

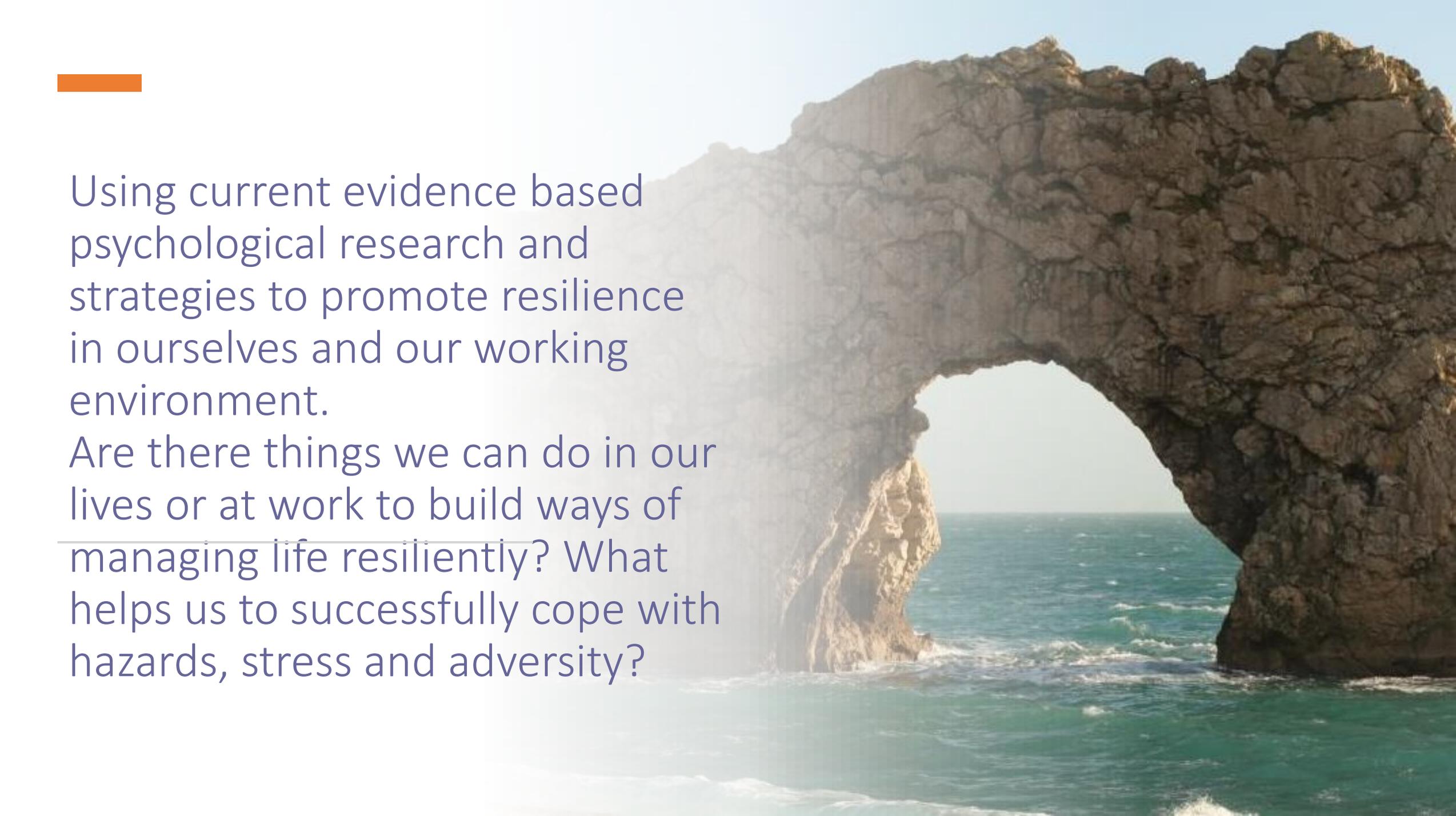
A large, natural rock archway made of dark, textured stone, spanning across the ocean. The arch is the central focus, with the sea visible through the opening. The sky is a clear, light blue, and the water is a deep teal color with some white foam from waves crashing against the base of the rock.

