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Mental Health Package

Supporting Mental Health

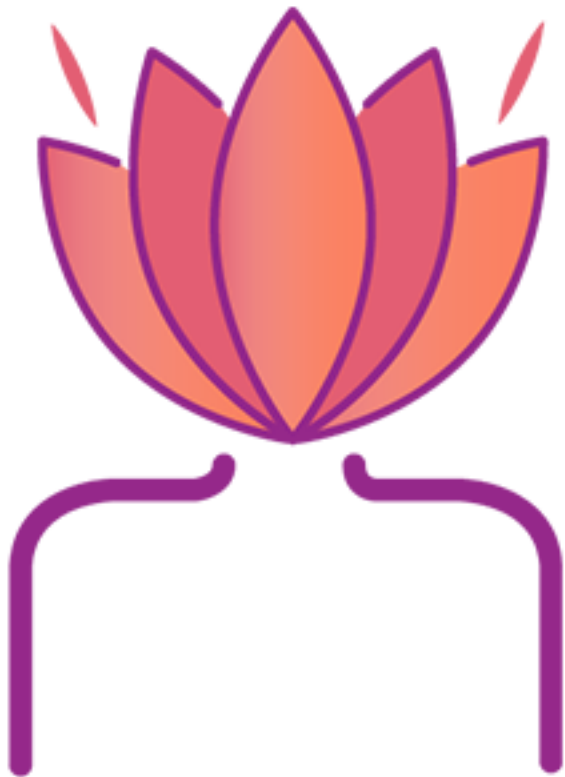


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# Work Designs

Christine Edwards QTLS

Creating Excellence and Umbrella  
Training



22<sup>nd</sup> February 2022



Creating  
Excellence  
Providing solutions for the  
Education Sector



UmbrellaTraining  
J

Programme, Development, Operational and  
Quality Lead, Manager and Director  
18 years experience in delivering apprenticeships  
Based in the North West  
My passions are learning and great food

[christine@creating-excellence.co.uk](mailto:christine@creating-excellence.co.uk)





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Housekeeping

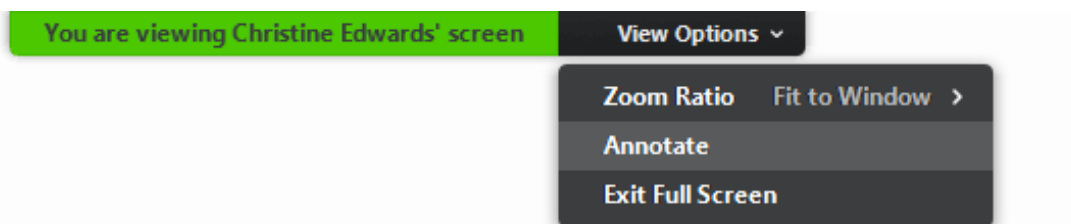
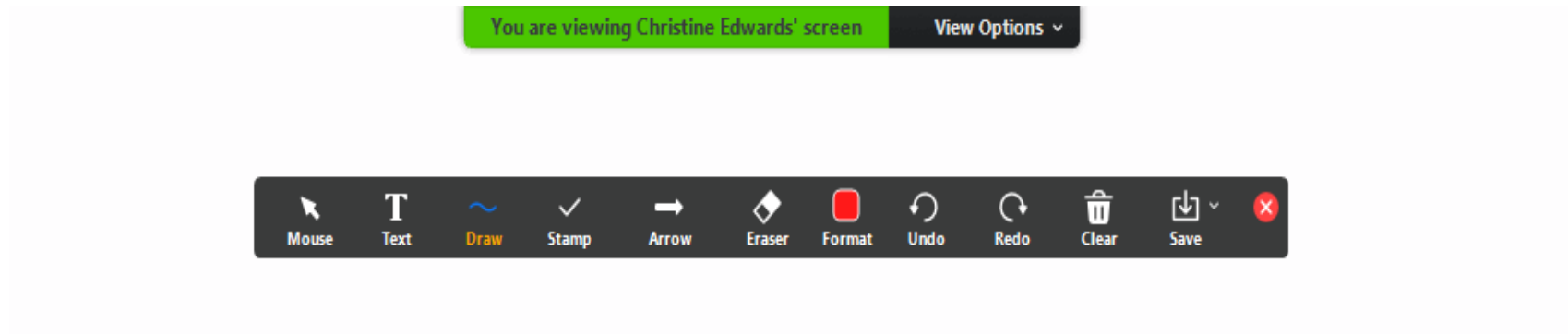






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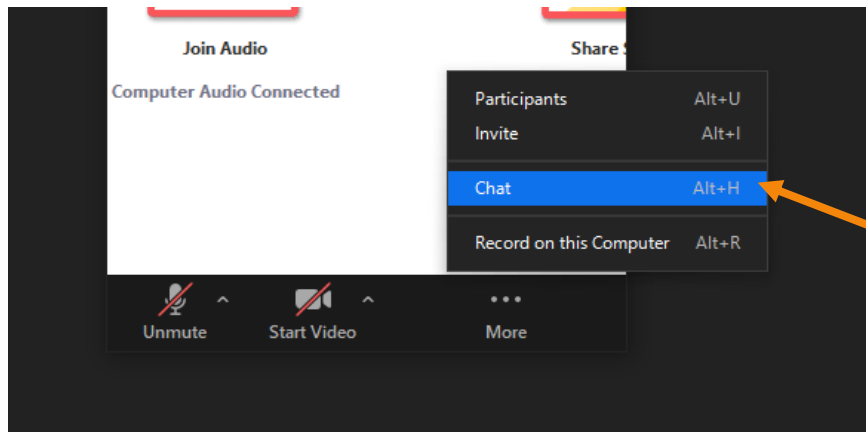
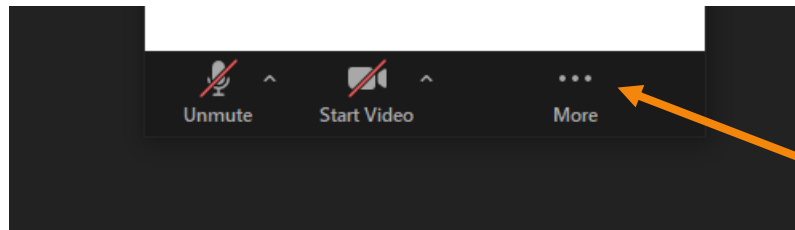
# Technical Information - Zoom Functionality





