

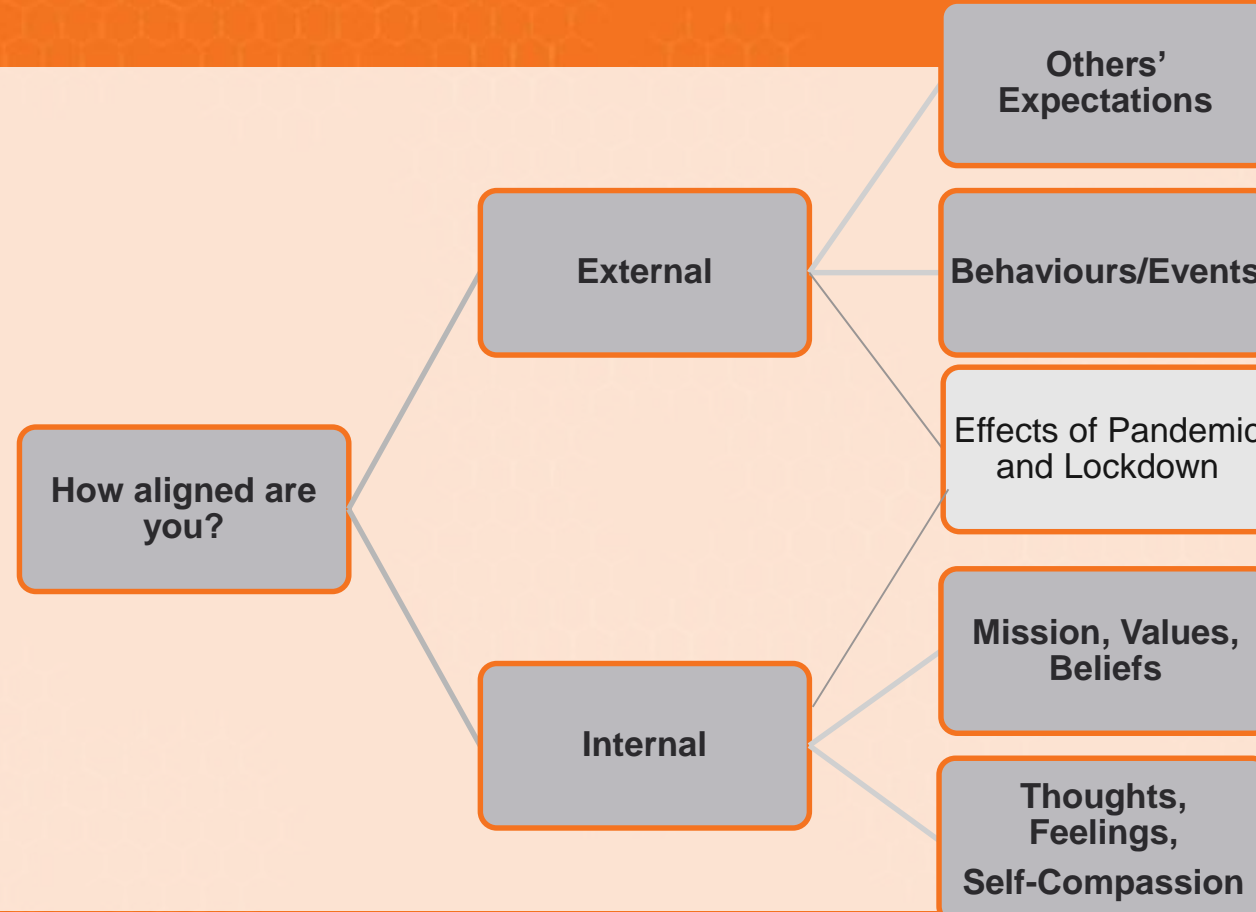


Transforming the Emotional Load: Making Transitions

Claire Lavelle, Managing Director at The Hive of Wellbeing
Sharon Smith, Senior Education Officer at GTCS

Developing A New Relationship With Work

Resilience – An Internal Representation of an External Circumstance



Recovery – What do we need to recover from?



What have we been attached to?

What serves us to continue to be attached to?

What is no longer supporting us and we need to release?

