

SHINE Development Officer Secondment Report

Aim: Investigating how best to Implement the SHINE Network whole-school approach to health and wellbeing in Scottish Primary Schools

(Overview extract from the full report)

Introduction

This report explores “how best to implement the SHINE Network whole-school approach to health and wellbeing in Scottish Primary Schools”. Outlined here are the aims and objectives of this development role, followed by a discussion of progress with details of facilitators and barriers to action. Throughout the role, opportunities for knowledge exchange enabled progress to be made in several key areas. The report will conclude with some final recommendations for maximising impact of this development work.

Background

In August 2021, I began a role as SHINE Development Officer (SDO) within the Social and Public Health Sciences Unit at Glasgow University. This was a temporary part time role, meaning that I could continue my job as primary teacher for three days per week. Within the role of SDO, I set a key aim of “**Investigating how best to implement the SHINE network whole-school approach to health and wellbeing in Scottish Primary Schools**” and set some pertinent objectives to help me reach this goal.

As a primary teacher within Scotstoun Primary in Glasgow City Council, I already had many years of experience working on varied health promoting activities and events to try to support learners, parents and staff, to improve their health and wellbeing. On discovering the SHINE network, I believed that our school could benefit from working with the evidence generated by participating in the SHINE mental health survey. This would potentially ensure that health promoting efforts could always be targeted as effectively as possible, by using data to identify and work towards meeting the needs of the *specific* learners within our establishment. When planning Health and Wellbeing events, activities and learning opportunities for pupils, families and staff, I always look for new ideas, which have previously tended to be around what is popular, or trending in education and health at the time. With data reports generated from conducting the SHINE mental health survey in my school, I was excited at the prospect of making these plans as relevant as possible for those within my school learning community. I recognised the benefits of joining the SHINE network and was

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eager to share these with other schools within my local authority, as well as work towards building on the benefits by complementing existing work done by SHINE with primary school specific resources.

Overview of Planned Development Work

I began the secondment role by identifying key objectives which would support my main aim

1. Establish SHINE membership at Scotstoun Primary as the SHINE Lead.
2. Research/develop knowledge of the SHINE project.
3. Build key stakeholder contact list.
4. Implementation of SHINE resources to develop guidelines for Local Authorities, HTs, and Teachers who are interested in SHINE at Primary Level.
5. Create a directory of primary school appropriate organisations and resources for primary schools to use in response to survey findings.
6. Contribute to the development of the SHINE website -links and materials.

As my school was new to the Network, I began by signing our school up for SHINE, and researching the network in detail. I identified that to maximise the impact of carrying out research with young primary school learners, it would be beneficial to explain the benefits of this research to colleagues within my school and support the teachers to generate discussions around using health and wellbeing data. As an initial stage I realised introducing staff within my own school to the benefits of the Network would enable me to work on and familiarise myself fully with the project in a hands-on manner. This experience would then enable me to have a strong starting point to share my work with the network at large.

I therefore included an objective of creating and implementing support resources for teachers to introduce the concept of health and wellbeing surveys. These resources would promote discussion amongst the primary 6/7 pupils participating in the survey, through a sequence of four lessons at each stage. On making the surveys more meaningful for those involved, it would be possible to engage learners **across all stages**, by creating additional resources that could be used to prompt discussions between learners as part of a whole-school approach to health and wellbeing via assembly situations and competitions. The resources explain and promote discussion around the factors which impact on positive health and wellbeing.

I also set out to build key stakeholder contact lists by interacting with health researchers working on other projects within the Social and Public Health Sciences Unit at Glasgow University, as well as by reaching out to other organisations for whom SHINE could be of interest, such as [Reversethrend](#).

Development Work Progress

Researching how best to establish SHINE at Scotstoun Primary School

In organising the Pupil Health Committee this year, I was particularly excited that the Health representatives would be able to work on targets *specific* to the needs of the learners within our school with the use of the SHINE mental health data reports. The plans and activities would be based on evidence gathered from the learners themselves and then the appointed Health Committee would take forward competitions and health promoting activities, particularly within Health Week in May, in response to the findings of the SHINE survey completed by P6 and P7 learners. This evidence-based approach will ensure their efforts this year are of best possible relevance to meeting the needs of the learners within our establishment.

