



THE SCHOOL OF EDUCATION:

**A collection of resilience, grit and
digging deep tales of life**



**THE
LITTLE
BOOK
OF
HOPE**

**This is a Curriculum Enhancement Project
lead by Dr Elizabeth Malone & Dr Peter
Wood with student interns Aaliyah Owen-
McVey, Jamie Berry, Md Meraz Ahmed and
Sophie Bresnahan.**

Introduction



This book is the culmination of a curriculum enhancement project which aims to illuminate what students found difficult and how they overcame their challenges. By sharing and providing examples of what helped, it is hoped that this will equip our students and future students with positive strategies for ‘when the going gets tough’. In this way, instead of simply telling students to ‘be more resilient’ or encouraging them to ‘just keep going’ we can illuminate and share real-life, tangible examples of what students who have come before did.

The book was brought to life by four hardworking and inspiring current students Aaliyah Owen-McVey, Jamie Berry, Md Meraz Ahmed and Sophie Bresnahan, who designed, edited and produced the final piece. We all really hope that this illuminates some of the strategies that students have used to maybe help other students. Happy reading. Elizabeth Malone & Peter Wood.



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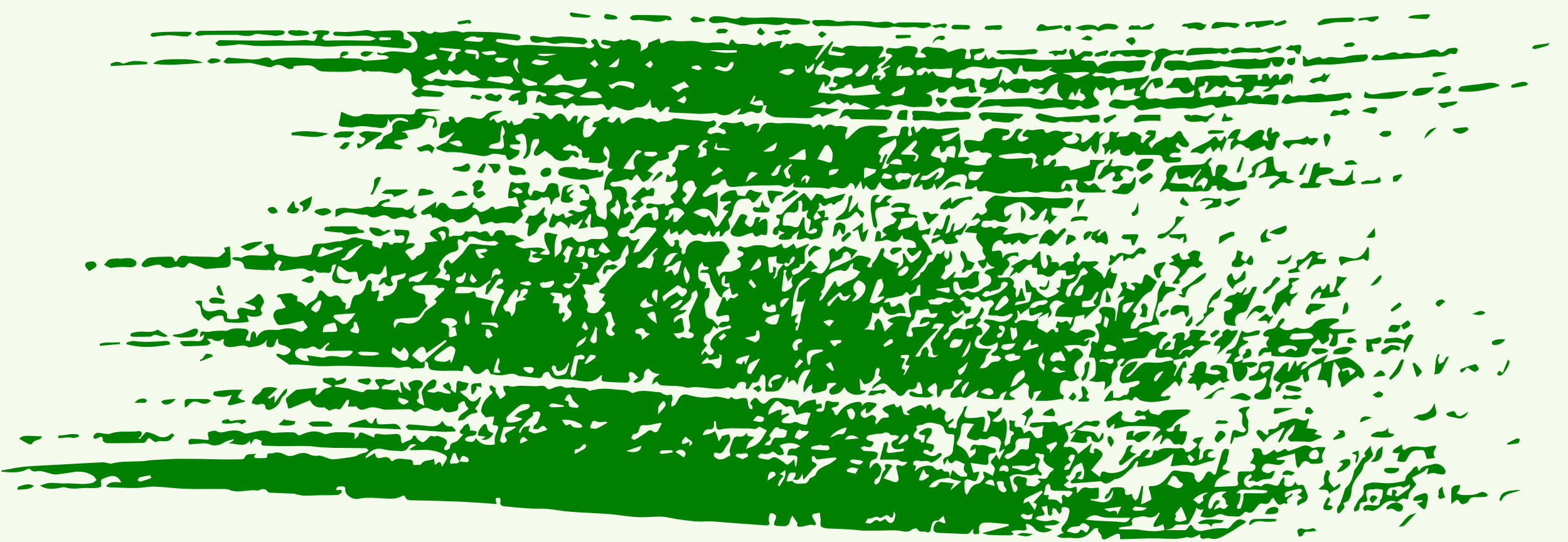
Academic
Reasons



“Focusing on work
can be a lot”

My most challenging experience was staying focused for long durations of time and facing burnout. Trying to find a balance of working for financial stability and survival whilst also considering time for essays made it very difficult, especially being in third year and facing the preparation for the next step whilst also focusing on work can be a lot. I try to actively blend social and work time to try and prevent burnout since work needs to be done within a certain timeframe but also the social interaction is needed to alleviate the pressure of work and act as a distraction. Sometimes it works but sometimes it can be too overwhelming. The best advice I could give is to take time to explore what you want to do and properly plan daily work so then there's no pressure or work building up.