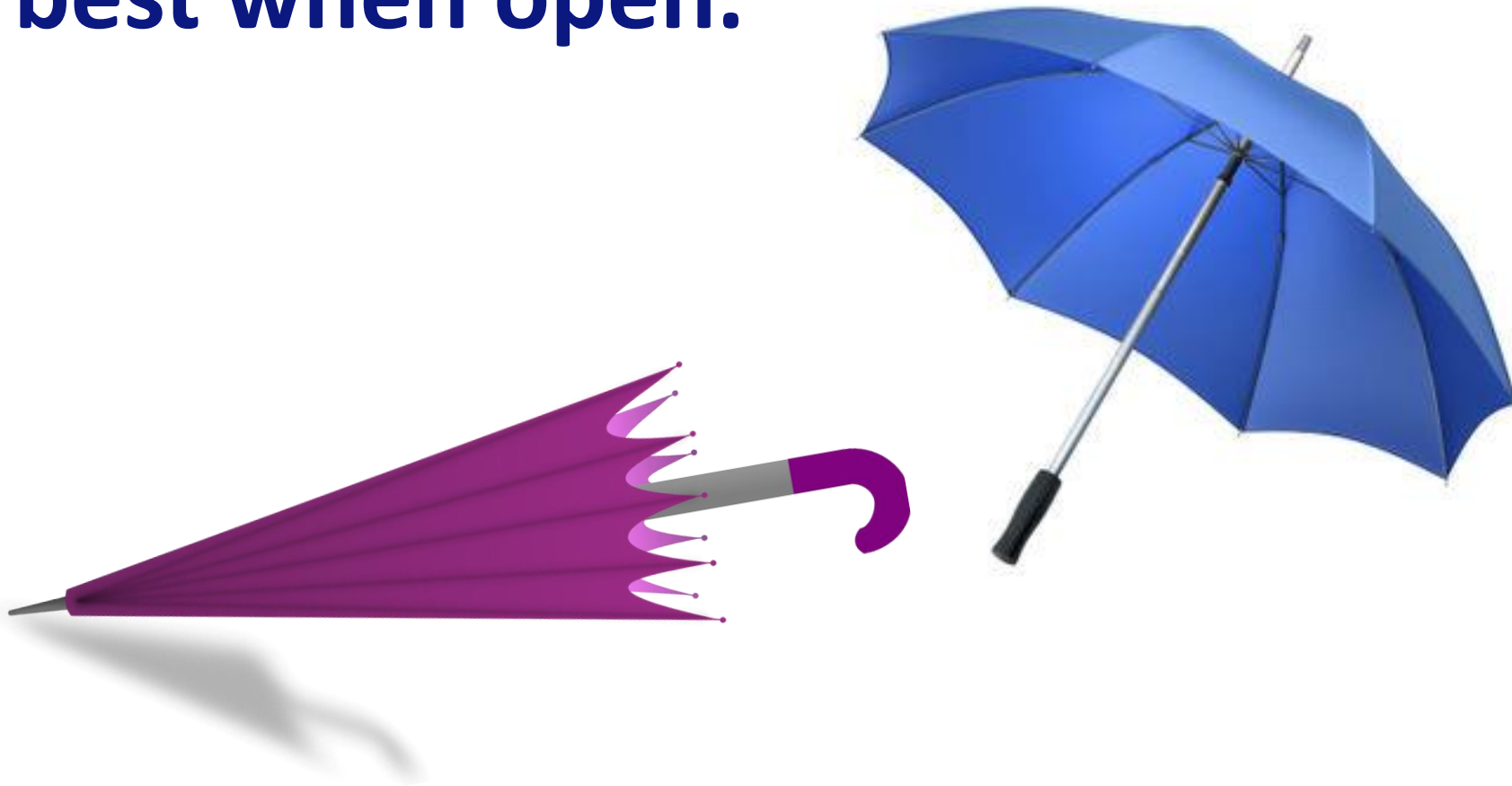
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# Technical Information - Zoom Functionality



**“The mind is like an umbrella - it functions best when open.”**

**Walter Gropius**

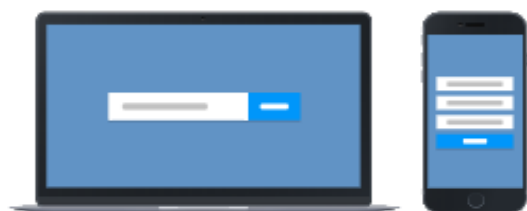




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## Join by Web



- 1 Go to **PollEv.com**
- 2 Enter **CHRISTINEEDW470**
- 3 Respond to activity

## Join by Text



- 1 Text **CHRISTINEEDW470** to **07480 781235**
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# What does 'mental health' mean?



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# Thriving at work

The Stevenson / Farmer review  
of mental health and employers

October 2017



Staying healthy and being  
happy at work

A report about mental health  
and employers

November 2017



Easy Read





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“...around 15% of people at work have symptoms of an existing mental health condition.”





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“...the correct way to view mental health is that we all have it and we fluctuate between thriving, struggling and being ill and possibly off work.”





