



SUPPORTING TEACHER AND TEACHER EDUCATOR WELL-BEING.

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Integrated approach and specialist expertise



Our approach

- Our mission
- ‘Whole school’
- Resourcing schools, building capacity
- Professional development: (MHCF, SMHL)
- Listening to teachers
- The landscape

Why?

- **One in eight children and young people have a diagnosable mental health problem**
Source: NHS Digital (2018)
- **Half of those with lifetime mental health problems first experience symptoms by the age of 14**
Source: Kessler R and Wang P (2007) The descriptive epidemiology of commonly occurring mental disorders in the united states. Annual Review of Public Health 29: 115–129
- **Children and young people with mental health difficulties go an average of 10 years between first becoming unwell and first getting any help**
Source: Khan, L. Missed opportunities: A review of recent evidence into children and young people's mental health (June 2016)
- **Children from low-income families are four times more likely to experience mental health problems than children from higher-income families**
Source: Gutman et al. Children of the New Century: Mental health findings from the Millennium Cohort Study (2016)
- To help with the context we need to remember what is happening in a wider context/system. That there has been a 20% increase in the number of children and young people being referred to CAMHS since 2015.
- With 71% of teachers feeling they lacked the right training to help them address the mental health concerns of pupils.

Background

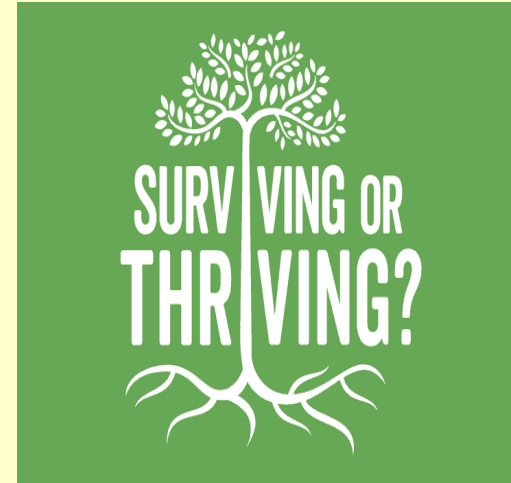
- ✓ Pilot (2018-2020)
- ✓ Moray House continued partnership
- ✓ Mental Health Champions Foundation for student teachers
- ✓ University of Glasgow (September 2023)
- ✓ University of Stirling (early 2024)

“The well being of everyone in a school community is a fundamental pre-requisite for productive teaching and learning.” EIS

Partnership aims.

- Strengthening the MHSES approach to mental health/emotional resilience of (student) teachers.
- Embed reflective practice (Place2Think) in order to specifically engage deeper learning in supporting children's emotional wellbeing.
- Through direct teaching input enable students to increase knowledge, skills and opportunities for critical reflection in relation to mental health in schools (for example attachment theory, Adverse Childhood Experiences, trauma informed/sensitive practice).

Context.



<https://www.mentalhealth.org.uk/about-us/news/shocking-research-reveals-half-teachers-affected-mental-ill-health-due-work-pressure>

<https://www.nasuwt.org.uk/static/e5f382d1-ece5-4099-be8f0a87a7e0ce46/Consultation-Response-Scottish-Government-Mental-Health-and-Wellbeing-Strategy.pdf>

<https://www.eis.org.uk/member-support/hwresource>

What does the partnership look like in practice?

- Place2Be research-based lectures complimenting academic input
- In excess of 300 1:1 Place2Think sessions with student teachers delivered online, face to face
- Themed Group Place2Think sessions during site-based placement
- 500 places offered on Place2Be's Mental Health Champions Foundation Programme
- Building capacity within departments: staff Place2Think sessions, working with staff on courses,
- Raising partnership profile - recruitment days, conferences, joint comms strategy
- Maintaining relationship with Alumni students
- Into Headship lecture input

"It is crucial to develop teachers that are self-reflective and open to personal and professional growth.

Place2Think sessions provide the means for that work."