Growing and Developing our own Resilience as Leaders

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Using current evidence based psychological research and strategies to promote resilience in ourselves and our working environment.

Are there things we can do in our lives or at work to build ways of managing life resiliently? What helps us to successfully cope with hazards, stress and adversity?

Is there one thing you have been doing during the day or evening in the past 6 months to cheer yourself up?



Psychological well-being

From psychological research people who score 'happy' on surveys report the following values based actions:

- Exercise
- Self-care
- Give to others
- Connect with others
- Challenge themselves

Sixthly added: connect to the present moment, noticing emotions and thoughts



What is Resilience? Definitions

There are many different definitions of resilience used in research and practice. Some people think of resilience as:

Bouncing Back, Bouncing Up or Bouncing Forward

Doing better than you'd think given the circumstances

Beating the odds

“Resilience refers to the capacity of a dynamic system to adapt successfully to disturbances that threaten the viability, the function, or the development of that system (Masten 2014a, 2014b).

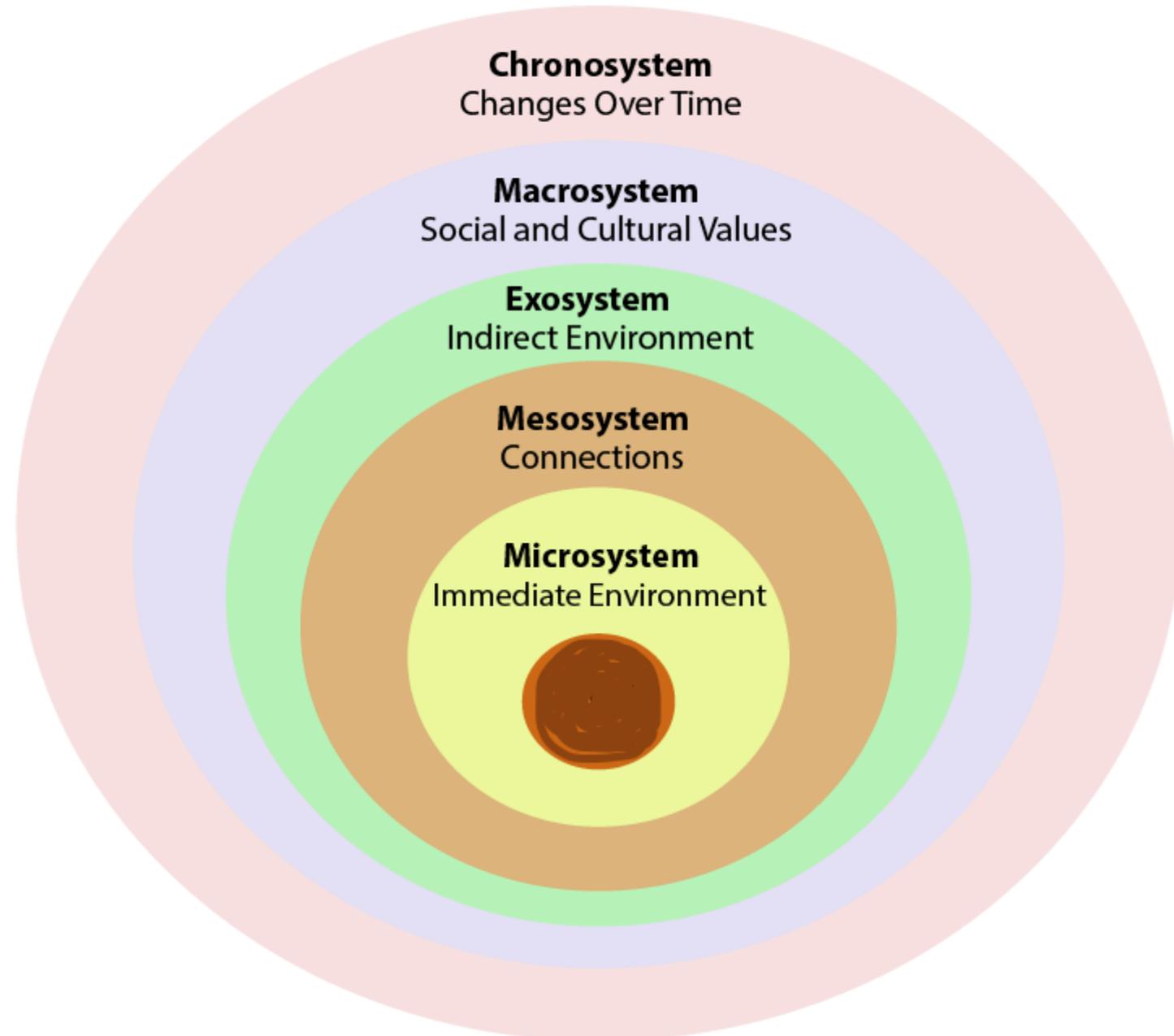
Resilience is a process to harness resources to sustain well-being (Panter-Brick & Leckman, 2013).

