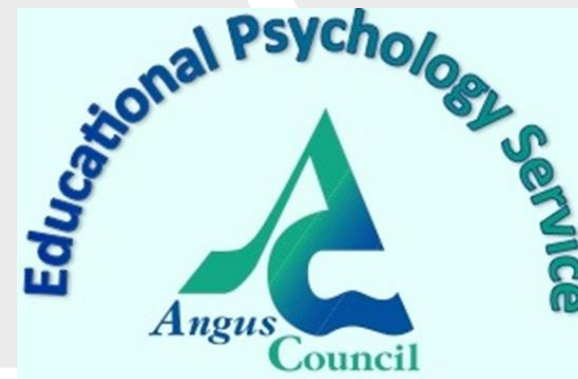


Practitioner Wellbeing

Key Themes and Learning from Action Enquiries undertaken by 3 Educational Psychology Services

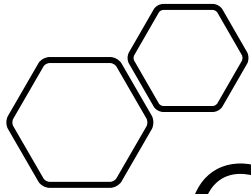
From Poverty
to
Flourishing





Workshop outline

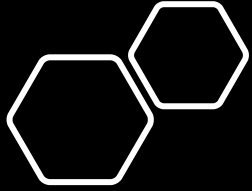
- Introduction
- Evidence based literature review
- Renfrewshire's Nurturing Relationships Approach
- The Angus Wellbeing Module
- North Ayrshire Educational Psychology Team Efficacy
- Factors impacting practitioner wellbeing
- Joint reflections



Collective literature review

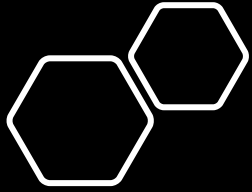
Collective review of research:
Key points

"Every interaction with a child carries the potential for change and for long term impact on that child's outcomes. But interacting can be hard, ...which can be disastrous for teacher, student and for their relationship...[Practitioner] care simply must come first." (Burley, 2019)



From poverty to flourishing: Why focus on practitioner wellbeing?

- There are well established links between poverty and children's mental health and wellbeing and attainment.
- Covid-19 has had a disproportionate impact on people living in poverty (Mind 2021).
- Practitioner wellbeing is affected by increasing demands in schools (White, 2020).
- Declining practitioner wellbeing in turn impacts on teaching quality and ability to maintain supportive relationships with children and young people (Glazzard & Rose, 2019).

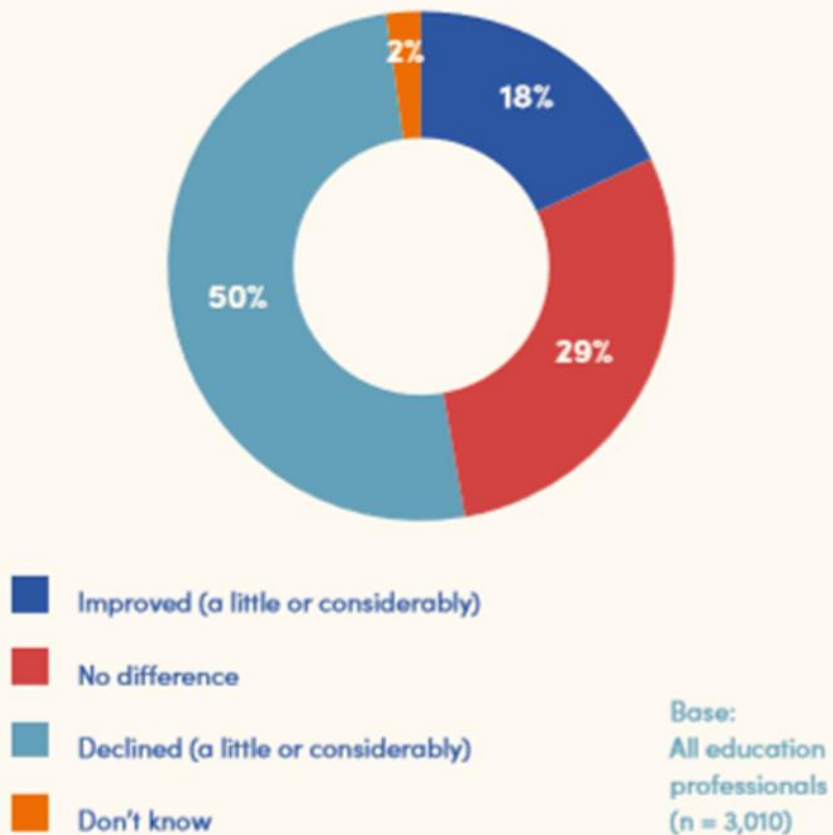


What is wellbeing?



