Sally Rundell Leadership
Coaching and wellbeing

Wellbeing in Education Strategy

A strategy for supporting Education Leaders in maximizing the effectiveness of themselves and their school

Essex County Council

Aims of this training for governors:

The intended outcomes of this session include:

1. Outlining the rationale for the importance of positive wellbeing for all
2. Outlining the rationale for positive wellbeing for Headteachers
3. Providing a brief overview of TPP
4. Introduction to the NHS 5 steps for positive mental wellbeing
5. Reconciling a Governing Body's responsibilities with the importance of positive wellbeing
6. Explicit and Implicit considerations for positive wellbeing
7. Embedding a commitment in wellbeing through Headteacher appraisal
8. Overview of ECC wellbeing strategy

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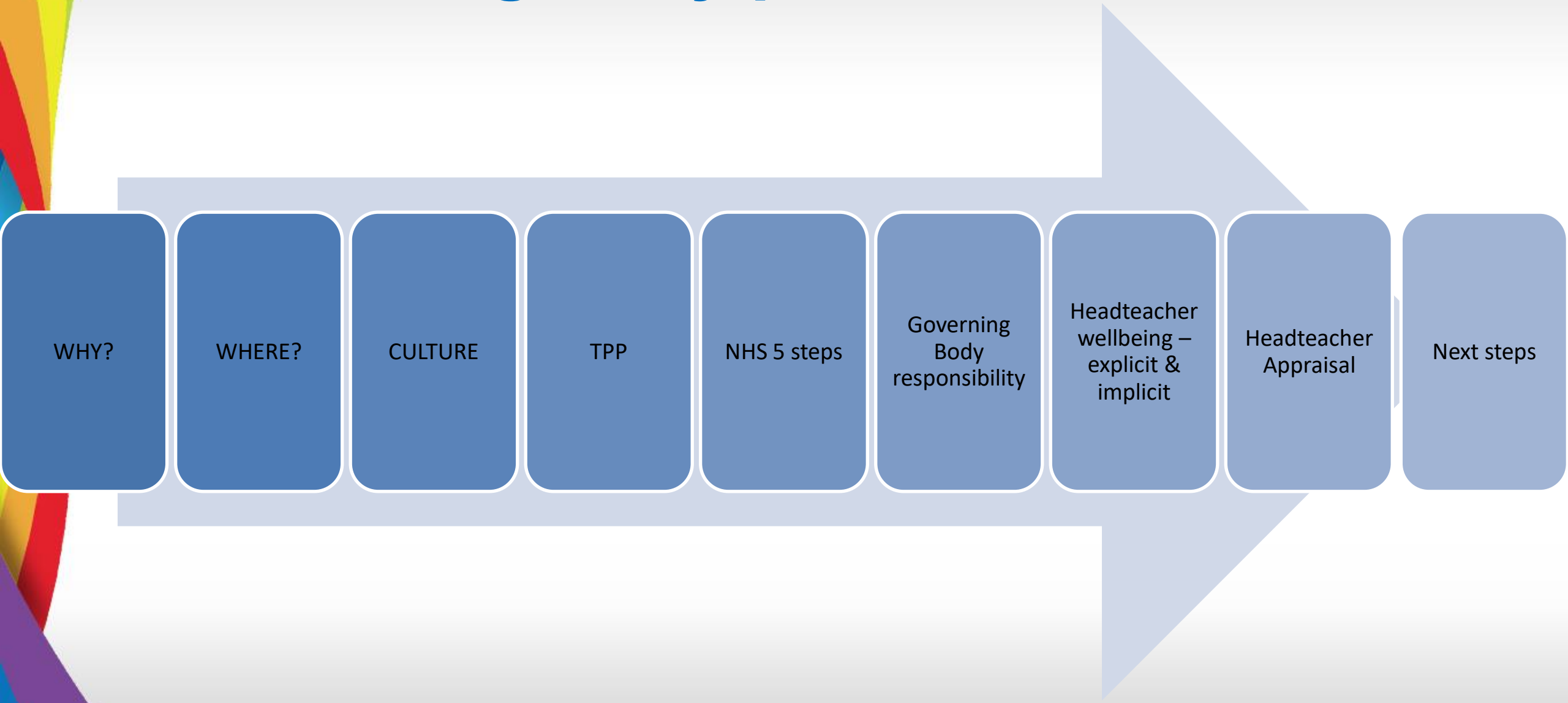
This evening's key points of the webinar



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Why?

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Sowing the seed of thought…….
We will revisit this question later this evening.

Question

What would happen to your school if the Headteacher left tomorrow?

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Rationale

Essex Local Authority recognise wellbeing as a universal entitlement for all. We believe the most effective schools place the wellbeing of all stakeholders at the heart of everything it aspires to achieve.

Essex Local Authority encourages schools and settings to prioritise a sharp focus on promoting wellbeing, building resilience and maintaining good mental health as integral to improving outcomes for children and young people, and the communities which they serve. Building upon the implementation of Trauma Perceptive Practice (TPP), working on these key values will, in time, create a resilient and wellbeing-focused educational setting. The benefits for individuals and families are clear – increased capability and productivity, improved pupil outcomes, reduced absence, reduced demand on services and improved relationships and greater satisfaction and happiness.

The most effective schools value and protect wellbeing, instill a common ethos of responsibility for one's own wellbeing as well as a responsibility to the wellbeing of all others. Effective schools value relationships highly. They promote a culture of getting the best from every individual and support individuals to get the best from themselves, in order to in turn achieve the best from its children, young people, staff and school community.

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Abraham Maslow's hierarchy of needs

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Effective schools and their commitment to wellbeing

The most effective schools:

- value and protect wellbeing
- instill a common ethos of responsibility for one's own wellbeing as well as a responsibility to the wellbeing of all others.
- value relationships highly
- promote a culture of getting the best from every individual
- support individuals to get the best from themselves

…..so that they achieve the best from children, young people, staff and the school community.

