

# Supporting Wellbeing in school

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## **Declaration**

This piece of work was submitted in partial fulfilment of the requirements for the award of Doctorate in Applied Educational Psychology. It has not previously been submitted or assessed for any other qualification and is the students own work.

## Acknowledgements

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## Over-arching Abstract

Resilience research suggests that supportive school environments can positively impact on the ecological systems within which children and young people develop, with a particular focus on their wellbeing. Taking this idea to a broader, systemic perspective, literature also suggests for children and young people to enhance feelings of wellbeing, it is extremely important that staff working within our schools are supported in meeting their own basic needs. Self Determination Theory (SDT) emphasises the importance of satisfying three basic psychological needs for life long psychological growth and wellbeing: Autonomy, Relatedness and Competence.

The ideas presented within these three papers are relevant in today's society where the level of wellbeing experienced by individuals can impact on staff attrition rates within our schools, as well as academic success and positive life opportunities for children and young people.

Chapter 1 – The Systematic Review focuses on the impact of non-parental mentors used within schools in building resilience and enhancing feelings of wellbeing for children and young people. A quantitative approach was taken to synthesise the findings from six papers. The papers suggest those who demonstrated greater gains in terms of their resilience related outcomes had positively connected relationships with their mentors. However, outcome measures used within these papers varied greatly.

Chapter 2 – The Bridging Document describes the journey from the systematic review to the empirical research. My ontological and epistemological positions are considered in relation to how they shaped my methodology and chosen methods. The importance of ethical practice, including being a reflexive practitioner is also described within this chapter.

Chapter 3 – The Empirical Research follows on from the systematic review which highlighted a gap in applying one theoretical perspective to an understanding of wellbeing within schools. It indicated the wellbeing of children and young people can be influenced by the wellbeing of those who care for them. Five participants from two schools, took part in reflective discussions with a partner, over a six week period, before in depth reflective interviews were conducted. A theory driven analysis was applied to identify how the psychological needs suggested within SDT might be met through reflective discussion with a relatively close and connected partner; their associated feelings of wellbeing were also explored. Findings suggest that reflective discussions with a focus on the exploration of psychological needs, detailed within SDT, can support positive feelings of wellbeing among school staff. Implications for how this might be used in school, in addition to the role for Educational Psychology are explored. As this was conducted on a small scale, it highlighted the importance of conducting similar research with a wider range of staff in schools to allow generalisations to be made.

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## Chapter 1

# Non-parental mentors and their impact on resilience related outcomes for young people in schools

A systematic review of the literature from 2003-2013

## Abstract

Research around the concept of resilience has developed over the last 40 years from a deficit based model, with a focus on risk related outcomes to a strengths based approach. This includes the development of an ecological perspective, considering how support systems around a child/young person might contribute to resilience related outcomes, including positive aspects of wellbeing. Research suggests a regular, supportive, respectful relationship with a non-parental mentor may be helpful in supporting the development of children and young people. Following my interest within this area, I was keen to examine research that focused on the impact of non-parental mentors within schools on resilience related outcomes for children and young people.

Following a seven stage process for conducting a systematic review (Petticrew & Roberts, 2006), I was able to explore a range of studies, with particular focus on six quantitative papers. Findings highlighted some positive gains for the impact of non-parental mentors on resilience related outcomes, particularly when underpinned by Rhodes (2005) model of mentoring.



## Introduction

In my career I have supported many children and young people experiencing difficult life situations. Initially, this included my work as a secondary school mentor, where I supported children and young people facing adversity, such as parental separation, exam stress, loss of a loved one among others. The way in which the children and young people I worked with dealt with this adversity was through self-harm behaviour, withdrawal behaviour or by displaying anxiety. This led to me developing training for older pupils to support younger pupils during their early stages at the school. My work also included group work, multi-agency working and wider, whole school initiatives. My belief was that the support enabled the children and young people I worked with to communicate their difficulties within a safe and comfortable environment and in turn, enabled them to cope with life better. I was interested to 'test' this hypothesis in some way; this became the motivation for my initial scoping.

I began by searching the literature around children, often referred to as 'high risk' (Pianta & Walsh, 2014), who had not yet developed helpful ways of coping, to consider the factors supporting positive development in this area. This led me to explore literature found within resilience research (Dent & Cameron, 2003; Friesen, 2007; Luthar, Cicchetti, & Becker, 2000; A. Masten, Nuechterlein, & Wright, 2011; A. S. Masten & Tellegen, 2012)

As Luthar et al. (2000) have argued, early thoughts of resilience in the 1970's and 1980's were mainly concerned with the personal qualities of 'resilient children', who were described as possessing attributes such as self-esteem and autonomy (Rutter, 1985). These so called resilient children were depicted within the literature to possess a sense of invincibility, leading to news headlines such as "The Invulnerables" (Masten, 2001). Thoughts of resilience of this kind appeared to be based on a deficit model. The focus was on the concept of risk, including 'within child' factors such as cognitive ability and social competence (Fonagy, Steele, Steele, Higgitt, & Target, 1994) and 'within home' factors, such as poverty, parental mental illness and abuse (Poulou, 2007), as predictors of resilience.

Once resilience research began to unfold it became evident there was an ordinariness to the phenomena, far more common than originally thought (Masten, 2001). Following an examination of many variable-focused and person-focused investigations, Masten (2001) concluded the greatest threats to human development were those that endanger the systems underlying adaptive processes, including brain development and cognition, caregiver-child relationships, regulation of emotion and behaviour, and the motivation for learning and engaging in the environment. I was keen to explore how the literature defined resilience when describing the term.

## Definitions

As suggested above, throughout my initial scoping of what resilience meant, there were many different definitions within the literature (Dent & Cameron, 2003; Friesen, 2007; Luthar et al., 2000; A. Masten et al., 2011). This lack of consensus (Kaufman, Cook, Arny, Jones, & Pittinsky, 1994) and substantial variation in measuring the construct has led researchers to question whether resilience is in fact, a veridical construct or simply a mythical entity (Luthar et al., 2000). A constructionist perspective suggests our understanding of resilience should focus on the outcome of negotiations between individuals and their environments in maintaining a self-definition as 'healthy' (Ungar, 2004). Here, thoughts of resilience are based on context specific understandings that invite us to examine how race, gender, class, ability and other factors affect definitions of resilience.

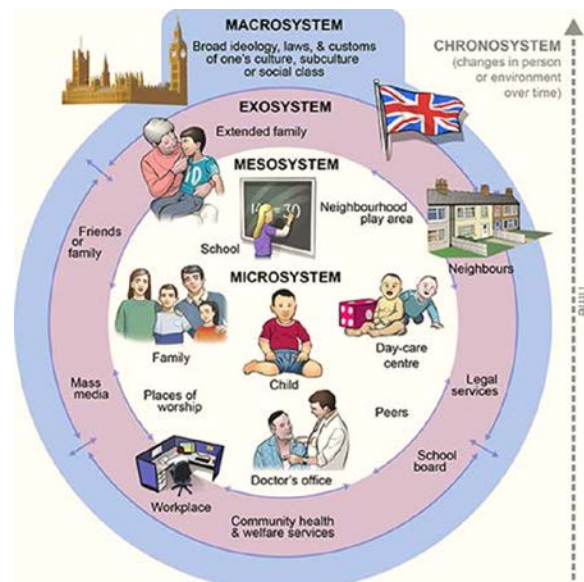
The definitions of resilience closely associated with my own assertions about the term, included writing from Luthar et al. (2000) who refer to resilience as ‘a dynamic process encompassing adaptation within the context of significant adversity’ (p. 543) and Masten (2001) who suggests resilience might be described as ‘good outcomes in spite of serious threats to adaptation or development’ (p. 228). The literature referenced here appears to strongly suggest that resilience has long been a contested concept, used by a range of researchers. There is, however, some agreement in recent writings (Windle, 2011) for resilience to be viewed in terms of a healthy, strengths based approach to development where individuals use the resources available in their environment to bounce back from adversity.

## Support Systems

I was interested in exploring my understanding of resilience further and began to examine how the development of resilience for children and young people was facilitated by the support systems around a young person. I was particularly interested in the support systems within schools and their impact on the development of resilience, competence and wellbeing outcomes (DuBois & Silverthorn, 2005; Griffin Jr, Holliday, Frazier, & Braithwaite, 2009; Karcher, 2008; Kuperminc, Thomason, DiMeo, & Broomfield-Massey, 2011; Southwick, Morgan III, Vythilingam, & Charney, 2007; Warren, 2005).

Although there appears to be a lack of consensus around what resilience is, there does appear to be some agreement within the literature, guided by some theoretical perspectives, which emphasise the multiple levels of influence on the development of children. I was keen to consider how the ideas proposed within these writings could be combined with the Ecological Theory of development suggested by Bronfenbrenner (1977), whereby an individual exists within formal and informal systems around them, interacting with one another in an ever changing process.

Figure 1 - Bronfenbrenner's Ecological Model



The ideas presented by Bronfenbrenner's theory (Figure 1) (Bronfenbrenner ecological systems theory, Kings College London, Florence Nightingale School of Nursing and Midwifery) moves away from the focus of within child factors to an understanding of development influenced by each of the systems surrounding the individual. The theory, in its original form (1977), argued for an understanding of the various contexts or 'systems' that surround an individual and how each of

these might interact to influence the development of the person. This included the introduction of four systems:

1. The Microsystem – the direct environment in our lives including family, friends, teachers and others we have direct contact.
2. The Mesosystem – which examines the relationship between Microsystems. For example, if a child develops positive relationship with his parents or carers, this may increase the chance of developing positive relationships with his teachers, which may in turn cause them to feel more accepted in school. Another example of this might include a parent teacher consultation at school. Separately, the parent and the teacher are part of the student's microsystem; they are each examples of the student's immediate relationships. When the two relationships interact with each other in a parent teacher consultation, this interaction is a mesosystem. This mesosystem influences the students' development by, for example, ensuring that the child is getting the same interventions at home as at school.
3. The Exosystem includes systems where the child does not have an active role, but still affects them, for example, a parent getting a promotion or being fired.
4. The Macrosystem covers broader factors such as culture and social class.

Bronfenbrenner (1979) argued that this set of nested structures, much like a set of Russian dolls, can have a direct impact on the development of the person at the centre, leading to positive outcomes for the individual. The positive outcomes may range greatly, depending on the number and intensity of interactions occurring at that time; they may impact on the individual in a number of ways, including outcomes based on social, communication, academic, financial, relationship, psychological and health related outcomes.

Following on from the idea that interaction between the systems surrounding children and young people might lead to positive outcomes, I pursued my thinking further. This led me to consider particular research which attempted to link how the microsystems proposed in Bronfenbrenner's model and systems within schools, could support the enhancement of *resilience*, *competence* and *wellbeing* outcomes (DuBois & Silverthorn, 2005; Griffin Jr et al., 2009; Karcher, 2008; Kuperminc et al., 2011; Southwick et al., 2007; Warren, 2005). This also included an exploration of the benefits of 'non-parental' support, in particular, mentors, in improving resilience outcomes for children (DuBois, Portillo, Rhodes, Silverthorn, & Valentine, 2011; J Rhodes, 1994; J. Rhodes & Lowe, 2008; Zimmerman, Bingenheimer, & Notaro, 2002).

Research suggests school environments are of great importance when considering the development of children, particularly the development of social and emotional wellbeing of their pupils (Aston, 2014; Organization, 2003; Patton et al., 2000). Schools that encourage a sense of connectedness, good communication and perceptions of adult caring have been shown to reduce health risk behaviours, particularly substance abuse (Patton et al., 2000). School environments that enhance social competence are those that foster warm relationships, encourage participation and provide clarity about boundaries, rules and expectations (Toland & Carrigan, 2011).

### Mentoring Model

One of the findings to emerge from this reading was the application of a mentoring model proposed by Rhodes (2005), which demonstrates similarities with Masten's (1999) notion of resilience. Here, it is suggested a mentoring relationship should be based on mutual trust and a sense that one is understood, liked and respected. From this perspective, mentors can influence youth in several ways: the relationship may provide children and young people with opportunities for fun and

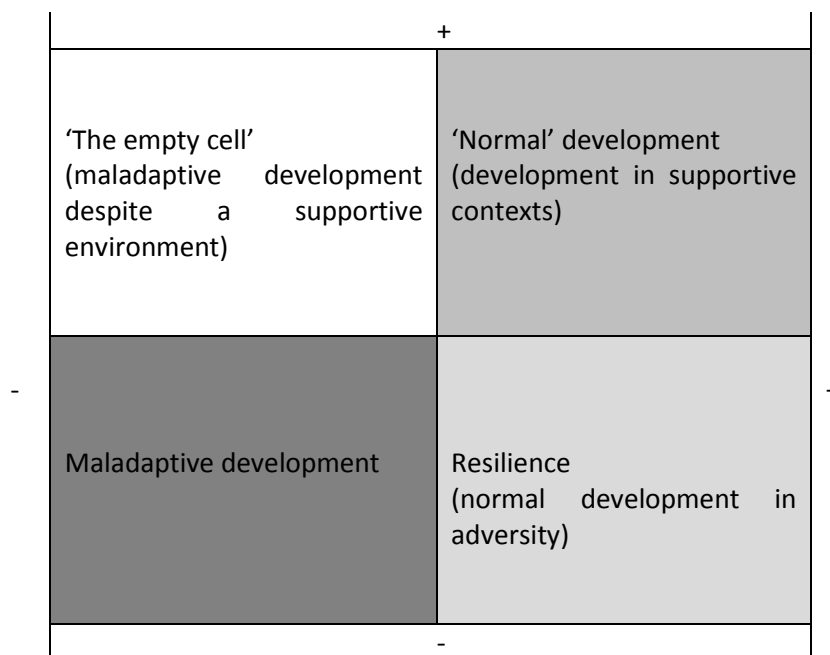
escape from daily stresses; corrective emotional experiences that may generalise to and improve other social relationships; and assistance with emotional regulation. Rhodes (2005) cautions that progress will remain seriously constrained as long as studies remain largely empirically driven as opposed to theoretically based. Future research should give closer attention to definitions of adversity and competence and provide strong justification for choices made on conceptual and empirical grounds. This has led to greater emphasis on the role of relationships and systems beyond the family, and attempts to consider and integrate biological, social, and cultural processes into models and studies of resilience.

### Implications for Educational Psychology Practice

Toland and Carrigan (2011) and Dent and Cameron (2003) suggest Educational Psychologists (EPs) are well placed to utilise the proposed levels of working suggested in the Farrell and Britain (2006) report to enhance the wellbeing of children and young people, including assessment; intervention; consultation; training and research.

In an attempt to provide clarity to the concept of resilience and promote its use in Educational Psychology, Toland and Carrigan (2011) have applied some of Masten’s (2001) early work to illustrate the marriage of the child and their environment; this adds further support for an ecological model of resilience. Toland and Carrigan (2011) consider what A. Masten et al. (1999) refer to as the ‘empty cell phenomenon’ (see Figure 2). This bio-ecological model represents the biological within child attributes (shown horizontally) as well as the contextual variables (shown vertically) surrounding the child. The risk and protective factors, within each dimension, are suggested to impede or promote development and are conceptualised as a balance at any one time; this may change accordingly. Despite the unhelpful language used within this model, it illustrates the powerful effect of the interaction between an individuals’ environment and the development of inner resources in achieving a range of possible positive outcomes.

Figure 2 The Empty Cell Phenomenon

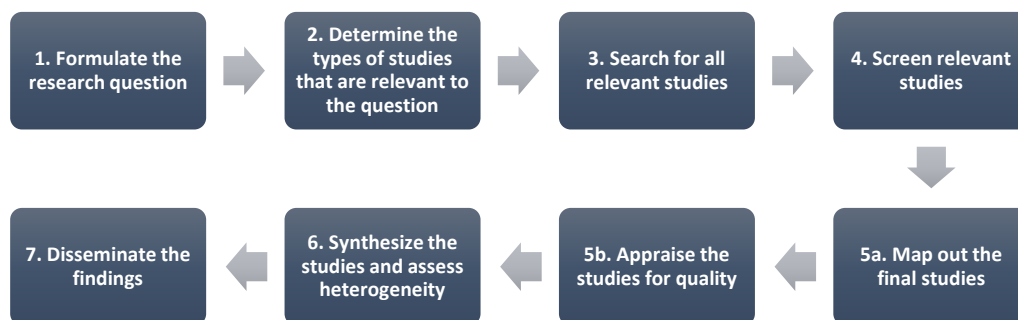


Following my initial reading and interest within this area of research, I was ready to embark on the next stage of the systematic review.

## Method

### Literature Search

For my literature search, I followed the 7 stages outlined by Petticrew and Roberts (2006) for conducting systematic literature reviews shown below:



#### 1. Formulate the research question

In formulating a question, I utilised my background reading and found discussion with my supervisors at university and on placement helpful. As a result, I was able to formulate the following research question:

**‘What is the effect of non-parent mentors on resilience related outcomes for children and young people in school?’**

#### 2. Determine the types of studies that are relevant to the question

I chose to use the phrase ‘resilience related outcomes’ due to the plethora of terms used to describe ‘resilience’ and/or ‘wellbeing’ within the studies I had already searched. The term ‘children’ was used to encompass those who could be considered a child (aged 10- 16) and ‘young person’ included those between the ages of 16-18 years, who may still be attending school, both of which were included in my criteria. In determining studies that demonstrated an impact, I chose those including data gathered at the beginning and end of the study, as minimum criteria.

#### 3. Search for all relevant studies

Published studies were retrieved for the review by conducting a systematic search of the following electronic databases:

- Scopus
- Web of Knowledge
- Proquest (including the British Education Index, Australian Education Index and ERIC)
- Ovid (including Psych articles and Psych info.).

I carried out initial scoping of articles using broad terms such as ‘resilience’, ‘wellbeing’, ‘mentoring’ and ‘adolescent’ between September 2013 and October 2013. This provided me with a vast array of articles, many of which were irrelevant. To acquire the most appropriate studies, I defined specific search terms, attained through reading some of the relevant literature and searching thesauri for synonyms (see Table 1).

Table 1 - Search Terms

Target population	Intervention	Impact on	Location
Child*/student/learner/ Pupil/adolescen*/	Mentor	Resilien*/well- being/competen*	School/secondary school/high school/middle school

\* was used to broaden my search to all terms, for example, resilien\* displayed results to include resilience, resilient or resiliency.

## Study Selection

### 4. Screen relevant studies

I searched for relevant articles between October 2013 and December 2013. My strategy ensured there were clear inclusion criteria when searching for appropriate studies at different stages of my search. Firstly, this included ‘title and key words’. My inclusion criteria included:

**Key words** – one or more of those described in my search terms appeared in the title.

**Participants** – any under 18 years.

**Settings** – all.

**Intervention** – Non-parental adult mentors – As cited in Hurd (2013), adolescents may seek out non-parent adults because they may be able to meet youths’ attachment needs without threatening their sense of autonomy (Allen and Land, 1999; Zimmerman, Bingenheimer and Behendt, 2005).

**Study Design** – any.

**Place, time, Language** – worldwide, date of publication in the last 10 years (2003-2013), English Language only.

Records were screened to exclude ineligible studies. Most exclusions were from studies of parent/peer mentors; counselling/social work; based solely on academic outcomes; and those where adults were mentees.

Following exclusion, I screened the remaining articles using abstracts. My criteria for this search included:

**Key words** – one or more of those described in my search terms appeared in the title.

**Participants** – any under 18 years.

**Settings** – school/community based.

**Intervention** – as defined by empirical research investigating the impact of a non-parental adult mentoring programmes on outcomes (as stated below), using quantitative data. Systematic literatures reviews and meta-analysis studies were excluded.

Studies of **resilience outcomes** – as defined by positive outcomes in spite of adverse threats to development (Masten, 2001).

Studies of **wellbeing outcomes** – as defined by positive outcomes that promote psychological and emotional well-being.

Studies of **competence outcomes** – as defined by outcomes related to feelings of effectiveness in exploring and interacting with the environment as a consequence of personal experiences of challenge (Deci and Ryan, 1985).

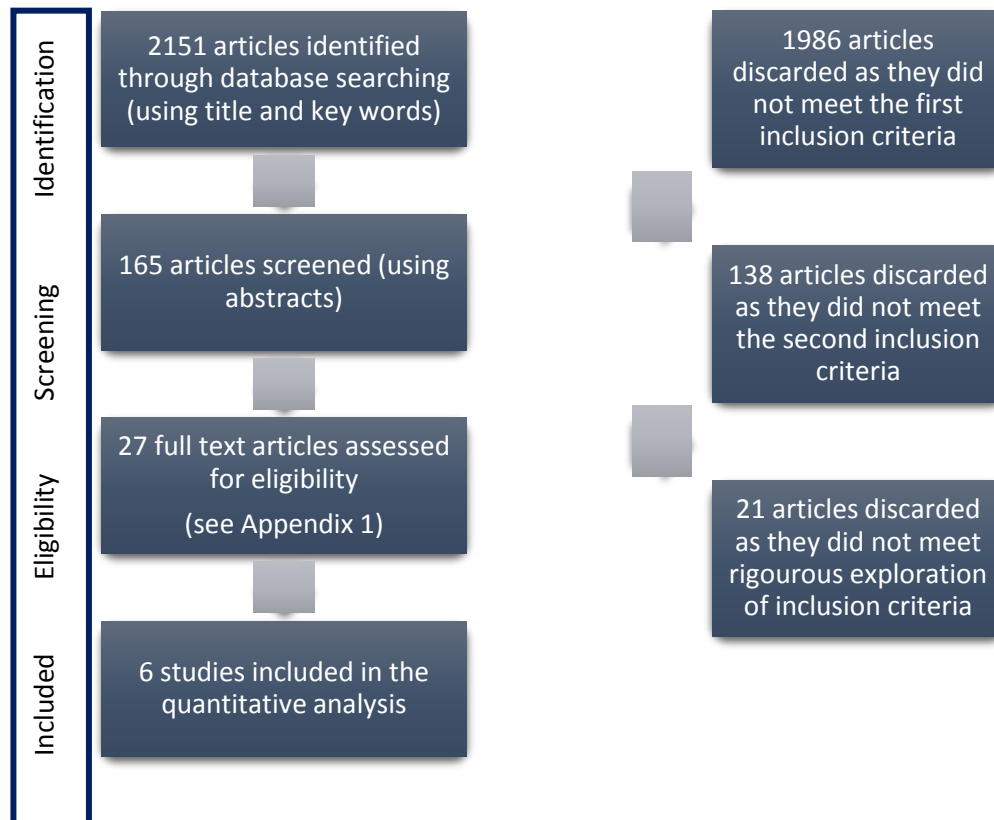
(It should be noted, that the three outcomes referred to above appeared to be used interchangeably, often meaning one and the same within the articles and making it difficult to distinguish between them).

**Place, time, Language** – worldwide, date of publication in the last 10 years (2003-2013), English Language only.

Using these search criteria, I was able to search a number of systematic review databases to ensure that my question had not already been explored. I conducted this search using: DARE database, Cochrane library, Campbell systematic review database, the EPPI centre database, Newcastle Library database and ETHOS (a doctoral thesis database). I found no relevant completed systematic reviews.

Once I began my systematic search there was a wealth of empirical studies and I had to filter using my inclusion criteria. Figure 3 shows the process of this filtering from initial identification through to the studies included in the final synthesis.

Figure 3 - Inclusion Criteria



## Data Extraction

### 5a. Map out the final studies

Data extraction was undertaken detailing the studies' characteristics, as suggested by Cole (2008). This allowed me to map out the final studies and included the number and age of the participants; context; focus and duration of intervention; design; methods/sources of evidence; follow up; gains made; and effect size (see Appendix 2). The effect sizes were gathered for studies where possible. Cohen's *d* is growing in popularity, making it the standard calculation for effect sizes (Cole, 2008). This is defined as the difference between two means, divided by the pooled standard deviation for those means. According to Cohen (1992), effect sizes have clearly defined benchmarks: .20 small, .50 medium, and .80 large. Some studies provided their own measure; for others I utilised the data available, and using an effect size calculator, I was able to report the effect size.

### 5b. Appraise the studies for quality

To appraise the studies for their quality I used a 'Weight of Evidence' (WoE) tool recommended by the EPPI Centre (see Appendix 3). The WoE was based on specific criteria and questions about the quality of each study:

- Are there ethical concerns about the way the study was done?
- Were the students and/or parents appropriately involved in the design or conduct of the study?
- Is there sufficient justification for why the study was done the way it was?
- Was the choice of research design appropriate for addressing the research questions posed?
- Have sufficient attempts been made to establish the repeatability or reliability of data collection methods or tools?
- Have sufficient attempts been made to establish the validity or trustworthiness of data collection tools and methods?
- Have sufficient attempts been made to establish the repeatability or reliability of data analysis?
- Have sufficient attempts been made to establish the validity or trustworthiness of data analysis?
- To what extent are the research design and methods employed able to rule out any other sources of error/bias that would lead to alternative explanations for the findings of the study?
- How generalisable are the results?
- Have sufficient attempts been made to justify the conclusions drawn from the findings, so that the conclusions are trustworthy?

Table 2 shows the 'overall weight', based on the categorising of each question into a low, medium or high response (see Appendix 3 for details on how I arrived at such weighting).

Table 2 - Overall Weight of Evidence

	Hurd & Sellers (2013)	Komosa-Hawkins (2012)	Leyton-Armakan et al (2012)	Simoaes & Alarcao (2013)	Yadav, O'Reilly & Karim (2010)	Zand et al (2009)
Overall weight of evidence	High	Medium	High	High	Medium	Medium



For the three studies classified as ‘high’, they demonstrated particular strengths in three areas analysed by the tool:

- All ensured that students/parents/carers were appropriately involved in the study by either consent, assent or information provided about the study;
- All demonstrated good validity in terms of their scores of internal consistency;
- They demonstrated the greatest generalisable results with numbers of participants ranging from 142-317 and number of schools from 3-6.

Although it may be presented from the use of this tool that this weighting was a straightforward process, I would like to note that this appeared to be a rather crude and tricky way of describing the data. It was based on my subjective interpretation and numerical quantification of each question, depending on whether I believed the questions could be answered with high, medium or low certainty. Thus, I acknowledge using this tool allowed some judgement to be made on my chosen articles, yet I was not wholly comfortable with the process it led me to follow. I will discuss this further within my limitations.

### General characteristics of my studies

#### 6. Synthesize the studies and assess heterogeneity

Four of my six studies were undertaken in the USA, one in Portugal (Simões & Alarcão, 2013) and one in the UK (Yadav, O'Reilly, & Karim, 2010). Two studies were carried out in middle schools, one during the transition from middle to high school (Komosa-Hawkins, 2012), one in the third level of education (Simões & Alarcão, 2013), one community based study (Zand et al., 2009) and one within the transition between primary and secondary education (Yadav et al., 2010). The sample sizes of my studies ranged from 25 to 317, with ages ranges falling between 9 and 18 years.

Five of the studies identified specific participant criteria describing the children/young people as ‘at risk’. One study defined this further as being at risk of substance abuse/academic failure/economically disadvantaged (Zand et al., 2009) and one as at risk of behavioural and academic difficulties (Simões & Alarcão, 2013). One of the studies used a strength-based approach looking at improving academic engagement via social and psychological wellbeing (Hurd & Sellers, 2013).

The ages of the children/young people and mentors involved varied between studies. The description of the non-parental mentor also showed some variation. See Table 3 below for details.

