



Ordinary Magic : Resilience building
through belonging and mastery





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Ordinary Magic : Resilience building through belonging and mastery

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Community

Respect

Solidarity

Competition



Community





Respect





Solidarity



Competition

What does resilience mean in the context of belonging and mastery?

Resilience is...

Better than expected
outcomes – in a context of
adversity-
two crucial ingredients!



Harry's contribution to the BTTC -



How does giving a sense of belonging and an opportunity for people to make a positive contribution, build resilience in a community development context?

The more one is allowed to make a positive contribution, the deeper the sense of belonging.

A virtuous circle.

Origins of BTTC - London Progress

<https://www.youtube.com/watch?v=sY2exIt47oQ>



Long term impact and Life Achievements

- Players at London Progress went on (against the odds) to become Doctors, teachers, lawyers.
- “A school should be judged not on its GCSE results but on what its students are doing aged 24.” Liz Fletcher, Head Teacher Patcham High 1997-2007

Some definitions of resilience

'Resilience does not constitute an individual trait or characteristic... resilience involves a range of processes that bring together quite diverse mechanisms...' (Rutter 1999: 135)

Ordinary Magic (Masten, 2001)

Our definitions...

- **Hart, Blincow and Thomas (2007, p10)** “...resilience is evident where people with persistently few assets and resources, and major vulnerabilities...have better outcomes than we might expect given their circumstances, and in comparison to what we know happens with other children in their contexts”.
- **Hart and Gagnon (2014)** “Resilience is overcoming adversity, whilst also potentially subtly altering, or even dramatically transforming, (aspects of) that adversity”.
- **Hart and Gagnon (2014)** “Beating the odds whilst also changing the odds”.

Resilience factors – 4 waves

Individual attributes: e.g. good looks, good nature, intelligence

Family relationships: e.g. good parenting, good relationships with brothers and sisters

Social and community factors: e.g. good schooling, decent friends, meaningful hobbies

Processes and mechanisms

Recap: Why do some YP do better than others?

- Intelligence
- Good looks
- Good education
- Ability to problem solve
- Decent standard of living
- Love and sense of belonging
- Having had good parenting

But also...

- Opportunities to contribute
- One good adult role model, preferably over time
- Sense of purpose – extra curricular activities
- Realising or setting up a talent/healthy interest
- Sense of self efficacy
- Reflective self-functioning
- A life story that makes sense

Believe That

Amine



<https://vimeo.com/303714509>

Amine. Leave to Remain & contribute to his local Community at the BTTC.



Listening to some of our stories, where do you think the BTTC develops and contributes to the Resilience Framework?

Resilience Framework (Children & Young People) Oct 2012 – adapted from Hart & Blincow with Thomas 2007

Resilience Framework (Children & Young People) Oct 2012 – adapted from Hart & Blincow with Thomas 2007					
	BASICS	BELONGING	LEARNING	COPING	CORE SELF
SPECIFIC APPROACHES	Good enough housing	Find somewhere for the child/YP to belong	Make school/college life work as well as possible	Understanding boundaries and keeping within them	Instil a sense of hope
		Help child/YP understand their place in the world		Being brave	
	Enough money to live	Tap into good influences	Engage mentors for children/YP	Solving problems	Support the child/YP to understand other people's feelings
		Keep relationships going		Putting on rose-tinted glasses	
	Being safe	The more healthy relationships the better	Map out career or life plan	Fostering their interests	Help the child/YP to know her/himself
		Take what you can from relationships where there is some hope		Calming down & self-soothing	
	Access & transport	Get together people the child/YP can count on	Help the child/YP to organise her/himself	Remember tomorrow is another day	Help the child/YP take responsibility for her/himself
		Responsibilities & obligations			
	Healthy diet	Focus on good times and places	Highlight achievements	Lean on others when necessary	Foster their talents
		Exercise and fresh air			
	Enough sleep	Make sense of where child/YP has come from	Develop life skills	Have a laugh	There are tried and tested treatments for specific problems, use them
		Play & leisure			
Being free from prejudice & discrimination	Predict a good experience of someone or something new				
	Make friends and mix with other children/YPs				
NOBLE TRUTHS					
ACCEPTING		CONSERVING	COMMITMENT		ENLISTING

