



Spaces for Wellbeing Workbook



**Believe in
children**
**Barnardo's
Scotland**

About this resource

This resource can be used by anyone who works in an education setting who wants to involve their team in creating a shared framework for staff wellbeing that can be part of a whole school plan, aligned to the GIRFEC indicators.

What we did

In November 2020 Barnardo's Scotland invited staff working across the Education Sector to be part of the co-production of series of workshops around 'Spaces for Wellbeing'.

The initial sessions used a method adapted from Appreciative Enquiry to ask participants to share stories about their wellbeing when it was at its best. Examples of individual, team and organisation wellbeing were collected and aligned to the GIRFEC indicators to create a framework for staff wellbeing.

The framework was used to create a programme of on-line events, each around a specific theme and followed up with a Wakelet with links to podcasts useful websites and further reading. The events were not recorded but the Spaces for Wellbeing Event resources can be found [here](#).

This booklet takes you through the co-production process to support you to facilitate a conversation with your team and create a bespoke framework for your workplace setting. It was designed to be delivered on a digital platform such as MS Teams, Zoom or Google meets however it could be adapted to deliver face to face.



What you will need

You will find all the resources in our [Wakelet](#).

We captured the group feedback using [Google Jamboards](#). MS Teams has a whiteboard option and there are other free versions such as [Miro](#) and [Mural](#).

We created our quiz using Zoom polls but you can also create quizzes in your Powerpoint or using Mentimeter.

- How to create a poll in [zoom](#).
- Create a quiz with [mentimeter](#).
- Post its [app](#).
- Word cloud [generators](#).
- Blank [Wellbeing grid](#).
- Blank [Six Serving Men](#).
- Liberating structures [app](#).

PowerPoint slide presentation

With digital facilitation it is important to keep participants visually engaged. The slide presentation is text light and uses images as prompts for each stage of the process. You can customise it and will need to insert slides of your bespoke grid to use in the second session.



Timeline

SECTION	SLIDES	PAGE NO.	TIMING	TOTAL
Background		1 – 4		
Workshop 1: Intro and Housekeeping	1 – 3	5 – 6	10mins	10mins
Appreciative enquiry outline	4 – 5	7	10mins	20mins
Quiz	6 – 7	8	10mins	30mins
Intro Discover	8 – 9	9	10mins	40mins
Discover activity	10 – 13	10 – 11	20mins	60mins
Dream intro	14	12	10mins	70mins
Dream exercise	15	13 – 14	20mins	90mins
End of Workshop 1				
Preparation for Workshop: 2 Mapping Exercise		15 – 17		
Intro Workshop 2	16		5mins	5mins
Explain mapping exercise	17 – 21		10mins	15mins
Intro Design	22	18 – 20	10mins	25mins
Walk through design example: Outside and free	23 – 27	21	5mins	30mins
Walk through design example: Walking meetings	28 – 30	22	5mins	35mins
Now its your turn	31 – 32	23 – 24	20mins	55mins
Intro Deliver	33	25	10mins	65mins
Six Serving men walk through and activity	34 – 37	28 – 27	20mins	85mins
Next steps: End of Workshop 2	38	28 – 29	5mins	90mins

Let's get started: Housekeeping

10mins

HINTS

Before you start it is worth going over online etiquette.

- 1 Encourage participants to keep their cameras on and their microphones on mute when they are not speaking.
- 2 Explain how you will use the breakout rooms
- 3 Keep instructions simple and short.
- 4 Check everyone knows how to use the chat box and has access to the 'whiteboard' you are using for recording feedback.
- 5 If you are using Jamboard we suggest you send the link out in advance. You can also share files and links in the chat box.

Facilitation methods



The presenters made a very relaxed and comfortable atmosphere. Sometimes I find zoom meetings can be awkward or uncomfortable and I didn't feel like this at all during the session.

WORKSHOP PARTICIPANT

Facilitation in a digital space feels different from face to face. You need to be organised and keep your instructions simple. Large group discussions can result in only a few voices being heard, so using individual reflection and breakout rooms to allow for small group conversations is important to capture all voices and perspectives.

Facilitating online uses similar skills to face to face groups with one caveat, you have to trust what is happening in the breakout rooms. Unlike face to face you can't just pull up a chair and help the conversation flow.

Appreciative Enquiry is at home with solution focused methods which aim to encourage people to find and action their own solutions. Throughout the workshop we used coaching questions which are open, challenge our assumptions and encourage contributions.