Table 3 - Age of mentee/Description of mentor

Study	Age of mentees (children/young people being mentored)	Age of mentors	Description of mentor
Hurd and Sellers (2013)	12-16 years old	Not stated	Non parental, most familial, some natural mentors* (see below for description of this)
Komosa-Hawkins (2012)	Average age of 14 years 7 months. No range stated	Age 22-53 years. Average age of 30 years	Volunteer mentor
Leyton-Armakan,	11-14 years old	18-22 years old.	College women

Lawrence, Deutsch, Lee Williams, and Henneberger (2012)		Average age of 21 years.	mentors
Simões and Alarcão (2013)	9-16 years old	Not stated	Teachers
Yadav et al. (2010)	10 and 11 years old	Not stated	School and community mentors, including teaching assistants, foster carers and nurses
Zand et al. (2009)	9-15 years old	21-80 years old. Average age of 43 years	Paid mentor/advocate

\*Natural mentors are described as ‘caring and supportive adults in adolescents’ pre-existing social networks, such as extended kin, neighbours, coaches or community members’ (Hurd & Sellers, 2013 p. 76)

### Underlying Theory

Five studies drew on specific theory to underpin their work. Four of the five referenced theory proposed by J. Rhodes (2005), that meaningful and strong relationships are built on mutuality, trust and empathy and are the primary mechanism for supporting social and emotional development. Two of these studies suggest additions to this:

- Within Komosa-Hawkins (2012) study there is a suggestion that Rhodes’ (2005) theory should be accompanied by explicit guidance and information;
- Zand et al. (2009) acknowledge Keller’s (2005) expanded version (drawing on family systems theory) to include multiple supportive adults (i.e. mentor, youth, parent, caseworker)

One study (Simões & Alarcão, 2013), drew on Self Determination Theory (SDT) (Ryan & Deci, 2000), suggesting that satisfying three Basic Psychological Needs (BPN) (autonomy, relatedness and competence), through School Based Mentoring (SBM), would improve mentored students’ wellbeing. One study did not directly advocate the use of a particular theory (Yadav et al., 2010), although they appeared to demonstrate characteristics of Rhodes’s (2005) theory in establishing long term relationships between mentor and mentee, over a 10 month period.

### Measures/interventions used

I found studies within the areas of ‘resilience’, ‘competence’ and ‘wellbeing’ used a multitude of different measures and varied interventions; my chosen studies were no exception (see Table 4). The variation in measures made it extremely difficult to draw comparisons between the findings and will be discussed within the limitations.

Table 4 - Measure/Intervention used

Study	Measure used	Used to measure?	Intervention
Zand et al. (2009)	MYAS – Mentor – Youth Alliance Scale	Competency scales based on 'Family bonding', 'School bonding', 'Relationship with adults' and 'Life Skills'	1:1 weekly mentoring – at least 2 hours per week for 8 months. <b>Focus:</b> academic support, life skills, drug/alcohol prevention, positive recreational activities, cultural enhancement.
Yadav et al. (2010)	SDQ – Strengths and Difficulties Questionnaire and B/G Steem	5 subscales of social, emotional and behavioural functioning – Interested in overall SDQ score and emotional sub score. Self-esteem scores.	1:1 mentoring weekly for 10 months (length of session not stated), plus weekly group meetings (behaviour, anger management, friendship groups) <b>Focus:</b> to aid transition from primary to secondary school in relation to their self-esteem, resilience, locus of control and mental health difficulties.
Komosa-Hawkins (2012)	BERS2 – Behavioural and Emotional Rating Scale	Interested in scores for interpersonal strength (ability to control emotions) and intrapersonal strength (child's outlook on his/her competence and accomplishments)	1:1 weekly mentoring – 1 hour per week for 8 months, plus orientation meeting, holiday and end of year party for families. <b>Focus:</b> to aid transition to high school, completing high school and planning/preparation for future.
Leyton-Armakan et al. (2012)	SRI – Self Reported Improvement (SRI: Lawrence, 2002). Carroll-Davidson Generalised Anxiety Disorder Screen HANDS - Harvard Department of Psychiatry/National Depression Screening Day Scale	Three factors: Competence, Connection and Autonomy  Symptoms of anxiety  Symptoms of depression	1:1 weekly mentoring - 1 hour per week for 8 months, plus 2 hour weekly group session. <b>Focus:</b> critical issues facing girls – relational aggression, academics and body image.
Hurd and Sellers (2013)	Ryff Scales of Psychological Well-Being (Ryff, 1989)	6 dimensions of Psychological well-being. Interested in 'Personal growth', Environmental Mastery' and 'Self-acceptance'.	1:1 community based, non-parental, natural mentor (caring and supportive adult in adolescents pre-existing social networks) <b>Focus:</b> no focus stated
Simões and Alarcão (2013)	KIDSCREEN -27	Interested in scores for 'Psychological well-being' – measuring positive emotions, satisfaction with life and emotional balance.	1:1 weekly sessions for 6 month (length of time not stated), plus compulsory weekly group meeting for 90 minutes. <b>Focus:</b> discussion around 3 dimensions of SDT.

## Experimental Design

Two of the studies used no control group (Yadav et al., 2010; Zand et al., 2009). Two of the remaining four randomly assigned participants to the control (Leyton-Armakan et al., 2012; Simões & Alarcão, 2013). The final two studies stated the focus of the comparison group; one study (Komosa-Hawkins, 2012) used the comparison group to look at school success and the other (Hurd & Sellers, 2013) used participants who did not have a mentor present in their lives as a comparison.

As stated in my criteria, all studies used at least two time points to collect data. All studies reported weekly mentoring sessions; the duration of the mentoring varied. One study (Hurd & Sellers, 2013) stated the average time for having a mentor in their life was 3-4 years. This was the longest period of time from all six studies. Two of the studies lasted for 8 months (Komosa-Hawkins, 2012; Leyton-Armakan et al., 2012), one study lasted 10 months (Yadav et al., 2010), one study lasted for one school year (Simões & Alarcão, 2013) and one of the studies did not clarify the duration of the mentoring.

In addition to one to one mentoring, three of the studies offered group mentoring. One study offered a voluntary group in school (Yadav et al., 2010) focusing on behavioural/anger management and friendship groups. Another study (Leyton-Armakan et al., 2012) offered a weekly session for 6-8 pairs, where critical issues facing adolescent girls, such as relational aggression, academics and body image, were discussed. A third study (Simões & Alarcão, 2013) organised compulsory 90 minute

weekly group mentoring focused on the orientation of the mentees' school work, promotion of social integration and a discussion of themes relevant to the group.

There was no follow up data reported for any of the studies.

All six studies ensured consent was sought by the participants, this included children/young people and their parents. Three of the studies reported involvement was sustained throughout the study (Hurd & Sellers, 2013; Komosa-Hawkins, 2012; Yadav et al., 2010). One of these also included details of recruitment flyers and parent meetings (Hurd & Sellers, 2013) and another (Komosa-Hawkins, 2012) reported a party and information written within a newspaper.

### Outcomes and Effectiveness

Table 5 outlines the source of evidence, what was measured and any gains made. The range of success criteria and instruments/assessments/surveys used to measure the data was broad; this may be due to the range of research questions posed in each study. The studies utilised a range of interventions targeting an array of resilience related outcomes. Some studies did not provide effect sizes or the appropriate data to calculate effect sizes. All studies reported gains made. A summary and discussion of the studies can be found below the table.

*Table 5 - Sources of Evidence and gains made*

Study	Source of evidence	Significant gain	Effect size
Hurd & Sellers (2013)	Survey Likert scale to determine relationship with nat. mentor. Psychological wellbeing – 24 item modified version of Ryff Scales of psychological well-being (1989) Purpose, Positive relations, personal growth, autonomy, environmental mastery, self-acceptance.  Interested in Personal Growth, Environmental Mastery and Self-Acceptance	Significant gains for those in 'more connected' mentee relationships compared to those in no mentoring relationship in relation to: Personal Growth = .59; Environmental Mastery = .58; and Self-acceptance = .78	0.27 of those in a more connected (MC) natural mentoring relationship compared to those in no mentoring relationship on psychological well-being. 0.24 of those in a more connected natural mentoring relationship compared to those in a less connected (LC) relationship.
Komosa-Hawkins (2012)	Surveys completed by mentees in a group format. BERS2 (Behavioural and Emotional Rating Scale) measuring – interpersonal strength and intrapersonal strength	Non-significant gains: Interpersonal strength = 0.06 and Intrapersonal strength = 0.08	No significant main effect found between the intervention and comparison groups, or over time, and no sig interactions. Positive trends were reported.
Leyton-Armakan et al. (2012)	Lots of measures but interested in the mentees 'Self-reported Improvements in Competence, Connection and Autonomy	Small gains reported	Small effect sizes (0.2) found between the significant relationship of initial low levels of depressive symptoms ( $p < 0.05$ ) and higher levels of anxiety ( $p < 0.01$ ) felt by the mentors in relation to the mentees self-reported improvements in feeling competence after 1 year of mentoring.
Simões, Francisco Alarcão, Madalena (2013)	Wellbeing – looks at 3 dimensions i.e. personal wellbeing, social wellbeing and academic wellbeing.	Small gains reported	Little to no effect – 0.01 shown between the mentored and non-mentored students in relation to

	Interested in the findings for 'personal wellbeing' described as physical wellbeing, psychological well-being and hope. Kidscreen-27 (27 items – 5 dimensions – physical wellbeing, psychological wellbeing, parent relations and autonomy, social support and peers, school environment)		their psychological wellbeing. Small effect – 0.20 shown between whether students perceived satisfaction of BPN and psychological wellbeing. Small effect – 0.12 shown in the interaction of the type of group and the satisfaction of BPN on their psychological wellbeing. $Np2 = \text{partial eta squared}$
Yadav et al. (2010)	Strengths and Difficulties questionnaires (SDQ), and the B/G Steem self-esteem questionnaire.	Gains noted in measured outcomes	Overall SDQ - Wilks lambda = 0.477, $F(2,73)=40.03$ , $p<0.001$ , multivariate partial eta squared=0.52. Emotional subscale – wilks' lambda=0.610, $F(2,73)=23.351$ , $p<0.001$ , multivariate partial eta squared=0.39 Self-esteem – Wilks' lambda=0.624, $F(2,80)=34.088$ , $P<0.001$ , multivariate partial eta squared=0.46
Zand et al. (2009)	MYAS – Mentor – Youth Alliance Scale Competency scales based on 'Family bonding', 'School bonding', 'Relationship with adults' and 'Life Skills'	The MYAS significantly predicted youths' scores in four competency domains: Family Bonding, Relationships with Adults, School Bonding, and Life Skills	Relationship with adult – $r2 = .09$ Family Bonding – $r2 = .05$ School Bonding – $r2 = .06$ Life Skills – $r2 = .09$

### General Summary and Findings

Findings from Hurd and Sellers (2013) suggest 'more connected' (MC) mentoring relationships, characterised by longer duration (5 or more years), more frequent contact (contact at least 2-5 times a week), greater levels of closeness (mentees reported feeling quite or very close to their mentor), and more mentee-mentor involvement (average of 11.62 on scale of 0-13 activities that mentor does with mentee), have potential to positively influence Black adolescents' psychological outcomes. Those in a more connected, natural mentoring relationships demonstrated better overall scores on the Ryff Scale of Psychological Wellbeing, compared to those in less connected or no mentoring relationship, with effect sizes 0.24 and 0.27 respectively. As Table 5 shows, those in a more connected mentoring relationship also showed significant gains in relation to 'personal growth' - .59 (feeling like they have developed as a person over time), 'environmental mastery' - .58 (feeling like they were in charge of their life) and 'self-acceptance' - .78 (feeling confident and positive about themselves). This appears to support Rhodes' (2005) theory, which suggests more effective outcomes will be gained for children and young people if the quality of mentoring relationships are stronger.

Findings from Komosa-Hawkins (2012) suggest mentoring interventions had a buffering effect in terms of adolescents' social-emotional health, with regard to interpersonal strength i.e. the young person's ability to control their emotions or behaviours in social situations; increases were not statistically significant. Mentoring showed a decline in adolescents' intrapersonal strength i.e. the young person's outlook on his/her competence and accomplishments, while the non-mentored students reported *higher* intrapersonal strength post-intervention. Authors suggest this could be due to the number of females in the intervention group. Work from Robins and Trzesniewski (2005)

suggest males and females follow essentially the same trajectory of self-esteem over their lifetime, although males exhibit a higher level during adolescence for reasons ranging from maturational changes associated with puberty to socio-contextual factors associated with the differential treatment of boys and girls in the classroom and gender differences in body ideals. No theoretical model exists. Komosa-Hawkins (2012) argues this may have contributed to a natural developmentally appropriate decline. Although some small trends were noticed in relation to the measures used, the small sample size (n= 25) may have contributed to a lack of further gains being noted.

Findings from Leyton-Armakan (2012) are similar to those of Hurd and Sellers (2013); they suggest mentoring relationship characteristics have an impact on the outcomes experienced by mentees, supporting Rhodes's (2005) theory. Although a bulk of the study focuses on the outcomes for mentors, there are some reported outcomes for mentees that were of interest to me. The relationship between the initial mentor characteristics and the three dimensions of mentees' self-reported improvement (competence, connection and autonomy), central to the idea of Self Determination Theory, demonstrated some small gains. This was only mentioned in passing however in the study. Youth with mentoring relationships, characterised by moderate levels of connectedness, did not differ from youth without relationships with natural mentors across any study outcomes. Relationships with strong levels of connectedness, however, may have the most potential to positively shape early adolescents' social and emotional wellbeing. In the 'more connected' group, the mentors were older and there was a greater representation of familial and Black mentors.

Findings from Simeoes (2013) were the only study to explicitly report findings in relation to the basic needs suggested within Self Determination Theory (Autonomy, Relatedness and Competence). There was a small effect shown between the satisfaction of the basic psychological needs and psychological wellbeing, a finding that is supported by research carried out by Ryan and Deci (2000). There was little to no effect demonstrated between mentored and non-mentored students in relation to their psychological wellbeing. Little effect sizes were also shown in the interaction of the type of group (mentored or non-mentored) and their satisfaction of basic psychological needs on their psychological wellbeing.

Findings from Yadav et al. (2010), studying 'at risk' children receiving mentoring during primary to secondary transition, demonstrated improvements in all measured outcomes, although at different times throughout the study. Self-esteem ratings improved in the pre-transition phase within all measures of the Strengths and Difficulties Questionnaire. The improvement continued to increase post-transition, while the locus of control saw improvement in the post-transition phase only. It was hypothesised improvements in self-esteem are reflected in the improvements in the SDQ, leading to an improvement in the locus of control seen in the latter study period.

Yadav et al. (2010) provided an interesting reflection to studying children with a status of 'at risk'. They suggested mentoring programmes would not stem the effects of inadequate social provisions and should be considered when analysing. Although results may seem positive, they highlight the small sample size and lack of a control group make it difficult to quantify the impact of mentoring as an intervention, as effect size may have been overestimated.

Zand et al's (2009) study looked at the impact of mentoring on supporting or re-focusing a negative developmental pathway. They examined how groups displaying higher resilience/competency differed from those displaying lower resilience/competency. Results indicated that those who were deemed to be more competent were female and had a higher quality relationship with their mentor.

## 7. Disseminate the findings

### Conclusion

All of the studies within this review highlighted some gains or positive trends in relation to the impact of non-parental mentors on resilience related outcomes for children and young people. In light of my initial interest in this area, which followed on from my work carried out in secondary schools in a similar role, I was pleased to see that the research literature offered some support for the involvement of non-parental mentors.

One of the interesting findings to have emerged from the review is the strength of support for Rhodes' (2005) model of mentoring. Within this model, mentoring is conceptualised as a closely connected and supportive relationship between a youth and a non-parental adult. This suggests that mentoring relationships can help to support the positive development of social and emotional outcomes, if undertaken regularly (at least weekly) and the mentoring relationship lasts for at least 6 months. The findings from this review may be helpful to staff considering to set up mentoring support systems within the school. Furthermore, there is support for the use of Self Determination Theory and its application to research within this area. This was coupled, however, with some limitations as suggested by the authors of the studies as well as my own observations.

### Limitations

As noted within section 5b of this review, the use of the 'Weight of Evidence' tool allowed judgements to be made on each study. These judgements were subjective decisions and could be described as a limitation of the tool. The overall weight of the study was classified as either 'medium' (Komosa-Hawkins, 2012; Yadav et al., 2010; Zand et al., 2009) or 'high' (Hurd & Sellers, 2013; Leyton-Armakan et al., 2012; Simões & Alarcão, 2013). This weighting was based on some helpful questions considering the ethical claims and design of the studies but did not reflect the claims made by the study findings. The weighting also did not allow an appreciation of the messiness involved in this process. The justifications presented within Appendix 3 highlight that for some of the questions, I was able to elicit a clear a straightforward answer to the question, yet for others, I felt that more justification was required. Again, this highlighted to me, the complexity and subjective nature of this process, which I believe to be a limitation of this tool.

As noted by Luthar et al. (2000), there is a lack of consistency around the use of the term resilience and what this might mean to different people. Throughout this review, there was also great inconsistency in the tools used to measure resilience; all studies used different measures. This caused difficulties when trying to compare one study with another. What did help to allow some heterogeneity, was the use of a theory to bring the studies together although, again, this was not the same throughout all of the studies.

The experimental designs varied in rigour. Two of the studies used no control group (Yadav et al., 2010; Zand et al., 2009), some had very small sample sizes (Komosa-Hawkins, 2012) and none of the studies included a follow up. The lack of rigour may be evident in the lack of significant results and small effect sizes.

### Future considerations

Although the use of a guiding theory has been noted as a positive aspect of the studies, the use of this theory should be thorough to allow the best use of the concept. Unfortunately, within Simões and Alarcão (2013) study, the use of Self Determination Theory was not fully explored, leading to partial engagement with the area of competence but lacking the satisfaction of relatedness and autonomy. I certainly believe this would be something to consider for future research.

The decision was made to focus exclusively on quantitative studies; a mixed methods approach may have been useful to triangulate this data alongside behavioural observations and self-perceptions of those involved. This may have enhanced the rigour of the review, taking the findings beyond those that can be generated by a single method (Oliver, Venville, & Adey, 2012). The qualitative aspect of examining resilience related outcomes could help to resolve some of the difficulties of an arbitrary selection of outcome variables and the challenge brought by the sociocultural context in which resilience related outcomes might exist. Ungar (2003) suggests that qualitative research can alleviate some of the dilemmas faced by researchers in quantitative research. This might include: a lack of thick descriptions of the phenomenon; the difficulty in the transference of results and it may also allow researchers to account for their biased positions in conducting such a study.



## Chapter 2

The voyage from a systematic review to empirical research: a bridging document

## Abstract

The purpose of this bridging document is to provide the reader with an overview of my Doctoral research journey. It offers a pathway of understanding from my systematic review to the empirical research and demonstrates my personal voyage as a researcher. It will document my ontological position and how this has shaped my epistemology, methodology and chosen methods for my research. Ethical considerations are discussed, including the impact of being a reflexive practitioner and how this shaped the way I conducted the research.

## How I arrived at my initial area of interest

Within my professional career, before embarking on the course for the Doctorate in Applied Educational Psychology, I spent a number of years supporting young people within a secondary school. The support I provided ranged from whole school training packages and initiatives to smaller group work opportunities designed to enhance the wellbeing of the children and young people. My main focus, within this role, was supporting children and young people in one to one mentoring sessions and training older pupils to offer mentoring. Influenced by this background training, this led me to consider what the research might tell us about the impact of adult mentors on resilience and wellbeing related outcomes for children and young people. This became the focus for my systematic review where findings revealed:

- research on non-parental mentors demonstrates some positive trends for the impact on social and emotional outcomes for children and young people;
- a strength in the use of Rhodes' (2005) model of mentoring within the research. This is conceptualised by a closely connected, supportive and respectful relationship lasting for at least 6 months;
- there is support for the use of Self Determination Theory (Ryan & Deci, 2000) and its application to research within this area.

## The road to research

The systematic review allowed me to examine quantitative research in relation to the ways staff in a school might enhance and support the wellbeing of children/young people. I learnt there was little research informing me about enhancing the wellbeing of the staff.

Since I have been working within a number of schools within my placement work, I have engaged in conversations with staff regarding the findings from my systematic review research. Many of the staff I spoke to had concerns about the levels of staff wellbeing. Their concerns included the impact their wellbeing had on their role within an educational environment, particularly when carrying out roles such as, emotional support for pupils. I was keen, within my own research, to give a voice to staff and allow their views to be heard.

In addition to the teaching of academic skills, more often, schools can be the place where pupils develop rationally, emotionally and behaviourally (Willms, 2004). It can be through the creation of a psychologically positive environment that such health and wellbeing outcomes might be achieved (Saab & Klinger, 2010). As it is often the staff that create the psychological environment within which children are educated, I became interested in how these environments might be enhanced further and under what circumstances this would occur.

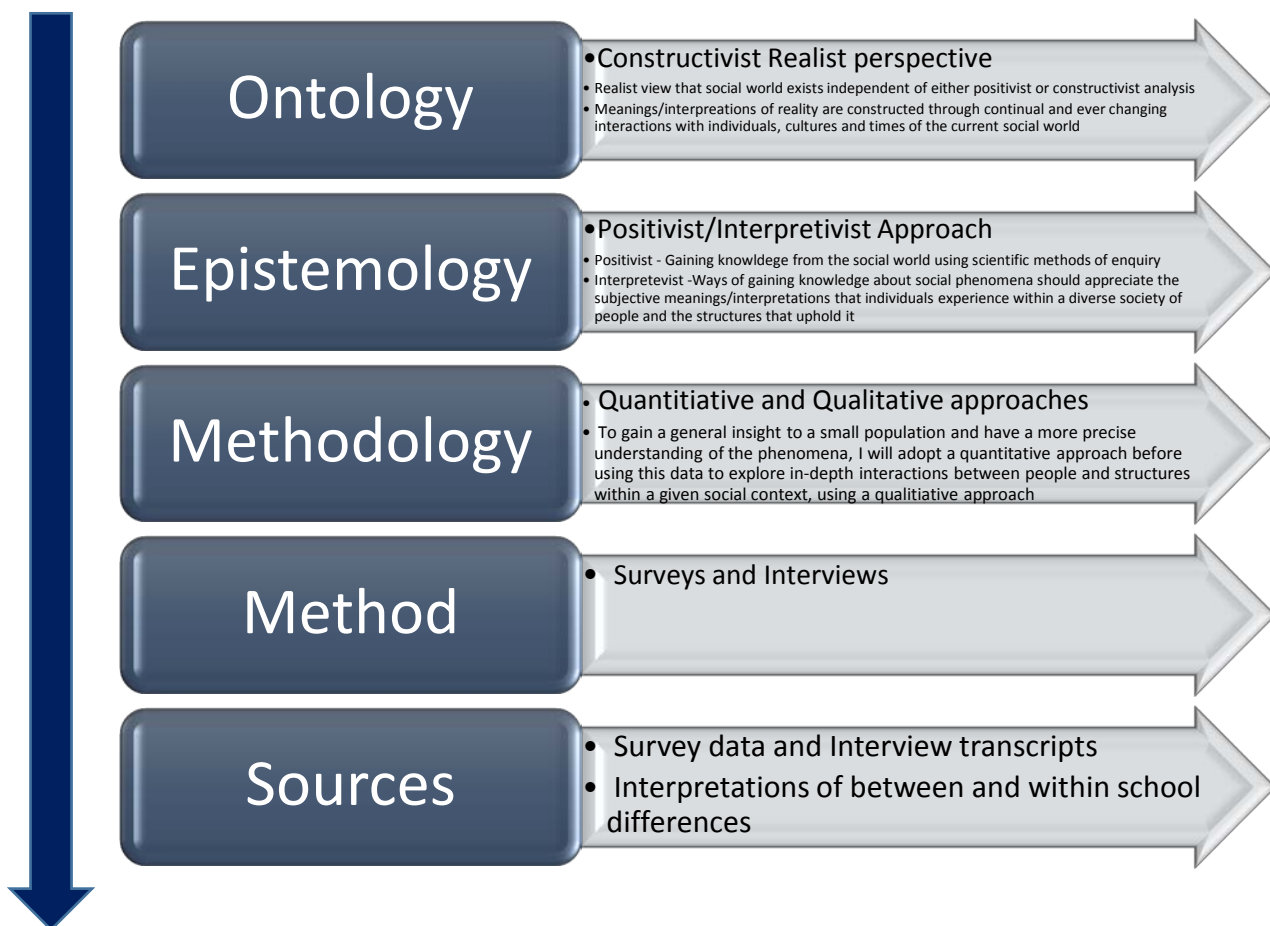
Rather than examine this through a cause and effect relationship as in the systematic review, I was interested to explore the thoughts of the staff in a richer way, applying a theory by Rhodes (2005) of relationships in a practical sense within my empirical research. I was interested to examine how relationships based on mutual respect, where one is understood might provide support for their feelings of wellbeing. I hoped to consider their interpretations of wellbeing and how it was enhanced by the psychological environment of the school in which they worked.

### Research process

When considering how research this was to be approached, I wanted to be clear and transparent about what knowledge I was looking for. It is argued this should match the methodology, methods and sources of information chosen (Grix, 2002; Willig, 2013).

Based on my interests and motivations suggested so far, I would like to consider my ontological, epistemological and methodological positions, before going on to describe the methods and sources of information analysed. Adapting a model proposed by Grix (2002), Figure 4 shows a model, highlighting my thinking throughout this process.

Figure 4 - Interrelationship of key research concepts



### Ontology – Epistemology

Ontology is said to be the starting point of all research with a directional relationship to epistemology, methodology, method and sources (Grix, 2002). In essence, your ontological position refers to what there is to know about the social world. Grix (2010) suggests this is implicit, even

before we choose our topic of study. It involves engaging with how we see the world and categorising this into a position, defining the nature of our reality.

I believed it was important to continue to apply an ecosystemic understanding of an individual's development in the social world to my ontological position. Again, as with other parts of my thinking throughout this process, this is influenced by the work of Bronfenbrenner. I am taking the stance that such a position assumes meanings or interpretations of reality are constructed through continual and ever changing interactions with individuals and their surroundings, such as their family and cultural influences. Taking this alone, I might have assumed a constructivist ontological position with an interpretivist epistemology. I believe an alternative position may be more honest. On more careful consideration of the value I placed on some of the elements of my systematic review, I began to give this some further thought.

This journey has been challenging. It has taken me time to understand my ontological and epistemological stance and how to reflect this in the empirical research. I have valued taking the time to reflect on my own values and beliefs to determine how to carry out the research. As Shaw and Frost (2015) suggest, it can be a challenge for researchers to acknowledge the messiness of applying different approaches and have the confidence to present what is closer to the chaotic reality of human life. Relatedly, Parkhe (1993) suggests that researchers should embrace the messiness of social studies, arguing that only through the process of research can we bridge the gap between the known and unknown. Considering the values and principles I hold in relation to my role and how I perceive the world, I believe the alternative position offered by Cupchik (2001) allows my whole belief system to be appreciated, accommodating both an interpretivist and elements of a post positivist approach: Constructivist Realism.