- ‘Wellbeing’ refers to holistic health, including our physical, mental and emotional health (Garland et al., 2018).
- Different psychological theories help us understand wellbeing, including :
 - Self – determination theory,
 - Motivation theories,
 - Self actualisation theory and
 - Positive psychology.
- The wellbeing of a team is affected by the level of collective team efficacy, a theory informed by Bandura’s concept of self efficacy (Bandura, 1997).

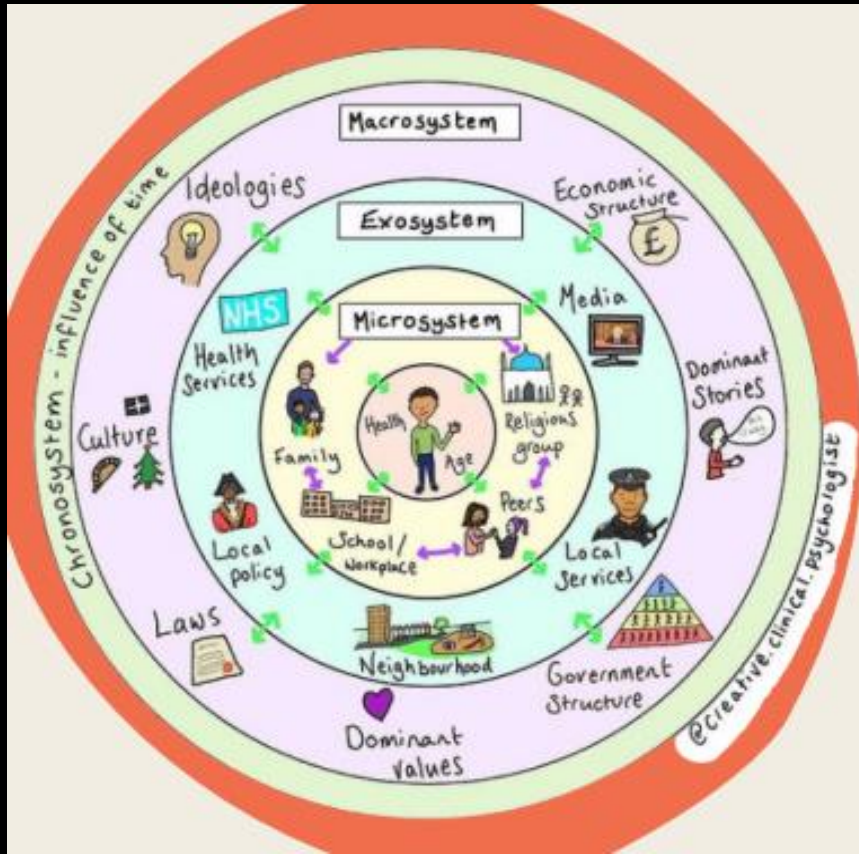
The impact of the Coronavirus (Covid-19) pandemic on education professionals' mental health and wellbeing



What do we know about the wellbeing of education practitioners?

- Teacher wellbeing matters for the wellbeing and educational outcomes for pupils:
 - Teacher wellbeing is associated with improved student wellbeing and lower student distress (Harding et al., 2019).
 - Collective teacher efficacy has been strongly correlated with pupil achievement (Hattie, 2015).
- Prior to the pandemic, education professionals already experienced lower wellbeing than the general population.
- 50%* of all education professionals felt their mental health and wellbeing had declined either considerably or a little during the Covid-19 pandemic.

*Statistics & image from The Teacher wellbeing index (2020)



Research has identified a range of protective and risk factors for education practitioner wellbeing:

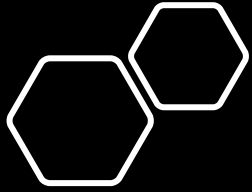
Protective factors include:

- positive school climate;
- strong supportive relationships;
- a sense of agency and determination;
- high teacher self-efficacy;
- personal organisation and ability to prioritise.

Risk factors include:

- negative school climate;
- high emotional load of supporting others;
- busy times of the year;
- unexpected and unplanned events;
- frequent changes;
- workload pressures and lack of time to prepare;
- increasing demands (including pupil behaviour).

What affects education practitioner wellbeing?



How can we
support
practitioner
wellbeing?

Promote & support proactive &
preventative organisational
strategies

Support teams to focus on
competence/agency, autonomy &
positive relationships relatedness/
connectedness.

Develop approaches to build
individual practitioner resilience.



