

October  
2023

# Shift Wellbeing Ambassador Course for Educators Review



By Nicky Harverson  
Active Gloucestershire  
Physical Activity Specialist. Strategic Lead for  
Children and Young People

Active  
Gloucestershire

we  
can  
move





## Table of Contents

03	—	Introduction
04	—	Report Highlights
05	—	Shift Vision & Mission
06	—	Shift Team
08	—	National Evidence on Benefits of Yoga
09	—	Reach of Schools
10	—	Total Educators & Course Progress
13	—	Reach of the Course
14	—	Feedback from Wave 1 & 2
15	—	Feedback from Wave 3-5
16	—	Delivery & Impact Wave 1-5
18	—	Case Studies Waves 1-6
21	—	Youth Voice
22	—	Feedback Wave 6
23	—	Shift Learning Journey
24	—	Learning Experience
25	—	Focus Group Summaries
28	—	3 Year Cost Profile
29	—	Return on Investment
30	—	Observations from Evaluation
31	—	List of Recommendations
33	—	Acknowledgments

ACTIVE GLOUCESTERSHIRE  
SHIFT YOGA REVIEW 2023



# Introduction

## Introduction/ about the programme

[Shift Arts & Wellbeing LTD](#) (Shift) have been delivering 'Wellbeing Ambassador Courses for Educators' since 2021. The course was initially created during COVID-19, to be an opportunity to enable teachers in schools to deliver simple movement, breath and mindful moments in class and online with their students. Over the last 3 years, Shift have delivered 6 training programmes to 120 educators in 80 schools across Gloucestershire.

Initially commissioned by [Active Gloucestershire](#) (AG) through Sport England funding for a mental health and wellbeing programme, the [successful pilot](#) course was further funded by [NHS Gloucestershire ICB](#) (ICB). Throughout the programme we have partnered with [Gloucestershire Healthy Living and Learning](#) (GHLL), who host Shift yoga video resources on their website for all schools in Gloucestershire. GHLL also provide direct access and support to Trailblazer schools who benefit most from the programme.

The changing landscape that this programme has been delivered against, has seen the course develop and evolve over the 3 years. This review will outline the development and progress Shift has made, alongside various challenges they have come up against. With COVID-19 restrictions easing and schools moving into new ways of working, with the increased need to support student and staff wellbeing, the baseline for the project scope required a dynamic approach.

## The ripples for this programme

Throughout the programme we have seen requests from schools and their students to expand their offer and learning opportunities. This has led to the following areas being developed:

- Shift re-launched their ['Bliss.ed' peer-to-peer course](#) for young people in January 2023 with Dene Magna and Sir William Romney's Secondary Schools, following a previously funded pilot at Bournside School in 2020
- In support of the course development Shift has made over 30 school visits to meet recently trained wellbeing ambassadors to further support them and share yoga with young people
- Active Gloucestershire invited Shift yoga to support their county wide Mental Health School Games programme in 2023 and will be expanding this to a unique opportunity for all schools to get together in 2024 at a specific yoga School Games programme, initiated by three newly certified wellbeing ambassadors
- New in 2024 is a Shift online membership area, directory/booking system of online and in-person yoga classes, events calendar and community for all educators in Gloucestershire who are passionate about young people's wellbeing.

## Data collection

The evaluation has been conducted by Active Gloucestershire in conjunction with Shift. With data collected from three main sources.

1. Youth Voice – completed by Active Gloucestershire – Lisa Kankowski: observing and capturing stories from students at Dene Magna. 16 students and 3 teachers involved in the process.
2. Focus Groups – completed by Shift – Robin Watkins-Davis : using a three question learning circle exploring how to develop the course. Three sessions, talking to 12 educators.
3. Evaluation survey – completed by Active Gloucestershire – Nicky Harverson: using a software called 'Alchemer' which provides an anonymous response through a logic based questionnaire to evaluate all waves regardless of where an educator may be within the course. Survey sent to 120 participants with 54.17% response rate (62 responses, 3 partial).
4. Nicky Harverson also delivered a workshop for the 'Shift Team Day' to review this report at AG City Works Offices. Finding out about the teams experience of working for Shift and what lifted them up and brought them down. Anecdotal information has also been gathered from various meetings, participant reviews and formal feedback throughout the programme. The course has also evolved and adapted based on this information gathered as the waves progressed. Significant changes to the programme can be seen between waves 2 and 3 after COVID-19 enabled more face to face meeting and between 4 and 6 as participants shared their challenges around time factors for completing the course, alongside personal and school commitments.

## Course training dates – 'waves' (W)

Wave 1: February 2021 – May 2021 (4 months) – Funded by Active Gloucestershire

Wave 2: October 2021 – April 2022 (7 months) – Funded by Active Gloucestershire

Wave 3: May 2022 – Jan 2023 (9 months) – Funded by Active Gloucestershire

Wave 4 and 5: Sept 2022 – June 2023 (10 months) – Funded by NHS ICB

Wave 6: March 2023 – March 2024 (12 months) – Funded by NHS ICB and GHLL

# Report Highlights

This is a summary of some of the key messages from this report: who Shift are working with, course progress, development, return on investment, impact and delivery.



Shift have worked with 120 educators, 80 different schools/colleges over 6 training waves, delivering a blended approach to learning with online modules and more recent, in-person events.



Shift are delivering in every district of Gloucestershire - Tewkesbury has a small number as only recently engaged in the opportunity.

**82%**

of ambassadors from Wave 1-2 are still delivering yoga in schools 2 years on.

**87%**

of educators post course, practice yoga for their own wellbeing daily or weekly (wave 3-5). 77% of educators post course are still practicing yoga daily/weekly 2 years on (wave 1-2).

**82%**

are estimated to pass in 2024. 20% from waves 3-5 are on a person centred approach to learning. 62% already completed course (W1-5). 12% left the course, 3% didn't meet required standards and 3% were absent for their assessment.



Post pandemic there has been an increase in face-to-face meet ups. Shift have added 3 events throughout each course wave. Ambassadors have valued these events for the confidence it has given them and reduced issues around their assignments.



In 2022 Shift recorded a series of videos for the online modules, enabling more flexibility in learning from previous live zoom sessions.



Shift also developed a new person-centred approach to learning to help educators manage their time better and avoid drop outs.

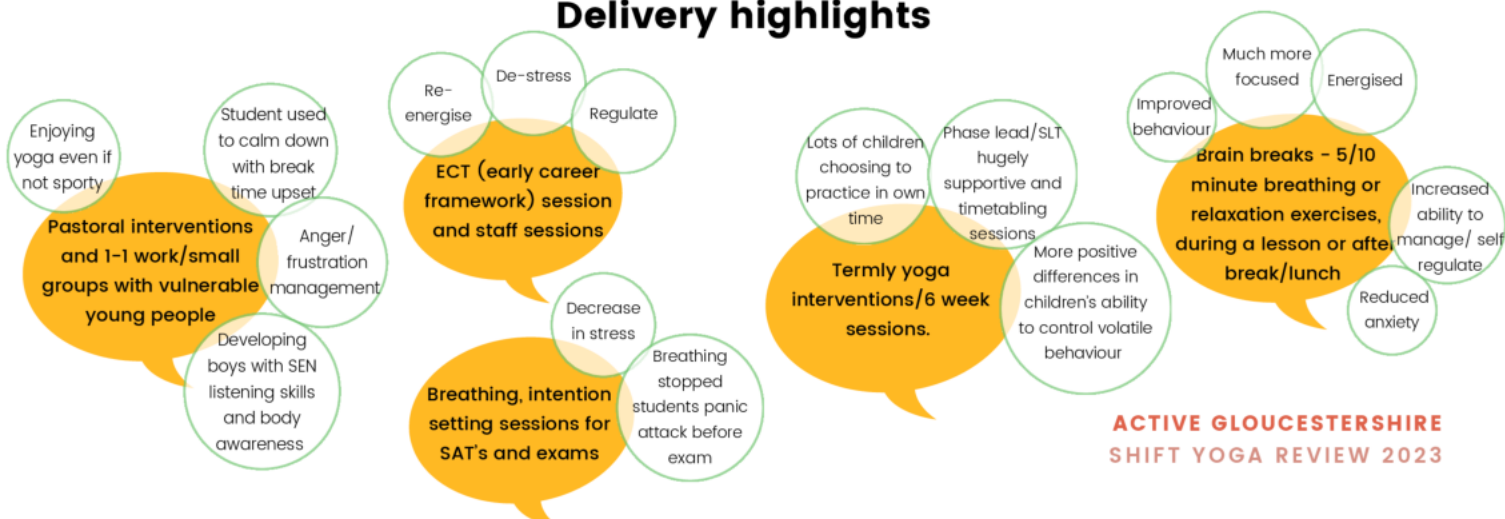


It costs £1.21 a week for a student to do yoga with a Shift Wellbeing Ambassador. £40 for a student to do weekly yoga for 1 year. This is a conservative estimate based on a Shift ambassador teaching 20 students a week post course. \*note a school year is 33 weeks, once you factor in extra-circular activities that effect the other 6 weeks of a school term.



Shift have grown into a team of 15 freelance Educators, Yoga Teachers and Yoga Therapists, delivering the Shift: Wellbeing Ambassador Course for Educatoes, Bliss.ed Peer-to-Peer Course and School Visits.

## Delivery highlights





## Shift Vision

To be a sustainable, Gloucestershire wide service to help young people navigate life's ups and downs.

To work with other counties throughout the UK.

"A daily yoga practice is like brushing your teeth. It's basic hygiene for the mind & body."