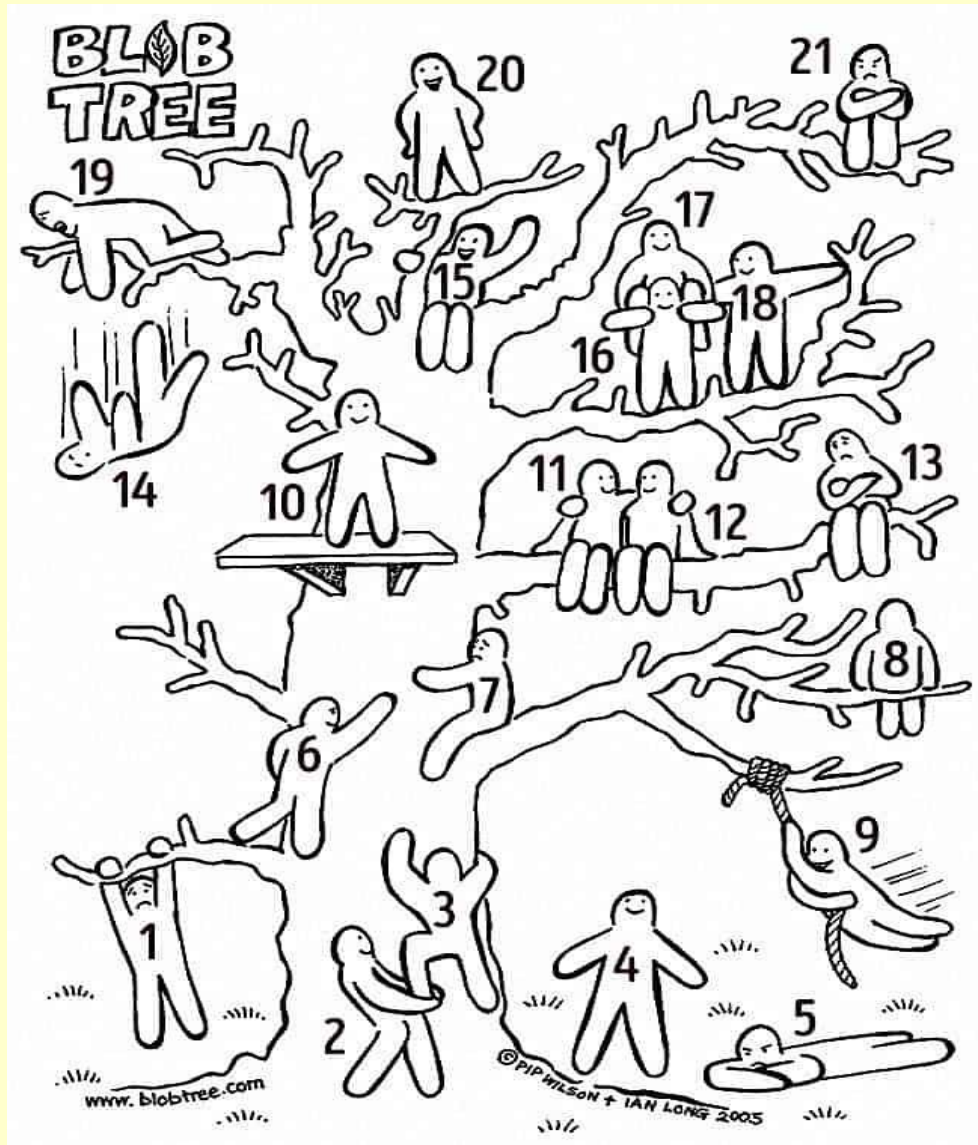
Student Teacher

Emotional Intelligence.



<https://www.leedsbeckett.ac.uk/carnegie-school-of-education/research/carnegie-centre-of-excellence-for-mental-health-in-schools/school-mental-health-network/-/media/253bcf64213a4a8582a2a0a2be6b1d49.ashx>

Blob Tree:
which one
are you
and why?



Personal & Professional Identity.

<http://eprints.gla.ac.uk/45326/1/45326.pdf>

Professional identity rests on personal identity.

It is based on individual values, beliefs, and feelings, as well as on professional knowledge and understanding.

