How Can We Better Recognise Threats to the Mental Wellbeing of Young Pupils? Discover the Findings of the MindPlay Project

What skills do teachers need to recognise signs of emotional difficulties and potential threats to children's mental wellbeing? What challenges do school leaders, pedagogues, psychologists and parents identify? Answers to these questions can be found in the Consolidated Research Report and the Competence, Skills and Risks Matrix developed as part of the international MindPlay project.

We invite you to explore these results, which provide valuable insights into the educational and preventive support needed to promote the mental wellbeing of children aged approximately 5–9, particularly pupils in grades 0–3.

Bringing Together the Perspectives of Teachers, School Leaders, Specialists and Parents

As part of WP2 of the MindPlay project – *Mapping Competence Needs* – comprehensive research was conducted in Belgium, Germany, Poland, Romania and Hungary. The research involved four key stakeholder groups: early-grade teachers, school principals and management staff, school pedagogues, psychologists and counsellors, as well as parents of children in grades 0–3.

Three complementary research methods were used: desk research, questionnaire surveys, and focus groups. This approach made it possible to combine existing knowledge and experience with respondents' views and identify the most important competence needs, challenges and areas requiring further support.

Particular attention was paid to the competences required to recognise signs that may indicate threats to the mental wellbeing of young pupils, including behavioural addictions, domestic and peer violence, and symptoms of depression.

Co-funded the Europe

Co-Funded by the European Union. Vie s and opinions expressed are but those of the author(s) only and do not necessarily reflect those of the European Union or the Foundation for the Development of the Education System (FRSE). Neither the European Union nor FRSE can be held responsible for them.

511 Respondents – A Shared Knowledge Base Across Five Countries

The scale of the research exceeded the project's original target. Instead of the planned 350 participants, **511 respondents took part in the research**, representing approximately 146% of the target value.

The opinions and experiences collected made it possible to examine competence needs from different perspectives: those of professionals working directly with children, people responsible for school management, specialists providing support, and parents.

Based on the research findings, the Partners prepared national reports and subsequently developed **a Consolidated Research Report bringing together common findings and recommendations**. The report is complemented by snapshots presenting the key findings from individual countries.

The Competence, Skills and Risks Matrix – A Practical Starting Point for Further Action

One of the key outcomes of WP2 is the **Competence, Skills and Risks Matrix**, which organises the identified needs and highlights priority areas in which knowledge and skills need to be strengthened.

The report and the matrix are valuable sources of information for teachers, school principals, pedagogues, psychologists, school counsellors and others involved in creating a safe and supportive educational environment.

The findings can help better target training activities, support the professional development of school staff and strengthen cooperation between schools and families. They also highlight the importance of being attentive to children's needs and knowing how to respond to concerning signs, while taking into account the respective roles and competences of different adults.

Co-funded the Europe

Co-Funded by the European Union. Vie s and opinions expressed are but those of the author(s) only and do not necessarily reflect those of the European Union or the Foundation for the Development of the Education System (FRSE). Neither the European Union nor FRSE can be held responsible for them.

From Identifying Needs to Developing Practical Educational Solutions

All planned WP2 activities were completed in accordance with the agreed methodology and timetable, and all expected results were achieved. The materials have been translated into the Partners' national languages and will be made available on the MindPlay project website.

Importantly, the research is not an end in itself. Its findings provide the foundation for the next stage of the project, which includes developing training programmes for education professionals and tools to support prevention and the recognition of risks affecting children's mental wellbeing, including planned observation game.

We encourage you to explore the Consolidated Research Report and the Competence, Skills and Risks Matrix.

These resources offer an opportunity to better understand the needs of those supporting young pupils, discover findings from research conducted across five countries, and identify the competence areas worth developing to help schools provide more effective support for children.

Discover the results of the MindPlay project and join us in developing knowledge and tools that contribute to a safe, supportive school environment.

More information and project resources: https://www.mindplayproject.eu/

All reports are available in the Repository:
https://www.mindplayproject.eu/repository/

The MindPlay project is implemented under the Erasmus+ programme by an international partnership involving organisations from Poland, Belgium, Germany, Romania and Hungary.

Co-funded the Europe

Co-Funded by the European Union. Vie s and opinions expressed are but those of the author(s) only and do not necessarily reflect those of the European Union or the Foundation for the Development of the Education System (FRSE). Neither the European Union nor FRSE can be held responsible for them.

.

Co-funded the Europe

Co-Funded by the European Union. Vie s and opinions expressed are but those of the author(s) only and do not necessarily reflect those of the European Union or the Foundation for the Development of the Education System (FRSE). Neither the European Union nor FRSE can be held responsible for them.

.