

## HGI EDUCATION SECTION



**MEETING** 18 May 2009 at 11.00am  
**Family & Education Support Team,**  
**Milton Keynes**

## MINUTES

### Attendance

Miriam Chachamu	HG Therapist
Kevin McDonagh	Parent Support Worker, Milton Keynes
Reni Landor	Educational Psychology Team Manager,
Alex McLaughlin	Programme Leader MA in HG Psychotherapy, Nottingham-Trent University
Steve Osmond	Head of Education, Barton Moss
John Whistlecraft	Teacher, Sharnbrook School

### Apologies

Cathy Atkinson	
Trevor Bailey	Head teacher, Worle Community School, Weston-super-Mare
Mike Beard	REM State Limited
Carol Harper	HG Therapist
Sue Harper	HG Therapist
Julie Johnson	Systemic therapist and trainer
Tania Beard	Head teacher, Thorverton School
Jenny Moss	Head teacher, Westhaven School, Weston- super-Mare
John Perry	Principal Teaching Fellow, Southampton University
Richard Sheppard	HG Therapist, Worle Community School, Weston-super-Mare
Dave Strudwick	Head teacher, Blackawton School, Devon
Yvonne Yates	Doctoral trainee in Educational and Child Psychology, Manchester University
Lisa Hales	Educational Psychologist
Sally Ripley	

**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. There were no specific matters arising.

**3. Declaration of AOB**

Steve Osmond reminded us that we were going to have a discussion on the possibility of regional HGI Education Meetings – following the discussion at the last meeting. This was agreed under AOB.

**4. Human givens within a Staff Wellbeing Programme (KMCD, LH)**

Kevin outlined the project he and Lisa deliver to staff in Milton Keynes. To date four schools have participated in this project. Following the first two projects, schools found it increasingly difficult to set aside a day for the training side of this intervention and the project was redesigned to fit into two twilight sessions of 1½ hours each. These should run in two consecutive weeks to keep the momentum flowing (though they can be a few weeks apart depending on the school’s diary).

The two sessions are divided in the following way:

**Session 1 emotional needs**

- Ø understanding the damage stress causes to individuals & organisations
- Ø understanding the importance of meeting our emotional needs
- Ø knowing about our innate resources

Towards the end of session 1 we use an observation form (taken from Jeremy Old’s HG workshop on “De-stressing the Organisation” (no longer running with Mindfields now). This allows individual members of staff, anonymously, to “observe” about things that negatively affect their wellbeing, and offers an opportunity to suggest possible solutions. The leadership team in the school categorise these observation forms into themes (e.g. Relationships / Participation / Autonomy / Clarity / Resources & Environment / Other). The themes are then explored by the senior Leadership team and plans put into action to resolve as many of these issues as is manageable. While this progresses, staff are kept informed of the leadership’s thinking and developments along the way. They are offered opportunities, if they are interested in exploring and resolving a particular issue, to pair up with a member of the Leadership Team to explore the resolving of an issue.

Meeting participants were shown the feedback from a recent project in a school, of the members of staff following the two sessions of training – see table below. As that project (along with another one) are still current the end of project evaluations have not yet been completed.

	<b>Agree</b>	<b>Disagree</b>
I have contributed suggestions for improving our environment	<b>21</b>	
I have a clearer understanding of how meeting emotional needs contributes to our well-being and ability to work effectively (e.g. problem solve/ planning/ creativity etc)	<b>19</b>	<b>2</b>
I have a better understanding of how our behaviour can be influenced by previous experiences (pattern matching; APET)	<b>20</b>	<b>1</b>
I understand that I am likely to be less stressed if I <i>accept</i> that there are things outside of my control at work	<b>19</b>	<b>2</b>
I will use some or all of the RIGAAR model to help create an emotionally healthy environment.	<b>21</b>	
I will use reframes more to try to maintain a positive outlook	<b>20</b>	<b>1</b>

I am able to consider new ways to look at issues and/ or consider solutions to resolve problems (e.g. team work activity)	19	2
I have identified at least one well-being strategy that will be helpful to me	20	1
<p><b>Give one example of something that you will do differently at work to improve emotional well-being (for yourself or colleagues) as a result of this training:</b></p> <p>Listen even more to others  Thought patterns  Think before I comment  Look at having a success/positive comments log in mentors office  Try not to take things personally and know that I am doing my best  Use strategies discussed when I feel stressed e.g. exercise  Try to re-frame when I'm feeling stressed x 4  Use RIGGAR  Think how I can handle emotions and problems  Keep being open-minded to new ideas</p>		

**Session 2 emotional needs**

- Ø understand how we function effectively – using the APET model
- Ø understanding how to manage change – using the problem and solution cycle of change (our acknowledgement to Mike Beard and Sean Flynn with this approach which we use instead of the Cycle of Change model).
- Ø gaining strategies to develop & maintain emotional well-being & resilience – use of our resources, reframes and strategies to improve wellbeing.

**5. Human Givens and Parenting Pods (KMCD, LH)**

Following lunch, (and running past our allotted time), Kevin gave a brief overview of the Parent Pods and shared some experiences of running the programme together with Lisa Hales. The responses of parents to a previous programme were shared with the meeting. It was reflected that the information from the previous evaluation process were not substantial enough to offer concrete evidence for change. Lisa and Kevin changed that process during the last parent pods group. Instead of including the evaluation in the final session as originally conceived, it now takes the form of a post course conversation with participants on a 1:1 basis. The basic shape of this evaluation takes the format of parents looking at each of the emotional needs (like on the audit) and identifying what has changed a) for them and b) for their child for each of the needs. This first revamping of the evaluation has been sent to Kim at Mindfields. She is in discussions with NAPP (National Academy of Parenting Practitioners) with a view to getting the Parent Pods recognised by them for inclusion in evidence based programmes. It is also hoped that students on HG MA course might choose to do some longer term research on the Parenting Pods and add to the evidence base we are trying to build up.

**6. Individual Updates**

No updates.

**7. AOB: HGI Education Group - Regional Meetings:**

It was wondered if there is a “critical mass” of people nationally to make regional meetings viable. Depending on how many people Mike has on his e-mail distribution list, would there be enough people interested in attending something more locally – especially in the light of the small turnout for this morning’s meeting in Milton Keynes?

The question was posed as to whether or not a regional meeting might be possible to link with a local Peer group meeting.

It was wondered whether the group needed to be called a HG group – something many people might not know about and whether or not a name linking the meeting to neuroscience

and learning might attract a lot more people to attend – both HG as well as non HG trained. Would there be an implication to such a change of name? We were not sure.

Moving this matter forward, Kevin agreed to check out the names on lists (e.g. Mike's distribution list?) and/or with HGI to see if we can established who is on the list or a way of contacting everyone to explore the viability of regional meetings. Canvassing people about where they live, regionally, when they might be available and what their interests are that might lead them to attend HGI Education meetings would be a first step. It was wondered if this canvassing could be linked up with the HGI website – or are there lists of names / e-mail addresses available separately?

It was thought that a theme of our education meetings might look at using HG theory to explore ideas around the learning agenda – both at school as well as higher education level. This would of course necessitate someone taking a lead at a session and offering to facilitate conversations and explorations. Perhaps, if there is interest in this idea, people attending the next meeting might bring along ideas and suggestions and offer to facilitate something at the following meeting.

#### **8. Dates for Next Meetings:**

- **Monday 21 September 2009** (*North West School – venue tbc.* Steve agreed to host this meeting (a national one rather than specifically regional) at a Secure Unit in Leeds. Address and details to be supplied to Mike Beard in due course.