



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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- 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 & Weatherly-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).

Background

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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. • Feel energized. • I sleep well. • 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 focus well. • 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. • Feel energized. • I sleep well. • Feel fit and strong. 	Taha Hinengaro (Mental and emotional well-being) <ul style="list-style-type: none"> • Do for 2-3 runs a week (1-2 short, one long). • Do three resistance trainings a week. • Do two ballet classes. • Stick to anti-inflammatory foods. • Get in bed by 10:00. • Do meal planning in preparation.
Taha Whanau (Family and social well-being) <ul style="list-style-type: none"> • Regular texts or phonecalls to family abroad. • Going out with friends. • Making time to check in with colleagues. 	Taha Wairua (Spiritual well-being) <ul style="list-style-type: none"> • Practicing gratitude. • Doing the day with gratitude and prayer. • Listening to music. • Having moments of silence throughout the day. • Following an online programme.

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. • Feel energized. • I sleep well. • Feel fit and strong. 	Taha Hinengaro (Mental and emotional well-being) <ul style="list-style-type: none"> • Get for 2 runs a week (1-2 short, one long). • Do three resistance trainings a week. • Do two ballet classes. • Stick to anti-inflammatory foods. • Get in bed by 10:00 in preparation.
Taha Whanau (Family and social well-being) <ul style="list-style-type: none"> • Regular texts or phonecalls to family abroad. • Going out with friends. • Making time to check in with colleagues. 	Taha Wairua (Spiritual well-being) <ul style="list-style-type: none"> • Practicing gratitude. • Doing the day with gratitude and prayer. • Listening to music. • Having moments of silence throughout the day. • Following an online programme.

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 Tona (Physical well-being)</p> <ul style="list-style-type: none"> Good gut health. No to 80% headachy migraines. I feel energised. I have work. I feel fit and strong. 	<p>1 For 2-3 Taka a week (1-2 What, including training a week, 1-2 how, 1-2 when, 1-2 where)</p> <ul style="list-style-type: none"> Go for a walk Go to the gym Go to the park Go to the beach Go to the mountains Go to the city Go to the water Go to the mountains Go to the city Go to the water 	<p>Taka Honoaroa (Mental and emotional well-being)</p> <ul style="list-style-type: none"> I have inspiring and innovative thoughts/ideas. Positive self talk. I feel motivated. I feel like I have the capacity to try new things. I feel content. 	<p>2 Having specific goals that I am working towards</p> <ul style="list-style-type: none"> Photography Things I want to do at work AIOL (project work) Spending time with family Celebrating small successes Spending time with kids
<p>Taka Whānau (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 Regularly on phone with family and friends</p> <ul style="list-style-type: none"> Regularly on phone with family and friends 	<p>Taka Whānau (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>4 Regularly on phone with family and friends</p> <ul style="list-style-type: none"> Regularly on phone with family and friends
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- 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?

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Reflection

P - Positives

P - Potentials

C - Challenges

O - Overcomers

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Resilience

SOCIAL ECOLOGICAL VIEW:

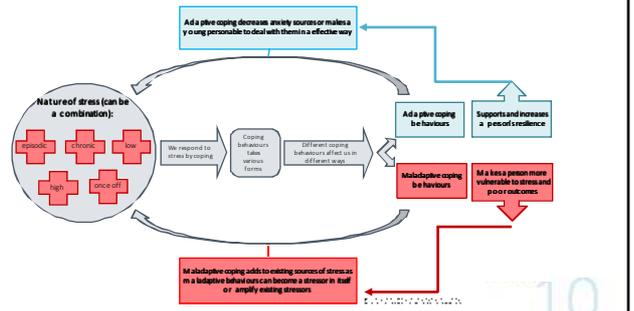
Where there is potential exposure to significant adversity, resilience is both the capacity of individuals to **navigate** their way to the **psychological, social, cultural and physical resources** that **build and sustain their well-being**, and their individual and collective capacity to **negotiate** 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 (Theran, 2012; Mansfield et al., 2018)
- Indicated by positive outcomes:
 - Job satisfaction
 - Well-being
 - Educator retention
 - High quality education (Ebenshn, 2017).

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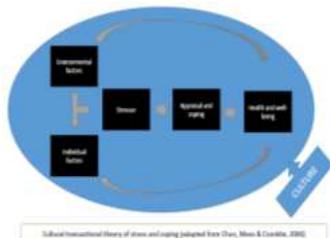
Adaptive coping as a pathway to resilience (adapted from Malan van Rooyen, 2015)



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Cultural Considerations for meaningful connection

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



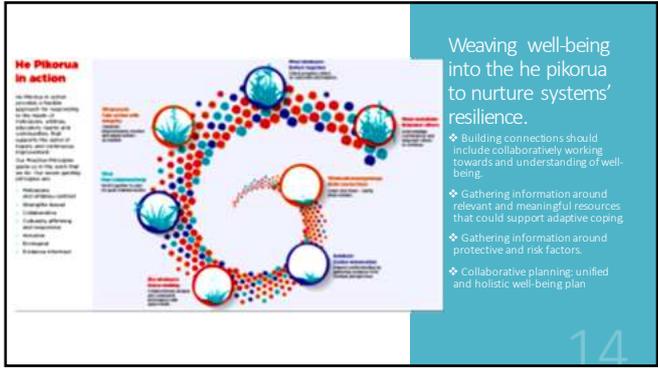
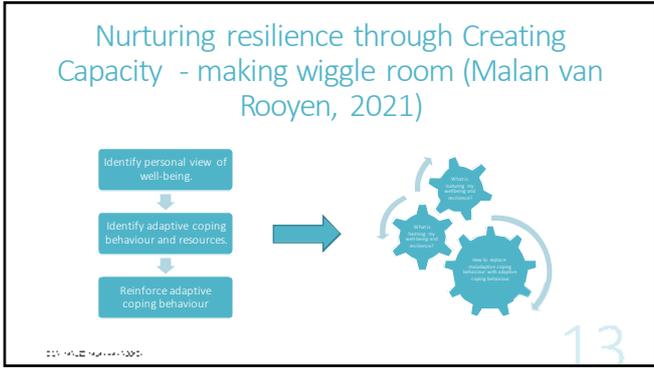
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The golden thread of culture and context



(Malan van Rooyen 2021)

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