

HGI EDUCATION SECTION

MEETING 11 September 2008 at 11.00am
Wiltshire Human Givens Centre,
Trowbridge



MINUTES

Attendance

Trevor Bailey	Head teacher, Worle Community School, Weston-super-Mare
Mike Beard	REM State Limited
Sue Harper	HG Therapist
Chris Bates	Operations Director, Gordano Training
Judith Desbonne	HG Therapist
Bindi Gauntlett	HG Therapist
Lisa Hales	Educational Psychologist, Milton Keynes
Julie Johnson	Systemic therapist and trainer
Kevin McDonagh	Parent Support Worker, Milton Keynes
Steve Osmond	Head of Education, Barton Moss
John Perry	Principal Teaching Fellow, Southampton University
Alec Stansfield	HG Therapist
Dave Strudwick	Head teacher, Blackawton School, Devon
Ian Thomson	HG Therapist & Careers Guidance Adviser, South Wales
Pamela Woodford	HG Therapist

Apologies

Christine Byron	Dudley Schools Counselling Service
Ken Byron	Dudley Schools Counselling Service
Paul Catchpool	Teacher (Bristol Training)
Stuart Coulden	
Paul Dow	
Carol Harper	HG Therapist
Pat Harwood	
Con Hurley	
Alex McGlaughlin	Acting Dean, Nottingham Trent University
Murrough McHugh	Teacher, Florence Brown School, Bristol
Tania Markham	Deputy Head teacher, Pinhoe School, Exeter
Julia Medd	HG Therapist
Jenny Moss	Head teacher, Westhaven School, Weston-super-Mare
Richard Sheppard	HG Therapist, Worle Community School, Weston-super-Mare
John Whistlecraft	
Yvonne Yates	Doctoral trainee in Educational and Child Psychology, Manchester University

1. Apologies

Apologies were noted as listed.

2. Minutes of last meeting / Matters Arising

The Minutes were agreed as an accurate record of the previous meeting following one typographical correction on Page 2 (*'Worle' School should have read 'Westhaven School'*). There were no specific matters arising, with points raised for development at the previous meeting presented as agenda items within today's meeting.

3. Declaration of AOB

There were no additional items of AOB declared.

4. Human givens and the Wiltshire Human Givens centre (AS & BG)

AS described the development of the Wiltshire HG Centre since November 2007. The centre occupies the top floor of a building used by other voluntary sector agencies, and comprises therapy rooms and office space. AS described how the multi-agency use of the building enabled more effective dissemination of HG-based ideas.

AS described how the Centre was advertised through the 'Bridge House Community Trust', and described the synergy of this Trust with HG principles. The work of the Centre is advertised through a resource pack that is distributed through local GP practices, and offers a free drop-in service to the community once a week on a Thursday morning which helps to promote the work the Centre offers on a fee-paying basis.

BG described how the Centre has a contract with the area's Maternity Service, offering supervision, clinical support and training to staff involved with this service. Joe Griffin will be delivering a workshop on addiction to this service later in the year which will be followed up through the Centre.

AS described how the Centre also offered space to others involved in developing work consistent with HG principles to develop a local resource.

5. Trust School status – update (Trevor Bailey)

TB described the ways in which the Trustees had been appointed, and the ways in which the work of the Trust was developing. One strand of this work involves the development of work to fund the building and development of a new building to support the locality-based team and student support services together (the locality team presently have use of a single room on the school site). A second strand is the development of a research base to explore the co-creation of learning, with research students, staff and students working together to explore barriers to learning and differing attainment (last year, girls achieved less well than boys in the school) and positive ways to address this.

TB described a workshop/conference day to launch the Trust on October 17 at the Winter Gardens in Weston-super-Mare. Trust partners are involved in delivering key note addresses and workshops, together with Ivan Tyrrell. It is hoped the event will be launched by a para-Olympian athlete. TB extended an invitation to those attending to attend the

conference day, where participants would both receive information and have the time and space to consider in detail how that information might have practical relevance to work within schools and education.

ACTION: *Those wishing to attend to e-mail TB directly – those at the meeting supplied contact details to TB who will e-mail them directly*

6. HGI Education Section – Campaign Role (Trevor Bailey)

TB described how recent conversations with colleagues and Trust partners had been stimulated by recent (and contradictory) press reports (including those by Christine Gilbert) around issues concerning emotional health and well-being in schools. TB described how the pressures of the inspection process could in itself be unhelpful and counter-productive, and talked about how the inspection process could be more constructive (where the inspection team could subsequently work with the school to offer support in addressing challenge or difficulties within the school).

JJ described her work in supporting issues around staff stress and concerns in school.

DS identified the need for head teachers to develop (or be helped to develop) appropriate support structures around them that were positive and inspirational. He questioned the value of writing directly to OFSTED, and described existing work within QCA; TB questioned how unhelpful inspection pressures could be more publicly questioned and raised, with a view to creating better proactive.