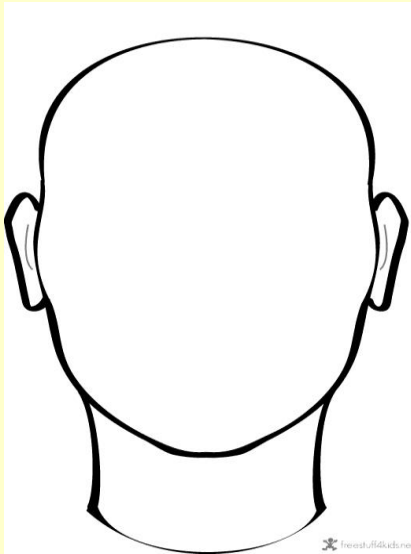
Broader social and cultural aspects such as ethnicity, culture and religion also play a part in how we define ourselves personally and professionally (Kostogriz and Peeler, 2007).

In addition, research highlights the role emotions play in constructing and changing identity (O'Connor, 2008).

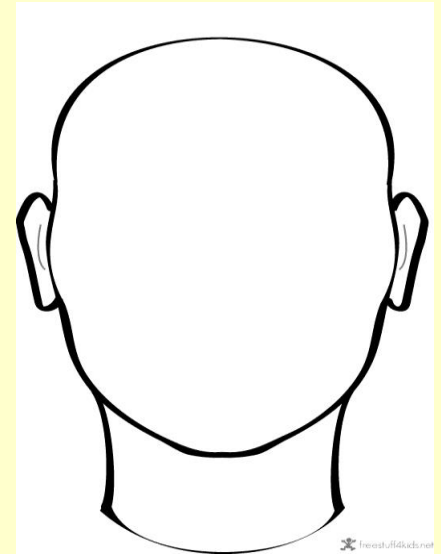
All these aspects influence how we respond in professional situations but, while some of them are givens, they are not immutable.

We can develop aspects of ourselves to enable us to respond more effectively in professional situations."

"it is normal to shuttle between confidence and self-doubt."