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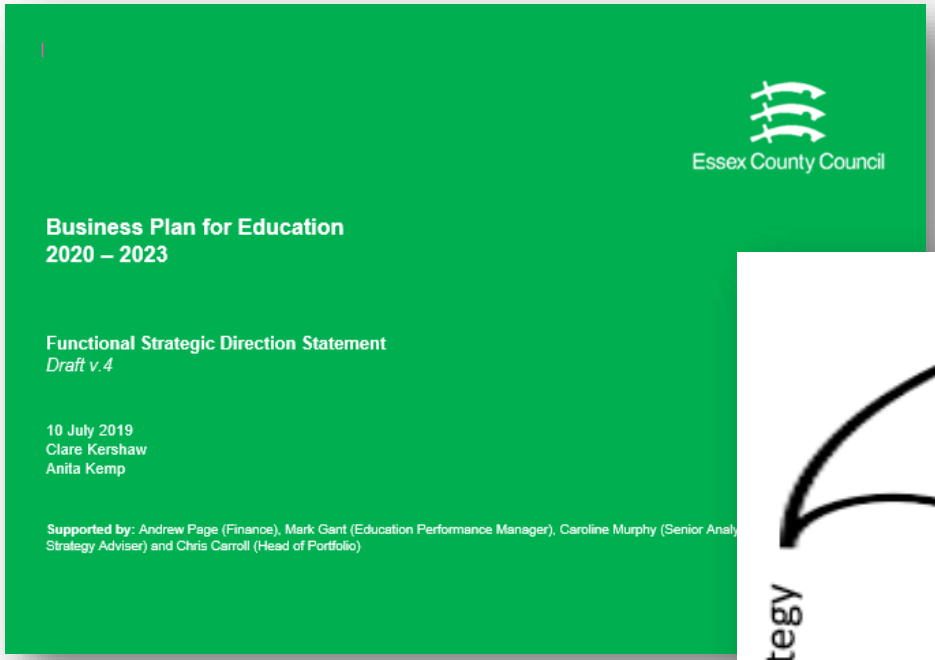
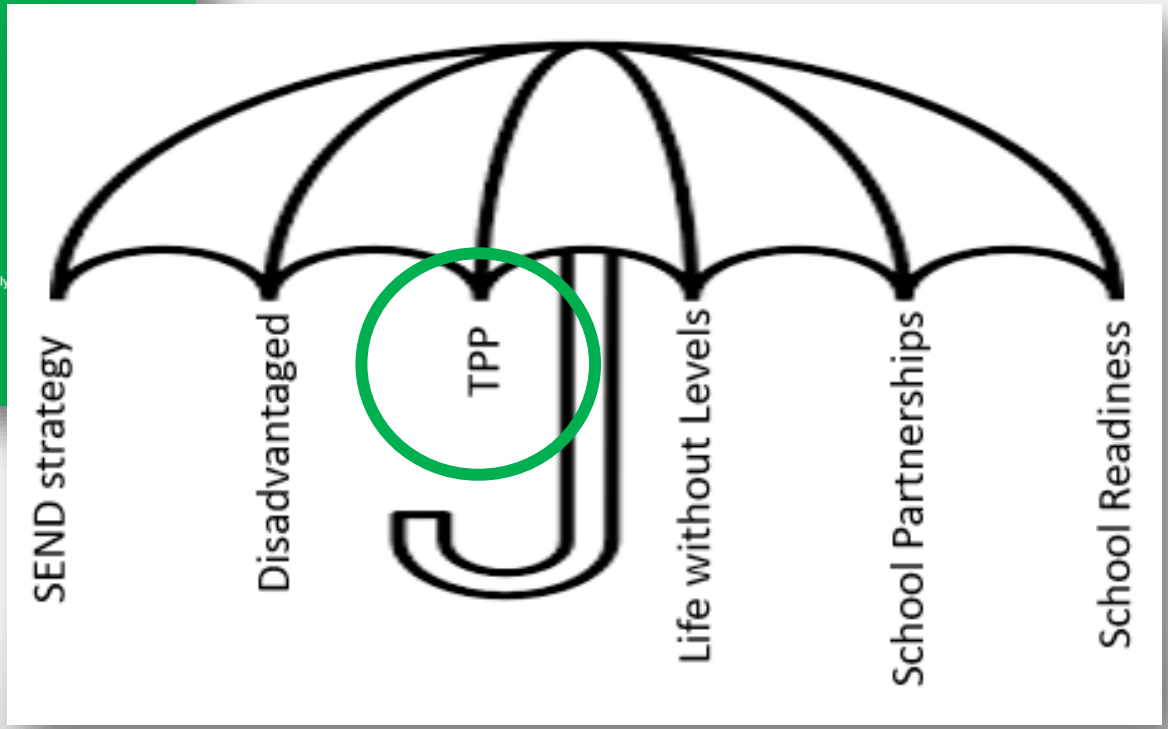
Essex Education Strategic overview 2020-2021





A unifying constant to weave positive support for wellbeing through all ECC activities linking through work of SEPs, EYEPs and SEND teams.

