

1st October 2020

5 Steps to Mental Health and Wellbeing: Leading Change



Anna Freud
National Centre for
Children and Families

#5steps

@AFNCCF

Welcome

5 Steps to mental health and wellbeing: leading change

Speakers:

- Dr David Frost – Emeritus Fellow at Wolfson, College Cambridge
- Dr Julie Greer – Head Teacher at Cherbourg Primary School
- Jaime Smith – Director of Mental health and wellbeing in Schools programme at the Anna Freud Centre

Chair:

Professor Peter Fonagy, Chief Executive at the Anna Freud Centre

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Timetable

Time	Details
16:30-16:35	Professor Peter Fonagy, Chief Executive at the Anna Freud Centre – Introduction
16:35-16:50	Jaime Smith, Programme Director – Mental Health and Wellbeing in Schools at the Anna Freud Centre - Presentation
16:50-17:20	Dr. David Frost - Emeritus Fellow at Wolfson, College Cambridge - Presentation
17:20-17:35	Dr. Julie Greer, Headteacher Cherbourg Primary - Presentation
17:35-18:00	Q&A
18:00	Closing comments

5 steps to a whole-school and college approach to children's mental health and wellbeing

Jaime Smith - Programme Director – Mental Health and Wellbeing in Schools at the Anna Freud Centre

The Anna Freud Centre is unique in bringing together research, resources, training and practice, and in sharing our expertise, wherever possible, for free. We make complex ideas simple and work closely with schools and colleges to transform knowledge into action.

Schools and colleges need to know what works

The Anna Freud Centre has **more evaluated research, practice and resources than any other children's mental health charity**, and is in a unique position to share this wealth of knowledge and experience through its Schools in Mind network.

Research

[Education for Wellbeing programme](#)

is one of the largest research trials of school-based mental health interventions in Europe.

It aims to evaluate ways of supporting pupils' mental wellbeing **in over 370 schools.**

Practice

We founded and support [Pears Family School](#), an alternative provision for children aged 8–13 who have been excluded or are at risk of being excluded from school.

- 64% return to their former school within four months, 95% of whom keep their places.
- Pears Family School has an [Outstanding from Ofsted](#) in every category.

Training and learning

We run the [Link Programme](#), a national initiative funded by the Department for Education and supported by NHS England to improve outcomes for children and young people's mental health and wellbeing.

This free programme will be offered to all schools and colleges in England by 2024

Resources

[Mentally Healthy Schools](#) is a free UK-wide website that brings together quality-assured information, advice and resources for primary schools.

More than **90%** of users felt that the website materials contributed towards improving children's mental health and were helpful in creating a mentally healthy school.

Webpages for secondary schools will be launched in 2021.

Our work already benefits more than a million children in schools and colleges, and we aim to reach millions more in the next few years.

5 steps to a whole-school and college approach to children's mental health and wellbeing

A whole-school Framework

Children and young people's emotional wellbeing is now at the heart of education policy, and the pandemic has shone a light on just how important schools and colleges are in promoting mental health.

As well as supporting children and young people when they need it, a whole-school approach to mental health and wellbeing can improve attendance and attainment, and benefit school staff, parents and carers.

5 steps to mentally healthy schools and colleges

[Our 5 Steps Framework](#) is a free, simple and interactive tool, supported by easily accessible online resources, to help schools and colleges put good mental health and wellbeing at the heart of everything they do.

Written by teachers and school leaders with guidance from mental health experts, the framework **forms the basis of the Anna Freud Centre's extensive work with schools and colleges.**

The 5 Steps Framework



Throughout the year, we will provide **free webinars for staff** on the 5 Steps Framework, sharing learning and best practice.

Tag us @AFNCCF and use #5steps

Leadership for mental health in schools

Dr David Frost

Member of the Board of Trustees, HertsCam Network

and

Emeritus Fellow, Wolfson College, Cambridge

The leadership challenge

How to enable changes in practice to take place.

How to ensure that the school is an environment in which mental health can flourish.

What is leadership?

