body for education professionals in Scotland. GTC Scotland acknowledges the challenges faced by registrants during these times and look to support, in partnership with other organisations, as part of the national response to Covid-19.



Education Workforce Support:

Claire Lavelle, of the Hive of Wellbeing, offered two webinars to support school leaders during these very challenging times.

- Re-envisioning the 'new normal' – considering how we recover, but at the same time aim for something greater, even within a climate of uncertainty.
- Being a Leader in a New World – A time to review: Who am I now as a leader in a time of crisis; where have we come from and where are we going? As a new leader in post in August, where do I start? What is it to be productive in the new normal?

As always, the webinars with Claire were recorded and are available to view at a later date on the website and YouTube channel. Find out more on our [website](#).

For more information contact Communications@gtcs.org.uk (0131 314 6077)

5.4 SLS (School Leaders Scotland)

SLS is the leadership organisation for secondary schools in Scotland, representing Headteachers, Depute Headteachers, Faculty Heads/Principal Teachers and Bursars/Business Managers in both the public and private sector. It is an inclusive and supportive association, providing an influential and respected voice which represents the interests of our members across the country.



SLS membership includes experts in various fields and is represented on every major local and national educational body such as the General Teaching Council Scotland, Education Scotland and the Scottish Qualifications Authority.

The SLS professional learning programme is responsive to the identified professional needs of members and the demands placed on them by national and local government initiatives, in particular at this time of challenge. High level input to all our professional learning opportunities comes from our wide range of partners within and beyond Scottish Education. This is supported, enhanced and exemplified by input from current school leaders.

Education Workforce Support:

- SLS website provides up to date information for both members and non-members
- Regular email updates to members from Jim Thewliss, General Secretary of SLS
- Weekly newsletter sent to all members summarising meetings/activities at which SLS is represented
- Members can access support from Neil Shaw, Field Officer as required.

For more information contact a.dobson@mgfl.net or visit www.sls-Scotland.org.uk

6. Support for Early Years & Childcare Professionals and the Wider Workforce

6.1 Early Years Scotland

Early Years Scotland is committed to providing the very best start in life for every child in Scotland. It is the leading national third sector organisation for children pre-birth to 5.

Early Years Scotland's remit is broad, but with a strong focus on the professionals and families who care for the youngest members of our community.



Education Workforce Support:

Early Years Scotland has worked in partnership with the Scottish Government in the creation of a resource dedicated to individuals who work in the Early Learning and Childcare Sector. Working in childcare can be the most rewarding job but can also be challenging. Covid-19 has impacted lives in ways we could not have foreseen, and with this comes challenges for both personal and professional wellbeing. In recognition of this, Early Years Scotland has launched an online hub dedicated to the ELC Sector.

The Hub is full of practical ideas and resources to support wellbeing and can be found at: <https://teameicwellbeinghub.org/> The Hub provides opportunities to *Connect* with colleagues from across the country, at a time that works for you.

Maree Todd, Minister for Children and Young People has shared her thoughts on this exciting new resource:

"It's vital, now more than ever that we take the time to ensure we're looking after ourselves. I'd encourage you all to visit the ELC Wellbeing Hub and take advantage of the resources and advice it provides."

For more information visit the Hub or email info@earlyyearsscotland.org

6.2 Scottish Childminding Association

The Scottish Childminding Association (SCMA) is the national voice of childminding in Scotland. SCMA is a national Third Sector and membership organisation that promotes childminding as a quality childcare service.

Working on behalf of its 4,000 childminder members, SCMA helps to improve the wellbeing and outcomes for Scotland's children and aims to influence policy to ensure that it is informed by the experiences of childminding. SCMA provides a wide range of support and professional services for members including training and events as well as delivering local services.



Education Workforce Support:

During Covid-19, childminders were able to remain open in order to deliver critical childcare. This amounted to a total of 700-1,000 settings open during the pandemic. Many services also closed, due to individual circumstances such as shielding, health risks etc. SCMA received an extremely high volume of contact and requests for support from our members, both open and closed, during this time. SCMA has worked to be responsive and supportive throughout the pandemic, to ensure that our childminding settings can recover and continue to offer high quality childcare going forward. Examples of the work undertaken to provide support for Health and Wellbeing as well as ongoing CPL opportunities can be seen as follows:

- Extended the hours of the [Helpline](#) and opened additional phone lines for support.
- Developed a [dedicated area of the website](#) relating to Covid-19 for childminders, including the latest updates, useful links, guidance and FAQs. FAQs have been used by members, local authorities and other stakeholders with positive feedback on their current and detailed guidance.
- Regular video updates from the SCMA CEO, following key Scottish Government announcements to help digest the information and how it relates to childminding.
- Created a series of e-Bulletins to support childminder's professional growth and health and wellbeing during this challenging time.
- Offered free [e-Learning](#) to all SCMA members to help continued learning and development.
- Secured grant funding for the development and delivery of a [Wellbeing Service](#) to support vulnerable families during Covid-19.
- Established a [Childminding Workforce Support Fund](#) to support childminders experiencing financial hardship.
- Provided a voice for childminders to represent views at the very highest levels.