Implementing SHINE Resources

I created a series of resources to support SHINE schools so that using the SHINE surveys would have the maximum impact. By trialling them within many classes within my own school, before sharing these with a number of other SHINE schools as a trial to get feedback from other teachers, I was able to gauge the most effective activities, for inclusion. Likewise, I could identify if any activities needed to be amended, before finally making these resources available to all the SHINE Network primary schools.

I began by creating sequences of lessons to be delivered in conjunction with the SHINE survey, to engage learners in considering what factors impact upon their health, and the extent to which they can take some control of their health and wellbeing. The lessons were designed to address the HWB Experiences and Outcomes as specified in the Scottish "Curriculum for Excellence". One set of lessons aimed to support learners in coping with difficult emotions, with strategies such as participating in expressive arts. The other set of lessons was designed to support learners with personal growth and focussed on making use of the SMART (Specific, Measurable, Attainable, Relevant and Time-Specific) model of goal setting.

Lesson Trial Progress

The lessons were trialled with five different classes at Scotstoun Primary and amended, before widening the trail to five schools across Scotland to gain further feedback. This included city schools within Glasgow and Aberdeen City Councils, as well as more rural schools in Aberdeenshire and West Lothian Councils. Having originally planned to use only schools within my own learning community, I adapted this plan to provide a more varied selection of responses.

Key Reflections

My reflections, and those of other staff involved in the trial provided some key considerations, before I modified the lesson resources further still, in order to provide an amended contribution to the wider SHINE network as an additional resource for all member schools.

	My Reflection (5 Scotstoun Primary Classes)	Feedback (Other teachers' responses -5 schools Table 2)	Considerations	Action/Adaptation
Lessons Overall	Rise and SHINE lessons seemed too complex for P6 learners. P7 learners responded well to Come Rain or SHINE activities -asking to take part in some of the activities again.	P6 found the "Come Rain or SHINE" lessons a bit simplistic and weren't very engaged.	Since some P7 classes did engage very well with the activities of these lessons, it could be best to retain these lessons as an option for schools. If teachers prefer, they can adapt or remove any tasks their learners do not respond so well to, or even use the P7 Rise and SHINE lessons for both P6 and P7. If children take part in the activities in both P6 and P7 they can set a new goal for themselves.	Switched lessons with stage: P6 > Come Rain or SHINE P7 > Rise and SHINE Scaffolded "Rise and SHINE" lessons, to include suggestions of goals, making it easier for learners to select a goal for themselves from a given list.
Rise and SHINE	Activities including: "Opinion Continuum", "Emotions Bingo" and "Health Pictionary" engaged learners and worked effectively in initiating conversations and as plenary activities to consolidate learning.	"Some of the answers in lesson 1 P7 for the wellbeing factors raised a lot of discussion: "Individual things we cannot change: Male/female- no difference? - this raised discussion around transgender issues. "The children got a bit mixed up with the photo of the baby. They couldn't understand why the baby would be affected by school or friends, when it was only a little baby."	This "factor" that can affect Health and Wellbeing included only one of male and female, as it was not possible to remove the factor from the spinner. Creating discussion around Transgender Issues was not the aim of this discussion.	A "Teachers Note" has been added to the bottom of the slide around the "Individual Factors" slide. This is to enable teachers to include this at their discretion. The use of the baby was re-worded to provide more clarity within discussions. The idea was to elicit discussion about factors that could be within <i>our own control</i> and to what extent.
Come Rain or SHINE	"warm up of different arts grabbed the children's attention and got them excited in	Learners "...weren't very engaged"	Although some children in one school mentioned it being simplistic, they went on to say that their learners are particularly emotionally literate. It may be that those	Retained activities for use at teacher's discretion.



	discussions about arts...and what made them feel good"		<p>activities appeal to some learners more than others.</p> <p>The examples of art are also at the discretion of the teacher, so it could be that using artwork/music/film footage that is a hook for the particular children in a given school can have a difference on how well a class engage.</p>	
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Further Whole-school Resources to Contribute to the SHINE members' area of the Website

To further maximise the impact of the SHINE survey across the *whole* school (learners in P1-P7), I developed assembly resources and competition suggestions that could be implemented as required by individual schools on receiving the resulting data report from their surveys. This could support schools to address some of the common themes that might be identified as areas for development, as indicated by the SHINE Data report. These competition ideas would be made available to member schools to use individually or as part of a wider SHINE network competition

A selection of four potential topics was identified as common health and wellbeing issues amongst young learners. These were the themes for assembly and competition resources and were chosen as they are often associated with low mood. The aim of these resources is to provide teachers with a useful starting point to support learners.