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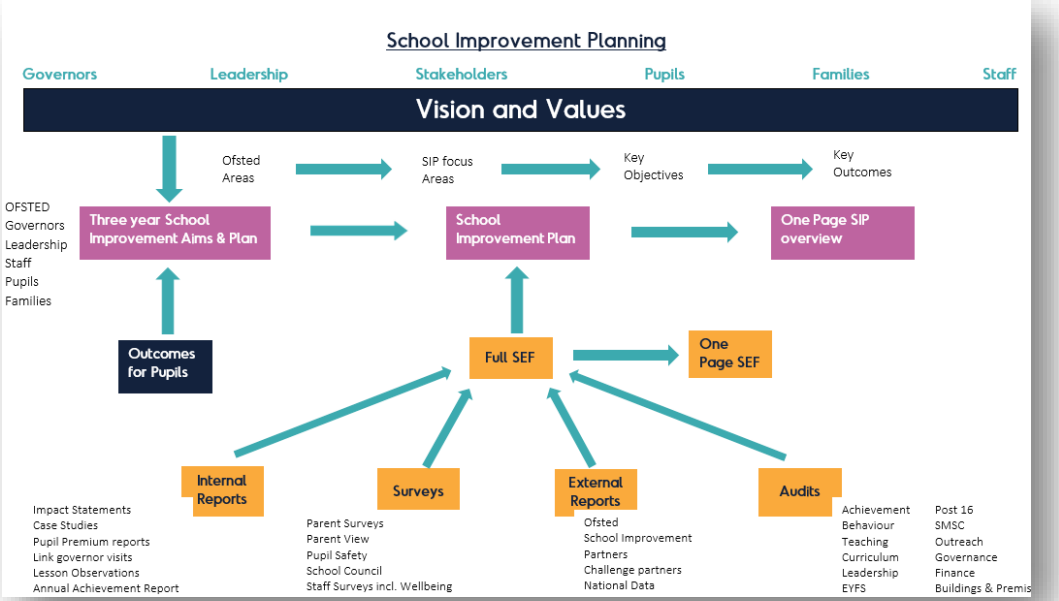
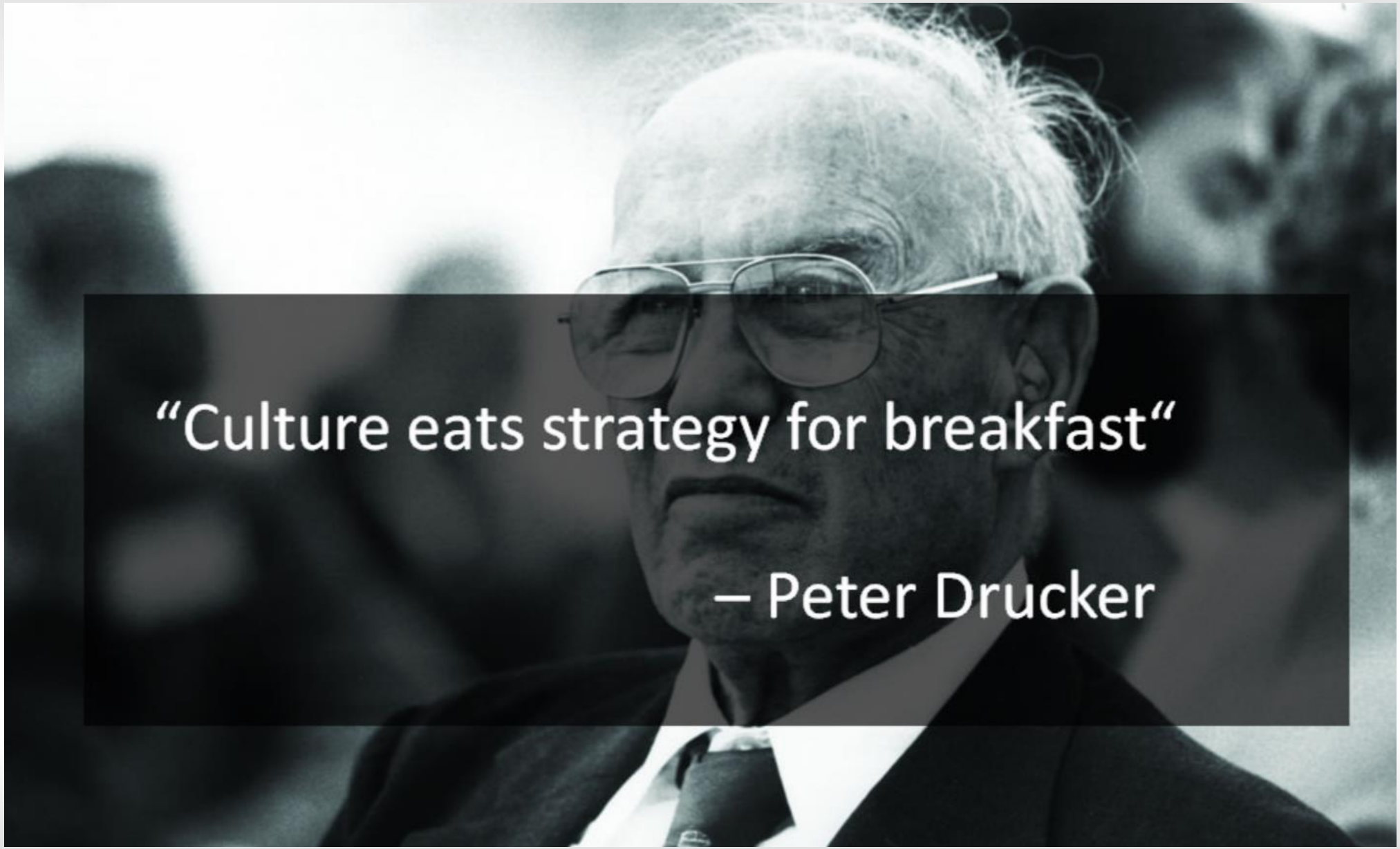
SILVER
BULLET

Strategy and culture



"Education is a people business"



REFERENCE: *Peter Drucker was an American management consultant, educator, and author, whose writings contributed to the philosophical and practical foundations of the modern business corporation.*

