

**Be You In Focus**  
*Resilience in  
School Age Care*

# Be You In Focus webinar handout

Included below are reflective questions referred to during the webinar along with links to additional information, resources and references.

## In practice reflective questions

These reflective questions can be used to form the basis of a conversation with your Be You Action Team or Learning Community Leadership.

- Within your role, what kinds of changes do you see in children which may be of concern?
- What kinds of tools, activities and language do you use in your setting to help understanding of and promote mental health literacy amongst staff and children?

## Links to resources

Please find below a selection of resources either shared during the webinar or used in preparation for the webinar.

### Be You Wellbeing Tools

<https://beyou.edu.au/resources/tools-and-guides>

### Wellbeing Fact sheets

<https://beyou.edu.au/fact-sheets/wellbeing>

### Always Be You

<https://beyou.edu.au/resources/always-be-you>

### Be You Professional Learning

<https://beyou.edu.au/learn>

### Mentally Healthy Communities domain

<https://beyou.edu.au/learn/mentally-healthy-communities>

### Learning Resilience domain

<https://beyou.edu.au/learn/learning-resilience>

### Mental Health Continuum

<https://beyou.edu.au/resources/mental-health-continuum>

### BETLS observation tool

<https://beyou.edu.au/resources/mental-health-continuum>

## Social Emotional Learning

<https://beyou.edu.au/learn/learning-resilience/affirm>

## Social and emotional learning Fact Sheets

<https://beyou.edu.au/fact-sheets/social-and-emotional-learning>

## Bush Fire Resources

<https://beyou.edu.au/bushfires-response>

## COVID-19 Supporting early learning services

<https://beyou.edu.au/resources/news/covid-19-supporting-early-learning-communities>

## COVID-19 Supporting schools

<https://beyou.edu.au/resources/news/covid-19-supporting-schools>

## Neurosequential Model of Education

<http://childtrauma.org/nme>

## Guided conversation about resilience in School Age Care in Australia

Prepared by Dr Jennifer Cartmel (October, 2020) for educators to use at a staff meeting.

Devised using - Cartmel, J., et al., (2015). *Leading learning circles for educators engaged in learning*. Brisbane: Griffith University and Department of Education, p 25. Available for download.

### Opening

Tell the educators that you are going to have a conversation about resilience in school age care settings. Be You defines resilience as “doing well during or after an adverse event, or a period of adversity”. Other researchers define it similarly as “positive adaptation to acute/chronic adversity” (4) and the “capacity of an individual, family, community or environmental system to return to normative functioning after exposure to an atypical stressor” (Ciarrochi, et al., 2019, p.7).

When children feel safe, secure, respected and given appropriate responsibility they feel resilient and valued members of the school age care community.

### Deconstruct

- Describe the characteristics of resilient children.
- What is the context – what else is happening for the children, the families, for community, for colleagues?

### Confront

- How do you feel about resilience in children?
- What can we do to confront taken for granted ways of acting in relation to supporting resilience?

- What is expected by others – what is woven into this situation that is difficult to confront?

### **Theorise**

- What are the information/ theories that help us understand resilient children and resilience in childhood? From where can these be drawn?
- Can we draw ways of understanding from philosophy or cultural understandings?

### **Think Otherwise**

- How else could we think about resilient children and resilience in childhood? What has been revealed?
- What could we prioritise that we hadn't before in relation to nurturing resilience?
- What new insight do we have?
- What will we do differently? Who will benefit? And how?

### **Closing**

- Draw the ideas to a close and thank everyone for their participation.

### **Reference:**

Ciarrochi J, Gordon C and Jones S. Learning Resilience, and Social and Emotional (SEL) Skills: an Evidence Check rapid review brokered by the Sax Institute ([www.saxinstitute.org.au](http://www.saxinstitute.org.au)) for Be You, 2019.