

Investing in resilience to strengthen systems around young people

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Agenda

- ❖ Background
- ❖ Activity
- ❖ Reflection
- ❖ Resilience
- ❖ Adaptive coping
- ❖ Culture and context
- ❖ A possible framework to guide practice
- ❖ He Pikorua

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Background

- Teacher exhaustion related to Covid-19 and lockdown.
- Creating capacity (mental- and emotional wiggle room) (Malan van Rooyen, 2021).
- Resilience based practices focusing on promoting coping behaviours support well-being (Ebersöhn, 2014; Mansfield, Beltman, Broadley & Weatherby-Fell, 2016).
- Cultural- and personal relatedness to support relevant and meaningful intervention:
 - The way in which people make meaning of adversity, resources, resource use and adaptive development will influence the way in which resilience manifest in various contexts (Ungar, 2012).
 - Common individual characteristics associated with resilience processes (ex. problem-solving, meaning making and agency) are shaped by contextual realities of the individual as well as by cultural values (Theron, 2016).

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Activity: Part 1

Taha Tinana (Physical well-being) <ul style="list-style-type: none"> • Good get health. • No to little headache/ migraines. • I feel energized. • I sleep well. • I feel fit and strong. 	Taha Hinengaro (Mental- and emotional well-being) <ul style="list-style-type: none"> • I have inspiring and innovative thoughts/ideas. • I feel energized. • I feel motivated. • I feel like I have the capacity to try new things. • I feel content.
Taha Whanau (Family- and social well-being) <ul style="list-style-type: none"> • Feeling connected and up to date. • Having good quality conversations. • Doing fun things with family and friends. • Feeling like I have the capacity to engage. 	Taha Wairua (Spiritual well-being) <ul style="list-style-type: none"> • Feeling connected. • Feeling like I am doing what I am meant to do. • Having meaningful dreams. • Having peace. • Gratitude awareness.

i) Divide a page as demonstrated on the left and write the following headings (you are welcome to use other names that might be relevant to you):

- *Taha Tinana (Physical well-being)*
- *Taha Hinengaro (Mental- and emotional well-being)*
- *Taha Whanau (Family- and social well-being)*
- *Taha Wairua (Spiritual well-being)*

ii) What will well-being look like for you in each of those quadrants?

- Be as specific as possible.

iii) Questions to help:

- Miracle question (Durrant, 2010).

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Activity: Part 2

Taha Tinana (Physical well-being) <ul style="list-style-type: none"> • Good get health. • No to little headache/ migraines. • I feel energized. • I sleep well. • I feel fit and strong. 	Taha Hinengaro (Mental- and emotional well-being) <ul style="list-style-type: none"> • I have inspiring and innovative thoughts/ideas. • I feel energized. • I feel motivated. • I feel like I have the capacity to try new things. • I feel content.
Taha Whanau (Family- and social well-being) <ul style="list-style-type: none"> • Feeling connected and up to date. • Having good quality conversations. • Doing fun things with family and friends. • Feeling like I have the capacity to engage. 	Taha Wairua (Spiritual well-being) <ul style="list-style-type: none"> • Feeling connected. • Feeling like I am doing what I am meant to do. • Having meaningful dreams. • Having peace. • Gratitude awareness.

i) For each Quadrant write down what you need (things or actions) to be well.

ii) You can, if needed, answer this by thinking of individual, relational and contextual resources.

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Activity: Part 3

Taha Tinana (Physical well-being) <ul style="list-style-type: none"> • Good get health. • No to little headache/ migraines. • I feel energized. • I sleep well. • I feel fit and strong. 	Taha Hinengaro (Mental- and emotional well-being) <ul style="list-style-type: none"> • I have inspiring and innovative thoughts/ideas. • I feel energized. • I feel motivated. • I feel like I have the capacity to try new things. • I feel content.
Taha Whanau (Family- and social well-being) <ul style="list-style-type: none"> • Feeling connected and up to date. • Having good quality conversations. • Doing fun things with family and friends. • Feeling like I have the capacity to engage. 	Taha Wairua (Spiritual well-being) <ul style="list-style-type: none"> • Feeling connected. • Feeling like I am doing what I am meant to do. • Having meaningful dreams. • Having peace. • Gratitude awareness.

i) Use two colours to identify:

- Things you are doing.
- Things you are "somewhat" doing.

Note: If you don't have colours you can circle things you are doing and underline things that you are "somewhat".

ii) Take a moment to look at your summary, what are the things that stand out for you?