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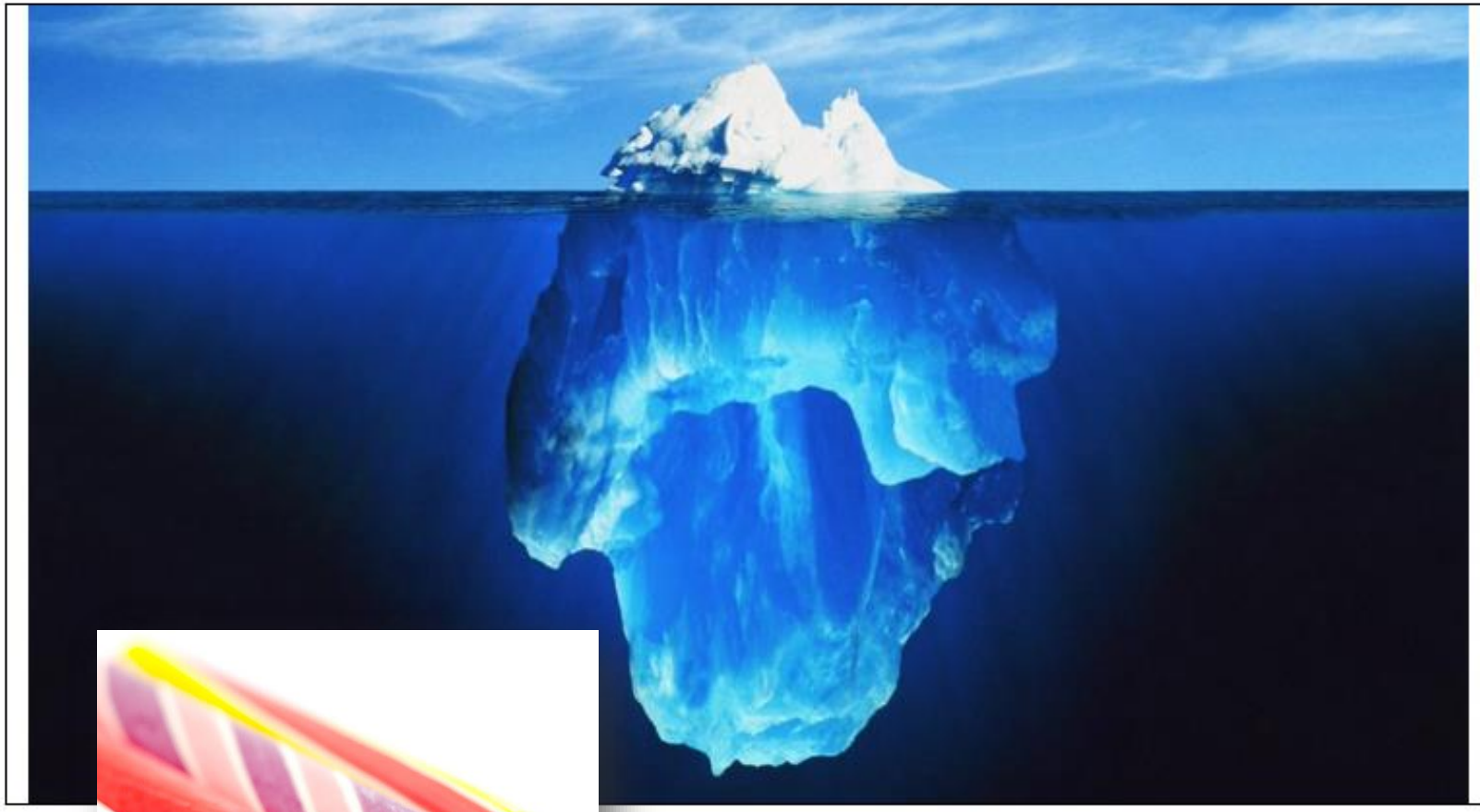
What is the culture like in your school?



Explicit activity, messaging, behaviours impacting on wellbeing

Implicit activity, messaging, behaviours impacting on wellbeing

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Consider the culture in your own school

What explicitly contributes to the culture of the school?

1. ?
2. ?

What implicitly contributes to the culture of the school?

1. ?
2. ?

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Two seminal pieces of research informing the strategy

Leadership commitment and engagement is the most important factor to achieve healthy workplaces. (World Health Organization (2017). Five keys to healthy workplaces)

If those communicating the messages, e.g. leaders and managers, also model the behaviours, it makes the message more attainable or 'real' for people. (Mental Health Foundation of New Zealand (2017). Working Well. A workplace guide to mental health.)

You are what you do, not what you say you'll do.

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Agreed definition of well-being

Wellbeing is a sustainable state in which every individual realises their own potential, copes with the typical stresses of professional life, works productively, resiliently and effectively, and is able to make a significant contribution to their community embedding a culture of compassion, kindness, hope, connection and belonging for themselves and all stakeholders.

Referenced Sources include: *World Health Organisation, UNICEF, underpinning principles of TPP*

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What do we mean by Professional Wellbeing?

A sustainable state in which:

- every individual realises their own potential;
- copes with the typical stresses of professional life;
- works productively, resiliently and effectively; and
- is able to make a significant contribution to their community embedding a culture of compassion, kindness, hope, connection and belonging for themselves and all stakeholders.

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What is TPP?

All of us need a holistic approach to looking after our own emotional and mental wellbeing, linked to NHS 5 Steps to mental well-being.

Essex has committed to an approach to support schools named **Trauma Perceptive Practice** (TPP) to understand behaviour and support emotional wellbeing.

TPP is fundamentally grounded in the following values:

- *Compassion and Kindness*
- *Hope*
- *Connection and Belonging*

How does you school culture reflect these values?

TPP is an evidence-based Essex approach based on best practice for all. It is a values and mindset shift, aspiring to inform policy and practice across Essex Early Years settings and schools, as well as across ECC teams.

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NHS 5 Steps to mental well-being

https://www.nhs.uk/conditions/stress-anxiety-depression/improve-mental-wellbeing/

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Be Active

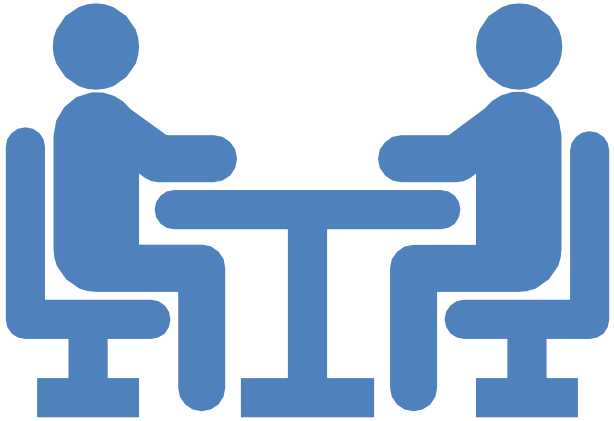
Checklist examples:

- moving or standing more at work – build habits to bring more active movement into workday
- Going for a gentle stroll at lunchtime or different parts of the school day
- Breaking up long periods of sitting
- Having walking meetings
- Using the stairs instead of the lift
- Trying some stretches

Connect

Checklist examples:

- Finding ways to collaborate on a project, theme, etc.
- Talking or phoning instead of emailing
- Talking to someone – and really listen
- Joining in with the children and young people in your school
- Organising a shared virtual lunch
- Eating lunch with colleagues at school, when possible
- Planning a social event at work – SLIS partnerships/ school clusters/ professional or personal colleagues etc.