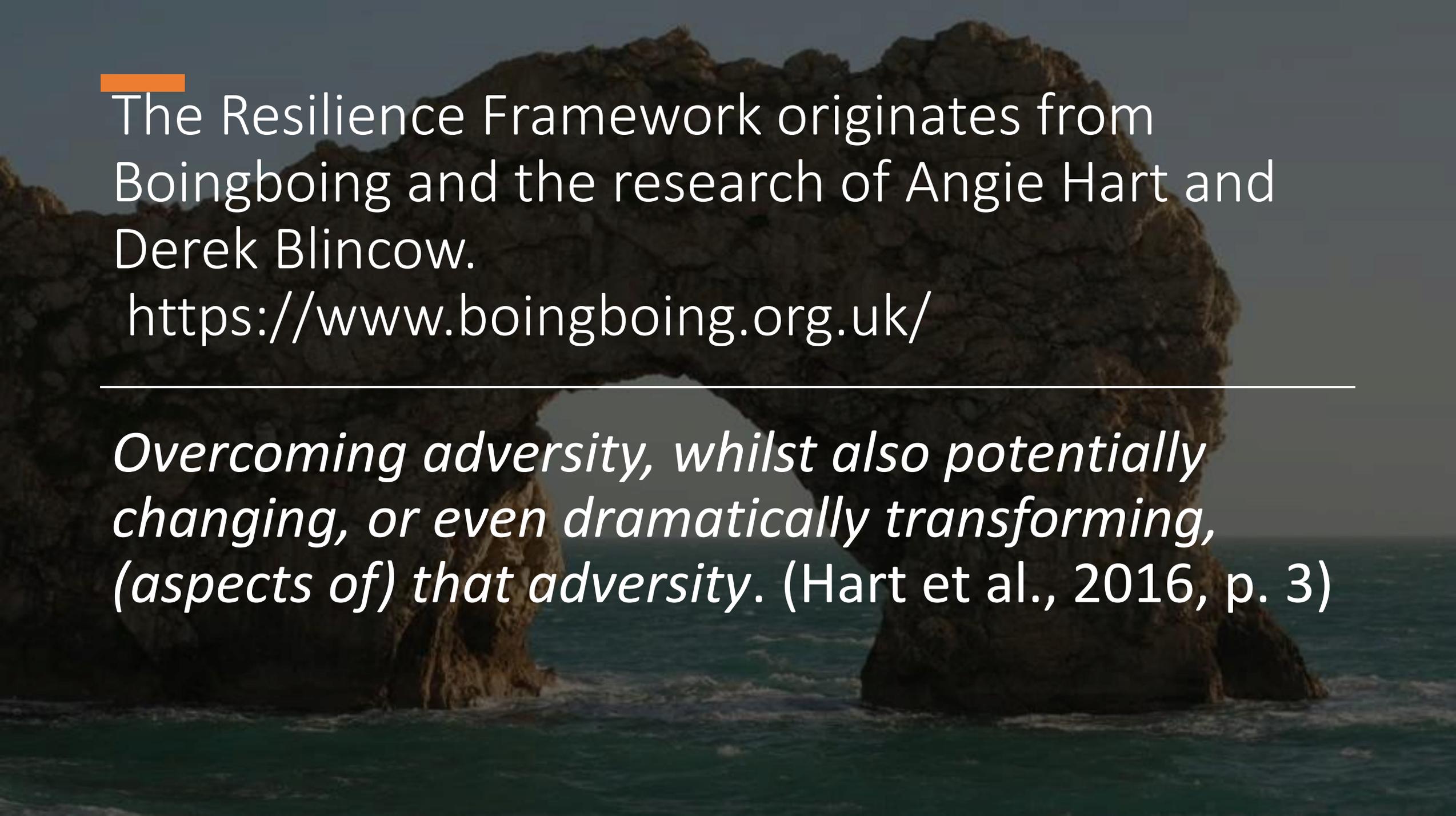
A social-ecological approach

Hanson - 'world, body and mind.'
Urie Bronfenbrenner 1979 and the five levels of the environment (or social ecology) – originally used as a lens to look at child development but applies to all individuals.

Bronfenbrenner's Ecological Systems Theory

Social factors determine your way of thinking, the emotions you feel, and your likes and dislikes



A natural rock archway stands over the ocean. The arch is made of dark, jagged rock. The water below is a deep blue-green color. The sky is a pale, hazy blue. The overall scene is serene and majestic.

The Resilience Framework originates from Boingboing and the research of Angie Hart and Derek Blincow.

<https://www.boingboing.org.uk/>

Overcoming adversity, whilst also potentially changing, or even dramatically transforming, (aspects of) that adversity. (Hart et al., 2016, p. 3)

Resilience Framework (Adults) – Copyright Hart, Blincow & Cameron (adapted from original) www.boingboing.org.uk

Resilience Framework (Adults) – Copyright Hart, Blincow & Cameron (adapted from original) www.boingboing.org.uk					
	BASICS	BELONGING	LEARNING	COPING	CORE SELF
SPECIFIC APPROACHES	Good enough housing	Find somewhere to belong	Make work & learning as successful as possible	Understanding boundaries and keeping within them	Instil a sense of hope
	Enough money to live	Help understand place in the world, & that others may face similar situations		Engage mentors	
		Tap into good influences (eg peer support)	Identifying & solving problems (reduce self blame and guilt)		Promote understanding of others
	Being safe	Keep relationships going (eg educator /support partners/carers/family)	Map out career or life plan		
	Access & transport	The more healthy relationships the better		Help self-organisation	Fostering their interests
		Take what you can from relationships where there is some hope	Calming down & self-soothing (support reflection, not feeling overwhelmed by illness)		Help the person take responsibility for her/himself (self-advocacy)
	Healthy diet	Get together people the person can count on	Highlight achievements	Remember tomorrow is another day	
	Exercise and fresh air	Responsibilities & obligations		Develop life skills	Lean on others when necessary
		Enough sleep	Focus on good times and places		Have a laugh
	Leisure & work occupations	Make sense of where the person has come from	Predict a good experience of someone or something new		
				Make friends and mix	
	NOBLE TRUTHS				
	ACCEPTING Interpersonal skills, empathy	CONSERVING Interpersonal skills, trust	COMMITMENT Ongoing support issues	ENLISTING Self (eg not passive), family, friends, mental health professionals, GP	

