

MODULE 1 ASSESSMENT

This topic has been developed with Dr Steph Ainsworth. Steph is an education researcher and teacher educator in Manchester Met's School of Teacher Education and Professional Development. She has several years' experience as a primary school teacher and has a passionate interest in teacher wellbeing. This course will support your understanding of how to improve teacher resilience and create an effective work/life balance.

QUESTION 1

Could you please define your understanding of resilience.

QUESTION 2

Following on from the previous question, could you now please describe your understanding of resilience in terms of adults in the workplace, especially educators?



MODULE 1 ASSESSMENT CONTINUED

QUESTION 3

In the podcast episode, the physical demands of Early Years Educators were discussed, please now describe the other demands that Early Years Educators may face?

QUESTION 4

In the podcast episode, the 'culture' surrounding hard work in education was discussed, could you please summarise your understanding of this culture?

QUESTION 5

Communication pressures were highlighted with a focus on emails. Could you please summarise the advice given in the podcast episode to ensure a good work life balance when receiving and/or sending emails outside of work hours?



MODULE 2 ASSESSMENT

QUESTION 1

Please complete the following sentence:

Resilience is not just about being able to bounce back and push through, resilience requires you to have a:

QUESTION 2

In the podcast episode, Steph highlighted that one of her colleagues, Sue Baldwin from Australia, uses a proactive approach 'The ACT Model' to support with regulation and understanding one's emotions. Could you please state what is meant by the ACT Model:

QUESTION 3

Differences in educator pressures and resilience were discussed between ages and sectors, could you please describe the difficulty Steph and others may face when transitioning from teaching from Key Stage 1 to Early Years?



MODULE 2 ASSESSMENT CONTINUED

QUESTION 4

An open and honest team culture is key to enabling and supporting a team with their resilience. Could you please list ways that leaders could encourage an open and honest culture?

QUESTION 5

Please summarise why it is so important as an educator to adopt strategies to support yourself and how these strategies can have a positive effect on your resilience?



MODULE 3 ASSESSMENT

QUESTION 1

Communication within a setting or school is vital, could you please list suggestions of encouraging communication within the team?

QUESTION 2

Please summarise your understanding of relational resilience?



MODULE 3 ASSESSMENT CONTINUED

QUESTION 3

Resilience and positive well-being within a team starts and should be encouraged by who?

QUESTION 4

Could you please summarise the potential effect Ofsted can have on Educator wellbeing?

QUESTION 5

Could you please summarise the most effective way leaders can make a difference without having to make lots of changes?



MODULE 4 ASSESSMENT

QUESTION 1

As an educator, if you could influence changes at policy level, what would you suggest?

QUESTION 2

In the podcast episode, educator surveys on Ofsted Reforms were discussed. What was the summary of feedback given by educators?

QUESTION 3

Could you please summarise how the Early Years environment supports attainment and well-being for both children and the adults working in the environment?



MODULE 4 ASSESSMENT CONTINUED

QUESTION 4

How as an individual can you support your own resilience from what you have learnt throughout the episodes?

QUESTION 5

If you are or were to be a leader, how could you support your team in building resilience?



REFLECTION SECTION

From listening to all 4 episodes and completing all assessments as part of this module, it is now time to highlight the key takeaways and knowledge you have gained from this Continuous Professional Development module.

