



Attention, awareness
and teamwork skills for
greater wellbeing

Development Report for the Stephen Lloyd Awards

21st June 2017



Dear Mona, Ben and the Stephen Lloyd Awards Team,

Thank you for the opportunity to develop our work this month. This has been a hugely developmental month for us due to your support which enabled the right conditions for us to act mindfully in line with our values and purpose; to teach children self-control for greater wellbeing.

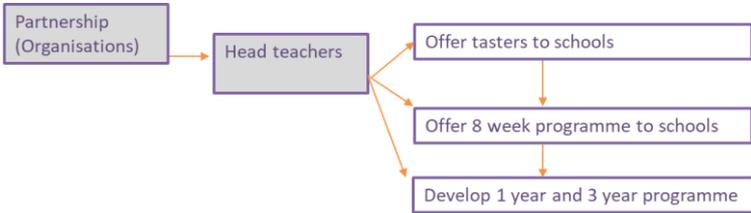
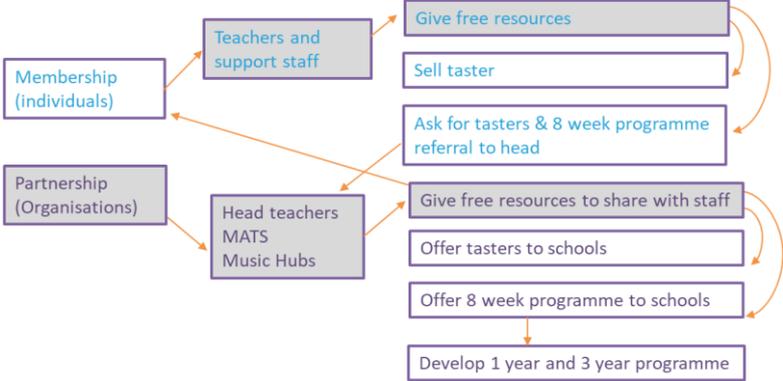
This month's focus was to develop and test the processes and impact of offering free resources to educators.

The key three developments have been;

- ***Our efficiency and resource use***
- ***scalable model and***
- ***our ability to respond to the education landscape.***

An overview of our development

What	Outcome
Our efficiency and resource use	
<p>We asked one of our existing pilot schools, St Francis de Sales Primary School, to feed into our resource development process. This has led to this pilot school agreeing to formally become a Flagship School for Mindful Music. So, they will be providing staff expertise, the opportunity for other schools to observe good practice and the offer of links to The Future Leaders Headteacher Network.</p>	<ul style="list-style-type: none"> - Nine new teachers using our resources with 270 children - New opportunity to scale across schools via Headteacher network - Development of more efficient use of resources to inspire new schools - Established Flagship School model
<p>With input from the Stephen Lloyd Awards and our advisors, we have been able to employ a programme developer, a graphic designer, a communications expert and our videographer to collaboratively work with Martha Wright our Founder & CEO. As a result, we have rebuilt our systematic model to deliver our intended impact. We have also been able to brief our pro bono web developer to build the backend tools to track the impact of our</p>	<ul style="list-style-type: none"> - We have been able to create and test starting point resources for our programme with input from 12 teachers across 3

<p>resources in schools.</p>	<p>schools.</p> <ul style="list-style-type: none"> - We have tested and established a new partnership with www.musicjelly.com - Our resources are due to be launched via video and blog on 23rd June
<p>Scalable model</p>	
<p>We were focusing on one model to scaling systematically but have been able to develop and test elements for a new proposed systematic path.</p> <p>Initial model:</p>  <p>Developed model:</p> 	<ul style="list-style-type: none"> - Increased opportunities to have a systematic impact on the education sector's understanding of self-control for learner wellbeing and attainment - New opportunities to measure the outcomes of our work from the first contact with an educator - New income streams identified with less reliance on resource heavy sales process
<p>Ability to respond to the education landscape</p>	
<p>Given funding cuts to schools, the political climate and industry reports around reduced spending, we used our resource development plan to leverage our existing music</p>	<ul style="list-style-type: none"> - Infrastructure and relationships in place to target

<p>hub relationships. We met with Tower Hamlets Music Service and the Bromley Music Youth Trust to plan initial continuing professional development opportunities for their local networks of schools.</p>	<p>initially 60 schools across two boroughs</p> <ul style="list-style-type: none"> - New systematic entry opportunities for working with schools
<p>In response to the Grenfell Fire, our CEO is volunteering to share our new resources and to offer Mindful Music training for two primary schools catering for pupils affected by the fire.</p>	<ul style="list-style-type: none"> - Two new school relationships in place - Proof of concept of using online resources to support schools facing extreme emotional challenges
<p>Through existing partnership with The Complete Works, we are due to run workshops for a group of learners and to share our resources with all staff.</p>	<ul style="list-style-type: none"> - Working with 22 learners with extreme social and emotional needs

So, we have our aims have guided a series of new opportunities to impact of the education system systematically. This has influenced the work we have done with our schools, hubs and music industry partnerships leading is onto a new path.

From our activity with St Francis de Sales School, we were reminded of the need to meet existing school frameworks and to build trust and processes over time. All staff were engaged with the concept of teaching self-control, and all were able to reflect on different ways to do this. We did an indepth evaluation with two members of staff who fed back that despite reservations, they have tested the activities and want more small activities to feed into the day.

We are responding to this feedback and will be continuing to work with them over the next year in line with the above developments. This will allow for further in depth evaluations of our impact on learners and staff.

- **Website hits and number of resources downloaded**



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To feedback post 23rd June launch.

Thank you!