Loss of previous ambition

Loss of curriculum

Loss of learning

Loss of purpose

Loss of security

Loss of connection

Letting Go of “False Solidity”

(Michael A. Singer *“The Untethered Soul”*)

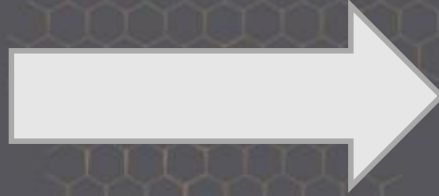


- What now provides me with security and reassurance? What is my foundation?
- What do I recognise and accept is impermanent?
- Which of my beliefs and assumptions do I have to let go of now?
- What can provide me with a more resourceful focus as move forward?

How Can Our Grief Can Be Transformative?

IMPOSED

- Acknowledging the loss
- Acknowledging the feelings that go with the loss
- Speaking to others about it
- Noticing the differences – noticing the “gains”
- Journalling - Writing to who you were before lockdown



NEW EXPECTATIONS:

- What do others expect from me?
- What can I do about this situation?
- What can I expect of myself?
- How much energy and time will I need to get this done?



NEW OPPORTUNITIES:

- What is my learning from this?
- Who am I that notices this?
- What could this lead to for me?
- How does this contribute to my mission? To who I am?

Making some helpful assumptions about the situation....



We don't have all of the answers.

We have some of the answers.

No one person has all of the answers.

We've never had all of the answers...

What We Know.... vsWhat We Don't Know... Yet



What we know	What we don't know
<ul style="list-style-type: none">• Return for staff in June• Return of pupils in August – 11th August• Blend of in-school and in-home learning• Guiding principles for return – Safe, Fair and Ethical, Clear, Realistic – balance and trade-offs• Implementation of measures: e.g. seating 2m apart; teachers in smaller groups; use of outdoor space; etc• Consistency across schools desirable but each context differs	<ul style="list-style-type: none">• What it will feel/sound/look like• How it will work when the children are in• How much the workload will be initially, gradually, over the first month, the next month etc• How many staff will be in school each day• How safe I will feel• How children will respond to new circumstances• What expectations the parents will have in these new conditions

How can we respond resourcefully for ourselves?

“My Wellbeing is wrapped up in Your Wellbeing, and Yours in Mine”

Guiding Principles – Safe; Fair and Ethical;
Clear; Realistic:

- Some staff more “available” to be in school?
- Some staff providing more resources/learning from home in blended learning approach?
- Consistency? What does this mean for *us*?

Education and Skills Committee 5th
June

- Level of communication with parents
- Expectations
- Workload – what is essential now?

Basic Need for Self-Protection can lead to Avoidance and Safety Behaviours

- Stress Response – “I need to feel safe”
- Safety Behaviours – e.g. become defensive; become isolationist; go on the offensive

Basic need for Connection and Expression to Counter Emotional Load or Isolation:

- Staff Time dedicated to talking through issues and emotional impact
- Safely, Transparency, Non-judgement, Unconditional Positive Regard, Curiosity, Empathy.

Responding to the stress response resourcefully

Acknowledge and recognise triggers

Start with the end in mind – what is the desired outcome?

Reduce the “external” load – start with small stuff

Reduce the “internal” load – perceptions, thoughts, feelings

Taking care of the 3 R's – Rest, Recreation and Relationships

Has anyone ever been to the future?



Michael Neill – “Creating the Impossible”

“The Mind = A Virtual Reality Generator”

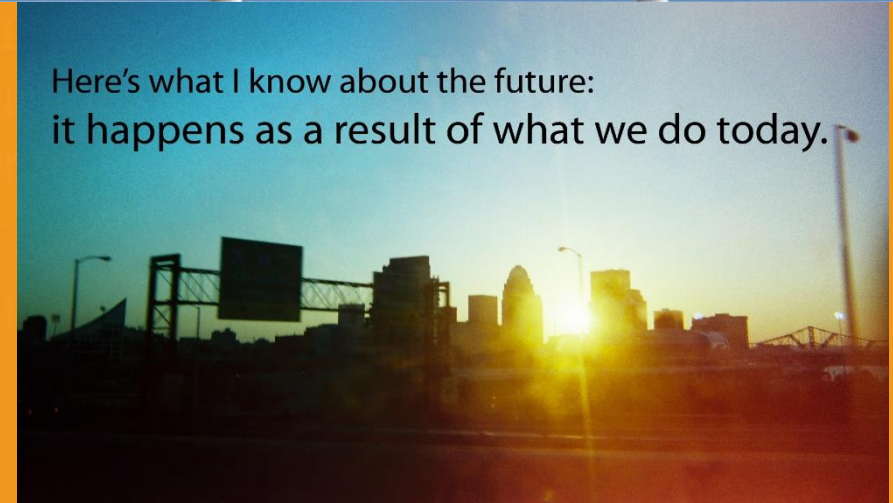
“100% of our experience is created from inside our minds.”

