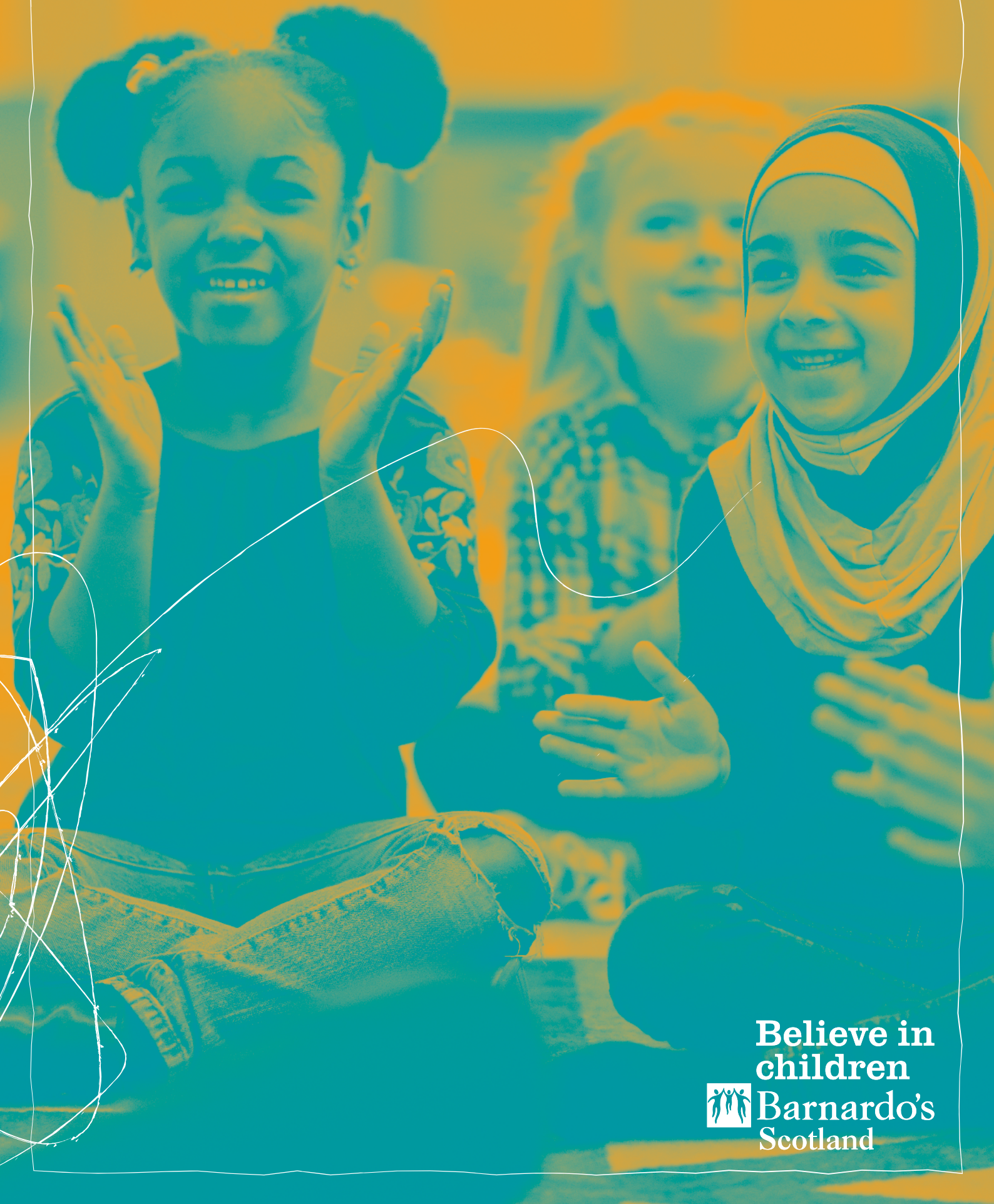


Summary Report on our Spaces for Wellbeing Education Project



**Believe in
children
Barnardo's
Scotland**

Why we did it

Teachers are supremely placed to provide positive educational, social, and therapeutic relationships to children who have experienced trauma and adversity, but to do so effectively and over time, their own care simply must come first.



72%

Of all educational professionals described themselves as stressed



49%

Of all educational professionals considered their organisational culture had a negative effect on their mental health and wellbeing



71%

Of educational professional cited workload as the main reason for considering leaving their jobs



78%

Of all educational professionals have experienced behavioural, psychological, or physical symptoms due to their work

Source – Executive summary: Teacher Wellbeing index 2019



Collaboration is key to shared wellbeing.



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.

A total of 35 participants contributed to the four co-production workshops. Participants were employed in all education sectors and in rural and urban settings across Scotland.