'providing direction and exercising influence'

(Leithwood & Rheil, 2003)

A process whereby intentional influence is exerted over other people to guide, structure, and facilitate activities and relationships in a group or organization.

(Yukl, 2010: 21)

What can we learn from the literature on school leadership?

Six dimensions

Dimension 1: Leadership and transformation

Dimension 2: Leadership as practice

Dimension 3: Leadership and learning

Dimension 4: Leadership and culture building

Dimension 5: Leadership as a distributed phenomenon

Dimension 6: Teacher leadership

Dimension 1: Leadership and transformation

The 'effect' of leadership can be measured (Leithwood et al., 2004). Good to know, but transformational leadership is what we need (Day & Sammons, 2013).

Transactional leadership – intervening to maintain stability.

Transformational leadership – building capacity by vision-building, direction-setting, organisational restructuring, culture-building, staff and curriculum development etc etc.

Crucially the results are “higher levels of personal commitment to organizational goals” (Leithwood & Jantzi, 2006: 204).

Dimension 2: Leadership as practice

A formal position is just a resource.

Leadership practice

- influencing and inspiring others
- taking the initiative and setting direction
- offering support / service
- holding others to account
- modelling learning behaviour
- valuing / encouraging helpful behaviour

(Raelin, 2011)

It can be developed. It can be exercised by anyone.

Dimension 3: Leadership and learning

In classrooms and the school as a community.

Instructional leadership? An unfortunate Americanism.

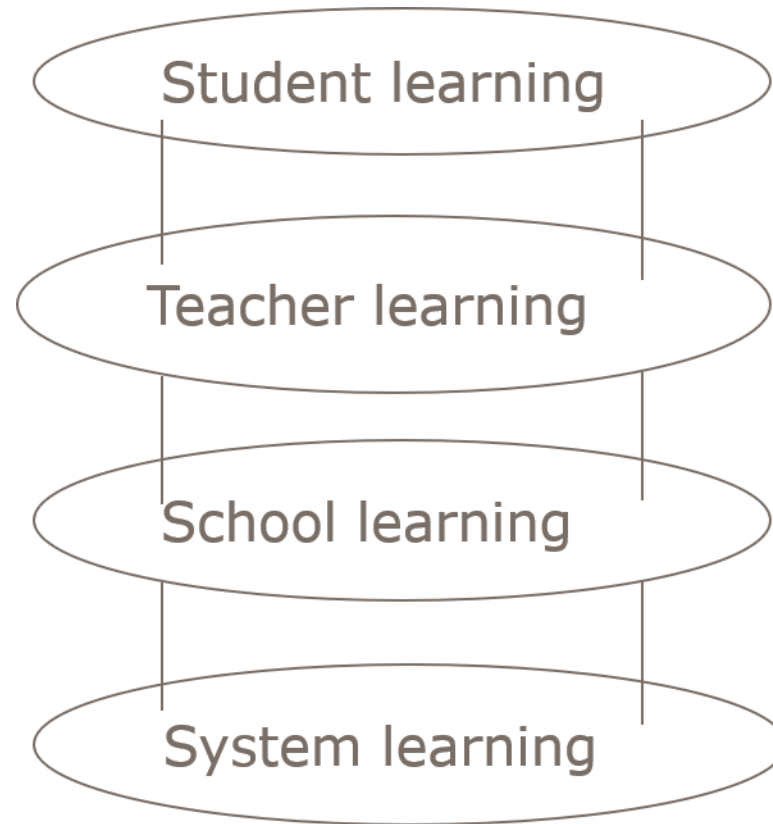
Leadership for Learning (LfL).

Key concepts: agency and moral purpose.