- Robin Watkins-Davis

## Shift Mission



- Working towards yoga and mindfulness being in every school in Gloucestershire
- Improving children and young peoples wellbeing, resilience and mental health
- Making yoga accessible for all young people and children
- Supporting the wellbeing of adults that are close or working with young people and children
- Making yoga part of daily school life - whole school approach



Year 9 students sharing breathing techniques with each other - whole school approach at Dene Magna Secondary in the 'wellbeing room'

# Shift Wellbeing Ambassador Course Team



Robin Watkins-Davis is the founder and director of Shift. She was the UK's youngest yoga teacher in 2016 aged 17. Robin started yoga aged 12, practicing daily for 13 years, helping her overcome challenges: with family relations, academia and recover self esteem from bullying. Completing her 200hr Hatha yoga training, Robin started: school clubs, teen community classes '[Bliss by Robin](#)' and visited other schools in Gloucestershire and Bristol to inspire her peers to try yoga whilst doing her A-levels. She went on to do further CPD training with 'teen yoga' and spoke at conferences in London such as: 'Instill conference' for yoga in education, 'YIHA' Yoga in Healthcare conference and presented at the House of Lords to MP's about yoga in education. Robin is a teacher on the [Movement for Modern Life platform](#). At 18 years old, she completed 'Prison Phoenix Trust yoga for prisoners and trauma sensitive yoga course' and ran weekly yoga classes for the female prisoners at HMP Eastwood Park. Robin curated the week long '[Shift Art and Wellbeing Festival](#)' alongside her art foundation course in Stroud and invited 5 schools to take part in mindfulness and art workshops. In 2019 Sport England funded Robin, Flo and Emma to deliver a peer-to-peer pilot course for KS3 & 4 students at Bournside School, Cheltenham. During the COVID-19 pandemic Robin was stuck in Australia and continued to work with Gloucestershire schools, offering funded online yoga classes. Whilst still in Australia, Active Gloucestershire & GHLL approached Robin in 2020 to design a course for educators, similar to the peer-to-peer course. This was delivered to 20 trailblazer schools in the initial pilot and has now grown to an additional five courses as you will see in this report. Robin has won multiple business and social enterprise awards for Shift including '[Princes Diana Award](#)' for being a young change maker, '[UNLTD award](#)' for social enterprise, 'Entrepreneurship cup,' '[Start grow enterprise award](#)' and she was shortlisted for '[Ingenuity fund](#).'



**Lucy Kingsley**

Primary School Teacher. Cosmic Kids Yoga training. Yoga for primary specialist. Lecturer at Stroud College in Early Years Learning.



**Florence Cross**

UK's youngest yoga Teacher in 2019 aged 16. 200hr Hatha yoga trained. SEN yoga trained. Teen Yoga CPD. Studying Philosophy at University of Nottingham.



**Annet Richards-Binns**

500h yoga teacher. Global Play Trainer. Dance Teacher & Choreographer. 'Fitsteps' instructor. Primary yoga experience.



**Rachel Done**

500hr+ yoga Therapist. Secondary Teacher for 13 years. Head of PSHE. Yoga for 12 Step Recovery-healing from addiction and trauma. Mentor. Whole School Dementia Friends Programme. Healthy Schools Award. Pilot Project for PSHE Risk Taking Behaviours.'



**Eloise Allen**

200hr yin & vinyasa yoga training. Experience working with SEN students. Teaches yoga to Oxfam volunteers. Experience working with schools and 'Brownies.' Experience running children's yoga camps at resorts in Greece.



**Jodie Bennett**

250hr yoga training. Community & corporate fundraising experience for youth charity '1625ip' helping young people reboot their lives. Watersport Instructor experience for PGL with secondary schools.

# Shift Yoga Club Team



New to September 2023 is the Shift Yoga Club Team. As COVID restrictions eased Shift saw an increase in demand from ambassadors to visit schools. There is now a growing demand across the county for support, therefore Shift are expanding their team to meet capacity. All applicants go through an interview process, safeguarding checks and submit a practical lesson of them teaching yoga. Once they are brought into the team they take part in training provided by Shift on 'best practice' for sharing yoga in schools. In 2024 these new team members will offer schools: INSET days, workshops, assemblies, after school clubs for parents and young people. Shift will continue to support, train and promote best practice.



**Tash Neeley**

Secondary School Teacher. Kids yoga specialist . 500hr yoga Therapist.



**Richard Dampney**

Secondary School Teacher. English tutor. 200hr yoga training.



**Henrietta Snoaden**

Primary School TA. Shift Wellbeing Ambassador (w2). 200hr yoga training.



**Emily Hewitt**

Secondary School Teacher. 200hr yoga training. Worked for TES institute, mentoring trainee Teachers.



**Briony Cobb**

Secondary School Teacher, SEN & safeguarding experience. 300hr yoga Teacher specialising in women's health.



**Charlotte Ladley**

Primary School TA. Shift Wellbeing Ambassador (W3). 200hr yoga training.



**Grace Delnevo**

Founder of Grace & Glow yoga studio Nailsworth. 200hr yoga Teacher.



**Scarlett Elliott**

200hr yoga Teacher. Experience in school yoga residential camps/trips.

# Why yoga in schools?

1 in 6

children aged 5 to 16 were identified as having a probable mental health problem in July 2020.

1 in 3

mental health problems in adulthood are directly connected to an adverse childhood experience (ACE).

Just over 1 in 3

children and young people with a diagnosable mental health condition get access to NHS care and treatment.

Source: <https://www.youngminds.org.uk/about-us/media-centre/mental-health-statistics/>

## National scientific evidence of the effects of yoga on young people



**Less challenging behaviour:** Bullying and disruptive classroom behaviour is a well known difficulty in education, and one that can affect the academic performance of both the children enacting that behaviour and those affected by it.



**Less likely to bully each other:** One study, which measured self-reported results of 7 to 10 year olds, (1)\* found that a ten week yoga program encouraged children (at least by their own estimation) to bully each other less. More broadly, another study which implemented a term-long, yoga-based social-emotional wellness program several days per week, led to a reduction in unexplained absences, fewer detentions and greater classroom engagement. (2)



**Improved academic work:** School-based yoga might also improve students' academic work. For example, one study (3) in the US randomly assigned 112 high school students to participate in either yoga or PE twice per week for 45 minutes across the entire academic year. Among students who had high levels of participation, the yoga group ended up with a significantly higher grade point average (GPA) than the PE group.



**Emotional balance:** Yoga appears to help children and teenagers with emotional regulation – a process by which individuals influence which emotions they have, when they have them, and how they experience and express their feelings. This is a useful tool to have as we grow into adulthood and beyond, making us less reactive and better able to manage our emotional landscape.



**Regulating emotions:** This effect has been seen in a randomised control trial of 37 high school students. This study found that after taking part in a 40 minute yoga class three times per week for 16 weeks, they had significantly improved their ability to regulate their emotions, compared to participating in a standard physical education class. (4)



**Better mental wellbeing, less repetitive negative thoughts and intrusive thoughts:** One randomized controlled trial (6) of 97 fourth- and fifth-graders assigned some students to participate in a mindful yoga program that met four days per week for 45 minutes. Compared to attending school as usual, 12 weeks of mindful yoga led to significant reductions in students' problematic responses to stress, such as experiencing repetitive negative thoughts and strong, intrusive emotions.



**Coping with negative life events:** School-based yoga may also help students cope with negative life events which can lead to feelings of anxiety or stress, like troubles at home or getting a low score in an important test. For example, a randomized controlled trial (7) of 155 fourth- and fifth-graders assigned some students to participate in an eight-week mindful yoga program that met for one hour per week. The study found that the yoga program helped students cope better with difficult life events, compared to regular schooling.

\*Copyright © Minded Institute 2023, All rights reserved. Source and references for the studies above can be found here <http://themindedinstitute.com/yoga-for-children/>



# Schools Shift have reached through the courses

120 educators, 80 different schools/colleges over 6 waves

W1	W2	W3	W4	W5	W6
5 acres x2 secondary	Barnwood Park x3 secondary	Barnwood Park secondary	Ann Edwards C of E primary	Alderman Knight special school	Bettridge school (Primary and Secondary)
Barnwood park Secondary	Beech Green primary	Beech Green primary	Avening primary	Cam Hopton primary	Bussage Primary
Belmont Specail	Berry hill primary	Calton primary	Berkeley Green secondary	Carlton primary	Cam Everlands Primary School
Berryhill primary	Bournside x2 secondary	Dinglewell infant primary	Bishops Cleeve primary	Cirencester primary	Coalway Junior School
Calton x2 primary	Coalway primary	Glos Academy secondary	British School primary	Rodmarton primary	Dene Magna School x2
Cleeve secondary	Dean Academy x2 secondary	Hardwicke Parochial Primary primary	Callowell primary	Rednock x2 secondary	Denmark Road High School
Dene Magna secondary	Gardners Lane primary	Maidenhill Secondary	Chosen Hill x2 secondary	Ruskin Mill special college	Field Court Junior Academy x 2
Elmbridge primary	Kingsholm primary	SGS college x2	Churchdown Parton Manor School primary	Shrubberies special school x2	Heron Primary School
Hillview primary x2	Kingsway primary	St Briavels x2	Dunalley primary	St Davids C of E primary	Linden Primary School
Lakeside primary	Ribston secondary	St Joseph's Catholic	Forest View primary	Stroud High School	Maidenhill School (Secondary ) x 2
Newwent community school secondary	Robins wood Trust primary Waterwells primary	St Peters High x3	Foxmoor x2 primary	Swindon Village primary	Powell's C of E Primary School
Oakwood primary	St Briavels x2 primary	SWR x5	GFAPS alternative provision x2	Tirebrook primary x2	Ruardean C of E Primary School x2
Pitville secondary	St James C of E primary		Glenfall community primary	University of Gloucestershire	Sir William Romney's Secondary School
Robins wood trust Moat Primary Academy	St Thomas Richs secondary		Kemble primary	Winchcombe Abbey primary	St James C of E Primary School, Cheltenham
Seven vale secondary	Yorkley primary		Maidenhill Secondary	Woodmancote x2 primary	St Paul's C of E Primary School
Soudley primary			Nauton Park primary		St Peter's RC High School (secondary)
St Thomas Moore Primary			Pates Grammar secondary		
			Primrose C of E primary		

## Key:

Green - Primary & Junior

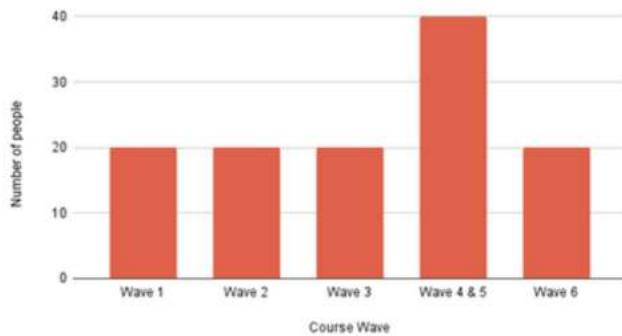
Yellow - Special schools/alt provision/other

Blue - Secondary schools & colleges

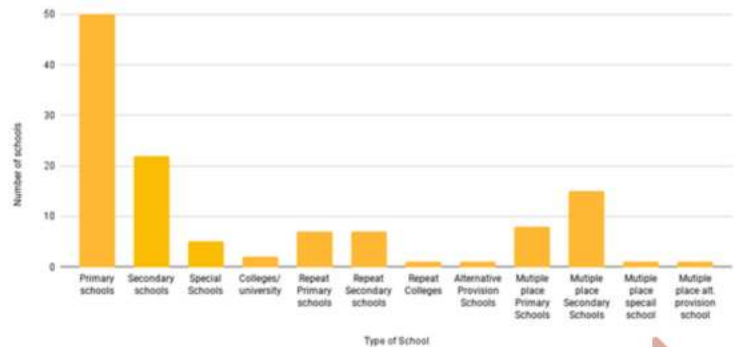
# Total number of people on the courses

Each wave had 20 places. Shift have reached significantly more primary schools than secondary schools. Shift are training educators in every district of Gloucestershire, with Tewkesbury being the lowest reached district, due to the majority of places on the waves going to 'Trailblazer Schools', Tewkesbury schools were only recently added to the trailblazer list.