“The University has
been very supportive”



“I had hardly any knowledge of digital platforms”

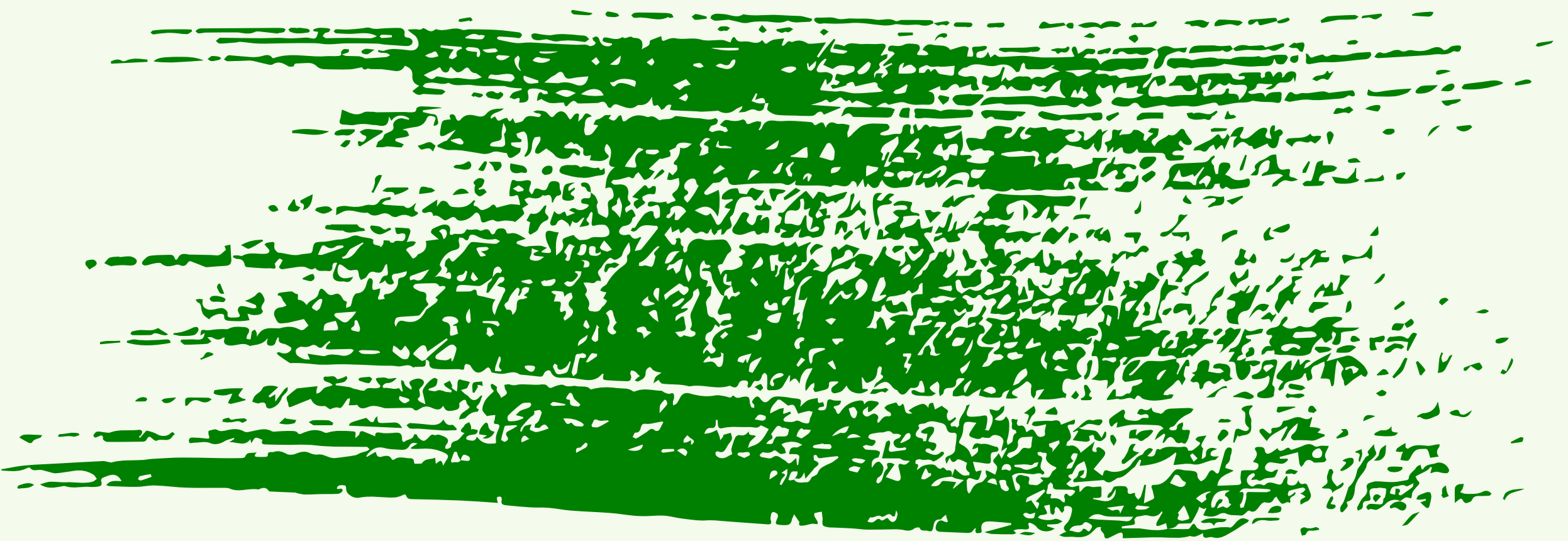
There were two main challenges for me:

1. The use of various digital platforms like the eDoc. I had hardly any knowledge of digital platforms before starting the course.
2. Writing because I am not a native speaker of English.

I attended several pieces of training and attended relevant seminars and workshops to overcome both of these issues as well as always speaking to other colleagues who are more experienced. The strategy worked for me because it improved my work and made it easier. I would use the same strategy again. My advice to a friend experiencing something similar would be to:

1. To attend relevant training.
2. To always speak to other PGR colleagues and attend all related workshops and seminars.
3. Attend PGR group meetings to meet other students and share with them the challenges.