**Renfrewshire's Nurturing
Relationships Approach**

Renfrewshire Educational Psychology Service

RNRA & Practitioner Wellbeing

Skills for Recovery Staff
Week 3...Regulating

DOING THINGS THAT MAKE US FEEL BETTER STRAIGHT AWAY



When we flip our lids, regulating techniques help us calm & reconnect to the 'thinking part' of our brains

BY DOING SOMETHING DIFFERENT, WE CAN CHANGE HOW WE THINK & FEEL

WHAT CAN WE DO FOR OURSELVES?	WHAT CAN WE DO FOR OTHERS?
<p>TAKE SHORT REGULATION BREAKS (1-2 MINS)</p> <ul style="list-style-type: none"> - Check out this 'Breathing Retraining' resource - Look at this FACE COVID resource or video 	<p>UNDERSTAND THAT ADULTS ARE AFFECTED BY STRESS & TRAUMA TOO</p> <ul style="list-style-type: none"> - You may see adult behaviour related to stress. Consider how you could use some of the strategies from the FACE COVID resource to offer support
<p>PLAN TO DO MORE OF THE THINGS THAT MAKE YOU FEEL GOOD</p> <ul style="list-style-type: none"> - Use this Living Life to the Full 	<p>SOME YOUNG PEOPLE WILL NEED A PLANNED APPROACH TO SUPPORT</p> <ul style="list-style-type: none"> - They might need: time & space at the

TRY THIS:
If in doubt, breathe it out!



[Skills for Recovery | Renfrewshire Health and Wellbeing \(glowscotland.org.uk\)](#)


Renfrewshire's Nurturing Relationships Approach

Practitioner Wellbeing: Research Review

Renfrewshire Council

Nurturing relationships: Why practitioner wellbeing is important

Relationships are key to learning and mental health and wellbeing: children and young people learn more when their education practitioner is happy and performing well. Practitioners experiencing challenges to their mental health may find it more difficult to develop and model positive relationships with their pupils.




"Every interaction with a child carries the potential for change and for long term impact on that child's outcomes. But interacting can be hard, it can give rise to vicarious trauma and adversity, and can lead to burnout and withdrawal, both of which can be disastrous for teacher, student and for their relationship...[Practitioner] care simply must come first." (Burley, 2019)

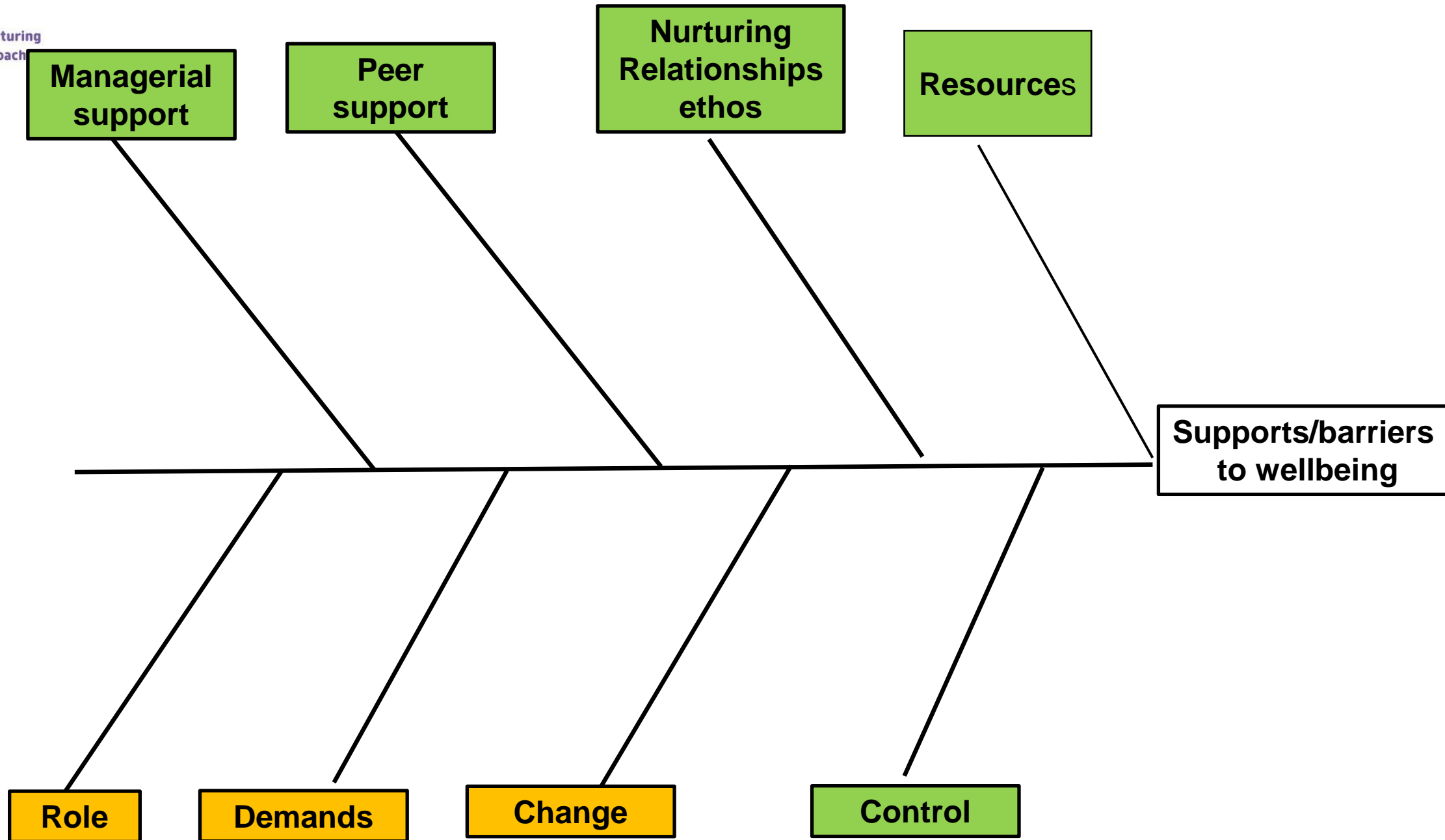
Good practitioner wellbeing can lead to more productivity, less sickness-related absences, higher job satisfaction and healthier coping strategies.