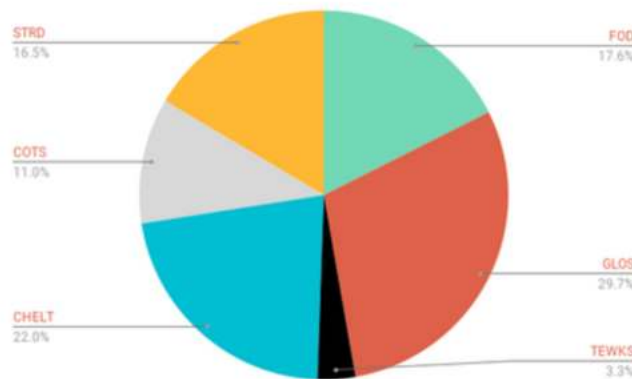
Number of people on each course wave



Numbers and types of schools on the courses



Districts Shift have reached with the course



This graph shows numbers of repeat and multiple place primary/secondary schools. A repeat school is a school that has already had another member of staff on a previous wave. A multiple place school, is a school that has multiple members of staff from the same school joining a wave.

%	All data from shift on student progress
<b>62% passed</b>	throughout waves 1-5 to date (waves 1-5 had 100 people).
<b>82% pass in 2024</b>	estimated that 20% on support plans from w3-5 will pass in 2024.
<b>44% person centred (past &amp; present)</b>	throughout waves 1-6 44.17% have needed a person centred approach to complete the course, past & present. 23.3% are currently on active person centred learning plans (w2-6).
<b>12% left the course</b>	12% left throughout waves 1-5. Additionally, 8 people declined their place but they were replaced with educators on the waiting list.
<b>3% did not meet required standards</b>	throughout waves 1-5. Extra support was offered but it was declined. (Additionally, 5 people didn't pass their assessment but with extra support were able to pass the second time).
<b>3% absent for assessment</b>	throughout waves 1-5 3% completed the course but didn't do their assessment. When asked to reschedule or asked to go on extra support plan they declined the offer, due to a change in personal circumstances.

Of those 12% that left, 1% left due to a difference in their values to the course. The remainder left due to: personal health issues, family issues, work related stress, high staff absenteeism increasing their workload, change in job role or not being supported by their school.

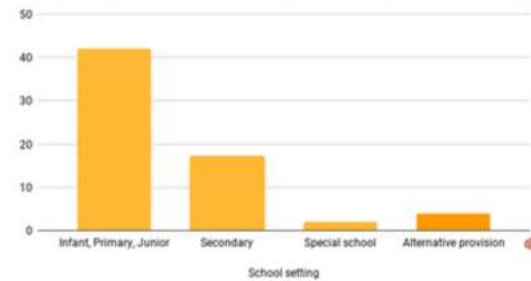
# Survey responses

120 survey's sent with a 54.17% response rate (62 responses, 3 partial). The survey response is a good representation of the total number of educators in the programme. See page 12 for representative comparison. The following pages will share the data from the survey

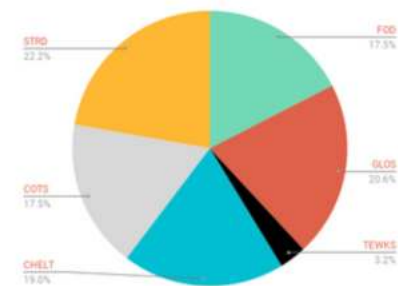
Number of survey responses from different waves



Number of different school settings that completed the survey



Number of Educators from different districts who completed the survey



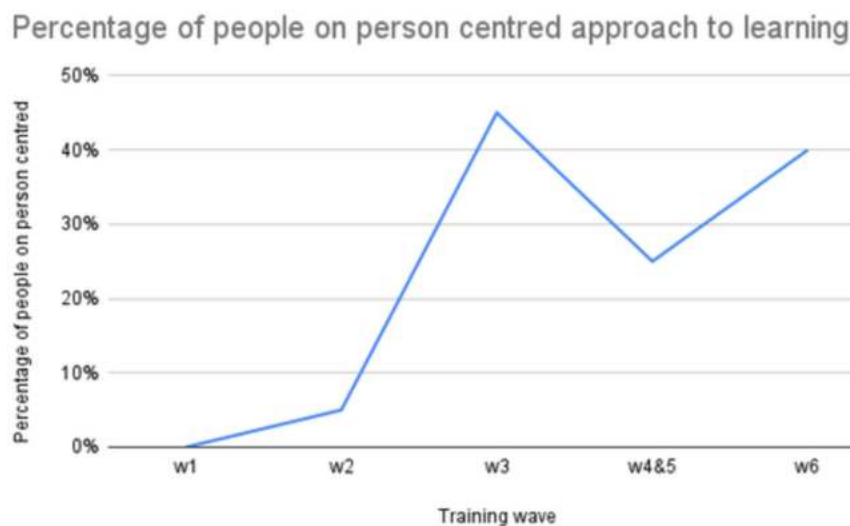
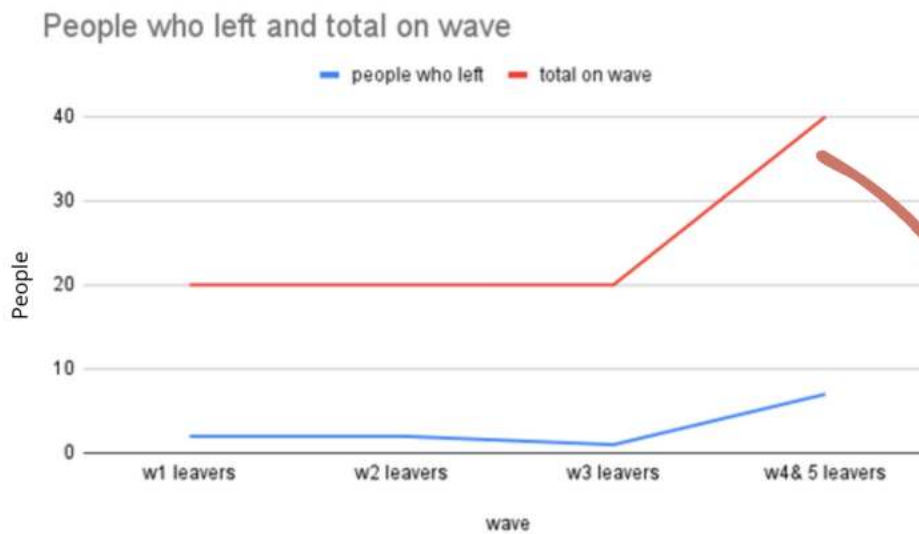
The increased alternative provision response may be because in the survey there was no option on the multiple choice question for colleges.

Comparing the survey responses to total Shift data to see if the survey data is representative of the total data.

Overall from the survey responses (62 ppl)...	Overall from Shift data (total W1-5, 100ppl)...
61.5% have completed training/passed (W1-5)	62% have completed training/passed (W1-5)
15.4% are still in training with person centred approach (W2-5, W1 not included as they have all completed training)	20% are still in training with person centred approach (W2-5, W1 not included as they have all completed training)*
3.1% left (W1-5)	12% left (W1-5)
No survey data here	3% unable to achieve standard (W1-5)
No survey data here	3% did not complete required assessment (W1-5)
20% are still in training (W6)	*An additional 16.67% (20ppl/120ppl) are still in training (W6), which has not been included above as the W6 course hasn't ended, and it effects the total % rate. Placed here as comparison to survey data.

# Patterns in leavers and person centred approach plans

This page shows total number of leavers and and percentage of people on a person centred approach to learning plan.

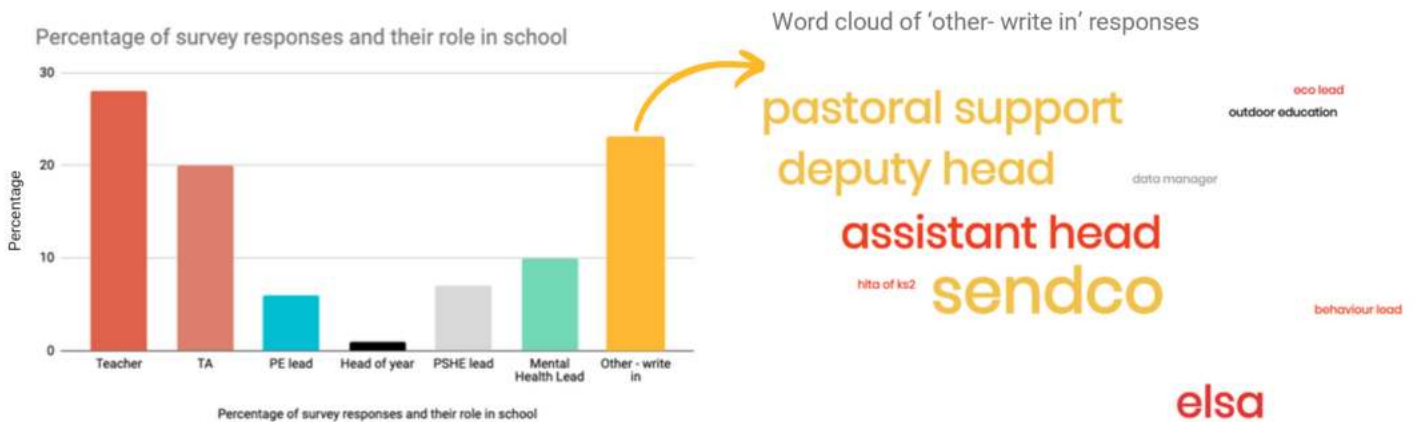


We saw a small number of leavers for waves 1-3 but wave 4&5 had a larger number leave (17.5%). Data suggests the following:

- Sept 2022 - June 23 was an extremely demanding year in teaching post pandemic, we heard educators experiencing increasing behavioral problems with young people, high rates in staff absenteeism due to long COVID and burnout. Additionally, there were 10 scheduled school strike days and a skills shortage in teachers.
- During wave 3 we observed an increase in educators requiring more support to complete the course with 45% needing help.
- Shift worked 'in kind' to provide support for this wave including the recruitment of new team members
- Whilst Shift recruited new team members they still required training, for some educators this was too late to benefit from moving to a support plan.
- Wave 6 has seen an increase in support plans, however this is also due to the Shift team being proactive and putting in actions sooner to keep educators on track - some of these plans are quite small, but recognising the support is essential
- It has also been acknowledged through the focus groups that school calendars and the scheduling of the Shift course may also be out of sync - with schools experiencing busy times that stretch the educators.