The university supported me with various one-on-one drop-ins and online training, especially the monthly research development.



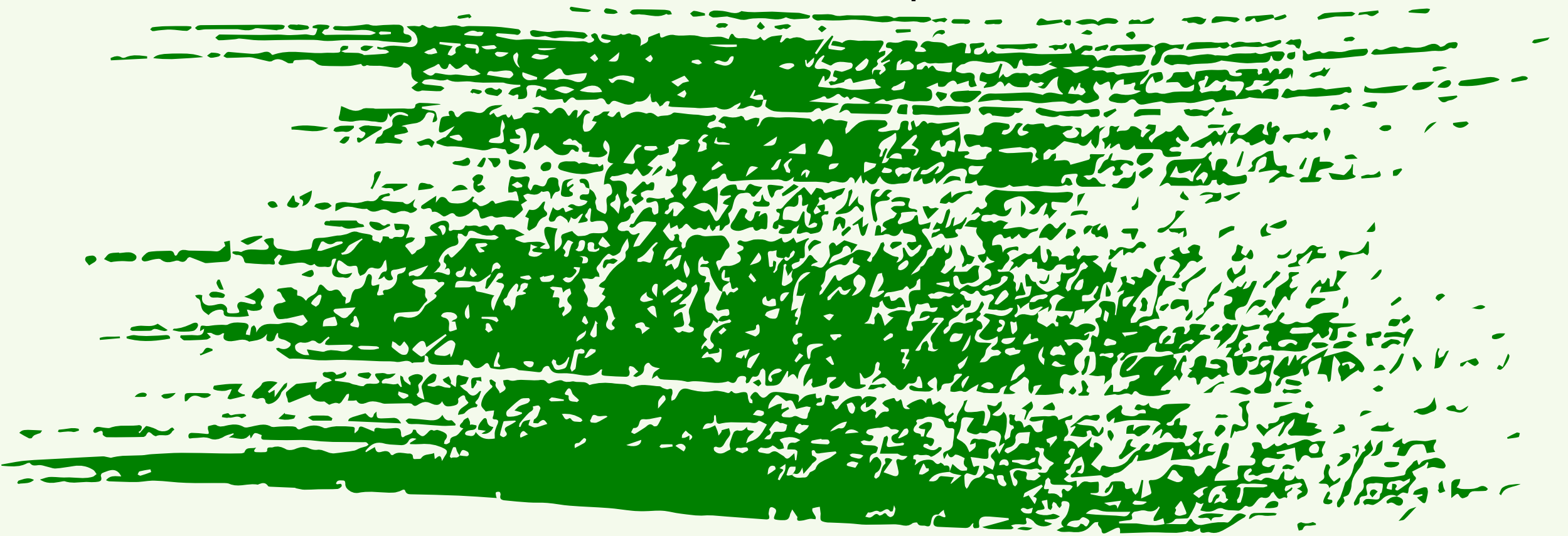
“It is all a completely new concept”

My greatest challenges were learning Harvard referencing, travelling to and from university and starting at a new school. It is all a completely new concept and has so many small details so it's hard to get the hang of it. Travelling has cost quite a bit of money and is also unreliable. It has given me a lot of anxiety having to start in a whole new environment. To help I looked at all the resources we were given, and back at the slides from the guidance sessions. I started using my travel time to work on assignments. It was a more productive use of time and helped me lessen my anxiety focusing on something else. I still do get extremely anxious being at university, I think it's important to remind yourself that it's okay to make mistakes and everyone is in the same boat. There are still minor errors here and there but it is a work in progress!

These techniques did work to some extent. I felt I was being more productive, which made me feel less stressed and guilty about not working on assignments all the time. I would tell my friends this advice because I feel that even if it hasn't completely fixed my problem it did help and any progress is progress.

“Relying on others”

The most challenging experience for me was having to do group work and relying on others, especially when having to stick to assessment deadlines. The unreliability from others caused me so much stress and anxiousness. To fix this, I found a team who submitted work on time and actively worked towards the assessments. This helped a lot, as it gave us more time to prepare and manage the workload better. The University was helpful, and they consistently provided feedback for every assessment that I completed.



