

HeadStart

- Big Lottery Funded 5 year strategic programme
- 6 areas across the country
- 10 million to invest in mental health prevention for 10-16 year olds
- Ecological approach – family, school, community and digital environments
- Blend of universal and targeted support
- Strong research strand



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- Whole town approach to resilience building
- 3 levels of support
- Universal support for all 10-16 year olds
- Targeted support for LAC, self harm and transition from primary to secondary
- Common language of the resilience framework
- Focus on creating a sustainable legacy through culture change



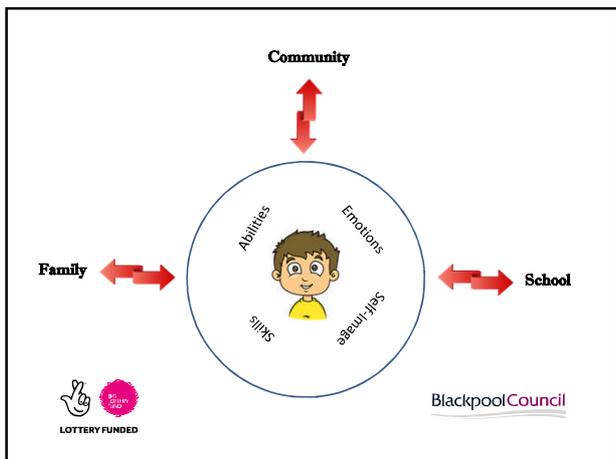
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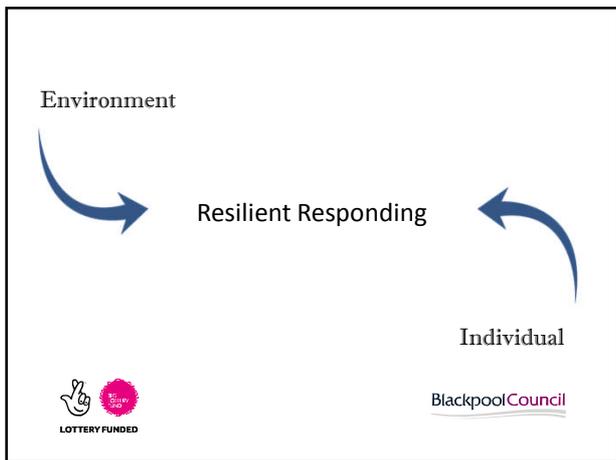
Fundamentals

- Asset based approach
- Co production
- Social justice approach
- One definition of resilience – one approach embedded across the town
- Whole systems change
- Innovation



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Questions for Work in Schools ...

With both students and educators in mind ...

- How can we promote the development of skills and constructs likely to increase the probability of resilient outcomes?
- How can we help schools to:
 - develop environments and systems which facilitate individual resilient responding?
 - develop their environments, systems & ethos towards an enhanced experience of positive feeling and well-being?
- How can we help head teachers and senior leadership teams to design organisations that enable staff resilience and well-being to flourish?

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Beth Doll – University of Nebraska

(From these three bodies of research), we have identified six characteristics that describe the classrooms where children can be most successful academically and interpersonally. These characteristics describe classrooms where:

1. Students believe that they are competent and effective learners (academic efficacy),
2. Students set and work toward self-selected learning goals (academic self-determination),
3. Students behave appropriately and adaptively with a minimum of adult supervision (behavioural self-control),
4. There are caring and authentic relationships between teachers and the students (teacher–student relationships),
5. Students have ongoing and rewarding friendships with their classmates (peer relationships), and
6. Families know about and strengthen the learning that occurs in the classroom (home–school relationships).



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Positive Emotion

- Work by Frederickson et al (Frederickson 1998, 2001) has suggested that a key component of the development of resilient responses may be the experience of positive emotion in the individual. This research has generated the ‘broaden and build’ theory of positive emotions which notes that:
 - Negative emotions – such as fear – function to narrow the perceptual field and to prepare one for a particular action;
 - Positive emotions - such as joy – function to broaden the perceptual field, expanding the range of thoughts and potential behaviours. These mindsets then build the individual’s physical, intellectual and social resources;
 - The experience of positive emotions can function to ‘undo’ the physical effects of negative emotion (e.g. bodily preparation for flight/fight).



