

Title: Embedding Child Mental Health into Initial Teacher Training Curriculum

Abstract:

Background: The Carter Review has highlighted the need for teacher training programmes to ensure that the mental health needs of pupils features in curriculum design, delivery and assessment. **Method:** An Online survey was sent to 90 teacher training students inviting them to discuss their knowledge of academic resilience, a core foundation of a contemporary understanding of mental health.

Results: Despite claiming to know what academic resilience is, most students described the application of academic resilience in relation to the self, rather than to those pupils they were training to teach.

Conclusions: Teacher training programmes should ensure that periodic reviews evaluate module content so that a (more) clearer focus is placed on the constituent elements of mental health – including academic resilience.

Initial teaching training has been under review, Carter (2015) identified core elements to enhance and equip trainee teachers with the required skills and knowledge to become outstanding teachers. The review states that no matter how well resourced schools are it is the quality of teaching that is at the heart of education. Child and adolescent development is at the core of this and Carter (2015) highlights the need for student teachers to understand child and adolescent development and have knowledge in regards to what issues can impact on pupil progress as well as enabling the students to provide a positive and nurturing environment for children and young people.

In line with the Carter review is the Future in Mind Policy (2014) which reports clearly that professionals working with children and young people need to be trained in child development and mental health and have an understanding what can be done to provide help and support. For schools this can result in improved attainment, attendance, reductions in behavioural problems, as well as happier more confident and resilient pupils (Hart 2011)

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