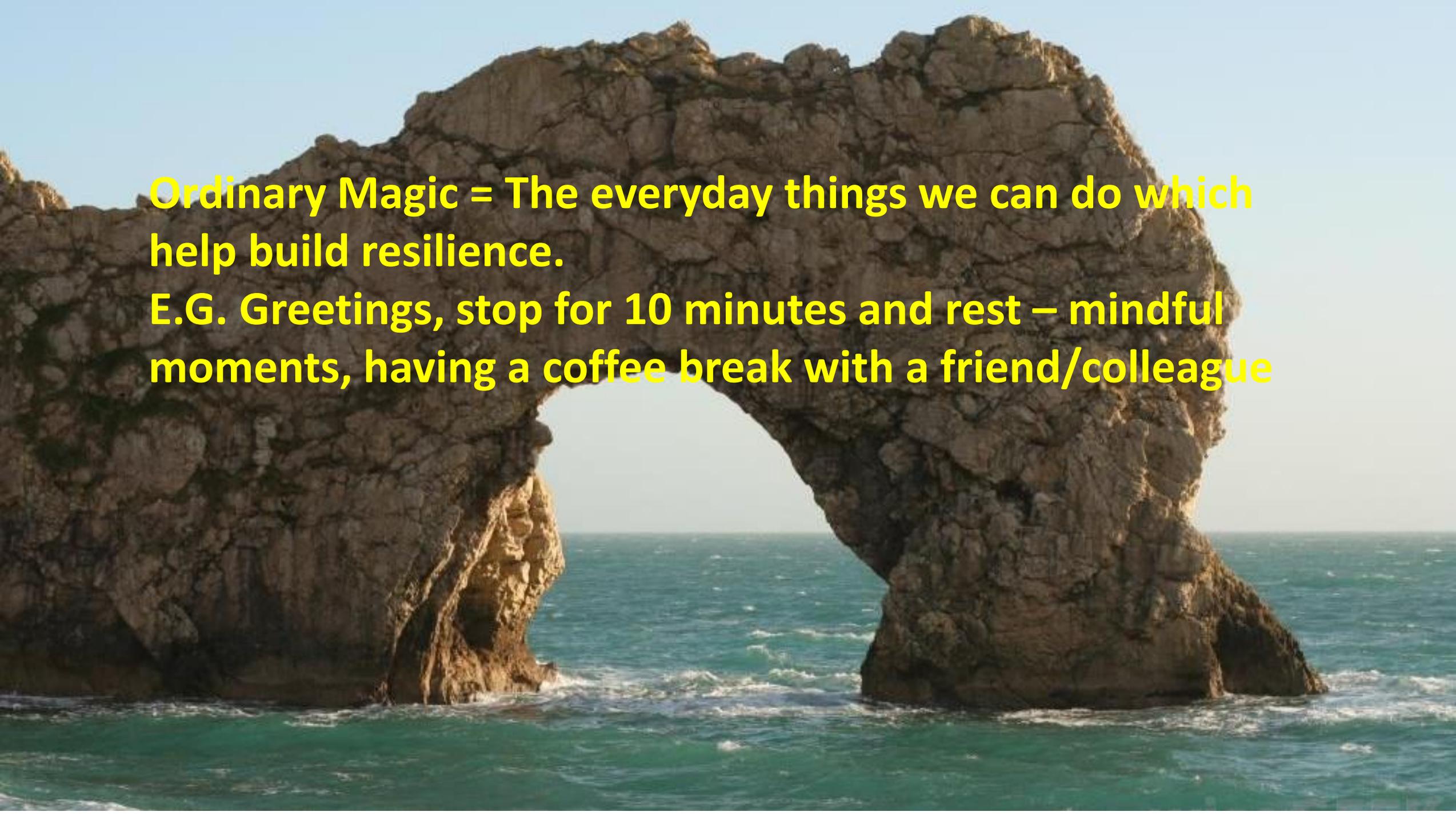
Each compartment is described as a ‘resilient move’, for more information see <https://www.boingboing.org.uk/resilience/resilient-therapy-resilience-framework/>



Reflection

1. Which two of the compartments jumps out to you that you have done in the past months in relation to
 - Yourself
 - Colleagues
2. What were the specific actions you took?
3. Which one or two compartments relates to the actions taken by your LA that could be described as a 'resilient move'?