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 12 on-line events, each around a specific theme and followed up with a Wakelet with links to podcasts useful websites and further reading. The programme of events can be found here: wakelet.com/wake/EJZSFfssGk-osrY9-nKWg

The events programme was delivered between February and June 2021, as twilight sessions (4.30 -5.45pm) and hosted on the Zoom platform. Each session featured a guest presenter alongside regular hosts from Barnardo's Scotland. The presenters were selected for their specialist knowledge and their passion for their topic. After a brief introduction guests presented their topic in a 30-minute session followed by a Q&A session with the hosts. The participants were invited to use the chat function to comment throughout the session for comments, discussion, and questions. Guest presenters used a variety of methods from slide presentation to interactive Jamboards and small group discussion.

Safe	Healthy	Achieving	Nurturing	Active	Respected	Responsible	Included
Supportive team & management	Quality sleep	Shared visions 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 spaces 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 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	Its 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	Go the extra mile	Coaching conversations, walking meetings etc built into the organisation	Time for outside Interests which nourished me	Seen as an individual within the organisation	Staff being involved in decision making -makes it feel like we are working together	Discussing and brain storming
			To have time to build positive working relationships		Praise from senior management		

Who was there

Each event allowed for up to 40 participants except for Spaces for Listening session which was a small group session. During lockdown, all events from February to April were well subscribed and additional tickets made available.

We had a 96% booking of available places with a conversion to 60% attendance. On return to school buildings after the Easter break there was a noticeable drop in bookings to 65% however the conversion rate stayed encouragingly high at 65%. 185 participants attended across 12 events.

There was broad representation across the sectors with participants from early learning, primary and secondary settings. Most participants were in senior roles within their school. 28 local authorities were represented with Glasgow City, East Dunbartonshire, and Aberdeen City the top three respectively.

Overall attendance



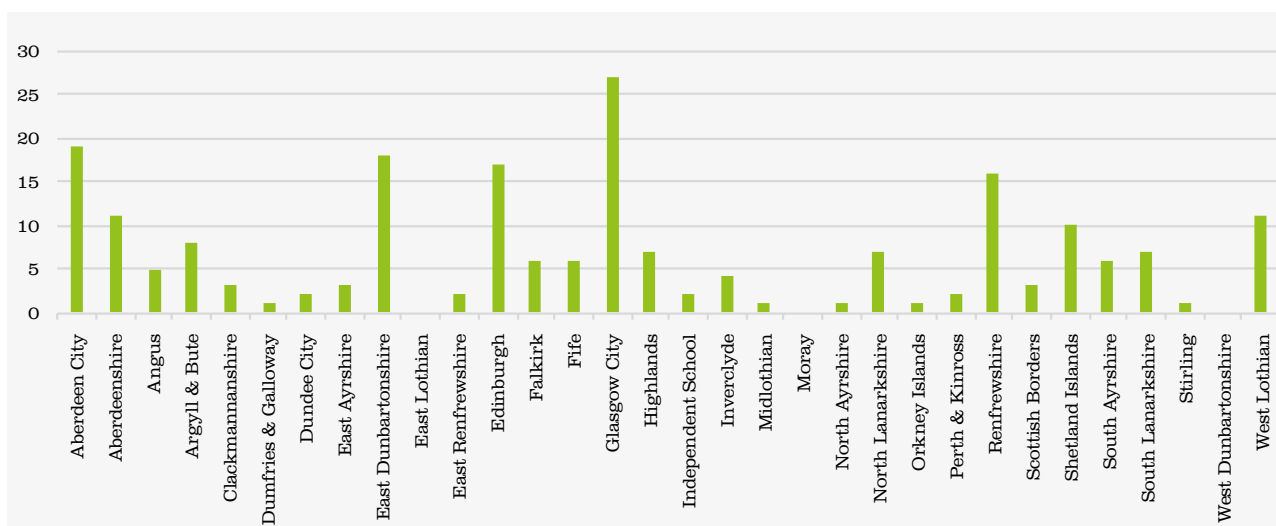
■ **81%** Signed up
■ **47%** Attended
■ **58%** Conversion rate

Education sectors



■ **5%** Special
■ **5%** Ed. Psych
■ **1%** Tertiary
■ **15%** All through
■ **8%** Early years
■ **23%** Primary
■ **43%** Secondary

Local authorities



What they said

The programme took a strengths-based approach as an underlying theme. The events were conversational, enquiring and designed to provide inspiration not instruction.

Participants brought wealth of creativity and enthusiasm and were encouraged to look for the small gaps and spaces in the workplace where change might lead to improved staff wellbeing.

Spaces for Wellbeing was also about more than physical space. We all need time to reflect and digest our day and psychological space was a consistent theme throughout the programme. However, it was acknowledged that much could be done to improve the physical workplace as this would make staff feel valued and healthier.

