



Hi All, Welcome to a weekly 'how are we all doing?' collage board. Hopefully, there is something included in here that you will want to think about and perhaps explore further. All these ideas/resources/suggestions have been tweeted on the [@thedsat](#). We will continue to add things through the DSAT Twitter account. Take care, AIT.

From Mark:

Saying 'welcome to the Summer term' doesn't feel quite right at the moment but I'm going to say it anyway! Welcome to the Summer term! It will not be like any other we have ever experienced but let's hope it is the gateway to returning to some form of normality as things progress. I am aware that there are huge challenges, multiple anxieties and examples of real suffering and sorrow, within and beyond our community at the current time. However, I would like to encourage you this week to '[count your blessings](#)' and to do all within your power to lay hold of the positives. Not battling with the rush hour! Not breathing such polluted air. Spending more time with close family. Less marking?

I would also like to say how much we appreciate the work that is ongoing to provide emergency provision in school and learning activities at home. I recognise the challenges that these present to you every day, especially for those who are working from home with their own young families around. Thank you for all you are doing and please remember, you can only do what you can do, and the needs of your own families must be paramount at this time. Please try to share the burden as much as you can with colleagues in your school and more widely within your hub and the Trust. It is so important that we all support each other and use the many resources that are now out there. Thank you and well done!

[When upon life's billows you are tempest tossed,](#)

When you are discouraged, thinking all is lost,
Count your many blessings name them one by one,
And it will surprise you what the Lord hath done.

*Count your blessings, name them one by one;
Count your blessings, see what God hath done;
Count your blessings, name them one by one,
And it will surprise you what the Lord hath done.*

So amid the conflict, whether great or small,
Do not be discouraged, God is over all;
Count your many blessings, angels will attend,
Help and comfort give you to your journey's end.

[Snippets from The British Psychological Society's ADVICE \(attached\)](#)

Teacher (and all staff) resilience during coronavirus school closures

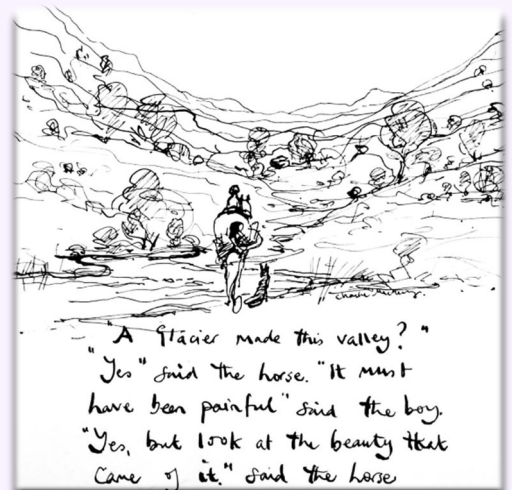
Dr Sarah Duffield – Educational Psychologist

Dr Dan O'Hare – Educational Psychologist, Joint chair-elect of the DECP

[Fostering a sense of belonging and connectedness](#)

Promoting staff- personal relationships

- Take regular breaks;
- Follow a routine/structure to your day;
- Go out for a walk with those you live with;
- Do something enjoyable together;
- Check in with those who might live alone;
- Prioritise time with family and virtual time with friends;
- Differentiate work and leisure time;
- Limit how much you check your work emails.



Why we've suggested these things

Wider personal relationships, and the ability to draw on support networks including friends and family, have also been found to be beneficial to Teacher Resilience. You should consider these suggestions alongside advice from Gov.

Promoting help-seeking

To foster our resilience through supporting help-seeking:

- All school staff should model help-seeking behaviours;
- Enable staff to contribute to decisions e.g. through online polls and the points below;
- Ask explicitly if staff may need additional support and what this might look like;
- Encourage staff to seek help from peers – teachers report particularly valuing using peers as sounding boards;
- Senior leaders inviting feedback e.g. during staff check-ins or briefings;

Why we've suggested these things

The act of seeking help from others has been found to contribute to our resilience, however research has shown that teachers sometimes perceive help-seeking behaviour as evidence of failing or weakness.

In the current context we recognise that it might be particularly difficult to justify help-seeking because of a number of different thoughts:

- 'Everyone is really busy; they won't have time'
- 'I need to just get on with it'

Seeking help can also create feelings of vulnerability, however teachers have reported that both **seeking help** and being able to **give help** significantly contribute to their own sense of resilience.

It can be difficult to be vulnerable with someone that you don't know and this is why we advocate for a community-based understanding of resilience, cultivated through pre-existing relationships, as opposed to an 'expert model' which may suggest that teachers need 'expert' help or support right now.

Continuing to support development and learning

To continue to foster resilience through learning, staff teams might like to:

- Explicitly recognise reflective conversations as learning opportunities;
- Recognise learning as inherently challenging and an experience that can lead to feelings of self-doubt or vulnerability;
- Engage in initiatives that promote team reflection e.g. a virtual staffroom;
- Trial a solution-focused approach with a specific focus on doing more of what is working well.

[Click here for 7 techniques for helping kids keep calm](#)

Coronavirus: mental health and wellbeing resources from Mentally Healthy Schools and Anna Freud (attached)

As we can't get out much, let's bring the outside in.

A beautiful sunset view from Portland Heights.

Take care everyone.