Keep Learning

Checklist examples:

- Participating in a course
- Adding to your work knowledge
- Undertaking a new hobby
- Setting a goal and work towards achieving it
- Organising lunchtime workshops
- Taking on a new task or help someone
- Getting to know your colleagues more
- Learning a new function of a well-used software application e.g. PowerPoint/ Excel/ Email managers

Give

Complimenting someone

Helping a colleague with their work

Sharing your ideas or feedback

Expressing gratitude - thank someone

Making someone a cup of tea or coffee

Performing a random act of kindness for a colleague, friend or even a stranger

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Take notice

Checklist examples:

- Practising gratitude
- Listening to your favourite music
- Taking a break from digital devices
- Keeping a beautiful object near your desk
- Trying mindfulness or meditation
- Sitting quietly somewhere, especially rewarding in nature/ natural surroundings
- Single-task – do one thing at a time

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Shifting to Trauma Perceptive Practice

Using the KASH framework from the work of David Herdlinger

Knowledge **What have you learnt from this? How does this link to things you were already aware of or thinking about?**	**Attitude** **What are your thoughts and feelings about using this knowledge at work? Your mindset and beliefs.**
Skills **What tools do you have now to use at work? What things can you try out? Do you need any equipment or items to use?**	**Habit** How will you shift from this being something you try to something you do consistently and as part of your usual routines? (Implementation)

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1. Compassion and Kindness
2. Hope
3. Connection and Belonging

Thinking about these values

How do we champion the 3 values?
How does it fit with everything we do?
How can we use the 5 NHS steps as a scaffold?

Think about two recent emails you may have written

- to the Headteacher of your school
- to a fellow governor

1. In the content of what was written how did the values of TPP hold up?
2. How were they conveyed?
3. Were they explicit?
4. What gave the recipient this sense?
5. Where didn’t they hold up? Where was a value lost?

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RE: Education - Applications and Websites - Message (HTML)

File Message Help Tell me what you want to do

Ignore Junk Delete Archive | Reply Reply All Forward Meeting IM More | Sensitivity | ESGA Team Email Reply & Delete To Manager Done Create New | Move Rules OneNote Actions | Assign Policy Mark Unread Categorize Follow Up | Translate | Read Aloud | Zoom

Delete Respond Sensitivity Quick Steps Move Tags Editing Speech Zoom

Official

Reply Reply All Forward ...

Fri 28/08/2020 14:10

I'm afraid this has not been top priority to think through. It would be better not being the SIP but I am not entirely sure it should automatically go to the people currently involved without looking further at the skills audit which we are still compiling.
I'll have to get back to you.

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Good morning Jack,

Thank you for letting me know where you are up to. I shall wait to hear from you.

Take care

Stephen

When do you need to know by Steve?

Hi Jack,

I was hoping to be able to tell people on Wednesday afternoon at the Webinar we are hosting for all the current LA trainers. This is where we will be launching the Learning Platform.

Hi Steve

Champions assigned for TPP Bobby Rush and Janet Farmer

😊

Thank you Jack

Does your school have a Mindful Communication policy?

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Governing body responsibilities

All governance boards, no matter what type of school or how many schools they govern, have three core functions:

1. Ensuring clarity of vision, ethos and strategic direction;
2. Holding executive leaders to account for the educational performance of the organisation and its pupils, and the effective and efficient performance management of staff; and
3. Overseeing the financial performance of the organisation and making sure its money is well spent.

SOURCE: DfE Governance handbook For academies, multi-academy trusts and maintained schools

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Focusing on our Headteachers……

- Consider the experiences of recent events for schools and Headteachers
- Whilst an extreme, Covid19 is another example of the unexpected impacting upon school leadership
- Other examples can include:
  - Bereavement
  - Inspection
  - Health & safety incident
  - Financial management and creative solutions to fiscal problems
- How do you, as a governing body, effectively support the Headteacher and leadership at the school during these times?

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Encouraging Headteachers to effectively support others, by supporting themselves first

"...Place the oxygen mask on yourself first before helping small children or others who may need your assistance."

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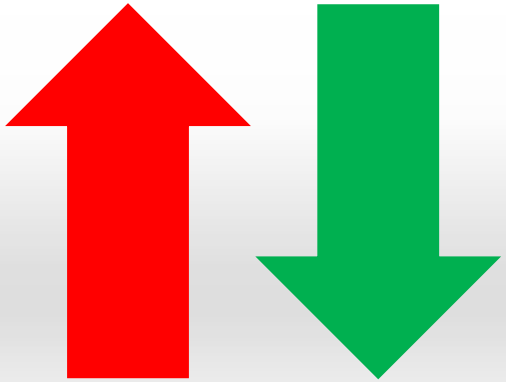
The challenging context for professional wellbeing in schools

- These are *unprecedented* times for school leaders
- No one in educational roles has ever faced this scenario – there's no manual
- Information is constantly changing
- No one is entirely clear how long this period will last