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In summary, happiness-enhancing intentional activities produce positive emotions that can counteract the effects of negative emotions, as well as generate positive thoughts and positive experiences. Through these processes, we argue that such activities are likely to be effective in enhancing psychological resilience.

Lyubomirsky, S. & Della Porta, M.D. (2010). Boosting happiness; buttressing resilience.

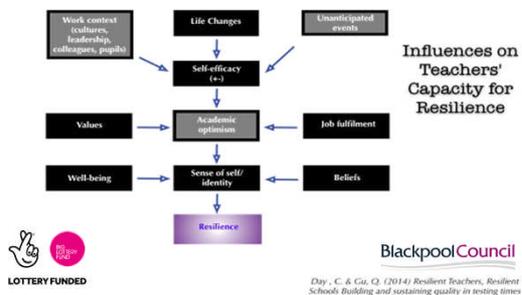
We have argued that positive emotions constitute a “basic building block” of resilience More than simply reflecting our current success and satisfaction with life, positive emotions are vital to preparing us for an uncertain future by beckoning us to test the boundaries of what we know; to generate creative solutions to looming threats, both small and large; and to expect that behind every stressor we experience lurks unseen, myriad opportunities for transformative growth.

Ong, A.D. Bergeman, C.S. & Chow, S-M (2010). Positive emotions as a basic building block of resilience in adulthood.

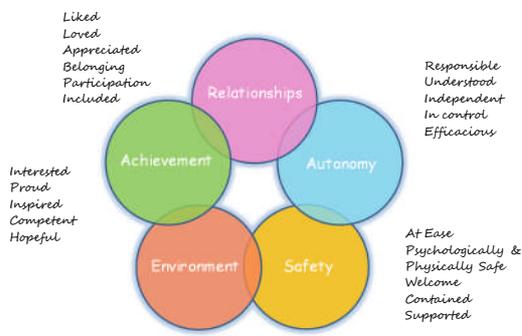


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Resilient Schools – Resilient Teachers







Resilience Conversation

- A series of meetings with a school working party, chaired by the HT and facilitated by an EP.
- Typically around 8-10 meetings on a fortnightly basis.
- A systematic analysis of key indicators for each of the 5 school circles. Parallel consideration of SEL and interactional elements of school process.
- Simultaneous data collection (views of students, parents, collection of baseline data in key areas).
- Ongoing identification of potential projects, with prioritisation arising from collaborative visioning.
- Rational planning of agreed developmental priorities, including evaluation processes which include Goal Attainment Scaling.
- Group dynamic processes informed by Personal Construct Psychology.



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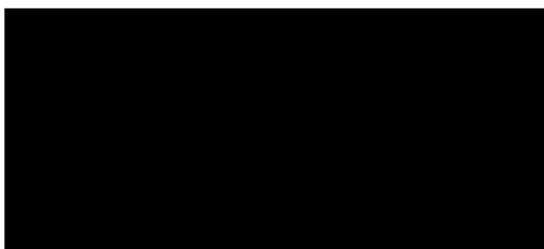
Resilience Conversation Example

- School promotes a sense of belongingness & participation.
 - Socially via:
 - The peer group
 - School employs strategies to include isolated pupils.
 - There are opportunities for students to belong to non-academic groups.
 - The class group, using strategies such as:
 - Classroom communities/Learning communities
 - Active tutor groups
 - Circle Time
 - The School community
 - There are activities which encourage the whole school community to come together



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Apparently, social exclusion is not just another kind of personal misfortune. Being alone is in some respects worse than having your bones broken.
(Twenge et al, 2001)



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Evaluation – Understanding Resilience in Schools