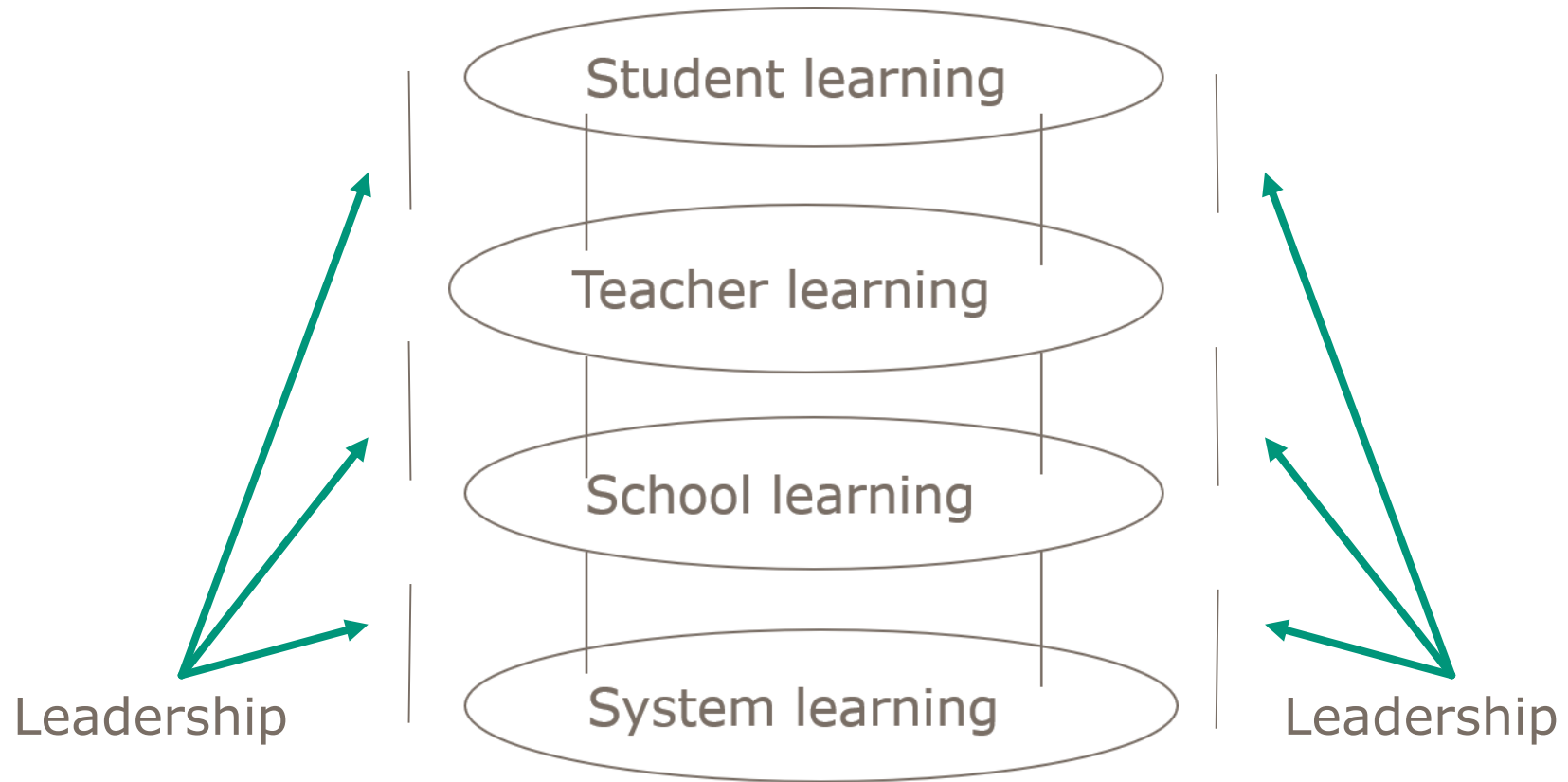
Key principles: e.g. shared leadership and accountability, dialogue about LfL.

(MacBeath, Dempster, Frost, Johnson & Swaffield, 2018)

The LfL wedding cake



The LfL wedding cake



Dimension 4: Leadership and culture building

“The only thing of real importance that leaders do is to create and manage culture - the unique talent of leaders is their ability to work with culture.”

(Schein, 1985: 2)

The professional culture: the dominant values, beliefs and norms of behaviour.