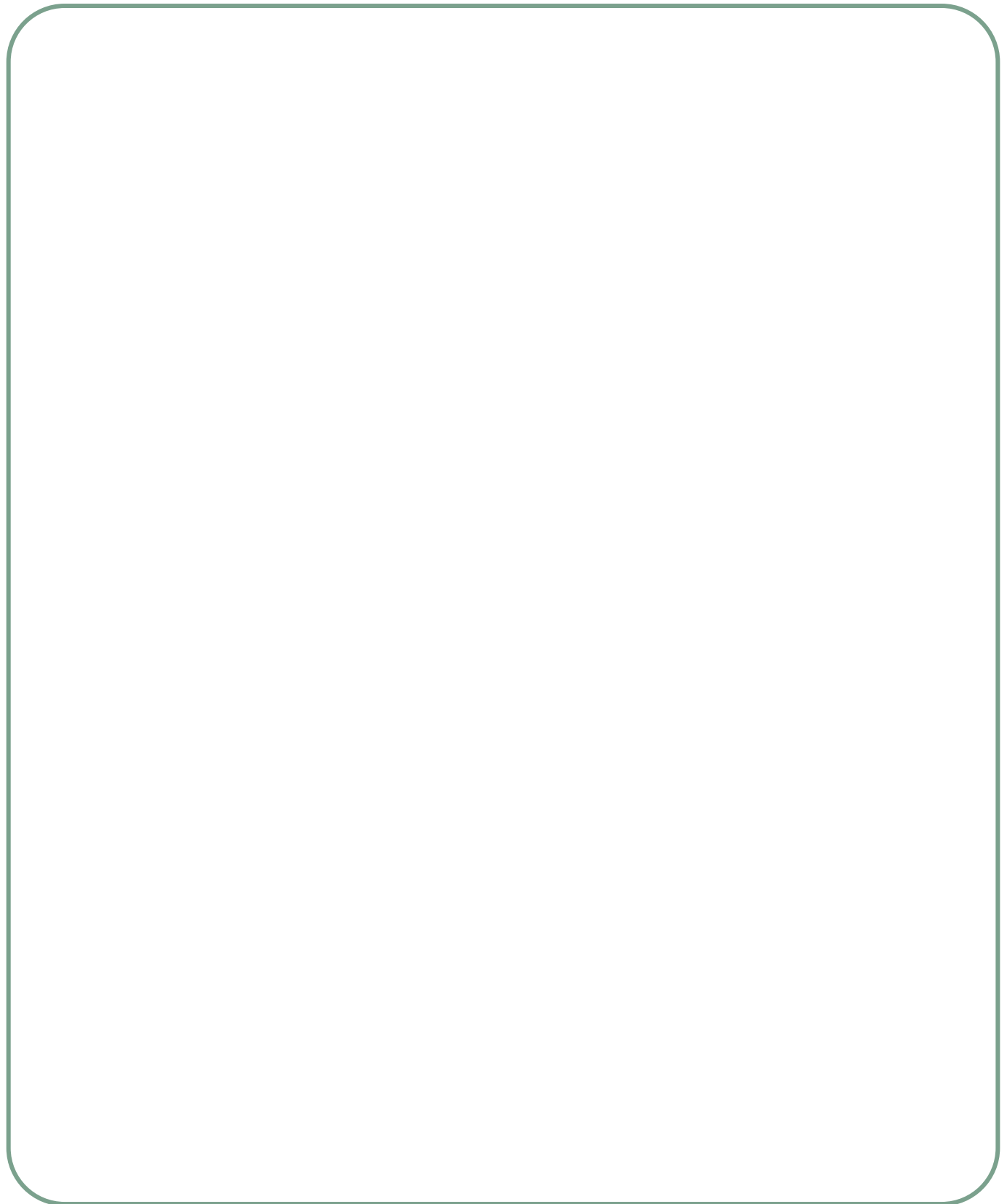
Key areas to reflect on:

- *What have you learnt and how this will impact your practice?*
- *What changes you intend to make in your setting from the knowledge you have gained from this module?*
- *What is the desired impact of the changes you intend to make for the children?*

Please also ensure to give a copy of this assessment including your reflection section to your senior leader, this is a key part of Ofsted 3 I's when reviewing, reflecting and making changes and will support you in your next inspection.



REFLECTION SECTION CONTINUED

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ANSWER SHEETS



MODULE 1 ASSESSMENT

QUESTION 1

Answer 1 (Please note, the below are examples and answers may vary)

Could you please define your understanding of resilience.

- Resilience can be defined as being able to adapt well in the face of adversity, trauma, or stress.

QUESTION 2

Answer 2 (Please note, the below are examples and answers may vary)

Following on from the previous question, could you now please describe your understanding of resilience in terms of adults in the workplace, especially educators?

- Resilience in educators could be defined as those who have the capacity to thrive in difficult circumstances, are skilled in behaviour management, able to empathise with challenging situations, able to restrain negative emotions and focus on the positive, experience a sense of pride and fulfilment and increased commitment to their school and profession.



MODULE 1 ASSESSMENT CONTINUED

QUESTION 3

Answer 3 (Please note, the below are examples and answers may vary)

In the podcast episode, the physical demands of Early Years Educators were discussed, please now describe the other demands that Early Years Educators may face?

- The emotional demands - Regulating children's emotions can have an impact on educators regulating their own emotions and can lead to educator emotional exhaustion.

QUESTION 4

Answer 4 (Please note, the below are examples and answers may vary)

In the podcast episode, the 'culture' surrounding hard work in education was discussed, could you please summarise your understanding of this culture?

- The culture of long hours and hard work was discussed, stressors such as exhaustion, creating and maintaining professional relationships, the intensity of their workload, a never ending to-do list and their awareness of the pressures on themselves as educators, this culture can have a negative impact on resilience and affect wellbeing.

QUESTION 5

Answer 5 (Please note, the below are examples and answers may vary)

Communication pressures were highlighted with a focus on emails. Could you please summarise the advice given in the podcast episode to ensure a good work life balance when receiving and/or sending emails outside of work hours?

- It was advised in the episode to limit notifications or disable these on your mobile phone outside of working hours to support with well-being and a suitable work/life balance.
- It was also advised that if you work flexibly as many do, then when sending emails, schedule these to be sent within work hours to support colleagues internally and others externally with managing their work life balance.



MODULE 2 ASSESSMENT

QUESTION 1

Answer 1 (Please note, the below are examples and answers may vary)

Please complete the following sentence:

Resilience is not just about being able to bounce back and push through, resilience requires you to have a:

- Stable and productive state of regulation that allows you to cope with both your work and life.

QUESTION 2

Answer 2 (Please note, the below are examples and answers may vary)

In the podcast episode, Steph highlighted that one of her colleagues, Sue Baldwin from Australia, uses a proactive approach 'The ACT Model' to support with regulation and understanding one's emotions. Could you please state what is meant by the ACT Model:

- A – A is for awareness, being aware of how you feel.
- C – C is for checking, checking your thoughts and feelings as to why you may feel the way you do.
- T – T is for trying, trying an alternative and reframing your thoughts and actions depending on your regulation after being aware and then checking.

