

#CPDConnectUp: Leading for morale and resilience: Maintaining team and individual wellbeing, 26th January 2021

Slides



TODAY'S EVENT

Tuesday 26th January, 4.30pm-5.30pm (UK time)

Leading for morale and resilience: Maintaining team and individual wellbeing:
Maintaining team and individual wellbeing


Sinéad Mc Brearty
CEO
Education Support UK


Ben Parnell
Regional Director
Greenshaw Learning Trust

#CPDConnectUP Free Video Conferences

Connect with other CPD professionals, leaders and enthusiasts during these unusual times

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A **free** series of **web meetings** to support schools and leaders through these difficult times.

From **Teacher Development Trust**, the UK's national **charity** for teacher development.

Ben Parnell Director of Secondary Education



Supporting Staff through the Covid-19 Pandemic



Workload and wellbeing – A Workload Manifesto

Sensible approach to marking: We take a pragmatic approach to feedback and have almost eliminated home marking apart from assessments. Teachers follow the marking policy by giving pupils 'try it now' opportunities. This was in response to the 2017 staff

Lesson Planning & Schemes of work: There are excellent centralised plans in place for all curriculum areas significantly reducing staff workload, ensuring the very best planning from across the Trust is used in all lessons and supporting non-

Homework: is based on core subjects in KS3 (self-study/self-quizzing; Knowledge Organisers; revision skills explicitly taught and Departments provide full revision packs for pupils. Pupils complete maths Hegarty tasks, reading every night, an MFL and a science task each week in KS3. Completion is checked in Friday roll call and no marking is required. Pupils are taught how to work and learn independently through private study sessions.

We take a firm view that Free Access staff are professionals in their classrooms who all want to improve and therefore we provide training in accordance with this condition. We ensure that staff workload is taken into account, issues are raised promptly and we aim to make Free Access a great place to work. We aim to ensure staff workload is taken into account, issues are raised promptly and we aim to make Free Access a great place to work.		
CPD matters	School PRIORITIES matter	CULTURE and ETHOS matter
<p>Staff of Greenhouse Learning Trust schools allow 10 CPD hours, 1 day per week, to be used for CPD. This is a commitment to staff development and is a key part of our ethos. We ensure that staff workload is taken into account, issues are raised promptly and we aim to make Free Access a great place to work.</p> <p>Assessment: Our model of assessment aims to be as frequent as possible, so that we can monitor progress and provide feedback as soon as possible. This is a commitment to staff workload and is a key part of our ethos. We ensure that staff workload is taken into account, issues are raised promptly and we aim to make Free Access a great place to work.</p> <p>Lesson Planning: This has allowed an embedded approach to lesson planning, so that all staff have a clear understanding of the curriculum and can plan accordingly. This is a commitment to staff workload and is a key part of our ethos. We ensure that staff workload is taken into account, issues are raised promptly and we aim to make Free Access a great place to work.</p> <p>Homework: This is a commitment to staff workload and is a key part of our ethos. We ensure that staff workload is taken into account, issues are raised promptly and we aim to make Free Access a great place to work.</p>	<p>School improvement: We are committed to a high performing school and ensure that the best staff are in the best places. This is a commitment to staff workload and is a key part of our ethos. We ensure that staff workload is taken into account, issues are raised promptly and we aim to make Free Access a great place to work.</p> <p>Staff development: We ensure that all staff have the opportunity to develop their skills and knowledge. This is a commitment to staff workload and is a key part of our ethos. We ensure that staff workload is taken into account, issues are raised promptly and we aim to make Free Access a great place to work.</p> <p>CPD matters: We ensure that all staff have the opportunity to develop their skills and knowledge. This is a commitment to staff workload and is a key part of our ethos. We ensure that staff workload is taken into account, issues are raised promptly and we aim to make Free Access a great place to work.</p>	<p>Culture and ethos: We ensure that our culture and ethos are positive and inclusive. This is a commitment to staff workload and is a key part of our ethos. We ensure that staff workload is taken into account, issues are raised promptly and we aim to make Free Access a great place to work.</p> <p>Staff development: We ensure that all staff have the opportunity to develop their skills and knowledge. This is a commitment to staff workload and is a key part of our ethos. We ensure that staff workload is taken into account, issues are raised promptly and we aim to make Free Access a great place to work.</p> <p>CPD matters: We ensure that all staff have the opportunity to develop their skills and knowledge. This is a commitment to staff workload and is a key part of our ethos. We ensure that staff workload is taken into account, issues are raised promptly and we aim to make Free Access a great place to work.</p>

Often, leadership teams are unprepared for the fallout of disasters and crises such as COVID-19, which can bring on stress, discomfort, and other negative emotions. The unique circumstances that each crisis presents also make it difficult for senior executives to apply similar action steps or past routines to cope with the current situation. These psychologically challenging conditions are counterproductive when the team could be instilling confidence in employees. Instead, this instability creates doubt and mistrust



<https://sloanreview.mit.edu/article/the-role-of-the-board-chair-during-a-crisis>



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The role of the leader is to ensure the organisation remains "committed toward its strategic direction despite a need for short-term focus and actions"

- Keep the main priorities the same
- Ensure reporting back against improvement plans (MAT wide, School, Department)
- Line management (regular consistent) – standing items match the SIP/MIP
- Governance – Avoid the trap of well-being and Covid Response dominating reporting.