Senior leadership teams can change structures to lever culture change.

They can adopt strategies that enable others to contribute to culture building.

Culture building at Birchwood High School

Examples of activities in *Feel Good Week*:

All members of staff invited to send in an email to say something nice about a colleague. Comments passed on anonymously to the person being complemented. Many responded by sending a message to all members of staff to say thank you to 'whoever you are'.

Teaching staff made coffee and biscuits for the canteen staff to say thank you for all their hard work.

Thanks to Val Hill, ex-Assistant Headteacher, Birchwood

Culture building at Morgans Primary School

Headteacher has introduced mindfulness workshops to build resilience and improve social capital.

Teachers face all the usual challenges plus the pandemic so mindfulness helps them to be more self-aware, focus on the present moment and attend to safety issues without worry about the future

A 'mindfulness lead' has been appointed to run a course with each class, alongside the class teacher.

Thanks to Alis Rocca, Headteacher

Also see her website: www.arisewellbeing.co.uk

Dimension 5: Leadership as a distributed phenomenon

'Distributed leadership' - sometimes misused to refer to allocating roles and delegating decision making.

Actually, leadership is distributed. When things happen in schools there are many people involved, each making choices over their actions.

See this animated presentation *Leadership is distributed*:
www.youtube.com/watch?v=J5F0MNRDSpY

Senior leaders can maximise 'leadership density' (Sergiovanni, 1984), enabling and orchestrating leadership to maximise its effect and achieve coherence.

Dimension 6: Teacher leadership

A useful rhetorical device borrowed from the USA.

In 1980s, teacher leaders appointed.

In the UK – middle managers retitled as middle leaders but...

In HertsCam teacher leadership is inclusive – extending teachers' professionalism.

Extended professionalism

A teacher who sees themselves as:

- collegial, a member of a learning community
- agential, engaging in innovation
- guided by educational principles and sense of moral purpose
- discovering how to improve through evaluation and review
- creating professional knowledge through development work and networking
- seeking to influence others by exercising leadership

Professionalism or professionalism?

Professionalism is about the quality of service and about the status and esteem of the members of the profession

Professionalism is about the way we do it: the skills, attitudes, scope of responsibility/ judgment / decision making, the nature of the accountability, the kind of knowledge and approach to knowledge creation

Eric Hoyle, 1972

Dimension 6: Teacher leadership

A useful rhetorical device borrowed from the USA.

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In HertsCam teacher leadership is inclusive – extending teachers' professionalism – 'non-positional teacher leadership'.

We provide programmes of support to enable teachers to design and lead development projects

Lyndsay's project

- subverting the traditional roles of teacher and students
- teachers invited to be taught by students to play a musical instrument
- outlining the vision at informal lunch for teachers and students
- 33 colleagues joined the project – shared triumphs and frustrations - a basis for dialogue about learning
- students worked hard to prepare lessons
- teachers reflected on / examined their own learning habits – using Instagram
- students carried out observations and interviews with teachers
- community informed through Twitter
- end of year ensemble performance at a school concert

Read a full account in *Teachers as Agents of Change: a masters programme taught by teachers*, a book edited by David Frost and colleagues. Download the e-book here:

<https://www.hertscam.org.uk/publications.html>

A step-by-step process

Clarifying values and concerns



Agenda for change



Negotiating with colleagues



Action planning



Negotiating with colleagues



Development work



Professional knowledge building

Supported by school-based workshops facilitated by experienced teachers using HertsCam's package of tools.

Find out more at:
www.hertscam.org.uk

Since 2008, partners and collaborators in:

Albania

Bulgaria

Bosnia Herzegovina

Croatia

Egypt

Greece

Kazakhstan

Kosovo

Macedonia

Malaysia

Montenegro

Moldova

Morocco

Palestine

Portugal

Romania

Serbia

Turkey

UK

Through our publications we celebrate, exemplify and illuminate teacher-led development projects.

We do the same with accounts of programmes that support non-positional teacher leadership.