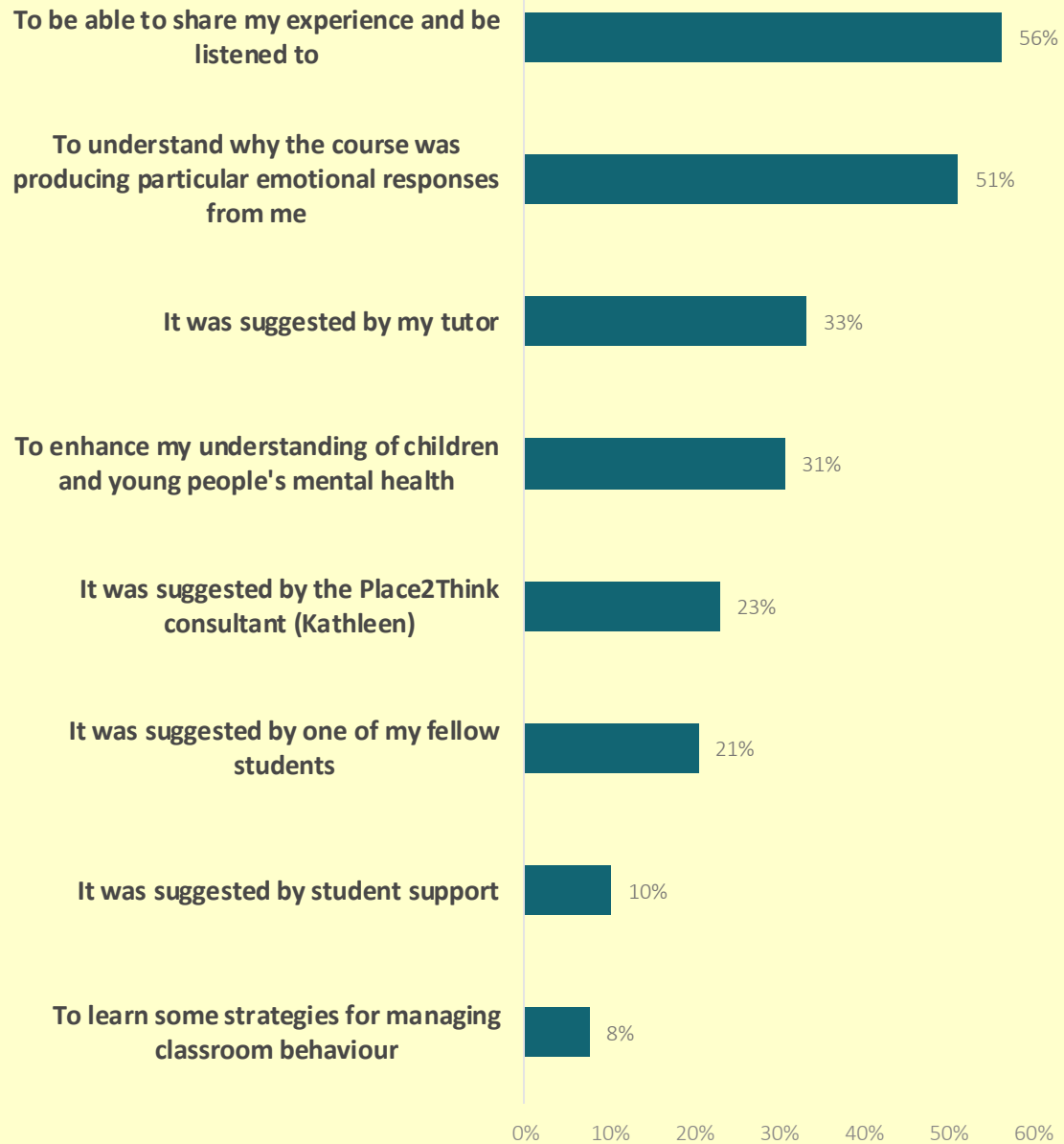


PERSONAL





PROFESSIONAL

Reasons for attending Place2Think sessions.



How would students describe Place2Think sessions?

“It is a reassuring space to connect with understanding our own emotional needs, that is crucial to understanding before absorbing a full class of learners’ worries and emotions”



**Why did
student
teachers
attend
Place2Think
session.**

“The fact that the conversation about emotions is grounded in practice”