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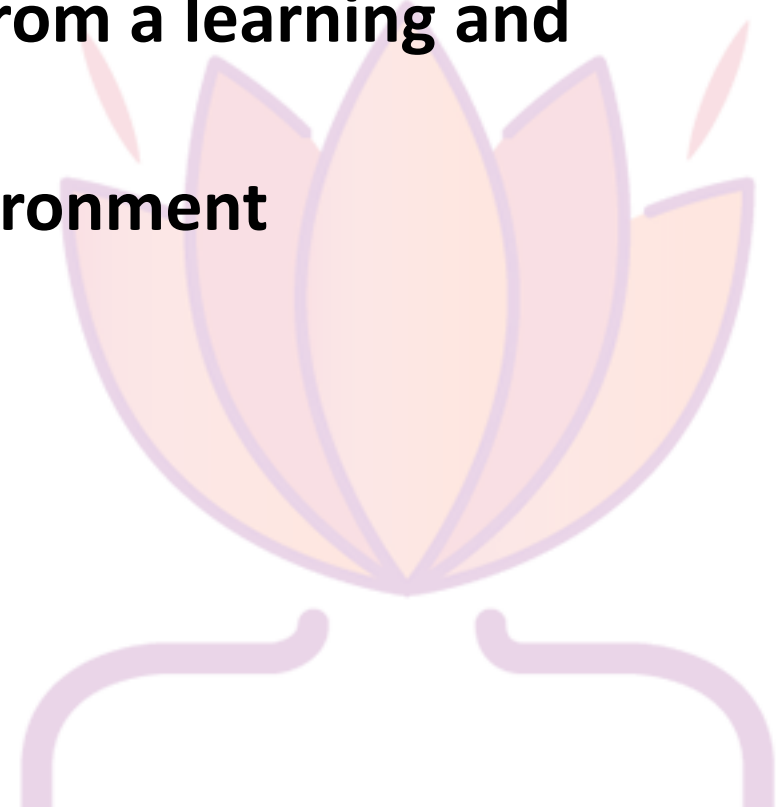
“The total cost to the country of poor mental health is between £73 billion and £97 billion each year.”





## We will cover....

- **What anxiety is and how it impacts individuals from a learning and development perspective**
- **Approaches to designing a positive learning environment**
- **Why maths and English is important**
- **Planning for the future**





How do you feel today?



What happens if we don't LISTEN to other people.....  
How do you feel if not listened to?




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# What anxiety is and how it impacts individuals from a learning and development perspective