### Constructivist Realism

A constructivist realist ontological position holds two ideas in partnership. First, the critical realist view of the world; an acknowledgement that social phenomena exists prior to and independent of either positivist or interpretivist analysis (Cupchik, 2001), where knowledge of reality is imperfectly achievable. The second, parallel view, suggests both of these forms of analysis are faced with a level of 'constructing' the world from the social environment of which they are part. Similar again to the work of Bronfenbrenner, Cupchik (2001) suggests that the social world is multi-layered with many levels of interacting structures working simultaneously with one another. Within this paradigm, it is argued that these interacting structures should be examined using a range of methodologies in a complementary process. Precise investigation can be examined through quantitative methodologies, leading to clarification of concepts, whilst the rich and thick descriptions can be achieved through the use of qualitative methodologies (Cupchik, 2001).

Recently, literature has moved beyond the idea of methodological silos mentality, where human development is viewed through the lens of one particular method. There appears to be an alternative view emerging, where human experience is viewed in terms of a diversity of beliefs, opinions and practices. Here, the pluralism of mixing paradigms, data and analysis techniques is argued to be more acceptable (Shaw & Frost, 2015). Lin (1998) and Roth and Mehta (2002) also support the combination of positivist and interpretivist methodologies, rejecting claims for the use of one or the other approach, welcoming a fusion of approaches. Barkin (2003) examines the compatibility of a constructivist epistemology with classical realist theory, suggesting that whilst constructivism is not necessarily realist, constructivist research is as compatible with a realist worldview as with any other.

This philosophical journey led me to an understanding of my ontological, epistemological and methodological approaches to research. Willig (2013) suggests it can be very helpful for a researcher to distinguish between their methodology (the general approach) and the method (the specific technique) used, as this is often used interchangeably. She highlights the methodology should be informed by the epistemological approach used. As I have noted above, my epistemology can see the value in both positivist and interpretivist approaches. This would suggest both quantitative and qualitative methodologies might be used within my empirical research. As Grix (2010) suggests, the methods a researcher chooses, should be based on the questions you wish to answer.

### Methodology and Methods

Within my empirical research, I was concerned with exploring the thoughts of staff in relation to how they understood their own wellbeing, and what influence this had on their ability to carry out a range of roles expected of them within the school. As suggested within the literature (Briner & Dewberry, 2007; Dodge, Daly, Huyton, & Sanders, 2012; Roffey, 2012; Ryff, 1989, 1995), the concept of wellbeing is not a clearly defined term, meaning different things to different people, I was keen to establish what staff meant by wellbeing in order for me to define it within my research. I decided to begin this discovery by choosing a survey method by engaging all the staff willing to participate in 3 schools (Appendix 4 shows the questions asked). I considered this survey in terms of a 'needs analysis' (McKillip, 1998), using the recommended steps of carrying out such a procedure:

- identifying the audience;
- define the target population;
- generate descriptions of the 'problem';
- evaluate the most important needs.

From this analysis, I was able to illicit information (see Appendix 8) highlighting the elements of wellbeing most important to them. I was also able to uncover some responses to one particular question: 'Do you feel that state of your wellbeing impacts on your practice in school?' And 'If so, in what way?' The responses sit comfortably with findings from the literature suggesting staff wellbeing can impact on the wellbeing of the children in the school and also added a further rationale for why this was an important area of research.

The responses included comments, such as

- "high feeling of wellbeing brings positive energy to class"
- "low feelings of wellbeing = low moral"
- "positive attitude is infectious, helps pupils feel extra special and cared for"
- "stressed = difficult to concentrate"
- "good mood = better work performance"
- "try to get on but not as effective"
- "happy classroom = positive environment".

It appeared from these initial findings that the emotional position of adults teaching and often mentoring children and young people, might be influenced by their own emotional needs. I was interested to explore this further to determine the validity of this initial finding and explore how school environments might enhance or hinder this experience. As Willig (2013) refers to research, I embarked on this as an 'adventure' including a little of the unknown, hopefully ending with a discovery of something new.

Following four weeks of reflective discussions between pairs of staff, where their own constructions of wellbeing were developed, I used a semi structured interview method to explore their thoughts in more depth. This decision was accompanied by some ethical considerations that I will address within the next section. Analysis of the interview transcripts became my final and most prominent source of data used within my research. The model proposed by Grix (2002) allowed my thinking to develop from my ontological position through to a consideration of the sources of data used, in a methodical, yet challenging way.

Within my analysis, I adopted a predominantly theory driven approach to Thematic analysis, following guidelines proposed by Braun and Clarke (2006). This allowed me to identify themes that occurred across my data set, as well as apply a pre-determined theory. The use of latent themes allowed me to go beyond the semantic surface meaning of the data, and begin to identify underlying ideas and assumptions shaping the data. Using a mostly deductive approach enabled me to derive codes based on the support or opposition for the basic psychological needs found within SDT.

Braun and Clarke (2006) suggest that TA is a method of identifying and analysing themes within data, providing rich description, useful for capturing the intricacies of meaning. More recently, Clarke and Braun (2013) have suggested this approach to analysis is increasingly achieving the 'brand recognition' held within the literature by GT or IPA.

As highlighted so far, I applied a largely deductive approach when identifying codes and themes within the data, however, I was also interested in codes independent of SDT. In allowing additional inductive, or data driven codes to be applied, I believe I was adding further richness to my appreciation of the data. According to Boyatzis (1998) 'a good code is one that captures the quality richness of the phenomenon' (Boyatzis, 1998 p.1). Without this extra layer of coding, I believed that this added quality may have been lost, missing data that might enable a greater understanding of the phenomena in question.

Using a methodological approach that integrates both data driven codes and theory driven ones, Fereday and Muir-Cochrane (2008) argue this can be presented as a 'hybrid' approach to coding and theme development.

Information from outside the area of SDT was explored by using open questions within the interviews (see Appendix 11 for a copy of the questions). I also ensured the participants were aware the guided reflection sheet was meant as a guide and should not limit their discussions. As a further means of ensuring the application of a theory did not hinder participants' personal contributions, I invited them to take part in a follow up discussion, where I shared my interpretation of the broad themes of the data with one of the pairs. As supported within writings from Fereday and Muir-Cochrane (2008), drawing on work conducted by Schutz during the 1930's, this kind of rigour in research, whereby member checks are applied can help to validate participants responses to researchers conclusions or confirm findings with primary informants (see Table 7 below for my added phase within Braun and Clarke's framework).

## Ethics

My study received ethical approval from Newcastle University following completion of the university's ethics procedures. The British Psychological Society guidelines and an ethical tool proposed by Seedhouse (1998), cited in (Stutchbury & Fox, 2009) were also considered. The information sheet (Appendix 5) provided for participants featured some ethical considerations in

relation to the purpose of the study, what it would involve, data protection procedures, contact details and their right to withdraw. I referred participants to this, as well as providing some verbal information on these areas too. Participants and schools remained anonymous and participants were referred to as P1-P6 within transcription and analysis. Participants were informed that audio recordings would be stored on a secure computer accessed by myself only and destroyed following research completion (up to 18 months).

The distinction between two kinds of ethics are considered by Guillemin and Gillam (2004); 'procedural ethics', which involves seeking approval from a relevant ethics committee to undertake research involving humans and 'ethics in practice', which includes the everyday ethical issues that arise in conducting research (Guillemin & Gillam, 2004 p. 263). I would like to explore my thinking within an 'ethics in practice' boundary a little more.

Many 'ethically important moments' (Guillemin & Gillam, 2004 p.262) occurred within my research. I was keen to 'explore their thoughts in more depth'. By 'theirs', I was referring to the staff within the school whom I interviewed to engage in dialogue about their reflections of wellbeing. At the time I carried out this part of the research, I remember thinking I was somehow invading their privacy; this led me question this practice. Suggested by Robson (2011), the invasion of privacy is one of the ten questionable practices in research. I questioned the way in which I initially invited the staff to engage in discussion to reflect on whether I could find some answers. The meeting was arranged for a time that suited the participants schedule and not mine; this helped me to feel that I had respected their schedules and priorities within the school and allowed them to remain responsive to their own needs rather than the demands of my research. I also ensured participants were aware that they were under no obligation to answer any question they considered a violation of privacy. Following this reflection, I believed my practice at this moment, was ethical.

Both prior to and throughout my research, I regarded informed consent as something I should constantly revisit. Sin (2005) explains the concern for securing informed consent in empirical research, arose from the need to ensure that participants' welfare was protected, particularly following the atrocities of the Nazi medical experiments during the Second World War. Here, a large number of prisoners of war were forced to take participate in traumatic or even fatal experiments. He continues to highlight that the development of ethical standards in social research has lagged behind medical sciences due to the lack of exposure in social research of physical harm to participants. It appears a moral obligation, to ensure participants are fully informed of the demands and uses of research, although I also acknowledge, as Sin (2005) suggests, the possibility of being 'fully' informed is questionable. Nevertheless, I strived to ensure that participants were aware of what would be expected at all stages of the research by making myself available to answer any questions during face to face meetings, as well as responding to emails and telephone calls.

As I note within chapter 3, one participant withdrew from the research at the interview stage and others at the validation stage. Although there was personal, yet hidden disappointment, from me as a researcher at the withdrawals, I valued their decisions respectfully and was committed to the right of the participants to withdraw at any point throughout the research.

Remaining reflexive was another aspect of my ethical practice that was important to me. Willig (2008) outlines that reflexivity allows researchers to reflect on the position they have taken in relation to the phenomenon studied to identify how this has shaped the research. I was conscious throughout my research that I wanted to remain a reflective researcher. As part of the construction of wellbeing, I encouraged the participants to consider what elements were of most importance to

them. I was keen for this construction to come from the participants and not based on my interpretations of the construct.

A further stage of my research that led me to question my reflexivity as a researcher came from my analysis. Within this part of my research, I applied the lens of Self Determination Theory (SDT) to consider how my findings fit with suggestions made from this theory. I attempted to overcome this by also considering comments that stood outside of this.

This chapter has provided an overview of my research explaining some of the decisions and choices I have made. It should be clear that decisions are based on my own values, ontological and epistemological positions, which have shaped the path of the research. My ethical practice has been important, ensuring participants are informed on all aspects of the study and endeavouring to ensure my own position within the research was as minimal as possible, whilst acknowledging my undoubted influence. The next chapter will discuss my empirical research, including the rationale for its importance, the method used to conduct the study, the analysis process, findings and implications.



## Chapter 3

Primary school staff wellbeing and reflection:  
a perspective based on Self Determination Theory

## Abstract

This chapter takes a wider perspective than what is presented in chapter one, focusing on the wellbeing of staff within two primary schools. It is proposed that the level of teacher attrition is costing the public purse greatly. More important is the disruption this causes to the psychological environment of a school, where our children and young people are busy learning and developing into the adults of our future. The reasons for teachers leaving the profession vary but some argue the stress of the role can become too much, leading to low feelings of wellbeing amongst staff. Throughout this paper, I will consider the wellbeing of primary school staff and the impact this may have on their roles in school. Following weekly reflective discussions between pairs of staff, semi structured interviews were conducted with 5 participants to elicit their views on the process of reflection and what they considered to be important factors in increasing their wellbeing within school. Themes were generated using a hybrid approach to thematic analysis. Findings suggest that reflective discussions with a focus on the exploration of psychological needs, detailed within Self Determination Theory (SDT), can support positive feelings of wellbeing among school staff. The themes provide helpful insight to how schools might increase the wellbeing of their staff as well as those factors that might hinder wellbeing. I believe Educational Psychologists are well placed to highlight these findings in schools and support schools to promote positive wellbeing for their staff. As this was conducted on a small scale, it highlighted the importance of conducting similar research with a wider range of staff in schools to allow generalisations to be made. It also highlighted the possibility for future research to focus upon the impact of increased wellbeing of staff on the wellbeing of children and young people.

## Introduction

Many studies have explored the concept of wellbeing. This is often in relation to pupil behaviour (Gibbs & Miller, 2014; Hastings & Bham, 2003; Spratt, Shucksmith, Philip, & Watson, 2006); stress and burnout (Bakker, Demerai, De Boer and Schaufeli, 2003; Bakker, Nachreiner and Schaufeli, 2001) and academic attainment (Bajorek, Gulliford, & Taskila, 2014; Briner & Dewberry, 2007; Dewberry & Briner, 2007). Gibbs and Miller (2013) suggest the wellbeing of school staff is an important issue to reflect upon, particularly when considering how the government might deliver effective investment in teacher training courses. Despite the expense on the public purse in training teachers, statistics in this area highlight low attrition rates. According to the Department for Education (DfE) (2010) research report on 'A Profile of Teachers in England from the 2010 Workforce Census', of those who had completed teacher training at this time, only 52% of undergraduates and 57% of postgraduates were working in the maintained sector 5 years after qualifying: a staggering statistic.

Roffey (2012) suggests that these figures highlight how potentially devastating this could be for those leaving teaching who believe that they have unfulfilled lives at best, and leave miserable at worst. If this is how teachers might be feeling, how might this reflect on the wellbeing of children within such schools? It appeared to me, supported by Bajorek et al. (2014) that there is a need for those working and supporting within the education sector, including Educational Psychologists, to identify what schools can do to improve wellbeing among staff.

Wellbeing can be a term used by many individuals, yet interpreted in a number of different ways. I propose to consider how the term 'wellbeing' might be defined within this piece of writing.

## Defining wellbeing

Wellbeing is 'the state of being comfortable, healthy, or happy' (Dictionary, 1989). Whilst this moves away from early research definitions of wellbeing as an absence of an illness, it adds subjective and debatable terms, such as happy and healthy. I believe further investigation into wellbeing research may be beneficial to find more helpful and specific terms to make sense of this concept.

Bradburn (1969) advanced earlier work on wellbeing by acknowledging the presence of positive affect. This was calculated using a rating scale in relation to how proud, excited or pleased a person was currently feeling and was proposed to determine the degree of wellbeing; the absence of illness was deemed as an inadequate definition within the literature. Deiner (2009) suggests the use of Bradburn's scale, within early literature, was criticised for the number of weaknesses found in his measure; this limited the reliability of his studies. Nevertheless, the movement towards a more positive perspective of wellbeing, whilst still needing developing, appeared to be step in the right direction and fits with my idea of wellbeing.

Figure 5 shows a theory guided perspective on wellbeing proposed by Ryff (1995). As illustrated, she defined wellbeing in terms of six dimensions, each with their own theoretical origins. These dimensions became known as the Core dimensions for Psychological Wellbeing (PWB) within a more recent paper (Ryff & Singer, 2008). Dimensions of wellbeing are also present in the more recent writing of Seligman (2011), founder of the positive psychology movement, who shifts from his earlier proposals of wellbeing as happiness, to one based on the concept of flourishing. In essence, he views elements of wellbeing as a set of building blocks for a flourishing life: Positive Emotion,

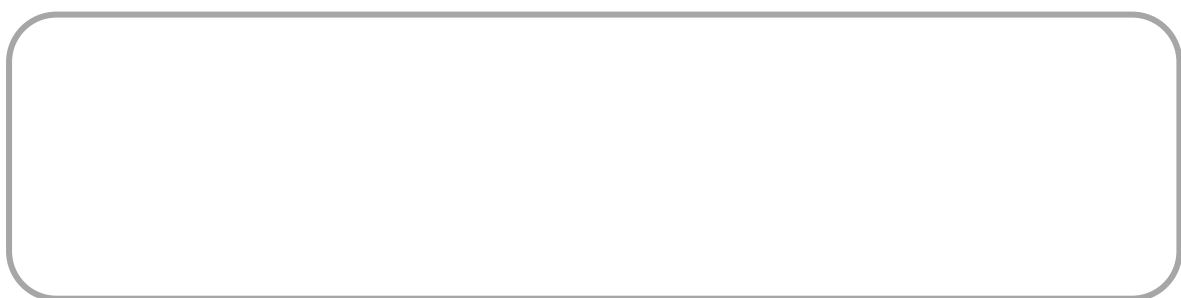
Engagement, Relationships, Meaning, and Accomplishment (PERMA). Seligman (2011) argues that although each of these elements do not define wellbeing, all contribute an important part to its development.

Figure 5 - Core dimensions of wellbeing - Ryff (1995)



Dodge, Daly, Huyman and Sanders (2012) build upon the idea of wellbeing in terms of dimensions as well as acknowledging positive and negative aspects. Kloep, Hendry and Saunders (2009) consider human development in terms of the response to the challenges faced by individuals which, dependent on the resources available, can bring about positive change or developmental stagnation. Similarly, Dodge et al. (2012) illustrate the balance between the psychological, social and physical challenges as well as resources required in achieving stable wellbeing.

Support for a more holistic view of wellbeing, which this paper also promotes, can be found within Government guidance on wellbeing. For example, the 2010 paper 'Our Health and Wellbeing' Department for Environment, Food and Rural Affairs (DEFRA) suggests that:



Continuing with a holistic approach, Roffey (2008) suggests an ecological perspective, developing the work of Bronfenbrenner (1979). Similar to Bronfenbrenner (1979), Roffey (2008) suggests that interactions of a personal nature, occurring within an individual's direct environment (microsystem) should be considered in relation to the interpersonal relationships between these individuals (mesosystem), the policy and practice surrounding them (exosystem), as well as a school culture (macrosystem). This supports an understanding of wellbeing as a fluid concept that is influenced by the interactions within an ecosystem at any one time. I propose to apply elements of this when

considering wellbeing with school staff i.e. their subjective perceptions of wellbeing as of part of an ecosystem as well as perceptions of wellbeing from a personal level.

### Self Determination Theory (SDT)

It is argued by Ryan and Deci (2000) that SDT can contribute to an understanding of the underlying motivations of human behaviour, highlighting the design of social environments that optimise development, performance and wellbeing. Contexts that support the three basic psychological needs of autonomy, relatedness and competence are suggested to be essential for facilitating optimal functioning. Ryan and Deci (2000) argue that this theory is of great significance for individuals who wish to motivate others in a way that generates commitment, effort and high-quality performance. I would argue this also has significant application in educational settings, where a greater understanding of how individuals are motivated and environments enhanced, might contribute to psychologically-well establishments. Haigh, Harrison, Johnson, Paget, and Williams (2012) provide insightful reading into how 'Psychologically Informed Environments' are supporting work within the social care sector, suggesting that other sectors, such as education, might also use this approach, along with key elements from the 'Enabling Environments' initiative to provide a shared vision or aspiration for what people want from their relationships. Whilst others researchers have explored the concept of SDT (Gagné & Deci, 2005; Reeve, 2002), I have chosen to examine the work of Ryan and Deci (2000) and Ryan and Deci (2012) within this paper.

According to Deci and Ryan (2000) 'autonomy' refers to how individuals strive for activity to be in harmony with an inner sense of self. It is an experience of integration and freedom and should not be confused with ideas of internal locus of control, independence or individualism. Their definition of competence mirrors that of White (1959) who suggested individuals have an inner psychological energy source that seeks to have a positive effect on the environment, as well as accomplishing valued outcomes. Relatedness refers to the desire to feel connected to others i.e. to love and care for others, and to be loved and cared for.

Deci and Ryan (2000) support an understanding of human motivation which is innate and is based on growth-oriented *psychological* activity, as opposed to earlier theories which suggest that *physiological* drives (Hull, 1943), or *acquired* motives (Murray, 1938), are the primary motivators for individuals. Deci and Ryan (2012) suggest that SDT promotes a eudemonic approach to wellbeing. This contrasts with the hedonic approach which focuses on happiness determining wellbeing, based on gaining pleasure and avoiding pain. A eudemonic approach focuses on meaning and self-realisation, defined in terms of the degree to which a person is fully functioning. Waterman (1993) proposes eudemonia occurs when people engage in life activities that express and connect with the inner self. Similarly, Ryan and Deci (2012) acknowledge that wellbeing is not simply a subjective experience of affect positivity, referring to the way in which individuals experience positive emotions; rather it is the way in which a person detects the presence or absence of vitality, psychological flexibility and a deep inner sense of wellness.

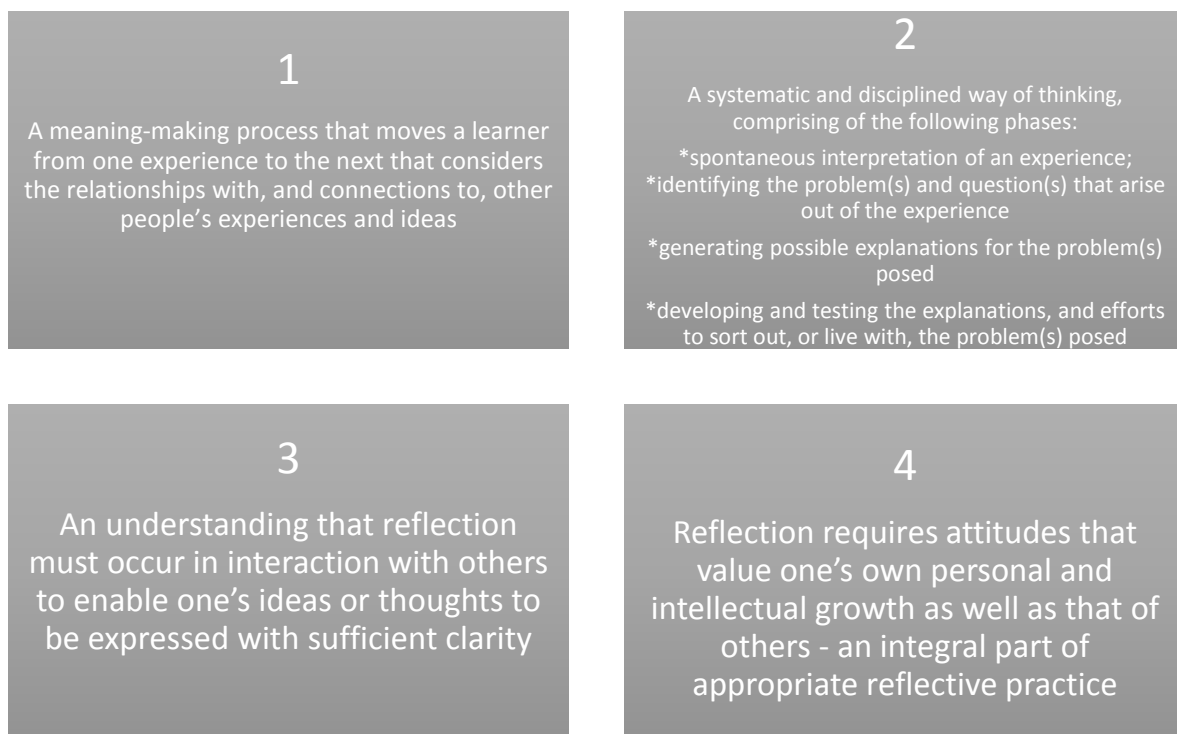
Taking the ideas from research into wellbeing illustrated above, as well as research from SDT, I propose that the definition of wellbeing for this paper should be understood as the balance of the resources needed and challenges faced in satisfying the three basic psychological needs of autonomy, relatedness and competence.

I would argue the facilitation of change within a school to one that increases levels of wellbeing amongst its staff, requires consideration to the design of its environment. I would like to explore how the use of reflective practice might be used as a tool to support this change.

## Reflection

Discussions of reflective practice have been studied for many years, including the influential work of Dewey (1933). Although dated, I believe Dewey's writings may still have relevance to current issues of reflective practice, offering clarity and definition to the idea of reflection, which seems to be lost and criticised in more recent research (Beauchamp, 2015). My reflections on the work of Dewey (1939) and Rodgers (2002) suggests that the key to this educational philosophy is the idea of reflective thinking. In an attempt to make the writing of Dewey more accessible, Rodgers (2002) offers four criteria that characterise his philosophy (Figure 6).

Figure 6 - Rodgers view of Dewey's reflective philosophy



Without this structure to reflective practice Rodgers (2002) questions how reflection might be different from other types of thinking. How would reflection be assessed and measured without an understanding of what we want to achieve, leading to the risk of reflection not being seen or valued?

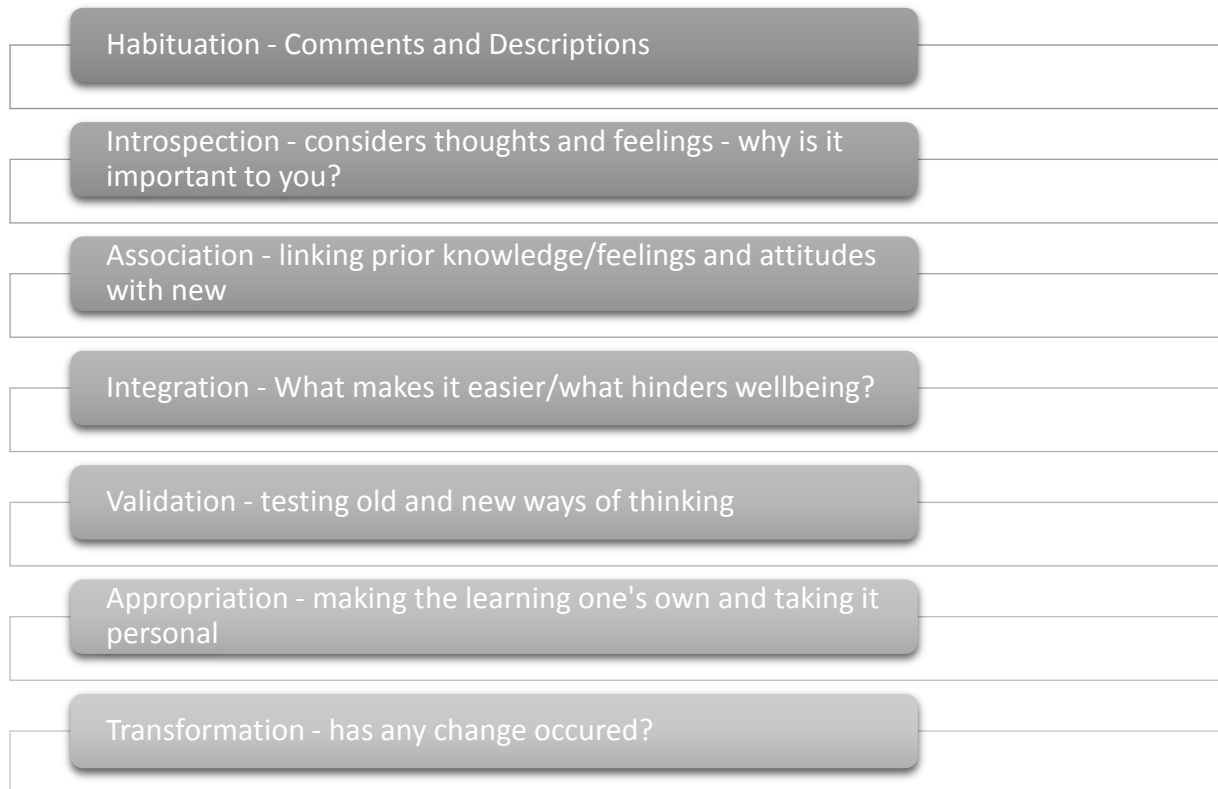
In more recent writing and in support of a more structure definition of reflection, Leijen et al. (2014) suggests reflection is:



I will now explore a range of literature that addresses Rodgers' concern. Husu, Toom, and Patrikainen (2008) identify 7 forms of reflection contributing to changes in professional thinking, ranging from 'habituation', which includes comments and descriptions, to the final stage of 'transformation', where individuals are encouraged to consider whether a change has occurred (see Figure 7 for all seven stages). This study reveals the levels of reflection in which student teachers engaged. This was most frequently 'introspective', where a focus on concerns of the self and

personal opinions were shared. There were less reflective conversations of a ‘transformative’ or an ‘integrative’ nature, where teachers were encouraged to engage in dialogue regarding their role, purpose and an application of theory. I found this an interesting study highlighting the difficulties some staff may have in engaging independently in deeper or wider concepts.