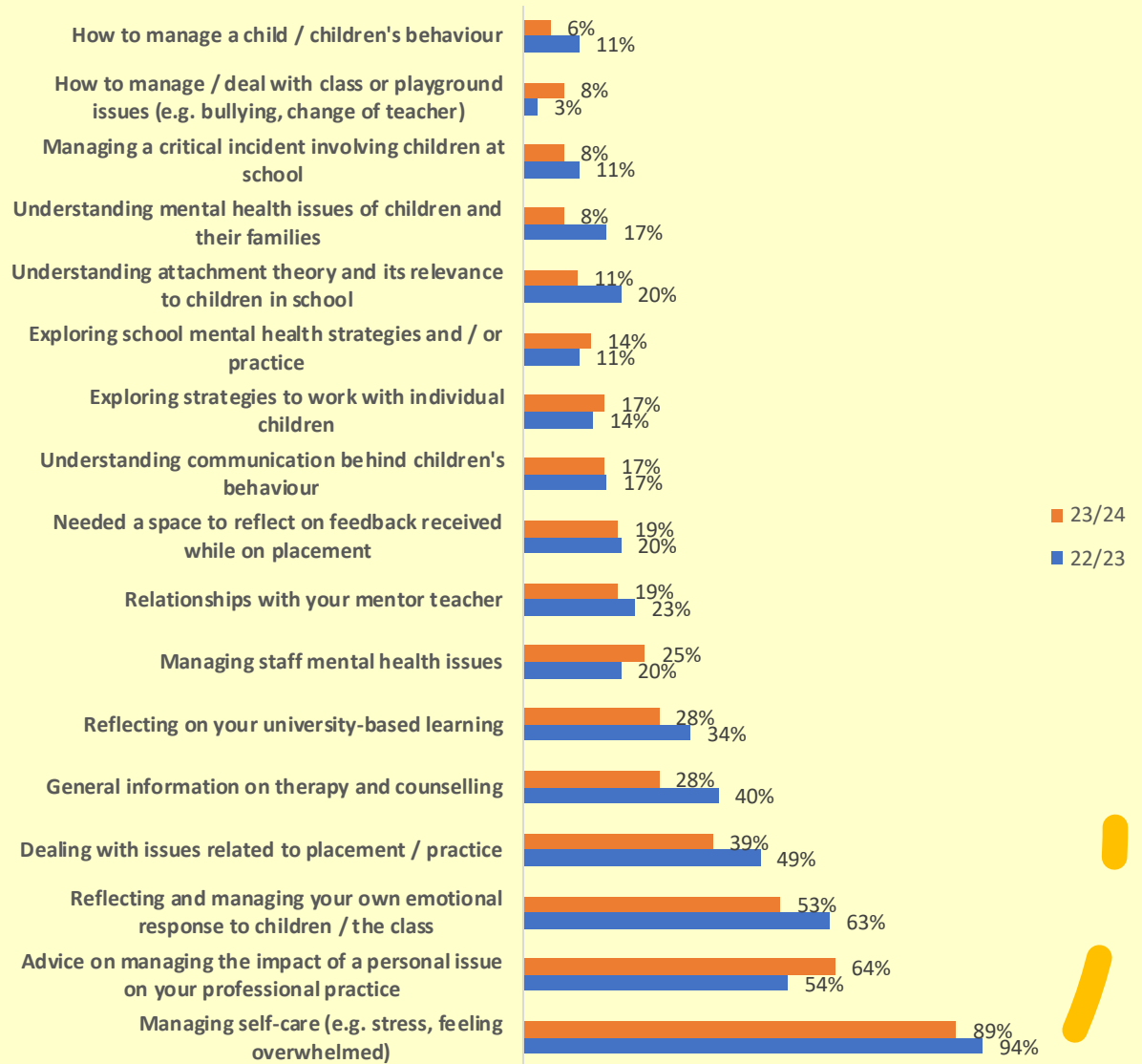
“That it helped me understand the emotions of children without dismissing my own feelings”

“Chance to talk about emotions in relation to my practice in the classroom”

“Somebody who is not affiliated with the university to chat to”

“An opportunity to discuss things outside a school/University environment, especially around emotional trauma that I felt was affecting me on placement”

