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Wellbeing in Education Strategy

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



Aims of this update webinar:

The intended outcomes of this update 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



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







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."





Question asked of Governors during recent Governor training webinars

Question

What would happen to your school

if the Headteacher left tomorrow?



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 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.



Abraham Maslow's hierarchy of needs

Self-actualization

desire to become the most that one can be

Esteem

respect, self-esteem, status, recognition, strength, freedom

Love and belonging

friendship, intimacy, family, sense of connection

Safety needs

personal security, employment, resources, health, property

Physiological needs

air, water, food, shelter, sleep, clothing, reproduction



Strategy and culture





"Education is a people business"



"Culture eats strategy for breakfast"

– Peter Drucker

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.



What is the culture like in your school?



Explicit activity, messaging, behaviours impacting on wellbeing

Implicit activity, messaging, behaviours impacting on wellbeing

> Where would the answer to this question come from?

Consider the culture in your own school

What explicitly contributes to the culture of the school?

What implicitly contributes to the culture of the school?





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. Action speaks louder than words but not nearly as often. Mark Twain







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



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.







What is TPP?

What are the NHS 5 Steps to mental wellbeing?



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

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.



NHS 5 Steps to mental well-being



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



Be Active

- 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

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Connect

- 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

- 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









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



Take notice

- 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





Using the KASH framework from the work of David Herdlinger

Shifting to Trauma Perceptive Practice

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)







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;
- 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.







How do I stay focused on leading my school ?

How do I balance leadership demands with my own wellbeing ?

Challenge for Headteachers



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

- How do governors strategically plan support for Headteacher?
- 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?

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."



'Auditing' Headteacher wellbeing – a starting point



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	 Ensure all recovery and curriculum planning aligns explicitly to school values. Revisit school values in displays and assemblies and involve the children in making the displays and planning the assemblies. Encourage weekly focuses on specific values to remind the children of the values and provide security. 	
	Prioritising and delegating	 Stick with the priorities of Safety first, Emotional Wellbeing, Learning in that order. Decide on what is genuinely going to make a difference to staff and children. Delegate tasks every day- don't become the super hero Headteacher. 	
	Actively seeking out other professionals for support	 Seek out other Headteachers you can talk things through with. Consider requesting wellbeing coach support from the LA. Consider setting up a Headteacher support group through What's App 	
BE ACTIVE	Getting out into the fresh air everyday for exercise	 Offer to run or walk with a group of children at lunchtime as a 'treat with the Headteacher replacing 'hot chocolate Friday" (Primary) Establish the daily mile in school for all. Prioritise your daily exercise when not in school. 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	 Check your expression regularly, hold your head up, smile and pause to listen to both children and staff. Model calm, walk slowly around the school projecting an air of 'everything will be ok'. Encourage positive thinking- asking staff to come to you with solutions not problems. Start a gratitude journal to stay positive. 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.	 Give yourself a daily reminder alarm at a set time, which is your physical reminder that these are unprecedented times and they will end. Keep a brief diary over time, which will show how life is gradually changing. 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	 Set a fixed time in the day to be quiet and on our own either at home or school and keep to it. Ask your office staff to protect a time when you are not disturbed. 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. 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



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



The Headteacher PMR wellbeing target

Juniper

AYNTK All You Need to Know About Ē

HEADTEACHER/EXECUTIVE LEADER PERFORMANCE MANAGEMENT

Guidance for: Governors, Trustees, CEO's

Relevant to: Maintained Schools, Academies and MATs

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)

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; <mark>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.</mark>

- 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.



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 I Objective:	Management			
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 ()bjective:			
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



Approaches to Headteacher PMR wellbeing target

	Initial suggestions of possible objectives for the forthcoming year
Leadership and Management	•
Pupil Fregress	•
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



Approaches to Headteacher PMR wellbeing target

		Initial suggestions of possible objectives for the forthcoming year
L	_eadership and Management	•
	Papii Progress	•
V	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+)



Approaches to Headteacher PMR wellbeing target

Initial suggestions of possible objectives for the forthcoming year
 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?



Approaches to Headteacher PMR wellbeing target

	Initial suggestions of possible objectives for the forthcoming year
Leadership and Management	•
Papii 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



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



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

STAGE 1	STAGE 2	STAGE 3	STAGE 4	STAGE 5
<text></text>	support tools for	Governance Training: for duty of care, wellbeing appraisal and recruitment	Capacity Building: Training for a cohort of HTs to become wellbeing coaches	Wellbeing Coaches available to schools for peer coaching support





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





Remember, it's a journey we are all on....



Any questions?