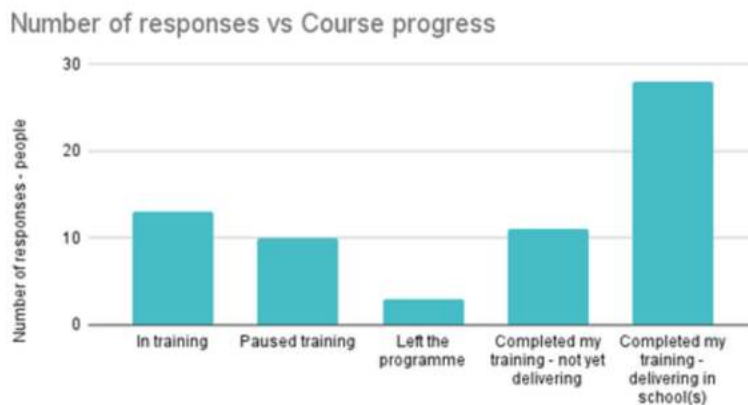
# Reach of the course

The majority of people who have taken part in the Shift courses are Teachers, TA's and those that responded 'other-write in.' A high percentage of those roles are in leadership, such as: Deputy or Assistant Head and SENDCo.



## Course progress

The majority of people have completed their training or are in training. Paused training means they have an agreed person centred approach to learning plan with Shift.



## Spread of the training take up & delivery from survey responses:

- 44.6% of those surveyed are delivering in schools
- 20% are still in training and delivering in schools as part of their learning
- 15.4% have paused the training due to personal reasons and are on agreed person centred learning plans
- 16.9% have completed their training but not yet delivering. This was investigated further in the focus groups and comes down to three main factors: not having support by Head/SLT or with logistics within school, only just completed training but have plans to start soon, or wanting a re-fresh & confidence building workshop with Shift
- The 3.1% that answered 'left the program' commented:-
  - Wave 4/5 - 'I could not manage the course content and had to choose between this coursework or my family and school work, my job and family had to come first.'
  - Wave 3 - 'Lots of support from Shift team but very personal reasons for leaving the course.'

# Feedback from – Wave 1 & 2

Feb 2021 – April 2022

Wave 1 & 2 took place from Feb 2021 – April 2022 and were the initial waves during COVID-19, the courses were all online due to pandemic restrictions. These courses were part of a pilot and were [evaluated](#) by Sarah Robertson. They had a different structure with live fortnightly zoom meetings during the evening. Shift adapted the course part way through due to the schedule being too ambitious and educators needing more time to complete homework and yoga practice. This lengthened the course and it has continued to be extended through the waves to meet the demands on teachers time.

“Shift were perfect at supporting. They listened and gave extra time when needed. They never put the pressure on and reminded us that this is a well-being course. When we put pressure on ourselves, they reminded us to be kind to ourselves and don't expect perfection. – Survey respondent, W2”

- **Most felt able to keep up with the course. 87.5% said all of the time. 12.5% said some of the time, points raised from 'sometimes' comments are below:**
  - > Feedback from the wave 1 pilot went into developing wave 2 and beyond around being able to pause the course if work and personal life gets overwhelming
  - > The issue raised above from wave 1 was noticeably improved by a comment on the survey by someone in wave 2. The support from the Shift team has been excellent and enabled the teachers to develop a sense of self throughout the process



82%

of educators from wave 1 & 2 are still delivering yoga in schools.

## Impact since 2021

- Ambassadors using breathing & relaxation techniques for behaviour management, throughout the school day is a constant theme from these groups
- Yoga in PE & PSHE sessions
- In some schools yoga is on the timetable as a routine and consistent approach eg. a TA is teaching KS3 in teachers PPA's sessions
- Children have been using it at home, some sharing with their siblings or parents
- Educators are noticing that yoga and mindfulness is helping with anxiety, controlling violent behaviour and ability to self regulate
- A parent commented on the impact and nominated an ambassador for an award
- 77% of educators post course are still practicing yoga daily/weekly 2 years on for their own personal wellbeing
- Yoga was used as a tool, as part of their return to classroom, post pandemic
- Yoga is supporting 'focusing' and 'listening' skills in the classroom
- Yoga is being used as emotional first aid with children daily



Wave 3-5 were developed in consultation with Stroud District Council and NHS Gloucestershire ICB and was predominantly based around Stroud & Gloucester City. Significant changes were made at the beginning of wave 3 based on post course feedback from previous waves, with online applications set up to better understand the needs and support requirements of those applying for the course. The course duration was extended to ensure a balanced workload with the return to classrooms. At this time Shift started adding in their in-person events, these were optional and designed to connect, share learning and to build confidence in the practice of teaching yoga. For W4-5 they started inviting all students alongside previous attendees who had not had the opportunity to meet due to covid restrictions, providing re-fresher opportunities and more in-person events for those that value them. Due to the course duration being much longer, educators requested another in-person event and Shift gave 'in kind' a new 3 hr CPD workshop to build their confidence and focus on alignment. During these waves Shift transitioned from their fortnightly live zoom sessions and created a series of online video's that could be accessed by students in their own time, these videos were enhanced with details on yoga theory and how to work with young people. Monthly live tutorial sessions supported the online learning with students able to explore their new found knowledge, ask questions and develop deeper understanding of techniques. This change enabled educators to digest the content in their time, allowing to pause and replay content where needed. It has also enabled Shift to offer flexible support plans for any student struggling with the course due to time constraints from either school or home life. This has been invaluable for some as the stresses in teaching over the last couple of years given: post pandemic return, school strikes, long COVID and low staff retention rates. Wave 3 educators needed lots of extra support, with 45% on person centred approach (PCA), a massive increase compared to W2 where only 5% needing a PCA. The post pandemic effects started to come back down, with 25% needing PCA for waves 4&5.



## Increase in teachers joining w3-5 compared to w1-2

For W3-5 there was a significant increase in Teachers, Pastoral Leads, Safeguarding Officers and Deputy Heads joining the course compared to W1-2, which had mostly TA's on the course. This may also suggest why there was a spike in those needing extra support plans as teachers often have more demands on their time.



## 64.8% Completed training

- 43.2% of those are delivering in schools
- 21.6% have completed training but not yet delivering
- 21.6% have paused the training and on a person centred approach to learning
- 8.1% have moved to wave 6 to complete their course
- 5.4% left the program - both gave personal health or work related reasons for leaving



## 77.1% can keep up with the course pace

- 60% answered 'yes' to keeping up with the pace of the course
- 17.1% answered 'sometimes' to keeping up with the pace of the course
- 22.9% answered 'no' to keeping up with the course



There is a real sense of shifting priorities from the early waves during COVID. Post pandemic impacts can be seen.



Comments left about the training demands:

- Many commenting how post pandemic has been the most challenging time in their teaching career: student behaviour problems, long COVID, doing 2-3 different people's roles due to high staff absenteeism, 'not being able to get cover for love nor money', school strikes
- When term is busy learning yoga was put aside and less time to focus on the course
- A feeling of wanting to do the learning 'justice'
- Much of the time to learn is in own time on top of a full day. Challenging to fit into evenings
- The team at Shift were praised for it's support to manage the timeline and deadlines and educators appreciated the empathetic, flexible approach to self directed deadlines
- Each homework task "ramped" up a gear and in my opinion was much too fast, much too soon"
- Personal or family health challenges creating problems with commitment

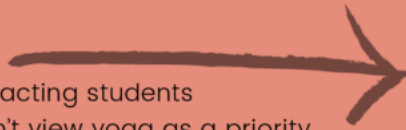
# Delivery waves 1-5

Strategies and approach for engaging students in yoga in yellow, with the benefits to students/staff noticed by educators in green outlines.



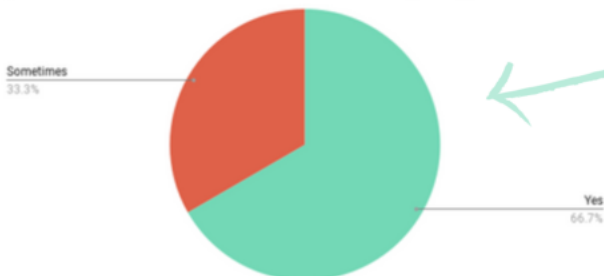
## Barriers

- As TA 'I don't have a say in school'
- Time & curriculum demands
- Available space in school
- Halls with large windows distracting students
- Changes in staff/SLT who don't view yoga as a priority



Working around this with 5 minute 'brain breaks' in class

Have you been successful in introducing and integrating yoga practices into school environments since completing the course?



66.7% of ambassadors (W3-5) are successful introducing yoga into school environments all the time. 33.3% are 'sometimes' successful, due to barriers above. There is a 24% increase in success rate for integrating yoga into school environments compared to wave 1 & 2

87% of educators post course practice yoga for their own wellbeing daily or weekly (w3-5)





# Survey insights into delivery waves 1-5

Those that answered 'delivering' in the survey, were asked a series of additional questions to deepen our understanding of their impact. This page includes a few highlight responses.

## Qu 32. Please tell us about the types of sessions you have been running and who you have been sharing this with?

We have separated the practices, but if you have combined them in all your sessions just use that line so we can how this have been managed across your sessions.