SO described recent cases of suicide by head teachers pending the results of OFSTED, and raised questions around the roles and responsibility of leaders in schools, and how much autonomy leaders in schools had (or should take) to ensure that good practice is promoted. He suggested that leaders developing good practice should have conviction in their practice, and be prepared to challenge the inspection process where appropriate

KH questioned how HG-based principles might be offered/disseminated more effectively within the OFSTED inspection process, and TB described the limited training and work that OFSTED inspectors received and the absence of apparent quality control measures.

MB emphasised the need to offer examples of good, alternative practice alongside questioning existing practice, and DS identified that the Worle/Westhaven Trust Launch day was an example of how professionals could 'tap into' examples of good practice to help them develop confidence and resilience in their own practice and work environment

DS raised questions around the validity of any inspection process where the remit was solely inspection – he emphasised that the value for him of groups like the HGI Education section was it offered practical ways to develop practice alongside the opportunity to reflect upon and consider ways in which others' learning might be applicable to him in his work.

CB talked about the change of focus of organisations like the Learning and Skills Council, where a previous emphasis on the 'learner' had been replaced with a focus on targets that did not appear to link directly to individuals and their education.

LH described an example of identifying alternative positive practice (and cited an example of drama-based education) that was taken from work based in Harringay and was proving positive in the Milton Keynes area, although stressed that the example was only taken on board as it had been developed elsewhere and was therefore considered 'evidence-based'. DS talked about how the development of alternative analysis/inspection and evaluation may

offer a viable and practical alternative, and the need to develop and offer a research base to support this.

There was a discussion around the role of data in this process, what 'data' met and what would be helpful in others in effecting positive change.

SO suggested contacting Denise Winn in compiling existing evidence involving HG practice and OFSTED; SO suggested the use of a 'central register' of what was happening in an HG-based way. AS suggested using or developing events such as the Trust Launch and Imagination Laboratory to promote thinking and collaborative working.

ACTION: *MB to raise with Denise Winn*

DS suggested the creation of 'practitioner' development opportunities involving different agencies, offering both skills-sharing and the 'space' to consider how this might be developed practically. It was suggested that individuals at the meetings take responsibility for developing opportunities and disseminate this work to others.

TB introduced concerns around the absence of a good psychological understanding of learning within existing education training and development for teachers, and asked the meeting about ideas in which the ways that an understanding of the 'neurobiology' of learning and emotional health can be more effectively utilised.

LH described how she and KMcD had created a training opportunity for developing these ideas within NQT training – JJ and DS emphasised how this understanding was broader than education and related to staff and their emotional health.

JP described opportunities within secondary PGCE training at Southampton University, and SO and TB raised the potential value of the research base generated through the forthcoming HG-based MA at Nottingham University. DS emphasised the need that ideas were presented in ways that were 'fresh' and also didn't potentially raise antagonism or opposition.

6. Individual updates

SO described the 'huge' range of interest that HG had generated within Barton Moss, and the ways in which this was being addressed and utilised.

LH described some work planned for the Division of Education and Psychology in Manchester for Educational Psychologists. TB described how a local EP was very supportive of the use and application of positive psychology, and DS mentioned work that had involved an EP (Andy Richards) in Exeter. TB made the point that a lot of practice that might be described as 'HG' based was done intuitively by competent teachers.

JJ described the successful use of HG-based techniques in play activities for children in Uganda and Sri Lanka through the use of interpreters.

DS described a piece of work with MB and Sean Flynn that had aimed to develop 'in-house' therapeutic capacity. The work comprised a five day modular programme that looked at the informal use and application of therapeutic technique within classroom settings, and how this work had not only developed therapeutic capacity but had also seen improvements in children's (and staff's) self-confidence and emotional health generally.

AS asked about peoples' experiences of giving public presentations, and ways to engender interest.

MB described work on the Channel Islands to promote HG understanding and practice within education and multi-agency settings, and the ways in which it is hoped this will develop a framework of common understanding of what comprises emotional health

JD described work with a private school that involved relaxation and life skills development, and the opportunity she had to create a physical space within the school that was conducive to learning and positive therapeutic work. JD described how the interest of the head teacher had been stimulated to look more broadly at the use of HG-based practice within education.

7. Any other Business

TB raised the role of Chair of the HGI Education Section, as he had carried out the role for a year. It was agreed that proposals for the position of Chair of the section would be considered and discussed at the next meeting of the Education Section in January 2009.

ACTION: *Those wishing to attend to be considered as Chair to register their interest to MB via e-mail*

8. Dates for Next Meetings:

- **Friday 16 January 2009** (*Florence-Brown School, Bristol*)
- **Monday 18 May 2009** (*Milton Keynes*)
- **Monday 21 September 2009** (*Barton Moss Secure Unit – date tbc*)