When your wellbeing was at its best it was like ...?

What would you like to have happen?

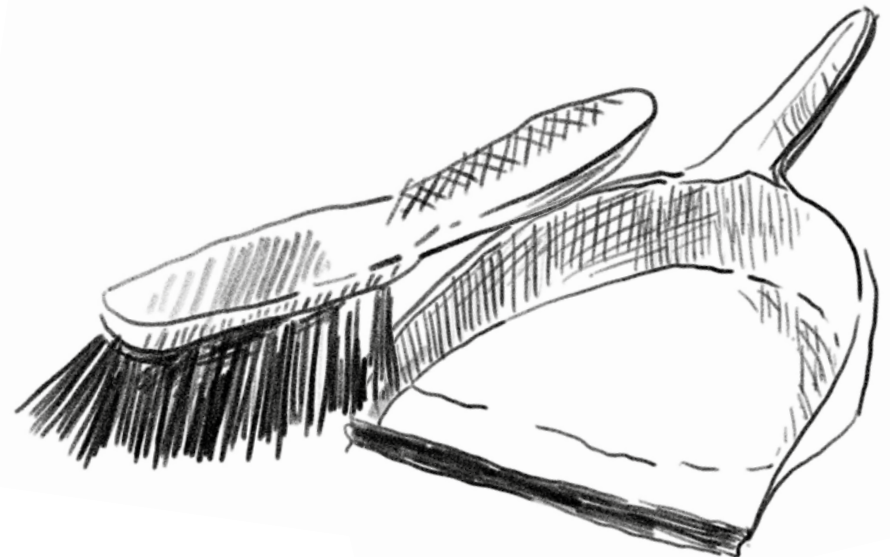
Is there anything else?

The sentence structure in these questions can appear clumsy however it is deliberately constructed to invite the listener to imagine a future where they have agency and success is possible.

You can read more about coaching principles and solution focused language here

<https://blogs.glowscotland.org.uk/as/aberdeenshireeps/solution-focused-approaches/>

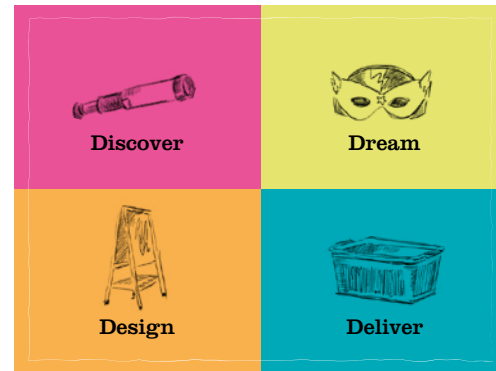
<https://www.brief.org.uk/resources/brief-practice-notes/the-language-of-solution-focused-brief-therapy>



How we did it: Appreciative Enquiry

10mins

SLIDES



Faced with a problem our instinct is often to try to fix it? We do this by looking for the cause, researching in great detail to identify why we have the problem and then analysing why it has happened. This process works well if the problem is a leaky washing machine or a car that won't start, however, in the workplace where outcomes are affected by complex systems, relationships and layers of management looking for a 'fix' can lead to a negative spiral and narrow the range of potential options available to us to address challenges. Problem analysis can lead to paralysis.



Collaboration and finding a common ground via a strengths based approach is empowering instead of finding everyone's pain points to connect which usually ends up in a complaining session.

WORKSHOP PARTICIPANT

Appreciative Enquiry asks us to step away from the problem and think about times when things have worked well. It asks you to consider 'when were you working at your best?' and 'what are you most proud of?' seeking to draw out the principles and values of those times and then adapt these to find a solution to your current situation. It's a strengths-based approach and encourages people to anticipate, collaborate and take responsibility.

You can read more about the history of Appreciative Enquiry here:

<https://positivepsychology.com/appreciative-inquiry/>



Quiz: Why are we talking about this?

10mins

SLIDES



The first stage of any Appreciative Enquiry (AE) process is identifying the focus of your attention. Providing some evidence, albeit briefly, can be helpful for participants who are used to a 'deficit approach'. It allows you to acknowledge concerns that may exist in the group without dwelling on the negative aspects for too long.