# When you are positive.... how does your day go?

**When you are anxious or worried..... how does your day go?**

# Math Anxiety

with Peggy Lam







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## Maths Anxiety





## MINDFULNESS MEDITATION & NEUROSCIENCE

<http://www.youtube.com/watch?v=DD-IfP1FBFk>

### “FLIPPING YOUR LID”

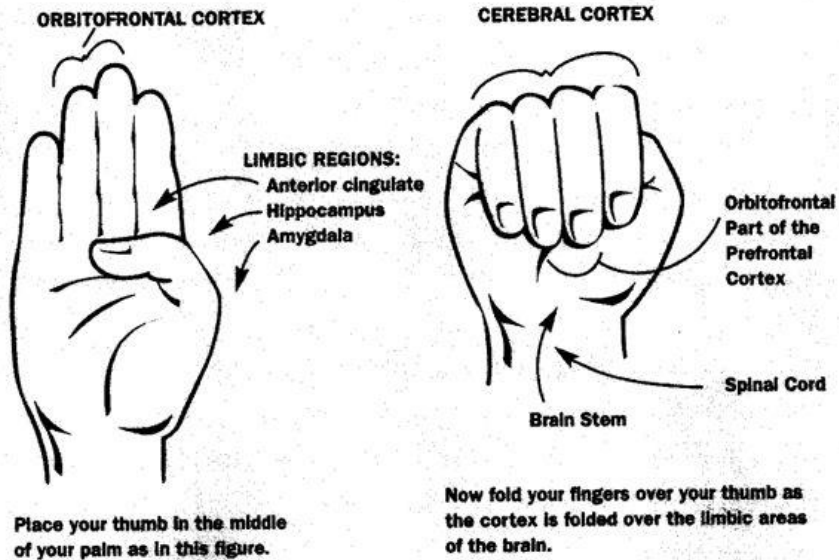


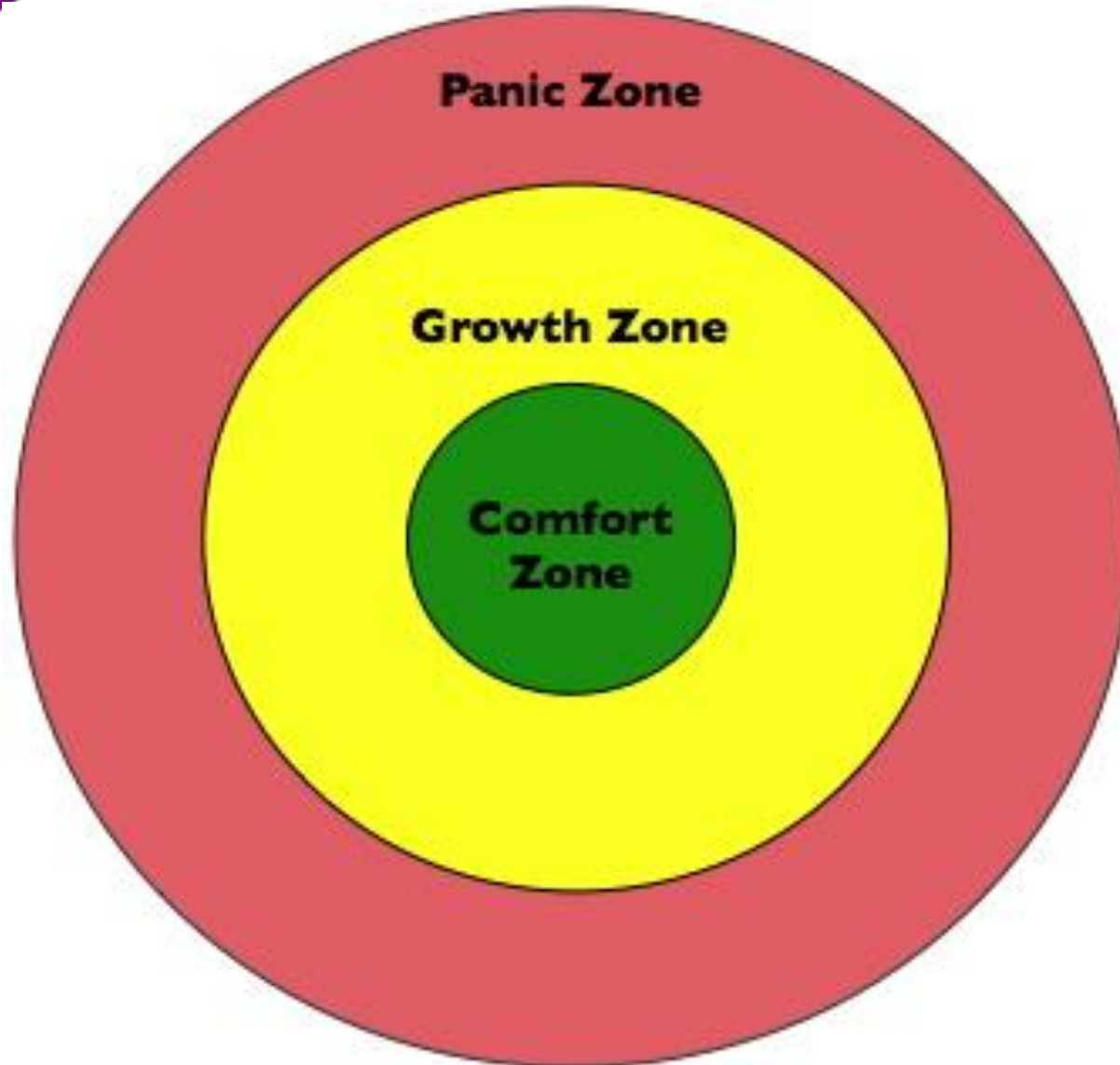
FIGURE 5

Dan Siegel's Brain Hand Puppet from Siegel & Hartzell (2003), *Parenting from the inside out*. P.173





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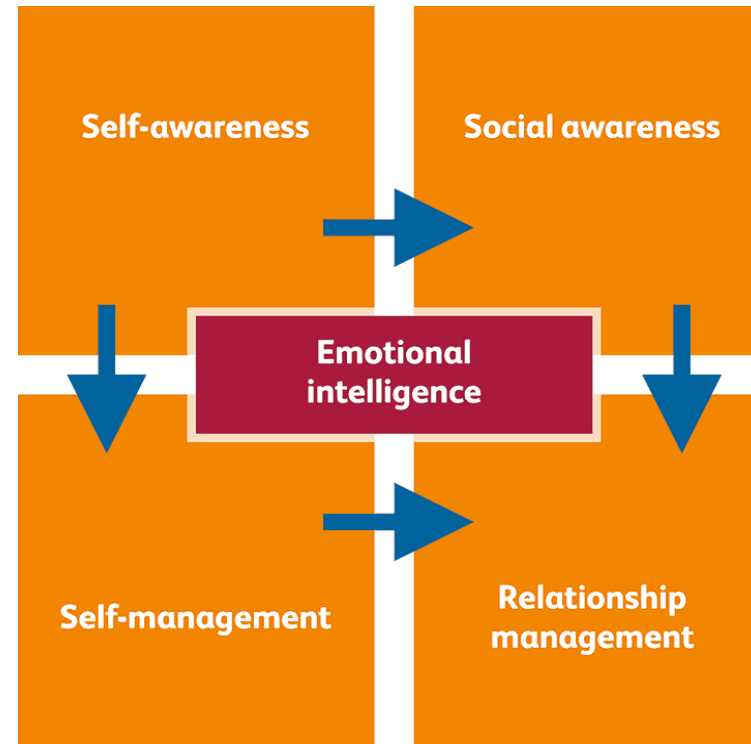


## Growth Zone Model





# Emotional Intelligence and Mindfulness



Positive impact  
on others

# Emotional Intelligence



## **Self-confidence**

Act independently

Confident in own ability

Decisive

Presence

Takes on challenges willingly



## **Self-awareness**

Emotional self-awareness

Aware of own feelings

Know why feelings occur

Understands implications of own emotions.



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What's in it for me?

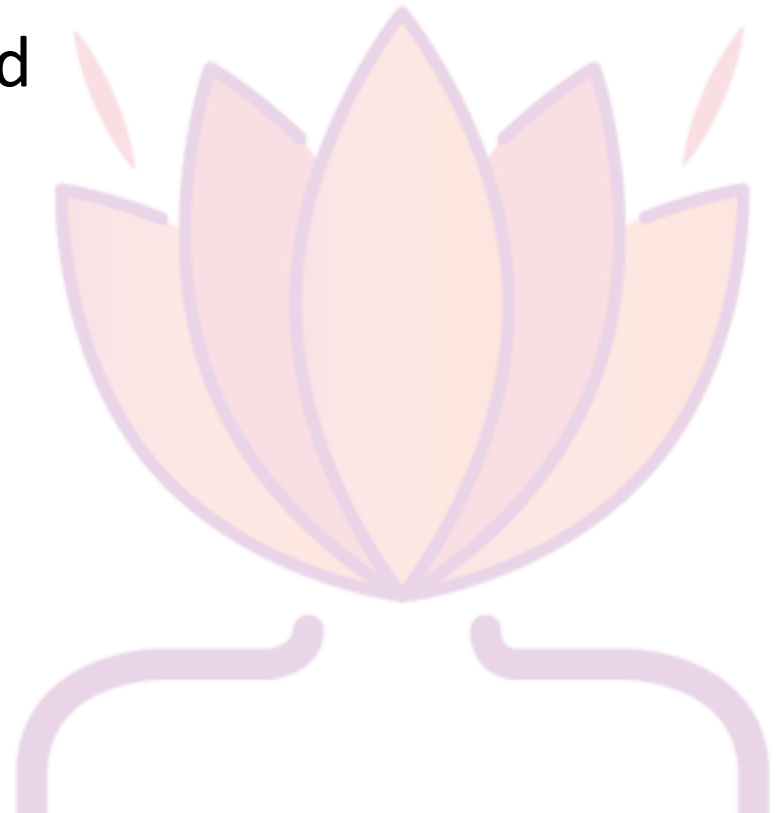






# Key considerations

- How is wellbeing monitored for staff and learners?
- How is the information collected recorded, utilised and stored?
- What mechanisms are there in place to support others?
- How is support communicated?