	Students	Colleagues	Friends and Family
Breathing techniques	ELSA students, just about to start whole school mindful moments	Just about to start whole school mindful moments	Chatted enthusiastically and signposted
Movement	EYFS in Forest School. A few yoga sessions in ELSA groups	A colleague came to a yoga course and I gave her a copy of my sun salutations homework	My mom has now started a Yoga class
Mindfulness and meditation	Introducing Mindful Moments in school	As above	No
Relaxation	ELSA sessions, mindful moments	Mindful moments	
Combined practice	Yes	A little	A little

	Students	Colleagues	Friends and Family
Breathing techniques	At the beginning of session we always did breath work. Ocean breathing, square breathing, Lions breath etc...	They were doing it whilst teaching sessions	Very supportive and letting me practice all of the techniques for the assessments
Movement	After breathing would teach the Sun salutations and as we improved tried to combine breathing with movement. Sometimes if children weren't ready to do breath work straight away we'd play a movement game first.	Doing it whilst teaching	Again brilliant - practiced with mum, daughter, sister, niece and even my brother in did my final assessment with me
Mindfulness and meditation	Taught at the end of the sessions and also as stand alone sessions in the classroom	Taught during the planned sessions and also did own stand alone sessions in classes	Taking on board and enjoying
Relaxation	I used the tense and relax relaxation with students as I felt this was easier for them	As previously- done whilst teaching	As reividly
Combined practice	Mostly combined lesions but some stand alone shorter sessions of breath work and mindfulness	As above	As above

	Students	Colleagues	Friends and Family
Breathing techniques	Year 2s after lunch to cool down and refocus	Staff yoga after school. All breathing techniques used from the course.	Body scan and breath awareness with my 4yr old helps slow her don before bed.
Movement	Chair yoga with whole class to focus after lunch.	I use all sequences taught on the programme to match the needs and energy levels.	Individual positions with 4yr old daughter for fun
Mindfulness and meditation	Mindfulness to turn their awareness inside after crazy lunchtimes.	I use both for staff. Give them a chance to listen to themselves	
Relaxation		Staff appreciate a lie down at the end of their busy day. It's their favourite part of the class.	Help teach my daughter ways to calm her buy body and mind at the end of their day. She loves a body scan.
Combined practice		Each week term time I deliver a 1hr class to staff.	

	Students
Breathing techniques	As and when children are upset and anxious
Movement	
Mindfulness and meditation	
Relaxation	
Combined practice	Year 5 children, 1 half hour yoga intervention, mostly weekly. Year 3 children, hal hour yoga club at lunchtime.

	Students	Colleagues	Friends and Family
Breathing techniques	Yes	Some depending on availability	Yes
Movement	Some	Some depending on availability	Not really
Mindfulness and meditation	Yes	Some	Some
Relaxation	Yes	Some	Some
Combined practice	Some	Some	No

	Students	Colleagues
Breathing techniques	Within classes and within club	
Movement	Within club and PE lessons	
Mindfulness and meditation	Within classes and within club	
Relaxation	Within classes and within club	As part of whole staff INSET
Combined practice	Within club	

	Students	Colleagues	Friends and Family
Breathing techniques	Yes	Yes	Yes
Movement	Yes	Yes	Yes
Mindfulness and meditation	Yes	Yes	Yes
Relaxation	Yes	Yes	Yes
Combined practice	Yes	Yes	Yes

	Students
Breathing techniques	I have tried this to help the children focus and de-escalate situations.
Movement	To help my children move with purpose.
Mindfulness and meditation	To help them calm down in stressful situations.
Relaxation	Not gone down too well.
Combined practice	I tend to do one thing at a time at my current school.

	Students	Colleagues	Friends and Family
Breathing techniques	121, once to tutor group at beginning of school day	Led three sessions before school, two of which I extended the invite to all staff	Taught to a couple of friends and family members on holiday
Movement	Not yet, but going to do a fortnightly hour-long session	Led around 6 before-school sessions with a small group of 4 colleagues	Led 3 friends in a session on separate occasions
Mindfulness and meditation	Not yet, but will integrate into fortnightly sessions		
Relaxation		Part of my colleage session	2 people
Combined practice			2 people

	Students
Breathing techniques	Yes, we have done lots of breathing in yoga lesson. It's always useful with upset children
Movement	Been using in PE lessons
Mindfulness and meditation	Some little bits at the end.
Relaxation	Works wonders, calms pupils down, give them a moment of calm in a hectic day at school
Combined practice	

# Case studies from the educators waves 1-6

## Lucy Kingsley - why she loves working at Shift

"I'm really, really grateful for this work, particularly yesterday, seeing an email from one of the ambassadors, Angie about how much the gathering Robin and I delivered meant to her. I left teaching in primary school because I did not feel brave, creative, or supported. I felt hopeless in the system and working on this project, gives me opportunities to foster those feelings for other people so that they can feel brave and excited and creative while still working in education. I never had that as a teacher. And so to do this work feels radical, amazing and transformative."



## Angie Corbett - In-person workshop feedback

"Hi, I just wanted to thank you all for the brilliant workshop yesterday. The energy and warmth in the room was amazing - how often do we come away from training feeling uplifted, nurtured and inspired? I certainly did from this one! As a beginner amongst more experienced learners I was made to feel so welcome and I had a fantastic afternoon. I learnt so much from the others and from my point of view it was really helpful to see where I am heading, and to get ideas of how familiar movements can be presented in varied and creative ways. What a great start to the weekend. Thanks again."

Angie Corbett, Wellbeing Ambassador, W6, TA, Bussage Primary School



## A person centred approach to learning

"The children absolutely loved it. It was so good to see how I could make a session using some of the resources I have already got. Thank you for being so helpful. I have definitely seen how much easier and simpler I can make a yoga session." [Lucy Southgate \(NQT\), Wellbeing Ambassador, W3, Class Teacher, Yorkley Primary School](#)



## Personal benefits and school impact, post training

"I use breathing everyday at home and school. This course has helped me personally so much more than I anticipated, I was sceptical at first. I work 1-1 with a looked after child, he can be dismissive of the breathing. The more I do it, the more he tends to calm his breathing down because he's doing it at the same time, without realising." [Fiona Woodroffe, Wellbeing Ambassador, W1, TA, Dene Magna Secondary School](#)

## Head of PE funds yoga in school

"I wanted to use yoga to support student mental health post pandemic. There is a group of students, who traditional sport isn't appealing to and can be intimidating. If students only get these opportunities, it's not hard to believe that when they leave Secondary school they have a dislike of PE. If we introduce yoga as early as possible, opportunity's to learn new sport and skills, let's hope that when they leave Secondary school, they have a love of at least some aspect of PE." [Paul Griffiths, Head of PE, Dene Magna Secondary School](#)



## Case studies from the educators waves 1-6

### Example of Shift responding to Educators needs with a 'person centred approach'

"I struggled with some online aspects of the course, but really enjoyed the in-person meet ups we had at the start and end of the course. However, I felt I wanted more in-person training to work on alignment in posture and build my confidence for teaching yoga. Robin was my coach and she offered me lots of extra support with phone and zoom calls and email check in's. I needed to take a pause from the course due to stress. In the summer holidays, Robin met me at a café for us to have a chat and work out a plan for completing my assessment. She also openly listened to what I had to say about my experience of the course and online struggles. We managed to come up with a good solution of her visiting my school in-person to observe a club that I have started and to do my assessment live. This has been a massive relief and I appreciated the flexibility to adapt around my needs."

Daryl Bracey, W3, Wellbeing Ambassador, Dinglewell Infant School



Daryl and others in W3 at the in-person events. Yoga and bring/share meal. Minsterworth Village Hall.



# Quotes from the educators waves 1-6

## Event feedback

Huge thank you for putting on the celebration event on Thursday, it was a really fitting end to such a fantastic course. You had obviously gone to a lot of trouble and it was very much appreciated, thank you.

Katie Garrett, W4, Teacher, Dunalley Primary School

I just wanted to say how much I loved tonight's gathering. It was so nice to all get together. I got lots of ideas for lessons in school as well.

Thanks,  
Jemma Woskett, W4, Deputy Head,  
Forest View Primary School

Thanks for a gorgeous evening with beautiful yoga, delish food, friendly chatter, exciting goodies and just simply, a really lovely atmosphere. So grateful to you for the brilliant Shift opportunity. I've loved it. Really looking forward to continuing sharing and developing yoga in my school. Bev Smith, W4, Teacher, British School

## Course feedback

The course was smashing and I have learnt loads over the months. I'm looking forward to teaching all of the sections this coming year. - Russ Clemow W4, Teacher, GFAPS Alternative provision school

I enjoyed your Values and Personal Development and Background to Yoga videos. Really getting into my daily Sun Salutation morning routines as well - a little easier as I'm on half term but will focus on my self-discipline next week!

Thank you, Andy Archer, W5, Cirencester Primary School

Really learnt a lot from this video and am learning the importance of making time for me and try to incorporate yoga as a daily practice. Lucie Andrews, W5, Teacher, Winchcombe Primary School

Thank you so much for this amazing course - there is a lot to learn but it is so well presented and interesting too. Emma Eagles, W3, Science technician Malmsbury Secondary School (moved from Sir William Romney's)

I do appreciate, the care you bring to providing this training... it is so much more than most would do.

Thanks  
Nathan Avard, W3, Teacher, St Peters High School

This was such a lovely video - an hour and a half that was really well spent and left me feeling really positive. Thank you. Linda Bradshaw, W4, Nauton Park Primary School

## Ripples of the program:

**Teachers are experiencing being learners again and have expressed how this is helping them emphasise with the expectations they set on their young people everyday. Helping them to be better teachers and respond from a place of empathy.**

"I got quite nervous with my first assignment and realised that it's been such a long time since I learnt something new like this and had an assignment where I got given feedback. It made me realise what it's like for the young people I work with everyday, we ask them to do this weekly, with much firmer deadlines and it's made me think about how I will phrase feedback to them going forwards, to make sure that it's supportive and nurturing." Hazel Ford, W6

**If teachers have improved wellbeing they are more likely to manage the stresses and demands of education, helping them to support their young people better. Long term it may help them stay in education and reduce staff absenteeism.**

"The daily yoga practice has been transformative. I have felt so much better physically and mentally. My focus has improved and my energy levels throughout the day. I use the breathing techniques as well to help re-energise me when I feel tired at school." - Ana Campbell, Teacher, W5, Rednock School

**As more and more ambassadors are being trained, some schools from previous waves are finally having success in implementing yoga, as their Heads learn about the success from other schools.**

"FINALLY after 2yrs, our Head has finally seen the light, after hearing from other Headteachers about the benefits of yoga in other schools. We will be starting regular yoga sessions soon!" Helena Jones, TA, W1 - 5 Aces High School

# Youth Voice

Lisa Kankowski visited Dene Magna and Yorkley Primary School to listen and capture young peoples voices about the programme and hear their thoughts and feelings on Shift yoga and how it benefits them.