Figure 7 - Husu, Toom and Patrikainen (2008) Reflection Process

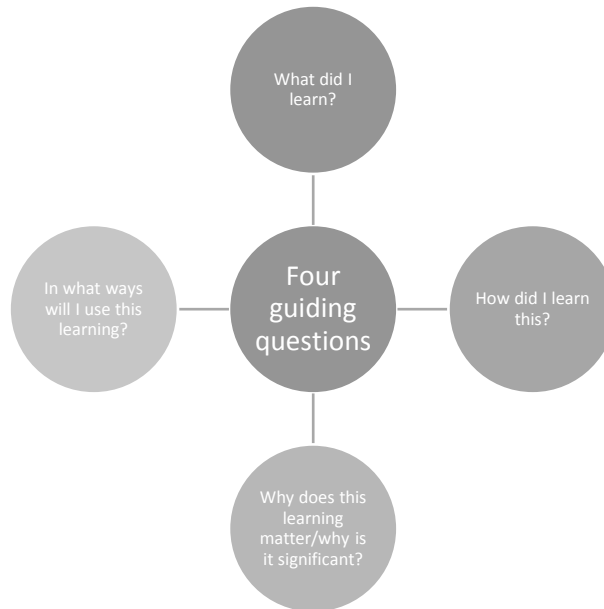


Applying structure to reflection continues within ‘guided reflection’ literature. Ash & Clayton (2004) put forward the ‘Articulated Learning Model’, which has three phases (see Figure 8).

Figure 8 - Ash and Clayton (2004) Articulated Learning Model



They suggest this should be accompanied by 4 guiding questions:



Ash and Clayton (2004) suggest these four questions embody Dewey's theory and ensure reflection leads to better understanding and more informed action.

Metcalfe and Mischel (1999) propose a system of reflection including a 'hot', quick and emotional system of thinking, followed by a cool cognitive element. This demonstrates parallels to Epstein's (1998) 'Relational' and 'Experiential' Mind systems that appear in SDT literature. Here, the 'Experiential' system is based on the three basic needs of autonomy, relatedness and competence and includes learning from experience and operating automatically; is associated with emotions; and is pre-conscious. The second 'Relational' system operates with logical inference, is conscious and relatively emotion free.

The process of reflecting upon professional behaviour can be a powerful addition to an individual's personal resource bank. Lynch (2000) suggests it can reveal forgotten choices and expose hidden alternatives. As with much writing on reflection, there should be caution about with whom this is undertaken and how it is constructed for it to be effective.

The studies highlighted here provide some insight as to how individuals might use reflective practice to structure discussions with those around them and help them to make sense of an often complex world. Earlier discussions of wellbeing and SDT research also highlight the ways in which individuals might be encouraged to utilise their inner resources, as well as the resources of their environment to enhance wellbeing. Taking elements of the literature discussed here, I propose to use a guided reflection approach to facilitate discussions between school staff about their thoughts of wellbeing within a typical working week. I hope to generate an understanding of how wellbeing might be enhanced within a primary school environment and will report this in relation to SDT. My research question for this empirical piece of writing is 'What can primary school staff tell us about what



supports their wellbeing? A subsidiary question will be 'What is their experience of joint reflection in exploring their wellbeing?'

## Method

### Participants

#### Schools:

Staff from 5 primary schools were invited to participate in the study using a convenience sampling technique for reasons of accessibility, proximity and established relationships within the school. I thought this was important for interviewer-interviewee rapport suggested by Willig (2008) to be crucial in qualitative research. Four schools reported initial interest. Unfortunately, two schools withdrew from the study.

#### Participants:

Three pairs agreed to take part in the study. Two participants had Senior Leader and SENCo roles, two participants were Teaching Assistants (TAs), one participant was a Family Liaison Officer and one a School Business Manager. For personal reasons, one person (Family Liaison Officer) withdrew after the weekly reflections, prior to the interview.

### Materials

Each participant was provided with a pack containing:

- a participant information sheet (Appendix 5)
- a consent form (Appendix 6)
- a participant data sheet (Appendix 7)
- a guided reflection sheet (10)

### Design

For the initial stages of my research, participants completed a questionnaire (Appendix 4). This highlighted the value they placed on wellbeing, along with how they managed positive and negative aspects of it and formed what McKillip (1998) refers to as a 'needs analysis'. Information gathered from this helped to build a general picture of the areas of wellbeing school staff valued the most and informed the guided reflection sheet. The decision to design my research in this way was guided by my ontological position discussed in chapter 2. Applying post positivist assumptions to my design allowed me to acknowledge that reality can be explained, although not fully, and that the scientific community can play an important role in research.

In answering my research question, I chose to use semi-structured interviews. This allowed me to guide participants in key areas within my research, whilst also encouraging participants to speak openly about their own thoughts (Willig, 2008). Assumptions typical of an interpretivist paradigm, also true of my ontological position, allowed me to consider this qualitative element of my research, where subject and object are dependent and knowledge can be constructed through participation.

Following the collation of data from the transcripts, I carried out a follow up discussion to validate the themes (see Appendix 12 for details).

## Procedure

Figure 9 describes the process of the study.

Figure 9 - Process of the study



## Guided Reflection Framework

I considered a number of guided reflection frameworks for my study (Husu et al., 2008; Procee, 2006; Reiman, 1999) but chose Ash and Clayton (2004) 'Articulated Learning' approach to guided reflection. This approach provided a balance of rigour and structure, yet allowed the flexibility to manipulate elements to suit my study. Amendments were made to the categories of learning proposed by Ash and Clayton (2004) during analysis to incorporate the three elements of wellbeing most valued by staff Occupational; Emotional; and Environmental wellbeing (see Appendix 9). This was my own conceptualisation of ideas, theories and models used to construct my understanding and usage of a guided reflection; participants were not aware of this model. Following this conceptualisation and based on my understandings from this process, I devised a reflection guide for participants to use during their weekly reflective discussions (Appendix 10).

Using this framework, participants were encouraged to engage in 'hot' and often emotional reflections based on their experiences that working week. This was followed by 'cool' cognitive reflections during the final interview between me and the pair of participants (Metcalfe & Mischel, 1999). I decided to choose this format for the reflective discussions, as I wanted participants to immerse themselves in their own experiences of the school environment, allowing them to conceptualise their own reflections without the presence of myself as a researcher, yet having some reference to my part within the discussions through the use of the guide. Similar to a relational perspective offered by Rogers (1963) it was important to me that participants were free to consider their experiences collaboratively, where a mutual understanding of their environment could be shared. I hoped that their discussion might reflect the interactions occurring within their school, such as those between staff members, staff and parents and staff and pupils, before adding the final reflective interactions between the pairs of participants and me. This drew me back again to the importance of Bronfenbrenner's micro and mesosystems, highlighting the later elements of his theory. This included the role that the person plays in his/her development, which Bronfenbrenner (1989) reports that he discounted from his early theorising and, as suggested in his writing of the 1990's, the role of 'proximal processes' (1994, 1995, 1999). This idea of proximal processes suggests that:

'human development takes place through processes of progressively more complex reciprocal interaction...[which] to be effective...must occur on a fairly regular basis over an extended period of time' (Bronfenbrenner and Morris, 1998, p.996).

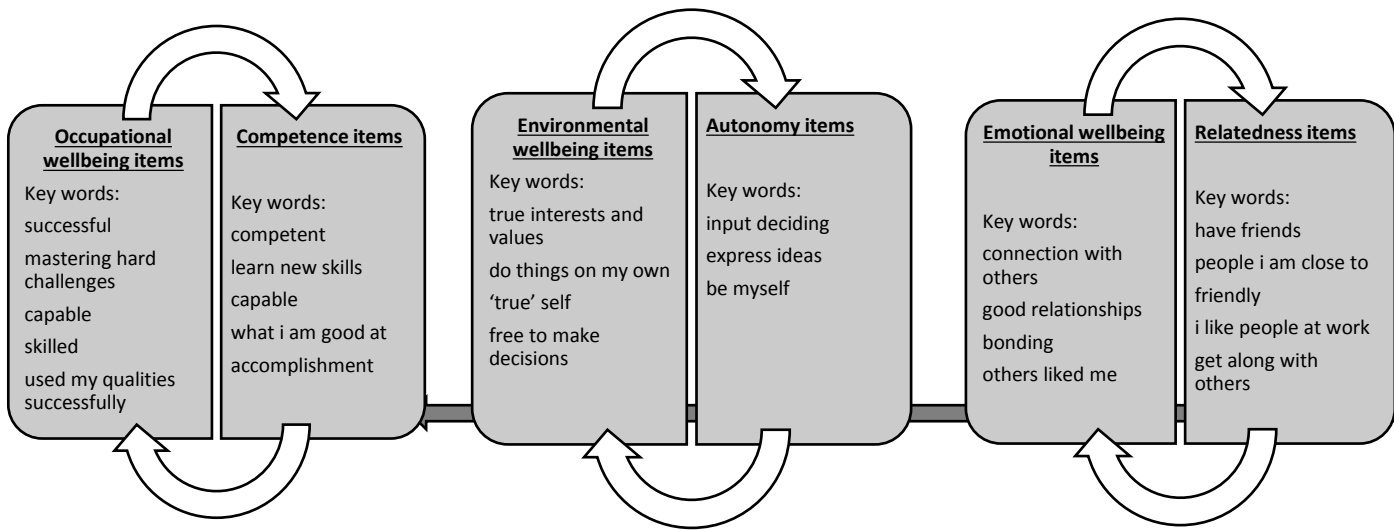
Bronfenbrenner argues that it is through engagement in these activities over time, and the interactions by those involved, that individuals come to make sense of their world and understand their place in it.

Although I believe this format worked for my study for the reasons mentioned above, an alternative design for the guided reflection might have included me being present in the reflective discussions. This may have allowed a further richness of my data to develop over a period of time. If the study was to be followed up, this would certainly be a consideration.

Having a trusted, empathetic and established relationship was also important for this part of the process. This drew on elements of Rhodes' theory of mentoring relationships, referred to in Chapter one.

Using the Basic Psychological Needs Questionnaire (BPNQ) (Evelein, Korthagen, & Brekelmans, 2008), I mapped the SDT items under the headings of wellbeing (see Figure 10). This was for my reference only during analysis. As suggested from the horizontal arrows within this figure, this mapping was not always clear and there was inevitably overlap between the SDT and wellbeing items. The figure presents a 'best fit'.

Figure 10 - Mapping of Wellbeing and SDT items



### Semi-structured interview

A semi-structured interview was conducted with all participants after their four weekly reflective conversations. A copy of the interview guidance can be found in Appendix 11. Participants were encouraged to bring any notes they made during their weekly sessions, as well as the guided reflection sheet; I hoped this might position their thoughts more accurately within the context from which they derived. Following Phase 5 of my analysis, 'Defining and Naming Themes' (Braun & Clarke, 2006), a further interview was undertaken with one of the pairs. I was conscious of my interpretation of the data and the influence this might have had on forming themes. There is further description of this part of the process in the Findings section. The remaining participants were unable to take part in this follow-up interview because of restrictions from their school. I was able to send them a written version of my follow-up discussion.

### Ethical Considerations

Ethical considerations are discussed within Chapter 2, pages 27-29.

### Analysis

I analysed the data using a latent deductive (theory driven) and inductive (data led) Thematic Analysis (TA), adopting guidelines proposed by Braun and Clarke (2006) to provide clarity and structure to the process (see Table 6).

Table 6 - Phases of Thematic Analysis - Braun and Clarke (2006)

Phase	Description	Action
Phase 1	Familiarisation with data	Transcribing the data, reading and re-reading the data. Noting down any interesting ideas
Phase 2	Generating initial codes	Coding interesting features of the data across the entire data set, collating data relevant to each code
Phase 3	Searching for themes	Collating codes into potential themes, gathering all the data relevant to each theme
Phase 4	Reviewing themes	Checking if the themes work in relation to the coded extracts

		and the entire data set
Phase 5	Defining and naming themes	On-going analysis to refine the specifics of each theme and the overall story the analysis tells, generating clear definitions and names for each theme
Phase 6	Producing the report	The final opportunity for analysis. Selection of vivid extract examples, final analysis of selected extracts relating back the literature and research question, producing a scholarly report of the analysis.

Chapter 2 offered some further understanding of why and how this was approached.

### Transcription

Using the Jefferson transcription system (see Appendix 13) enabled a balance of conversational analysis and typed prose rather than the extremes of naturalised/denaturalised continuum used in GT or IPA (Howitt, 2010). This system also allowed me to not only capture what but the way in which it was said. The transcripts provide a detailed version of the complex nature of interaction.

### Findings

During Phases 1 and 2 of my analysis of extensive reading and re-reading of my data, I began to generate areas of interest from each of the separate transcripts (see Appendix 14, Appendix 15 and Appendix 16 for the diagrams of these initial thoughts). Following this thinking, I began to generate some initial codes that appeared across my data set (see Appendix 17); initially generating 32 codes. Phases 3 and 4 required that I continue to consider the codes, collating them into potential themes, ensuring they work with the coded extracts. Within phase 5 of Braun and Clarke's (2006) framework, I included an additional phase comprising a follow up discussion (see Appendix 12) where staff had the opportunity to validate themes I had drawn from the transcripts (Table 7 shows this addition). Whilst adopting Braun and Clarke's (2006) framework allowed me to use a structure by which to carry out my analysis, this should not be confused or interpreted as a simple and straightforward process. As Mellor (2001) acknowledges in his work, he began his research with a view that it might be carried out in a linear process, whereby data is collected, analysed and then written up. I too, rather naively, anticipated that this may be how my research might be conducted. What I found, however, as did Mellor (2001), was that there was discontinuous process involved, whereby I reached platforms of understanding, which often felt like reaching a line of accomplishment that faded as quickly as I got close to it. Similar to the description proposed by Marshall and Rossman (2014), data analysis might be described as a 'messy and ambiguous, time consuming, creative and fascinating process' (p.111); I would hope that within my research these concepts are captured.

As mentioned within Chapter 2, it should also be noted here that the collation of my codes and themes were not only derived by applying one methodological approach but through the application of a hybrid approach to coding and theme development. As suggested within Fereday and Muir-Cochrane (2008), I believe this approach added rigour. In addition to the member checks referenced in Chapter two, I was also able to apply rigour in terms of my subjective interpretation of the data. For example, within my analysis of the data, I was able to preserve the subjects' point of view and demonstrate clearly the quotations provided by the participants and how they related to my

interpretations of the themes. Whilst this added rigour was a welcome addition to my research, this also added to the complexity of conducting such a research project, as highlighted above.

*Table 7 - Phases of Thematic Analysis with addition*

Phase	Description	Action
Phase 1	Familiarisation with data	Transcribing the data, reading and re-reading the data. Noting down any interesting ideas
Phase 2	Generating initial codes	Coding interesting features of the data across the entire data set, collating data relevant to each code
Phase 3	Searching for themes	Collating codes into potential themes, gathering all the data relevant to each theme
Phase 4	Reviewing themes	Checking if the themes work in relation to the coded extracts and the entire data set
Phase 5 (a & b)	Defining and naming themes	a) On-going analysis to refine the specifics of each theme and the overall story the analysis tells, generating clear definitions and names for each theme b) Validation of these themes with staff who were able to take part
Phase 6	Producing the report	The final opportunity for analysis. Selection of vivid extract examples, final analysis of selected extracts relating back to the literature and research question, producing a scholarly report of the analysis.

Following collation of this data, I created a definitive map of my themes. As Figure 12 and Figure 13, show on the next two pages, seven main themes emerged. Four of these themes represented the ways staff felt an increased level of wellbeing within the workplace and three themes represented how wellbeing was hindered.

Figure 11 - How wellbeing was increased

How wellbeing was increased			
<p><b><u>Being connected</u></b></p> <p><b><u>Being emotionally attached</u></b></p> <ul style="list-style-type: none"> <li>*Feel part of the school               <ul style="list-style-type: none"> <li>*School is you</li> <li>*Like a family</li> </ul> </li> <li>*Provide advice to each other</li> <li>*Long term connection</li> <li>*Chemistry between people</li> <li>*Emotional attachment to children</li> </ul> <p><b><u>Trust</u></b></p> <ul style="list-style-type: none"> <li>*Allows more/less honesty</li> <li>*Provides someone to rely on               <ul style="list-style-type: none"> <li>*In confidence</li> </ul> </li> <li>*Independent person to reflect with when needed</li> </ul>	<p><b><u>Acceptance</u></b></p> <ul style="list-style-type: none"> <li>*Realisation</li> <li>*Good enough</li> <li>*Not going to please all or change everything</li> <li>*Do our best</li> </ul>	<p><b><u>Accomplishment</u></b></p> <ul style="list-style-type: none"> <li>*Resilience</li> <li>*Come out of the other side</li> <li>*More confident after difficult situation</li> <li>*Sharing in each others success</li> <li>*Responsive when successful</li> </ul>	<p><b><u>Freedom to express self</u></b></p> <ul style="list-style-type: none"> <li>*The self</li> <li>*Can express interests</li> <li>*Personality comes out               <ul style="list-style-type: none"> <li>*Can be me</li> </ul> </li> <li>*Personal skills               <ul style="list-style-type: none"> <li>*Flexibility</li> <li>*Creativity</li> </ul> </li> <li>*Develop career</li> <li>*Environment allows freedom</li> <li>*Spread knowledge</li> <li>*Ethusiasm feeds enthusiasm</li> </ul>



Figure 12 - How wellbeing was hindered

How wellbeing was hindered		
<p><u>Suppressed Emotions</u></p> <ul style="list-style-type: none"> <li>*Keep a lid/suppress on emotions</li> <li>*Keep emotion in because children are around</li> <li>*Manage and not address conflicting thoughts                             <ul style="list-style-type: none"> <li>*Stressed/up tight/worried/distracted/less concentration following negative conversations</li> </ul> </li> <li>*Cant bring emotions into school                             <ul style="list-style-type: none"> <li>*Coping is at home</li> </ul> </li> <li>*All reflection done at home</li> </ul>	<p><u>Time Constraints</u></p> <ul style="list-style-type: none"> <li>*Difficult to think straight                             <ul style="list-style-type: none"> <li>*No time to reflect</li> </ul> </li> <li>*Striving to get head straight again                             <ul style="list-style-type: none"> <li>*Feeling dizzy</li> </ul> </li> <li>*Work is laboured</li> </ul>	<p><u>Wider Restrictions</u></p> <ul style="list-style-type: none"> <li>*OFSTED regime</li> <li>*Education Minister</li> <li>*Policies in the school</li> <li>*Procedures defined by the school management</li> </ul>

### Themes

The themes generated throughout the data set are presented in this section. There is a description of how each theme is made up, followed by extracts from the transcriptions to illustrate the concept further.

#### Being connected

This theme describes how staff felt an attachment to the school and those within it, allowing staff to connect with whom they felt chemistry. It is 'like the school is you' (T3, 165, P5) (T= Transcript, Number = line number, P = Participant). This was especially true for the staff who had worked at the school for a long time, describing the joining and leaving of people in terms of a family:

Reference was also made to individual attachments with other people in the school, in terms of a reciprocal relationship which facilitated feelings of emotional satisfaction when at work:

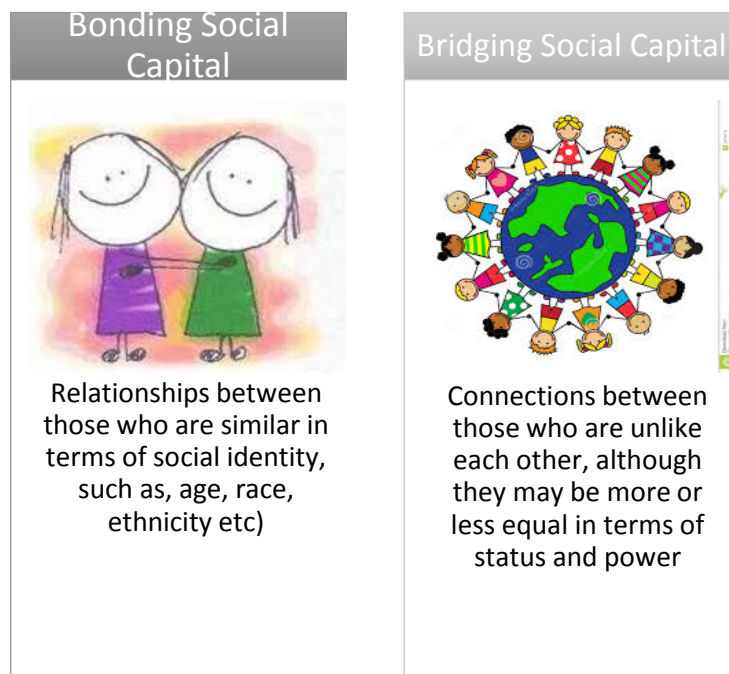
'Being Connected' highlighted the importance of these relationships being built upon trust, so staff had confidence in sharing concerns:

For some staff it was important to have somebody you could turn to within the workplace when things were perceived to be tough. Within the validation discussion of the themes, Participant 5 told me it was simply knowing an emotional problem would be listened to and not just heard by a key person within your workplace; this supported feelings of positive wellbeing.

Research within the area of 'school connectedness' suggests school staff are central to the creation of such an environment (Blum, 2005). Rowe and Stewart (2009) suggest an ecological view of school connectedness is defined as the quality of connections among multiple groups within the school community and recognises the cohesiveness among different groups, such as school staff. This cohesiveness is characterised by strong social bonds, featuring high levels of interpersonal trust and norms of reciprocity, otherwise known as social capital.

Social capital, a sociological term, was originally coined by Bourdieu in 1986. This refers to the source of 'credit' a group membership can provide to its members (Bourdieu, 2011). More recently, social capital has been used by Putnam (1995) to describe 'bonding' and 'bridging' social capital (shown in Figure 11), which essentially, he uses to describe organisational forms of social capital.

Figure 13 - Bonding and Bridging Social Capital - Putman (1995)



Szreter and Woolcock (2004) have since added a further conceptual refinement to this idea, 'linking' social capital, which might be described as addressing a more interpersonal form of social capital. Szreter and Woolcock (2004) suggest that this 'vertical' connection, linking people across power differentials, is more suited to connections described within a school as opposed to the more

'horizontal' metaphor of bridging social capital where individuals are more or less equal in terms of status and power.

In summary, I believe the social cohesiveness found in my transcripts, could be described in terms of social capital: a form of capital used by members to link them to one another within the workplace. Literature around social capital highlights evidence connecting social capital to many positive health outcomes including enhanced child development (Keating, 2000); improved mental health (Kawachi & Berkman, 2001); and enriched perceptions of wellbeing (Steinfeld, Ellison, & Lampe, 2008).

### Acceptance

Staff described their inner thoughts and mantras they lived by to help them remain positive about their work:

It also included a realisation, over time, that their work sometimes had to be 'good enough' and pleasing everybody, all of the time, was not realistic:

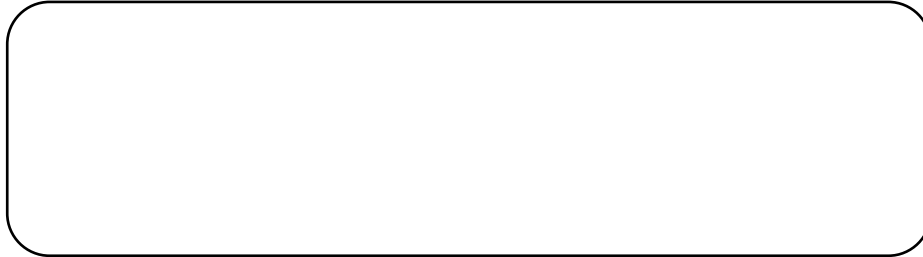
This idea of acceptance building over time was also present:

These comments suggest consideration might be given to those younger or less experienced staff members, who may be less likely to struggle with this aspect of their wellbeing. This is supported by research by Fisher (2011) who suggest the numbers of years' experience held within the teaching role was a significant predictor of stress, although it also acknowledges further research into the psychological levels staff may progress within the early stages of their career might also be helpful.

### Accomplishment

This theme highlighted how a sense of accomplishment in one's work allowed staff to feel a sense of confidence and increased feelings of resilience in dealing with similarly difficult situations, for example, one of the pairs spoke of the impact of overcoming recently a challenging situation within the school:

The impact this 'getting through it' had on this particular staff member was noted in a later comment:



Another aspect of this theme came from ideas from staff who felt this accomplishment, experienced through a sense of job satisfaction, could also be shared with colleagues around you:

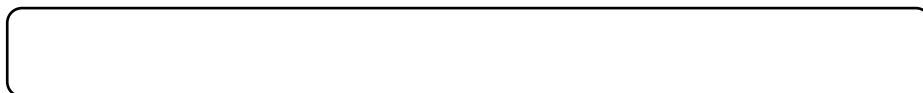


This is particularly important to consider when examining research on teacher attrition rates (Scheopner, 2010). Findings suggest that whole school changes are needed to ensure this group of staff are able to successfully remain in their role, affecting positive changes for pupils. One of the participants reflected on how this accomplishment had impacted on her work, which ultimately led to her being 'successful in achieving those outcomes for children and parents' (T1, 150, P1).

This supports work from Roffey (2012) suggesting that to achieve positive psychological outcomes for children we must ensure staff within the school environment are also mentally well.

### Freedom to express self

This theme relates to the freedom participants believed they had when expressing their own personality, interests, skills and creativity, which allowed them to feel more fulfilled in their roles. Through their reflective discussions, two TAs were able to tell me about what it was like when they taught the children without the teacher being present:



Another pair told me about how individuals' personal interests were valued:

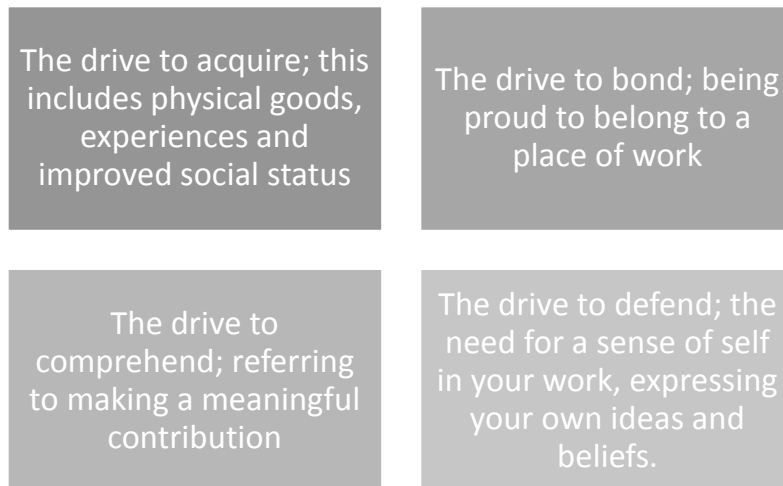


In another school, they spoke of how they have created an open door policy to allow staff to develop their interests; they told me this impacted on the confidence of the staff:



Working within an environment of this kind allowed staff to feel appreciated and understood in a holistic sense:

Comments noted above support Gagné and Deci (2005) who suggest participants strive to engage in work for intrinsic rewards; their engage in activities because they are interesting and the individual can derive spontaneous satisfaction from it. Writing from Cognitive Evaluation Theory proposes that feelings of autonomy are important for intrinsic motivation (Gagné & Deci, 2005). This idea was faced with some criticism, in terms of ecological validity however, because of laboratory studies rather than studies within organisations being used. Further, it was argued that many activities within the workplace were not intrinsically interesting, and the use of strategies to enhance intrinsic motivation, not always achievable. A consideration of cross disciplinary research in neuroscience, biology and evolutionary psychology (Lawrence & Nohria, 2002) suggests that employees are motivated by 4 drives that can enhance wellbeing:



I believe the 'drive to defend' relates closely to the comments made by participants in this study and appear to support this claim. Lawrence and Nohria (2002) suggest that all four drives should be satisfied for individuals to be fully motivated and enhanced wellbeing.