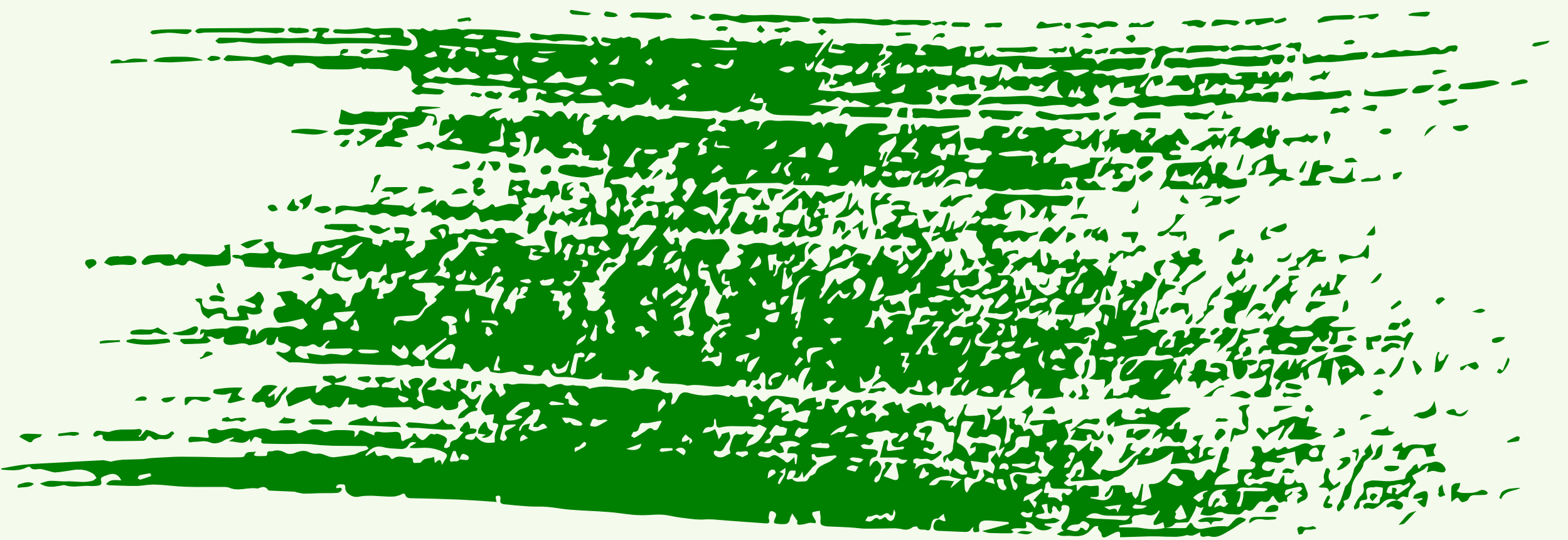
“Preparing the night before”

My most challenging experience has been commuting and the size of knowledge we learn in such a small space of time.

I live around an hour away and transport could be unreliable some days, which caused me stress. Due to the nature of a PGDE, the expectation to learn and apply every piece of information can be stressful as every lecturer will tell you that their lecture is the most important. To help with this stress, I always ensured that everything was ready for me during the morning by preparing the night before. I also enlisted the help of my partner who works from home, to ensure small chores can be done throughout the day to maximise our time spent together and reduce stress. In terms of unreliable transport, I reminded myself that there's nothing I can do to solve this, and as long as I am on time for placements then I should not stress as much. To deal with the amount of knowledge given, I would write notes for each lecture that would conclude with the 3 most vital points to carry forward. I felt this all helped greatly as it was easy to implement and I now have more downtime to relax and I do not feel as stressed. The breaking down of a lecture helped a lot so I didn't get over worked and burnt out

I would advise a friend to do the same. Reach out to someone who cares and create a good routine. For the lectures, I'd tell them the 3 key points helped a lot, but I could say they could start with 1 or 2 points and build themselves up from there.