Potential for creation of stress



Potential stress relief

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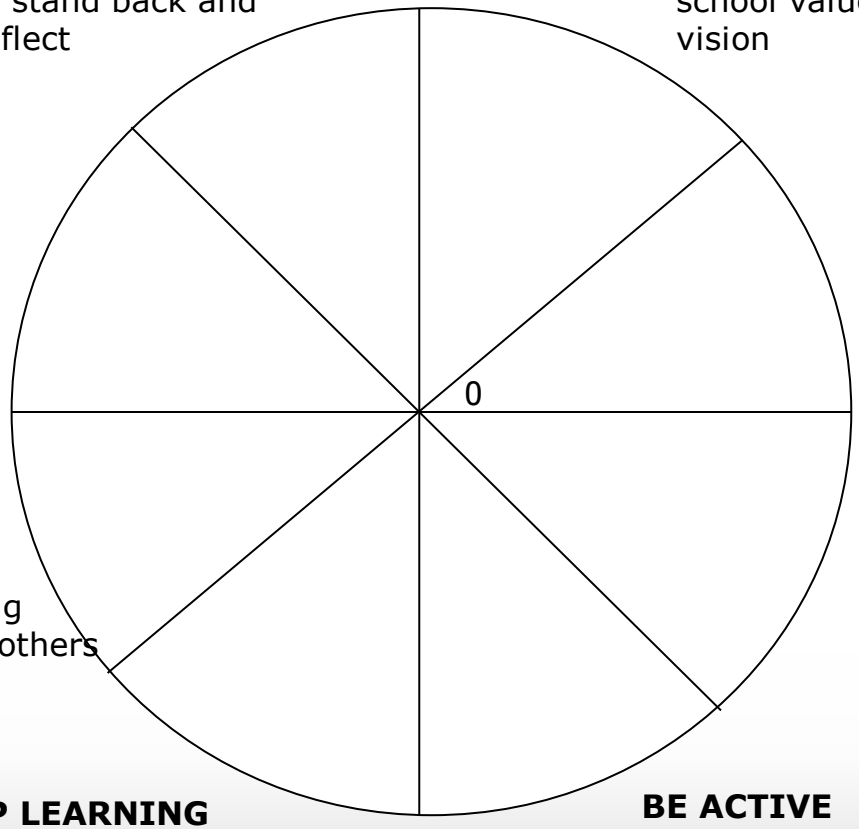
‘Auditing’ Headteacher wellbeing – a starting point

TAKE NOTICE
Establishing time daily to stand back and reflect

CONNECT
Sticking to the school values and vision

TAKE NOTICE
Practising gratitude and positivity

CONNECT
Prioritising tasks and delegating responsibility



GIVE
Staying positive and modelling optimism to others

CONNECT
Actively seeking out other professionals for support.

KEEP LEARNING
Staying focused on learning for self, staff and children

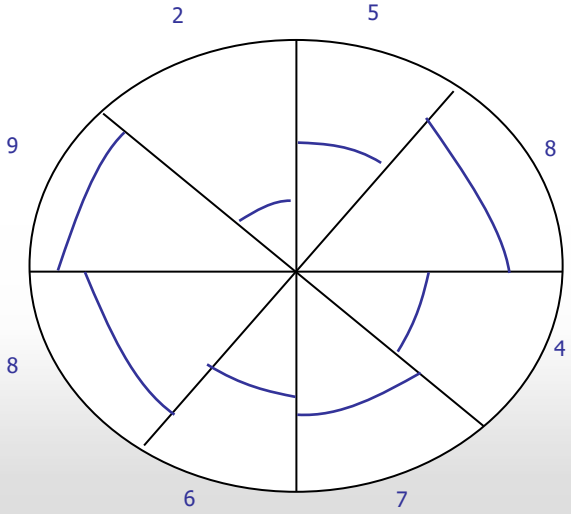
BE ACTIVE
Getting out into the fresh air every day for exercise.

Wellbeing Wheel Instructions

The 8 sections in the Wellbeing wheel represent balance and align to the 5 areas identified by the NHS focused on wellbeing.

- Taking the centre of the wheel as 0 and the outer edge as 10, rank your **level of satisfaction** with each area out of 10 by drawing a straight or curved line to create a new outer edge (see example)
- The new perimeter of the circle represents **your** ‘Wellbeing wheel ‘. Is it a bumpy ride?
- What are the areas that you need to address to achieve balance

EXAMPLE



	Descriptor	Example key actions
CONNECT	**Sticking to the school values and vision**	1.Ensure all recovery and curriculum planning aligns explicitly to school values. 2.Revisit school values in displays and assemblies and involve the children in making the displays and planning the assemblies. 3.Encourage weekly focuses on specific values to remind the children of the values and provide security.
	Prioritising and delegating	1.Stick with the priorities of Safety first, Emotional Wellbeing, Learning in that order. 2.Decide on what is genuinely going to make a difference to staff and children. 3.Delegate tasks every day- don't become the super hero Headteacher.
	Actively seeking out other professionals for support	1.Seek out other Headteachers you can talk things through with. 2.Consider requesting wellbeing coach support from the LA. 3. Consider setting up a Headteacher support group through What's App
BE ACTIVE	**Getting out into the fresh air everyday for exercise**	1.Offer to run or walk with a group of children at lunchtime as a 'treat with the Headteacher replacing 'hot chocolate Friday" (Primary) 2.Establish the daily mile in school for all. 3. Prioritise your daily exercise when not in school. 4.Take opportunities to get some fresh air during the school day,
KEEP LEARNING	**Staying focused on wellbeing and learning outcomes for children**	1.Keep a check on the balance of your time in the day focused on wellbeing and learning. 2.Challenge staff to keep their focus on wellbeing and learning with reminders at the beginning of the day, in staff meetings. 3. Remind governors that these are the key focuses for school.
GIVE	**Staying positive and modeling optimism**	1. Check your expression regularly, hold your head up, smile and pause to listen to both children and staff. 2. Model calm, walk slowly around the school projecting an air of 'everything will be ok'. 3. Encourage positive thinking- asking staff to come to you with solutions not problems. 4. Start a gratitude journal to stay positive. 5. At the end of the day list the positives and encourage a culture of staff and children doing the same.
TAKE NOTCE	**Accepting these are unprecedented times and they will end.**	1.Give yourself a daily reminder alarm at a set time, which is your physical reminder that these are unprecedented times and they will end. 2. Keep a brief diary over time, which will show how life is gradually changing. 3. Write some positive affirmations, reminders onto the notes section of your phone to look at when things seem relentless.
	Establishing time to stand back and reflect	1.Set a fixed time in the day to be quiet and on our own either at home or school and keep to it. 2. Ask your office staff to protect a time when you are not disturbed. 3. Plan a time each week to come into school later and give yourself thinking time either at home or quietly in the car before you get to school. 4. Set time at the weekend to give yourself quiet time.