For this workshop we used the information provided by the Teacher Wellbeing Index, a national survey issued by the charity Education Support. We selected results from the https://www.educationsupport.org.uk/media/b1qbzmzl/teacher_wellbeing_index_2019.pdf which show that work related stress in the education sector existed prior to the pandemic. The results also highlight that much of that stress was a result of systemic issues such as workload, management style and pupil behaviour. Consequently, when we are looking at what has worked well

before we need to focus our gaze on 3 areas : individuals, teams and the wider culture of the organisation.

It can be helpful to 'take the temperature' of the group before you start. You can create an online quiz or poll using data from national surveys. Scaling questions are also useful to check how the participants are currently feeling.

Tips

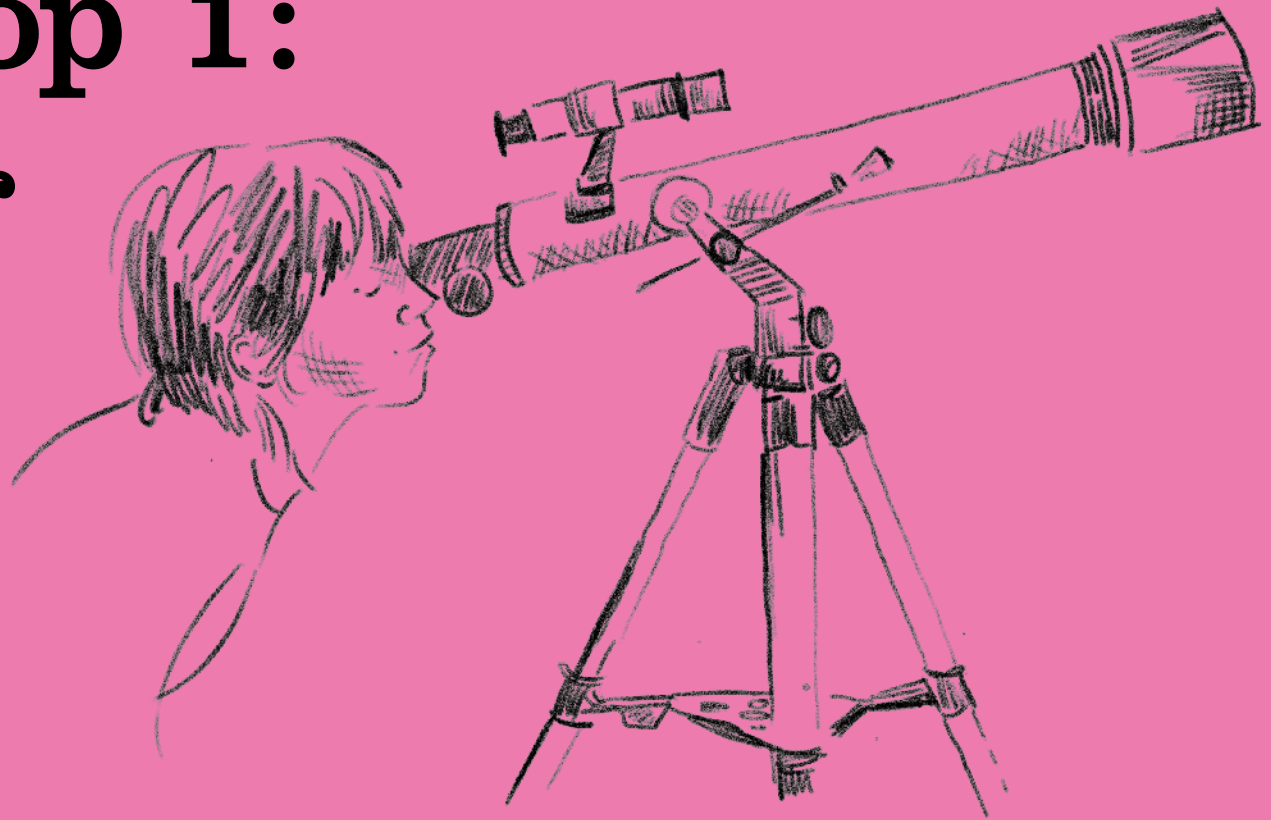
How to create a poll in zoom <https://www.howtogeek.com/674907/how-to-create-polls-in-zoom-meetings/>

Create a quiz with mentimeter <https://help.mentimeter.com/en/articles/410459-multiple-choice-questions>



DISCOVER TOTAL: 30MINS




Workshop 1: Discover



Introduction: Getting the story

10mins

SLIDES

<p>When your wellbeing was at its best it was like what?</p> <p>What mattered? What were you feeling? What were you doing? What was happening around you? What enabled you?</p> <p>I was...</p>		<p>When your TEAM'S wellbeing was at its best it was like what?</p> <p>What mattered? What were you feeling? What were you doing? What was happening around you? What enabled the team?</p> <p>We were...</p>		<p>When your Organisation's wellbeing was at its best it was like what?</p> <p>What mattered? What were you feeling? What were you doing? What was happening around you? What enabled the team?</p> <p>They were...</p>	
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This phase is about bringing the best of the past with us. You want to encourage participants to think about any situation when their wellbeing and that of their team and wider organisation was at its best and draw out the key principles that contributed to this.