- How well do you currently understand the concept of resilience, in relation to children and young people? (6.1/8.5)
- Please rate your knowledge of ways to enhance resilience in children and young people through:
 - The school environment (e.g. physical, inclusiveness, policy, routine & procedure): (5.25/8.25)
 - Relationships and interactions with children and adults: (6.16/8.75)
 - Academic and social & emotional learning: (5.5/8.33)
 - Enhance their sense of well-being and safety: (6.08/8.83)



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Evaluation Resilience Conversation Process

- The Resilience Conversation
 - Created a psychologically safe place for professional dialogue (9.3)
 - Has enabled the school to prioritise key areas for development (9.6)
 - Has enabled those priorities to be systematically planned (9.3)
 - Has enabled the identification of any additional resources needed to implement particular priorities (8.9)



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Evaluation Resilience Conversation Process

- Please rate the effectiveness of Working Party facilitation (E.g. clarity, pace, support) (9.6)
- Please rate the quality of written material (E.g. clarity, comprehensiveness, ease of use) (9.9)
- Please rate the relevance of the process to your school's current situation (10.0)



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Evaluation - Open Comments

- The process enabled 'whole school' buy-in and really empowered staff at all levels. This was a very powerful element and will lead to greater impact.
- This process has really helped us to focus our thinking, prioritise issues and continue our journey. Everything we are doing at the moment is intrinsically linked.
- The process has been really helpful to identify our priority areas but more importantly, how and when we will achieve tasks.
- Good to be able to have a quiet time to think through process and come up with ideas to propel school forward.



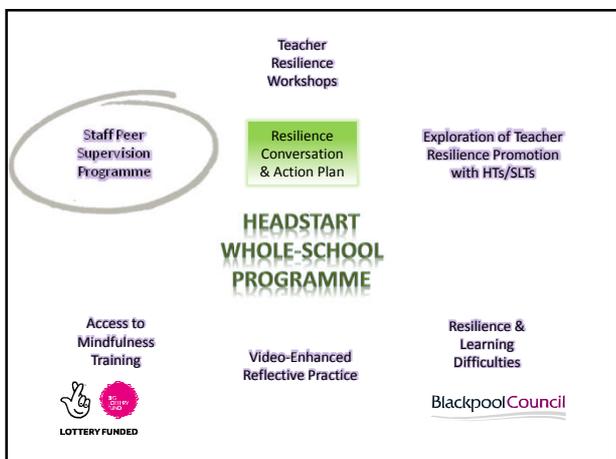
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Evaluation - Open Comments

- Found useful in content and hearing staff and trainers insight, knowledge and understanding. Feeling positive about where school can go with it.
- The idea and success of the visioning session was fantastic – we were all able to contribute to our school vision and see the progression.
- Enjoyed the visioning process and the freedom/openness of all staff, enabling the best results for all future resilience conversations with any (school) staff/children.



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Teacher Supervision

It has long been noted that, as a profession, teachers are largely alone in not receiving a bounded space in order to reflect on their professional practice. This is curious when one considers that it has long been the case that teaching extends beyond the formal curriculum to social and emotional aspects of learning.....The impact of the absence of professional supervision or support for teachers is widely recognised as a major factor in a range of negative work-related and psychological outcomes.

Halusi, H. M. & Maggs, P. (2015). Containing the containers: Work Discussion Group supervision for teachers – a psychodynamic approach. *Educational and Child Psychology* 32 (3) 30-40



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Teacher Supervision Process

- Presentation to School Staff
- Selection of staff support group
- Experience of the Solution-Focused Reflective Team group process with external facilitation

(The group meets weekly for approximately half-a term and is externally facilitated)