Recent publications featuring HertsCam / ITL

Books

Frost, D., Ball, S., Hill, V. and Lightfoot, S. (2018) *Teachers as Agents of Change: a masters programme taught by teachers*. Letchworth: HertsCam Publications.

Frost, D. (2017) *Empowering teachers as agents of change: a non-positional approach to teacher leadership*. Cambridge: LfL the Cambridge Network.

Frost, D. (2014) *Transforming Education Through Teacher Leadership*. Cambridge: LfL the Cambridge Network.

Chapters in books

Frost, D. (2019) Teacher Leadership and Professionalism *Oxford Encyclopedia of Global Perspectives on Teacher Education*, Oxford: Oxford University Press.

Frost, D., Ball, S. and Lightfoot, S. (2018) The HertsCam Network: Supporting non-positional teacher leadership, in L. Rycroft-Smith and J. L. Dutaut, (eds.) *Flip the System UK: A teachers' manifesto*. London: Routledge.

Frost, D. (2017) Continuing Professional Development and why it should be abolished, in M. A. Flores and A. M. Silva (Eds.) *Currículo, Avaliação e Desenvolvimento Profissional*, Vreeland: De Facto.

Bangs, J. and Frost, D. (2015) 'Non-positional Teacher Leadership: Distributed leadership and self-efficacy' in R. Kneyber and J. Evers (Eds.) *Flip the System: Changing Education from the Ground Up*. London: Routledge.

Journal articles

Frost, D., Hill, V. and Lightfoot, S. (2019) Editorial, special issue (dedicated to HertsCam /ITL) *International Journal of Teacher Leadership* 10 (1) Spring 2019.

Recent publications featuring HertsCam / ITL

Journal articles cntd

Frost, D. with Anderson-Payne, E., Ball, S., Barnett, P., Brown, L., Emmett, S., Gaiteri, T., Herbert, C., Hewitson, J., Hill, V., Lightfoot, S., Mylles, J., Rose, P. Santos-Richmond, M. Rocca, A., Timpson, L. and Viall, A. (2018) A teacher-led masters programme: the HertsCam MEd in Leading Teaching and Learning, LINK 3 (2) www.herts.ac.uk/link/volume-3,-issue-2

Smith, N., Campkin, D. and Parker, L. (2019) Leading the Development of a 'Pack Away' Nursery for Young Children, *International Journal of Teacher Leadership* 10 (1), 41-52. <https://www.cpp.edu/~ceis/education/international-journal-teacher-leadership/archives.shtml>

Woosey, J. and Miles, L. (2019) *Flipped learning: International Journal of Teacher Leadership* 10 (1), 116-127. <https://www.cpp.edu/~ceis/education/international-journal-teacher-leadership/archives.shtml>

Frost, D. (2018) HertsCam: a teacher-led organisation to support teacher leadership *International Journal of Teacher Leadership* 9 (1), 79-100.

Vranješević, J. and Frost D. (2016) Stories from Intercultural Education in Serbia: Teacher Leadership and Parent Participation *European Education* 48 (1) 63-78.

Lightfoot, L. and Frost, D. (2015) The professional identity of early years educators: implications for a transformative approach to continuing professional development *Professional Development in Education* 41 (2), 401-418.

HertsCam is also strongly featured in:

Kell, E. (2018) *How to survive in teaching without imploding, exploding or walking away*. London: Bloomsbury.

MacBeath, J., Dempster, N., Frost, D., Johnson, G. and Swaffield, S. (2018) *Strengthening the Connections between Leadership and Learning*. Abingdon, Oxon: Routledge.

Woods, P. and Roberts, A. (2018) *Collaborative School Leadership: a critical guide*. London: Sage.



Published in Russian thanks to the Soros Foundation in Almaty and Open Society Foundations in London.



Reminder of the six dimensions

Dimension 1: Leadership and transformation

Dimension 2: Leadership as practice

Dimension 3: Leadership and learning

Dimension 4: Leadership and culture building

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Implications

If we want to improve mental health in schools, we need strategies that:

- create a professional culture in which colleagues can feel recognised, valued, respected and connected to each other
- empower and enable colleagues to contribute to the leadership of initiatives to develop practice

In addition: we need to consider how to enable other stakeholders – students, parents, governors - to participate and contribute to these goals.