Preparing for the Journey Ahead....

“We will never know this little again”



Here's what I know about the future:
it happens as a result of what we do today.



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“Don’t Settle for Rolling the Boulder” – Hess (2013)



- Story of Sisyphus
- Is it the boulder or the mountain?
- Boulder-rolling strategies e.g. different pedagogies, collaboration, coaching, capacity.
- No-one mentions the mountain!!
- Fullan and Hargreaves – What’s Worth Fighting For?
- Response? “So long as it makes sense for the school, system and pupils.”
- **How can we use policy and the school recovery plan to support our own individual recovery?**

What is the mountain? What are our boulders? – Moving away from Sisyphus



We might know “the mountain”
- Excellence and Equity

The current “boulders” - Knowing the right “boulders” at the right time!

- Recovery Plan
- Teachers on rotas
- Less pupils in each day
- Online learning
- Planning for blended learning
- How to rest and recover as we “recover”?

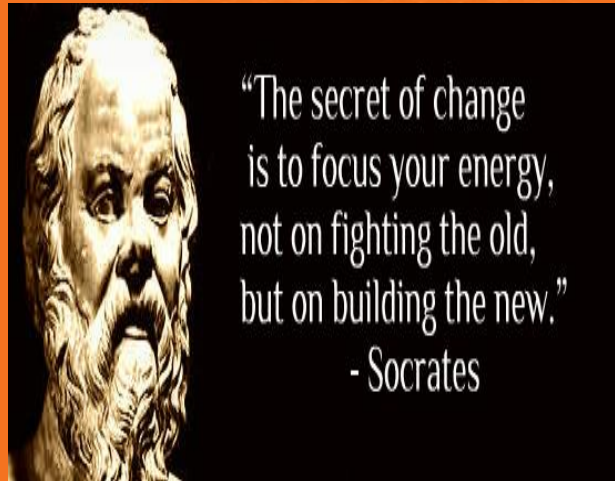
Goals	What is realistic?
Energy	What is worth investing in?
Nurture	What do I need to feel good?
Inhibitors	What am I conscious of that prevents my achieving this? What can I do?
Utopia	What is my vision of having achieved this? Start with the end in mind?
Steps	What do I need to keep moving forward? How do I commit and stay accountable to myself for achieving this?

Productivity – What does this mean for me and my learners now?

What is at the core of my workload now?

What is essential? Have I written/drawn this out somehow?

Once I have done this, what is really core? What can I drop because it really is not essential?



How will I communicate my core workload to others?

What information do I need to make pupils, parents and colleagues aware of?

What matters to each of them? What matters to us as a team? What matters to me as an individual?

Professional Trust – Rowe (2005)



- Trust is an essential component of being a professional
- We are all involved in relationships of trust
- Trust involves risk
- Professional trust built upon legal and moral legitimacy
- Professional trust involves information (impersonal e.g. curriculum) and judgement (personal e.g. own set of values, beliefs, expectations)



HT1

- Focus on parental expectations

HT2

- Focus on nurturing environment

HT3

- Focus on staff wellbeing



What is Your FISBE?