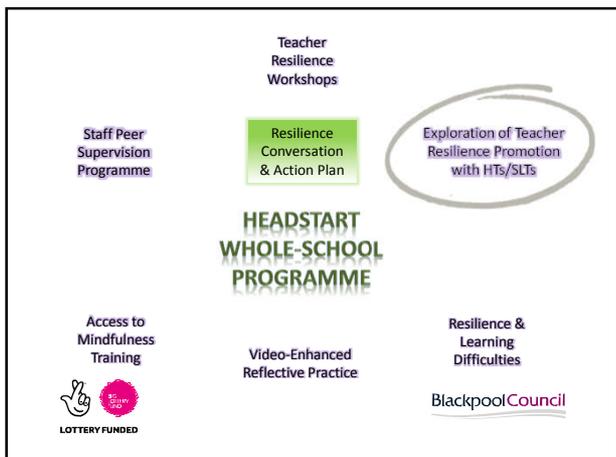
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Teacher Supervision Process

- Optional attendance at facilitator training course (Members of the school group join with others from different schools to attend a two-day course)
- New Facilitators return to school to run further groups
- Follow-up post training review (or supervision!) (External facilitator checks process and practice with trained facilitators)
- Opportunity for further externally facilitated groups



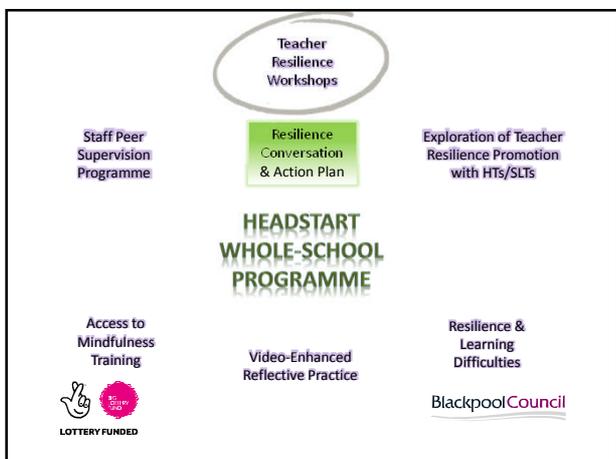
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Schools as Resilient Institutions

- The development of a 'research workbook', summarising findings on the organisational and management correlates with teacher resilience and well-being.
- Opportunities for senior staff to come together to review outcomes and share views, towards change-focused discussion with SLT back in school.





Teacher Resilience Workshop

Collegiality
Social Support
Support Systems
Control & Autonomy

Vocation
Meaning and Purpose
Effectiveness

Managing Stress
Problem-Solving
Sustaining
Motivation
Staying Positive



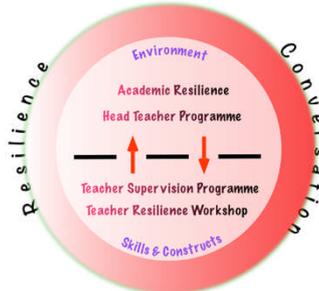
Subject Knowledge
Classroom Skills
Organisation & Planning
Professional Reflection
Access to CPD



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Work-Life Factors and Renewal







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Implications for Educational Psychology Practice

- Keeping up-to-date!
 - Resilience as ‘paradigm shift’ from disease-based model (Reich et al (2010)).
 - Resilience, Social & Emotional Learning, Solution-Focused/Oriented, Positive Psychology.....
- Holding in mind that EP work is applied psychology in schools.
- Assessing & intervening in environments?
 - Whole-school & systemic work;
 - Individual casework (*Assessing the Learning Environments of Children With Special Educational Needs. UCL (1995)*);
 - Working with staff.
- Thinking ‘Ordinary Magic’.
 - Resilient Therapy Framework.
- Using everyday opportunities in schools:
 - Projects that build school practice across the 5 circles;
 - Thinking ‘small’



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A middle-school administrator explained it this way: "It's like a fish bowl. All the other people come into our school and try to fix the fish. You're trying to clean up the water." Cleaning up the water does not always fix the fish, but it's impossible to keep the fish healthy until the water is clean.

Doll, B, Brehm, K, & Zucker, S. (2014) *Resilient Classrooms: Creating Healthy Environments for Learning*. New York: Guilford.



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