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MentEd
Mentalisierungsbasierte Pädagogik

Erasmus+ strategische Partnerschaften

A new mentalization-based curriculum to support teachers and those working in educational settings

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Structure of the talk

- Why we have done it? - The problem(s) or better: a number of all too familiar challenges
- What we have done? – Structure and content of the course modules, learning goals
- Has it worked? - Preliminary evaluation of the curriculum
- What next? - Outlook

Why we have done it - The problem(s) or better: a number of challenges

Emotional issues get in the way with teaching?

Do you take stress from school back home?

Do you or a colleague feel burnt out?

Do you continue to care and wish that you want to be there for those you teach but sometimes it just feels possible?

Do you wish there was a more consistent approach,

and more exchanges about it with your colleagues?

What we have done (to design, implement and evaluate a curriculum for professionals to improve mentalising)

- Teaching takes place in the real world, i.e. there is a vast amount of pressures, structures, limitations, rules etc. that can‘t be changed.
- Working as a teacher is about teaching….

… but it is also relational work: in doing so you are in important relationships with your pupils, with colleagues, with the school, with yourself.

What we have done (to design, implement and evaluate a curriculum for professionals to improve mentalising)

- Mentalizing is the capacity to interpret behaviour (self and other) as meaningful because it is motivated by intentional mental states (thoughts, feelings, desires, wishes, etc.)
- Mentalizing plays a fundamental role in understanding these relationships and in enabling social learning through what we call a state of epistemic trust
- Psychosocial learning (as a part of education) is more likely to take place when we can create moments of interpersonal (inner group) curiosity about what‘s going on in the other, when they feel recognised and understood
- If that happens (and very often there are good reasons why it fails), there is a chance for so-called shared intentionality or We-mode moments

Curriculum

Goals

Generate interest in psychological (internal) world of self and others with its motivations, feelings and the associated difficulties

Bildquelle H. Kirsch

Facilitating collaboration, joint attention and social learning

Facilitating mentalizing, recgonising stressful situations and how to cope with them

Increasing agency and conrete ways of handling situations in different pedagocial fields

Funding background to the development of the curriculum

- Erasmus+-Strategic Partnerships (2019-1-DE01-KA203-004968)
- Project Partners:
  - **EH Darmstadt**
  - **PH Ludwigsburg**
  - **Universität Klagenfurt**
  - **University College London**
  - **De Viersprong Institut Niederlande**
  - Universität Koblenz-Landau
  - Technische Hochschule Rosenheim
- timeline: September 2019 to August 2022

Curriculum: Teaching content, three pillars

Basics of mentalization-based pedagogy	Supervision and reflective case practice	Scientific embeddment and Evaluation
• Modul 1: building blocks of the mentalization concept • Modul 2: Recognising ineffetive mentalizing and stress • Modul 3: mentalizing-enhancing work in and with groups • Modul 4: Pedagogic stance and interventions	• Modul 5: mentalizing-enhancing interventions and toolbox for day-to day situations • Modul 6: (self) reflective practice with case material	• Modul 7: reflection of organisational/institutional aspects • Modul 8: Scientific embeddment and Evaluation • Modul 9: evidence-base and research paradigms

Curriculum: Teaching content, three pillars

Module 2, Theory	Practical Aspects
• Under which (relational) conditions do we tend to learn better and how can those be created? • When does social learning become impossible? • What are the different facets of mentalizing? • What happens when mentalizing breaks down?	• Diagnostics: How does one recognise when I myself or other no longer mentalise? • What types of non-mentalizing can we differentiate? • What can we do to recover mentalizing?