A large, natural rock archway stands over the ocean. The rock is dark and textured, with a jagged top. The sea is a vibrant blue-green, with white foam from waves crashing against the base of the arch. The sky is a clear, pale blue. The text is overlaid on the left side of the arch.

Ordinary Magic = The everyday things we can do which help build resilience.
E.G. Greetings, stop for 10 minutes and rest – mindful moments, having a coffee break with a friend/colleague



The Resilience Framework is underpinned by a set of key principles called **‘The Noble Truths’**.

They describe underlying values for resilience-building work and can be helpful when the complexity of practising in multiple disadvantages threatens to overwhelm us.



The Noble Truths

- **Accepting** = How did you and your LA accept face to face contact and school visits was no longer possible? Accepting the feelings at the time
- **Conserving** = when things may be challenging what do you draw on, do you look to what has worked in the past?
- **Commitment** = Takes time, some things will work some things won't.
- **Enlisting** = The help of other people and within yourself

7 Ways To Become A More Resilient Leader (J Folkman behavioural statistician)

1. Communicate Powerfully – make sure your team understand change and direction
2. Are Coachable – open to feedback
3. Build Positive/Trusting Relationships
4. Are Bold Risk Takers
5. Develop Others
6. Champion Change
7. Are Decisive



School focused Work Academic Resilience Approach (ARA)

A whole school approach to developing an inclusive community.

It is a developmental model designed by Angie Hart & Lisa Williams from evidence-based Resilient Therapy (2007) with practice-based evidence from organisations Young Minds, Hove Park School and Eleanor Smith School.

<https://www.boingboing.org.uk/academic-resilience-approach/>

Outcomes for ARA in Dorset

- Increase schools and settings capacity for promoting whole school approaches to emotional well-being and mental health
- To work with communities to build collective resilience, co-production and values based action
- To provide Dorset with evidence based and practice based approaches through a range of evaluative methods from schools, parents, children and young people,

Resilience Framework (Children & Young People) Oct 2012 – adapted from Hart & Blincow 2007 www.boingboing.org.uk

Resilience Framework (Children & Young People) Oct 2012 – adapted from Hart & Blincow 2007 www.boingboing.org.uk					
	BASICS	BELONGING	LEARNING	COPING	CORE SELF
SPECIFIC APPROACHES	Good enough housing	Find somewhere for the child/YP to belong Help child/YP understand their place in the world	Make school/college life work as well as possible	Understanding boundaries and keeping within them	Instil a sense of hope
	Enough money to live	Tap into good influences	Engage mentors for children/YP	Being brave	Support the child/YP to understand other people's feelings
	Being safe	Keep relationships going		Solving problems	
	Access & transport	The more healthy relationships the better Take what you can from relationships where there is some hope	Map out career or life plan	Putting on rose-tinted glasses	Help the child/YP to know her/himself
	Healthy diet	Get together people the child/YP can count on	Help the child/YP to organise her/himself	Fostering their interests	Help the child/YP take responsibility for her/himself
	Exercise and fresh air	Responsibilities & obligations		Calming down & self-soothing	
	Enough sleep	Focus on good times and places Make sense of where child/YP has come from	Highlight achievements	Remember tomorrow is another day	Foster their talents
	Play & leisure	Predict a good experience of someone or something new	Develop life skills	Lean on others when necessary	There are tried and tested treatments for specific problems, use them
	Being free from prejudice & discrimination	Make friends and mix with other children/YPs		Have a laugh	
	NOBLE TRUTHS				
ACCEPTING		CONSERVING		ENLISTING	
COMMITMENT					

Building Resilience - Things to try

Basics - The ocean around us

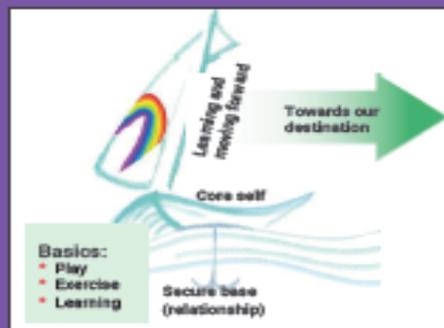
What is around us now? In your ocean write or draw everything that you need to keep you afloat - favourite foods, sleep, pets, pens, anything. Check out daily whether you have everything/need to add something.

