

## YET RATIONALE

Self-efficacy refers to a child's ability to over-come a problem, their ability to master things in the environment around them and achieve competency. It is an essential part of child development. It is an integral aspect of a young person's individuality including their ability to cope, adapt and respond to change and be resilient. A belief in one's self and ability to deal with change and adapt, developing a range of social problem solving approaches is at the core of resilience and recovery (DfE, 2016, *Mental Health and Behaviour in Schools: Departmental Advice for School Staff*).



## TIPS

- The psychologist Bandura highlighted four sources of efficacy beliefs. They were, direct mastery of something, mastery through observation, persuasive influences from significant others in our lives and the impact of our emotional and physiological state on our sense of mastery. Bandura argued that self-efficacy is linked to an individual's motivations and actions, and therefore a predictor of behaviour (Bandura 1993). For many, some of these elements may be vulnerable due to the current pandemic. Furthermore, during the pandemic, children and young people may lack a sense of personal autonomy, as events and changes are out of their control, may then begin to doubt their own self-efficacy. Promoting and restoring a sense of self-efficacy can support their overall level of wellbeing and resilience. Some researchers argue that the higher the sense of self-efficacy a person has, the greater the effort, persistence and resilience they will demonstrate
- Undertake activities to support children's self efficacy including ways to explore their identities and future thinking
- The 'My 2020 Covid-19 Time Capsule' may still be helpful for some younger KS2 children. The letter to myself may also help children reflect on their own thoughts, feelings, strengths and hopes.
- <https://letsembark.ca/time-capsule>
- Providing lessons which promote autonomy and creativity, such as craft activities, where children can express their own interests, preferences and choices.

## FURTHER WORK

Monitor any children who are struggling to take on new challenges and especially children who feel less able to do something than they were previously. Provide low challenge tasks that enable success for children who might be finding things difficult.