Workload and wellbeing

Schools are communities



Workload and wellbeing

Systems and Structures

- Line Management
- Headteacher meetings
- Subject networks
- Leadership networks
- CPD and training sessions
- Daily briefing
- SLT meetings
- Assemblies
- Tutor Reading
- Roll Call



Workload and well-being – Streamlining workflow

Remote learning



Communication

Keeping staff involved at every change and every stage of decision making, for example:

- Opening for exam year groups in June 2020
- Full re-opening in September 2020
- Vulnerable / Critical worker school operating throughout
- Lateral flow testing



Listening

Ensure you regularly gather feedback from your staff

- What are their commitments? Can you support with these?
- What are their concerns? Can you support with these?



COMING UP

Register: tdtrust.org/cpdconnectup

Monday 1st February, 7.30pm-8.30pm (UK time)

Maximising the use of EdTech through staff development



with Maria Cunningham,
Head of Education
Teacher Development Trust



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COMING UP

Book tickets at: tdtrust.org

Wednesday 10th March, 9:30am-3:15pm (UK time)

Virtual conference via Zoom



Hosted by:
David Weston,
CEO
Teacher Development Trust



Caroline Wright,
Director General
BESA



Gareth Conyard,
Deputy Director
Department for Education



Anna Pedroza,
Founder and Director
Pedroza Communications



Speakers:



More guest speakers to be announced shortly

CPD PROVIDER SUMMIT 2021

The annual summit for companies providing training, development and consultancy to schools in England

Join the conversation on Twitter!

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Exclusive TDT Network member archive

Videos and notes from these past sessions available exclusively to staff in TDT Network member schools

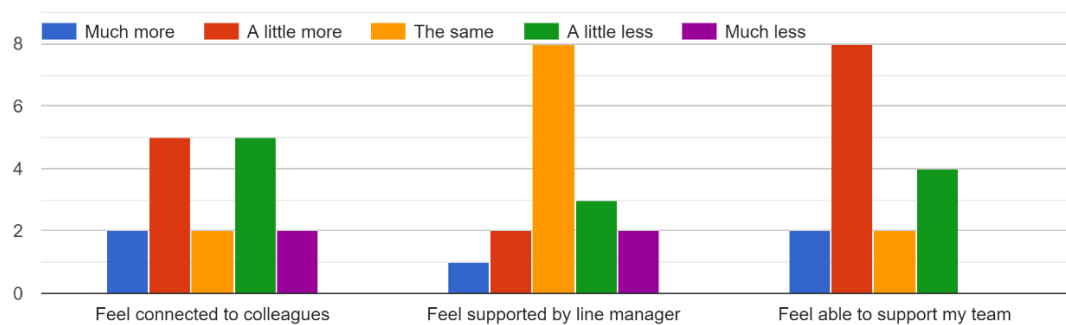
- Wellbeing & Morale - with **Sinéad McBrearty**
- Coaching online - with **Christian van Nieuwerburgh**
- Online professional development - with **Brent Philipson & Cat Scutt**
- Planning for next year's CPD - with **Kulvarn Atwal**
- Evaluating professional development - with **Thomas Guskey**
- Professional learning environments - with **Matthew Kraft**
- Reduce change, increase improvement - with **Viviane Robinson**
- Formative assessment in uncertain times - with **Dylan William**
- Emotionally loaded conversations - with **Jill Berry & Kathryn Morgan**
- Inclusive leadership - with **Kiran Gill**
- Linking Curriculum and Staff Development - with **Philippa Cordingley**
- Helping teachers understand and use Cognitive Science - with **Daniel Willingham**

#CPDConnectUP Archive

[TDTrust.org/CPDConnectUP-archive](https://tdtrust.org/CPDConnectUP-archive)