- Healthy Eating
- Physical Activity
- Self Confidence
- Sleep

Resources Summary

These lessons were designed to evoke discussion about factors that can impact on Health and Wellbeing, and therefore could be used to complement the survey successfully. These resources are particularly effective for enabling the findings from the data to be cascaded across the whole school with learners from P1-P7 able to take part in assembly activities, as well as competitions. Competitions can engage learners across the whole school, as the activities involved, such as creating a poster or writing a poem, can be eye-catching and appealing to all students. The resulting displays raise awareness of issues for pupils as they participate in the competition, and again every time they pass by the display of entries underlining key positive health messages.



There are significant possibilities for schools to build on progress made in using the resources, by offering "Family Wellbeing Sessions" for instance, where parents could be invited for a coffee and a chat and schools can share what their pupils have been learning about and reinforce key HWB messages.

Barriers to Successful Implementation

One significant challenge when attempting to implement the SHINE survey within my own school was the introduction of ipads with fewer and fewer laptops and desktops available within primary schools. However, it was impossible to access the online survey on the school Ipads and the issue had to be referred to the council ICT team. The root cause was quickly identified as an issue with the GCC "proxy" however, unfortunately, by the end of my secondment (March 2022) this was still unresolved.

In the meantime, I decided to put in place a contingency for collecting data within my own school, and instead rotated pupils on the survey website with a few children at a time completing their responses. Whilst not ideal, this meant 84 participants out of a potential 116 were invited to take part. The data had to be collected on specific days when computers were more available, yet with so few computers, it was a significant number of pupils to participate.

Solutions to barriers

One positive outcome arising from this challenge was the instigation of one problem-solving solution to the difficulties with the IT equipment by liaising with the secondary school to make this a "Transition" event. As such, as well as solving the IT issue this would further support P7 classes in getting familiar with their learning community secondary schools. This method was used for collecting the data with Caledonia PS which is a feeder school for Bannerman High School. My fellow SHINE Development Officer, Lynn Alexander, facilitated this to avert the likelihood that the primary school may have to opt out of the project due to concerns about the feasibility of 60 children doing the survey individually at the back of a class while the class teacher continued teaching.

Engagement opportunities

Completing the SHINE survey as a transition activity for P7s is a perfect opportunity for whole learning community schools to engage in the same data collection. This can be mutually beneficial to SHINE network primary and secondary schools. This would support secondary schools' advanced planning for their future first years, as well as supporting primary schools in facilitating a more efficient method of data collection. Having successfully executed this as a transition activity within Glasgow City Council, another SHINE Development Officer colleague, Kelly Craig, wishes to adopt the same model within her local authority of Aberdeenshire, and we have scheduled a future

meeting with Head teachers there to explain the benefits of conducting the SHINE mental health survey in this way.

Knowledge Exchange opportunities

During my secondment, working as part of the Social and Public Health Sciences Unit, I soon met (albeit “virtually”) many contacts with whom to share information and potential resources and knowledge. Admin staff at the university with a different skillset could quickly support me in learning how to access more advanced computer software which I had never used before (Canva). Researchers at the university who had been working on other projects within the Institute for Health and Wellbeing were happy for me to access their work and make use of it within the SHINE project. Additionally, at the 2021 SHINE Network Conference, I found that, on sharing my work, other teachers quickly engaged with me, requesting to trial some of the resources I had put in place. External agencies including charities were interested in networking too, therefore I have started building a list of contacts, and making use of knowledge exchange opportunities.

When presenting at the Social and Public Health Sciences Unit conference, it was possible for me to share with health researchers some of the most pertinent issues for teachers which was particularly useful for health researchers wishing to engage with school settings/communities. I therefore contributed to a presentation to share some of the relevant national education policies applicable in primary schools.