In contrast to the ways in which staff wellbeing can be improved, there was also evidence from my data suggesting circumstances where wellbeing was hindered.

### Suppressed emotions

This focused on how staff felt they must suppress their emotions when in school and save them for when they got home, when they could 'let it go'. For example, participant 3 told me that:

This certainly felt like an emotional tension for most of the participants between what they wanted to say and what they felt they could say. If this was not addressed, or there was not the opportunity to let it go [redacted] st that this impacted on [redacted]

*it does make me feel agitated and make me feel stressed and worried (T1, 223, P1).*

She continues later in the conversation to also tell me that:

[redacted]

There is evidence to support the finding that teacher stress is associated with limited access to social support within the workplace (Greenglass, Burke, & Konarski, 1997; Sheffield, Dobbie, & Carroll, 1994), with other writers suggesting environments where social support mechanisms exist can buffer stressful feelings (Kyriacou, 2001). As Weare and Gray (2003) and Weare and Markham (2005) suggest, staff working within schools must have their own emotional needs met before they are able to transmit emotional and social competence and wellbeing effectively to the children they teach.

Initiatives to support increased feelings of wellbeing and self-efficacy can be found within research where a fundamental component of human consciousness is strengthened, such as mindfulness methods (Meiklejohn et al., 2012); that is, “the awareness that emerges through paying attention on purpose, in the present moment, and nonjudgmentally to the unfolding of experience moment by moment” (Kabat-Zinn, 2003 p.144). Engagement in such practice may allow staff to address these suppressed emotions by being present in the moment, acknowledging their current emotional state.

### Time constraints

This theme occurred across my data set in relation to hindered feelings of wellbeing from participants. This was an honest and notably important issue regarding the lack of time within school, with descriptions of how this impacted on their personal feelings of wellbeing:

[redacted]

Others spoke of external pressure from the leadership within the school:

[redacted]

For others it was the wider pressure the world of education placed on them that made it tough to manage:

[redacted]

This had an impact for some in terms of physical stress:

[redacted]

*'I actually felt dizzy (.) I said to "C" over there I said you know what I've been that busy today I feel dizzy' (T3, 654, P6).*

And for others, this lack of time meant sacrifices were made to the detriment of actions such as reflection:

One of the schools noted the amount of time allowed for reflection with other members of staff had recently changed; this was amended within their contracts. This recognition was expressed very gratefully and led to staff feeling valued.

### Wider restrictions

This theme, affecting all educational establishments, referred to the controls from within their own establishments 'you're led by policies and procedures of your school' T2, 381, P4), as well as the wider systemic restrictions placed on schools by Government. This included the ways OFSTED might limit autonomy within school when including wellbeing outcomes for staff and pupils; it was felt that the focus is often on the academic aspects of learning:

Other spoke of the restrictions directly from central government:

Research from Emery and Bayliss (2012) highlight some of the inherent contradictions within the Government's guidance when it comes to supporting wellbeing outcomes; it is more about the management of wellbeing. They discuss within their work how an increased lack of trust in children and teachers, increased observations and cameras, as well as continual testing and measuring may actually serve to damage wellbeing rather than promote it. Comparable to the contradiction highlighted here, the 2015 manifesto put forward by the Conservative party, has no mention of how schools will support teacher or pupil wellbeing; rather a focus on how they will ensure schools teach maths, science and computers, with a zero tolerance on failing.

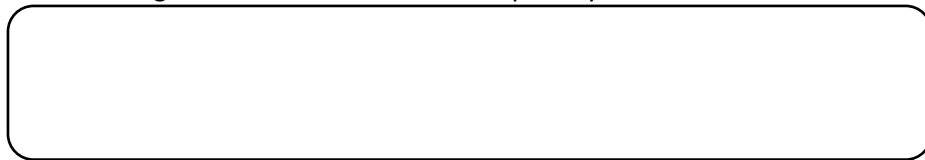
This is in contrast to an earlier Labour Government's guidance in a 2003 paper on 'What Works in Developing Children's Emotional and Social Competence and Wellbeing?' (Weare & Gray, 2003), which suggested that creating appropriate environments within schools is one of the key findings and recommendations. This draws on evidence that the school environment is the largest determinant of the level of emotional and social competence as well as wellbeing in pupils and staff. As a result, the findings from the paper suggest that schools should foster warm teacher and pupil relationships that encourage participation and develop levels of pupil and staff autonomy. This also draws on further support for a theory developed by Fredriksen and Rhodes (2004), suggesting that teacher-student relationships can help to support positive psychosocial outcomes. For me, this

reinforces an ecological perspective, highlighting how wider influences can interact with individuals at the centre.

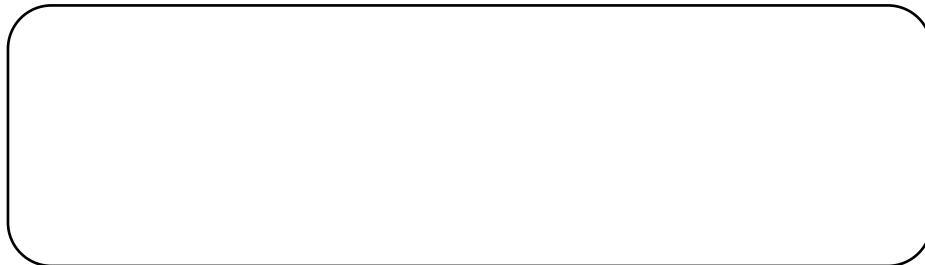
### The process of reflection

In addition to the themes regarding what supported staff wellbeing, there was also data from across the data set revealing the participants experience of joint reflection in relation to their exploration of their wellbeing. Initially, most staff, either in early discussions with them about the focus of the research, or in the final interview, suggested reflection was something staff did not do because of time 'its been an extra thing to try and fit into our day' (T2, 38, P4) or lack of awareness of the benefits 'it's a good process but I don't feel like we need it' (T2, 57, P3).

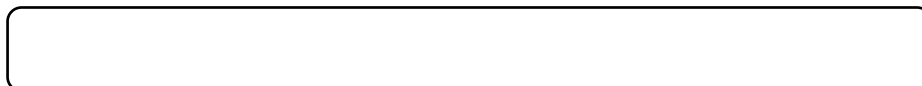
Throughout their engagement with the study and discussions to explore this a little further, it was evident this thinking had moved towards the end of the study, with a belief that reflecting upon wellbeing was something that should be considered a priority:



When I asked one particular pair if there was anything else that they thought might support feelings of wellbeing within schools, the same pair who said they did not need reflection told me that:



For others:



The staff were also able to tell me about how they thought reflection might be best undertaken within their schools. This included a consideration of the models used, such as a mental model proposed by one teacher. Here, worries were metaphorically put on a conveyor belt and passed across until they fell off the other end. There was an acknowledgement this may not work for everyone and may need to be more personalised. Participants also explored their thoughts regarding the number of people involved in reflective discussions; the general thinking was a one to



one session would be suited to most rather than a group session. For the participants in this study, this session would be preferred with someone they had a good relationship with, drawing on aspects of Rhodes' (2005) theory of mentoring.

### Limitations of the study

The overall impression of each of the three interviews was varied. I suspected this was because of the individual differences of participants in relation to their ages and general life experiences. Furthermore, I believe the variations in roles they held within the school may have impacted. I was also aware my role of interviewer may shaped some of the participants' responses. Many of the questions asked were focused on SDT; I believe this helped to direct participants' thoughts on the theory upon which this study was based, apply a similar framework to each of the interviews and similarity to the guided reflection with which participants were already familiar. At times, I thought this direction also limited their answers, preventing them from answering freely.

Another limitation of my study, apparent throughout the recordings of my interviews, included some of my questioning. This often reached an abrupt end, with such phrases as "are we ok to move onto the next question?" I believe more probing and curious questioning might have provided further richness to my data. It was difficult to strike a balance as each of the schools in which I conducted my research, made it clear that releasing staff to participate was difficult for them; I was mindful and respectful of this within my interviewing. If I were to conduct this research again, I would ensure that participants were able to commit to the required amount of time and ensure my questions were able to be covered within this time frame.

### Relevance to Educational Psychology

Roffey (2012) suggests research on the factors that actively promote wellbeing in schools is less easy to locate than the factors which lead to stress. I believe this study is a useful addition to the literature surrounding wellbeing and contributes an understanding of how we might meet the needs of staff within schools, increase levels of retention and enhance children's learning outcomes within such an environment. It is important for Educational Psychologists to deliver this vital message to school staff. This may be through staff training, close liaison with individual staff or further research carried out within a range of schools. Fortunately, EPs are in a privileged position to have access to a wide range of settings, as well as working practices. Weare (2003) Weare (2005) suggest approaches to increase levels of wellbeing for staff and pupils should follow a whole school approach.

### Conclusion

This chapter has highlighted the ways primary school staff might modify the psychological environment of the school to enhance their own, their colleagues and ultimately children and young people's wellbeing. To return to the research question, 'What can school staff tell us about what supports their wellbeing?' an analysis of the data highlights a number of factors that may be helpful for schools to consider. The participants within this study suggest that having a strong sense of social cohesiveness, positively linking members to one another can help to enhance feelings of wellbeing. Keating (2000) suggests this can also enhance child development. Senior staff may also find it helpful to encourage school staff to accept their own capabilities within a working day, acknowledging their limits and how pleasing everyone may not be a realistic possibility. This may

seem counterproductive to the expectations placed on staff currently but might help to create an environment of psychologically well, therefore more productive, staff. The participants within this study also spoke of how feelings of freedom and accomplishment can impact positively on their wellbeing in school. This included staff being given the opportunity to express their interests and skills, which in turn, offered feelings of satisfaction in their roles.

In contrast to those elements that enhanced wellbeing, there were also factors that participants highlighted which hindered their feelings of wellbeing. School staff, in particular senior school staff, might be mindful of these recommendations if they believe in the value of psychologically well school environments. These factors included the suppressing of emotions that staff often felt they were encouraged to do. I wonder if schools might consider what mechanisms are available to staff to alleviate themselves of these, often heavy feelings of emotion.

The participants in this study were no exception to the demands placed on them by the school and wider government in terms of time constraints. Despite literature into the value of wellbeing for school staff and pupils (Briner & Dewberry, 2007; Roffey, 2012; Wyn, Cahill, Holdsworth, Rowling, & Carson, 2000), findings from this study appear to suggest that there remains a large focus on academic outcomes in practice. This might be a helpful area for senior staff to consider in keeping their staff and pupils educated in a well manner.

Finally, referring to the staff within this study, the subsidiary question stated 'What is their experience of joint reflection in exploring their wellbeing?' Despite some initial scepticism from participants because of time constraints, staff began to see the value in the process of joint reflection. They suggested that the process provided an opportunity to reflect their thoughts with someone they felt comfortable with, reflecting on their relationships with staff and children and impacting positively on their work rate. There was a general feeling that the process allowed a greater sense of positive wellbeing to be experienced.

Through engagement with some of the recommendations suggested within this study, I hope staff might believe they are holistically supported within their roles and are better equipped to manage the challenging and demanding roles within schools today.

*'Well-being cannot exist just in your own head. Well-being is a combination of feeling good as well as actually having meaning, good relationships and accomplishment' (Seligman, 2011 p. 25).*

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Appendices Appendix 1 – Possible Articles

Author	Title	Date	Notes
Pretty perfect			
Caldarella, Paul Adams, Michael B Valentine, Shauna B Young, K Richard	Evaluation of a mentoring program for elementary school students at risk for emotional and behavioral disorders	2009	Children too young – kindergarten to 6 Rest looks good though and will be useful for background
DuBois, David L Silverthorn, Naida	Characteristics of natural mentoring relationships and adolescent adjustment: Evidence from a national study	2005	Quant. US based Large sample (2053) Natural mentoring Mixture of family, informal and professional mentors Mentor role not sig predictor of any outcomes in the domain of psychological wellbeing.
Griffin Jr, J. P. Holliday, R. C. Frazier, E. Braithwaite, R. L.	The BRAVE (Building Resiliency and Vocational Excellence) program: Evaluation findings for a career-oriented substance abuse and violence preventive intervention	2009	Quant. Results not based on mentoring and resilience Based on substance abuse and perpetration or victimhood of violence?
Hurd, Noelle M Sellers, Robert M	Black adolescents' relationships with natural mentors: Associations with academic engagement via social and emotional development	2013	Quant. Based on 259 black adolescents – 58% female aged 12-16 Psychological wellbeing – 6 dimensions: purpose, positive relationship with others, personal growth, autonomy, environmental mastery, self-acceptance. Youth with more connected mentoring relationships had higher social skills and psychological wellbeing than youths with no mentor or less connected mentors.
Hurd, Noelle M Varner, Fatima A Rowley, Stephanie J	Involved-Vigilant Parenting and Socio-Emotional Well-being Among Black Youth: The Moderating Influence of Natural Mentoring Relationships	2012	Quant Looking at natural mentoring in relation to children's wellbeing but also whether they have involved-vigilant parenting*????
Kaplan, Carol P Turner, Sandra G Piotrkowski, Chaya Silber, Ellen	Club Amigas: A promising response to the needs of adolescent Latinas	2009	Mixed methods Based on self-esteem measures only
Komosa-Hawkins, Karen	The Impact of School-Based Mentoring	2012	Quant PERFECT!!

	on Adolescents' Social-Emotional Health		Small sample – 25 children – average age 14yrs US based Impact of School based mentoring on social emotional health Findings indicate that the mentoring increased social emotional health scores but not significantly
Kuperminc, G Thomason, J DiMeo, M Broomfield-Massey, K	Cool Girls, Inc.: Promoting the positive development of urban preadolescent and early adolescent girls	2011	Too young K-8
Leyton-Armakan, Jen Lawrence, Edith Deutsch, Nancy Lee Williams, Joanna Henneberger, Angela	Effective youth mentors: The relationship between initial characteristics of college women mentors and mentee satisfaction and outcome	2012	Quant Looks at girls age 11-14 Uses measures of anxiety and depression to establish mental health US based
Phillips, David Hagan, Teresa Bodfield, Emma Woodthorpe, Kate Grimsley, Mike	Exploring the impact of group work and mentoring for multiple heritage children's self-esteem, well-being and behaviour	2008	Mixed method Multi heritage and children's wellbeing Quant used to measure impact of 43 children in group work and qualitative to interview 14 mothers about children's wellbeing Qualitative results show that 2/3 of the mothers reported positive results on their children's well being
Simões, Francisco Alarcão, Madalena	Promoting Well-Being in School-Based Mentoring Through Basic Psychological Needs Support: Does It Really Count?	2013	Quant 157 students carrying out a Portuguese school based mentoring programme aged 9-16 Mentors were also teachers Measures of psychological wellbeing using Kidscreen
Wyman, P. A. Cross, W., Brown, C. H., Yu, Q., Tu, X. Eberly, S.	Intervention to strengthen emotional self-regulation in children with emerging mental health problems: Proximal impact on school behaviour	2010	Quant Too young – aged K-3
Yadav, V. O'Reilly, M. Karim, K.	Secondary school transition: does mentoring help 'at-risk' children?	2010	Purchased from Inter Library loans – 10 month mentoring intervention – data from 88 children, pre, mid and post data. Changes in self-esteem, resilience, locus of control and mental health difficulties. Mentoring may be helpful service for pupils with mental health difficulties.
Zand, D. H., Thomson, N. Cervantes, R., Espiritu, R. Klagholz, D., LaBlanc, L.	The mentor-youth alliance: The role of mentoring relationships in promoting youth competence	2009	Quant Look at relationship between mentor and mentee in relation to competence Rhodes model used. Family systems theory.

Taylor, A.			
Good but qualitative			
Author	Title	Date	Notes
Hersi, Afra Ahmed	Immigration and resiliency: Unpacking the experiences of high school students from Cape Verde and Ethiopia	2011	6 students – aged 16-22 (too old!?) Findings from students from Cape Verde or Ethiopia who had moved to US Focused on the factors influencing their resilience – supportive school context being one with discussion around the usefulness of mentors.
Höjer, I. Johansson, H.	School as an opportunity and resilience factor for young people placed in care	2013	Sweden – 33 young people aged 18-21!!?? Although one talks of having a mentor from grade 6-9? Findings of how school can provide an opportunity for children to be ‘seen’ and heard from their perspective. Mentors important.
Kendal, Sarah Keeley, Philip Callery, Peter	Young People's Preferences for Emotional Well-Being Support in High School—A Focus Group Study	2011	Focus groups opinions – not really relevant
Kirk, Rosalind Day, Angelique	Increasing college access for youth aging out of foster care: Evaluation of a summer camp program for foster youth transitioning from high school to college	2011	38 young people aged 15-19 Talks of mentoring being important but its peer mentoring? Assuming they would be older than 19? Only small section on this and link to resilience.
Philip, Kate	She's My Second Mum: Young People Building Relationships in Uncertain Circumstances	2008	3 settings – housing project for homeless young people, befriending project % alternative education project. 18? Interviews <b>Study</b> to explore whether those who are paid to mentor can be as effective as those who undertake mentoring on a voluntary basis and what young people learnt about their experience of mentoring. Discussed in relation to resilience and referred to in findings/conclusions
Rockwell, Sylvia	Facilitating the Fourth R: Resilience	2006	Almost anecdotal evidence that mentoring supports resilience – not good
Schilling, Tammy A	An examination of resilience processes in context: The case of Tasha	2008	21 year old African American woman Discusses positive implications of a supportive environment for developing resilience
Southwick, S. M. Morgan Iii, C. A. Vythilingam, M.	Mentors enhance resilience in at-risk children and adolescents	2006	Not empirical?!?!

Charney, D.			
Stanton-Salazar, Ricardo D Spina, Stephanie Urso	Informal mentors and role models in the lives of urban Mexican-origin adolescents	2003	Data collected for the study during the 1991-1992 academic year at high school!!!!!! Rest sounds good for suggesting that the most resilience young people appeared to have mentors in their lives. 27 female and 20 male
Warren, Simon	Resilience and refusal: African-Caribbean young men's agency, school exclusions, and school-based mentoring programmes	2005	15 young African Caribbean boys Engaged in group mentoring
Maybe			
Author	Title	Date	Notes
Chang, Esther S Greenberger, Ellen Chen, Chuansheng Heckhausen, Jutta Farruggia, Susan P	Non-parental adults as social resources in the transition to adulthood	2010	Senior year of high school and a year after – 754 youths – quant
Kuperminc, Gabriel P Thomason, Jessica DiMeo, Michelle Broomfield-Massey, Kimberley	Cool Girls, Inc.: Promoting the positive development of urban preadolescent and early adolescent girls	2011	No!
Masten, A. S. Tellegen, A.	Resilience in developmental psychopathology: Contributions of the Project Competence Longitudinal Study	2012	Not empirical?!!!!!!?!?!?

Appendix 2 - Mapping

Study	Participants		Context	Focus (group/individual) and duration	Design	Methods/sources of evidence	Follow up	Main effect size
	N	Age						
Zand, D. H. Thomson, N. Cervantes, R. Espiritu, R. Klagholz, D. LaBlanc, L. Taylor, A. (2009)  Draws on Rhodes' model of mentoring although acknowledges Keller's (2005) expanded version (drawing on family systems theory) to include multiple supportive adults (i.e. mentor, youth, parent, caseworker.	276 youth	Age from 9-18. M=12.7. 49% female. Mentors 21-80yrs old. M=42.6. Youth identified as 'at risk' in terms of substance abuse.	Mentoring sessions – average 10.7 months. US based.	Individual, weekly sessions. At least 2 hours.	No control used	MYAS – Mentor – Youth Alliance Scale Competency scales based on 'Family bonding', 'School bonding', 'Relationship with adults' and 'Life Skills'	No follow up	Relationship with adult – r2 = .09 Family Bonding – r2 = .05 School Bonding – r2 = .06 Life Skills – r2 = .09
Yadav  No theory explicitly discussed and used.	88 children	Age 10 at beginning and 11 at end  59 males (69%) 27 females (31%) Participants identified as 'at risk' during pre-transition period – focusing on	Mentors in school and community and provided support for parents (behaviour, relationships, helping parents form links) Mentors had 6 weeks training pre-intervention (CBT, Solution-Focused, Mentoring &	Individual, weekly sessions  Also group sessions could be accessed by all children in school regarding behaviour and anger management and friendships groups.	No control group.  T1, T2, T3. T1 compared with pre-transition, T2 to test for longitudinal change, T2 compared with T3 (transition phase from Year 6-7) to examine	Questionnaires  Strengths and Difficulties questionnaires (SDQ), and the B/G Steem self-esteem questionnaire.	T3 was Post-intervention – doesn't state how long after	Overall SDQ - Wilks lambda = 0.477, F(2,73)=40.03, p<0.001, multivariate partial eta squared=0.52. Emotional subscale – wilks' lambda=0.610, F(2,73)=23.351, p<0.001, multivariate partial eta squared=0.39 Self-esteem – Wilks' lambda=0.624, F(2,80)=34.088, P<0.001, multivariate partial eta squared=0.46.

		psychosocial and behavioural outcomes.	Mediation).		changes within school year separately from across year.			
<p>Komosa-Hawkins, Karen (2012)</p> <p>Based on theory by Rhodes (2005) (meaningful and strong relationship built on mutuality, trust and empathy is primary mechanism for supporting social and emotional development) although adds this should be accompanied by <i>explicit guidance and information</i> Larose &amp; Tarabulsy (2005)</p>	<p>25 (68% female) All ethnic minority – 48% African American, 36% Latino and 16% multiracial/ other.</p>	<p>9<sup>th</sup> and 10<sup>th</sup> graders. Av age 14 years 7 months Adolescents identified as 'at risk'.</p>	<p>Urban public high school – US – mainly ethnic minorities from underprivileged backgrounds. Volunteer mentors age 22-53 M=29.5. School based mentoring.</p>	<p>Once a week for 1 hour for 8 months. Total of 11-28 hours over school year (M=20h). Mentees and families invited to orientation meeting, holiday party and end of year party as well as regular phone calls/emails. Structured 4 hour programme offered to mentors prior to starting.</p>	<p>All interested included in intervention. Comparison group looking at school success N=18.</p>	<p>Surveys completed by mentees in a group format. BERS2 (Behavioural and Emotional Rating Scale) measuring – interpersonal strength, family involvement, intrapersonal strength, school functioning, affective strength and career strength. and</p> <p>YRS (Youth Rating Scale) Pre and post-test measures.</p>	<p>No follow up.</p>	<p>No sig main effect found between the intervention and comparison groups, or over time, and no sig interactions. Positive trends were reported.</p> <p>Interpersonal strength = 0.06 and Intrapersonal strength = 0.08</p>
<p>Leyton-Armakan, Jen Lawrence, Edith Deutsch, Nancy Lee Williams, Joanna Henneberger, Angela (2012)</p> <p>Draws on Rhodes' Theory.</p> <p>Checked references for relevance - none</p>	<p>142 pairs (100% female)</p>	<p>11-14 girls Mentors 18-22, M=20.6years. Girls identified as 'at-risk'.</p>	<p>Virginia – US. School based mentoring. Middle school.</p>	<p>Pairs attended a weekly, 2 hour group session (6-8 pairs per group) and 4 hours per month outside group on 1:1. 8 months. At risk girls – negative social, emotional and/or academic</p>	<p>Half randomly assigned and half control group.</p>	<p>Lots of measures but interested in the mentees 'Self-reported Improvements in Competence, Connection and Autonomy</p>	<p>No follow up. Questionnaires completed at the start and end of the programme.</p>	<p>Small effect sizes (0.2) found between the significant relationship of initial low levels of depressive symptoms (p&lt;0.05) and higher levels of anxiety (p&lt;0.01) felt by the mentors in relation to the mentees self-reported improvements in feeling competent after 1 year of mentoring.</p>
<p>Hurd, Noelle M Sellers, Robert M (2013)</p>	<p>259 (58% female) 220-Black, 39</p>	<p>12-16 Mean age = 13.56</p>	<p>3 middle Schools varying in socioeconomic and</p>	<p>Individual Average time nat. mentor in their lives =</p>	<p>Those with no mentoring relationships</p>	<p>Survey Likert scale to determine relationship with nat. mentor.</p>	<p>No follow up</p>	<p>0.27 of those in a more connected (MC) natural mentoring relationship compared to those in no mentoring</p>

<p>Based on theory by Rhodes (2005) that close mentoring relationships may facilitate improvements in youth outcomes via their contributions to mentees social and emotional development.</p>	<p>– biracial or multiracial  195 – reported presence of a nat. mentor of which 72 had a less connected relationship and 123 had a more connected relationship</p>	<p>Strengths based study as opposed to risk factors.</p>	<p>racial composition – US – mid western metropolitan area  Mentors – non parental although most familial. Natural mentors.</p>	<p>3-4 years. Saw once a week.</p>	<p>present in their lives were used as the control group.</p>	<p>Psychological wellbeing – 24 item modified version of Ryff Scales of psychological well-being (1989) Purpose, Positive relations, personal growth, autonomy, environmental mastery, self-acceptance.  Interested in Personal Growth, Environmental Mastery and Self-Acceptance.</p>		<p>relationship on psychological well-being. 0.24 of those in a more connected natural mentoring relationship compared to those in a less connected (LC) relationship. Standardised coefficients for those in MC compared to those in no mentoring relationship = .59 Personal Growth, .58 = Environmental Mastery and .76 = Self-acceptance</p>
<p>Simões, Francisco Alarcão, Madalena (2013)  Uses Self Determination Theory – theory of personal development  Checked for relevance in references – only duplicates no new articles.</p>	<p>317 (n=157 mentored and n=160 non-mentored) From 6 schools. 57.3% female from mentored, 56.9% female from non-mentored.</p>	<p>9-16 At risk - both academic and behavioural</p>	<p>Portuguese - In school – mentors were teachers. Mentors had 16hour training programme. Third level of education (7<sup>th</sup>/8<sup>th</sup> grade.</p>	<p>Weekly 1:1 meetings focused on discussion around the 3 dimensions of SDT and <b>compulsory</b> weekly 90 min group meetings.</p>	<p>Control group, randomly assigned. Two wave – time one 2 months in- - time 2 6 months later.</p>	<p>Wellbeing – looks at 3 dimensions i.e. personal well-being, social well-being and academic well-being. I am interested in the findings for ‘personal well-being’ described as physical well-being, psychological well-being and hope. Kidscreen-27 (27 items – 5 dimensions – physical well-being, psychological well-being, parent relations and autonomy, social support and peers, school environment.</p>	<p>No follow up. Time 1 was 2 months into the programme and time 2 was 6 months later, after the SBM was completed.</p>	<p>Little to no effect – 0.01 shown between the mentored and non-mentored students in relation to their psychological well-being. Small effect – 0.12 shown between whether students perceived satisfaction of BPN and psychological well-being. Small effect – 0.20 shown in the interaction of the type of group and the satisfaction of BPN on their psychological well-being. Np2 = partial eta squared.</p>

Appendix 3 - Weight of Evidence (WOE) - taken from the EPPI Centre Guidance

	Zand et al (2009)	Yadav, O'Reilly & Karim (2010)	Komosa-Hawkins (2012)	Leyton-Armakan et al (2012)	Hurd & Sellers (2013)	Simoes & Alarcao (2013)
Overall weight of evidence	Medium	Medium	Medium	High	High	High
1. Are there ethical concerns about the way the study was done?	Yes, some concerns. Data from 1998-2002. Paid mentors.	No. BPS ethics guidelines followed. Informed consent from parents. Confidentiality maintained. School identified 'at risk' children, then screened by mentor team (class observation, parent interview and SDQ)	Yes, some concerns.	Yes, some concerns.	Yes, a little. Approval from institutional review board and staff at school. Parent consent. Participant assent. \$20 gift card for participants. \$10 gift card for teachers.	Yes, some concerns. Group mentoring compulsory.
2. Were the students and/or parents appropriately involved in the design or conduct of the study?	Yes, somewhat. Parent consent. Youth informed of project.	Yes, a lot. Parents involved in referral and process throughout. Children involved throughout.	Letter sent home for participants – only those who attended the summer programme. Incentives to complete surveys (pizzas, t-shirts and prizes).	No mention of approval. Parent consent. Participant assent.	Yes, a lot. Parents and children involved throughout. Recruitment flyers to students, mailed to homes and given at parent meetings. Teachers emailed to evaluate.	Yes, a lot. Written consent to 'legal reps'. Assent from students. Explained objectives, procedures and confidentiality.
3. Is there sufficient justification for why the study was done the way it was?	Yes. Gap in research identified. Linked to empirical research. Impact study – quant data.	Yes, a little. Comparison of pre-mid-post questionnaires. Some justification of measures used.	Yes, a lot.	Yes, a lot.	No. Simply states measures used.	Yes. Gap in research identified. Lots of links to previous research. State no standard way to assess well-being.