It can be useful to encourage examples from non-education settings too – including other workplaces, home or community life. It's a chance for people to share stories and learn about each other. Participants can talk not just about actual events, but feelings and metaphors too, these are just as important. Once you have the stories you can begin to identify the range of factors that contributed to success.

Initially give participants an opportunity to think about what wellbeing at its best looks like, and ask them to post their feedback on the Jamboard. Then using breakout rooms ask participants to move through each question on the Jamboards encouraging them to record key points from their discussions. Finally as a large group you can then ask for reflections on the

boards to identify common themes and key issues. Keep to time and trust the process.

Digital facilitation needs a bit more time to let participants settle into the conversation. It can feel a bit quick and muddy but the Jamboards allow everyone to comment and generates a lot of information in a short space of time. We used the 1/2/4/all method from [Liberating Structures](https://www.liberatingstructures.com/).

Other facilitation ideas:

[www.liberatingstructures.com/ls](https://www.liberatingstructures.com/)



ACTIVITY

Discover what works: share stories and positive experiences



Aim: When your wellbeing was at its best it was like what?

**Time: 20mins**

Individual:

Jot down some notes about what supports your wellbeing.
When where you energised? What helps you feel confident?

Team:

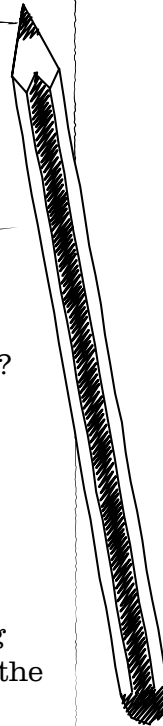
In pairs discuss what has contributed to your wellbeing.
Team can be any group setting, sporting, family
or workplace.

Organisation:

Small groups of 3-4. Share positive experience of working in a culture that promotes wellbeing at work. What were the factors that made it work well?

All:

Reflections on Jamboard content? Are there common themes?



Notes

20mins

This image shows a single sheet of white paper with horizontal blue lines, resembling notebook paper. The lines are evenly spaced and run across the width of the page. On the left edge, there is a small portion of a black spiral binding visible. The paper appears to be part of a larger set or binder.

DREAM TOTAL: 30MINS

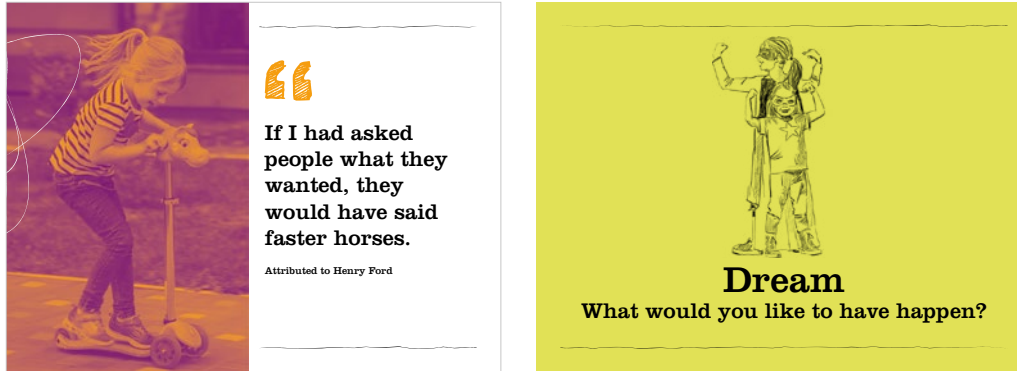
Workshop 1: Dream



Introduction: What would we do?

10mins

SLIDES



We are not routinely encouraged to dream in the workplace. Limited resources and constant deadlines often lead us to find the quickest and most pragmatic solutions. We work with what we have to the best of our abilities.