## Children's thoughts on yoga...

- Yoga helps them to feel calm, relaxed and sleepy
- Helps reduce stress
- Helps them sleep at night
- 'Feels nice'
- They find yoga fun
- "Makes my worries go away"
- They want more yoga in school
- They practice yoga at home

[Video link here](#)



## Teen's thoughts on yoga...

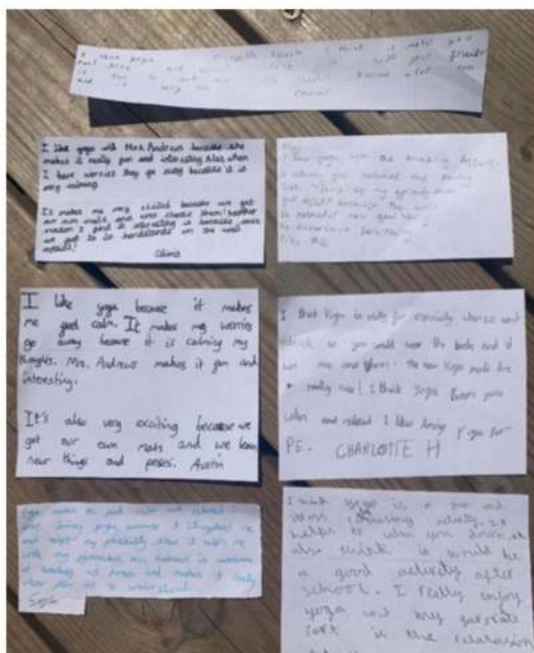
Students who took part in the 'Bliss.ed' peer-to-peer programme by Shift, were asked about their experience:

- Yoga is helping them feel more confident in and outside of PE
- Yoga makes them feel happy, confident. and less stressed
- "Yoga makes me feel my true self."
- Yoga has helped them meet new people and make new friends

[Video link here](#)

## PEP plans...

One of the students, who is a looked after child (LAC) has recently put yoga down in their Personal Education Plan (PEP) in the 'marvellous me' section saying that they feel proud to have taken part in the programme and felt they really excelled in sharing yoga with their peers. PEP plans are workbooks that are written in throughout a LAC's school life, so they have something they can look back on in adulthood.



Handwritten notes from Winchcombe Primary School on yoga

## Special School Delivery & Impact

"Yoga in school is going really well. I am half way through a 6 weekly programme where I do Yoga with staff members on a Monday (straight after school). The feedback has been very positive, and I feel more confident week on week.

A colleague sent an email to our SLT after one of my sessions, writing...

'I really, really, really enjoyed the Yoga with Nat today.

I just felt so regulated after it. So nice to go home feeling this way.'

This was so lovely to hear 😊

I have also done a few yoga sessions with students in class where I have been called in to cover lessons. These too have been successful so far which is encouraging. The pupils were much more relaxed and regulated at the end of the session.

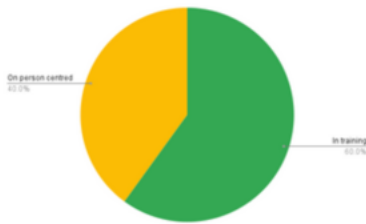
I currently teach four lessons of yoga on a Monday. These are currently for Key Stage 3 classes, and the sessions are timetabled into the week to ensure it always happens!"

Natalie Marshall, W1, TA, Belmont special school

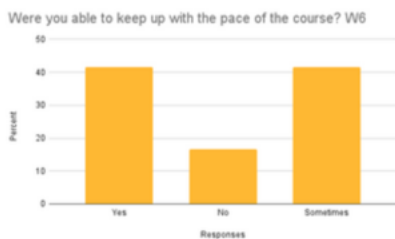
# Feedback Wave 6

# March 2023 – Current

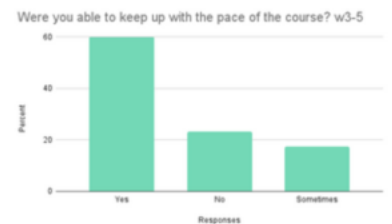
Wave 6 started in March 2023 with a planned finish of March 2024. The course is well balanced with educators from different roles in education from teachers, TA's, mental health leads and SENDCo/pastoral leads. This course has taken a proactive approach to learning, with many students having their own learning plan. Adaptations to the way Shift give feedback on assignments has been changed, instead of receiving written feedback, ambassadors now get a recorded video of their coach replaying their video assignment and giving visual and oral feedback, alongside transcribed notes. Ambassadors, who struggle with technology or have a different learning style can also choose to do their assignments live on Teams with their coach and receive direct support and feedback. The course timetable has increased in time and Shift have started to break down the blocks of work into smaller more manageable components. Although, from the survey this needs to be further broken down. Videos have been edited and can be viewed as either full session length or in 5-10 minute clips. An additional mentoring call (given in kind) has been added at the start of the course and the confidence building workshop (given in kind) from wave 4/5 was repeated for wave 6, previous students were also invited to keep everyone connected. The Shift team have introduced a formal process to help manage and support educators who are on catch up plans or have paused the course.



## 60% Following timetabled pace 40% Person Centred Approach



Comparing these graphs (left W6 and right W 3-5) there is a much higher percentage of 'sometimes' responses in regards to keeping up with the pace for W6. W6 started in March and had their first challenging assignment in September, which from the focus group insights are two of the busiest periods for educators. Shift should consider scheduling course timetables around preferred term times for educators.



Notes here suggest:

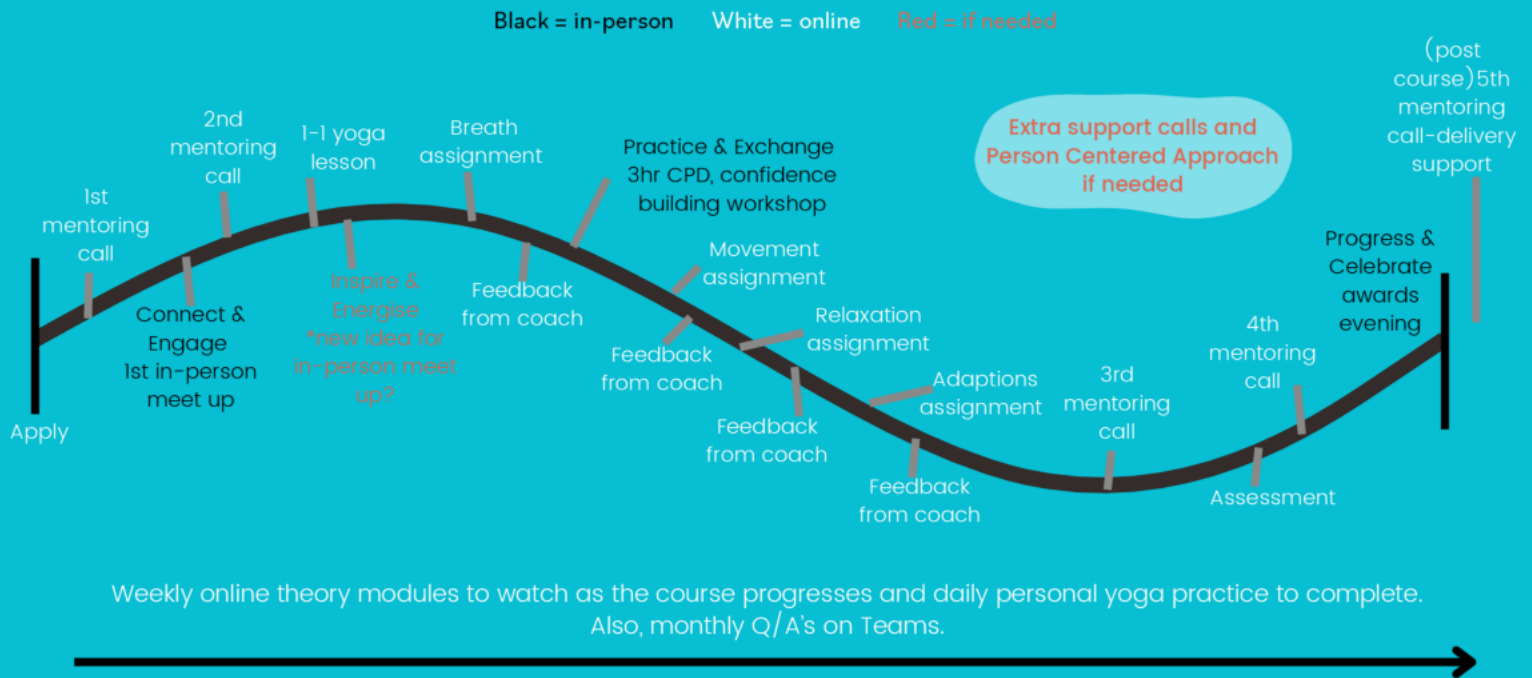
- Video content is too long to do all in one go
- Break the Sun-salutation content up into week 1: the 12 postures, week 2: variations of 6 postures, week 3 variations of other 6 postures, week 4: theory
- Plan course around busy term times such as report writing and exam marking, to be avoided
- First two weeks in September are busiest in term, challenging and stressful to do Shift coursework
- Caring responsibilities for parents & children mean Shift coursework can be a challenge to fit in
- Shift were praised for giving clear information about course requirements and commitments at start but might need to remind or reinforce this throughout or discuss contract terms in a call, in case people skim-read
- Struggling due to educators own time management

### Additional support suggestions from waves 1-6

- Issues with school support and in-particular leadership teams at schools being unaware of the workload or what's involved with Shift course
- Shift coach to visit schools to widen knowledge and awareness to educators colleagues/SLT around what yoga is, it's benefits and course involvements
- Share evidence of yoga helping academic studies - good for academic focused schools
- School funding programmes directly so more teachers from one school can attend
- Refresher workshops for students in earlier waves who want to stay up to date
- Share examples of what other schools are doing
- Example lesson plans and video of shift coach teaching a class in a school setting as different to teaching adults
- Catch ups post course to share ideas, forums with other ambassadors and online sessions
- A visit from Shift post course to inspire students and kickstart delivery in schools

# The Shift Learning Journey

The course takes 9-12 months, depending on when the course starts and how it falls with school holidays. It is a 65hr CPD. Below is a diagram of the shift learning journey from start to end.



## Learning experience

We wanted to better understand the experience of learning online and using a blended approach. In the survey we asked a series of questions that shaped this understanding.

### Framework for learning changes



We asked questions, on a sliding scale, to waves 3-6 about how they experienced the blended approach to training

# Learning experience survey questions

Only waves 3-6 were asked these questions as waves 1 & 2 had a different course structure.