Two highly effective examples of resources developed by health researchers in the SPHSU are the “Best Start in Life” tool and “Healthyville”. These appeared to have significant potential for use with a primary school audience. I therefore contacted staff within the university to discuss the possibility of these resources being made available on a wider basis, and these were therefore included as activities within the aforementioned P6 and P7 SHINE lesson sequences that I developed as part of my secondment. Via the Institute of Health and Wellbeing newsletter, I discovered the “Creative Insights” project using a technique for promoting drawing and writing called the “Dialectogram” which is the perfect artistic activity for learners, appealing to both those who love drawing and those who prefer to write, as it combined a bit of both.

While working at the University of Glasgow, I had the opportunity to work with many new IT software and HWB resources which I hadn’t met before which informed my teaching practice and increased my skills. However, I also had the time and opportunity to meet other organisations through SHINE such as “Sleep Scotland”, which expanded my knowledge and access to potential resources.

Further Stakeholders

I had the opportunity to meet two of the Quality Improvement Officers at Glasgow City Council in order to share and showcase my development work while with SHINE as a return for being permitted by the Local Authority to take up the secondment. In addition, I took part in a meeting with a representative from Glasgow City Parents Group. Parental engagement is an area for development in SHINE and we were interested to learn more about how the parents group works with the Local Authority and share our work with them to hear their feedback

One of my initial objectives was to contact large organisations across Scotland to look for ways to work together to improve health and wellbeing for young people or perhaps generate prizes for competitions by petitioning large organisations. Due to incompatibilities between profit-making and research-orientated agendas, I decided to maintain a plan for competitions to be delivered by individual schools, with staff in each individual establishment able to set and decide on prizes at their own discretion.

Reflections and Next Steps

Within my secondment role as a SHINE Development Officer, I successfully addressed my key objectives, despite encountering some challenges along the way. However, even some of the challenges, led to valuable outcomes and benefits:

- The difficulties in running the survey on ipads brought to light an issue which is relevant for all schools across Glasgow City Council. Having discussed this in depth with the council ICT team, this issue is presently being looked into. Meanwhile, SHINE staff can advise network schools in Glasgow City Council primary schools to use desktops and laptops.
- The benefits of being a member of the SHINE network are of course, not limited to taking part in the survey. Attending SHINE conferences enables teachers from across Scotland to share their experiences to take forward their work on Health and Wellbeing. This then impacted for me, personally within my own school as I could share this knowledge further across staff and pupils.
- Creating, implementing, and trialling lesson sequences has produced two sets of lessons, assembly and competition resources to promote discussions around Health and Wellbeing and engage learners who are taking part in the survey as well as supporting a whole-school approach to health and wellbeing.
- Glasgow City Council QIOs, Glasgow City Parents Group, other schools across the SHINE network, and other schools new to the SHINE network all these stakeholders can benefit from awareness of the ongoing progress across the SHINE network.

This has proven an exciting project to work on, with a worthwhile aim to support schools to help address the Health and Wellbeing needs of their learners. Taking account of policy, and with an

awareness of challenges schools might face when implementing the SHINE model, it was possible to research how best to implement the SHINE network in primary schools, with some key issues coming to light and some possible "Next Steps" which could further capitalise on the work completed throughout this secondment opportunity.

Taking part in SHINE as a Development Officer has enabled me to develop skills in networking, knowledge exchange, confidence in presenting, and in planning and implementing goals. As I have worked on this project, I have discovered more about the types of future career development opportunities that I could work towards, and I am eager to work on the SHINE model further within my own school, as well as looking for more opportunities within Health and Wellbeing, Knowledge Exchange, Data and research.

Next Steps:

- To share the Rise and SHINE and Come Rain, Come SHINE lesson sequences, assembly and competition resources with the wider SHINE Network members.
- SHINE could extend the competition ideas out across the network as an annual activity.
- further promote membership of the SHINE network within my own local authority of Glasgow City Council.
- share practice with schools in our learning community to outline the benefits of collecting data as a cluster, in order to provide further support for pupils who will attend the same secondary school.
- Check in with Glasgow City ICT Helpdesk intermittently to discover progress on Ipad issue.
- Check in with GCC staff regarding potential for a link on Education Home Page.
- Check in with GCC staff regarding potential for running CPD Manager Courses on SHINE for all staff.