5 Steps to Mental Health and Wellbeing

A Framework for Schools and Colleges

Julie Greer

Headteacher Cherbourg Primary

5 Steps to Mental Health and Wellbeing Framework: A whole-school or college approach



Leading Change



Together
Everyone
Always
Making a difference

We all have mental health - our ordinarily available provision

Clarity of values – shared and understood by all

Trusting relationships – modelling, developing, teaching skills

Consistency of practice – training, sharing, problem solving

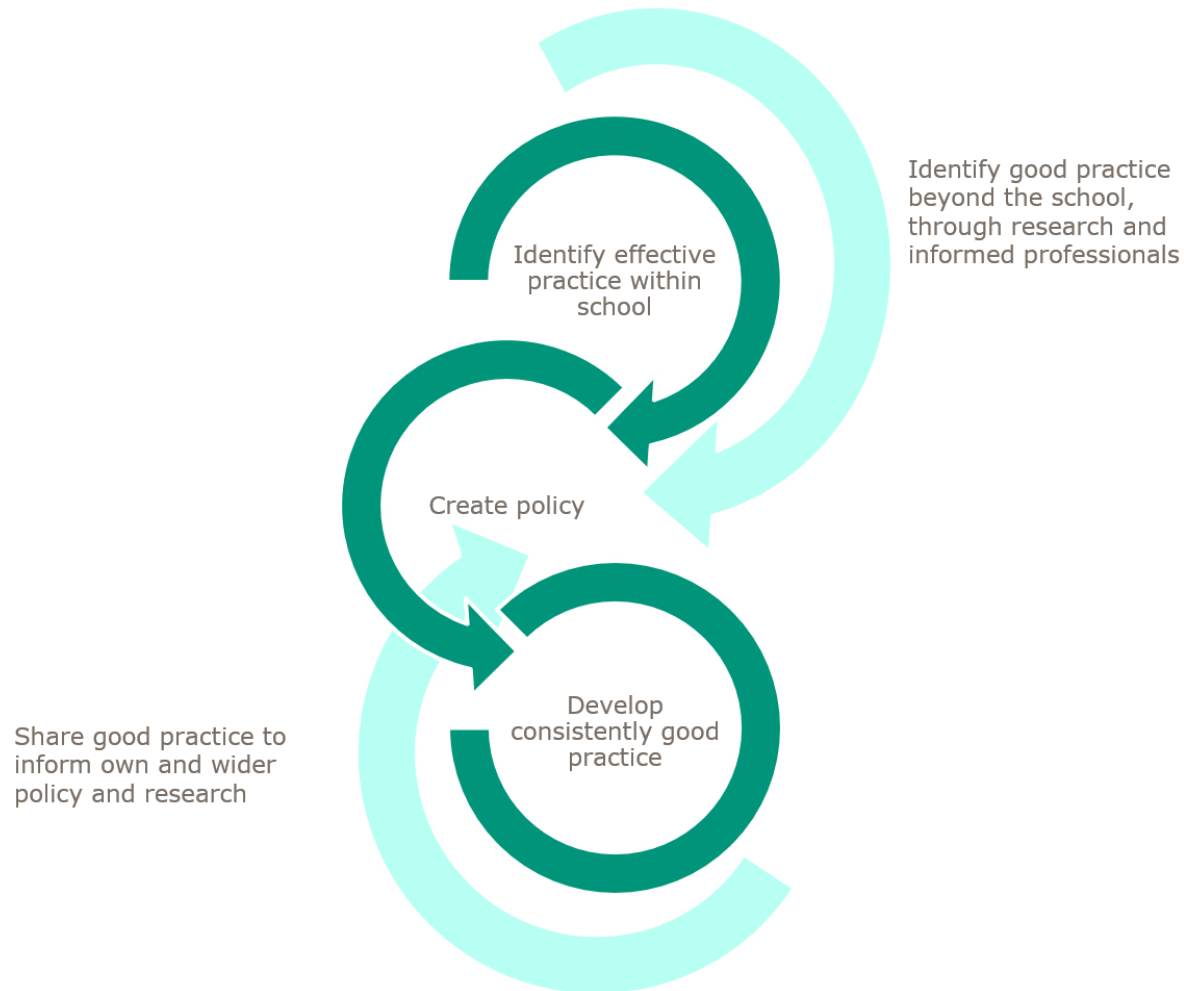
Boundaried flexibility – working together to get to a positive goal

