

NATIONAL ELSA NETWORK TRAINING AND SUPERVISION STANDARDS

<p>WHO CAN TRAIN?</p> <p>https://www.elsanetwork.org/about/</p>	<p>The Emotional Literacy Support Assistant (ELSA) intervention was developed to train teaching assistants as ELSAs. All ELSAs must be employed within an educational establishment and must receive line management support in the ELSA role. For reasons of accountability and safeguarding, the ELSA Network will not endorse anyone to work independently or on a voluntary basis as an ELSA.</p>
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ELSA NETWORK STANDARDS	
<p>WHAT SHOULD I EXPECT FROM ELSA TRAINERS?</p> <p>https://www.elsanetwork.org/about/elsa-network-training-standards/</p>	<p>A minimum of five days training, although six days training is more usual. One training day is approximately 5 hours.</p> <p>It is recommended the spacing of training is 3 - 4 weeks apart to allow consolidation and practice of skills. Trainee ELSAs should be encouraged to begin offering programmes of support during the training so that experiences can be discussed within the training course.</p>
	<p>In-person delivery is the preferred ELSA training model, but it is recognised that extenuating circumstances may mean some elements are delivered online. Following the Covid pandemic, some services have developed a blended model of training.</p>
	<p>The Active Listening and Reflective Conversations module should be delivered in person as those skills cannot be fully developed virtually.</p>
	<p>The training must be led by and delivered by a qualified EP who may be assisted by others such as trainee and assistant EPs.</p>
	<p>While training content is flexible, the core curriculum is expected to include:</p> <ul style="list-style-type: none"> Facilitation skills of active listening and reflective conversations Emotional Awareness Emotional Regulation Self-Esteem Social and Friendship Skills Loss and Bereavement <p>We recommend the use of a structured model of self-esteem that addresses distinct domains, such as the Borba model. Similarly, we encourage use of a structured model of emotional regulation that provides a broader approach than simple management strategies, such as the anger management model developed by Faupel, Herrick and Sharp. It is good practice to regularly review and update training materials.</p>
	<p>All trainees should practise writing session plans and SMART programme aims during training.</p>
	<p>Training should be evaluated, gathering feedback from delegates.</p>

WHAT ARE THE COMMITMENTS OF SCHOOLS AND EDUCATIONAL COMMUNITIES IN TRAINING AN ELSA?	Allocate five hours or more of protected time for applied practice/ ELSA support per week during and after training, to include planning and preparation time. (For small schools of 100 pupils or fewer, the minimum allocated time would be 2.5 hours per week.) ELSA sessions need to be prioritised to ensure consistency of support for children and young people.
https://www.elsanetwork.org/about/code-of-practice/	Designate an ELSA line manager who will normally be the SENCo or another senior manager in the setting. Their role will be to support ELSAs in the setting, ensuring a manageable workload and helping other staff to understand the parameters of the role, including realistic expectations re outcomes for children and young people.
https://www.elsanetwork.org/about/support/	
	Establish and use a referral system to avoid ELSA overload.
	Release ELSAs for training and supervision as scheduled.
	Provide a budget for resources
	Provide a consistent space to work that affords some privacy to children/young people receiving support, that includes some storage and display space for ELSA resources

WHAT IS THE APPLIED PRACTICE OF AN ELSA AND HOW DO SETTINGS SUPPORT THIS?	Plan and deliver bespoke programmes of support and intervention which will usually be from 8-12 weeks duration, with some variation reflecting individual need. ELSA support is not long-term, but some children/young people will receive more than one programme over the years.
	Five hours or more of protected time for applied practice/ ELSA support per week during and after training which will include planning and preparation time.
	The session length is determined by age and stage of development of the child or young person. Sessions are usually longer for young people in secondary education.

WHAT SHOULD ELSA SUPERVISORS AND THEIR EP SERVICE PROVIDE?	Supervision is provided at the conclusion of training and is usually an additional cost.
	Supervision is scheduled for every half term and comprises six sessions of supervision per academic year which ELSAs are expected to attend.
	Supervision should be provided by a qualified EP. Year three trainee EPs may supervise, but they must be supervised by a qualified EP. ELSA supervisors must have a working knowledge of the training content and course requirements.
	Supervision sessions should include no more than eight supervisees, and sessions should be two hours long. While not ideal, if logistics require a group to be as large as 9 or 10, the duration should be increased by 15 minutes per additional person.
	EP services are expected to maintain a register of practising ELSAs. Supervisors should monitor supervision attendance and deregister ELSAs if ELSA practice requirements are not met
	ELSA supervisors are expected to engage in peer supervision specific to ELSA work with others in a similar capacity at least twice per year.

The role title of ELSA may only legitimately be used by people who:
<ul style="list-style-type: none"> • Have attended (or are currently attending) a full ELSA training course delivered by one or more fully qualified educational psychologists (courses lasting a minimum of five but more usually 6 days) • Regularly attend half-termly supervision in small groups (with a recommended maximum of 8 ELSAs per group and duration of 2 hours per session), led by a qualified educational psychologist • Are currently delivering bespoke programmes of support to individual pupils and sometimes small groups.