Practitioner wellbeing: How are we doing?

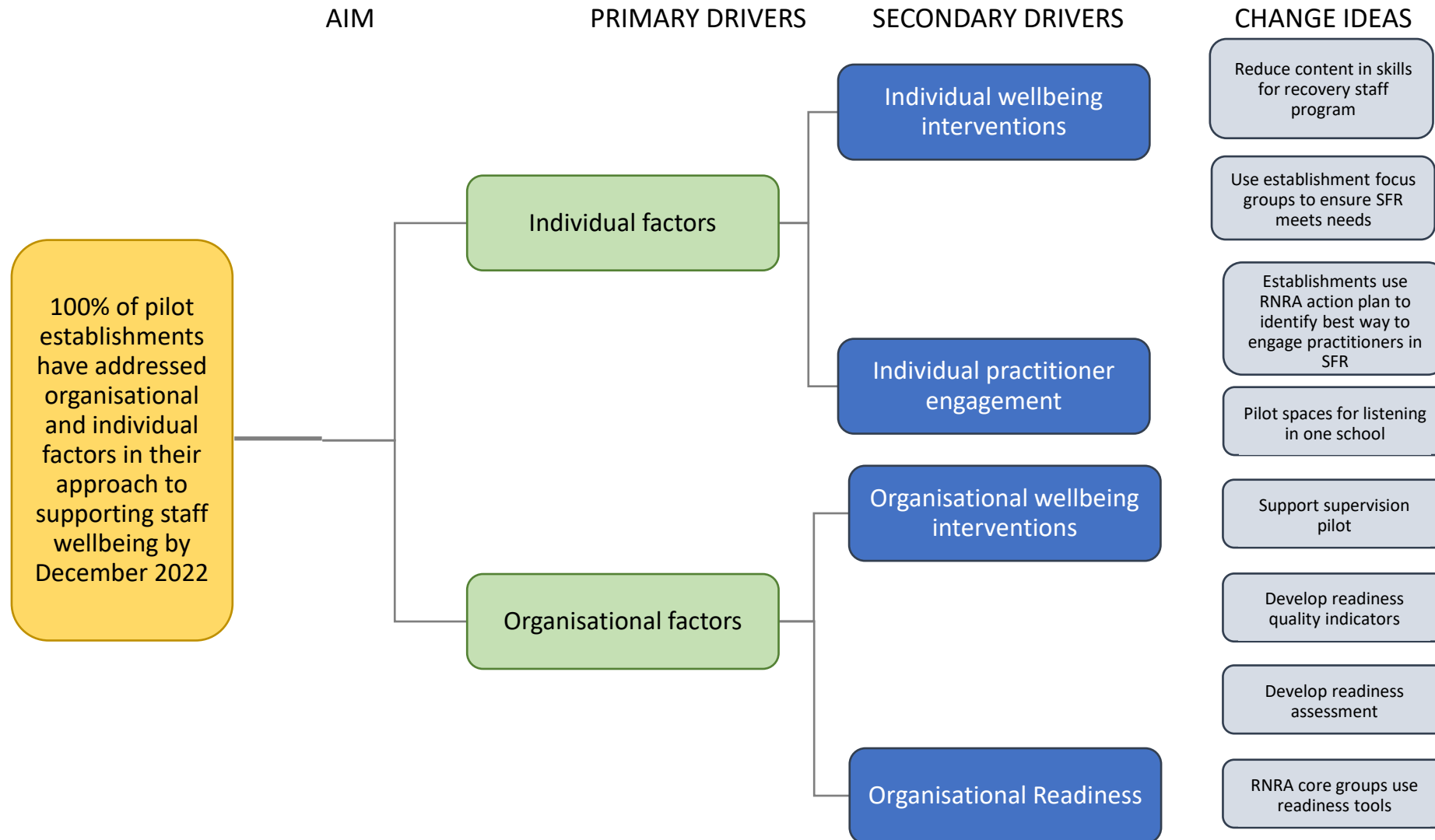
Education Practitioners have been consistently found to be at increased risk of experiencing challenges to their mental health and wellbeing compared to people in other occupations