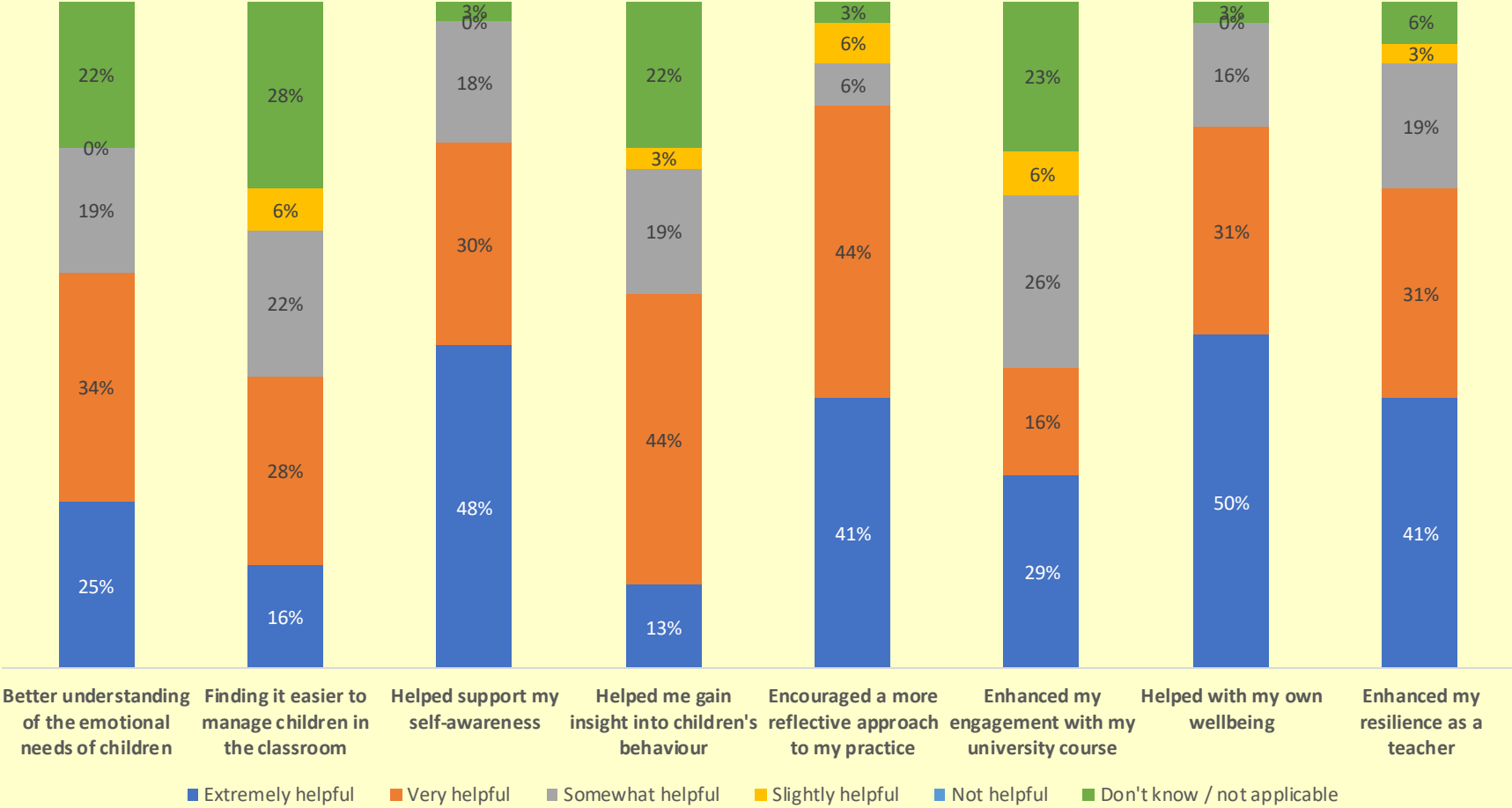
What student teachers discussed in Place2Think sessions.



Did the sessions meet the student teachers' expectations?

- *Helped me to step back from internalizing feedback and work on developing a growth mindset.*
- *Had a really rough placement where things hadn't gone well. Having Place2be and speaking to Kathleen has been amazing in that it's able me to reset and go into the next placement without the baggage of the last. It's also helped me assess why things hadn't gone well and strategies to fix them.*
- *I don't find self-care advice that you can find in motivational quotes or TedX talks very helpful, whereas actually reflecting on practice and being guided in doing so was very helpful to understand my own reactions and think of better ways to cope with stress and pressure*
- *Non-judgemental supportive space with help to reframe experiences and support myself more competently*
- *I felt that I could confidently speak about my own worries before last placement begins. It was a safe space to be listened to about personal issues going on in the background, concurrent with the responsibility of looking towards other children's emotional needs going forward.*
- *The sessions allowed me to gain a better understanding of how to support children's mental and emotional health in the classroom. They also gave me a better understanding of my own reactions and emotional responses and how to cope with situations I found difficult.*

How helpful were the Place2Think sessions?



Impact.

- (97%) said that they would recommend the Place2Think service to another student.
- (91%) of Place2Think sessions met students' expectations: most commonly using the service to discuss self-care, self-reflection and their emotional response to children.
- 70% reported that the session helped with understanding the emotional needs of children

“The experience of having that support was key to me completing the course, I consider what I've learned about myself and the complexities of emotional wellbeing just as important as what I've learned about teaching”

Moving forward.

- MHC Foundation + Staff Room
- Opportunities for partnership across a consortium of universities
- A national conversation about 'reflective supervision' for teachers and student teachers
- Research – longer term impact
- Newly Qualified Teachers (Early Career support)
- Into Headship

Further info:

- ITE & Place2Be (June 2023) [report](#)
- [Hear](#) from Moray House student teachers and academics

"When everything appeared too much and progressing didn't seem possible Place2Be provided the right help to move forward."

Student teacher