**65.9% consensus for a blended approach to learning & working at own pace**

When we asked about how the educators felt about the flexibility of being able to learn at their own pace, pausing and revisiting content on the online platform, there was an average of **65.9%\*** from wave 3-6, showing a preference for a blended approach to learning. Leaning more heavily towards learning at their own pace than wanting more face-to-face learning. There was a 10.8% increase in preference of working at own pace for W6 compared to W3-5. \*Questions were asked a sliding scale, with 0 being 'I felt I needed more face-to-face learning and 100 'I like learning at my own pace.'



**45.7% consensus for a blended approach with a slight lean towards more face2face communication & feedback**

When asked if educators prefer immediate feedback and interaction with instructors and peers that comes with face2face training or a blended approach to learning, communication and virtual collaboration, there was a **45.7% consensus** towards a blended approach, with a slight lean towards more face2face communication and collaboration. W6 had a 12.3% increase in preference for a blended approach compared to W3-5. \*On the sliding scale 0 was 'face-to-face' and 100 was 'all online'.



**63.1% think it's important for their learning experience to network**

When asked how important is your ability to network and build relationships with fellow learners in your training experience, there was a **63.1% consensus** towards it being 'very important'. W6 respondents said it was 24.2% less important to them compared to W3-5. \*On the sliding scale 0 was 'not very important' and 100 was 'very important.'



**44.4% consensus for a slight lean towards more face2face networking**

When asked if they would prefer in-person networking opportunities or if they are comfortable connecting virtually, the average was **44.4%** showing the preference for a mixed approach, with a slight lean to in-person networking. W6 leaned more towards online networking compared to W3-5 by 16.4%. \*On the sliding scale 0 was 'in-person networking', 50 was 'mixture of both' and 100 was 'online networking.'



**53% prefer a blended approach to learning**

When asked to consider their preferred learning style, in regards to finding it easier to concentrate and absorb information in a focused environment without distractions (online), or if they thrive in a dynamic classroom setting (face-to-face) there was a **53% consensus** towards a blended approach. Responses from the waves were similar.

\*On the sliding scale 0 was 'dynamic setting', 50 was 'a blend of both' and 100 was 'focused approach.'



**75.4% consensus for feeling comfortable to use technology to learn**

When asked how comfortable they are using technology and navigating online platforms, or if they prefer the simplicity and familiarity of traditional classroom settings and physical materials, there was a **75.4% consensus** that they are comfortable and prefer using technology. Responses from waves were similar. \*On the sliding scale 0 was 'uncomfortable with technology' and 100 was 'comfortable with technology.'



# Focus group summary

Robin Watkins-Davis hosted three online focus groups to 12 different educators across waves 1-6. Using a three question learning circle exploring how to develop the course.

Who attended:

- Bev Smith (w4) Class teacher (primary)
- Caro Cross (w5) Inclusion Leader and assistant Head (primary)
- Jemma Woskett (w5) Deputy Head Teacher (primary)
- Francessa Hosking (w3) Class teacher (primary)
- Joanna Howe (w3) TA (primary)
- Linda Bradshaw (w4) Teacher (primary)
- Zuzana Neil (w4) Pastoral Support Assistant (primary)
- Julie Martin (w1) TA (primary)
- Aurelie Brunet-Lua (w6) Teacher (primary)
- Helena Jones (w1) TA (secondary)
- Angie Corbett (w6) TA (primary)
- Melaine Schofield (w3) Art teacher (secondary)

**5 Teachers**

**4 TA's**

**2 Assistant/deputy heads**

**1 Pastoral assistant**

**12 total**

**10 primary schools**

**2 secondary schools**



## Repeating themes/ key takeaways

01. What other support, services or opportunities from Shift would you value moving forward? This can touch on both you personally and your school.



# Focus group summary



## Repeating themes/ key takeaways



02. If the course was to have more in-person elements how would you envisage this working best for you with your school work and personal life?

**Travel & time restrictions making regular in-person meet ups unachievable:**

As much as they like the in-person events, if the course had more regular in-person elements they felt they wouldn't be able to attend

liked the flexibility with a blended approach, worry about keeping up if you had more in-person classes. Worry you could go through so much effort and not have many people turn up, as attendance on Q/A and events can sometimes be low.

In person meetings in the summer are more appealing, but difficult when in the evening in the winter, and the drive was a little way away in the dark. That caused a bit of anxiety for me

Networking/events she would only manage 2-3 times a year.

Once a month would be a good balance, and probably keeping it to the same. Like say for example, the first Monday of every month or something quite a routine

Think if some cost involved, school would probably be more involved. Been very supportive. But again, they don't really understand very well what I'm doing

Still enjoy the zoom meetings.

Take a lot of time. They've been happening in the evening, mostly. So, it's personal time then. But I think the positives that I've taken away from it has been worth the evening that I've given up for it.

If all sessions were in-person I'd struggle with driving, unless it was just 15 minutes up the road. Also harder to catch up if I miss a session."

**Face to Face events motivate and inspire**

Come away buzzing and feeling on top of the world

**Keeping SLT/Heads in the loop and the course on their radar**

Small investment purchase from school so that it keeps on Heads radar.

In person really good for more practical parts of course like learning sun salutations so that I can get advice on alignment

More regular emails to Heads/SLT - every term - mid term a update/check in so they are supported

Happy to pay £10-15 for class and also thinks school could pay £50-100 for a set of classes.

**Flexibility of online learning**

Really appreciated the flexibility to pause the course for a few weeks before summer and having that flexibility.

Ideally have two more practical sessions with my coach.

Termly newsletter to secondary signature with course updates and their progress - choice needed as not all wanted this

Liked that could learn at own pace in evening.

Good to have mixed approach. Once a month in-person to check alignment, boost confidence and motivate you, helps get back on track otherwise online can forget

**Other ideas**

WhatsApp group

Caro said can use her school for events

Put in contract that schools have to allow some time off school to attend in-person workshop. Tricky situation in schools with cover at the moment.

# Focus group summary



## Repeating themes/ key takeaways

03. How can we reach more schools and teachers in Gloucestershire and have more impact?



<https://www.glos.gov.uk/active-gloucestershire-gloucestershire-2023/>

### Case studies and research shown to SLT

Top down approach, educating heads on yoga and its impact in schools, getting them to experience it for themselves.

Testimonials from current staff working in schools explaining benefits and the impacts.

Some heads care about students' wellbeing, their enjoyment in school and attendance, other Heads care more about results and learning, children accessing class more

Pushed by SLT more if they see the real benefits.

Talk to Heads and share impact data with Heads as 'I'm just a TA and it would be received better if it came from you.'

Research Montague sport.

Visit schools for a term and teach every year group - then Heads can see this impact in schools.

### Tackle it via the PE/PSHE curriculum

Wellbeing week visits

Packages to schools INSET and staff wellbeing

Organise own wellbeing conference and invite Heads and schools to come

### Time off work to do the course

Discussion lots of pros/cons with this

Cover issues

### Secondary schools - feeder schools

If part of federation and meet with primary students to try yoga and showcase what they offer at Secondary

Year 6 transition days at high school - help them relax into their taster days. Teachers and TA's from primary will also be there and see this, will help raise awareness

### School events

Events where clusters of schools or trusts meet for training eg. Balcarras Network

District partnerships

Go to Head's conferences and meetings with impact testimonials and promotional videos.

Need passionate educators that have always wanted to try yoga themselves

Word of mouth

# 3 year cost profile

There are [435 schools in Gloucestershire](#) (excluding independent schools) and Shift have reached 80 through this course. Throughout the programme educators have reported the negative impacts of COVID-19 and the impact that isolation has had on the lives of children and young people. It has been good to share in this report how yoga and mindfulness taught now in schools by Shift wellbeing ambassadors is providing invaluable support to young people and educators to: build confidence, try alternatives to traditional PE, self-regulate and manage behaviour, focus and reduce anxiety.

Shift have adapted throughout the life cycle of this programme, updating their material, delivering alongside changing school schedules through COVID-19 and responding to the needs of educators as they navigate their school working week. This report also highlights possible future changes that Shift would address in the next phase of delivery.

The program costs an average of £800 per participant for 65 hours of training, it typically takes ambassadors 33 weeks to complete (one academic school year) costing £24.24 a week.

## Costs 2020-2023

Description	Amount £
Delivery	£68,000.00
Videos GHLL content, tech/time content creation	£6,180.00
Manual (collateral for students)	£1,450.00
<b>Total</b>	<b>£75,630.00</b>
Shift team investment in kind	£20,000.00
<b>Grand total</b>	<b>£95,630.00</b>

## Shift team investment in kind break down:

Total effort in kind, broken down into a weekly cost over the three years is £128.21 a week

- Additional weekly course management across waves
- New elements in later waves
  - x2 new in-person 3hr CPD events (per event)
  - x20 extra mentoring calls for wave 6 (new call added at start)
- Introducing 6 new team members to support delivery
  - 2022 team training day
  - 2023 team training day
- Evaluation
- Additional support for 53 people (Person centered approach to learning plans)
  - Monthly team meeting to review course progress
  - Weekly team supervisory support
- Additional calls with SLT

## Delivery cost break down:

- x5 mentoring calls per student
- x2 in-person events per course
- x11 Q/A sessions per course
- x1 private yoga class per student
- x4.5 marked assignments per student (on average an assignment takes an hour to mark)
- Weekly management (advertising, course planning, applications, contracts, customer service, team management, content modifications, updates and scheduling, evaluating, reviewing, improving, event planning, emails to SLT, assessment moderation, certification)
- Marketing materials
- Tech platform costs for hosting and online learning
- Insurance
- Operational costs

# Return on investment

## Funders:

- Over the last three years the Wellbeing Ambassador Course has received funding from: UNLTD (6.6%), Start Grow Enterprise (1.3%), GHLL (Gloucestershire Healthy Living and Learning) (7.9%) also given support in other ways through: Trailblazer programme, GHLL Lead Teachers, marketing Shift course to their school network. ICB NHS Gloucestershire (39.6%), AG (Active Gloucestershire (44.6%))

<b>Grand total</b>	<b>£95,630.00</b>		<b>120</b> educators		<b>£797</b> £800 pp
--------------------	-------------------	---	-------------------------	---	------------------------

## Delivery - ROI

- We are seeing at least 20-30 students targeted each week by teachers delivering. This is a conservative estimate, as in some schools ambassadors are teaching 5 classes a week with 26 students in each class,  $5 \times 26 = 130$   $\frac{£800}{130} = £6.15/33$  weeks = 19p a week, per student!
- $\frac{£800}{20}$  students = £40 a year, per student. There are 39 weeks in an academic year (33 weeks once you take away extra curricular activities)  $\frac{£40}{33}$  weeks = £1.21 per student, per week
- If only half of the educators deliver post course,  $\frac{£1600}{20} = £80$ . This increases to £2.42 a week, per student.

