

## Resilience Framework (Boing Boing)

### “Lean on others when necessary” and promoting help seeking behaviours

The act of seeking help and giving help are said to support teacher resilience (BPS, 2020). The British Psychological Society report that there is evidence relating to some teaching staff associating asking for help as a sign of failing or weakness.

It is really important during these times of uncertainty to look after each other and your own wellbeing. I have seen many instances when staff encourage pupils to ask for help or support in the classroom. But are staff able to do this for themselves? Teaching staff should be encouraged to lean on others and trust that others can help and support them when needed. It is helpful for staff to identify who to go to when they need support, and where they can go for some 'self-care' time.




**Buddy up** – knowing that there is help on hand can feel containing and comforting. Not everyone wants to participate in collective chats, so having one link can be helpful. Build in opportunities to check in with each other. This can be done verbally throughout the day or through messaging systems. It may be an idea to set up an agreement which works for both parties to look out for each other in a non-obtrusive way.



**Share good practice** – we learn best from one another. Share with each other what you have found helpful/unhelpful in pressurised situations. Also, share guidance and advice from specialist support systems, include trade unions. For example, National Education Union have shared information about 'distance teaching. Primary <https://neu.org.uk/advice/coronavirus-distance-teaching-and-learning-primary-teachers> Secondary <https://neu.org.uk/advice/coronavirus-distance-teaching-and-learning-secondary-teachers>



**Express yourself** – find a way of expressing how you are feeling. This can be by talking to someone in or outside of school or finding creative means of expression (writing, music, art or sports).

	<p><b>Go back to basics</b> – during a time of change focus on the basics of eating, sleeping and exercise.</p>
	<p><b>Getting away</b> – is there a place in school that staff can access if they need some time to themselves? This may include a garden or an outdoor bench. Is there a way staff can communicate they need “time out”?</p>
	<p><b>Modelling help seeking behaviours</b> – sometimes taking the lead and showing by example can be helpful.</p>
	<p><b>Creating opportunities to invite feedback</b> and enabling pathways for staff to inform decision making processes.</p> <p>This may include having a noticeboard in the staffroom with opportunities to express feelings</p>
	<p><b>Asking staff explicitly</b> if they need help and support. What this might look like? How and at what times can staff communicate their needs?</p>

Sources:

1. *Looking after each other and ourselves during times of disruption*  
<https://www.annafreud.org/coronavirus-support/coronavirus/>
2. *Teacher Resilience During Coronavirus School Closures (British Psychological Society, 2020)*