Checking in at the start of each day as to how we are feeling can help. A visual star emoji system or, even better a verbal one. Try using resources like 'The Emotionary' to help name and mentalise/distance from bad feelings (Fonagy).

Social attribution apps like 'Mood Mini' can help to move us to a better place to start the learning journey.

Boats

Here in our lovely Dorset, we have been like the boats that wait out the storm in safe harbours with our sails furled away, but we are able now to unfurl again and move out towards new adventures!



Learning - The wind in our sails

Exploratory and multisensory play can help learning and reduce anxiety starting back about making mistakes. It can help all ages - see 'Learning Styles in Action,' by B. Prashnig. We all have our own favourite learning senses - take time to find your own and write ideas in - mind maps? Quiet space?

Older pupils can be helped to make MAPS or PATHS towards their career and life goals - this will provide a sense of direction. See www.twinkl.co.uk for resource ideas.



- Draw your own sailing boat. Note down WHO are your anchors. HOW are you making sure you are taking care of your basic needs, in the SAILS write or draw all the things we've found that help us to learn.

Core self - A sturdy hull

- Creating a one page profile can help us see our strengths and help get to know others - <http://helensandersonassociate.sco.uk/person-centred-practice/one-page-profiles/one-page-profile-templates/>
- Friends and teachers can add one word descriptions to fill put the picture.
- The pupils can add all the aspects about their core selves - kind, bouncy, etc. onto the hull in whatever way they want to represent them.

Promoting resilience

The most important factors

- A sense of belonging
- Strong relationships
- Setting your own goals
- High expectations
- The opportunity to participate as valued members of the community



Coping - When we need an anchor

- 'Dropping anchor,' can help us self-soothe. This can involve focusing on your breath, stretching, looking around the room or visualising your 'safe space'.
- Around the anchor on their boat drawing pupils can draw or write what things/actions anchor them best.



Help us set sail again together...

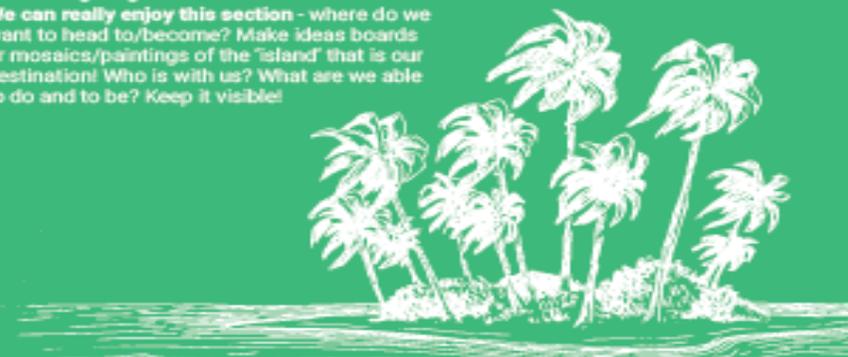
Let's help pupils transition to school using a fun and consistent evidence based approach linked to the Resilience Framework. They can move on confidently back into education with activities in each of the main areas of:

- Basics
- Core self
- Coping
- Learning
- Belonging



Belonging - Our Destination

We can really enjoy this section - where do we want to head to/become? Make ideas boards or mosaics/paintings of the 'island' that is our destination! Who is with us? What are we able to do and to be? Keep it visible!



Future – Values based action

- A more co-productive and community-oriented notion of resilience.
- A move to consider the notion of collective resilience which can emerge from a shared common identity which encourages the provision and expectation of social support.
- Uniting resilience research with activism in a framework of social justice values.





Building resilience-based practice

- What are your next steps?
- Who are you working with?
- How are you using the strengths model to build skills and resources of yourself and within your colleagues?
- Does supervision make a difference and in what way?
- What are you trying to achieve?
- How can you make use of the Resilience Framework?



References

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