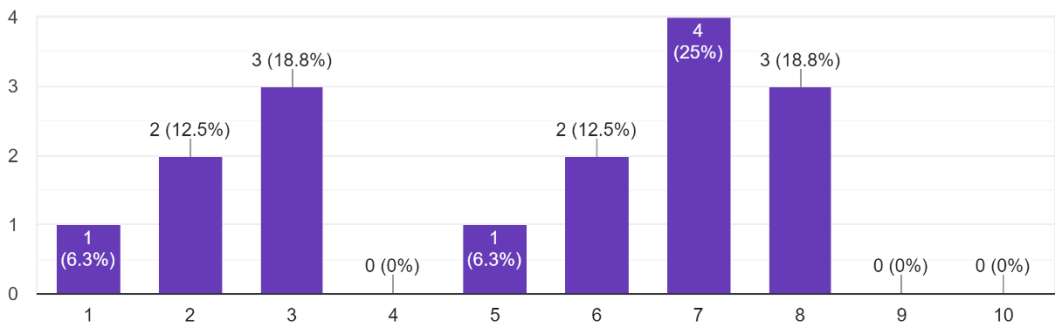
Key thoughts from the Survey

This lockdown compared to last time



What is your level of work-related anxiety?

16 responses

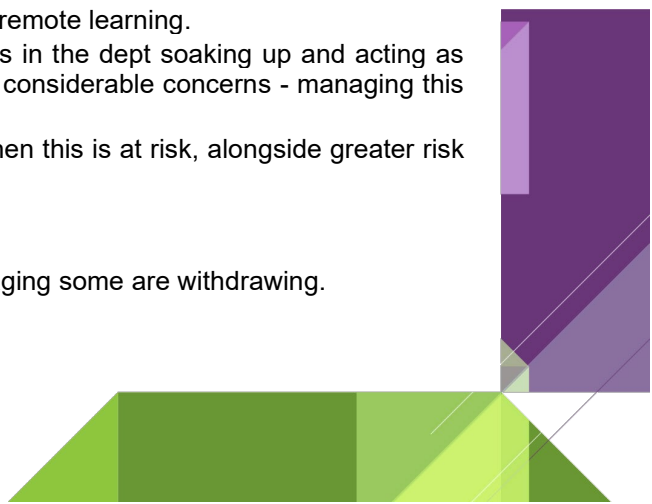


What insights and learning can you share about effectively supporting staff wellbeing during remote schooling and lockdown?

- Being aware of individual needs and sharing information with all staff.
- Really important to listen and to ask 'How can I help?' and then try to make it happen.
- Trust from Line Managers is key to making or breaking your self-confidence and attitude towards your work.
- The need to listen like a rock and not expect to be able to solve every problem that is brought to you. Sometimes people do not want solutions they just want ears.
- Team meetings, going into school regularly.
- Keeping meetings regular and ensuring wellbeing is high on the agenda with individuals.
- Communicate and overcommunicate. Encourage staff to share and talk about concerns - legitimise fear.
- Acknowledgement of the effort and achievements of staff.
- Promote the feeling of a team.
- The importance of leading a sense of community and connectivity.
- Giving staff the opportunity to share concerns.
- Communicate and overcommunicate. Encourage staff to share and talk about concerns - legitimise fear.
- Acknowledgement of the effort and achievements of staff.
- Promote the feeling of a team.
- The importance of leading a sense of community and connectivity.
- Giving staff the opportunity to share concerns.
- Using BASIC coaching helps to ensure that the individual context is understood but is then followed by actions to help to a) support and b) value the individual contributions.
- Coaching has been helpful in enabling leaders to attend to well-being AND school-improvement.
- Being able to listen and defuse rather than feed anxiety.
- Just be there.
- Whenever you can Google meet to chat then do so instead of emailing.
- Staff wellbeing must be a strategic priority; the benefits for everyone involved are both short and long term.

What challenges and worries do you have?

- Staff becoming ill physically and mentally. Ensuring that everyone has understood the key points/messages.
- Catching COVID. Continuing to make a living when school budgets are under pressure.
- Trying to balance home schooling my own child as well as mandated live teaching. Communication with line manager and senior leadership is poor meaning staff feel more anxiety.
- The challenge of remaining positive and seeing the future in a way that gives confidence to others who rely on me.
- Student and staff mental health, maintaining relationships.
- Getting the workload balance right for my team. Ensuring we are providing enough mental health support for my pupils.
- Fear of not seeing family, cabin fever in house!
- Working in isolation.
- Capacity moving forward to provide in school provision and remote learning.
- As a Head of Dept the difficulty of myself and other leaders in the dept soaking up and acting as sponges for the worries and anxiety of staff that have quite considerable concerns - managing this alongside other demands.
- The uncertainty - keeping everyone psychologically safe when this is at risk, alongside greater risk to physical safety.
- Supporting staff and ensuring that they are coping.
- Teachers so busy. Little time for staff get togethers.
- Staff engagement with CPD is very variable. some are engaging some are withdrawing.