[National Action Enquiry Programme for Educational Psychologists 2020-22 | Research | National Improvement Hub](#)



Practitioner Wellbeing Driver Diagram





Aims and Content of Angus Wellbeing Module

Provide a wellbeing intervention for all staff in all schools

Promote systems change within school settings to enhance staff wellbeing

Self-study module based on the Compassionate and Connected Community Professional Learning Resource

Aims to give an understanding of the challenges and supports to wellbeing in a school setting

Following completion, staff gave feedback which could be used to plan, implement, and evaluate wellbeing support in school.

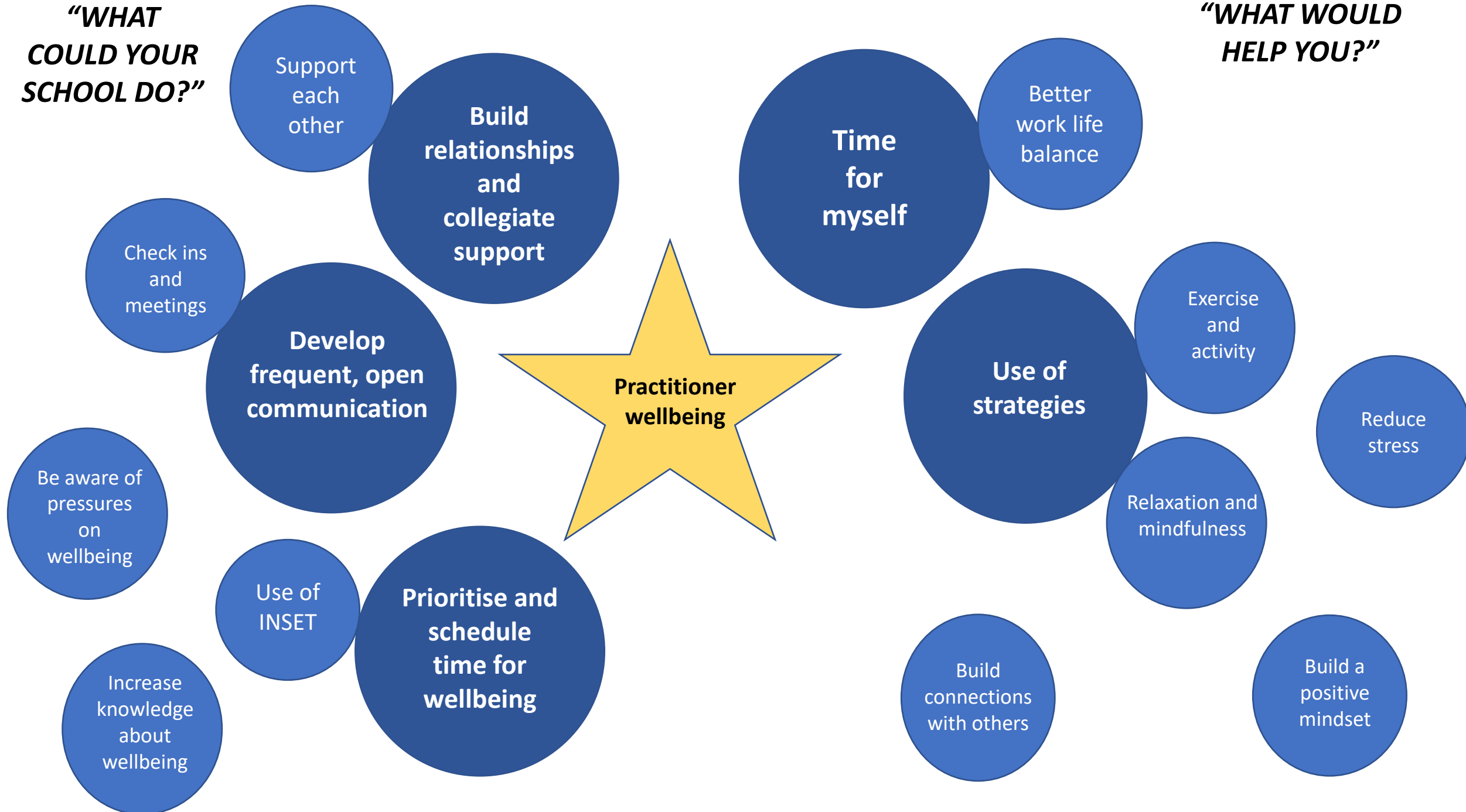
Our Research Questions

- What components of a self-study wellbeing module do school staff find most applicable to their own wellbeing?
- What are the ways in which school staff think wellbeing can be supported in their school?
- How can participant feedback from a self-study wellbeing module be used by a school to improve staff wellbeing?



***“WHAT
COULD YOUR
SCHOOL DO?”***

***“WHAT WOULD
HELP YOU?”***



THE PATH

VISION

NOW

sitting around table - staff room

Know one another well in nursery - close relationship
 it me down - others build up

Fire Pits end of each term - social chat