Unfortunately, this means that when the system is under strain we can be at our least creative. Appreciative Enquiry asks participants to envisage an ideal future where we take the best of our past experience and use it to innovate and inspire.

While there is some dispute that Henry Ford actually said this, it does exemplify that we often limit our imagination to tweaking existing systems rather than re-imagining them. In this session you don't want 'faster horses' as the solution. We want participants to be as bold and visionary as possible generating needs led, not resource led ideas.




If you put people together and allow them to dream it's amazing what they can come up with - small things that can make big changes to people's wellbeing!

WORKSHOP PARTICIPANT

[illegible]

Tip

At this stage in the AE process it can be good to take a break. This allows participants to think over and possibly refine their ideas and return fresh and ready for the next session.



Break



PREPARATION TOTAL: 1 HOUR

Preparation & definition



Preparation & definition: Map your dreams to the GIRFEC indicators

SLIDES



We adapted the Appreciative Enquiry(AE) process and added an intermediate stage between the two workshops. AE is a different way of working and for some it can feel a little unrealistic and aimless especially in a profession where measurement is so important.

So we thought about how we could make the process feel more bespoke and attuned to the needs of education settings.

This stage categorises the ideas generated so far under the GIRFEC wellbeing indicators. This wasn't an exact process, but it did allow us to group ideas together and begin to see themes emerge which could lead to change.

It also sets your staff wellbeing needs in the same language as those of the children and young people and supports a whole school approach. Do your staff feel safe? Are they respected and included in decision making? What would help your staff to feel healthy and nurtured in the workplace?

Because we had a large group of participants who were from different schools and regions we prepared for the second workshop in advance. If you are working with a smaller team you could involve them in decisions around sorting the comments and deciding where they map to the GIRFEC indicators.

Tip

You can find out more about Getting it Right for Every Child (GIRFEC) [here](#).



ACTIVITY

Mapping: Mapping your dreams to Wellbeing indicators



Aim: Create a wellbeing grid to use in workshop 2



Time: 1hour (this activity can be done by the **workshop leader** in preparation for next session or run as an additional team exercise)

Tidy the Jamboard by grouping similar ideas together– you may find that there are several comments that are very similar and can be condensed into one.

Change the sticky notes colours to give a visual picture of themes.

Use the [@postits](#) App to take a picture of your Jamboards. This will let you transfer the comments to an excel spreadsheet.

Cut and paste the notes onto your GIRFEC grid.

1hour

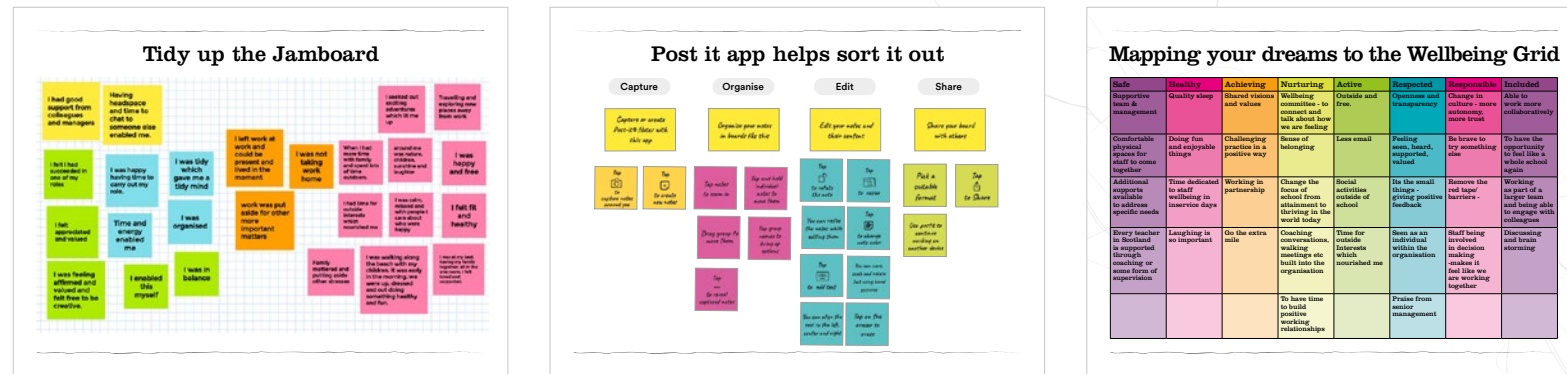


DESIGN TOTAL: 90MINS

Workshop 2: Design



SLIDES



The next two stages of Appreciative Enquiry are about moving from aspirations to actions. So you are taking the ideas gathered in the DISCOVER and DREAM stage and beginning to think about how you could do more of this. Start with sharing your bespoke GIRFEC wellbeing grid. If participants were not involved in categorising the comments then share the process explaining how and why you did it this way.