# Questions?



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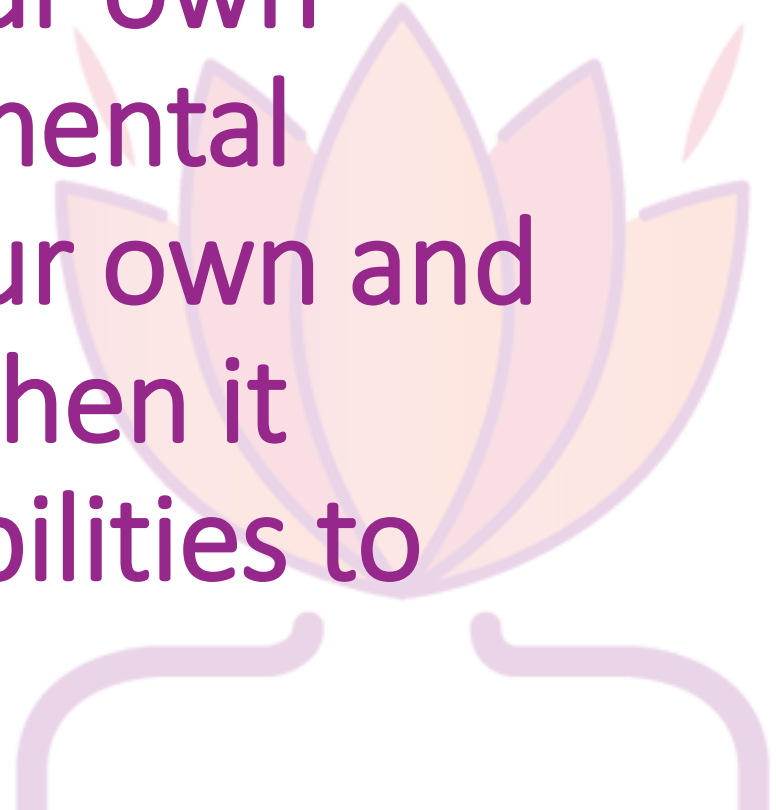
# Approaches to designing a positive learning environment





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“We need to move to a society where all of us become more aware of our own mental health, other people’s mental health and how to cope with our own and other people’s mental health when it fluctuates. It is all our responsibilities to make this change.”







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# Why is a positive learning environment important?



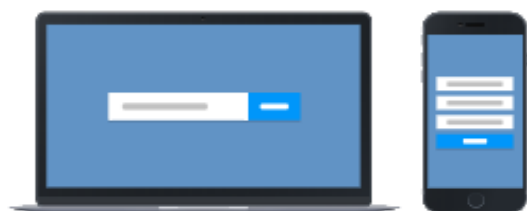




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# What makes a positive learning environment?



# Mental Health Core Standards

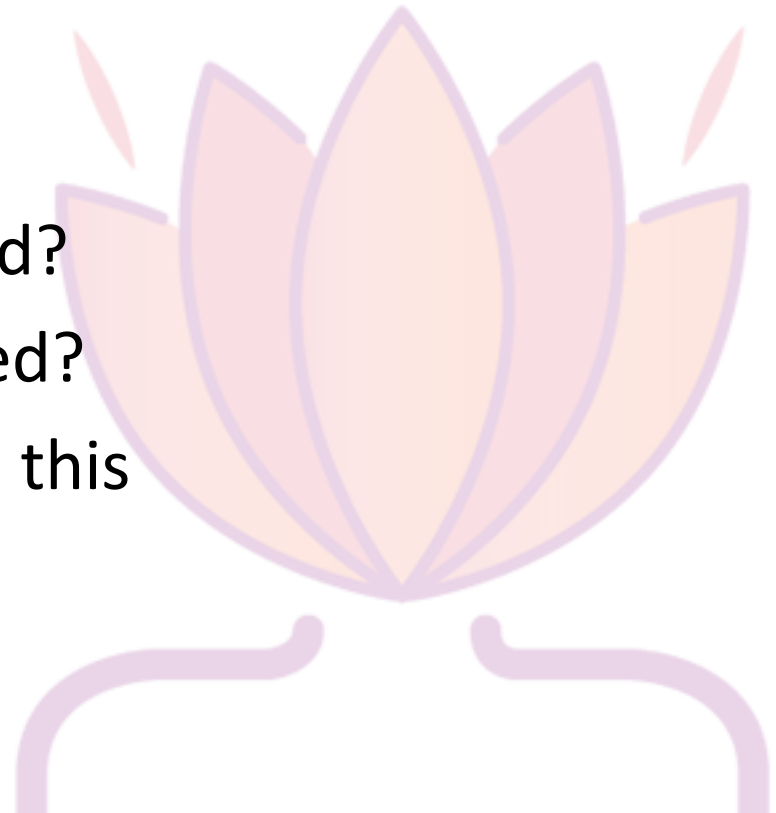


- Produce, implement and communicate a mental health at work plan;
- Develop mental health awareness among employees;
- Encourage open conversations about mental health and the support available when employees are struggling;
- Provide employees with good working conditions and ensure they have a healthy work life balance and opportunities for development;
- Promote effective people management through line managers and supervisors;
- Routinely monitor employee mental health and wellbeing.



# Key considerations

- What does an effective mental health at work plan look like?
- Who should develop and communicate the plan?
- How will the plan be implemented and maintained?
- How will managers and key stakeholders be trained?
- Does the current organisational structure support this initiative?



