

# Education in our new reality

Building towards the future through  
understanding the impact of the past 18  
months

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## At a glance



You all have demonstrated significant resilience



There have been many "gains" and these need to be capitalised upon



Bumps on the road to be expected

# What we have learned about impact on students

The first step of becoming trauma-informed is to understand the ways in which some of the behaviours that concern teachers—reactivity, social withdrawal, tardiness, and absenteeism—may be manifestations of traumatic exposure.

Viewing student behaviours through a “trauma lens” rather than labeling students as defiant, disengaged, or unmotivated opens the door for considering alternative strategies to connect to and support students and respond to these behaviours.

# Understanding Trauma



- Trauma is a response not an event...occurring when an event (C-19)overwhelms a person's capacity to cope
- Trauma responses are highly individual
  - Examples of trauma responses:
    - Over or under-reacting
    - Avoidance..loss of motivation
    - Difficulty with self-regulation and even becoming dysregulated
    - Impulsivity
    - Difficulty with decision making
    - Hypervigilance
    - Perfectionism
    - Physical Distress ( e.g. headacke etc)



# Important to remember



- We're all in the same storm but not in the same boat.....



## School leaders and teachers

- Not saviours... recognise boundaries exist
- **Creating the environment** that appreciates the possible impact and deploys the appropriate flexibility as required
- Focuses on the power of **SEL**..... connection over content



# 4 S's to Trauma informed environments



**S**afety



**S**ocial and emotional skills building



**S**upportive relationships



**S**elf-care

# NEPS: Hobfoll's 5 principles

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Safety

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Calm

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Connectedness

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Self and community efficacy

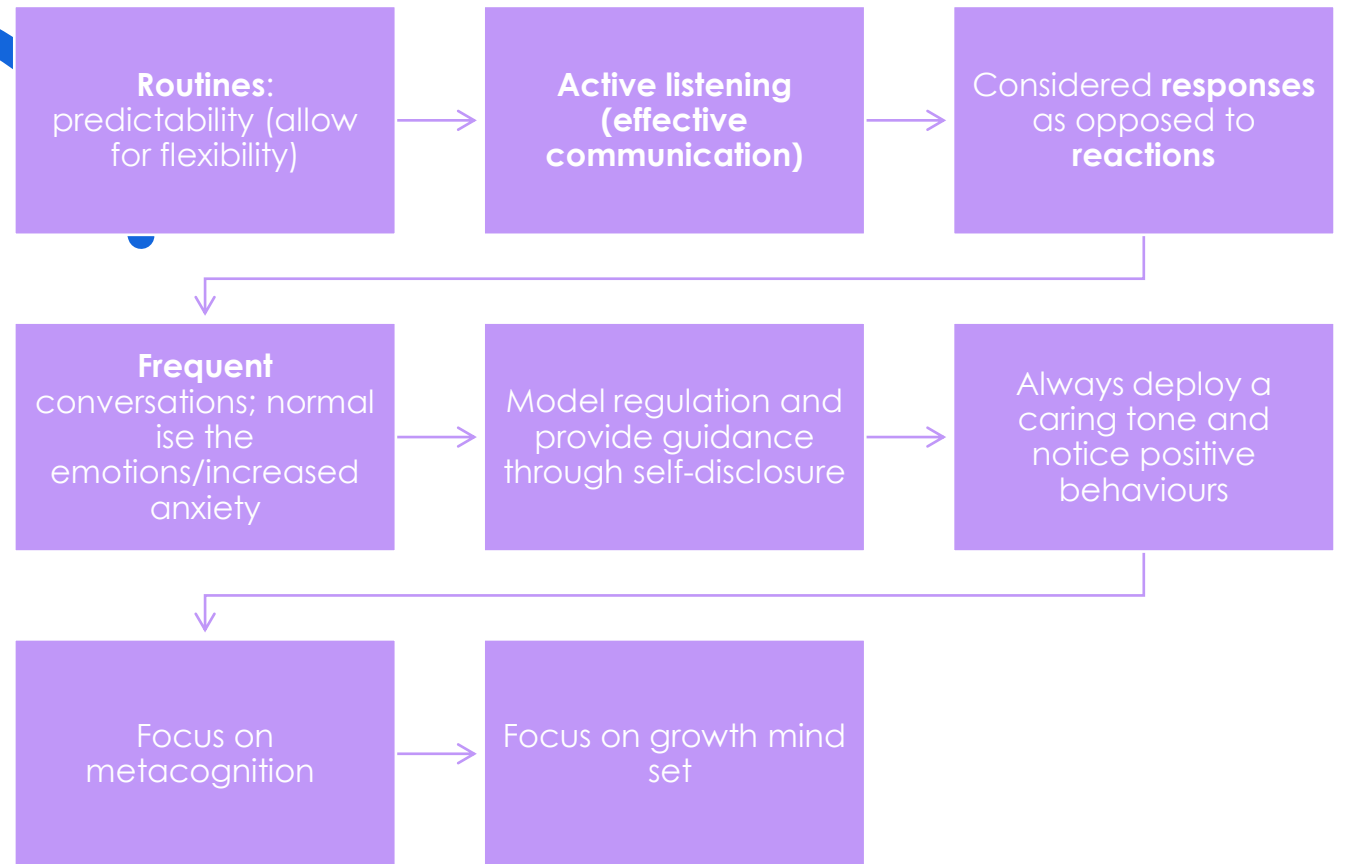
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Hope





For your consideration  
(psycho-social framework)



## Focus on students:

Incoming 1st years.... connectedness through **induction**..... review the nature and timeliness of induction practices

Exam students: where they exercise control and how they can re-establish patterns of study ( metacognition)

2nd/LCyr1 students: Growth mindset, developing their expectations and how their effort influences outcomes

# Focus on staff



How do you propose to check and connect particularly with new staff?



Consider how/regularity of subject department meetings, MLT, SST, DLT, AEN/SEN etc



Incorporate reflection into these meetings... how are we doing with....



Have a school wide focus: based on your values and commitment to TLAR



Acknowledge, affirm and promote self-care

# Focus on self



Reasonable expectations



Your own wellbeing  
practices