5 key ways that Governors can support professional wellbeing of Headteachers

1. Acknowledging the challenges AND giving positive feedback
2. Acting as a ‘Sounding Board’ – a wellbeing governor? (ideally not the Chair)
3. Supporting self evaluation of professional wellbeing
4. Prioritising a professional wellbeing objective alongside school performance objectives for performance management/appraisal
5. Ensuring HTs stick to the wellbeing focus – holding them to account for protecting their own wellbeing in the same way as prioritising school improvement

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Question

What would happen to your school if the Headteacher left tomorrow?

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Additional activities that could support Headteacher wellbeing

Explicit

- Dedicated off-site leadership time
- Leadership/ well-being coach
- PMR Well-being target
- Appointment of a wellbeing governor
- Building in recovery time for mentally & emotionally intense activities e.g. meetings?
- Creation of mindful communication policy esp. email
- Connecting with other Headteachers
- 5 NHS steps as a scaffold
- Delegation: Establishing working parties e.g. H&S, Finance, HR
- Governors taking responsibility for a particular project/ issue

Implicit

- Autonomous, genuine distributed leadership
- Delegation: Creation of working groups for Health & Safety, Capital projects etc.
- Reflecting upon, and continual *development of school culture – how do headteachers and staff valued?*
- Clarity of school vision, intent, implementation and regular articulation of impact for all stakeholders – *how is this effectively, and autonomously delegated?*
- Fortnightly/ half-termly/ termly wellbeing governor acknowledgement debriefings
- Termly governing body positive achievements panel

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Introducing wellbeing Headteacher PMR target

Juniper

AYNTK

All You Need to Know About

Governance HR

HEADTEACHER/EXECUTIVE LEADER PERFORMANCE MANAGEMENT

Guidance for: Governors, Trustees, CEO's

Relevant to: Maintained Schools, Academies and MATs

Introduction

Performance Management is a key tool by which Governing and Trust Boards hold executive leaders to account for delivering the agreed vision and strategic goals.

Effective performance management:

- is integrated with the development plan;
- is evaluated and adapted over time, appropriate to the stage of development of the school and the leader;
- is underpinned by sound relationships, characterised by openness, trust and integrity, among all those involve;
- has a secure annual cycle of objective-setting and review together with interim monitoring;
- is viewed as part of an ongoing and wider process of working with leaders to ensure high levels of performance.

Performance Management is a process – it is also part of a Board's overarching and day to day responsibility as an employer which includes managing, and having regular and constructive discussion and feedback about:

- conduct and performance
- health, professional wellbeing and workload
- development, career aspirations and reward

As such, discussions about such matters should be regular, ongoing and timely. There should be no surprises during the performance management process.

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Example of HT PMR planning meeting agenda

Juniper

AYNTK

All You Need to Know About

Governance HR

HEADTEACHER/EXECUTIVE LEADER PERFORMANCE MANAGEMENT

Guidance for: Governors, Trustees, CEO's

Relevant to: Maintained Schools, Academies and MATs

HT Performance Management Review and Objective Planning Meeting Sample Agenda

1. Welcome by the chair of the review panel and an outline of the purpose of the meeting:

- determine performance objectives for the next appraisal period, along with performance criteria, monitoring and professional development needs

2. Review of progress against performance objectives and agreed Standards
3. Review of overall performance in the previous year and consideration of review outcome
4. Discuss professional wellbeing and workload
5. Discuss professional development
6. Arrangements for the production of the appraisal report
7. Discussion to determine:

- objectives for the next appraisal period
- review job description and update as necessary

8. arrangements for monitoring performance, including in-year review (including any arrangements for classroom observation where headteachers teach)

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The Headteacher PMR wellbeing target

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All You Need to Know About

Governance | HR

HEADTEACHER/EXECUTIVE LEADER PERFORMANCE MANAGEMENT

Guidance for: Governors, Trustees, CEO's

Relevant to: Maintained Schools, Academies and MATs

Personal Development and Professional Wellbeing objectives relate to the skills, knowledge and behaviours. Boards may find it helpful to refer to relevant Leadership Standards and to wellbeing in education resources.

Support and development should be given a strong profile; it is important that leaders are given opportunities to protect their wellbeing, develop their practice and refine their skills. Professional development is a joint responsibility between the individual and their school.

- Focus on specific areas of wellbeing that ensure effective leadership e.g. protecting dedicated headteacher time, ensuring support from other professional peers, delegating to senior leaders.
- Focus on specific needs to support a new or developing headteacher to improve their practice and performance.
- Reflect on how you can keep an excellent leader by allowing them to engage in activities which ensure they are sufficiently motivated and continue to develop as school leaders, but this must of course be balanced with organisational needs.

Appendix 3

Further information and support

References:

Teacher Appraisal Regulations

National Standards of Excellence for headteachers

Governance Handbook

Government Implementing your school's approach to pay

Government staffing and employment advice for schools

Government Teacher Appraisal and Capability model policy

Government Report: Effectively Managing Headteacher Performance

Professional Wellbeing tools *(these will be available on Essex website from autumn term 2020)*

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Evidencing Headteacher PMR targets

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All You Need to Know About

Governance | HR

HEADTEACHER/EXECUTIVE LEADER PERFORMANCE MANAGEMENT

Guidance for: Governors, Trustees, CEO's

Relevant to: Maintained Schools, Academies and MATs

Appendix 2

Example evidence to inform performance management assessments

Where appropriate, the external advisor should support with identifying and analysing relevant data and evidence.

This list is not exhaustive.

