

## MODULE 1 ASSESSMENT

This topic has been developed with Kate Moxley, an Early Years consultant, trainer, and speaker specialising in wellbeing and mental health. This course will offer insights and guidance on prioritising emotional connection and wellbeing in your setting.

The following assessment will support you in reflecting on your current practice. You will be able to demonstrate that the information you have listened to has been embedded, and your answers will help you create a culture of belonging for children and practitioners in your setting.

### QUESTION 1

Please could you highlight two current and common factors that affect the mental health and wellbeing of children?

### QUESTION 2

In the podcast episode, Kate explains why it's important not to become habitual in the Autumn term with activities and routines for children who have recently joined the setting and instead focus on attachment, why is this?

## MODULE 1 ASSESSMENT CONTINUED

### QUESTION 3

Following on from the previous question, developing attachment with children is key but what factors can distract practitioners from focusing on this?

### QUESTION 4

Forging good relationships is key for children's wellbeing. What must children feel in order to have positive well being?

Children must feel:

### QUESTION 5

In the podcast, Kate explains that well-being should be the 'heart' of your provision with a specific focus on educator well being, why is educator well being so important and what can the impact to practice and provision be if so?



## MODULE 2 ASSESSMENT

### QUESTION 1

Sense of belonging is really important for well-being, why is it crucial to foster a sense of belonging in your setting?

### QUESTION 2

Following on from the previous question, could you please describe ways to form a positive relationship with children starting at your setting so that they feel a sense of belonging?

### QUESTION 3

Why is it so important for children to see themselves in their environment?



## MODULE 2 ASSESSMENT CONTINUED

### QUESTION 4

Access to training and research is crucial to develop knowledge and implement change. Which specific areas should you be researching and ensuring you are up to date with as an educator, in terms of wellbeing?

### QUESTION 5

Behaviours such as biting, kicking, snatching, thumping etc are signs of an emotional deregulation response. As educators we have a compliance mode which is explaining to the child that they should not have done this action and prompting the child to say sorry, why should educators review this response?

## MODULE 3 ASSESSMENT

### QUESTION 1

Early Years setting's are usually made up of diverse teams, therefore there will be differences of views around expressions of feelings, well-being or even the ability to acknowledge and express how your own well-being is. This could cause differences in practice when a clear ethos is required, could you please in relation to this identify strategies to ensure staff are on the same page and promote a shared team ethos?

### QUESTION 2

In an Early Years setting discussing mental health within the team, ensuring adjustments are made and leaders having regular mental health check ins with their employees is vital, could you please explain why this is?



## MODULE 3 ASSESSMENT CONTINUED

### QUESTION 3

There are many factors that can influence/affect practice and provision. Educator wellbeing is one of these. As Kate states in the podcast episode “As educators we can only positively shape children’s futures if we are in a good place”

A setting that takes care of practitioner well being enables educators to do their jobs - Could you please summarise simple changes a setting can make to support educator well being.

### QUESTION 4

Our life experience will have shaped and formed, our views, our values, our beliefs, things that we hold dear, things that we believe in, what must educators acknowledge in relation to this?

### QUESTION 5

Why is it important to challenge ableist systems and spaces that are not including the differences of many educators?



## MODULE 4 ASSESSMENT

### QUESTION 1

In the podcast episode Kate explains that one of the best ways to ensure wellbeing is at the centre of your setting is by achieving a culture of what kind of practice?

### QUESTION 2

Could you please identify barriers to creating a culture of reflective practice and promoting educator wellbeing?

### QUESTION 3

Following on from the previous question, could you please now explain how having a culture of reflective practice encourages and benefits educator well being?



## MODULE 4 ASSESSMENT CONTINUED

### QUESTION 4

Could you please identify self reflection question's you could ask yourself in relation to your well being and professional development?

### QUESTION 5

Why is self care so important in leadership and educators roles.