The curriculum comprised three parts

I) Teaching of theoretical building blocks
(5 days,in person)

(beforehand: introductory block, self study, asynchrone, with additional video-conferencing in large groups)

II) Supervision/reflective practice in regionally organised small groups, Weekly, 12 sessions

III) final block (3 days, in person)

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What we have done: materials

Teaching films (titles)

- ✓ Das Krokodil unterm Bett
- ✓ In die KITA
- ✓ Schule
- ✓ Stationäre Jugendhilfe
- ✓ (sozialpädagogische Teams)
- ✓ Evaluationsfilm (Elterngespräch bei der Schuldirektorin)

Teaching materials

- ✓ Powerpoint slides (commented modules 1-4)
- ✓ Toolbox (what can help to support mentalising in day-to-day work settings)

Has it worked?

Our participants:

- The sample used in the analyses consisted of 40 people, of which 92.5% was female, with a mean age of 25.7 years (SD=4.32).
- The average work experience was 0.64 years (SD=2.04) – mainly those in the final year of their studies, 15% of the people had experience with supervision and 22.5% were or are in psychotherapeutic treatment themselves.
- Outcome design
    - Open feedback questions for us to learn from experiences, co-created
    - Research instruments
        - Questionnaires
        - FILME
        - Teacher interview on difficult experiences and how those are reflected upon
        - Standardised classroom vignettes

Has it worked?

- Pre-post comparison
- Still unanswered:

Do these effects last *and* do they translate into better learning outcom

	Pre-test		Posttest				
	Mean	SD	Mean	SD	t	Cohen's d	
Comp1	3.73	0.88	3.65	0.70	0.684	0.10	
Comp2	3.28	0.88	3.40	0.93	-0.927	0.13	
Comp3	4.22	0.83	4.03	0.89	1.347	0.22	
[illegible]	3.23	0.83	3.23	0.66	0.000	0.00	
Teacher RFQ	51.73	5.45	53.78	3.74	-3.001**	0.44	medium
RFQ certainty scale	1.06	0.67	1.19	0.78	-1.357	0.18	
RFQ uncertainty scale	0.82	0.59	0.69	0.61	1.402	0.22	
ACS	40.50	6.24	42.35	5.60	-2.481*	0.32	small
EV Trust scale	29.13	3.09	30.23	3.08	-2.408*	0.36	small
EV Mistrust scale	14.43	3.30	12.95	3.65	2.745**	0.43	medium
EV Credulity scale	10.45	5.42	10.63	4.51	-0.334	0.04	
SCL depressive scale	2.43	2.55	1.70	2.19	2.264*	0.31	small
SCL dysthymc scale	3.75	2.74	3.38	3.25	0.859	0.12	
SCL vegetative scale	3.18	3.82	2.18	2.82	1.687	0.30	
SCL agoraphobic scale	1.58	2.10	0.85	1.59	2.474*	0.40	medium
SCL sociophobic symptoms scale	2.83	3.19	2.73	2.97	0.239	0.03	
[illegible] of mistrust scale	2.65	2.68	2.08	2.27	1.546	0.23	
LPFS-BF total	22.45	5.60	21.00	5.19	2.802**	0.27	small
[illegible]	12.70	4.29	11.60	3.59	2.627*	0.28	small
[illegible]	9.75	2.28	9.40	2.15	1.172	0.16	
MZQ Self-reflection	[illegible]7.05	2.24	17.73	2.14	-2.247*	0.31	small
MZQ Emotional awareness	[illegible]5	3.15	15.75	2.63	-3.252**	0.42	medium
MZQ Psychic equivalence mode	[illegible]0	3.72	14.50	2.86	-2.878**	0.40	medium
MZQ Regulation of affect	[illegible]05	2.39	11.78	1.95	-2.512*	0.34	small
[illegible]	33.83	9.15	33.78	9.56	0.061	0.01	

Teacher RFQ, ACS (interest in mentalizing attitude), EV Trust scale, EV Mistrust scale, SCL depressive scale, SCL agoraphobic scale, LPFS-BF total, LPFS-BF Self-functioning, MZQ Self-reflection, MZQ Emotional awareness, MZQ Psychic equivalence mode and MZQ Regulation of affect.

What next?

- Perhaps in the Q&A we can begin a conversation about whether such a curriculum or training and, if so, with which adaptations, could be something that you may find useful in your work context.