Pupil attainment and progress

- School Performance data.
- In-school tracking data
- KS2 performance in core subjects / Progress 8 and attainment 8 data

Staff Performance and Morale

- Staff surveys, especially wellbeing
- Staff absence and turnover data
- Staff performance, including classroom observations
- Feedback from teacher exit interviews
- Any employee relations issues

Professional Wellbeing

- Headteacher professional wellbeing self- assessment
- Feedback from Governor surveys
- Feedback from the lead governor for professional wellbeing

Pupil behaviour wellbeing and resilience

- Pupil and parent surveys and feedback
- Pupil absence data
- Behaviour management information and exclusions

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Headteacher PMR templates

PART THREE – THE HEADTEACHER'S REFLECTIONS ON OBJECTIVES FOR 2020-21

The headteacher is invited to make some initial suggestions about the nature of objectives for the forthcoming year.

	Initial suggestions of possible objectives for the forthcoming year
Leadership and Management	
Pupil Progress	
Wellbeing	

PART FOUR – AGREED OBJECTIVES FOR THE YEAR 2020/21

This part of the form is a record of the decisions reached as a result of the conversation between the headteacher and the governors, facilitated by the SEP.

Leadership and Management Objective:				
Success criteria:				
Actions and or interim milestones:				
Evidence base:				
Interim review date:	Head's view of progress	Governors' views of progress	Evidence of impact	Next Steps

Pupil Progress Objective:				
Success criteria:				
Actions and or interim milestones:				
Evidence base:				
Interim review date:	Head's view of progress	Governors' views of progress	Evidence of impact	Next Steps

Wellbeing Objective: Could link to Professional Development				
Success criteria:				
Actions and or interim milestones:				
Evidence base:				
Interim review date:	Head's view of progress	Governors' views of progress	Evidence of impact	Next Steps

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Example approaches to Headteacher PMR wellbeing target

	Initial suggestions of possible objectives for the forthcoming year
Leadership and Management	•
Pupil Progress	•
Wellbeing	• **CONNECT - *activity*** • **KEEP LEARNING - *activity*** • **BE ACTIVE - *activity*** • **GIVE - *activity*** • **TAKE NOTICE - *activity***

Use Headteacher wellbeing wheel self-evaluation/ audit to determine areas of imbalance/ lower score

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Example approaches to Headteacher PMR wellbeing target

	Initial suggestions of possible objectives for the forthcoming year
Leadership and Management	•
Pupil Progress	•
Wellbeing	• **CONNECT–** ***keep a professional, self-reflection diary on key outcomes of wellbeing coach sessions***

CONNECT NHS scaffold – reflecting on my support network – link to wellbeing coaches (Spring 2021+)

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Example approaches to Headteacher PMR wellbeing target

	Initial suggestions of possible objectives for the forthcoming year
Leadership and Management	•
Pupil Progress	•
Wellbeing	• **KEEP LEARNING –** ***evidence-based research paper to governing body***

KEEP LEARNING NHS scaffold – reflecting on how I get the best out of myself, as Headteacher?

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Example approaches to Headteacher PMR wellbeing target

	Initial suggestions of possible objectives for the forthcoming year
Leadership and Management	•
Pupil Progress	•
Wellbeing	• EXPLICIT – introduce dedicated off-site leadership time • IMPLICIT – look at autonomy of distributed leadership

Look at balance of Headteacher's use of time on operational v. strategic leadership activity

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Headteacher wellbeing

1. Reflecting on the culture within a school
2. Reflecting on the Governing body's action and staff actions undertaken to support Headteacher wellbeing:
    a. Explicitly
    b. Implicitly
3. Using 5 NHS steps for positive wellbeing as a scaffold
4. Reflecting on David Herdlinger's KASH framework – *developing healthy habits*
5. Recognising, and appreciating, the individual

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5 Stages of the Wellbeing in Education Strategy, with particular reference to the Covid19 pandemic

STAGE 1

Acknowledge

The LA acknowledges how Headteachers hav risen to the challenges of Covid.
LA Training for consistent wellbeing messaging to schools.

STAGE 2

Support

Training sessions for Headteacher wellbeing with support tools for leaders.LA Adviser support to schools.

STAGE 3

Governance

Training: for duty of care, wellbeing appraisal and recruitment

STAGE 4

Capacity Building:

Training for a cohort of HTs to become wellbeing coaches

STAGE 5

Wellbeing Coaches

available to schools for peer coaching support

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Future Support and development of the Essex wellbeing strategy

1. Further resources to support wellbeing of Headteachers
2. Specialist input at Headteacher quadrant meetings
3. Support materials for Headteacher performance management
4. Videos for SLT and Staff sessions on professional wellbeing
5. Training of wellbeing peer coaches
6. Wellbeing Coaching Support

Video materials: https://www.youtube.com/channel/UCNoGQe0srAi8flBWAOIukeQ

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Remember, it’s a journey we are all on….

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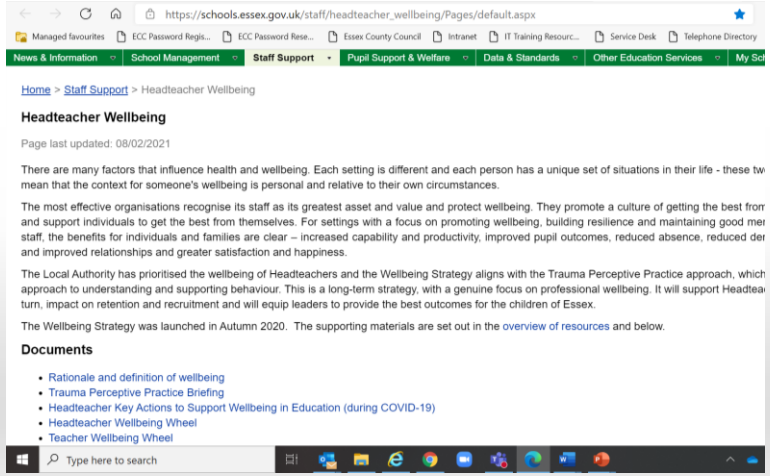
Any questions?

https://schools.essex.gov.uk/staff/headteacher_wellbeing/Pages/default.aspx

Here's More Information!



Essex County Council