Laughter in staffroom / taking off mask - seeing peoples faces.

Friendly / supportive staff

money for social committee / gifts / flowers.

Barriers

- Nursery - different start / finish so don't see people
- Concl
- New members of staff not getting to know whole team quickly.

ENROL

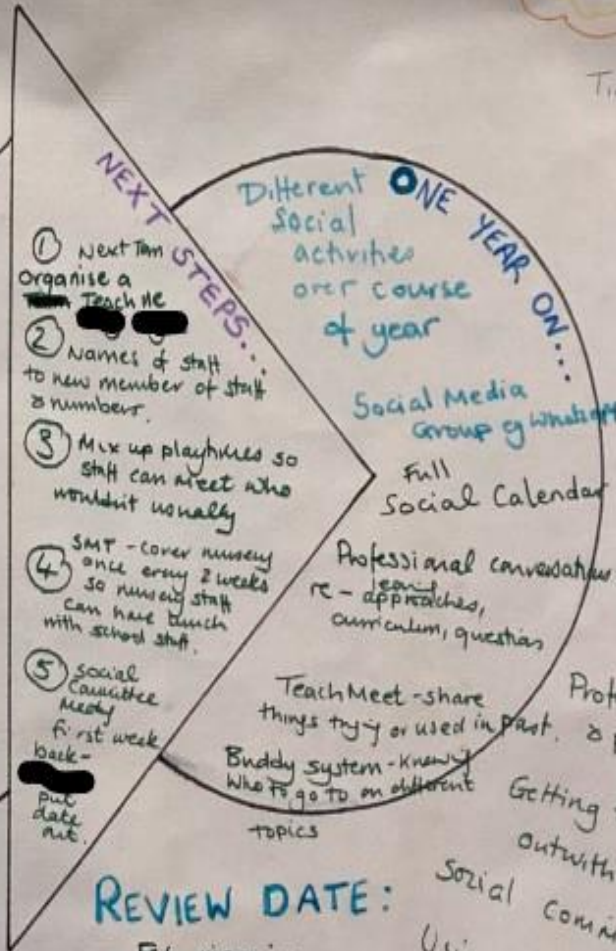
A decision maker.

Social Committee (bigger) with calendar of set dates - keeping dates clear + All with different activities

↓

shared roles.

BUILDING STRENGTHS



Time to sit together
 Talk as people not just as colleagues

Time everyday to sit & chat with another adult

Fun stuff

Build relationships

Open communication

sitting different people at breaks.

Professional & Personal team

Getting together outwith school.

Social committee

Using local facilities

Mounts / Byzantium

- ▶ Together wE Are Mighty
- ▶ Together wE Are Magnificent
- ▶ Together wE Are Monikie and Newbigging

North Ayrshire and Wellbeing

- Whole School Nurturing Approaches
- Promoting Positive Relationships Policies
- Covid and Lockdowns – focus on staff wellbeing built into Recovery modules
- Challenges of increased need, anxiety, staff absences etc
- Evidence tells us systems need to be nurturing

Key Action Research question

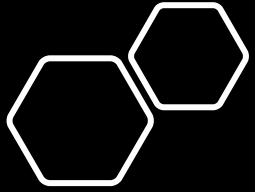
Is the wellbeing support offered the right support?