Design

10mins

SLIDES



Ask yourself what could we do? How can we take the essence of what has worked before and do more of it?

Before you ask your participants to generate their own designs it can help to take a couple of the comments from the example we provided of a GIRFEC grid and work through how you could design and deliver intervention to support wellbeing.



It's good to be creative in relation to providing staff wellbeing opportunities in the same way we would for pupils. Thinking 'outside the box' can open up opportunities that might otherwise not seem possible.

WORKSHOP PARTICIPANT

Outside and free

5mins

SLIDES

Outside & free							
Safe	Healthy	Achieving	Nurturing	Active	Engaged	Responsible	Included
Supportive team & management	Quality sleep	Shared vision and values	Wellbeing committee - to connect and talk about how we are feeling	Outside and free	Openness and transparency	Change in culture - more autonomy, more trust	Able to work more collaboratively
Comfortable physical space for staff to come together	Doing fun and enjoyable things	Challenging practice in a positive way	Sense of belonging	Less email	Feeling seen, heard, supported, valued	Be brave to try something new	To have the opportunity to feel like a whole school again
Additional supports available to address specific needs	Time dedicated to staff wellbeing in inservice days	Working in partnership	Change the focus of school from attainment to thriving in the world today	Social activities outside of school	Be the small things - giving positive feedback	Remove the red tape/ barriers -	Working as part of a larger team and being able to engage with colleagues
Every teacher in Scotland is supported through coaching or some form of supervision	Laughing is so important	On the extra mile	Coaching conversations, walking meetings etc built into the organisation	Time for outside interests nourished me	Be an individual within the organisation	Don't being involved in decision making makes it feel like we are working together	Clearing and brain storming
			To have time to build positive working relationships		Praise from senior management		

Bring the outside into the workplace

Research shows you don't have to go far or spend long outside to get the benefits. Just getting outside and walking for 5 minutes at a time improves both mood and self esteem.

☒ Yes

☐ Yet

87%
of people enjoy spending time outdoors

86%
of people want to spend more time outside during the workday

88%
of people spend less than 1 hour outside during the workday

92%
of people get outside to escape work rather than integrate it with work

77%
of people have access to outside space at work

95%
of people experience a decrease in stress outside

70%
of people usually eat lunch at their desk

65%
of people say their job is the biggest barrier to spending time outdoors



Our group commented on how their wellbeing was at its best when they spent time outside in the natural world. And they are right. Recent research shows even viewing nature through a window has a positive effect on our health.

So how could we design the workplace to allow the outside in ?

The Art department could organise a photography exhibition on the theme of nature and this could be displayed along corridors. Or the inside out? Many schools have landscaped outdoor seating and small gardens for the young people to use . Could we extend or modify this space to provide a quiet place for staff to sit?

In his pioneering 'hospital window' study, Roger Ulrich compared the recovery records of 23 matched pairs of surgical patients, with half of the patients in a room with a window looking out over trees and the other half in an identical room, but with a window looking onto a brick wall. He found that those patients with a window view of trees spent less time in hospital post-operation, elicited fewer negative comments about their progress from nurses and took fewer moderate and strong analgesics, compared with patients who had a view of a brick wall.



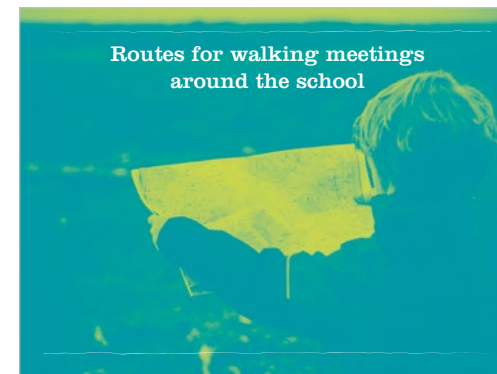
Coaching conversations: Walking meetings built into the organisation