# Questions?



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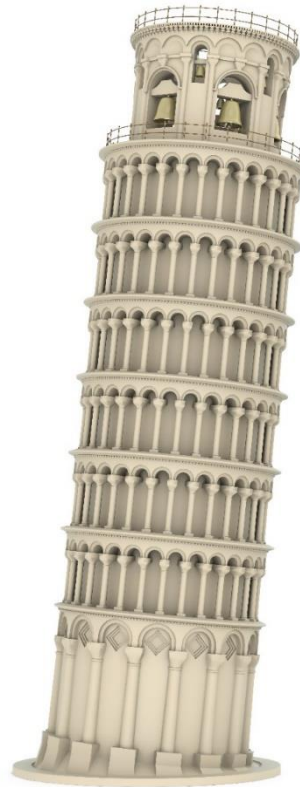
# Why maths and English is important





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# PISA Assessment



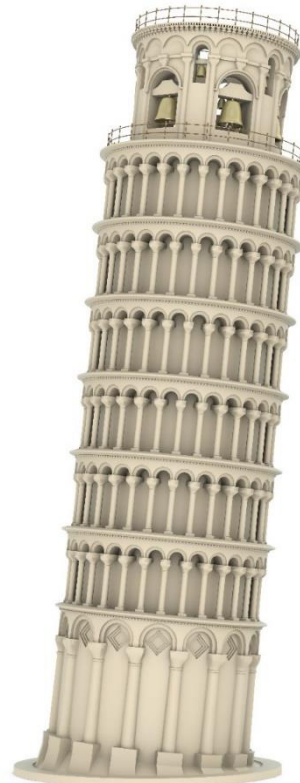




# What does the PISA test measure?

PISA aims to test the competence of students in three fields: reading, mathematics, science on an indefinite scale.

The PISA mathematics literacy test asks students to apply their mathematical knowledge to solve problems set in real-world contexts.



# Where we stand....

**29% of 16-18 year olds,  
25% of 19 – 24 year olds are at the  
lowest level of numeracy (level 1 or  
below),  
compared to 26% of 55-65 year olds.**

**23% of 16-18 year olds,  
17% of 19 – 24 year olds are at the  
lowest level of literacy (level 1 or below),  
compared to 19% of 55-65 year olds.**



# Numeracy



# Literacy



“In a prosperous country like Britain, everyone should have the basic skills they need to participate in society and build a career.

But these shocking figures show millions of adults are being left behind in the modern economy, holding back their potential and the productivity of our businesses suffering as a result.

Businesses ... must play a leading role in helping people learn the skills they need to be able to find work and progress into better-paid roles – but this needs to be backed by real ambition on the part of government.”



Katie Schmuecker, Head of Policy at JRF



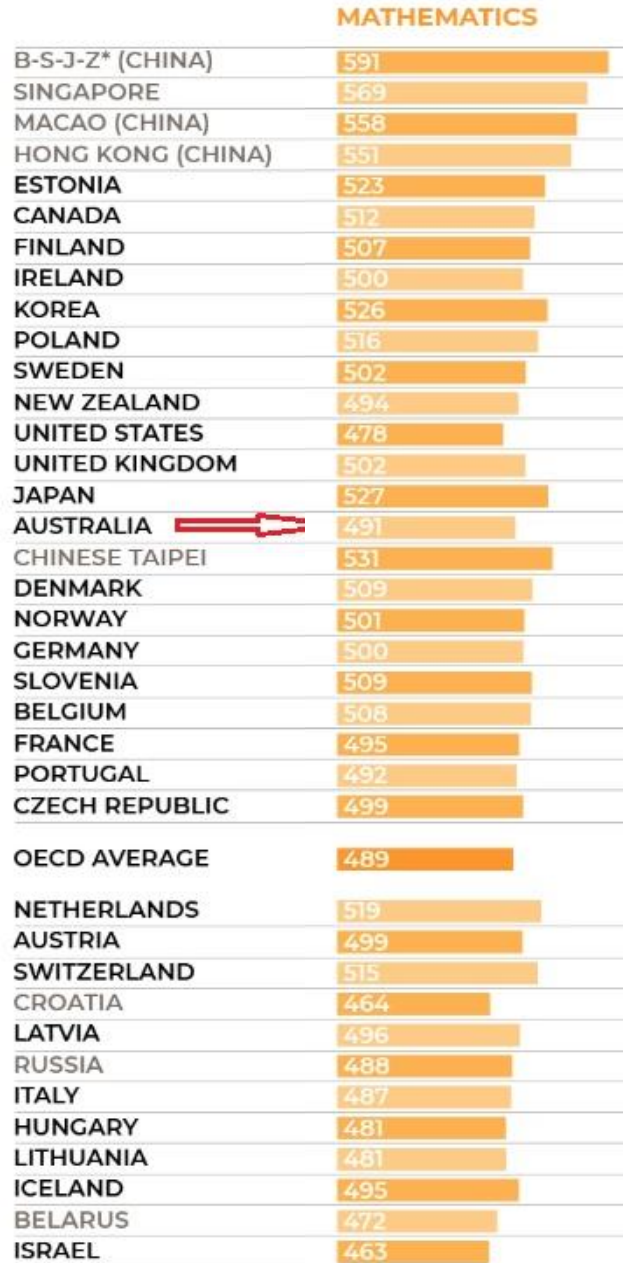


"Everyone needs a set of basics for life and work in modern Britain. It's shocking that so many people lack these core capabilities. This holds back people's life chances, businesses future success, and national prosperity.."

