

Incorporating Resilience into a WP Programme

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Background

- All Party Parliamentary Group (APPG) on Social Mobility
 - 7 Key Truths about Social Mobility – (interim report, May 2012)
 - The Character and Resilience Manifesto (2014)
- Damien Hinds – Education World Forum, (January 2018)
 - “teaching children how to build “character resilience” and workplace skills is crucial for a thriving economy”



OFSTED

- In order for schools to gain good status pupils must 'enjoy learning about how to stay healthy and about emotional and mental health, safe and positive relationships'.
- To be outstanding schools must enable students to be able to 'make informed choices about healthy eating, fitness and their emotional and mental wellbeing'.

What IS... RESILIENCE?

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Resilience



Defining Resilience

“Overcoming adversity, whilst potentially subtly changing, or even dramatically transforming, (aspects of) that adversity”

Or - “Beating the odds whilst changing the odds”

Hart, Gagnon, Aumann, & Heaven 2013

Where it all began...

- Attended free BOING BOING Resilience Forum
- Resilience Framework & Academic Resilience
- The Resilient Classroom and 'Eikon' – Smart Moves
- Booked onto Introduction to Resilience CPD training course, and later Introduction to the Academic Resilience Approach

Academic Resilience

Academic Resilience key points

- Good educational outcomes despite adversity
- We can spot the impact of academic resilience through individuals doing better than we might have expected
- Promoting academic resilience will lead to better behaviour and results for disadvantaged pupils.

(Boing Boing website, June 2018)

	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	Instil a sense of hope
		Help child/YP understand their place in the world			
	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
		Keep relationships going		Solving problems	
	Being safe	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	
	Access & transport	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
		Responsibilities & obligations			
	Healthy diet	Focus on good times and places	Highlight achievements	Remember tomorrow is another day	Foster their talents
				Lean on others when necessary	
	Exercise and fresh air	Make sense of where child/YP has come from	Develop life skills	Have a laugh	There are tried and tested treatments for specific problems, use them
		Predict a good experience of someone or something new			
	Enough sleep	Make friends and mix with other children/YPs			
	Play & leisure				
Being free from prejudice & discrimination					
NOBLE TRUTHS					

What we are doing and what we hope to do

- Training – various and ongoing
- Embedded and discrete incorporation into the programme – Learner Journey/Progression
 - Year 7 session – post-transition extended assembly
 - Workshops in extended programmes and summer schools
 - INTO University Parent and Child session
 - Activities added into year 11 study skills session
- Plans to add to primary programme as part of Year 6 transition themed event
- Plans to incorporate into range of existing IAG sessions

Feedback – and future evaluation?

'it was just what we needed with lots of changes at home at the moment, highly relevant to me and my child and something we can use at home and when .. is at school' - INTO parent and child session

"The resilience assembly worked well with our program as it introduced a number of new ideas such as the support network alongside some of the techniques we had already introduced. It also had the benefit of using people that were less familiar to the students which often has more impact.", Teacher, following Year 7 session

"Using the resilience sessions during my outreach activities has helped the young people be more reflective and support their decision making" Outreach practitioner – re. study skills sessions



BOING BOING

- <https://www.boingboing.org.uk/>
- Set up in 2010- Community Interest Company – resilience research and practise. Adopted and embedded in schools, social work, public health sectors NHS and local authorities.
- Led by Professor Angie Hart and team
- Works in tandem with Centre of Resilience for Social Justice, University of Brighton
- Created the Resilience Framework, which informed their Resilient Classroom resources, and the Academic Resilience Approach



University of Brighton
Centre of Resilience for Social Justice



How can Boing Boing support you?

Auditing impact: We use our expertise from research at the University of Brighton to work with student focus groups to garner qualitative data about aspiration, self efficacy, mapping out a future, sense of hope etc. We also have a resilience focused survey for pupils and staff

Coproduction of new activities We work with schools, practitioners children and families to co design programmes or activities which address some of the barriers to participation in their context.

Training We offer bespoke training for student ambassadors/staff/ teachers and pupils to clearly explain the evidence about resilience and how it operates across systems. Feedback from our different training has been very positive about the impact of enabling different groups to adapt the resilience tools to their own context

We also run **open training** at the University of Brighton and in Blackpool which is advertised on the website

We run a **post graduate module** accredited by the University of Brighton at level 6 or 7 to train participants to support schools and deliver training in the Academic Resilience Approach

Resources: All of our resources are free to download on our website

Forum: We run free forums every month with feedback from local research and practice as well as international speakers

Personal Reflections

Enthusiastic, but with reservations

- Limitations – continuous impact and the fluidity of resilience
 - Schools varying degrees of investment in resilience
- Delivery - transferable across year groups – intensity of activity?
 - Budget

Resources/ Activities

<http://www.howtothrive.org> - Penn Resilience Programme (University of Pennsylvania)

The Resilient Classroom - http://www.boingboing.org.uk/wp-content/uploads/2017/04/The_resilient_classroom.pdf

Youngminds.org.uk – charity working to improve the emotional health and wellbeing of children and young people in the UK; includes resources for schools

<http://eikon.org.uk/resilience/> - Smart Moves – based on the Resilient Classroom resource pack

REACHOUT.COM - <https://schools.au.reachout.com/articles/what-is-resilience>