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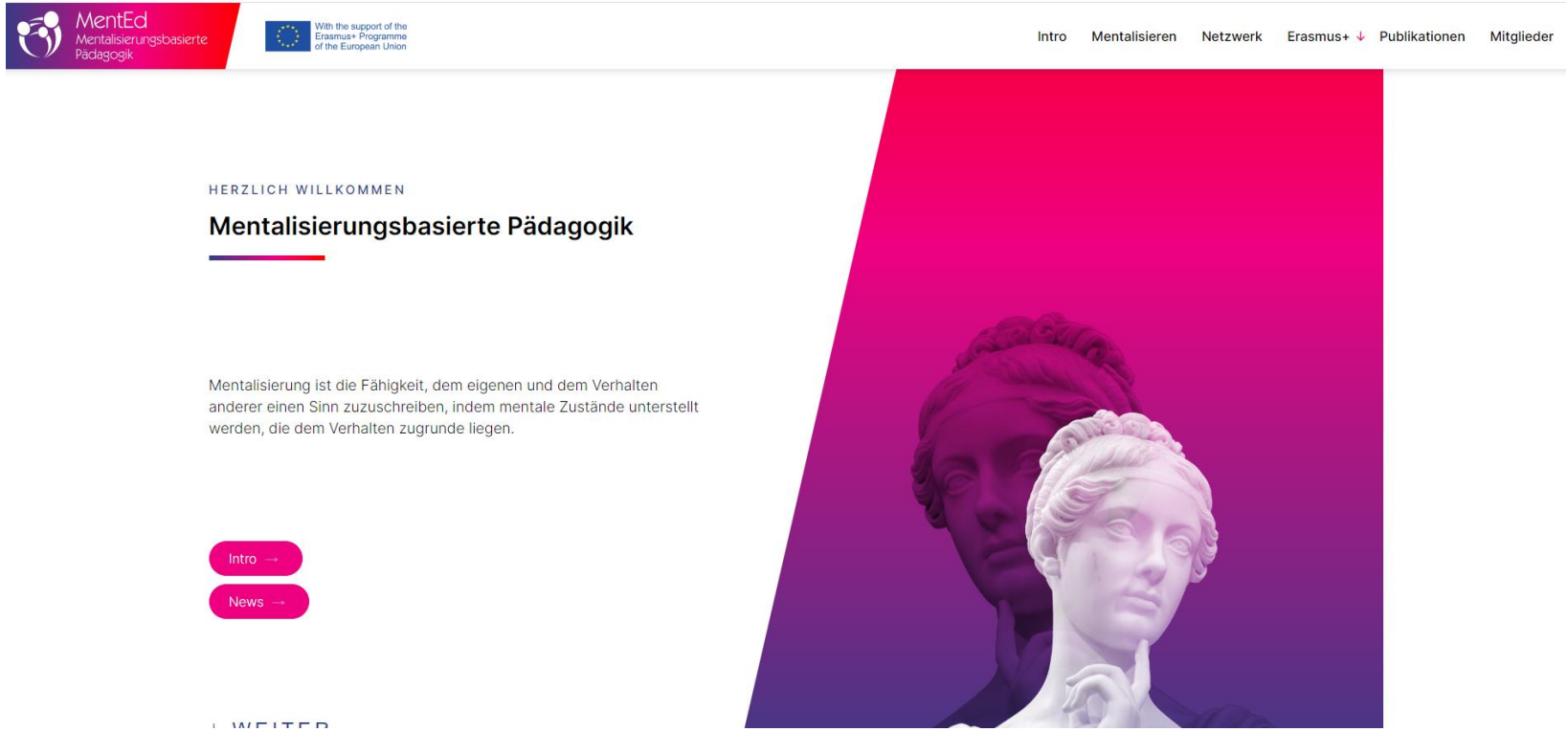

„Mentalisation is a slow and progressive process, perhaps the venture of a lifetime“
(Lecours & Bouchard 1997, 865)

Thank you for your interest!

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