

What Do Adolescents Think of Wellbeing?

Over the last 10 years mindfulness and meditation has achieved increasing prominence in schools in Europe and North America.

An international group of researchers investigating the cultural contexts of mindfulness interventions and the experience of young people learning mindfulness at school have found that, 'while mindfulness improves educational attainment and reduces emotional problems in some young people, for others it has no obvious impact' and perhaps more concerning, for some students, 'mindfulness lessons can fuel disaffection and resentment'.

Through interviews with teachers, policymakers, researchers and students, and lesson observations of the leading programmes in the United States and the UK, the researchers found that for some pupils mindfulness felt like another way they were being told how to behave and some pupils felt vulnerable having attention brought to their feelings. The researchers note that some approaches to mindfulness may not be appropriate for people dealing with trauma and that if teachers are unaware of the psychological needs of all pupils, some practices may amplify their distress.

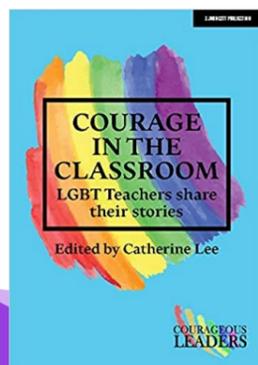
The researchers state that mindfulness can be helpful for pupils and supportive of their psychological wellbeing, but schools need to develop systems that meet the needs of all pupils and 'must be collaborative, recognise variation in the experiences of different social groups, and take seriously young people's agency and 'freedom to choose'".

Further details available here: <https://bit.ly/3ljGXPj>

Tried and Tested

Book Review

Courage in the classroom: LGBT Teachers Share Their Stories (editor: Catherine Lee)



More than half of LGBT teachers hide their sexual identity at school and this can be an isolating experience. 'Courage In The Classroom' is a collection of testimonies from

LGBT teachers based around the work of the Courageous Leaders programme, the UK's only LGBT leadership programme.

Each of the chapters shares personal experiences; from teachers' experiences of homophobia and those told to keep their sexuality hidden, to examples of schools where staff have a safe space to be themselves. Each chapter concludes with practical advice for teachers, leaders and governors in how to make schools more inclusive for LGBT staff.

Teaching is a demanding job and this is a book that will inspire and encourage teachers and school leaders, showing how it is possible to create an environment that supports LGBT staff and families to benefit the whole school community.

Edited by Beth Greville-Giddings

INSIDE



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Teacher Tapp reveals the impact of the pandemic on heads



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Tom Needham on 'pace'



Raleigh Learning Trust Learning and Development Bulletin

Relay

Issue 34,
October 2020

Early Career Framework

The Early Career Framework (ECF) underpins an evidenced-based, fully funded two-year programme of support and professional development for teachers after they have completed their initial training.

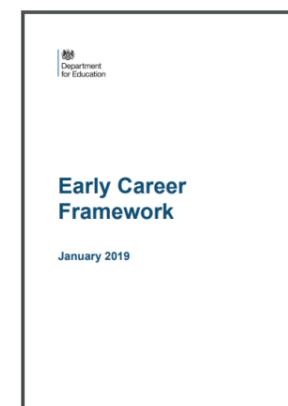
The framework was developed by the Department for Education in consultation with an Expert Advisory Group and independently assessed by the Education Endowment Foundation.

The ECF covers five core areas and is presented in eight sections in line with the teachers standards although it is important to note the ECF is not an assessment framework. Within each of the areas, content is presented as key statements and practice statements - 'Learn that' and 'Learn how to' and references to the evidence underpinning the framework are provided with many free to access.

The ECF will be rolled out nationally in September 2021 and the DfE have committed to fully funding and guaranteeing a reduction in timetable during the second year of teaching, making available ECF curricula and training materials, funding training and time for mentors.

Details of the Early Career Framework available here:

<https://bit.ly/3IILD7s>



5 core areas

Behaviour management

Pedagogy

Curriculum

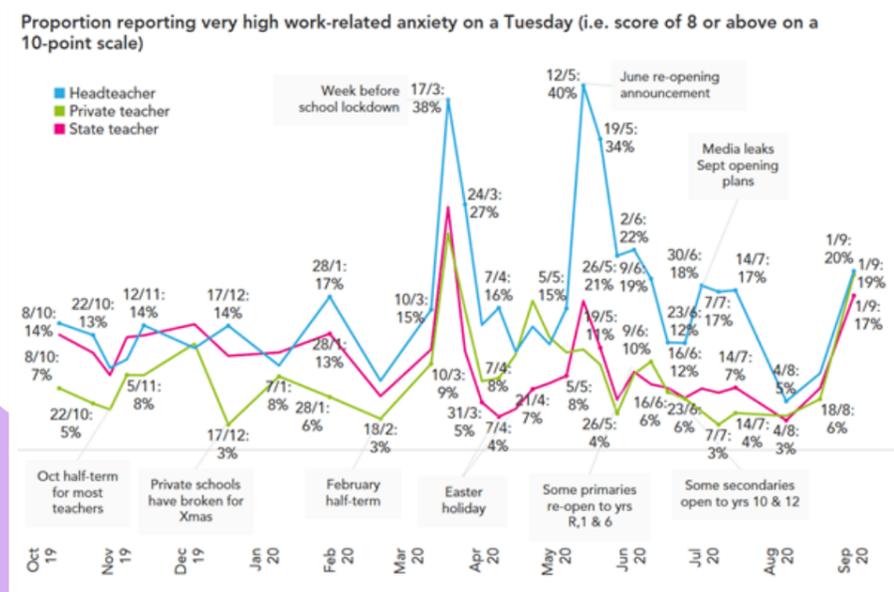
Assessment

Professional behaviours

During lockdown Teacher Tapp, the daily teacher survey app, asked a lot of questions about mental wellbeing and work-related anxiety. They found headteachers have been hit particularly hard.