YOU ARE MAKING
A DIFFERENCE

EVERY

day.

THE
designer
TEACHER



North Ayrshire Phase 2 (Jan 21 – Aug 22)

1

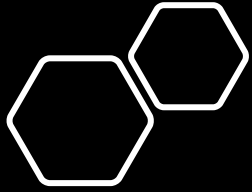
- Literature review
- Connect with education establishment team to shape next steps

2

- Focus on EPS wellbeing
- Questionnaires (Warwick Edinburgh Mental Wellbeing Scale)

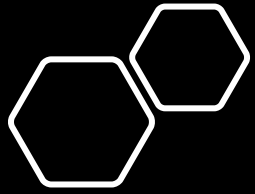
3

- Adapt questionnaires to focus on competence, autonomy, relatedness
- Interim PRDs



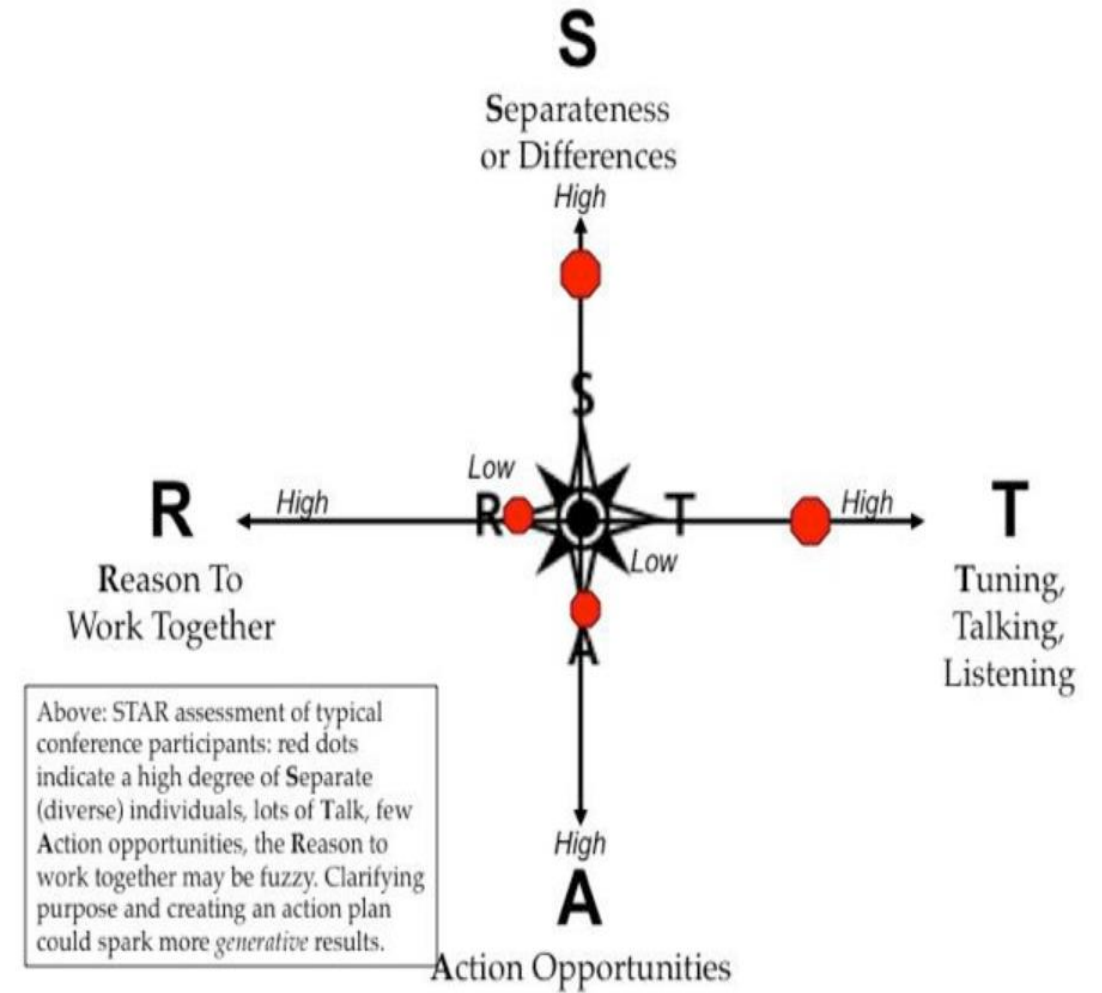
Psychological Service Wellbeing

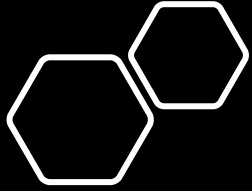
COMPETENCE	AUTONOMY	RELATEDNESS
Coaching cpd & practice	Clarifying roles and expectations with senior managers & Heads of Service e.g clarity re roles with stressful cases	Time to connect with each other built into team meetings
Support teams for problem solving	Message that time and space to come together to think, problem solve and create is important and valued	Regular team coffee breaks
Informal CPD sessions (monthly – from Easter 22)		Informal meets to talk together about development work and service delivery



