Module Title:	Relationships in Education: How to use counselling skills to support students well-being and achievement	Level:	7	Credit Value:	30

Module code:	EDM704	Is this a new module?	Yes	Code of module being replaced:	N/A

Cost Centre(s):	GAPE	JACS3 code:	X300

With effect from:	September 17

School:	Social & Life Sciences	Module Leader:	Alison Woolf

Scheduled learning and teaching hours	30 hrs
Guided independent study	270 hrs
Placement	0 hrs
Module duration (total hours)	300 hrs

Programme(s) in which to be offered	Core	Option
MA Education	☐	✓
MA Education (Counselling Skills for Education)	✓	☐

Pre-requisites
None

Module Aims
- To engage the students in the task of critically examining the current knowledge base of the role of attachment in child development and life-long relationship patterns and the implications for cognitive, social and emotional development.   - To engage students in the task of critically examining the current understanding of neuroscience in relation to development in children and young people; the impact of relationships and of environments on neural development and the link with learning and social and emotional well-being.   - To engage students in the task of critically examining the role of communication in building relationships.   - To engage students in developing their own communication skills, in particular the skills of active listening and reflective responses.   - To engage students in the task of critically examining research methods used in research with children and young people.

Intended Learning Outcomes

Key skills for employability

KS1	Written, oral and media communication skills
KS2	Leadership, team working and networking skills
KS3	Opportunity, creativity and problem solving skills
KS4	Information technology skills and digital literacy
KS5	Information management skills
KS6	Research skills
KS7	Intercultural and sustainability skills
KS8	Career management skills
KS9	Learning to learn (managing personal and professional development, self-management)
KS10	Numeracy

At the end of this module, students will be able to		Key Skills	
1	Discuss and critically evaluate the current knowledge base of the role of attachment in human development and the implications for cognitive, social and emotional development.	KS1	KS5
		KS6	
2	Discuss and critically evaluate the current research and knowledge-base on the importance of using active listening skills and reflective language skills when relating to students with emotional, environmental and/or behavioural challenges and difficulties.	KS1	KS6
		KS7	
3		KS2	KS3
		KS7	KS9

	Demonstrate a comprehensive understanding of how to plan and provide environments in education settings that support learner's feelings of security and increase access to learning.		
4	Demonstrate an ability to apply knowledge and communicate ideas by leading in the workplace on the development of practices and policies to support students with attachment related difficulties. Including a critical awareness of current problems and recent developments that inform this area of professional practice.	KS1 KS4	KS2 KS7

Transferable skills and other attributes
- Anti-discriminatory practice base;   - Communication skills;   - Presentation skills;   - Critical evaluation of approaches and debates;   - Academic writing skills and study skills;   - Development of counselling skills and reflexivity.

Derogations
None

Indicative assessment:
1. An individual presentation that demonstrates knowledge and understanding of how the classroom environment and the adult's ways of relating affect learner's outcomes. Presentation of planning for provision that supports students with emotional, environmental and/or behavioural challenges and difficulties. 2. A case study demonstrating observational skills and ability to make links to current knowledge and understanding in the field of attachment theory 3. An essay that demonstrates a breadth of knowledge of how counselling skills can be used by staff in education settings to support relationships and emotional well-being; and how this can impact on inclusion and achievement.

Assessment number	Learning Outcomes to be met	Type of assessment	Weighting (%)	Duration (if exam)	Word count (or equivalent if appropriate)
1	3 and 4	Presentation	25%	20 minutes	2,000
2	1	Case Study	25%		1,500
3	2	Essay	50%		2,500

Learning and Teaching Strategies:
Teaching & learning will consist of a variety of face to face lectures, whole class and small group seminars, demonstrations, workshops, guided study and workplace learning.

Syllabus outline:

- Introduction to the latest knowledge and understanding of Attachment theory;
- The link between attachment theory and theories of learning;
- How adult attachment styles impact on relationships in education;
- The latest research and argument for and against the introduction of therapeutic approaches in education;
- Introduction to the development of counselling skills;
- How counselling skills can be used to support limit setting and reflective responses throughout educational provision;
- Creating safe learning environments through understanding the concepts of containment, reflective listening and transference and counter-transference;
- How relationships and environments affect neural development and emotional states.

Bibliography:

Essential reading

Delaney, M. (2009), *Teaching the Unteachable*. London: Worth Publishing

Riley, P. (2010*), Attachment Theory and the Teacher-Student Relationship*. Oxford: Routledge

Westergaard, J. (2016), *An Introduction to Helping Skills: Counselling, Coaching and Mentoring*. London: SAGE Publications Ltd.

Other indicative reading

Blackard, S. (2012), *Say What You See for Parents and Teachers.* Austin Texas: Language of Listening.

Egan, G. (2010), *The Skilled Helper.* Belmont: Brooks/Cole.

Evans, G. (2011), *Counselling Skills for Dummies.* Chichester: Wiley and Sons.

Ecclestone, K., Hayes, D., (2008), *The Dangerous Rise of Therapeutic Education*. Abingdon: Routledge.

Geddes, H. (2006), *Attachment in the Classroom.* London: Worth Publishing Ltd.

Gerhardt, S. (2004), *Why Love Matters.* Hove: Brunner Routledge

Golding, K.; Fain, J.; Frost, A.; Mills, C.; Worrall, H.; Roberts, N.; Durant, E.; Templeton, S.; (2013), *Observing Children with Attachment Difficulties in School: A Tool for Identifying and Supporting Emotional and Social Difficulties in Children Aged 5-11.* London: Jessica Kingsley

Hall, E. and Hall, C. (1988) *Human Relations in Education*. London: Routledge

Lathey, N. and Blake, T. (2013) *Small Talk: Simple ways to boost your child's speech and language development from birth.* London: Macmillan.

Luxmoore, N. (2015), *Essential Listening Skills for Busy School Staff: What to say when you don't know what to say.* London: Jessica Kingsley Publishing.

Marshall, N. (2014), *The Teacher's Introduction to Attachment*. London: Jessica Kingsley.

Nelson-Jones, R. (2016*), Basic Counselling Skills: A helper's manual*. Fourth Edition. London: SAGE Publications Ltd.

Perry, A (Ed) (2009), *Teenagers and Attachment*. London: Worth Publishing

Shafir, R. (2010), Mindful Listening for Better Outcomes. In Hick, S & Bien, T (eds) *Mindfulness in the Therapeutic Relationship* (reprint edition) (p215-231) NY: Guilford Press.

Siegel, D. (1999), *The developing mind: How relationships and the brain interact to shape who we are.* New York: Guilford Press.

Street, K. (2014), *School as a Secure Base*. Driffield: Worth Publishing Ltd.

Woolf, A. (2016), *Better Play: Practical strategies for supporting play in schools for children of all ages.* Driffield: Worth Publishing Ltd.

Journals

British Journal of Guidance and Counselling Childhood. Counselling and Psychotherapy Research (BACP).

Pastoral Care in Education

British Journal of Special Education(BJSE)

Web based resources:

http://www.attachmentawareschools.com/
http://www.caspari.org.uk/
www.bacp.co.uk
http://counsellingminded.com/