



Focus: Acknowledgement

The emotion needs audit asks this question: Do you feel you have status that is acknowledged? In the ASE SOS Pilot Study (May 2021) feeling acknowledged ranked one of the lowest in the emotional needs audit (ranked 8 out of 10).

What does this mean?

This is concerned with our status, reputation and feeling valued in a community. It is our sense that we are contributing something to the common good.

Life (External issues)

Teachers may get a sense of acknowledgement from other parts of our lives (see Community), but it is likely that most full time teachers identify as a teacher and feel a sense of status through that. Being a teacher (professional identity) overlaps considerably with their personal identity, they are both closely entwined.

Work-place issues

- Students
- Teacher peers in their department
- Head of department
- Line managers
- Senior leaders
- Parents
- Local community

Issues can arise if we feel our status (professional identity) is questioned, challenged or questioned. This is where working together, as a team has benefits to individuals and the whole department and school.

What can you do?

Recognising and rewarding effort is something simple that can be introduced to maintain focus and success. Verbal recognition in private, or when appropriate more publicly, can help maintain and motivate science teachers to be successful and feel competent e.g. 'I am impressed with how you are managing that class.', 'You handled that parent concern well, thank you.', 'Well done for this week, I can see you have been very organised.'

Peer support when dealing with students and parents. Behaviour management systems need to support teachers in maintaining their teacher status in school, as well as when working with parents. If a teacher has peers that they know will support them and leaders who will back them up, they are less likely to feel their status is under threat.



Relevant RISE tools and resources

Wellbeing / emotional needs



Supporting Sign-Posts



Supporting colleagues with mental health issues



Latham's One-to-Ones's – Guidance



Department meeting – improving well-being

Job Satisfaction



Establishing support networks



Managing working relationships



Acknowledging staff achievements



Latham's One-to-Ones's – Guidance



Building effective relationships with SLT



Work-life balance analyser

Career Intentions



Individual Career Planning



Ensuring your staff leave happy



Effective Exit Interviews



Department size and shape (short, medium and long term)



Progression Planning