

HGI EDUCATION SECTION

MEETING 30 April 2010 at 11.00am
Queensway Centre, Milton Keynes



MINUTES

Attendance

Kevin McDonagh	Project Coordinator
Lisa LLOYD	Educational Psychologist
Dr Yvonne Yates	Educational Psychologist
Reni Landor	Educational Psychology Team Manager
Cathy Atkinson	Educational Psychologist - Manchester University
Sally Ripley	Pupil Progress Manager KS3 PRU
Veronique Chown	HG (Consultant) Therapist
Linda Hoggan	Manager Milton Keynes Early Intervention Centre

Apologies

Paul Aldridge	
Alex McLaughlin	Acting Dean, Nottingham Trent University
Alison McGregor	School Travel Plan Co-ordinator, Devon County Council
Carol Harper	HG Therapist
Christine Byron	Dudley Schools Counselling Service
Fred Grist	Principal, TheSPACE, Kendal
Ian Thomson	Careers Guidance Adviser, South Wales
John Whistlecraft	
Julia Medd	HG Therapist
Ken Byron	Dudley Schools Counselling Service
Mary Pitkin	Teacher
Miriam Chacamau	
Pamela Woodford	HG therapist
Par Harwood	Liverpool
Pat Harwood	
Pat Winter	Retiring from teaching end of March
Paul Catchpool	Teacher (Bristol Training)
Paul Dow	Teacher
Phil Shea	Kendal
Pip McGirl	
Richard Sheppard	HG Therapist, Worle Community School, Weston-super-Mare
Sally Provis Evans	
Sarah Bright	
Steve Osmond	Head of Education, Barton Moss Secure Care Centre, Salford

Sue Cheshire	
Trevor Bailey	
Sue Harper	
John Perry	
Mike Beard	REM State Limited
Janet Donnelly	

1. Introductions

2. Apologies – as above

3. Minutes of last meeting / Matters Arising

The Minutes were agreed as an accurate record of the previous meeting. There were no matters arising.

4. Declaration of AOB. The following items were included:

- 1) people’s experience of introducing HG ideas into schools – especially large schools.
- 2) The possibilities for future HG Education Meetings.

5. Individual updates

CA informed us of her therapeutic work with children – motivational interviews using aspects of HG ideas including relaxation and visualisation e.g. engaging the child in a focussed state of attention via an activity (like art) in which they become engrossed and get into a state of relaxation.

Cathy did some research in a primary school in Manchester which is trying to adopt HG ideas into their practice. Staff felt it would be useful to explore the fight / flight response and how to calm a child. One idea the school came up with was for example, a child coming off the playground feeling angry. The child was offered a piece of fruit and asked to share it with the staff member by way of re-focusing their thoughts before dealing the matter contributing to the child feeling angry.

LH: Linda manages the Milton Keynes early Intervention Centre where she works with parents of children who have a Child Protection Plan. She is in the process of setting up a project about meeting the emotional needs of children who are Young Carers. Miriam Chacamu will be providing a day’s training to staff in four schools in Milton Keynes to raise awareness of the emotional needs of these children. There will then be 9 twilight sessions for staff in these primary schools to follow on. The project is due to happen in autumn 2010.

Linda has been involved in training 55 people nationally to run the Parent Pods programme. Mindfields College is currently negotiating for Linda and Carmen to run another training programme for Professionals.

YY: Oct 08 – Jan 09: Doctoral thesis on HG with 3 young people (2 females 16 years old and 1 boy of 14 years of age) with whom she did HG therapy. These young people found ‘taking control’ of their sessions made a bit of a difference to them.

TAMHS (Targeted Mental Health in Schools) initiative – YY has been promoting the HG approach to be the underpinning framework behind TAMHS at individual level.

SR: used the ENA with secondary school children and did some work with them on the emotional brain. She reported that Hugh McNab has produced a resource pack based on HG for secondary school pupils and another pack for teachers.