5mins

SLIDES

Walking meetings

Safe	Healthy	Achieving	Nurturing	Active	Respected	Responsible	Included
Supportive team & management	Quality sleep	Shared values and values	Wellbeing committee - to connect and talk about how we are feeling	Outside and free.	Openness and transparency	Change to culture - more autonomy, more trust	Able to work more collaboratively
Comfortable physical space for staff to come together	Doing fun and enjoyable things	Challenging practice in a positive way	Sense of belonging	Less email	Feeling seen, heard, supported, valued	Be brave to try something else	To have the opportunity to feel like a whole school again
Additional support available to address specific needs	Time dedicated to staff wellbeing to address specific needs	Working in partnership	Change the focus of school from attainment to thriving in the world today	Social activities outside of school	Be the email giving positive feedback	Remove the red tape barriers -	Working as part of a larger team and being able to engage with colleagues
Every teacher is included in supported through coaching or some form of supervision	Laughing is as important	Go the extra mile	Coaching conversations, walking meetings built into the organisation	Time for outside interests which nourished me	Seen as an individual within the organisation	Staff being involved in decision making, making it feel like we are working together	Discussing and brainstorming
			To have time to build positive working relationships		Praise from senior management		



In a 2014 Stanford University research report named 'Give Your Ideas Some Legs: The Positive Effect of Walking on Creative Thinking', Marily Oppezzo and Daniel L. Schwartz found that "walking improves the generation of novel yet appropriate ideas, and the effect even extends to when people sit down to do their creative work shortly after".

**Tip**

You can read more about the neuroscience of nature and walking in our Inside Out Wakelet here:

<https://wakelet.com/wake/-98sYYGdM6UIUkHGx1LjN>

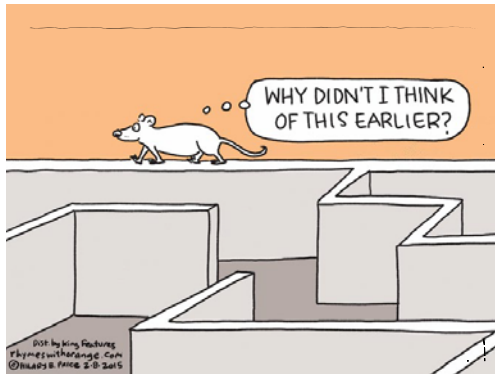


So could we ask the Geography department and ICT departments to work together to create walking maps of the local area with timed routes? Or meet with colleagues at lunch breaks for a short walk outside?

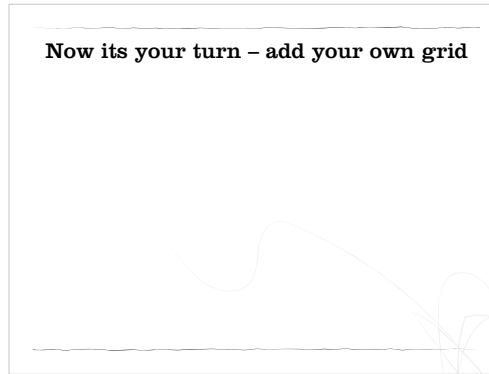
Activity: Now it is your turn

20mins

SLIDES



Now its your turn – add your own grid



The design stage of Appreciative Enquiry should still feel ambitious.

Encourage participants to be adventurous and hold onto their ambitions. It is easy to fall back into the negative language and list reasons why we can't make changes. Remind participants that they have permission to create designs that they think would improve the wellbeing of the school system and the focus is on the future and what we could do.

Safe	Healthy	Achieving	Nurturing	Active	Respected	Responsible	Included

ACTIVITY

Design a better future



Aim: Think about new ways to support wellbeing



Time: 20mins

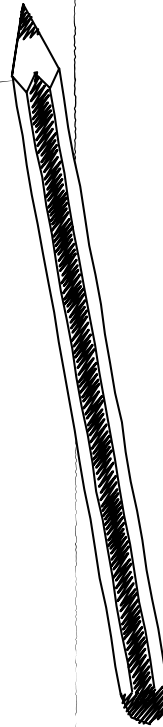
Share the GIRFEC grid you have created

Ask participants to take a few minutes on their own to look over the comments and pick out one that catches their attention.

Use breakout rooms to create small groups and give the groups 10 minutes to share their ideas and generate designs that could improve wellbeing in the workplace.

Each group post their ideas on the Jamboard.

Large group reflections on the design ideas.