The school day can be hectic. Vulnerable children and young people need time and attention, and school is often the place they can find a trusted adult. Managing the curriculum alongside the needs of young people and their families can mean there is little time between teaching, meeting parents and pastoral care. The importance of time to pause and reflect was identified as essential.

Interacting with distressed children, young people, families, and staff can be hard. It can give rise to vicarious trauma and adversity, and can lead to burnout and withdrawal, both of which can be disastrous for teachers, students, and for their relationships.

A bespoke model of reflective practice or support and supervision could help achieve the best possible outcomes for children.

Permission and agency were recurrent themes. Participants talked about previously feeling they were always waiting on someone to approve their idea before they could act. Messages from the top were at times lost in translation. Lockdown and the recent pace of change had necessitated swift local decisions and innovative approaches. It had also brought wellbeing and mental health to the fore and participants hoped that these conversations would now continue, and staff would feel more able to ask and receive time and support. Participants felt more confident to advocate for wellbeing to be considered in their workplace.



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.



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.”

”

Bringing nature into the workplace really matters - it's part of humanising this space and is a deep and simple way to offer ease and recovery within the working day.

”

Ensuring time is made to reconnect with staff/speak to staff to strengthen relationships otherwise the platform does not exist to change the culture within the school

”

The value of reflecting and talking to others in an open and honest way without being judged in order to be able to provide the best possible care and support to children and young people in education.

”

Proceed until apprehended and continue to have relationships at that heart of my practice.

”

Teachers are superheroes! Working with partners is invaluable in supporting the school community.

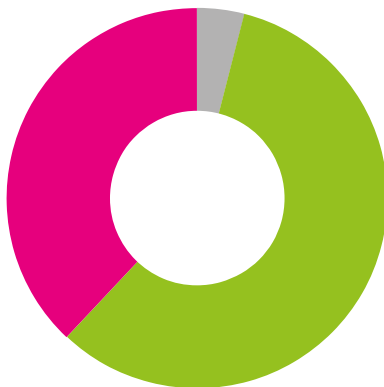
”

What has happened

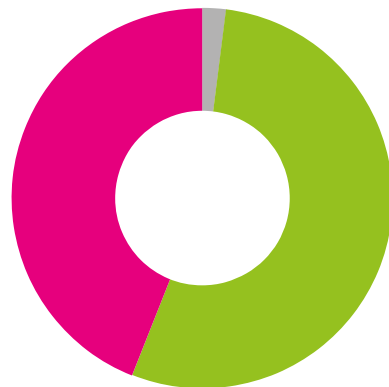
We can be bold (and also build on a strong existing idea and connect with a strong community of practice) and create spaces for listening rather than waiting for the organisations we work for to do this.



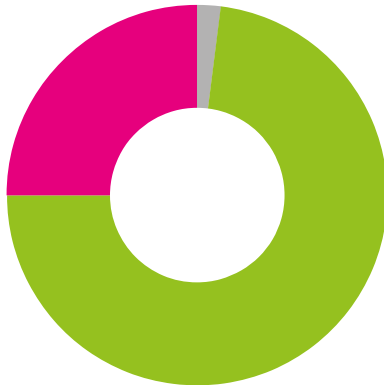
More informed



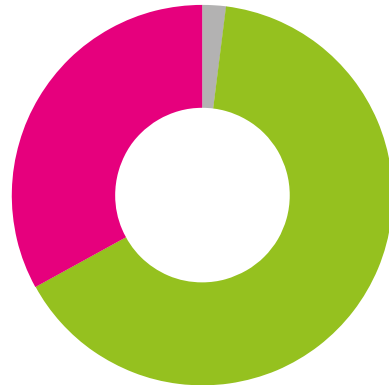
More confident to support my wellbeing



More confident to support team wellbeing



More confident to advocate for wellbeing in education community



■ Neutral ■ Agree strongly ■ Agree

We would like to thank all those involved in the Space for Wellbeing programme. Our work has been a two-way process where we learnt so much from our guests and workshop participants. Hearing about the outstanding work that education staff do day in, day out, and the support and sharing of ideas in our workshops was very inspiring. We look forward to continuing to collaborate with

teachers and staff across the education sector so that we all can ensure children and young people get the opportunities they deserve.

Thanks to Heather Tomlinson of Cake Graphic & Digital for her creative design of our resources.

For further information on supports we can offer please contact Maureen McAteer maureen.mcateer@barnardos.org.uk

Further information

You can access resources through our Barnardo's Education Community here <https://www.educators-barnardos.org.uk>

For further information on supports we can offer please contact **Maureen McAteer**
maureen.mcateer@barnardos.org.uk