For more information visit www.childminding.org

6.3 Scottish Social Services Council (SSSC)

The SSSC are the regulator for the social service workforce in Scotland. Our work means the people of Scotland can count on social services being provided by a trusted, skilled and confident workforce.



The SSSC protect the public by registering social service workers, setting standards for their practice, conduct, training and education and by supporting their professional development. By doing this SSSC increases the protection of people who use services. Where people fall below the standards of practice and conduct SSSC can investigate and take action. The SSSC:

- publish the national codes of practice for people working in social services and their employers
- register people working in social services and make sure they adhere to the SSSC Codes of Practice
- promote and regulate the learning and development of the social service workforce
- are the national lead for workforce development and planning for social services in Scotland.
- the SSSC are the [official statistics](#) provider for the social services sector
- the SSSC Register was set up under the Regulation of Care (Scotland) Act 2001 to regulate social service workers and to promote their education and training.

Education Workforce Support:

The latest information on what the SSSC are doing to support employers and learners can be accessed [here](#).

- the SSSC have developed a number of resources to support post registration training and learning for the ELC workforce and wider children's services sector. They can be accessed through the [SSSC Learning Zone](#)
- ['Open Badges'](#) have been developed to support the workforce, the use of which has increased since lockdown as staff continue their professional learning.

For more information visit www.sssc.uk.com

6.4 Scottish Government Early Learning and Childcare Directorate



Scottish Government
Riaghaltas na h-Alba
gov.scot

Education Workforce Support:

In October 2017, the Scottish Government published a Quality Action Plan to underpin the expansion of early learning and childcare (ELC) in Scotland. The Action Plan set out a range of actions to support continued professional learning in ELC, including the development of a suite of online modules to support continued professional learning in ELC, and the establishment of a new online directory of CPL where practitioners could easily access a range of courses. Several online modules have been produced since the Action Plan was published, working with partners, as set out below:

- STEM – Staff skills, knowledge & confidence in delivering learning in STEM subjects, and
- Language & Literacy – Supporting the development & progression of children's early language & literacy.
- ASN - Building confidence in identifying & responding to additional support needs.

These free online courses are accessible as virtual and distance models, providing flexible and affordable learning for all practitioners. They aim to support learning through the use of forums, interactive video clips, podcasts, online quizzes and live webinars. The courses can be accessed through [The Care Inspectorate Hub: Directory of Continuous Professional Learning for Early Learning and Childcare](#), and are signposted to via the SSSC website and Knowledge Hubs.

Further modules on 'Supporting parents to further engage in their children's development', and 'Social factors which may impact on learning outcomes' will also launch soon.

The ELC Directorate has worked with partners to develop guidance documents for the sector throughout the Covid-19 pandemic period. These can be accessed as part of the [wider suite of guidance Scottish Government](#) has developed as part of its response to the pandemic.

[Non-statutory guidance](#) for early learning and childcare providers in the local authority, private and third sectors to support a safe reopening of these settings in during Phase 3 was published on 15 June.

6.5 SOSCN (Scottish Out of School Care Network)

The Scottish Out of School Care Network (SOSCN) is the national infrastructure umbrella organisation providing support, mentoring, training, information and resources to all childcare services in Scotland, which provide childcare, play and learning opportunities for school-age children.



Education Workforce Support:

To support the out of school care workforce during the Covid-19 pandemic response period, SOSCN has created a document [summarising existing online learning resources](#) for children and adults. This includes information about a free online Physical Activity Wellbeing module which was developed by SOSCN in partnership with CALA, which has been well-received by the sector.

SOSCN will consider the development of tailored online resources for the out of school care sector going forward, on the basis of any needs identified by the sector.

There are also a number of pages on the SOSCN website which signpost to sources of support to practitioners at the present time.

- [General information around Covid-19](#)
- [Play](#)
- [Wellbeing](#)
- [Publications library on various topics](#)

For more information visit <https://soscn.org/>

6.6 UNISON

UNISON is Scotland's biggest and liveliest public service trade union, representing workers delivering public and related services across Scotland.



Education Workforce Support:

UNISON Scotland members experiencing financial and emotional difficulties can contact our welfare charity, There for You, which provides a confidential advice and support service for members and their dependants. <https://unison-scotland.org/there-for-you-unison-welfare/>. There for You has set up a special response fund to help UNISON members in immediate financial difficulty due to coronavirus. We may be able to provide a one-off grant of £250 to help with essential expenses such as food and bills.

UNISON provides a wide range of member learning opportunities, free of charge, to enhance career development.

For more information visit <https://www.unison.org.uk/get-help/services-support/there-for-you/>