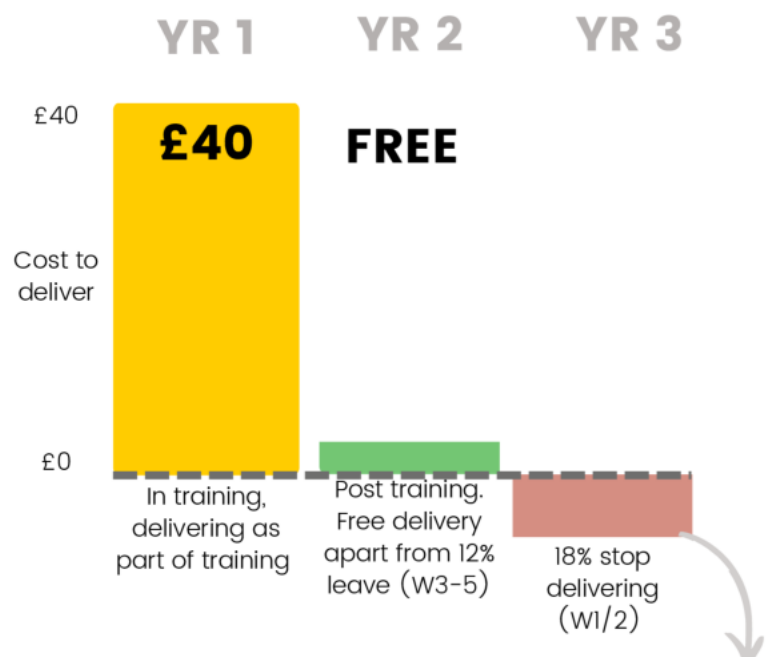


**£40 for a student to do yoga for 1 year = £1.21 a week, per student**

For comparison It costs £30-£60 an hour for a Yoga Teacher to deliver a one-off session in school



When ambassadors deliver in schools the cost for that ambassador to do the course is paid for in their first year of training (YR 1). A course expectation is that ambassadors practice with their students, whilst getting support from Shift coaches. This means that when they complete the course and continue delivering (YR 2) it has already been paid for. In year 3, (YR 3) we know from the survey data that 82% are delivering 2 years on, meaning 18% are not delivering due to barriers mentioned previously in this report. This shows the importance of developing a 'training maintenance' plan and implementing strategies to reduce the barriers mentioned in this report, helping support ambassadors to deliver as much as possible, providing funders the best possible ROI.



Re-investment in 'training maintenance' needed to re-fresh and keep ambassadors motivated, inspired and connected to make the most of ROI and delivery capacity.

## Observations from evaluation

### Observation 1

Educators struggling to keep with the pace and find time to study.

Educators would appreciate the course being scheduled around the academic year, busy times they mentioned are: before Christmas, report writing, exams, first 2-3 weeks in September.

### Observation 2

Learning material and video resources are too long.

Course participants are finding some of the video content challenging to digest, despite their being options to watch the videos in shorter clips, they have suggested that the scheduling of content needs to be broken down further, for example Sun salutations could be broken down into a months worth of content instead of a week or two.

### Observation 3

Blended approach to learning but more face-to-face networking & feedback.

Consensus that blended approach to learning is appreciated and educators enjoy the flexibility and ability to learn at their own pace and fit into their week, how they see best fit, around childcare and work. However, they get a lot out of the in-person events and prefer in-person networking and face-to-face feedback.

### Observation 4

Buy in from school to provide support/time to study & place to deliver.

Course participants want more support in raising awareness about yoga, it's benefits in schools and to make Heads aware of the the involvement of the course so that they can potentially be better supported, perhaps giving them time in school to study or help them find a place to deliver and purchase yoga mats. Some ambassadors would just simply like to be recognised by their Head/SLT for their time to do this course.

### Observation 5

Trained but not yet delivering or are delivering for a while and wanting new ideas.

Some of the barriers for delivery were around the ambassadors not feeling fully confident, for example if they completed the course a couple of years ago and want a re-fresh to kickstart their yoga offering. Others, have been delivering for years and find they are repeating the same content and want some new ideas and sequences to keep it fresh for their students.

### Observation 6

Making sure everyone has clear understanding of course commitments

Some course participants comment that the coursework was more than they were anticipating and therefore they may not have read /understood the contract terms or promotional information.

### Observation 7

People leaving the course and requiring a person centred approach

Since W3 there has been a significant increase in the number of ambassadors requiring a person centred approach or leaving the course. Whilst, there are some external factors effecting this, such as post pandemic effects, some ambassadors have commented saying it would be good to have the option to pause the course, showing that not everyone is aware that it is an option.

# List of recommendations

Following the observations above, here are a list of recommendations in response to the observations, as well as some extra's from the whole report.

## 01. Plan course timetable around educators preferred term times

Plan future courses around the academic year and avoid scheduling any coursework in the busiest periods for educators such as those listed in the observation above.

Create a person centred approach model 'equity/flexibility statement' where ambassadors can choose to complete the course in 9-12 months and an additional 6 months extension can be offered in certain circumstances, outlined in the contract. After 18 months ambassadors/schools need to fund further course extensions.

## 02. Break up/ change/update some course content

Some course content needs to be broken up further and displayed in a more user friendly way, that enables ambassadors to digest the content more easily. For example break the Sun salutations up into: week 1 first 6 poses, week 2: next 6 poses, week 3: theory, week 4: extra poses and adaptations. Consider adding in more SEN training or developing shorter CPD modules.

Consider having choice in some modules, so ambassadors can choose their preferred modules and update some course content, such as the manual, to bring in new context.

Use a more user friendly learning platform than google classroom for the video presentation, one that supports bitesize manuals.

## 03. More in-person networking & face-to-face feedback

Network opportunities to increase, both in-person and online with a wider variety of locations and school times, weekday evenings and occasional weekends. Once a month or a few times a year were mentioned as manageable quantities for educators to attend for anything in-person.

More in-person or online fortnightly yoga classes.

Change the way feedback is given on assignments to be more face-to-face.

Whatsapp groups/community to arrange.

Annual conference for educators to bring students and colleagues to promote yoga in schools and build a movement and community.

## 04. Support ambassadors to get buy in from their schools

More leverage from school SLT as part of the programme. Offer additional services such as staff INSET days/twilight sessions, attend more school/Head teacher conferences and an annual conference to build awareness of yoga in schools and it's benefits. Share academic case studies on yoga's benefit in education.

Parents awareness evenings/yoga clubs as some worry if they are religious they can't do yoga.

Perhaps change 'Sun salutation' terminology, not all faiths are comfortable with that.

Bring course contract terms to life with a meeting or phone call so that everyone is clear on what's involved.

Send termly newsletters to secondary signature, SLT/Head with ambassador updates and what they have been learning on the course and how they can use it in school

Kickstart yoga in schools by having a Shift coach deliver a session to students and get ambassadors to watch and learn.

## 05. Support delivery in schools - maintenance training

In-person and online events and confidence building workshops. Refresher courses to build confidence and share new ideas to ambassadors that have been delivering for a couple of years and want some new ideas and inspiration.

Membership area with more lesson plans and different sequencing ideas, recorded videos of Shift teaching in classes to see how Shift coaches adapt sessions to children and young people in real-life school situations.

Give earlier waves access to Shift videos from wave 3-6.

Coach matched to ambassador based on best fit in application process.

# List of recommendations

Following the observations above, here are a list of recommendations in response to the observations, as well as some extra's from the whole report.

## 06. Contract terms and expectations

Ensuring course contract terms have been read and support is in place by school and ambassador. We included the requirement of a secondary signature in wave 6 with ambassadors talking to someone from the Shift team, to discuss contract terms, course requirements and answer questions.

## 07. Reduce people leaving the course

Make ambassadors aware, in the contract terms about the options to pause the course and the equity/flexibility statement. Making sure everyone that joins the course understands the realistic course expectations and requirements will also help reduce people leaving the course. Continue to proactively working with educators that are falling behind and start a more personal plan early to avoid drop outs.

Contact the secondary signature on the contract if the ambassador is not responding. Involve GHLL Lead Teachers more so that they can also support ambassadors that are struggling. Recruit admin support so that Shift team can focus on supporting the educators especially those on the personal learning plans.

## 08. Cost efficiency and sustainability

For Shift to be able to continue offering the training to Gloucestershire educators, Shift need to explore other ways of generating income such as working with private schools, developing a membership content area or event programme where individuals and schools can subscribe to generate more income whilst re-investing this into funded places or work with children and young people.

To develop a person centred learning approach plan that sets guidelines and limits on the percentage of ambassadors Shift can support on a person centred approach per course/year to meet capacity costs. In Scandinavian education, all students have person centred learning plans, there is two sides of the coin to consider here, the quality increase and the capacity increase costs.

## 09. Initiatives for and from Educators

Perhaps we are seeing the more people are offered, the more they will take, even if they might have managed the workload otherwise. Empowering and supporting educators to have more self efficacy towards being responsible and organising themselves throughout the course. Perhaps a regular meet up in each district, where as educators they meet up independently of Shift.

Peer to peer teaching and ongoing peer support after the training, a cascaded model, where a buddy from a previous cohort supports a new wave. 1 district leader per cohort to be responsible for keeping momentum going in establishing a daily personal practice, after completing assignments and delivering in schools.

Qualified ambassadors sharing with Shift coaches and Yoga Club Team, learning exchange, best practice exchange and potentially membership content.

## 10. Useful data to have for future evaluations

Find out how many young people ambassadors are delivering to that have high scores of ACES - ECHP/FSM/ Care givers etc

Number of children on free school meals and PEP/ My plans.

Educators thoughts on this course compared to other CPD courses they do.

## 11. Further training for Shift team

From the Shift training day that we hosted at our Headquarters in City Works, the Shift team expressed the need for further training on the Shift course material and content in the manual, as there are many different forms of yoga as it's important that they are all consistent.

The Shift team could also benefit from having a supervisory leader that they can get guidance from.



# Thank-you!

Thank-you to all the funders that have made Shift's work possible in Gloucestershire and to the Shift team for providing this service in Gloucestershire. Lastly, a huge thank-you to the educators that have dedicated hundreds of hours to learn yoga and mindfulness and sharing it with the young people and children they work with to support their mental health and wellbeing.



**Active**  
Gloucestershire