Stephen Evans, Deputy Chief Executive at Learning & Work Institute



# PISA 2018 Results - Maths



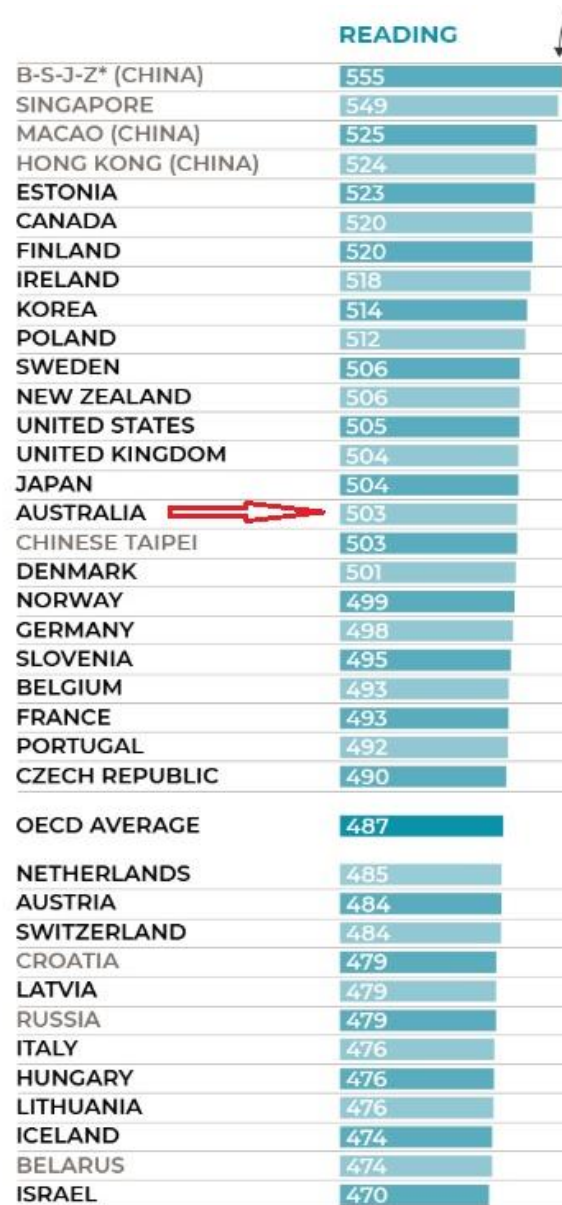
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# 2018 PISA Results - Reading



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Department  
for Business  
Innovation & Skills

RESEARCH

BIS RESEARCH PAPER NUMBER 267

Impact of Poor English and Maths  
Skills on Employers: Literature Review

FEBRUARY 2016



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<i>Literacy/numeracy level</i>	<i>% at this level, literacy</i>	<i>% at this level, numeracy</i>
Level 2 or above	61	25
Level 1	28	32
Entry level 3	6	24
Entry level 2	2	14
Entry level 1 below	3	5

*Source: Skills for Life survey 2011, page 163.*





**Table 1.3 Occupational categories and self perceived literacy and numeracy levels in England**

Occupation	% of respondents*	Reading and writing self-assessment		maths self-assessment	
		Positive (both skills), % of total	Negative (both skills), % of total	Positive, % of total	Negative, % of total
Higher managerial and professional	8	13	5	13	4
Lower managerial and professional	26	31	8	30	14
Intermediate	11	11	6	10	10
Small employers and own account workers	8	9	11	10	8
Lower supervisory and technical	10	11	16	11	15
Semi-routine	14	15	25	15	23
Routine	12	11	30	11	26
<i>N (unweighted)</i>		6174	193	6202	511

Source: Skills for Life survey 2011, page 166.





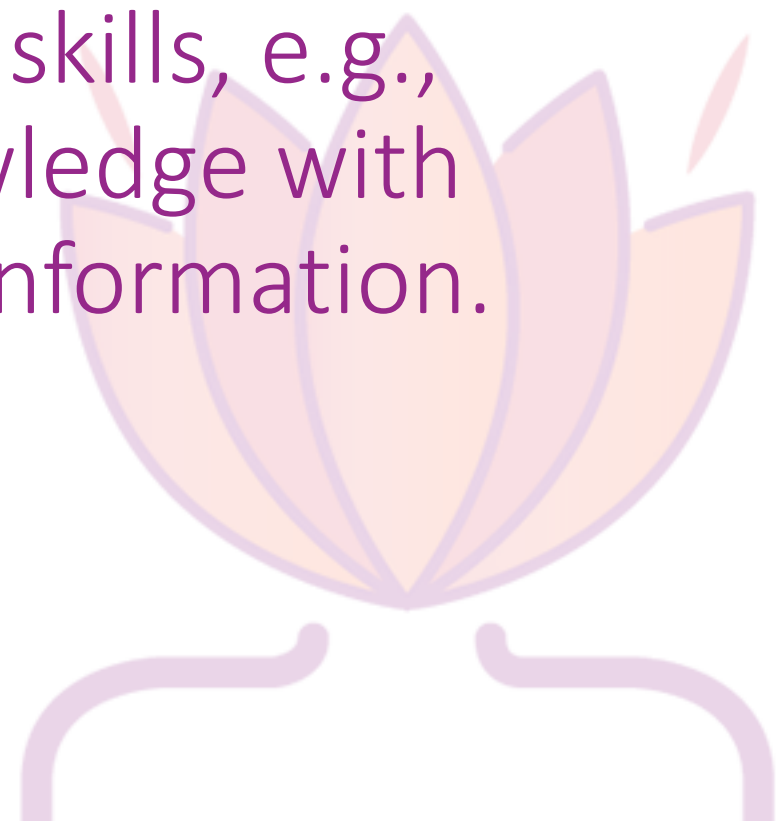
Common trends were identified in all sectors.

- the need for mathematical skills was being progressively extended throughout the workforce as a result of the pressure of business goals and the spread of computers
- there was a growing need to communicate information effectively, based on mathematical data and inferences, and involving colleagues, customers and external inspectors