**20mins**

DELIVER TOTAL: 35MINS

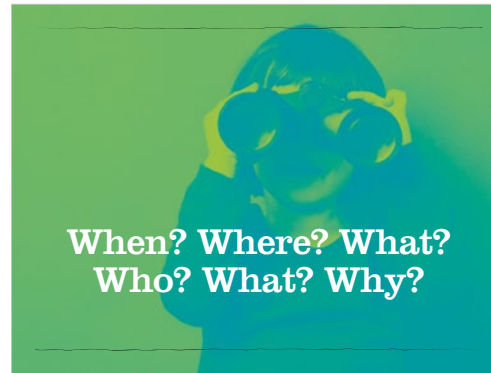
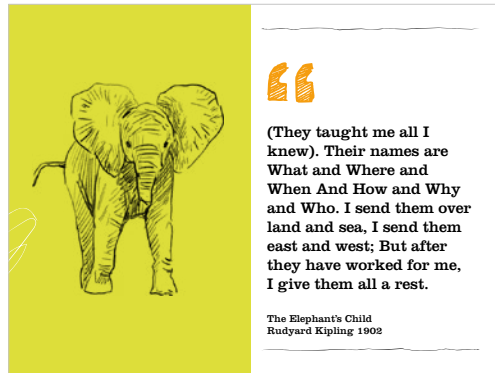
Workshop 2: Deliver



Deliver: Proceed until apprehended

10mins

SLIDES



What	Outdoor staff space
Why	Decrease stress
Where	School grounds/ Community space
Who	Art school/local architects/ Mens shed
How	Stalled spaces funding/ RHS project
When	6 months to plan and identify funding

The final stage of AE about how we achieve our aspirations. In this stage we are looking at what resources we need to start to deliver our designs, who do we need to speak with and what skills do we need.

You will find reference to 'Six Honest Serving Men' in market research and journalist training and they are often used to provide a structure for report writing.

Again its useful to walk your group through an example before you ask them to find their own 'six serving men'. If we go back to the example of the outdoor space (WHAT) we have evidence of the impact of nature on stress levels (WHY). The project could use the school playground or possibly a nearby community space (WHERE). You might involve a local college or architect practice. Community groups such as 'Men's Shed' might be willing to design some garden furniture (HOW) and once you have decided on who will take responsibility and timescales (WHO and WHEN) you have the beginnings of a project plan.

After you have walked your group through one or two examples it is time for them develop their design ideas into reality.



Collaboration is key to shared wellbeing

WORKSHOP PARTICIPANT

ACTIVITY

20mins

Deliver: What would it look like and how do we get there?**Time: 20mins**

Return to the Jamboard with the design ideas.

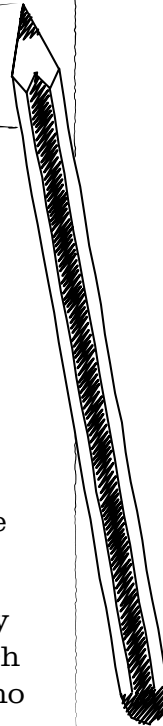
You might decide to focus on a particular wellbeing topic such as Nurtured or Safe and ask everyone to look at the same design idea.

Alternatively, you can encourage participants to pick the design idea that interests them most and create breakout groups with similar interests.

Ask the group to find their Six Serving Men and complete the Jamboard template.

They need to be clear about what they want to do and why it is a good idea. This might require some further research and they will need to make decisions about timescales, who is going to take responsibility for the project and what resources might be needed.

If the groups get stuck you can use the 15% method from Liberating Structures to encourage people to realise what is possible.

**Tip**

<https://www.sessionlab.com/methods/find-everyday-solutions-with-liberating-structures#aNlSfW>



Next steps

Next steps

5mins

So you should now have a bespoke Grid that's reflects your staff conversation and some design ideas that you could start to discuss and prioritise for action. You can take these ideas and start to map them to other reporting templates which encourage you to think about outcomes and how you will know if the change has made a difference.

- 1 Education Support have some useful resources on their Taking Care of Teachers Hub.
https://teachershub.educationsupport.org.uk/getting-started/developing-your-mental-health-and-wellbeing-plan?utm_source=Twitter&utm_medium=organic&utm_campaign=hub-resources
- 2 We hope that using the Appreciative Enquiry process supports you to create a framework for staff wellbeing. If you would like support to deliver the workshop or to identify additional resources please get in touch with Barnardo's at <https://www.educators-barnardos.org.uk/request-support>
- 3 Good luck with your workshop and do let us know how you get on.