	Zand et al (2009)	Yadav, O'Reilly & Karim (2010)	Komosa-Hawkins (2012)	Leyton-Armakan et al (2012)	Hurd & Sellers (2013)	Simoes & Alarcao (2013)
4. Was the choice of research design appropriate for addressing the research questions posed?	Yes, a little. Mentor-youth alliance investigated. Old data used.	Yes, completely. Looking at whether intervention was valuable during transition.	parent		Yes, completely. Exploring the role of relationship characteristics in shaping youths' social and emotional outcomes	Yes, completely. Looking at the effect of A on B. Descriptive concepts to explore quantitatively.
5. Have sufficient attempts been made to establish the repeatability or reliability of data collection methods or tools?	Yes, good. Pilot of tool. Procedures clear and detailed. Measures outlined well.	Yes, some attempt. Good tools – measures outlined. Procedure details sparse. No pilot.	Yes	Yes.	Yes, good. No pilot for one of the measures.	Yes, some attempt. Measures outlined. Procedure clear. No pilot. Published tools used.
6. Have sufficient attempts been made to establish the validity or trustworthiness of data collection tools and methods?	Yes, good. Internal consistency –Cronbach's alpha - .73 (fair) - .85 (good) for tools used.	Yes, some attempt. Internal consistency given for one measure – prim = .73 and sec = .84 but no other.	Link to theory. Impact study of X on Y. Acknowledgement of pre and post data.	Impact study. Linked to empirical research.	Yes, good. Good – excellent internal consistency (.82, .88 and .97).	Yes, good. Internal consistency – Cronbach's alpha – fair – good. Six months between tests.
7. Have sufficient attempts been made to establish the repeatability or	Yes, some attempt. Some explanation of analysis but not detailed. No mention of how many researchers.	Yes, some attempt. Mention of statistical analysis using SPSS.	Komosa-Hawkins (2012)	Leyton-Armakan et al (2012)	Yes, good attempt. Detailed section on data analysis. Says 'we' but no mention of how accounted for more	Yes, good attempt. Detailed assessment plan provided for data analysis.

reliability of data analysis?					than one researcher.	
8. Have sufficient attempts been made to establish the validity or trustworthiness of data analysis?	Yes, some attempt Own calculation effect sizes – 0.23, 0.005, 0.36 and 0.08	Yes, good attempt. SDQ improved – effect 0.52. Emotional sub scale improved – 0.39.	Yes, completely.	Yes, completely.	Yes, some attempt More connected mentoring relationship = higher psychological well-being - statistically significant 0.05. Large effect size – own calculation approx. 0.60.	Yes, good attempt Sig MANCOVA effect for comparison of mentored and non- mentored students regarding the evolution of their perceived BPN across 2 assessments F (27,789) =2.28, p=0.000. p values.
	Zand et al (2009)	Yadav, O’Reilly & Karim (2010)	Komosa-Hawkins (2012)	Leyton-Armakan et al (2012)	Hurd & Sellers (2013)	Simoaes & Alarcao (2013)
9. To what extent are the research design and methods employed able to rule out any other sources of error/bias which would lead to alternative explanations for the findings of the study?	A little Views of children only. Mentors paid.	A lot. Views of parents and children.	Yes, good.	Yes, some attempt.	A lot Parent/teacher/ Student involved in considering views.	A little. Views of children only. Mentors were also teachers of the participants.
10. How generalizable are the results?	219 participants 4 sites Medium	86 participants 10 primary schools Poor	Detailed procedure. Measures outlined. Reliability coefficients for each sub scale between .65-.80	No method section. Measures well detailed.	259 participants 3 middle schools Good	317 participants 6 schools Good

11. Have sufficient attempts been made to justify the conclusions drawn from the findings, so that the conclusions are trustworthy?	Medium Trustworthiness. Some reference back to research and hypothesis. Some reference made to possible future work.	High Trustworthiness Only 2 families withdrew. Reference back to hypothesis and research. Limitations discussed well.	No, none	Yes, good	High Trustworthiness Reference back to research. Acknowledges some limitations.	Medium Trustworthiness. Reference back to hypothesis. Reference back to research. Recognise limitations. Participations rate 63.7% - large levels of attrition.
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### Quantifying Weight of Evidence

Study	1	2	3	4	5	6	7	8	9	10	11	Total
1	2	2	3	2	3	3	2	2	2	2	2	8 med, 3 high
2	1	3	2	3	2	2	2	3	3	1	3	2 low, 4 med, 5 high
3	2	3	3	3	3	1	2	3	2	1	1	3 low, 3 med, 5 high
4	2	3	3	3	2	3	2	3	3	2	3	4 med, 7 high
5	2	3	1	3	3	3	3	2	3	3	3	1 low, 2 med, 8 high
6	2	3	3	3	2	3	3	3	2	3	2	4 med, 7 high

**Initial Questions – Well-being Study**

Please answer the following questions as honestly as you can. I wish to gain a wider picture of what staff in your school currently think about wellbeing. Your answers will be anonymous. Thank you.

Do you currently think about your wellbeing at work?

Yes a lot            Sometimes            No not at all

How do you 'celebrate' if things are going well?

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Is this helpful/does this work for you?

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How do you currently cope with things that are stressful?

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Is this helpful/does this work for you?

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Do you feel that that state of your wellbeing impacts on your practice in school?

Yes, a lot                            Sometimes                            Not at all

If so, in what way?

(This can be negatively or positively i.e. when you have high feelings of wellbeing, does you notice a positive difference in your performance/relationships etc. Alternatively, when you have low feelings of wellbeing are you less motivated in your work/less happy in your relationships with others etc.)

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Have you had any time off your work because of low feelings of wellbeing?

Yes                            No

If yes, how many days?

\_\_\_\_\_ days

Would you like to develop your thinking around your wellbeing? (Answering yes to this question does not mean that you *have* to take part in the study)

Yes                      No

If yes, would this be in a group or in a pair?

Group                      Pair

What elements do you consider to be of particular importance to your wellbeing?

**Emotional (coping with life and the quality of your relationships)**

1      2      3      4      5      6      7      8      9      10  
Not important                      Somewhat important                      Very important

**Environmental (pleasant, stimulating environment)**

1      2      3      4      5      6      7      8      9      10  
Not important                      Somewhat important                      Very important

**Financial (your current and future financial situation)**

1      2      3      4      5      6      7      8      9      10  
Not important                      Somewhat important                      Very important

**Intellectual (creative abilities and expanding knowledge and skills)**

1      2      3      4      5      6      7      8      9      10  
Not important                      Somewhat important                      Very important

**Occupational (satisfaction and enrichment from one's work)**

1      2      3      4      5      6      7      8      9      10  
Not important                      Somewhat important                      Very important

**Physical (physical activity, healthy foods and sleep)**

1      2      3      4      5      6      7      8      9      10  
Not important                      Somewhat important                      Very important

**Social (sense of connection, belonging and support system)**

1      2      3      4      5      6      7      8      9      10  
Not important                      Somewhat important                      Very important

**Spiritual (expanding your purpose and meaning of life)**

1      2      3      4      5      6      7      8      9      10  
Not important                      Somewhat important                      Very important

**Community (contributions we make to the local community)**

1      2      3      4      5      6      7      8      9      10  
Not important                      Somewhat important                      Very important

## Participant Information Sheet

### Introduction

I am a Trainee Educational Psychologist (TEP) from Newcastle University, currently working on placement in Darlington, under the supervision of Carol Watterson, Senior Educational Psychologist. As part of my training, it is essential that I carry out empirical research within the authority. I have provided this information sheet, to inform you of all the necessary details regarding the purpose of my study, the reason for inviting you to take part, and what would happen to the information if you were to take part.

### What is the purpose of the research?

My research question is: 'What can school staff tell us about what supports their wellbeing?'

A subsidiary question will be: 'What is their experience of joint reflection in exploring their wellbeing?'

Darlington Local Authority, in partnership with Newcastle University, recognise the importance of staff wellbeing in schools and are keen to explore the issue within participating schools. I hope to have approximately 4 schools taking part in the study so that comparisons can be made. The ultimate aim is to utilise my findings to support the well-being of staff across the Local Authority. I hope you feel you will be able to support this research.

### Why have you been asked to take part and what will it involve?

I chose your school to be part of the study due to the familiarity I have developed since working on placement within the authority. After speaking with the SENCo and Head Teacher it has been agreed that an initial consultation with staff can be carried out, in the hope that further in-depth work can be developed. If you agree to take part in the study, the following phases will feature:

- an initial survey to ascertain current feelings regarding well-being among the school staff
- a staff consultation, at a time that is suitable for you to discuss the survey and research project further. This should only take approximately 10 minutes.
- weekly guided reflection for those who choose to take part in the study
- a final semi-structured interview with staff to discuss their reflections throughout the study. This will not require any additional preparation but it would be helpful if you would bring any notes/thoughts from the previous guided reflections with you to the interview. The interview will be facilitated, audio recorded and transcribed (for later analysis) by a TEP.

### **What happens to my information?**

All information will remain entirely confidential. Once data has been collected, it will be stored on a password protected computer to ensure confidentiality. Only the TEP will have access to the data. Any personal identifiers will be removed and the audio recording securely destroyed once the data has been transcribed and the report has been written.

Thank you for reading this information. Please feel free to contact me if you have any further questions.

You are under no obligation to take part and may withdraw from the study at any point.

If you are happy to continue, please complete the attached consent form and participant data sheet.

If you have any questions/concerns during or after the study, please contact:

Dr Simon Gibbs

Reader in Educational Psychology

Programme Director for Initial Training in Educational Psychology (DAppEdPsy)

Head of Education in the School of Education, Communication and Language Sciences

King George VI Building, Newcastle on Tyne, NE1 7RU

Email: [Simon.Gibbs@newcastle.ac.uk](mailto:Simon.Gibbs@newcastle.ac.uk)

Tel: 0191 222 6575/6568

## Consent form

- Have you read and understood the information pack provided? (please circle where applicable)

YES / NO

- Have you had an opportunity to ask questions and been given satisfactory responses?

YES / NO

- Are you aware that at any time, up until the formal report is completed, you can withdraw from this study?

YES / NO

- Do you give your permission for the interview to be recorded (audio recording only) and be transcribed for the purpose of this study only?

YES / NO

- Are happy to take part in this study and give your informed consent?

YES / NO

Name: \_\_\_\_\_

Signature: \_\_\_\_\_

Date: \_\_\_\_\_



## Participant Data Sheet

The following demographic information is required to establish our participant characteristics.

**Please circle where applicable:**

**Role in this school** \_\_\_\_\_

**Gender** M / F

**Year Group (if applicable)** Reception / Year 1 / Year 2

**How many years' experience do you have in this role?**

**Please tell us about any specialist training you have completed:**

**Please tell us about any additional roles you have within the school:**

**Initial Questions – Collated information**

Do you currently think about your wellbeing at work?

Participants answered mostly 'Yes, a lot' or 'Sometimes'

How do you 'celebrate' if things are going well?

Participants answered mostly 'Don't celebrate'. Other answers included 'meal', 'cakes', 'biscuits', 'don't have time'

Is this helpful/does this work for you?

Participants answered mostly 'Yes'

How do you currently cope with things that are stressful?

Participants answered mostly 'Discuss with colleagues/friend at work' and 'Talk to family/friends'

Is this helpful/does this work for you?

Participants answered mostly 'Yes'

Do you feel that that state of your wellbeing impacts on your practice in school?

Participants answered mostly 'Yes, a lot' and 'Sometimes'

If so, in what way?

Each answer was unique and included: 'less energetic and dynamic', 'better sense of humour = better relationships', 'achieve more when positive', 'stressed – too little sleep makes me short tempered', 'achieve more when positive', 'high feeling of wellbeing brings positive energy to class', 'low feelings of wellbeing = low moral', 'motivated to work hard', 'good environment', 'positive attitude is infectious, helps pupils feel extra special and cared for', 'stressed = difficult to concentrate', 'when positive you feel good', 'if the children sense the negative, this impacts on them', 'cant think straight or get things done, impacts on lessons', 'good mood = better work performance', 'try to get on but not as effective', 'when things going well, works better', 'happy classroom = positive environment'.

Have you had any time off your work because of low feelings of wellbeing?

Participants answered mostly 'No'

If yes, how many days?

Days totalled 7 days

Would you like to develop your thinking around your wellbeing? (answering yes to this question does not mean that you *have* to take part in the study)

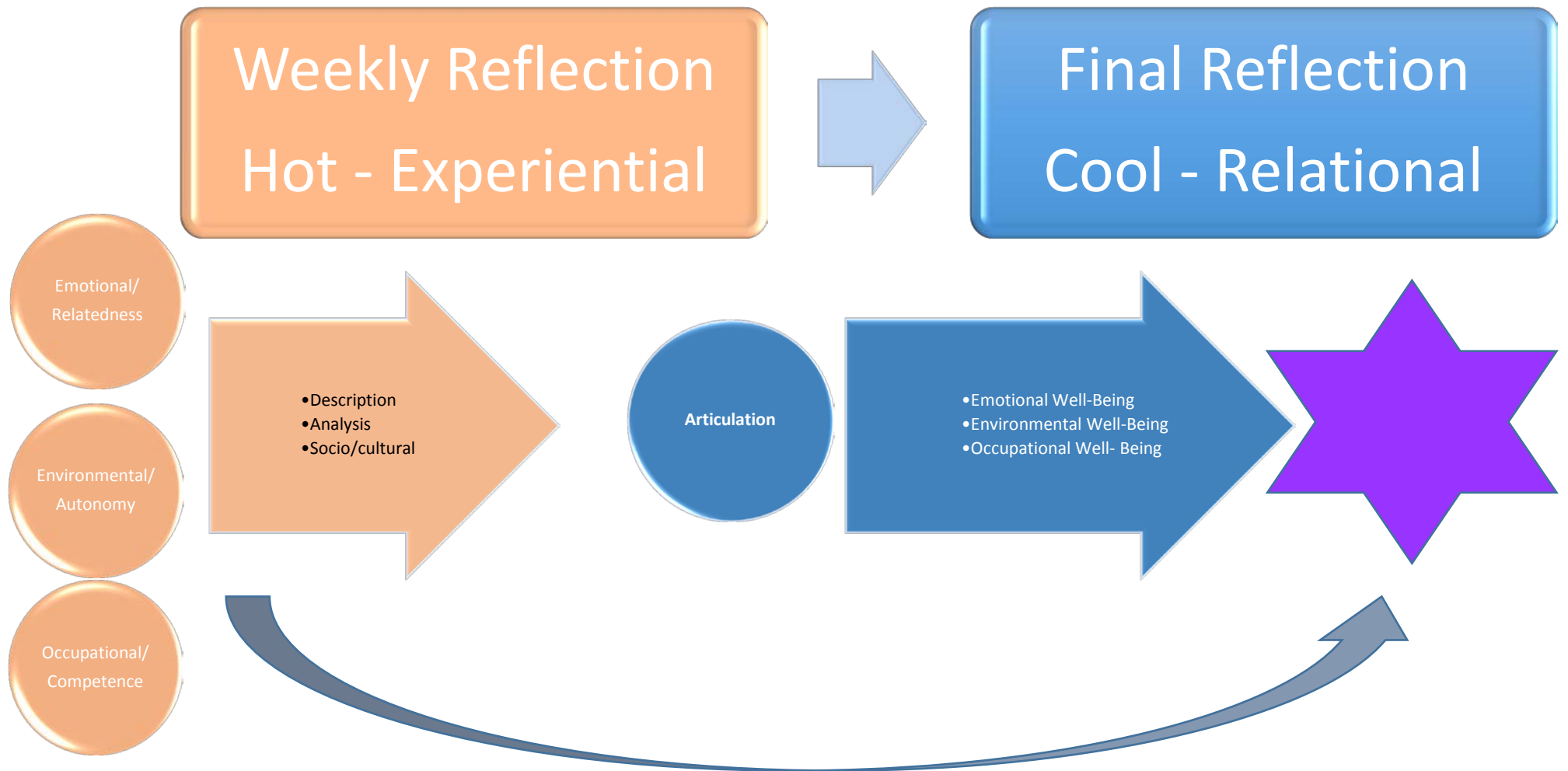
Participants answered mostly 'Yes'

If yes, would this be in a group or in a pair?

Participants answered mostly 'Pair'

What elements do you consider to be of particular importance to your wellbeing?

Participants answered mostly 10's for 'Emotional', mostly 10's for 'Environmental' and mostly 9's for 'Occupational'



## Weekly Guided Reflection

Please take some time to think about an experience you would like to reflect on this week. Consider how this impacted on the following dimensions of well-being in your discussion:

This week my experience enabled me to feel.....

**Occupational Well-Being (satisfaction and enrichment from one's work)**

I was successful in completing difficult tasks  
I was taking on and mastering hard challenges  
Very capable in what I did  
Very skilled in my role  
That I used my qualities successfully

**Emotional Well-Being (coping with life and the quality of your relationships)**

A connection with others  
A good relationships with others  
A bonding with others  
That others liked me

**Environmental Well-Being (pleasant, stimulating environment and the degree to which surroundings allow/facilitate freedom)**

That my choices were based on my true interests and values  
Free to do things on my own  
That my choices expressed my 'true' self  
That I felt free to make decisions that were in complete harmony with myself

**The reverse of these may also be true and you would be encouraged to reflect on this if this would be helpful.**

**Please take some time at the end of your discussion to reflect on how environmental factors supported this experience.**

**Is there anything that could have made your experience better?**

Semi Structured Interview Guidance

Standard Intro:

- Thank you for being willing to take part in the follow up discussion after also completing 4 weeks of reflection
- Can I first assure you that all information will be stored securely and confidentially and then then destroyed once analysed
- Please feel free to ask if you need anything clarifying or pass any questions that you do not wish to answer
- As we have already discussed, the semi structured questions that I will ask, will be around how you have found your guided reflections and how this relates to the different elements of Well-Being covered in your discussions.

Main questions	Additional questions	Clarifying questions/prompts
1. How do you feel about the process of reflection so far?	<p>How are you feeling about guided reflection as a method of reflecting?</p> <p>How have the last 4 weeks progressed?</p> <p>Did you notice any differences in how the reflection felt from the first week to the last?</p>	<p><i>So what I think you are saying is.....is that right?</i></p> <p><i>Could you tell me anything else?</i></p> <p><i>Could you expand a little on this?</i></p> <p><i>Are there any other examples?</i></p>
<p>2. Related to your Occupational Well-Being – could you tell me about how you reflected on this in your chosen situations?</p> <p><b>[COMPETENCE]</b></p>	<p>The guided reflection prompts for this included:</p> <p>I was <b>successful</b> in completing difficult tasks</p> <p>I was taking on and <b>mastering hard challenges</b></p> <p>Very <b>capable</b> in what I did</p> <p>Very <b>skilled</b> in my role</p> <p>That I used my qualities successfully</p>	<p><i>So what does that look like for you?</i></p> <p><i>Has that been something helpful?</i></p> <p><i>Summarise</i></p> <p><i>Use key term/phrase from staff members remark</i></p>
3. Related to your Emotional Well-Being – could you tell me	The guided reflection prompts for this included:	

<p>about how you reflected on this in your chosen situations?</p> <p><b>[RELATEDNESS]</b></p>	<p>A <b>connection</b> with others</p> <p>A good <b>relationships</b> with others</p> <p>A <b>bonding</b> with others</p> <p>That others liked me</p>	
<p>4. Related to your Environmental Well-Being – could you tell me about how you reflected on this in your chosen situations?</p> <p><b>[AUTONOMY]</b></p>	<p>The guided reflection prompts for this included:</p> <p>That my choices were based on <b>my true interests and values</b></p> <p>Free to do things <b>on my own</b></p> <p>That my choices expressed my 'true' self</p> <p>That I felt free to make decisions that were in complete harmony with myself</p>	
<p>5. As you have maybe already discussed in your weekly discussions, was there anything within the school environment that supported or hindered your experiences?</p>	<p>For example:</p> <p>Time</p> <p>Physical working environment</p> <p>Expectations from others</p>	
<p>6. I wonder if there is something else that you feel might be important for improving staff well-being in schools that we have not yet discussed.</p>	<p>Could you tell me more about this?</p> <p>What does that look like for you?</p>	

Thank you very much for contributing to my research and giving up your time. Your input has been greatly appreciated.

Follow up discussion with staff – 4<sup>th</sup> March 2015

Data analysis – what I noticed....

I was conscious that once I had found, what I thought, were the main themes from my data, this was my interpretation. I would like to take this opportunity to ensure that you are comfortable with what I might be suggesting and amend anything you would like me to. This covers the first two parts of my reflection model used i.e. 'description' and 'analysis', however there is also a final part, which suggests that the process is completed by 'articulation' of some guiding questions that I would like to ask.

Finally, as I collected the data over 7 months ago, I would also like to ask if you would complete a quick questionnaire that will ask you indicate how true each item is for you. This is based around the areas you have reflected on within the earlier part of the study and will further validate/refute the findings.

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In relation to your 'Emotional Wellbeing' – which we referred to as - **coping with life and the quality of your relationships**

This included:

- A connection with others
- A good relationships with others
- A bonding with others
- That others liked me

I noticed that.....

What helps to increase wellbeing is:

**Being connected to others and school**

- Emotional attachment
- Trust

(Although this should be considered a balanced connection – too much could form part of a clique and maybe helpful to have an independent person to reflect with)

What hinders/decreases wellbeing is:

**Bottling up and not being able to let it go**

- Keeping a lid on your emotions
- Difficult to talk of emotions in school
- Saving it for home
- Feeling stressed/uptight



Does this generally capture what you might have thought? Themes?

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In relation to your 'Occupational Wellbeing' - which we referred to as - **satisfaction and enrichment from one's work**

This included:

- I was successful in completing difficult tasks
- I was taking on and mastering hard challenges
- Very capable in what I did
- Very skilled in my role
- That I used my qualities successfully

I noticed that.....

What helps to increase wellbeing is:

**Acceptance and Accomplishment**

**Acceptance** = your best is your best, doing good enough, soul of job is here despite pressures

**Accomplishment** = success is important, sharing success with others, good to feel you have overcome difficult situation

What hinders/decreases wellbeing is:

Time constraints

- Can't think straight
- Feel dizzy
- No time to reflect

Does this generally capture what you might have thought? Themes?

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In relation to your 'Environmental Wellbeing' – which we referred to as - **pleasant, stimulating environment and the degree to which surroundings allow/facilitate freedom**

This includes:

That my choices were based on my true interests and values

Free to do things on my own

That my choices expressed my 'true' self

That I felt free to make decisions that were in complete harmony with myself

I noticed that.....

What increases wellbeing is:

**Freedom to express self**

- Personality
- Interests/skills/creativity

**Feeling valued and accepted to inspire**

- Encourage
- Empower
- Enthuse
- Spread knowledge

What hinders/decreases wellbeing is:

**Wider restrictions**

- OFSTED
- Policy and procedures of school

**Not being able to express self**

- Keeping a lid on
- 'Fitting in' with others

Does this generally capture what you might have thought? Themes?

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In addition to the data that I found above, there was also some data that told me what you thought of the process of reflection.

I noticed that.....

Some might have described as a 'chore', 'extra work' that they had to carry out although the benefits of it could also be understood in helping to reflect on feelings and improve wellbeing

Some considerations if schools were looking to develop reflection within the school:

**Context**

- 1:1 (not a group)
- Similar/different person
- Home/school
- Time provided
- Level of reflection

**Model**

- Mental
- Personal
- Guided
- Emotional
- Professional

Does this generally capture what you might have thought? Themes?

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**Finally...**

What have you learnt from taking part in this study and how have you learnt it?

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Why is this learning significant/important?

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How might you take this learning forward into your future practice?