Promotion - policies, posters, resources, newsletters and website

Curriculum – teaching about mental health, assemblies, circle time

Training – Anna Freud Centre - 5 Steps to Wellbeing; Mentally Healthy Schools; CARE (Curious, Approachable, Refer, Empathy)

Chicken or egg?



Creating a culture

Be a role model – Walk the Talk

Involve all stakeholders

Delegate in meaningful ways

Share kindness

Promote your key messages (website, newsletters, posters etc.)

And

Avoid performative wellbeing

Ask for whom will this change or measure make a difference?

Benefits of Five Steps beyond wellbeing

- Children feel valued and that their feelings are validated
 - This builds esteem and impacts on their motivation, engagement and attainment
- Staff recognise their mental health and wellbeing are recognised and respected
 - This improves a sense of team, models respectful relationships and builds attendance
- Children and staff have a shared vocabulary and focus
 - This impacts positively on parents and carers
- Wellbeing is promoted and communicated within the school community
 - This impacts on a feeling of belonging and inclusion

thank you



Register for the 5 Steps

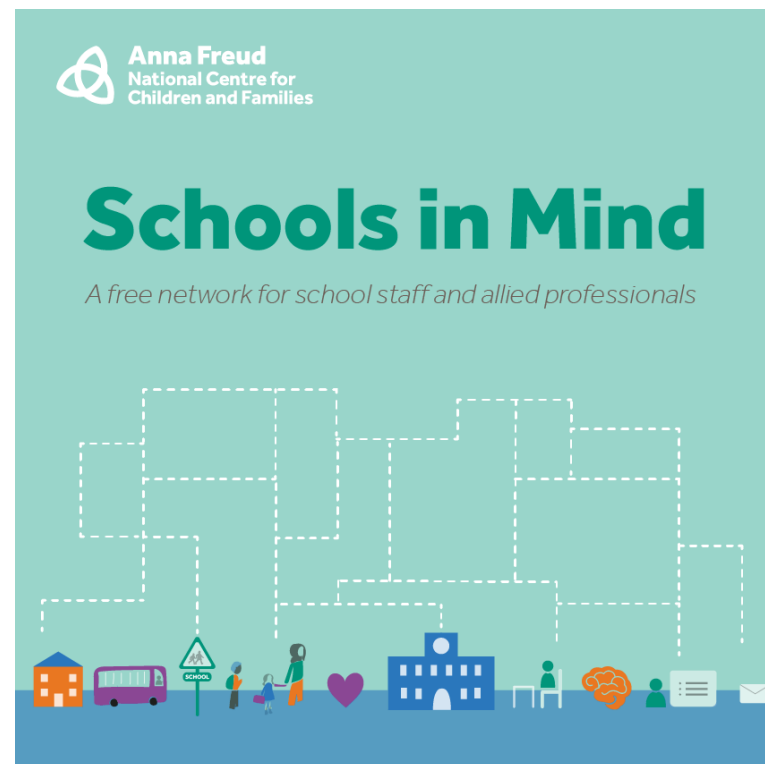


Click [here](#) to register

Join our free Schools in Mind network

Our free network for school staff and allied professionals shares:

- Practical, academic and clinical expertise regarding the wellbeing and mental health issues that affect schools.
- Up-to-date and accessible information and resources to support the mental health and wellbeing of the children and young people in their care.



www.annafreud.org/schoolsinmind

Questions?



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Our Patron: Her Royal Highness The Duchess of Cambridge

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Thank you



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