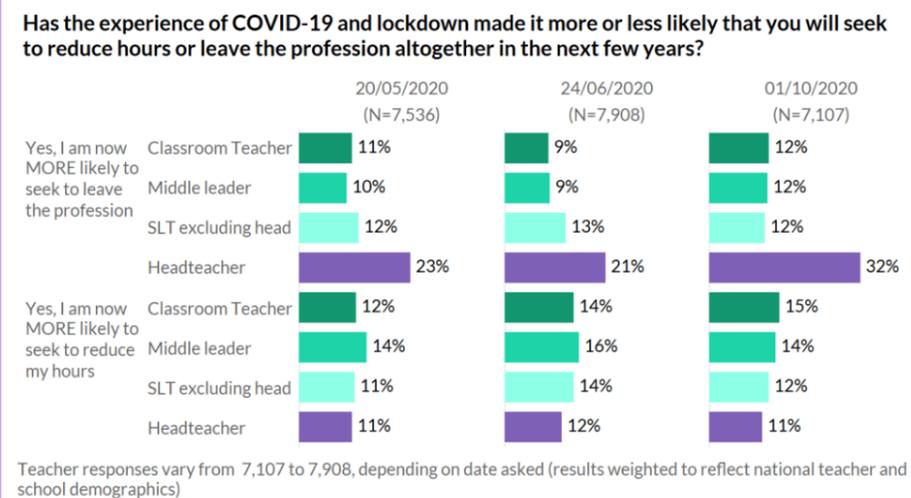
Headteacher wellbeing in a global pandemic

Since October 2019 Teacher Tapp has regularly asked over 8000 teachers 'On a scale where 0 is "not at all anxious" and 10 is "completely anxious", overall, how anxious did you feel about work today?'. They have been able to show how teachers' work-related anxiety changes over the academic year, and how the pandemic has affected this. Perhaps unsurprisingly, their data show that in the week before schools closed in March, anxiety peaked. They have plotted the impact of events since then and how they differ for headteachers, private teachers and state teachers:



The impact on headteachers is particularly notable and before the summer holidays Teacher Tapp found that one-in-five heads felt they were more likely to seek to leave the profession as a result.

The app has continued to ask users whether their experience of COVID-19 and lockdown has made it more or less likely they will seek to reduce their hours or leave the profession in the next few years. Data from 01-10-2020 shows that the number of headteachers more likely to leave the profession has increased from one-in-five to one-in-three. Teacher Tapp say 'we now face a serious risk that headteachers will leave the profession – particularly those with sufficient pension pots to retire early' and advise us to .try to check-in with your own headteacher to see how they are doing.



Download the Teach Tapp app and read their blog here: <https://teachertapp.co.uk/>

Edu-Blog Spotlight

Tom Needham is an English teacher and head of department in London. He blogs at tomneedhamteach.wordpress.com and tweets as [@Tom_Needham_](https://twitter.com/Tom_Needham)

After years of being told to make lessons more 'pacey' without being told what that meant in practice, Tom now considers it to mean an 'efficient lesson' with 'little to no time wasted at all'. He offers nine ways this can be achieved.

1. Plan your lessons by focusing on what students will be thinking hard about at all times - any unnecessary gaps or waiting, for example cutting and sticking, is time not thinking hard.
2. Have an open ended task on the board as students enter - with pupils arriving at different times and with different levels of attainment, this ensures all pupils start work as soon as possible.
3. Know where the lesson fits into a sequence of learning - He states that 'if you know where a lesson fits within a wider sequence, it is often easier to judge exactly what needs to be achieved within the lesson in question' and how that is best structured.
4. Equipment and Resources - Pupils need to have all the equipment for the lesson available. He recommends the use of well-planned booklets for units of work to cut out time spent photocopying or handing out resources.
5. Content takes priority - Curriculum comes before activities; 'Time spent working out the rules of a convoluted activity is time not spent thinking about what they are meant to be learning'
6. Repetition isn't boring - The more familiar pupils are with a specific routine or approach, the faster and more fluently they can implement it. If the processes of teaching a specific piece of content are automatic, everyone in the classroom can pay maximum attention to the lesson.
7. Set precise expectations for everything - this includes, time on task, amount of work expected and behaviour.
8. Scripting explanations and preplanning questions - this is a good way to ensure you are 'precise and concise' and pupils understand what they are doing. Scripting may take the form of writing down what you will say or annotating lesson plans and booklets.
9. Don't play 'Guess what's in my head' - think about why you are asking pupils questions whether this is to 'check understanding, to push students to develop their answer, to consider alternative viewpoints or to help them make links between ideas'. Asking questions before teaching them anything 'is probably not that useful'.

Full post with comments here: <https://bit.ly/36MHtBf>

Cognitive biases are shortcuts in our thinking but they can make us lose objectivity. Each issue we'll introduce a new bias to help you avoid its pitfalls

Cognitive Bias of the Half-term

Dunning-Kruger Effect

The more you don't know - the more confident you're likely to be.

It's easy to over-estimate your ability when you don't know much about a subject or are just starting out..

This occurs because people are unable to identify how much they don't know and don't recognise their own inability.

This same reason causes people who know more about a subject to underestimate their ability as they are now aware of how much they don't know!