## REFLECTION SECTION

*From listening to all 4 episodes and completing all assessments as part of this module, it is now time to highlight the key takeaways and knowledge you have gained from this Continuous Professional Development module.*

**Key areas to reflect on:**

- *What have you learnt and how this will impact your practice?*
- *What changes you intend to make in your setting from the knowledge you have gained from this module?*
- *What is the desired impact of the changes you intend to make for the children?*

*Please also ensure to give a copy of this assessment including your reflection section to your senior leader, this is a key part of Ofsted 3 I's when reviewing, reflecting and making changes and will support you in your next inspection.*





REFLECTION SECTION CONTINUED

A large, empty rectangular box with rounded corners and a thin green border, intended for reflection notes.



# ANSWER SHEETS

## MODULE 1 ASSESSMENT

### QUESTION 1

Answer 1 (Please note, the below are examples and answers may vary)

Please could you highlight two current and common factors that affect the mental health and wellbeing of children?

- At key time's of the year where there's a lot of change and there's a lot of transition, either at home (new sibling, house move, changes to family dynamics etc) or at school (transition into nursery or preparing for transition to new room or school)
- impacts of COVID and the consequences of lockdown and the development of the social, emotional, mental health needs of children and the communication and language needs of children

### QUESTION 2

Answer 2 (Please note, the below are examples and answers may vary)

In the podcast episode, Kate explains why it's important not to become habitual In the Autumn term with activities and routines for children who have recently joined the setting and instead focus on attachment, why is this?

- Often the routine, daily operation or organisation of the environment is not always conducive to developing attachments and settling in the children. Or we're not adapting and changing what we're doing to the needs of particular children. Being flexible in our responses to children, not habitual in our planning to allow focus on the attachment with the child(ren) because if we haven't got that attachment or children don't feel psychologically safe with us in the environment that we're trying to create. If we're not nurturing that safety and that reassurance, then they're not going to be able to enjoy or interact or engage in anything that we're trying to plan.

## MODULE 1 ASSESSMENT CONTINUED

### QUESTION 3

Answer 3 (Please note, the below are examples and answers may vary)

Following on from the previous question, developing attachment with children is key but what factors can distract practitioners from focusing on this?

- Ofsted impacts, following routines and planning from managers, struggling with ratios, sticking to policy and procedure, outcomes and assessments rather than solely focusing on attachments, security and relationship forming.

### QUESTION 4

Answer 4 (Please note, the below are examples and answers may vary)

Forging good relationships is key for children's wellbeing.

What must children feel in order to have positive well being?

Children must feel:

- Safe
- Secure
- Familiar
- Engaged

### QUESTION 5

Answer 5 (Please note, the below are examples and answers may vary)

In the podcast, Kate explains that well-being should be the 'heart' of your provision with a specific focus on educator well being, why is educator well being so important and what can the impact to practice and provision be if so?

- Educator well-being is like a thread, that weaves, overlaps and intertwines its way through everything. So, if educators are secure and focus on forging relationships this benefits the children and supports attachment, encourages children to settle, be happy and established, then, relationships with their educators can flourish, once educators know the children well and can talk about them and describe them, then you don't need a folder with, loads of observations for Ofsted.

## MODULE 2 ASSESSMENT

### QUESTION 1

Answer 1 (Please note, the below are examples and answers may vary)

Sense of belonging is really important for well-being, why is it crucial to foster a sense of belonging in your setting?

- Fostering a sense of belonging for children can create an environment where learning can thrive. When learning feels open and collaborative, children feel safe to share ideas. They are confident in applying their knowledge or skills, are supported when they take a risk or even experience failure. When children feel like someone knows them and believes in them, there is a greater motivation to succeed.

### QUESTION 2

Answer 2 (Please note, the below are examples and answers may vary)

Following on from the previous question, could you please describe ways to form a positive relationship with children starting at your setting so that they feel a sense of belonging when entering your setting?

- Focus on induction and settling in ensuring a lot of time is taken to get to know the child and their families - thinking about race, ethnicity, thinking about culture, language, religion, but also gender identity, sexuality, disability. Every little aspect of this child, their home and their family life. Also dietary requirements, nappy changes, sleep times etc that they need, but also all their likes and dislikes. It's important that educators know this especially in those early settling in days so that when a child comes in, they can see something that makes them think of home or makes them think of their own home experience or something that feels usual and typical for them. So, really valuing individual individuality.

