

Examples of current provision articulating with Workstream 6 (Workforce Support) of the SG / ES C19 Recovery Group focusing on:

- Building coaching and mentoring capacity
- Supporting mental health and wellbeing
- Enhancing support for early career teachers.

University	Provision	SCDE Key Contact
University of Aberdeen	<p>Building coaching and mentoring capacity</p> <p>Coaching and Mentoring (30 credits) for teacher supporters supporting student teachers on placement. Coaching and mentoring seminar/CPD event for Teacher Regents and supporter teachers</p> <p>Supporting mental health and wellbeing</p> <p>Counselling is a Department within the School of Education. Within its portfolio there is a COSCA validated Counselling skills programme which is suitable for anyone wishing to improve their interpersonal communication skills. Counselling Skills are used in many contexts and jobs where a helping or caring role is central, such as teaching.</p> <p>Enhancing support for early career teachers</p> <p>A new free CLPL designed by the School of Education and others within the University of Aberdeen for Biology teachers can be accessed: https://on.abdn.ac.uk/courses/biology-online-stem-training-for-teachers/</p> <p>Leadership on demand – information on courses</p> <p>a. Exploring Leadership - https://on.abdn.ac.uk/courses/exploring-leadership/</p>	<p>Dr David Smith Head of School of Education</p>

	<p>b. Leading and Managing from the Middle - https://on.abdn.ac.uk/courses/leading-and-managing-from-the-middle/</p> <p>c. Leading Effective Improvement –</p> <p>d. Leading Change - https://on.abdn.ac.uk/courses/leading-change/</p> <p>Professional Master’s programmes (Mainly online/blended) – further information is available at this link: https://www.abdn.ac.uk/education/degrees-programmes/postgraduate-taught-74.php including</p> <p>PG Cert Autism and Learning https://www.abdn.ac.uk/study/postgraduate-taught/degree-programmes/944/autism-learning/</p> <p>PG Cert Gaelic Medium Education https://www.abdn.ac.uk/study/postgraduate-taught/degree-programmes/959/gaelic-medium-education/</p> <p>MEd Pastoral Care, Guidance and Pupil Support https://www.abdn.ac.uk/study/postgraduate-taught/degree-programmes/948/pastoral-care-guidance-pupil-support/</p> <p>MEd Studies in Mindfulness https://www.abdn.ac.uk/study/postgraduate-taught/degree-programmes/946/studies-in-mindfulness/</p>	
University of Dundee	<p>Formal/accredited MEd modules:</p> <ul style="list-style-type: none"> ▪ Wellbeing of Children and Young People ▪ The Inclusive Educator ▪ Mentoring module. <p>Post-Graduate Certificate available over 1 year by taking a core module plus one of the above modules. The modules above can also be taken as standalone CPD modules for Local Authorities.</p> <p>Informal/workshops Work with students prior to entering the probation year: 2 final ‘days of on campus’ inputs for PGDE Primary and Secondary students focussing on their own professional development, health and wellbeing and practicalities of setting up a classroom in August. Planned forthcoming inputs are:</p>	Dr Derek Robertson Discipline Lead (Teacher Education) d.p.robertson@dundee.ac.uk

	<ul style="list-style-type: none"> ▪ GTCS Profile Q and A ▪ Probationers' Experiences ▪ Self-care for teachers input (and access to materials to support this moving forward), ▪ Reporting pupil progress (for the practicalities of parents evenings and report writing), ▪ Covid19 and implications for pupil wellbeing teacher professionalism, ▪ Setting up your classroom (again, looking at the practicalities of walking into a bare room in August). 	
University of Edinburgh	<p>Place2b two year pilot which aims to:</p> <ul style="list-style-type: none"> • Strengthen the School of Education's approach to mental health/emotional resilience. • Embed reflective practice in order to specifically engage deeper learning in supporting children and staff emotional wellbeing. • Through direct teaching input enable students to gain knowledge, skills and opportunities for critical reflection in relation to mental health in schools (for example attachment in the classroom, teacher resilience, Adverse Childhood Experiences, Endings - transition and loss). All drawn from P2Bs SCEL endorsed Mental Health Champions programme. <p>The Pilot at Moray House also focused on building the resilience of ITE alumni students offering continued access to Place2Think throughout their probationary year and participate in Place2Be's SCEL validated Mental Health Champions programme.</p> <p>In relation to COVID19, Place2Be continues to deliver the service to students and staff. Alongside the University, P2B has adapted their mode of delivery. Offering workshops and interactive sessions on-line. Staff and students still have the opportunity to engage in Place2Think, via video conferencing, telephone and email. Place2Be participate in the on-line school available to student teachers and practice worth sharing for staff. Moving forward probationary teachers will have opportunity to participate in our free on-line mental health champions programme. The programme will also be offered via hybrid of face-to-face and on-line for those who wish to participate in this way.</p>	Professor Richard Andrews Head of Moray House School of Education and Sport
University of Glasgow	<p>Mentoring</p> <ul style="list-style-type: none"> ▪ Mentoring to Improve Teacher and Pupil learning (40 credit course) (also available as a non-accredited CPD course) 	Professor Margery McMahon Head of School Margery.mcmahon@glasgow.ac.uk