Collective Team Efficacy

- Process of exploring team identity, attunement, desire to work together as a team
- Next steps : e.g clarify roles and responsibilities across the team, increased distributed leadership.....





How can we support practitioner wellbeing?

Organisational factors

- Readiness to engage
- Management prioritising wellbeing
- Fitting in with existing structures
 - Open ethos and culture

Team Factors

- Understanding collective values and purpose
- Opportunities for connection and collegiate working
- Building on individual strengths to support group dynamic
 - Reducing workload and bureaucracy

Individual factors

- Taking responsibility for own wellbeing – strategies that work for you
- Recognising what contributes to individual affiliation, autonomy and agency
 - Accountability to rest of team

Reflections on process

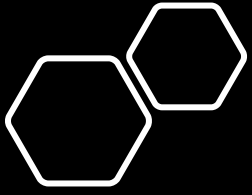
Need time to allow for open discussion and reflection

Buy in from management to support the process

Understanding that some teams or individual team members may not be in a place of readiness

Wellbeing is different things to different people and should explore everyone's viewpoints

Research can guide us on what is important but need to look at individual context

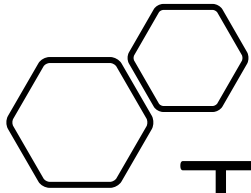


Learning from each other

Jamboard

Share your ideas
and innovative practice
for supporting practitioner
wellbeing





Thank-you for listening and for your contributions

Contact Details

Renfrewshire EPS

Charlotte Murray

Charlotte.murray@renfrewshire.gov.uk

Sandra Menary

Sandra.menary@renfrewshire.gov.uk

[Practitioner Wellbeing
Research Review
\(education.gov.scot\)](https://www.education.gov.scot)

Angus EPS

Mary Jo Laing

laingmj@angus.gov.uk

Marek Rzepecki

rzepeckim@angus.gov.uk

[National Action Enquiry
Programme
\(education.gov.scot\)](https://www.education.gov.scot)

North Ayrshire EPS

Gail Nowek

gailnowek@north-ayrshire.gov.uk

Xanthe Wylie

xwylie@north-ayrshire.gov.uk

[North Ayrshire: Staff wellbeing
and psychological theory
\(education.gov.scot\)](https://www.education.gov.scot)

References

- Bandura (1997) Self-efficacy: The exercise of control. W H Freeman/Times Books/ Henry Holt & Co.
- Barnardos Scotland (2019) Supporting the mental health and wellbeing of education staff through professional supervision structures. Trauma Informed Schools – Discussion paper #1
- Barnardos Scotland (2020) Supervision in Education – Healthier Schools For All. Trauma Informed Schools – Discussion paper #2
- Education Support (2020, 2021), Teacher wellbeing index [twix-2021.pdf \(educationsupport.org.uk\)](#)
- Garland, L., Linehan, T., Garland, N., Smith, J. & Payne,,C. (2018). Ten steps towards school staff wellbeing. Anna Freud National Centre for Families
- Glazzard & Rose (2019). The impact of teacher wellbeing and mental health on pupil progress in primary schools (Leeds Beckett University) [253bcf64213a4a8582a2a0a2be6b1d49.ashx \(leedsbeckett.ac.uk\)](#)
- Harding, S. Morris, R., Gunnell, D., Ford, T., Hollingworth, W., Tilling, K., Evans, R., Bell, S., Grey, J., Brockman, R., Campbell, R., Araya, R., Murphy, S., & Kidger, J. (2019). Is teacher’s mental health and wellbeing associated with student’s mental health and wellbeing? Journal of Affective Disorders, 1(242), 180-187
- Hattie (2015) The applicability of Visible Learning to higher education. Scholarship of Teaching and Learning in Psychology, 1(1), 79–91.
- Mind (2021) Coronavirus: the consequences for mental health [the-consequences-of-coronavirus-for-mental-health-final-report.pdf \(mind.org.uk\)](#)
- White, J. (2020) Supporting teachers’ mental health and wellbeing: Evidence Review. Edinburgh: NHS Health Scotland