

Focus: Attention

The emotion needs audit asks these questions: Do you feel you receive enough attention? Do you think you give other people enough attention? 'Attention is a basic emotional need, having it from others and giving it to others fuels personal growth.' (Griffin & Tyrell, 2015, p.97). In the ASE SOS Pilot Study (May 2021) a sense of receiving and giving scored midway in the ranking (ranked 7 and 6 out of 10, respectively). From the pilot study data (Nov 2020), if a teacher responds with scores 1-3, not receiving enough attention is in the top three. Therefore, feeling that they do not get enough attention is a key factor in teachers suffering emotional distress or having mental health issues.

What does this mean?

In our personal lives, giving and receiving attention happens in our friendships, with our families and within our personal relationships. At work, teachers give attention to others all the time, particularly their students, but often interacting with and supporting colleagues. Equally, there is a lot of attention on a teacher from their students and often from their colleagues.

Life (External issues)

- Those that live alone, those who do not have a friendship group
- New to area e.g. relocated due to job
- Family are distant (emotionally and/or physically)
- Any factors contributing to social isolation and loneliness

Work-place issues

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What can you do?

You may have heard of the Hawthorn Effect, in this context if supervisors give workers due attention, and express interest in their work and their well being, this in itself can increase motivation. The attention given needs to be the right balance: not too little, not too much and care needs to be taken that it is perceived as supportive rather than judgemental.

External

- Encourage staff who are new to the area to join a local group that shares their interests
- Encourage staff to socialise if they wish to, especially with new members of staff

Departmental

- Provide accessible to all shared spaces at the start of the day, end of the day or during breaks, away from students, where staff can informally talk
- Introduce once a week catch ups. Staff may want to organise a rota for bringing in treats each week
- As a manager, regularly check in with staff informally, ask about their life and work. Keep the conversation going across check-ins e.g. got any plans for the weekend?
- Notice if someone is particularly quiet or removed from the team and talk to them
- Introduce one to one meetings
- Encourage, but do not enforce, science department social activities (or cross departmental)

Whole-School

- Offer whole school staff activities e.g. sports, book clubs, special interest groups.
- Offer whole school wellbeing activities

Relevant RISE tools and resources

Wellbeing / emotional needs



Supporting Sign-Posts



Supporting colleagues with mental health issues



Latham's One-to-Ones's – Guidance

Job Satisfaction



Establishing support networks



Managing working relationships



Acknowledging staff achievements



Latham's One-to-Ones's – Guidance



Building effective relationships with SLT

Career Intentions



Individual Career Planning



Ensuring your staff leave happy