



## Focus: Community

The emotion needs audit asks this question: Do you feel connected to some part of a wider community?

In the ASE SOS Pilot Study (May 2021) a sense of feeling connected to some part of a wider community ranked the lowest (ranked 10 out of 10). From the pilot study data (Nov 2020), if a teacher responds with scores 1-3, not feeling connected to the wider community is in the top three. Therefore, not feeling part of the wider community is a key factor in teachers suffering emotional distress or having mental health issues.

### ***What does this mean?***

Social interaction and being part of a community are basic emotional needs. In giving some of ourselves and helping others, we strengthen our sense of self. Helping others, helps ourselves. This could mean being part of the wider school community, but also the wider local (non-teaching) community.

### ***Life***

Having a role in something beyond your job can be helpful for teachers. There are many ways to be engaged with the local community e.g. through community groups, religious groups, sports teams or activities, musical or artistic activities, voluntary work, charitable work. Some teachers choose to be involved in the wider education community by being involved with education associations such as the ASE, IoP, RSB and RSC, or being a school governor.

### ***Work***

Participating in outside or whole school community events should not be compulsory, but opportunities, sign posts and sometimes encouragement helps. There are lots of opportunities in school to be involved with the wider school community e.g. extra curricular activities, one off events, trips etc. As with everything, teachers should moderate how much they get involved with. Contributing to one group or activity is enough.

### ***Interventions***

- Ask teachers what they enjoy beyond teaching and suggest the idea of joining a club or group.
- Suggest ideas to your staff or signpost opportunities to network [Professional Networks Link]

### ***Opportunities for science teachers***

- Outreach with local primary schools
- Becoming a school governor
- Join your local ASE regional committee



## 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 - improved well-being

### *Job Satisfaction*



Work-Life balance analyser



Managing working relationships



Establishing support networks



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



Progression Planning



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



Effective exit interviews