F – FOCUS

IS – INNER STATE



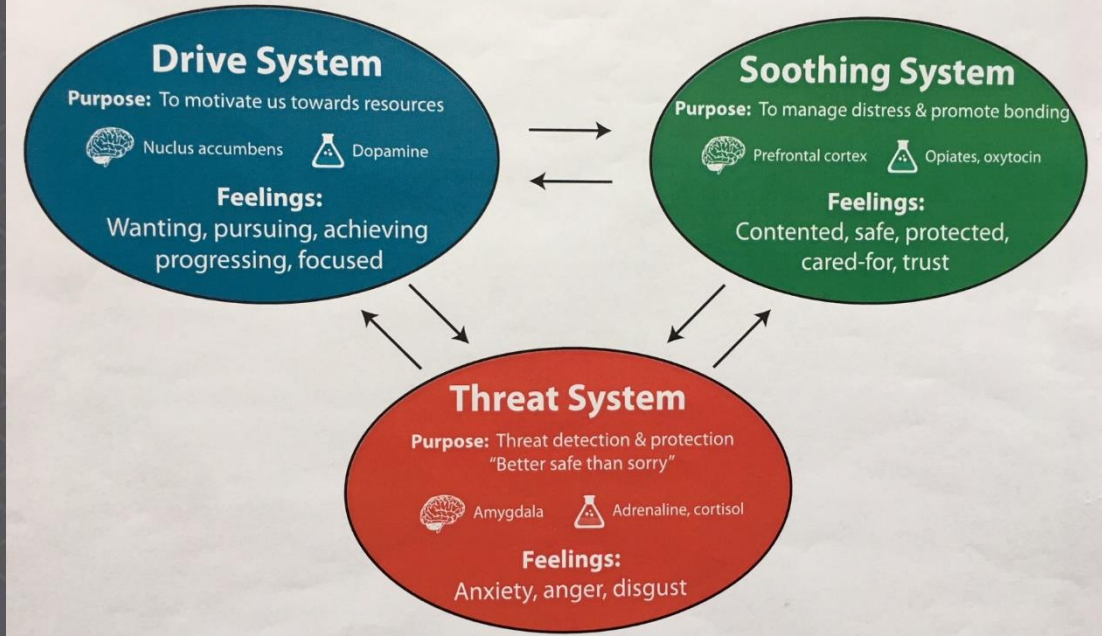
BE - BEHAVIOUR



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Finding Ways to Soothe Myself

Emotional Regulation Systems



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POLL



What is my overriding feeling that I am experiencing about returning to my workplace following lockdown?

1. Anxiety about not feeling safe.
2. Exhaustion at having to think about new routines.
3. Overwhelm at starting over again.
4. Excitement at being in a routine and seeing pupils and colleagues again.
5. Enthusiasm at doing work differently and seeing pupils.

Where am I getting “stuck” in returning to

work?

Anxiety about my safety?

Overwhelm at all that will have to be done?

Defeatist at having to “start all over again” and throw out the previous plans, goals?

Guilt at having to continue to shield?

Lethargy and overwhelm at the thought of another transition?

Frustration at others’ anxiety?

Hostility at having to do more work than others e.g. blended learning in upper stages?

Feeling of “efforting” to come out of established routine of lockdown?

Worry at the lack of clarity?

Mental and physical exhaustion at the thought of starting up again?

Just Feeling It! – A 3-step model to process and release “stuck” emotions



Allowing “what is” and

- not trying to change anything,
- providing a compassionate, comforting presence
- allows people to process and release our emotions and feelings
- get unstuck and move forwards.

Not counselling – only coaching

The 3 A's

- Awareness – “What are you feeling right now? What else?”
- Acknowledge – “Where in your body do you feel it? What is it like?”
- Allow – “This takes courage. Welcome up those feelings. Avoiding them keeps them stuck.”

“How do you feel now?”

Reconnecting with What and Who Matters Most



New learning,
New connections,
From a place of our
“Mind-Hearts”
Love, Compassion,
Kindness

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A Reflection Tool – Lessons from Lockdown



What mattered to me before lockdown?

Vs

What matters to me now?

What did I believe that my learners needed before?

Vs

What do I believe my learners need now?

What do I now believe that my learners need?

Vs

What can I realistically provide now?

Which values and beliefs now inform my actions as I proceed ?

What is my (renewed or) new mission now as I proceed ?

Helplines Available



Claire Lavelle – The Hive of Wellbeing – info@thehiveofwellbeing.co.uk
phone: 07951345287

CAMHS – www.camhs-resources.co.uk

Breathing Space – www.breathingspace.co.uk – phone: 0800 838587

Mind UK – www.supportinmindscotland.org.uk – phone 0300 3231545

Scottish Women's Aid – <https://womensaid.scot/contact-us/> - phone: 0800 027 1234

Samaritans - www.samaritans.org 116 123