



**Mojo-Maintenance: Creating Stronger Connections through Peer Reflective Practice to improve staff well-being, support and practice.**

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This presentation will share the background to both the development and implementation of Mojo-Maintenance Training (MMT) - a peer reflective practice process embedded within the school context.

Mojo-Maintenance Training emerged from the convergence of two streams of work with teams facing challenging human service work.

At Positive Creative Solutions [[www.positivecreativesolutions.com](http://www.positivecreativesolutions.com)] Nick Burnett & Drew Allison have been working with a range of services, mainly through the Team-Teach behaviour support approach, to help these services better support staff to better support clients. As former Principals who have worked in a wide range of school environments. They both have many years' experience in training and facilitation.

Paul Montgomery & David Lees of Unique Outcomes [[www.uniqueoutcomes.com.au](http://www.uniqueoutcomes.com.au)] are social workers with many years' experience working with staff in emergency services, mental health and child protection services to strengthen their skills for becoming resilient in responding to the challenges of their work. They share a commitment to developing collaborative ways of approaching human service work.

During 2016 these streams converged in a pilot project with Nambour Special School. The intention was to create prototype "tools" to be used by colleagues in various roles to share reflections on practice in challenging situations as a way to enhance their sense of "felt professional support".

Following shadowing and consultation with staff in various roles (teacher aides, teachers and leaders) these tools have been road-tested by staff of Nambour Special School where there have been positive effects on staff well-being.

MMT is designed to help staff support each other in:

- Taking stock of the impacts of the challenging situations they face daily, and
- Sharing ongoing learning about their own resilience and self-regulation.

By undertaking MMT with staff back in their school, participants will support colleagues to:

- Create mutually supportive learning alliances that prioritise collaborative practice-focused discussion and experimentation,

- Have a sense of ownership of an agreed structure for sharing reflections following challenging situations,
- Feel a stronger sense of shared responsibility for working out how to address recurring challenges associated with students' behaviours
- Experience a stronger sense of "felt professional support"
- Be clearer about the ingredients of their most successful ways of responding to challenging behaviour

The presentation will share some of the background rationale to adopting a peer reflective practice process as well as sharing what emerged from the joint work.