

BUILDING RESILIENCE PRACTICAL TOOLS FOR THE CLASSROOM MATTHEW DANIEL TRAINING AND CONSULTANCY MANAGER

WORKSHOP LEARNING OUTCOMES

By the end of the session you'll be able to ...

- x Describe some of the main ideas underpinning resilience
- Understand the link between your teaching and students mental health
- Section Sec
- Discover ways in which you can bolster your own resilience

AGREE - DISAGREE

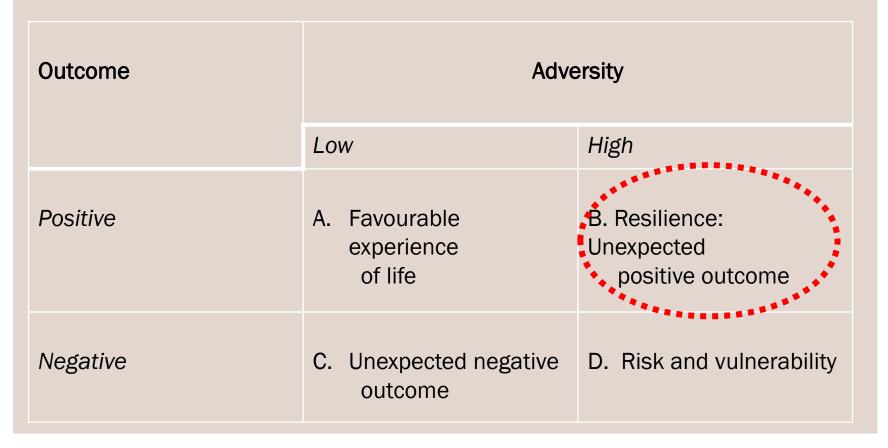
- 1. Some people are just born more resilient than others
- 2. Resilience is about gritting your teeth and bearing it
- 3. I am more resilient now than I was when I was a teenager

"...resilience is evident where people with persistently few assets and resources, and major vulnerabilities...have better outcomes than we might expect given their circumstances, and in comparison to what we know happens with other children in their contexts". (Hart, Blincow and Thomas)



WHAT IS RESILIENCE?

FIGURE 1: IDENTIFICATION OF RESILIENCE



(reference and downloadable copy: <u>www.ucl.ac.uk/capabilityandresilience</u>. *Capability and Resilience: Beating the Odds* Edited by Professor Mel Bartley, published by UCL Dept Epidemiology and Public Health on behalf of the ESRC Priority Network on Capability and Resilience (2003-2007).)

THE DEVELOPMENT OF A NEW APPROACH

The development of the new Academic Resilience approach is being led by Lisa Williams Consulting in partnership with Professor Angie Hart and colleagues from the University of Brighton, 'boingboing' social enterprise and Young Minds.

ACADEMIC RESILIENCE

"....resilience is highly correlated with academic achievement and educational success. Engaging in school and reaping its rewards both reflects and enhances a child's capacity to succeed over the whole lifespan. For these reasons, it might be argued that a good education is resilience"

(Hart et al 2007)

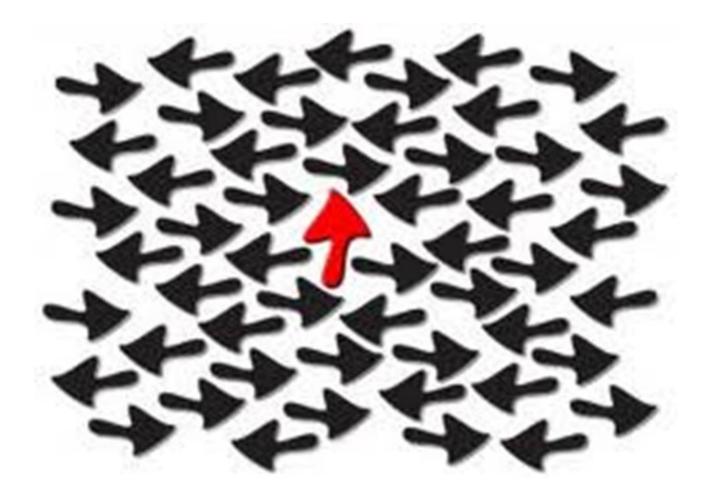
WHAT IS ACADEMIC RESILIENCE?

...students achieving good educational outcomes despite adversity. For schools, promoting it involves strategic planning and detailed practice involving the whole school community to help vulnerable young people do better than their circumstances might have predicted.

...THE SYSTEMIC APPROACH

- Strategy and leadership (governance, policy, senior leadership
- Systems and structure (Information management, behaviour systems, procurement etc)
- Pupils and staff (skills, training, roles and responsibilities)
- Parents and community (carers, services, local authority ec)
- **×** School culture (ethos and attitude)

BUT WHAT DOES THAT MEAN FOR YOU?



"No matter how skilled you are if you don't Care it won't work."

	BASICS	BELONGING	LEARNING	COPING	CORE SELF
SPECIFIC APPROACHES	Good enough housing	Find somewhere for the child/YP to belong	Make school/college life work as well as possible Understanding boundaries and keeping within them Engage mentors for children/YP Being brave		Instil a sense of hope
		Help child/YP understand their place in the world			
	Enough money to live	Tap into good influences			Support the child/YP to
	Being safe	Keep relationships going		understand other people's feelings	
	Access & transport	The more healthy relationships the better	Map out career or life plan	Putting on rose-tinted glasses	Help the child/YP to know her/himself
		Take what you can from relationships where there is some hope		Fostering their interests	
FIC AP	Healthy diet	Get together people the child/YP can count on	Help the child/YP to organise her/himself	Calming down & self- soothing	Help the child/YP take responsibility for her/himself
SPECII		Responsibilities & obligations			
	Exercise and fresh air	Focus on good times and places		Remember tomorrow is another day	
	Make sense of where child/YP ha Enough sleep from	Make sense of where child/YP has come from	Highlight achievements	Lean on others when	Foster their talents
		Predict a good experience of someone or something new	Develop life skills	necessary	There are tried and tested treatments for specific problems, use them
	Play & leisure	Make friends and mix with other children/YPs		Have a laugh	
NOBLE TRUTHS					
	ACCEPTING	CONSERVING	COMMITM	IENT	ENLISTING

EXAMPLE ACTIVITY: BEING SAFE

- Using sheets of paper provided draw a plan of your school or make a list of the places in which you feel most relaxed and those where you tend to feel the most stressed.
- 2. Discuss this with the rest of the people on your table, are there any differences etc?
- 3. How could you improve the high stress areas?
- 4. Would the areas be any different for students?

USING THE RESILIENCE FRAMEWORK...

Look at the resilience framework cut-ups and work in pairs to come up with an activity that would work for you with children and young people you work with

YOUNGMINDS

- Parents Helpline 0808 802 5544
- Booklets for parents, professionals and children and young people
- www.youngminds.org.uk
- Training and development <u>matthew.daniel@youngminds.org.uk</u>