### QUESTION 3

Answer 3 (Please note, the below are examples and answers may vary)

Why is it so important for children to see themselves in their environment?

- Children can't be what they can't see. So if they can't see themselves represented in their environment or they have joined a setting where they are part of a culture where they are perhaps the minority. So there's a dominant, culture, whether that is there's a heavy cohort of boys or in terms of race and intersectional perspective. So in early years education, thinking about an intersectional lens, what it allows for is valuing individual individuality and it enables us to provide safe and inclusive environments for children and what we are doing is acknowledging how we can make adjustments to include children based on their life experience.

## MODULE 2 ASSESSMENT CONTINUED

### QUESTION 4

Answer 4 (Please note, the below are examples and answers may vary)

Access to training and research is crucial to develop knowledge and implement change which specific areas should you be researching and ensuring you are up to date with as an educator in terms of wellbeing?

- Brain development
- Neurodiversity
- Gender
- Ethnicity.

### QUESTION 5

Answer 5 (Please note, the below are examples and answers may vary)

Behaviours such as biting, kicking, snatching, thumping etc are signs of an emotional deregulation response. As educators we have a compliance mode which is explaining to the child that they should not have done this action and prompting the child to say sorry, why should educators review this response?

- If the child doesn't know what they done or why they have done it or they haven't got the concept of sorry as they haven't yet developed empathy could result in a very upset child who doesn't know what you're asking, so can't articulate and suddenly they're subconscious personal connections with you and the space all become negative.

## MODULE 3 ASSESSMENT

### QUESTION 1

Answer 1 (Please note, the below are examples and answers may vary)

Early Years settings are usually made up of diverse teams, therefore there will be differences of views around expressions of feelings, well-being or even the ability to acknowledge and express how your own well-being is. This could cause differences in practice when a clear ethos is required, could you please in relation to this identify strategies to ensure staff are on the same page and promote a shared team ethos?

- Clear communication is key to achieving a shared team ethos.
- Discussing in team meetings difference of opinion and actions to ensure wellbeing and belonging in practice is priority.
- Also, giving educators opportunities to share their own life experiences is important for their own well-being but will also benefit the team understanding and relationship building.
- Promoting wellbeing within a team will support the children in feeling secure.

### QUESTION 2

Answer 2 (Please note, the below are examples and answers may vary)

In an Early Years setting discussing mental health within the team, ensuring adjustments are made and leaders having regular mental health check-ins with their employees is vital, could you please explain why this is?

- The statistics show that most of the British public will have experienced or know someone loves someone and/or worked very closely with someone that is experiencing poor mental health or will do over the next 12 months therefore ensuring mental health is part of communication continuously is vital for educators well-being.
- To challenge to shame and stigma around mental health in education such as you're not safe to work with children if you take antidepressants or if you have a diagnosis of a mental health condition.
- People are struggling, but we aren't always talking about it. And so that's why these, conversations are necessary because the role is stressful
- Mental health is something that could affect anyone at anytime therefore we need to honour mental health, respect it, and value it, ensuring that everyone in the setting feels comfortable and supported if they have or may in the future suffer from mental health.



## MODULE 3 ASSESSMENT CONTINUED

### QUESTION 3

Answer 3 (Please note, the below are examples and answers may vary)

There are many factors that can influence/affect practice and provision. Educator wellbeing is one of these – As Kate states in the podcast episode “As educators we can only positively shape children’s futures if we are in a good place” – A setting that takes care of practitioner well being enables educators to do their jobs - Could you please summarise simple changes a setting can make to support educator well being.

- Set up formal and informal avenues to allow practitioners to provide feedback to colleagues and senior members of staff such as a staff suggestion box for suggestions or comments, which can be anonymous. This provides a more accessible way for staff to raise issues that may be difficult to express in person.
- A team review of the settings well being policy and procedure – This will enable the team to be a part of the process and implement change.
- Well being information available - Put up a staff wellbeing board and keep it up to date.
- Access to a safe space for educator regulation
- Access and information/signposting to external support
- Make time to talk about mental health and wellbeing in team meetings.
- Hold regular staff social or team building events, including regular wellbeing activities.
- Available training to support mental health and wellbeing, to help spot the signs and symptoms of mental health difficulties and to promote wellbeing.