	<ul style="list-style-type: none"> ▪ Developing mentoring capacity – series of workshops for school leaders and systems leaders. <p>Educational psychology</p> <ul style="list-style-type: none"> ▪ White Water Writers (write a book in a week project) which is used to bring staff and / or pupils together to provide a creative outlet to support mental health. ▪ Peer support networks to improve mental health. <p>Grief and loss - Seasons of Growth</p> <p>STEM</p> <ul style="list-style-type: none"> ▪ Training and mentoring sessions in developing pedagogical skills, knowledge of the curriculum and STEM subject knowledge embedded into teaching and lesson planning for student teachers and probationer teachers ▪ STEM Academy 2020 programme - available across the UK to help support pre and in-service teachers and support development of pedagogical skills, practical skills and knowledge base, especially in the STEM subjects (in partnership with the Royal Academy of Engineering and the Engineering Development Trust). <p>Further CPD / CLPL available from</p> <p>Institute of Health and Wellbeing https://www.gla.ac.uk/researchinstitutes/healthwellbeing/</p> <p>UNESCO Refugee Integration through Languages and the Arts https://www.gla.ac.uk/research/az/unesco/news/headline_675995_en.html</p>	
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University of Stirling	<ul style="list-style-type: none"> ▪ Sequence of 4 mentoring sessions for teachers through the CLASP LA partnership group (not accredited). ▪ PG Certificate in Coaching and Mentoring and a PG certificate in Advanced Professional Practice (suitable for enhancing support for early career teachers) throughout MSc Professional Education and Leadership programme. ▪ Through the Place 2Be project, students have ongoing support for developing understanding of students' own mental health and that of the pupils they will work with through University seminars, lectures, optional confidential 1-1 sessions, Mental Health Champions programme (through Place 2Be) and optional enrichment seminars e.g. 'endings', bereavement, self-image.- the project is about to end and urgently looking for further funding to continue work and look to create a hub for supporting mental health. ▪ Place 2Be tutor has continued to offer 1-1 sessions for students on probation, we would like to continue to offer this support. ▪ Reading group, which examines issues selected by this group as pertinent to their context. 	Professor Mark Priestly m.r.priestly@stir.ac.uk
University of Strathclyde	<ul style="list-style-type: none"> ▪ Supporting Teacher Learning course ▪ A PG module - Policy and practice: early career development (students plan a professional/practitioner enquiry around a specific policy relevant to them and their careers. It is delivered online). ▪ Protecting Scotland's children allows students to explore an area of interest and mental wellbeing is often an area they work on as group or issues such as addictions or domestic abuse ▪ Placement and Curriculum (Y1) focus is the health and wellbeing of the child. GIRFEC is central to this but we look at everything from the role of the parent, the curriculum, health 	Linda Brownlow, Head of School Linda.brownlow@strath.ac.uk

	<p>and wellbeing as a particular focus, child protection and the impact of poverty. The students undertake a seventy hour placement to allow them to work with children and to look at how GIRFEC works in practice.</p> <ul style="list-style-type: none"> ▪ Building coaching and mentoring capacity: Several BAPE Core modules and initiatives support this development in UG students. Some good examples are CPD Society where students adopt managerial and organisational roles with peers, VIP initiative whereby older students coach and mentor younger peers and STICT project teams whereby students adopt role of project specialist and support peers. There is also a presentation coaching scheme related to Transitional Interviews Yr1-2 ▪ Supporting mental health and wellbeing : Together with Mental Health & Well-being Team initiative, EXSE Family Groups within BAPE support students well-being and integration. BAPE students were also responsible for establishing Strathclyde's first ever Gen1 Society aimed at supporting WA and first generation students in the SoE and wider University. ▪ PGDE - optional - PS Supporting children and young people's mental health (max 30 students) ▪ BA 1 Placement and curriculum - adversity and trauma ▪ BA 4 PPL - understanding children's mental health; adversity and trauma ▪ MEd Developing Effective Practice in Youth Health Promotion - supporting children and young people's mental health 	
University of the West of Scotland	<ul style="list-style-type: none"> ▪ PG Cert in Coaching and Mentoring (part time online) ▪ Mental Health in Education named specialism in new MEd Educational Studies (with Named Specialism). 	Dr Stephen Day Head of Teacher Education Division