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P5 so youre rather fortunate being in that position (.) so I think sometimes if there was an alternative there that people felt they could go to and talk like that (.) that would be really good

R umm

P5 cos it does benefit you

R umm

P5 it does

P6 it does definitely its really () isn't it

P5 yeah it does we know that (.) erm because you get somebody elses perspective on something

P6 and sometimes reassures that you are doing the right thing as well

R right

P6 when you are dealing with such a massive ()

P5 so bouncing off your professional questions cos the last that we discussed that (.) I haven't put in the thing yet (.) was a professional thing

R right

P5 that was challenge that made one of us feel (.) well you know im sorry to have someone have that opinion

R yeah

P4 of me (.) erm but by talking it with through with each other because that makes you start thinking wider and what other people think and that's a reflection on me and my the way ive done that job

R yeah

P5 when youre talking to somebody about it (.) like we did (.) you start realising that's one persons perspective and it doesn't change any body elses perspective (.) and you have to put things in that perspective of as (.) you know how important is that ones persons and youre never ever going to have

R no

P6 no

P5 everybodys you know

P6 opinion

P5 opinion on your side theres always going to be someone theres always going to be that but that doesn't stop it being hurtful

P6 no

P5 but you've got to realise that is one and we move forward from that because weve all these other positives

R so I guess what you saying is its about how we deal with that

P5 yeah

R you know theres always going to be those things that we cant control

P5 yeah

R but what we are looking at is how we respond to that and having that

P5 somebody to speak to about it and hear their perspective and how they you know (.) you can get that consoling and sympathy but you can also get the you know we know you are doing this we know you are doing that

R yeah

P5 or (.) you know

R yeah

P5 its that sharing that then reinforces and makes you feel better again and yeah ive just got to think that's just one person yeah (.) and I think

P6 it puts it into perspective doesn't it I think if something happens to you like that youre in a box and youre dealing with it (.) and feel on your own dealing with it

P5 yeah

P6 but then having that person to go to and say god you wont believe whats just happened (.) and it makes you think like P5 said outside the box and hang on a minute lets put this into perspective (.) you know

P5 yeah

P6 people know you are doing a good job and that everythings fine and that's just one persons opinion

P5 yeah yeah

R so did having that guide (.) how did you find that with the reflection so (.) rather than me saying just chat

P5 yeah

R having that little bit of a guide there how did you find that

P6 I think I mean it was good wasn't it

P5 yeah I think its better because it gives you something else because sometimes you get together and you just having a chat and you don't realise what it is you are trying to get out

P6 yeah



P5 but by looking at that you think yeah it was emotional or it was professional or it was and then you know what boundaries it comes under

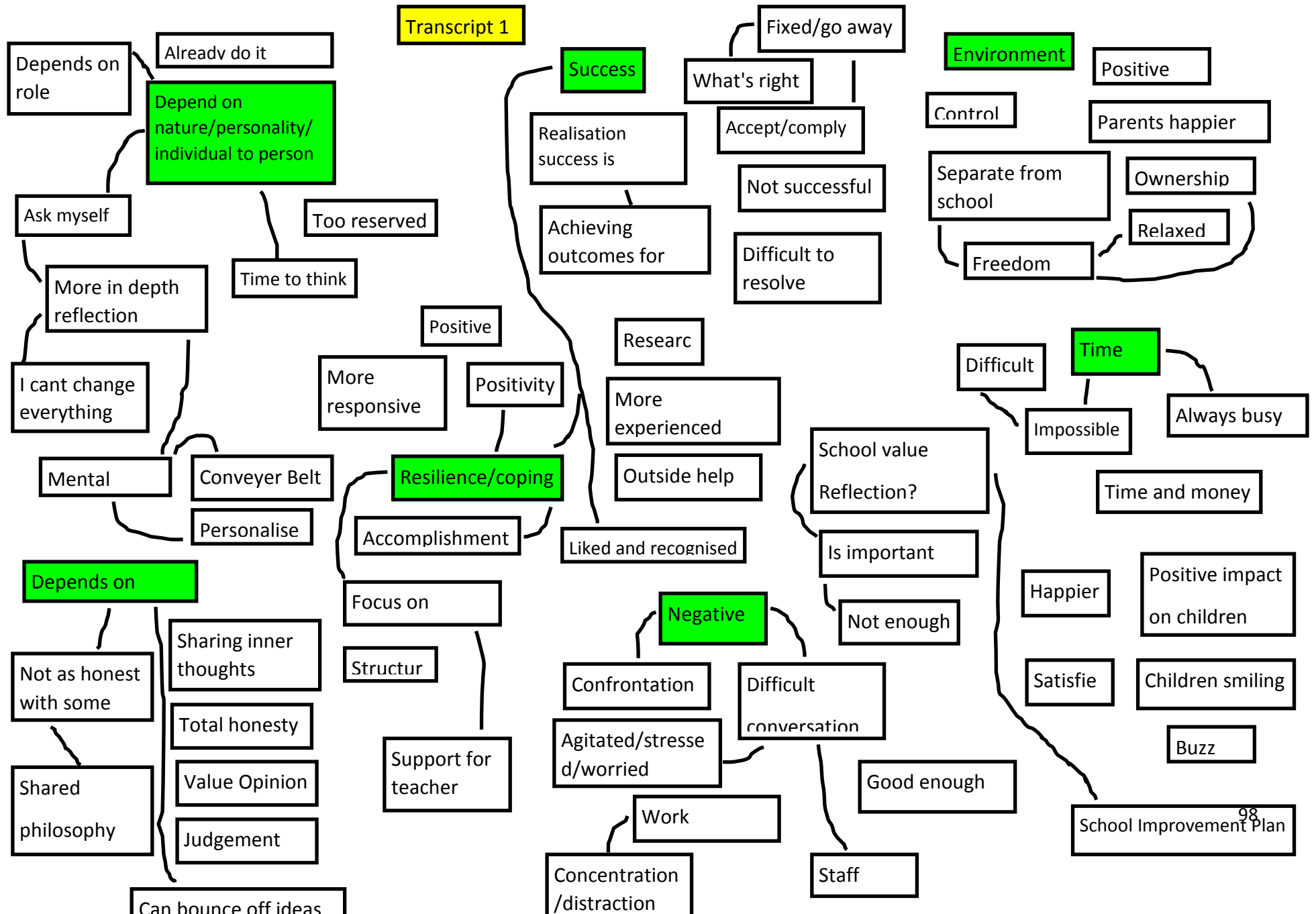
P6 yeah

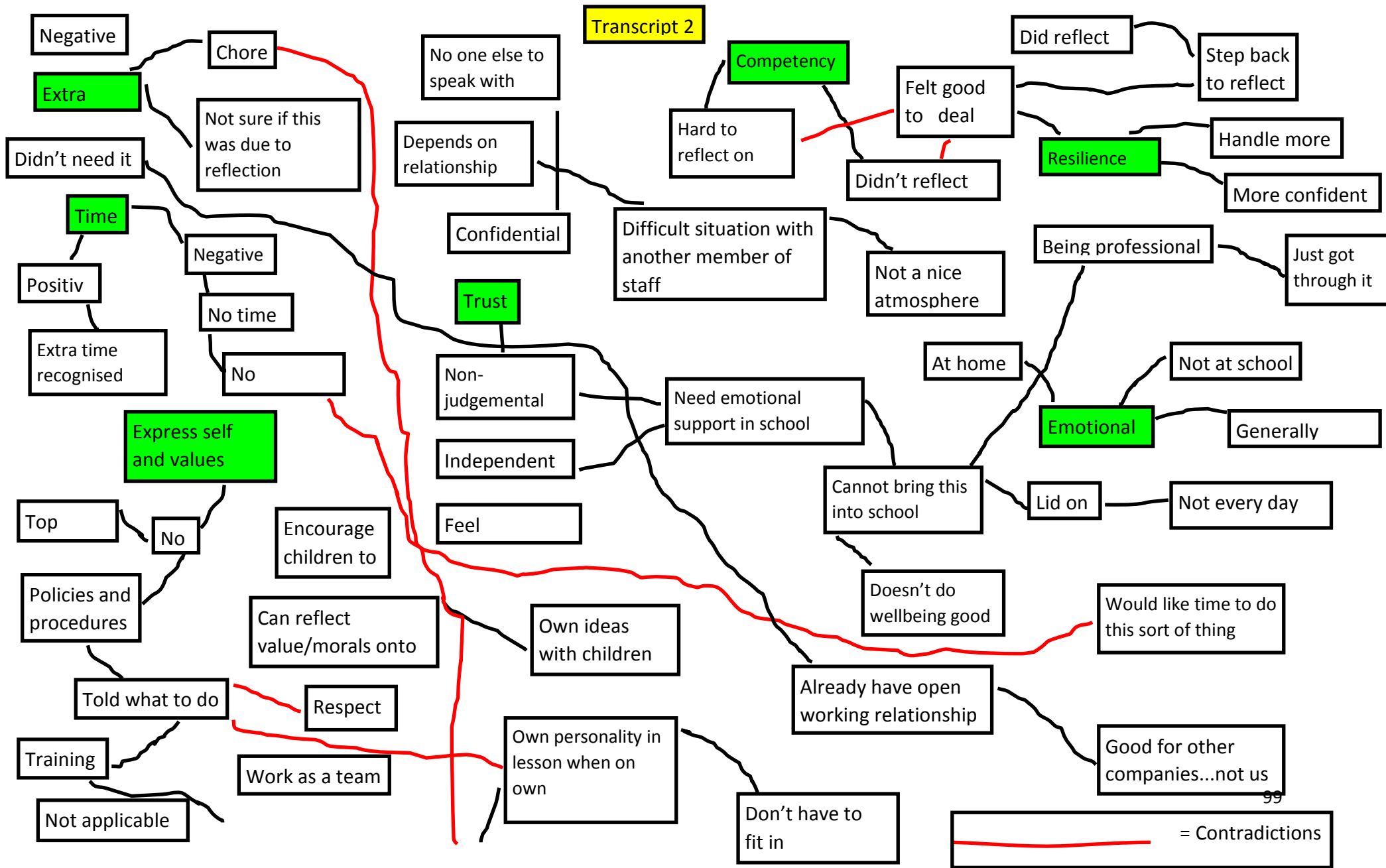
P5 but that so that gives you a real nice sort of it helps you with reflections to (.) you know and sometimes youre doing a little bit of everything aren't you

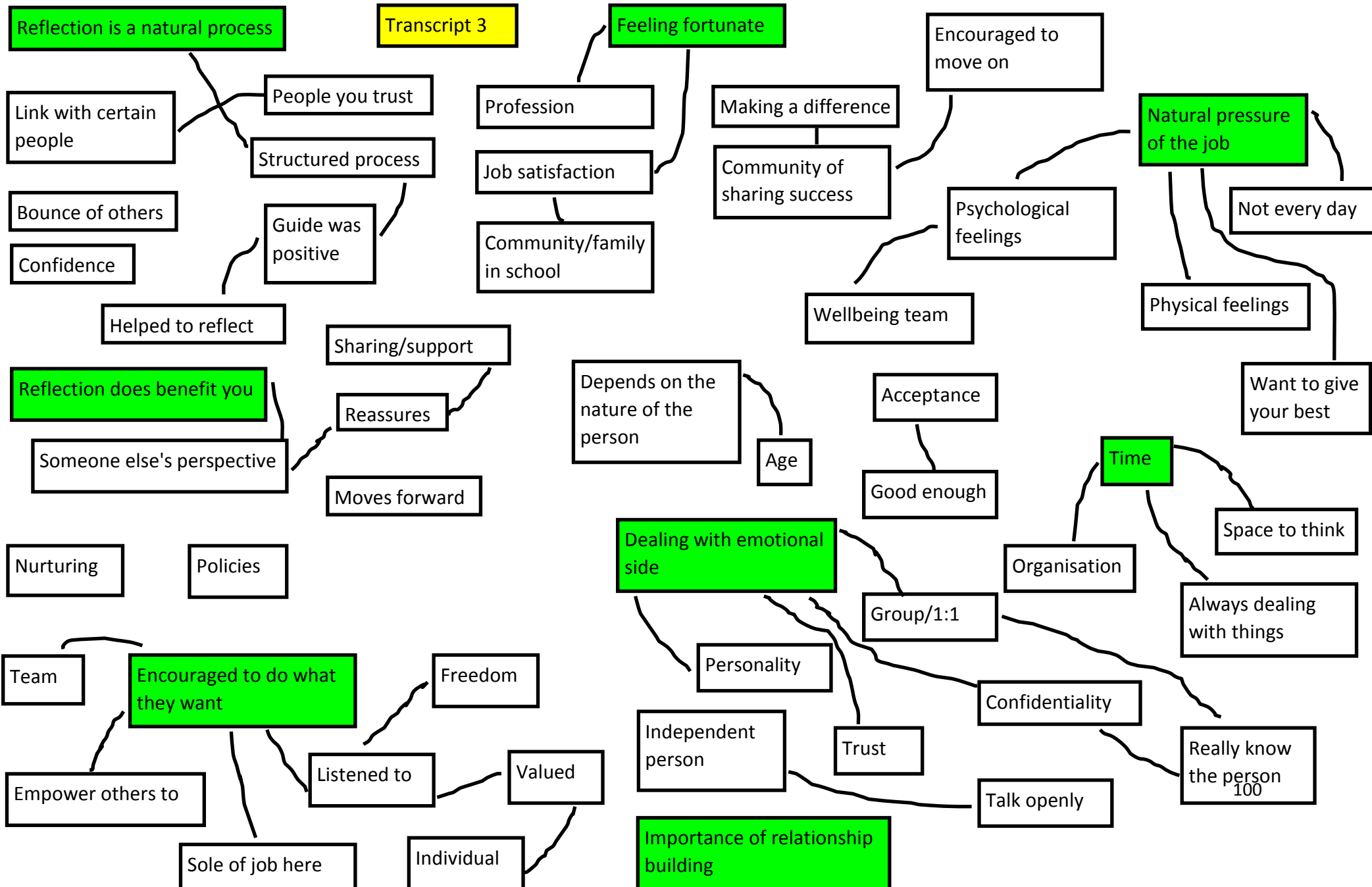
P6 yes

(talking together)

P5 it ties in doesn't it (laughs) yeah







Codes across my data – Phase 2 of Braun & Clarke ‘Generating Initial Codes’

Data extract	Coded for
<p>I think that we do reflect on a daily basis the <u>majority</u> of us (T1, 24, P1)</p>	<p>Reflection already part of what we do</p>
<p>we are quite <u>open</u> we have quite an <u>open</u> working relationship anyway (T2, 28, P3)</p> <p>if we don't agree with something we <u>tell</u> each other (T2, 30, P3)</p> <p>if we had a difference of views then you now we bring that out anyway during the day (T2, 31, P3)</p> <p>I feel its been something that we probably do <u>do</u> but we have never really had to think about what we do (T2, 35, P4)</p> <p>you know P3 would give me <u>advice</u> I might give P3 <u>advice</u> and that's just something we do every <u>day</u> (T2, 43, P4)</p> <p>well we <u>do</u> don't we (talking about reflecting al the time) (T2, 49, P3)</p> <p>I dont think I would do it again just because well not with P4 but that's not to say I might have the same relationship with another member of staff (T2, 52, P3)</p> <p>so for <u>us</u> I dont think (.) it's a good process but I don't feel like we need it (T2, 57, P3)</p>	<p>Already have an open relationship</p>
<p>im not if im <u>honest</u> its been more of a oh we need to sit down and do this (T2, 22, P3)</p> <p>its been more of a (.) a <u>job</u> its been <u>another</u> thing that yeah (.) so I actually its made our lives a little</p>	<p>Reflection was a chore</p>

<p>bit <u>harder</u> in a way (T2, 24, P3)</p> <p>and then when we have had to write it down and discuss its been an <u>extra</u> thing to try and fit in to our day (T2, 38, P3)</p> <p>writing it down and was bit like oh we haven't done our reflection (.) but were probably reflecting all the time (T2, 47, P4)</p>	
<p>definitely I <u>don't</u> know what happens in other schools but I do think (.) that as a <u>natural</u> process within schools (T3, 19, P5)</p> <p>you do make a <u>particular</u> connection with a couple of people (T3, 28, P5)</p> <p>you <u>do</u> sort of link up with <u>certain</u> people T3, 22, P5)</p> <p>that you <u>do</u> bounce things off all of the time (T3, 25, P5)</p> <p>you find people that you can <u>trust</u> and.....and so you <u>confide</u> in them about things (T3, 31/33, P5)</p> <p>sometimes we cant always reflect (.) we <u>try</u> and sometimes we can do it while we are working so at least we can bounce off and support each other in that way (T1, 401, P1)</p>	<p>Reflection a natural process of what we do</p>
<p>I <u>think</u> people are encouraged to <u>do</u> (.) <u>profession</u> wise they are encouraged to do what they do (T3, 480, P5)</p>	<p>Encouraged to do what they want – follow own interest/ideas</p>

so next year she is doing art across the school (T3, 487, P5)

so its allowing that personal interest of hers within the teaching remit of being able to go and express that and develop that (T3, 490, P5)

so on a personal level really I did a sock monkey club (T3, 502, P6)

I mean im not free to do what I want but with the sock monkey thing that was taking really seriously and it was like wow that's going to be brilliant (.) and what ive wanted to bring in of my personal skills I have done (T3, 526, P6)

and theres lots of people contributing to that (talking about the gardening club) (T3, 562, P6)

so people can talk about their personal interests (.) and its looked at as a valuable thing and resource to the be able to share with other (.) erm not just with colleagues but with the children (T3, 570, P5)

im going to show the teachers the puppets and the posters (.) and I want that spreading to the classrooms (T3, 610, P5)

so in that way I think it is encouraged and you are allowed if any possible way its (.) erm practical then theres nothing stopping you from doing it and we will even look at changing the curriculum (following your own interests) (T3, 517, P5)

but youre allowed a certain amount of flexibility and creativity weren't you (.) I mean you had you at one point didn't you (.) so you were given that flexibility to like teach something the way you wanted to teach is so there is an element of choice but we are governed by the heads that be like most companies (T2, 432, P3)

but they are really good at if youre working with a child and you have your own ideas...about that (.) then that is accepted...you know you are not going to be shot down (T2, 420, P4)

Environment

weve always had that where people come in theyre always encouraged and moved on in their professions (.) you know its always been that they can apply for any courses that they want to go on (.) we are paying for people to go through their masters (T3, 193, P5)

three of the mams are all now working in the school as TAs cos weve put them through it they came in just as helpers (T3, 198, P5)

we know its an open door like that we know we can ask whatever like there about training... and development and things (.) you know its there theres never any blocks is there (T3, 225, P6)

yeah its always been a culture within the school of if you want to do something (.)...well do everything that we can to ensure that you go down that route (T3, 235, P5)

weve had two TAs started two young men started with us erm they both left and they are both qualified teachers (T3, 251, P5)

so people can talk about their personal interests (.) and its looked at as a valuable thing and resource to the be able to share with other (.) erm not just with colleagues but with the children (T3, 571, P5)

has felt free enough to me or confident enough to be listened to in a way that she has then approached us and said the senior leadership team and said (.) she would love to do more art and could she do more displays cos some people struggle with displays (.) so next year she is doing art across the school (T3, 485, P5)

well it makes you feel more valued (.) and that you are not just here as a teacher you are a person with interests and theyre being valued as well (T3, 579, P5)

it is (.) an environment where peoples interests and that are taken on board and looked at for the value they are (.) and what value is that going to bring to other elements in the school (T3, 586, P5)

and its quite nice because you do see when things are talked about in staff meetings (talking about impact of being able to follow your own interests) (T3, 607, P5)

Impact of being able to express own interests



<p><u>but</u> encourage other people and demonstrate and show and sort of empower <u>other</u> people to do to sort of do the art (T3, 494, P5)</p> <p>I don't want it to be just in <u>isolation</u> (.) I want that to be (.) im going to show the <u>teachers</u> the puppets and the posters (.) and I want that <u>spreading</u> to the classrooms so that it <u>ties</u> in with all our <u>nurturing</u> (T3, 610, P5)</p>	<p>Empower others to follow interests too</p>
<p>(R) the choices you make are an expression of who <u>you</u> are and of your <u>true</u> self – no (T2, 311, P4)</p> <p>that my choices express my true self (.) <u>no</u> (T2, 351, P4)</p> <p>I don't think thats <u>relevant</u> or applicable to our job though (T2, 354, P3) (when talking about having a choice to express true self)</p> <p>no I dont think that's applicable to our job (T2, 355, P4) (when talking about having a choice to express true self)</p> <p>that makes it really <u>difficult</u> for you to then to <u>input</u> your own values (T2, 403, P4)</p>	<p>Not encouraged to be self</p>
<p>I mean I know when ive been on my own in there (T2, 442, P3)</p> <p>im on my own I feel like I can <u>really</u> let my personality come out (T2, 445, P3)</p> <p>I can kind of teach the kids in a way that I <u>choose</u> to and not in a way that I <u>have</u> to to fit in (T2, 447, P3)</p> <p>I have to fit in with <u>them</u> but when im on my own on those occasions its like <u>yes</u> im on my own I can just be <u>me</u> (T2, 453, P3)</p> <p>with some of them its easier to be <u>yourself</u> with than <u>others</u> (.) some of them you really have to try and keep lid on things (T2, 454, P3)</p>	<p>Can express our self when on own – no teacher Have to fit in</p>

<p>I can kind of teach the kids in a way that I <u>choose</u> to and not in a way that I <u>have</u> to to fit in (T2, 447, P3)</p>	
<p>and we are teaching assistants who we get given (.) told what to do by the teachers (T2, 325, P4)</p> <p>is <u>one</u> of the sides of it that we <u>don't</u> have a say in (T2, 365, P3)</p> <p>it doesn't make me unhappy that this is how it is (T2, 375, P3)</p> <p>cos I have to fit in with <u>them</u> (T2, 452, P3)</p> <p>when we do our training like this is what we do in our training (.) we do <u>not</u> bring our own beliefs and values into work (T2, 330, P4)</p> <p>its coming from the education minister (T2, 402, P4)</p> <p>no this is our <u>job</u> (.) this is our <u>role</u> we know what our role is and when you do your training that's one of the things that youre <u>taught</u> that its all <u>child</u> led (laugh) and that youre led by the policies (T2, 376, P4)</p> <p>so you have to follow policies (.) procedures (T2, 317, P4)</p> <p>are set by <u>policies</u> and <u>procedures</u> (T2, 358, P4)</p> <p>youre led by the policies and procedures of <u>your</u> school (T2, 381, P4)</p>	<p>Told what to do Led by training Led by policy Child led</p>
<p>(level of reflection) depends on <u>who</u> you are partnered with (T1, 100, P1)</p> <p>I <u>wouldn't</u> share some of those inner most thought s with <u>anybody</u> (T1, 125, P1)</p> <p>and they would be people that I wouldnt be as honest with (T1, 105, P1)</p> <p>people who I would give total honesty and value their opinion (T1, 108, P1)</p>	<p>Depends on relationship with partner</p>

<p>I mean I could be partnered with someone who I would be <u>very</u> unlikely to share my inner most thoughts with (T1, 101, P1)</p> <p>I know having a <u>shared</u> philosophy and a <u>shared</u> approach isn't always <u>ideal</u> because you are not seeing another perspective (T1, 116, P1)</p> <p>when you share that (laugh) <u>approach</u> (.) you more likely to be more honest with each other (T1, 120, P1)</p> <p>I mean cos there are some members of staff I would just I would get along working with better than others who I would be able to be honest with and others that I would feel (.) that maybe I <u>couldnt</u> be as honest with (T2, 87, P3)</p> <p>it depends what your working relationships are like (T2, 90, P3)</p> <p>sometimes that comes down to who you <u>work</u> with (how much reflecting you are able to do) (T2, 198, P3)</p> <p>its about having somebody you can <u>trust</u> somebody who <u>you</u> know you can tell something to (T2, 245, P3)</p> <p>and you just want <u>advice</u> you don't want anyone to add something (.) you don't want them to tell anyone else (T2,252, P4)</p> <p>because you need to really I think <u>know</u> the person that you are speaking to in that <u>open</u> way (T3, 360, P5)</p>	
<p>all youre doing is worrying about (.) what you've said and will that ever (.) be spoken to to somebody else and taken the wrong <u>way</u> or out of <u>context</u> (T3, 365, P5)</p> <p>its got to be very much on <u>trust</u> and how much you know a person (T3, 371, P5)</p> <p>so it then its being able to (.) turn to somebody and talk about the emotional side of things and</p>	<p>Confidentiality Trust</p>

<p>knowing that's going to be in <u>confidence</u> (T3, 341, P5)</p> <p>but I think that the confidentiality (.) is a <u>major major</u> thing (T3, 349, P5)</p> <p>I would think if you were talking in a <u>group</u> (.) I don't think I would feel as confident that <u>everything</u> was going to remain confidential (T3, 356, P5)</p> <p>Its got to be very much on <u>trust</u> and how much you know a person (T3, 371, P5)</p> <p>you couldn't do it without that could you you couldn't do it without that <u>definitely</u> not (trust and confidentiality) (T3, 382, P6)</p> <p>theres nowhere to <u>go</u> no one to (.)...theres no one I could talk to who would keep that <u>confidential</u> (.) that it wouldnt be passed someone else...theres too many...staff friends with other staff do you know what I mean (T2, 238, P4)</p>	
<p>apart from speaking to each other there is no one else to speak to and no one we could really go and see (.) is there (T2, 69, P4)</p> <p>if like <u>next</u> year we weren't working together and if we don't have that <u>relationship</u> with the other people im going to be working with then who do I (.) who do I go and see (T2, 74, P4)</p> <p>I don't feel like theres no there no one I could talk to who would keep that <u>confidential</u> (T2, 238, P4)</p>	<p>Reflection limited to one person – no relationship wider</p>
<p>yeah it's the constant pressure of theres always <u>more</u> to do and theres always more you <u>could've</u> done <u>if</u> you had the time to do it (T3, 688, P5)</p> <p>its just <u>one</u> of those professions (acceptance of time pressure) T3, 690, P5)</p> <p>you just get so much more done (when you are in school and the children are off) T3, 740, P5)</p> <p>but its only what I meant was later in life when you realise you <u>never</u> going to do it (T3, 706, P5)</p>	<p>Time</p>

but the thing is you do work to there are time restraints on what youve got to do and you know you have and sometimes you think you've got til such and such and then everything happens in between (T3, 758, P5)

(R) you can also see the other side when you do have that little bit of extra flexibility in your time and that you can feel a little bit more relaxed (P6) calm (P5) oh yeah definitely (T3, 753, P5 & P6)

but the thing is you do work to (.) there are time restraints on what youve got to do (.) and you know you have and sometimes you think you've got til such and such and then everything happens in between (.) and then all of a sudden that deadlines there again and you think what happened to that time (T3, 758, P5)

yeah cos for us our time is timetabled we don't get one minute (T2, 62, P4)

and theres no time for reflections within that timetable (T2, 66, P4)

I don't feel like there is much flexibility in terms of our timetables yeah on a through the year we are timetabled every five minutes (T2, 468, P3)

breaks have changed and five minutes off here and ten minutes off there and its just a little bit like god every minute (T2, 484, P3)

we do not get one second (T2, 488, P3)

there is very little flexibility (T2, 494, P3)

time is impossible (T1, 376, P1)

its not an easy position you know other work forces you know you can see how they can fit in that opportunity for well-being as such and emotional resilience and all those types of things but in education sometimes its just (.) difficult (T1, 467, P1)

<p>theres no time to do that in school (reflect) (T2, 505, P4)</p> <p>when asked whether she felt that time was impossible or difficult) (sighs) probably a bit of both but ( ) its just difficult it <u>is</u> just difficult impossible I don't know (.) a <u>nightmare</u> to achieve at times (T1, 489, P1)</p> <p>because in <u>our</u> school from the moment you step <u>foot</u> in it (.) til the time you go <u>home</u> (.) you are constantly on the <u>go</u> and so is everybody <u>else</u> (.) and there is you know <u>deadlines</u> to meet (T1, 386, P1)</p>	
<p>because its actually <u>helped</u> this week thinking that ive actually got Monday and Tuesday next week to come in T3, 729, P6)</p> <p>and I just said im so pleased that im in monday and Tuesday T3, 727, P6)</p> <p>and sometimes it is difficult to fit those sorts of things in (talking about reflection) (T1, 411, P1)</p> <p>I suppose the argument is that you should make time because your well-being is important and has an impact upon your <u>classroom</u> (.) upon your relationships with the children <u>and</u> adults and (.) on your <u>work rate</u> (T1, 429, P1)</p> <p>I would actually say its <u>actually</u> about creating a well-rounded individual and sometimes thats its <u>not</u> about education as <u>such</u> its <u>about</u> caring and <u>nurturing</u> and showing that that <u>childs</u> well-being (.) is catered for because otherwise because weve got lots of children who come in stressed before they start the day and <u>actually need</u> time (T1, 450, P1)</p> <p>I think just the pressure yeah the <u>natural</u> pressure of the job (.) and the amount of (.) the amount of <u>stuff</u> you've got to <u>do</u> (T3, 624, P5)</p> <p>its massive (.) and then youre trying to <u>sort</u> that out and juggle it</p> <p>and youre thinking ahead and its just so busy and you come to quarter past three and youre like <u>phhhhh</u> (T3, 635, P6)</p>	<p>Impact of time on well being</p>