### QUESTION 4

Answer 4 (Please note, the below are examples and answers may vary)

Our life experience will have shaped and formed, our views, our values, our beliefs, things that we hold dear, things that we believe in, what must educators acknowledge in relation to this?

- It is important for all educators to acknowledge and understand that their personal experiences values and beliefs can potentially have an impact on their professional practice. This can potentially have both a positive and negative effect but by recognising as a team that we all have unique experiences that can influence practice and discussing this openly support the team to understand and respect these differences, will support the influences in practice to be positive and support educator wellbeing and belonging.

## MODULE 3 ASSESSMENT CONTINUED

### QUESTION 5

Answer 5 (Please note, the below are examples and answers may vary)

Why is it important to challenge ableist systems and spaces that are not including the differences of many educators?

- It is important to include and encourage educators with differences as they could have so much to offer a setting but they are living with a disability or a neurodivergent diagnosis, accessibility, awareness and adaptability is vital and must be implemented. As educators with differences could be creative, inspiring, talented individuals and those individuals who have overcome adversity, who have gone through challenges and hardships in life, who have developed an emotional intelligence and illiteracy, that have a skill that means they are understanding as a sector we should enable and celebrate that.

## MODULE 4 ASSESSMENT

### QUESTION 1

Answer 1 (Please note, the below are examples and answers may vary)

In the podcast episode Kate explains that one of the best ways to ensure wellbeing is at the centre of your setting is by achieving a culture of what kind of practice?

- One of the best ways to ensure wellbeing is at the centre of your setting is to ensure a culture of reflective practice.

### QUESTION 2

Answer 2 (Please note, the below are examples and answers may vary)

Could you please identify barriers to creating a culture of reflective practice and promoting educator wellbeing?

- Lack of time to dedicate to reviewing and improving the reflective and wellbeing culture
- Organisational culture that doesn't encourage or value reflective practice and promotion of wellbeing
- Lack of confidence in reflective techniques
- Lack of training and development.
- Management and/or leadership not role modelling this practice and preventing the culture.

### QUESTION 3

Answer 3 (Please note, the below are examples and answers may vary)

Following on from the previous question, could you please now explain how having a culture of reflective practice encourages and benefits educator well being?

- A culture of reflective practice encourages educators to learn from one another and be aware of their team members' strengths and qualities, recognising these attributes in team activities and meetings motivates the team and benefits practice which benefits the environment and the children.
- Reflection encourages well being as it reflecting on what is working, adapt what isn't and continue to grow and improve teaching and learning experiences promotes wellbeing and benefits the children.
- Reflective practice is one of the most important sources of personal professional development and improvement which in turn promotes educator well being.

## MODULE 4 ASSESSMENT CONTINUED

### QUESTION 4

Answer 4 (Please note, the below are examples and answers may vary)

Could you please identify self reflection question's you could ask yourself in relation to your well being and professional development?

- Why am I in this workspace?
- Why have I chosen to bring my skills and talents to this setting, to this environment?
- Or why have I opened at my own childminding business?
- Or, why am I working with children?
- What are my values and beliefs?
- What do I believe in and what do I hold dear?

### QUESTION 5

Answer 5 (Please note, the below are examples and answers may vary)

Why is self care so important in leadership and educators roles.

- Self Care is important in Leadership roles as leaders influence educators
- Self Care is important in Educators roles as educators then influence the children
- The biggest influence we can have on other people is how we are taking care of ourselves, how we talk about ourselves, how we treat ourselves.
- We need to promote self care as educators must be secure in themselves as we must achieve and attain children's emotional well-being therefore as educators we must be comfortable and content to role model to children.
- it's really important for us as individuals to put our well-being first, because if we can get that bit right or at least feel like we're on the right path, then everything else will stem from that.