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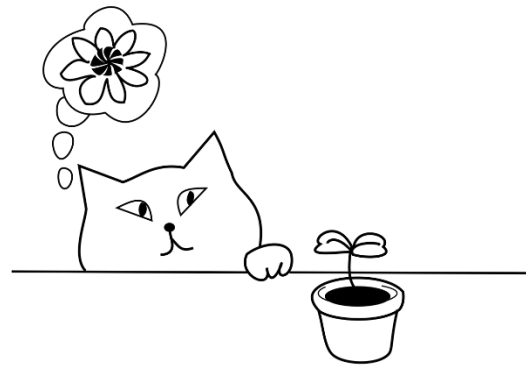
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## In this issue:

- ✓ The Project Idea
- ✓ Initial research and work on the training package

## Upskilling teachers in supporting students with mental health issues and building resilience in both themselves and their students

This two-year project aims to develop a package of training materials and resources at a European level. It addresses the well-being of both students and staff. The target age group is the Secondary sector, and the project brings together 6 partners from 5 countries. Partners have identified the issues relating to the well-being of both students and staff and have started developing a common methodology to address those issues.

The project has two strands. Firstly, it addresses the vulnerabilities faced by students and develops strategies to address them, and secondly it identifies the pressures facing school staff and develops training resources to help mitigate them. There are therefore two sets of target groups, both staff and students.

In addition to Covid related complications, there is ample research to show that there has been an increase in stresses and pressures on both staff and students in recent years leading to a range of undesirable outcomes, such as increased absenteeism through mental illness, reduced performance, and teacher drop-out.

EU level policy recommendations include, promoting schools as a setting for health promotion and prevention of mental and behavioural disorders, early identification for all children and young people and enhanced training for all school staff on mental health.

Research also points to the need to build resilience in teachers and school leaders to develop strong self-regulatory skills.

# Initial research and virtual training event leads to a pilot scheme of work

The project was inspired through work done at Batley Girls' School in the UK and its focus and successful practice on social and emotional well-being. The aim of this project is to address those issues by creating something new – both for the UK schools and those in Europe. There are no such resources in place at the moment, nor is there adequate training available to support school staff in dealing with both their own well-being and the needs of their students. This project aims to bridge that gap through developing and testing something new.

The partnership has already analysed and shared existing strategies and resources for identifying and addressing vulnerabilities in both staff and students, which allowed us to identify common areas of strength and priorities for development. A virtual three-day study visit to Batley Girls High School took place in the UK to investigate the policies and practice of assessing vulnerabilities and resilience and preparing teachers to address them.

During the 2 years of project implementation the partnership will:

- use the outcomes of our research to develop a generic tool for identifying those at risk
- develop a model set of training resources and a methodology to equip teachers to identify and target vulnerable students and address their own life balance issues
- test the methodology and associated resources in schools in 5 countries
- produce an impact report incorporating a series of case studies and recommendations for school policy

The training modules will be:

Module 1: Understanding well-being

Module 2: Supporting the well-being of young people

Module 3: Professional Development for teachers and support staff

Module 4: Support for the well-being of school staff

Module 5: School policy

The partnership is undertaking this work transnationally as the target groups in the different countries have different contexts, but the issue is an EU wide problem requiring transnational solutions. This will be achieved by sharing of best practice and expertise and by specifically creating a set of resources and methodology that is applicable and relevant for all European schools by testing them in the different contexts.



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