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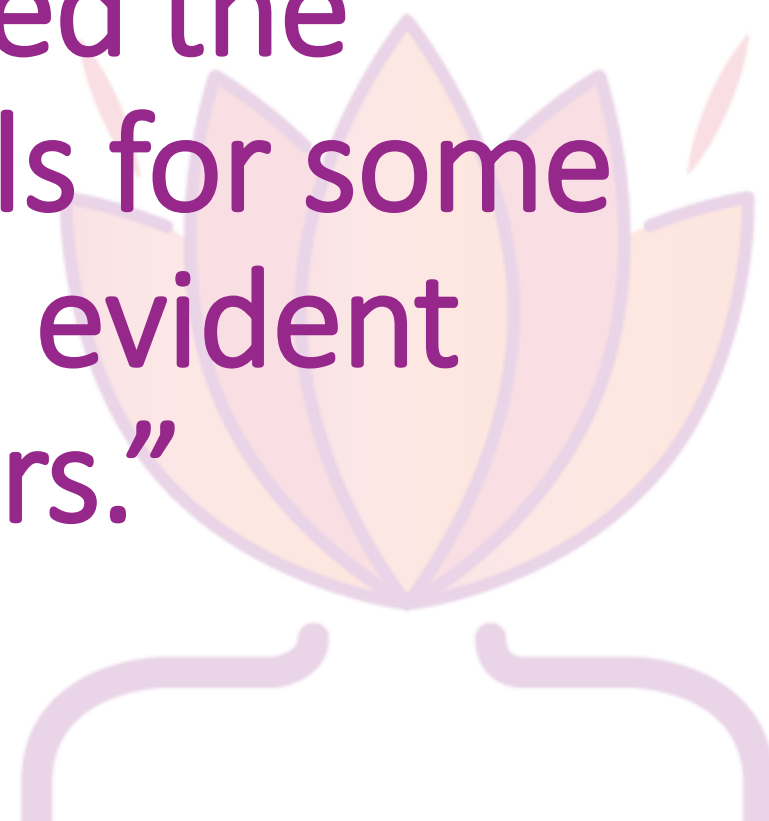
- there was a growing need for hybrid skills, e.g., combining technical and analytic knowledge with the ability to communicate analytical information.





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“... employers have recognised the increased need for basic skills for some time, and that this change is evident across a wide range of sectors.”







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How does PISA and other stats  
relate to Mental Health issues in  
learning?





# Key considerations

- How effectively is maths and English promoted?
- How effectively is the value of maths and English communicated?
- How effectively is maths and English integrated into all delivery?
- Is the impact of maths and English skill development positively promoted?



# Questions?



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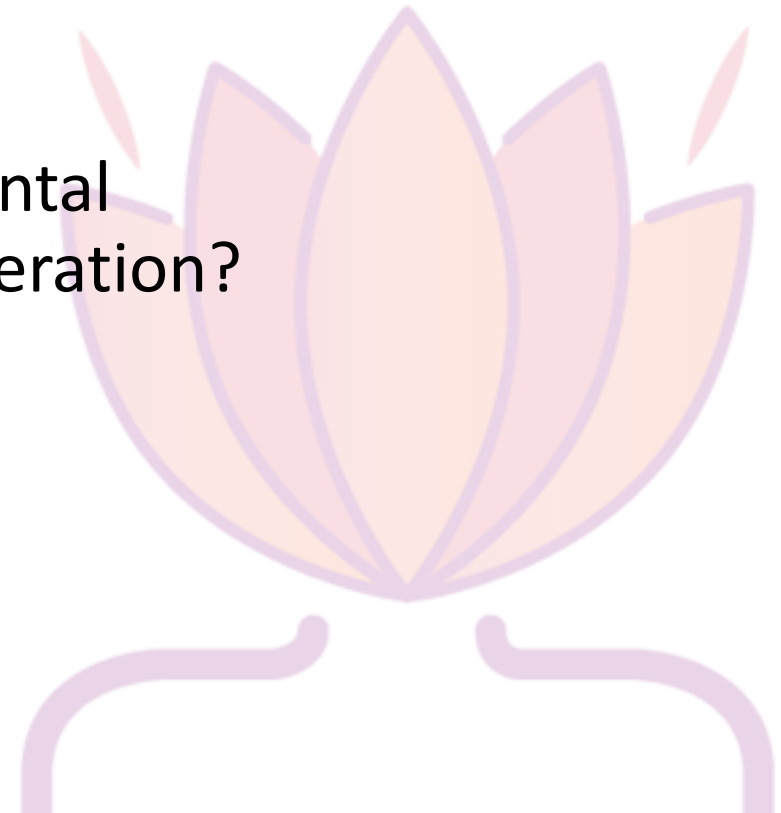
# Planning for the future





# Key considerations

- What gaps have you identified?
- Who is going to drive this forward?
- What will the impact be on your organisation if mental health does not become a significant future consideration?
- How will you drive things forward?



# Questions?



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A wide-angle, high-angle photograph of a large, circular library. The library features multiple levels of bookshelves filled with books. In the center, there is a study area with several computer workstations and people working. The floor is decorated with a pattern of squares and circles. The lighting is warm and ambient, with a large circular light fixture on the ceiling. The overall atmosphere is quiet and scholarly.

# Knowledge has no value without action or change

Tony Robbins



What will you take away?



# What will you take away from the session today?



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# Future Webinars

- 22 Feb [Safeguarding learners: Understanding and recognising adults at risk](#)
- 24 Feb [Tendering for Devolved AEB Funding in the Cambridgeshire and Peterborough Combined Authority Area](#)
- 25 Feb** [\*\*Member Exclusive: Policy Webinar\*\*](#)
- 3 Mar [EPA best practice – What you need to know](#)
- 9 Mar [Designated Safeguarding Lead: Awareness of Safer Recruitment and Staff Professional Behaviour](#)
- 10 Mar [Register of Apprenticeship Training Providers \(RoATP\) – Refresh 2021/22 for \*\*NHS\*\* Related Organisations](#)
- 11 Mar** [\*\*Member Exclusive: Hot Policy Topics\*\*](#)
- 14 Mar [Inspection Prep #1 for the NHS](#)
- 15 Mar [Top tips for ensuring more employer involvement in the delivery of apprenticeships](#)
- 16 Mar [Study Programmes Part 3 – Marketing and Learner Recruitment](#)
- 18 Mar [Quality Arrangements for Sub-contracting Provision in Work-based Learning](#)
- 23 Mar [Supporting the effective delivery of Functional Skills in English – Level 1 and 2](#)
- 24 Mar [Emerging good practice in the operational implementation of Prevent & the Statutory Duty](#)
- 25 Mar** [\*\*Member Exclusive: Policy Webinar\*\*](#)
- 25 Mar** [\*\*Member Exclusive: KIT with Ofsted\*\*](#)
- 28 Mar [Inspection Prep #2 for the NHS](#)
- 7 Jun [Safeguarding and the Prevention of Radicalisation](#)