RL: Reni is running a pilot project in a secondary school and offering early intervention using HG principles.

LL: Lisa & Kevin run training for NQT and PGCE students in emotional wellbeing using HG ideas. They have also run a staff well-being programme – see minutes of previous meeting of 18 May 09. Parenting Pod courses are still being run by Kevin and Lisa. They are proving very popular with local parents and many professionals from Children Services, Health visitors, CAFCASS and others are happy to signpost parents to these courses. Requests for the courses mean that we are currently booked until January 2012 in schools and Children Centres. A new project, *Smiling Inside*, to promote literacy in schools, developed by Lisa LLOYD with Kevin and another Educational Psychologist colleague, has been run in 2 schools to date. We are hoping to extend to more schools this summer. This project formed the basis of a presentation to the group today.

VC: Veronique has been working with a secondary school where stress is prevalent among staff. Lots of small issues have been identified which if put right could contribute to better staff well being. Progress has been difficult due to lack of support from the HT.

6. Smiling Inside Presentation – a project based on HG ideas and principles. Lisa LLOYD and Kevin McDonagh.

Smiling Inside was developed in response to the need to raise standards for children below floor targets in literacy. The facilitators hypothesised that some children in this category would experience barriers to learning due to

- a) emotional needs not being met
- b) parental support (e.g. lack of emotional and/ or knowledge/ skills to support learning)

Families were identified to take part where children were under-achieving and this was attributed, at least in part, to emotional needs not being met well enough through concerns about the effectiveness of parental support for those children.

The aim was to develop a sustainable group programme where:

- parents are able to explore the *importance* of meeting emotional needs
- parents understand *how* to better meet emotional needs
- children experienced emotional needs being met at school and home
- parents understand practical ways to support the development of literacy skills
- children and parents are able to practice basic skills activities with support on hand, before continuing them at home
- parents feel confident about supporting their child's learning
- children feel confident about learning and using basic skills
- children and parents feel positive about school

Smiling Inside is different to other programmes. It has taken the strengths of other successful interventions in school and the community and combined them together with additional success factors identified through our team's practice, to create a programme that includes 7 key components:

- Targeting children in need
- Involving parents
- Balancing theory with practice
- Modelling and scaffolding the learning of new skills
- Focusing on improving literacy at the same time as meeting emotional needs
- Home activities to encourage families to continue to practice skills learnt in the session and to extend them e.g. visit library

- Group learning (avoiding the 'expert' model that diminishes parents' sense of confidence/status)

A copy of the power point presentation with details of the project and sessions plans is available accompanying these notes.

Unfortunately, we ran out of time at the end of this presentation and were unable to have a general discussion about the ideas presented. Lisa and Kevin would appreciate comments, observations or ideas for development for this programme from those who were at the meeting.

7. Any other Business –

- the items about HG ideas in school were covered in the conversations that took place earlier in the agenda.
- For the purposes of this meeting, it was felt that as some people are travelling such distances, making the meeting into an opportunity for CPD would also be useful. A structure for the meeting was proposed as follows:
 - v a presentation from someone who is using HG ideas in the education setting.
 - v Lunch.
 - v Business meeting after lunch.

It was also felt that extending the timing from 10.30a.m. to 3.30p.m. would offer a better opportunity for fuller discussions and networking – those who needed to leave earlier than 3.30 could do so.

8. Dates/Venues for Next Meetings:

Cathy offered, and it was agreed to hold the next HGI Education Meeting in Manchester in November at the university. This will allow colleagues in the north region of the country an easier opportunity to meet by meeting at a venue closer to them. If there is sufficient response to this, we might try to hold these meeting in two venues in future – the north / north-west and south / south-east.

Date: Friday 12 Nov.

Time: 10.30 – 3.30p.m.

Venue: Ellen Wilkinson Building, University of Manchester, Oxford Road,
Manchester, M13 9PL.

Kevin will e-mail everyone on the group e-mail again in September to remind you of this date and include directions to the venue.