- Main worries are around the way out of this challenging situation and ensuring staff is well supported every step of the way. I also hope that lessons will be learnt and the positives that have emerged from changing the way we live and work during lockdown will prevail when the restrictions are lifted.

Chat Log

00:31:47 **Sinead McBrearty**: Research sources: Covid-19 and the Classroom, available at <https://www.educationsupport.org.uk/resources/research-reports/covid-19-and-classroom-working-education-during-coronavirus-pandemic>

00:31:50 **Sinead McBrearty**: Work and Well-being: A Global Perspective, February 2018
In book: Global Happiness Policy Report (pp.74-127). Chapter: 6. Publisher: Global Happiness Council.
Editors: Jeffrey Sachs
Available at: https://www.researchgate.net/publication/324830283_Work_and_Well-being_A_Global_Perspective

00:32:32 **Sinead McBrearty**: Education Support helpline: 08000 562561. <https://www.educationsupport.org.uk>

00:36:27 **David Weston**: <https://sloanreview.mit.edu/article/the-role-of-the-board-chair-during-a-crisis>

00:42:00 **David Weston**: <https://www.greenshawlearningtrust.co.uk/virtual-curriculum>

00:44:13 **Shareen Wilkinson**: I have got to dash but both inputs were excellent. Really enjoyed hearing about how the Greenshaw Learning Trust are supporting their staff. Thank you!

01:02:48 **Kathryn Chubb**: keeping everything as normal as you can

01:03:09 **Alison Thomas**: keep talking

01:03:17 **Janet Gallon**: make sure COVID isn't the biggest item on every agenda

01:03:18 **Kelly Poulton**: Line management is key

01:03:19 **Babs O'Hara**: Importance of keeping communication going. Showing appreciation for members of staff.

01:03:19 **Gabrielle Reddington**: That the unrelenting live lesson delivery is a real concern

01:03:41 **Gabrielle Reddington**: Thanks to everyone - need to step into another meeting.

01:03:44 **Vesna Belogaska, IRIS Connect**: Being supportive and flexible

01:03:45 **Jacinta Deady Henry**: continue to connect and communication

01:03:48 **Owen O'Regan**: Staff well-being and the relationship to pupil outcomes in this environment - needs more thought!

01:03:51 **Alison Thomas**: keep an open mind, don't pre-judge

01:03:51 **Alexandra Trainer**: Focusing on the idea of creating the circumstances for success and making these really explicit.



01:03:58 **Kerry Smith**: The impact that teaching significant numbers of live lessons is having on staff - possibility of staff burnout If this continues after half term. Ensure SLT are aware of the experience of classroom teacher.

01:03:59 **Rebecca Raybould**: Importance of checking in with others and understanding how colleagues' feelings will continue to change as the situation progresses

01:04:10 **Babs O'Hara**: Keeping the shared mission of supporting children and families at the heart of what we do.

01:04:23 **Steve Waters Teach Well Alliance**: Headteachers make different decisions. Some heads are following Williamson's guidance and teaching live the number of hours the DfE stated should be taught. Other headteachers have taken the decision that they know their teachers and learners best and will make their decision based on what the staff say about the demands on them.

01:04:59 **Kuda Mika**: keeping communication lines open

01:05:24 **Jane Kennedy**: Was lovely to connect with Jacinda - sorry we were cut off! Think that having the opportunity to connect with teachers from all over the world and see we are all struggling together is very comforting. There is a much less buoyant feel to this lockdown and it is hard work to keep staff chatting and supporting one another. On the positive side the time this has allowed for reading and research has been wonderful.

01:07:30 **Steve Waters Teach Well Alliance**: Staff are isolated from their own colleagues. The humour and banter that normally happens is not possible nor is the opportunity to sound off and release tension.

01:08:25 **Ben Parnell**: Can I just be clear - whilst we have set out to do the right things we definitely have got a whole lot more wrong than we have got right.

01:09:16 **Jacinta Deady Henry**: i go into Art classes online as support. The main teacher enjoys the company and likes the support when trying new technology

01:10:32 **Steve Waters Teach Well Alliance**: Jonathan Glazzard at Edge Hill has published research linking teacher wellbeing to pupil progress. It is well worth reading. Even young children can read their teacher's mood within 30 seconds of entering the room. Pupils then try to make their teacher feel better by doing good work but their levels of stress increase.

01:10:32 **Babs O'Hara**: Thank you. Very helpful.

01:10:44 **Sinead McBrearty**: Thanks everyone - take care.

01:10:45 **Jane Kennedy**: thank you

01:10:47 **Vesna Belogaska, IRIS Connect**: Thank you everyone and take care

01:10:51 **Steve Waters Teach Well Alliance**: Thank you, David. Great session.

01:10:51 **Rebecca Raybould**: Thanks very much for an interesting session