<p>and my <u>tray</u> I just hadn't looked at my tray and it as <u>bigger</u> I was like oh god (laughs) yeah and you want to give everything your <u>best</u> don't you in what you are doing (.) give it a hundred and <u>ten</u> percent (T3, 658, P6)</p> <p>like oh god where am I going now like what am I doing now (T3, 752, P6)</p> <p>it is <u>juggle juggle juggle</u> (T3, 768, P5)</p> <p>you <u>know</u> you've just <u>got</u> to get your head straight again (.) like you yesterday you <u>just</u> feel like you are doing this and you literally <u>do</u> and youre going what am I doing now and youre looking right ive got to go and do so and so but you and its and we <u>all</u> know that weve got to do that sometimes and you just think just <u>sit</u> down and <u>clear</u> your head (T3, 801, P5)</p> <p>I actually felt <u>dizzy</u> (.) I said to C over there I said you know what ive been <u>that</u> busy today I feel <u>dizzy</u> (T3, 654, P6)</p> <p>to like do it all because its actually <u>helped</u> this week thinking that ive actually got Monday and Tuesday next week to come in and just <u>breathe</u> and <u>sort</u> things out and that's why its been a <u>little</u> bit less stressful this week for me (T3, 730, P6)+</p>	
<p>well the kids are in at quarter to nine I cant turn up so im at half eight every <u>day</u> its just something we <u>do</u> but <u>that</u> has actually been <u>recognised</u> this year and so as a positive that's been recognised and everybodys contracts have now been changed to start a <u>earlier</u> (T2, 476, P3)</p> <p>I mean there is we have like I say been given that time in the morning now to communicate with the staff that we work with (.) that I haven't been given before so for (.) from a <u>personal</u> point of view for <u>me</u> I feel that a bit that has been addressed already(T2, 514, P3)</p> <p>its like a <u>fifteen</u> minutes at the beginning of the day and <u>fifteen</u> minutes at the end so feedback to teachers and we didn't used to have any feedback at all (T2, 521, P4)</p>	<p>Time recognised/valued by school</p>

<p>ive done it now for two years but enought enough and im glad they recognised that (T2, 531, P3) so they would allocate (.) one a <u>term</u> (.) where we would sit down with that mentor and sort of coach each other or do whatever (T1, 418, P1)</p> <p>but I think you have to value well-being which it <u>is</u> becoming more valued and recog (.) and I think (.) senior management are <u>recognising</u> that we do need to look at it to <u>some</u> degree (T1, 440, P1) I mean (sighs) it is important well-being (.) P2 thinks that there isn't <u>enough</u> importance put on it (T1, 503, P1)</p> <p>(talking about other staff and how they manage the pressures of work) but that's their <u>own</u> (.) their <u>own</u> thing (.) it <u>clears</u> their head theyre getting everything else out and they come back and they feel good because they've <u>done</u> that bit of exercise (T3, 847, P5)</p>	
<p>but then OFSTED regimes (.) the expectations that (.) do you know what I mean that time is money and that every single <u>second</u> that a child is in school should be an educational opportunity (T1, 444, P1)</p> <p>well I mean im not <u>free</u> to do (understanding that there are some restrictions) (T3, 526, P6)</p> <p>cos its it's a <u>vocation</u> isn't it...yeah we get <u>torn down</u> by all the beaurocracy and the red tape and the ticking boxes and all the rest of it but the <u>main soul</u> of your job is here (talking about the fact tat there are restrictions but they get through it before of their love for the job) (T3, 546, P5)</p> <p>yeah (.) well the thing is <u>everybody</u> knows what the school policies are (.) but within that (.) within that erm I <u>think</u> people are encouraged to <u>do</u> (.) <u>profession</u> wise they are encouraged to do what they want to do (T3, 479, P5)</p> <p>that time is money and that every single <u>second</u> that a child is in school should be an educational opportunity (talking of the pressure from OFSTED expectations) (T1, 447, P1) its time and money (T1, 464, P1)</p>	Other influences/pressures
<p>P2 thinks that there isn't <u>enough</u> importance put on it and she obviously finds it (.) you know more difficult to deal with stress and she hasnt been well this term (.) and I had an accident that I don't</p>	Depends on individual



know whether it was related to stress but I have (.) since then I have thought about my work life balance (T1, 503, P1)

I think well all I think it also depends on your nature (T1, 57, P1)

(.) because we have one member of staff who is really (.) erm into mentoring and coaching (.) and she has done a lot of work around it and I know its all part of our new school improvement development plan to have emotional intelligence not just within children but obviously within staff I think that the vision asks us to reflect upon our performance and our relationships on all aspects of our sort of job home life etc (.) its just it depends on your own nature it depends how far you take that (T1, 47, P1)

maybe its me because I maybe im too reserved in some aspects and I wouldn't share some of those inner most thoughts with anybody (.) i don't know (T1, 123, P1)

I don't know from my point of view (.) though I sort of would ask myself those types of things the majority of the time and sometimes I wont have an answer or a response and sometimes I find it harder to deal with and I might have a sleepless night over it but then usually (.) I can sort of think (.) logically and sort of (.) try to come to sort of conclusion or accept that I cant change some of the things that happen and that's how I sort of learnt to deal with it I suppose (T1, 59, P1)

some people can cope with that (.) knowing that they have still got this and this and this to do (.) what you if youre the type of person (.) who cant bear that thought and that does drag you down even more (T3, 693, P5)

erm I think you manage to start doing that the older you get (laughs) (T3, 699, P5)

yeah and that sort of dawn of realisation you get as you get that little bit older and you start to think well hang on ive worked my socks off im absolutely shattered there still a pile of stuff to do (.) youve just got to that its just going to be like that and you get through what you can get through (T3, 711, P5)

that's it im going home ive done a fair days work for a fair days pay (.) and that always sticks with me and you know (T3, 721, P6)

Acceptance?

but different people we were talking about different people respond in different ways some people are very good at removing the emotion from the situation (T3, 326, P5)

it just depends on the person (talking about how people respond to different pressures) (T3, 331, P6)

different people internalise things differently don't they (T3, 332, P5)

some people can keep it external and keep it on the outside and its wont affect what they are doing (.) but I would say that's the minority of people because most people (.) I would say (.) get affected emotionally about loads of different things (.) so it then its being able to (.) turn to somebody and talk about the emotional side of things (T3, 335, P5)

its just talking about different things cos sometimes the emotional side of something hits you more than the professional side because that's just the nature of who you are isn't it (T3, 320, P5)

I can sort of think (.) logically and sort of (.) try to come to sort of conclusion or accept that I cant change some of the things that happen and that's how I sort of learnt to deal with it I suppose (T1, 67, P1)

and that's how I sort of learnt to deal with it I suppose (thinking that I am not going to change everything) (T1, 72, P1)

I think that I have learnt over the last few years that as a senior manager (.) you do have to be a bit a little bit more resilient because sometimes you cant please everybody (T1, 203, P1)

P2 isnt doing the same hours as I do so sometimes we cant always reflect (.) we try and sometimes we can do it while we are working so at least we can bounce off and support each other in that way and I do think that thats good but when it comes to other staff members you know everyone is on different lunch breaks (T1, 400, P1)

but I cant do everything and somewhere along the way I have to accept that you do your best and that has to be good enough and you have to accept that actually there is another day (.) and

Coping mechanism?

Staff working different hours and breaks make it difficult to have time for reflection

<p>there are other people that you can kind of (.) ask for support rely on and turn to (T1, 510, P1)</p>	
<p>there are some people that feel and obviously from P2 perspective she would feel that she needed <u>more</u> (.) and she needed it in greater <u>depth</u> with someone (.) who she could feel that she could <u>really</u> off load some of the key issues (T1, 26, P1)</p> <p>I think just having time (P5) time to <u>do</u> this sort of thing (P6) time to reflect (P5) (T2, 499, P5 &amp; 6)</p> <p>cos it <u>does</u> benefit you (talking about reflection) (T3, 43, P5)</p> <p>yeah it does <u>we</u> know that (talking about reflecting with another person and its benefits) (.) erm because you get somebody elses <u>perspective</u> on something (T3, 48, P5)</p> <p>so you know <u>bouncing</u> off your <u>professional</u> questions (when you are reflecting with someone) (T3, 54, P5)</p> <p>but by <u>talking</u> it with through with each other because that makes you start thinking <u>wider</u> and what other people think and that's a reflection on me and my the way ive done that <u>job</u>...when youre talking to somebody about it (.) like we did (.) you start realising that's <u>one</u> persons perspective and it doesn't change any body elses perspective (.) and you <u>have</u> to <u>put</u> things in that perspective of as (.) you know <u>how</u> important is that ones persons and youre <u>never ever</u> going to have...everybodys you know...<u>opinion</u> on your side (T3, 62, P4 &amp; 5)</p> <p>it puts it into perspective doesn't it I think if something happens to you like that youre in a box and youre dealing with it (.) and feel on your own dealing with it...but then having that person to <u>go to</u> and say <u>god</u> you wont believe whats just happened (.) and it makes you think like P5 said <u>outside</u> the box and hang on a minute lets put this into perspective (.) you know (talking about the benefits of reflecting with someone) (T3, 96, P6)</p>	<p>Reflection needed</p> <p>Does benefit you</p>

<p>I think somebody to <u>speak</u> to about it and hear <u>their</u> perspective and how they you know (.) you can get that <u>consoling</u> and <u>sympathy</u> but you can <u>also</u> get the you know <u>we</u> know you are doing this <u>we</u> know you are doing that (talking about the benefits of reflecting with someone) (T3, 87, P5)</p> <p>its that <u>sharing</u> that then <u>reinforces</u> and makes you feel better again (talking about the benefits of reflecting with someone (T3, 93, P5)</p> <p>it is important well-being (.) P2 thinks that there isn't <u>enough</u> importance put on it and she obviously finds it (.) you know more difficult to deal with stress (T1, 504, P1)</p> <p>well theyd (senior leadership) probably would probably suggest that it <u>would</u> look different (to the guided reflection done here) cos (head teachers name) is looking at lots of mental models you know creating (.) I mean she has spoken to me about this <u>conveyer</u> belt (.) were you put your worry on the conveyer belt and watch it drift across (.) sort of ya head and falls off the edge (T1, 81, P1)</p> <p>(R) so do you think <u>that</u> (.) the model used would maybe need to be personalised....I think yeah (T1, 93, P1)</p> <p>and I know its all part of our new school improvement development plan to have emotional intelligence not just within <u>children</u> but obviously within staff (T1, 51, P1)</p>	<p>Type of reflection needed</p>
<p><u>weve</u> talked about a few times about how (.) <u>fortunate</u> we think we are to be in (.) not just the <u>profession</u> that we are in (.) dealing with the children and feeling that we are making a <u>difference</u> and everything (.) but the job actual job <u>satisfaction</u> (T3, 135, P5)</p> <p>so you've got your teacher and the teachers getting fulfilment from whatever but then (.) like P6s working in the <u>office</u> and shes like her <u>main</u> thing is the <u>buildings</u> and this and that and its <u>all</u> working together as a whole (T3, 145, P5)</p> <p>everybodys getting their <u>own</u> sort of job satisfaction out of what they are doing (.) for different <u>reasons</u> but <u>each</u> one encroaches on the other so your <u>sharing</u> each others sort of successes (T3, 148, P5)</p>	<p>Impact of success on wellbeing</p> <p>Feeling more resilient</p>

<p>and sort of (.) erm you know <u>your</u> enthusiasm for <u>one</u> thing (.)helps somebody else enthusiasm <u>towards</u> that (T3, 152, P5)</p> <p>so they come in and they are <u>inspired</u> by what they see and they start getting enthusiastic and its <u>our</u> encouragement of them to say well <u>you</u> could do it (T3, 206, P5)</p> <p>I am <u>not</u> a confrontational person at all I <u>hate</u> any form of confrontation but actually now I do feel more like that I could help I could handle <u>more</u> so yeah for <u>me</u> I suppose it <u>has</u> made me feel like I can maybe <u>stand</u> up a little bit more not like I used to do cos before I would just (.) you know not say anything whereas <u>now</u> I feel like I maybe am I feel like I am feeling a bit more <u>confident</u> (T2, 162, P3)</p>	
<p>because we just do our jobs don't we like its hard (.) to reflect on if im skilled or not in it I don't know (.) thats not up to me to erm I know that's how <u>I</u> feel (T2, 127, P4)</p> <p>I don't think we really <u>reflected</u> as much on our <u>competency</u> although we did touch on the fact (.) like you said before about how I think you had done something I think it was something about a child that you had worked with and I said that she damn right hard but also down to you as well so we did touch a bit on (.) sort of finding each others positives (T2, 108, P3)</p> <p>I did I did feel <u>good</u> that we have gotten through it because it was something that <u>we</u> dealt with <u>differently</u> (.) but we came out at the other side actually <u>better</u> (T2, 133, P3)</p> <p>yeah and you want to give everything your <u>best</u> (T3, 664, P6)</p> <p>don't you in what you are doing (.) give it a hundred and <u>ten</u> percent (T3, 666, P6)</p> <p>I think the <u>nature</u> of the people <u>within</u> (.) this environment (.) erm and it might be the same in other environments is that you <u>always</u> want to do that so if somebody just turns up you don't want to try and just fob them off (.) you <u>really are</u> interested in <u>how</u> that person is feeling (.) and <u>how</u> you want them to feel when they are leaving the building (.) so you are you are <u>investing</u> in everything (T3, 668, P5)</p>	<p>Being successful Mastering hard challenges</p> <p>Wanting to give your best</p>

weve talked about a few times about how (.) fortunate we think we are to be in (.) not just the profession that we are in (.) dealing with the children and feeling that we are making a difference and everything (.) but the job actual job satisfaction cos everybody picks their own little job within that whole (.) whole (.) whats the word im looking for yeah like so you've got your teacher and the teachers getting fulfilment from whatever but then (.) like P6s working in the office and shes like her main thing is the buildings and this and that and its all working together as a whole but everybody's getting their own sort of job satisfaction out of what they are doing (.) for different reasons but each one encroaches on the other so your sharing each others sort of successes (T3, 135, P5)

you do want people to feel that you do a good job (T1, 201, P1)

and realised that I suppose success is important (T1, 143, P1)

but its also that also that im successful in achieving those outcomes for children and parents (T1, 150, P1)

but on the whole I can recognise that actually (.) because of the things that ive put in place (.) and because of the work ive done with other people (.) it has been successful and it is measured by our results and it is measured by the responses of other people (T1, 176, P1)

you feel an awful lot better when im feeling successful (T1, 182, P1)

well you have that other feeling that everybody's on board and it's a good feeling and its much more responsive and its easier (.) its much easier to deal with (T1, 268, P1)

I do feel that on days where ive had more difficult situations I feel that my whole works laboured because you don't (.) you constantly going back and reflecting upon on the conversation you had or what you did or what you said (.) your action (.) their response their reaction (.) something like that (.) so it does affect your work rate in those situations (T1, 273, P1)

(answer when I suggested that it is not all about pleasing other people, its about...) whats right (T1, 225, P1)

Feeling fortunate to share in each others successes

<p>but its also that also that im successful in achieving those outcomes for children and parents so obviously sometimes when I <u>havent</u> met the needs of the child or I <u>cant</u> identify how im going to support it <u>is</u> more difficult to resolve that within <u>yourself</u> (T1, 150, P1)</p> <p>and its more <u>difficult</u> sometimes to sort of forget about those issues erm (.) but then I suppose that's that's where I would go home and research it further or ring someone with more experience or more knowledge or seek outside professionals help (T1, 155, P1)</p>	
<p>(Talking about reflecting on a difficult situation) I think we <u>really</u> had to step back from <u>ourselves</u> (.) and think how was this affecting everybody including the children around us (T2, 148, P3)</p> <p>(Talking about reflecting on a difficult situation) and how can we move on from that til the end of term (T2, 151, P4)</p> <p>but I do think that <u>actually</u> when you see the children smiling faces at the end of that 10 minutes that they will go away with a buzz and a buzz with the parents when they go away from school that <u>actually</u> children are much <u>happier</u> and <u>staff</u> are much happier and satisfied going into class (talking about having children settle before class) (T1, 492, P1)</p>	Impact of reflecting/supporting emotions
<p>we were being <u>professional</u> (T2, 138, P3 &amp; P4) (allowed them to maintain working relationship in a difficult situation)</p> <p>I think its all <u>professional</u>..... professional relationships at school isn't it and I don't think that you can really bring your emotional (talking about relationships in school between staff) (T2, 189, P4)</p> <p>but but you know <u>immediately</u> Y has popped in my mind like she is our parent support person (.) she comes in and she obviously <u>builds</u> a relationship with the (.) the people down in the conference</p>	Relationships

room (T3, 421, P6)

I suppose in a similar way that her shes and you (P5) as well building confidence with those parents (T3, 430, P6)

but you see its very funny isn't it because even within that small group of people theres people that want to speak to me and theres people that want to speak to Y and that's that's (T3, 440, P5)

its very strange how you focus in on a particular person and relate to (T3, 446, P5)

and that just chemistry I think isn't it chemistry (T3, 450, P6)

like with anybody you do want to be liked don't you (T1, 200, P1)

it does make me feel agitated and make me feel stressed and worried (talking about having to have negative conversations to people) (T1, 233, P1)

it might make me feel a little bit uptight for a while after that but usually I can manage to sort of (.) to sort of deal with it accept that hopefully when they have had time to reflect they'll see that it was about the children and not about and hope that ive addressed it in the hope that it does go away (laughs a lot) (T1, 239, P1)

(talking about the impact of negative relationships) I suppose its concentration sometimes isn't it and distraction (T1, 284, P1)

its more about being there for the children and being a support to the teacher and things like that (talking about when having some difference of opinion with staff members) (T1, 221, P1)

I can feel all those things usually once I have got it off my chest it might make me feel a little bit uptight for a while after that but usually I can manage to sort of (.) to sort of deal with it accept that hopefully when they have had time to reflect they'll see that it was about the children and not about (T1, 239, P1)

Acceptance/compliance?



<p>I don't think that you can really bring your emotional (T2, 191, P4)</p> <p>I do feel that a lot of the time you <u>do</u> have to (.) somebody will say something and your thinking you have to think oh I cant say it (T2, 194, P3)</p> <p>I mean coping with life definitely comes when you get home and....you let it all out (laughs) (T2, 200, P4)</p> <p>you don't have to be <u>professional</u> (when you are at home) you can say what you <u>want</u> and then you put your other head on when you are coming into (.) school (T2, 205, P4)</p> <p>I mean coping with life definitely comes when you get home (T2, 200, P4)</p> <p>then when I got home its like ugh like what you say when you get home (T2, 227, P3)</p> <p>erm I think our emotional well-being (.) ummm I think like <u>that's</u> your family isn't it like going home like your emotional well-being like coping with things (T2, 184, P4)</p> <p>because <u>all</u> your reflection is done once you get home isn't it (T2, 503, P4)</p>	<p>Can't bring emotions to work Keeping a lid on</p>
<p>(Talking about putting a professional head on and supressing emotional side at work) I don't think that does your emotional wellbeing any <u>good</u> <u>but</u> I think you have to because that is how you have got to try and be (T2, 210, P4)</p> <p>because you we are not working in an office independently we are working theres children around and (T2, 216, P3) they pick up on things like your emot like you've got to try and keep and that's hard (T2, 219, P4) and its like youre keeping a <u>lid</u></p> <p>I mean that's how I felt you know (.) like I felt like I was keeping a lid on (.) and then when I got home its like ugh like what you say when you get home (T2, 223, P3)</p>	<p>Impact of not letting emotions out in school, on well-being</p>

<p>because <u>all</u> your reflection is done once you get home isn't it theres no time to do that in school (T2, 503, P4)</p> <p>some of them (teachers) you really have to try and keep lid on things (T2, 454, P3)</p> <p>its tough on your emotional well-being I think when youve got to go all day if somethings happened on the <u>morning</u> and youve got to go <u>all</u> day keeping that in (T2, 230, P4)</p>	
<p>you just need some emotional support within <u>school</u> don't you (T2, 255, P4)</p> <p>so just having someone if you like P4 says if you <u>don't</u> want it to go any further but you <u>do</u> want to voice concerns that it would just be nice to have somewhere to go (for emotional support) (T2, 264, P3)</p> <p>and non-judgemental as well (.) to give it from a (.) sort of neutral point of view (talking about emotional support) (T2, 256, P3)</p> <p>I think it needs it needs to be it would need to be someone <u>independent</u> (T2, 275, P4)</p> <p>that would <u>definitely</u> (talking about having an independent person to talk to in school) (T3, 408, P6)</p> <p>that would <u>work</u> (talking about having an independent person to talk to in school) (T3, 409, P5)</p> <p>I mean you could get somebody <u>in</u> a school who is going to work with people like that like say we said for example Y say shes parent support officer and we said she was <u>staff and parent</u> support officer (T3, 453, P6)</p> <p>because they <u>may even</u> be at some point (.) something that you <u>don't</u> even want to tell somebody else about (.) and I don't know (.) you know erm but it could be erm I don't know what (laughs) (talking about talking to someone independent from the school in case you wanted to discuss something separate) (T3, 411, P5)</p>	<p>The need for emotional support in school</p> <p>Independent support?</p>

<p>you know (.) erm so and you get very <u>emotional</u> when something happens you <u>do</u> get emotional about things dont you (T3, 167, P5)</p>	
<p>I think our environmental well-being is good (T2, 431, P4)</p> <p>but like you said having somewhere where you could just go and sit (.) where <u>nobody</u> else in that time was going to <u>walk</u> in and say <u>oh</u> you've had a phonecall about (talking about having a quiet space to work when children not in school) (T3, 820, P5)</p> <p>its taking <u>time out</u> its just taking the time to go somewhere relaxing (T3, 830, P6)</p> <p>but that's their <u>own</u> (.) their <u>own</u> thing (.) it <u>clears</u> their head theyre getting everything else out and they come back and they feel good because they've <u>done</u> that bit of exercise (T3, 847, P5)</p> <p>I know and that what I mean you know its being able to (.) you know well actually I do need some lunch ive been spinning all day I need to sit down and sometimes that's what it <u>is</u> (.) youll say im going to sit and have some <u>lunch</u> (T3, 874, P5)</p> <p>but it is <u>lovely</u> building (.) its <u>airy</u> and you know sort of <u>natural</u> we don't <u>have</u> to put our lights on if we don't <u>want</u> to put our lights on so we don't have that artificial lighting and we feel that parents are happier to come over here and happier to <u>disclose</u> and are happier to be more (.) well feel more <u>comfortable</u> in this situation I don't know I just feel its quite <u>nice</u> and the <u>ambiance</u> is quite nice and since we have come over here I feel (.) well I feel this year since that I had my accident (.) I feel that it has been much better (T1, 316, P1)</p> <p>I just think its more relaxed (.) sometimes I put music on (.) I couldn't imagine that over there erm (.) it is just it is a <u>much</u> nicer place to work (T1, 336, P1)</p> <p>once we moved into <u>here</u> it is a complet (.) you do <u>feel separate</u> to some degree from the school and it is like coming into a little haven (T1, 311, P1)</p> <p>well weve been quite lucky because (.) last year when I was working I was in a tiny box with <u>horrid</u></p>	<p>Environmental well-being</p> <p>Space to think</p>

<p>lighting and <u>poor</u> ventilation and it was <u>awful</u> working in there (.) it was awful taking parents in there it wasn't very private because you had to trek yourself through the staff room and all that kind of thing (T1, 301, P1)</p> <p>I would find that someone else would have been in what was supposedly <u>my</u> room so then I was trying to find somewhere else to work (.) or something else to organise and then I needed all my paper work was in there (.) and it was really quite <u>difficult</u> and <u>frustrating</u> and I felt like I wondered wasted a lot of time (T1, 352, P1)</p> <p>but its just having that place thats <u>yours</u> and everybody knows you know where to <u>locate</u> us and find us (T1, 345, P1)</p>	
<p>I do feel really lucky to work here (T3, 303, P6)</p>	<p>Other</p>
<p>about the <u>school</u> and the changes the <u>school</u> has gone through <u>but</u> weve always felt you always actually <u>feel part</u> of the <u>school</u> (T3, 161, P5)</p> <p>its like the school is <u>you</u> (T3, 165, P5)</p> <p><u>especially</u> if you've been a long <u>time</u> and you feel like a family unit its <u>family</u> you know and you almost like welcoming new members <u>into</u> into the family and losing people from the family you know (T3, 170, P5)</p> <p>you know like old heads ring or pop in or keep a <u>connection</u> and they know whats happening (T3, 178, P6)</p> <p>because once there is that <u>connection</u> as well they seem to <u>remain</u> (.) you know which is <u>lovely</u> (T3, 186, P6)</p> <p>and its like (.)that its that <u>nurturing</u> as well that its <u>always</u> had in this school and thats something else we have reflected on (T3, 191, P5)</p>	<p>Community/family in school</p>
<p>I would think if you were talking in a <u>group</u> (.) I don't think I would feel as confident that <u>everything</u> was going to remain confidential (T3, 356, P5)</p>	<p>Group reflection</p>

<p>yeah I think its needs to be on a 1:1 (T3, 358, P6)</p>	
<p>I think I mean it was <u>good</u> wasn't it (T3, 111, P6)</p> <p>yeah I think its better <u>because</u> it gives you something else because sometimes you get <u>together</u> and you just having a <u>chat</u> and you don't realise what it is you are trying to get <u>out</u> (T3, 112, P5)</p> <p>but that so that gives you a real nice sort of it <u>helps</u> you with reflections to (.) you know and <u>sometimes</u> youre doing a little bit of <u>everything</u> aren't you (T3, 120, P5)</p>	<p>Guided reflection</p>
<p>which is what im going to do when I get to my desk im going to say <u>right</u> put in piles what ive got to do (T3, 810, P6)</p> <p>yeah put them in <u>order</u> (.) what can I leave til Monday Tuesday (.) right ill get this done today and then I can prepare for Monday Tuesday so I can get a head start with <u>that</u> (T3, 815, P6)</p>	<p>Organisation</p>
<p>(talking about a colleagues need for more reflection in a greater depth) because probably because of her <u>role</u> as family home school coordinator where she is dealing with a lot of troubled families with a lot of mental health issues and other issues that are impacting and I think sometimes (.) you know we got terminal ill parents and things like that sometimes its hard to deal with some of those emotional aspects (.) referrals to social services (T1, 33, P1)</p>	<p>Level of reflection depends on role</p>
<p>its <u>their</u> wellbeing and <u>their</u> emotional resilience and stability and security that im <u>particularly</u> interested <u>in</u> (coping mechanism? For accepting that she is not going to suit everyone) (T1, 212, P1)</p> <p>but I <u>kind</u> of I suppose the way I deal with it (accepting that I am not going to please everyone) is that thinking that <u>actually</u> my goal is to support the teaching and learning of the <u>children</u> (.) and theyre my (.) my main focus (T1, 208, P1)</p>	<p>Dealing/coping with the emotional side</p>