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Activity: Part 4

<p>Taka Tereia (Physical well-being)</p> <ul style="list-style-type: none"> Good gut health. No to 6/10 headache/migraine. I feel energised. I sleep well. I feel fit and strong. 	<p>1</p> <ul style="list-style-type: none"> For 2-3 times a week (5-7) what involving training a walk. Do three minutes of stretching a week. Go to the gym twice a week. Take 10-15 minutes of rest. Do some stretching at home. Do some stretching at work. 	<p>Taka Honegoro (Mental and emotional well-being)</p> <ul style="list-style-type: none"> I have inspiring and innovative thoughts/ideas. Practised self-talk. I feel motivated. I feel like I have the capacity to try new things. I feel content. 	<p>2</p> <ul style="list-style-type: none"> Having specific goals that I can identify myself. Photography. Painting. Reading. Listening to music. Spending time with family. Spending time with friends. Spending time with pets.
<p>Taka Whanao (Family and social well-being)</p> <ul style="list-style-type: none"> Feeling connected and up to date. Having good quality conversations. Doing fun things with family and friends. Feeling like I have the capacity to engage. 	<p>3</p> <ul style="list-style-type: none"> Regular calls on phone. Go to family dinner. Go out with friends. Having conversations with whānau. 	<p>Taka Whanao (Spiritual well-being)</p> <ul style="list-style-type: none"> Feeling connected. Feeling like I am doing what I am meant to do. Feeling meaningful of dreams. Feeling peace. Gratitude awareness. 	<p>4</p> <ul style="list-style-type: none"> Practising gratitude. Engaging with spirituality and prayer. Listening to music. Having moments of silence throughout the day. Following a vision programme.

i) Prioritising / Valuing

- Numbers

ii) Rating

- Per section
- Numbers or pictures

iii) Scaling (Durrant, 2010)

- Per bullet
- Per section

iv) Identify the next step

- What will make the biggest difference?
- What is most doable?

Reflection

P - Positives

P - Potentials

C - Challenges

O - Overcomers

Resilience

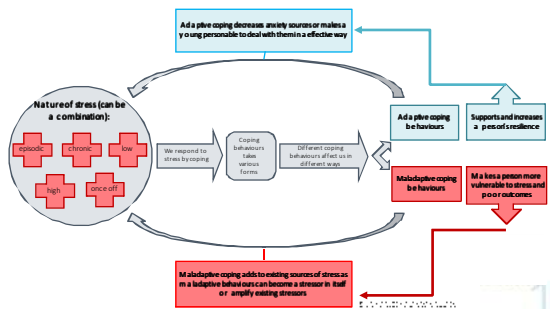
SOCIAL ECOLOGICAL VIEW:

Where there is potential exposure to significant adversity, resilience is both the capacity of individuals to **navigate** their way to the **psychological, social, cultural and physical resources** that **build and sustain their well-being**, and their individual and collective capacity to **negotiate** for these resources to be provided and experiences in **culturally meaningful ways** (Ungar, 2008).

TEACHER RESILIENCE:

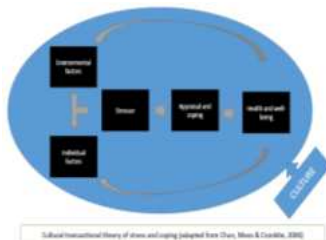
- Involves:
 - Addressing risk by making the most with available resources
 - Coping behaviours evident in a dynamic interplay between individual, relational and wider community-specific education systems (Theron, 2012; Mansfield et al., 2018)
- Indicated by positive outcomes:
 - Job satisfaction
 - Well-being
 - Educator retention
 - High quality education (Ebenshyn, 2017).

Adaptive coping as a pathway to resilience (adapted from Malan van Rooyen, 2015)



Cultural Considerations for meaningful connection

Te Whare Tapa Whā was used as a vessel to well-being practices (Durie, 2004; Rochford, 2004).

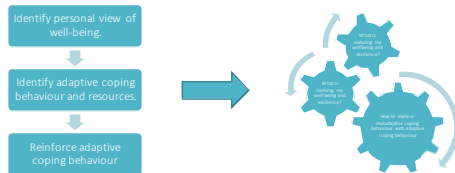


The golden thread of culture and context



(Malan van Rooyen 2021)

Nurturing resilience through Creating Capacity - making wiggle room (Malan van Rooyen, 2021)



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Weaving well-being into the he pikorua to nurture systems' resilience.

- ❖ Building connections should include collaboratively working towards and understanding of well-being.
- ❖ Gathering information around relevant and meaningful resources that could support adaptive coping
- ❖ Gathering information around protective and risk factors.
- ❖ Collaborative planning: unified and holistic well-being plan

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