QUESTION 3

Answer 3 (Please note, the below are examples and answers may vary)

Differences in educator pressures and resilience were discussed between ages and sectors. Could you please describe the difficulty Steph and others may face when transitioning from teaching from Key Stage 1 to Early Years?

- Early Years education is very different to primary education as it is purely a play-based curriculum and open ended. Educators may face difficulty as there are different kinds of stresses which could impact on one's resilience such as different physical demands and emotional demands with less structure.



MODULE 2 ASSESSMENT CONTINUED

QUESTION 4

Answer 4 (Please note, the below are examples and answers may vary)

An open and honest team culture is key to enabling and supporting a team with their resilience. Could you please list ways that leaders could encourage an open and honest culture?

- Honest communication on strengths and weaknesses.
- Discussion around struggles and how the team can then support one another with these.
- Sharing good practice through continuous professional discussions.

QUESTION 5

Answer 5 (Please note, the below are examples and answers may vary)

Please summarise why it is so important as an educator to adopt strategies to support yourself and how these strategies can have a positive effect on your resilience?

- Self-regulation strategies help educators cope with stress, prevent burnout, and maintain a healthy work-life balance which all then have a positive effect on one's resilience, well-being and ability to cope.



MODULE 3 ASSESSMENT

QUESTION 1

Answer 1 (Please note, the below are examples and answers may vary)

Communication within a setting or school is vital, could you please list suggestions of encouraging communication within the team?

- Anonymous well-being survey
- Establish an open environment
- Ensure regular team discussion opportunities such as team meetings are put in place
- Create a suggestion box
- Celebrate successes together

QUESTION 2

Answer 2 (Please note, the below are examples and answers may vary)

Please summarise your understanding of relational resilience.

- Rational Resilience is building relationships between the team with an emphasis on open and honest communication.
- Encouraging positive relationships builds resilience and provides educators with emotional and professional support enabling them to feel more confident and conquer challenges collectively.

QUESTION 3

Answer 3 (Please note, the below are examples and answers may vary)

Resilience and positive wellbeing within a team starts and should be encouraged by who?

- Leadership – It starts with the people who at the forefront of your space and then the people who are leading the different sections of your space. They've got to have a cohesive view about how important mental health and resilience is for their team and encourage this continuously.



MODULE 3 ASSESSMENT CONTINUED

QUESTION 4

Answer 4 (Please note, the below are examples and answers may vary)

Could you please summarise the potential effect Ofsted can have on Educator well-being?

- Ofsted inspections are outcome driven and not always based around child development or educator wellbeing.
- Ofsted inspections cause stress and pressure which can negatively affect educator well-being and practice.

QUESTION 5

Answer 5 (Please note, the below are examples and answers may vary)

Could you please summarise the most effective way leaders can make a difference without having to make lots of changes?

- Leaders can make a massive difference without having to make structural changes by how they represent themselves to their team, showing value, appreciation, authentically listen and holistically respond, providing reassurance and support to the team continuously.
- A leader demonstrating the above attributes will in turn role model and positively affect the team and encourage a culture.



MODULE 4 ASSESSMENT

QUESTION 1

Answer 1 (Please note, the below are examples and answers may vary)

As an educator, if you could influence changes at policy level, what would you suggest?

- Having a flexible curriculum focused on child development rather than outcome based.
- Child centred approach with professional trust and autonomy.
- Being able to do what is right for the child in the moment rather than worrying about the implications of being monitored via data and progress.
- Reform of Ofsted inspections to make these more well-being and child centred based, rather than outcomes to alleviate educator pressure and stress.

QUESTION 2

Answer 2 (Please note, the below are examples and answers may vary)

In the podcast episode, educator surveys on Ofsted Reforms were discussed. What was the summary of feedback given by educators?

- The feedback suggests that a reform should be based on principles that educators try and apply to practice. It should be formative, supportive, and a pedagogical approach rather than a summative based approach.

QUESTION 3

Answer 3 (Please note, the below are examples and answers may vary)

Could you please summarise how the Early Years environment supports attainment and well-being for both children and the adults working in the environment?

- Children learn best through play, adults also flourish best in playful environments. The idea of a relaxed space with a high level of engagement and well-being are a key influence to supporting well-being and development in children and the workforce in an early years environment.



MODULE 4 ASSESSMENT CONTINUED

QUESTION 4

Answer 4 (Please note, the below are examples and answers may vary)

How as an individual can you support your own resilience from what you have learnt throughout the episodes?

- Firstly, being understanding that your resilience will change, and it is a process, being kind to yourself and communicating with your team helps when support is required and encourage your resilience to build up.

QUESTION 5

Answer 5 (Please note, the below are examples and answers may vary)

If you are or were to be a leader, how could you support your team in building resilience?

- Awareness of how powerful relational resilience is and a commitment to implement and embed this.
- A focus on team relationships and open conversations encouraging vulnerability, providing support and encouraging a culture of resilience.