The University was supportive with lecturers understanding if I arrived a couple of minutes late. It's nice when a lecturer has that understanding that we are human and cannot control traffic.



“Best thing I have ever done!”

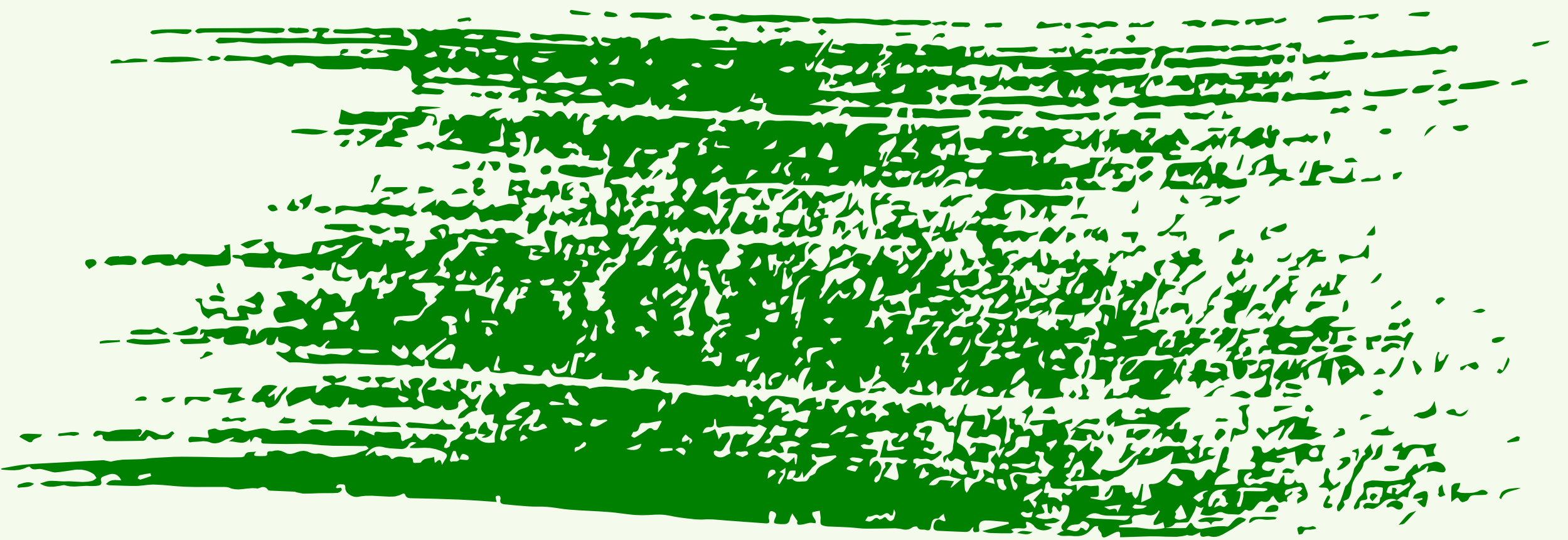
My greatest challenge was when things didn't go to plan for reasons that could not be controlled. For example the illness of a mentor or a change to the school's curriculum. This was difficult as it is hard at first to adapt and figure out how to progress forward with limited guidance or a whole new scheme of work to tackle. I have been helped hugely by the other teachers and support staff in school, which taught me the benefits of using the network of people around you. It is amazing how much it can help to hear another person's perspective on the situation and possible steps forward. They have so much knowledge and generally will be very caring people!

It also helps to think about how you would advise a student that was in your position.

I think the course is really difficult, but so rewarding. The hardest and best thing I have ever done!

“A lot to take on”

The course being so full on was a challenge. Being in school all week and having assignments so often is a lot to take on. It's a lot more than any other course I've heard of and it left me little time to do other things. The way I resolved this issue was by working on my time management. I now have time to see family and friends still go out whilst still meeting all my academic and professional expectations. Making time for yourself is the best advice I could give someone. If you need an extension on assignments then just ask, the University would provide them.

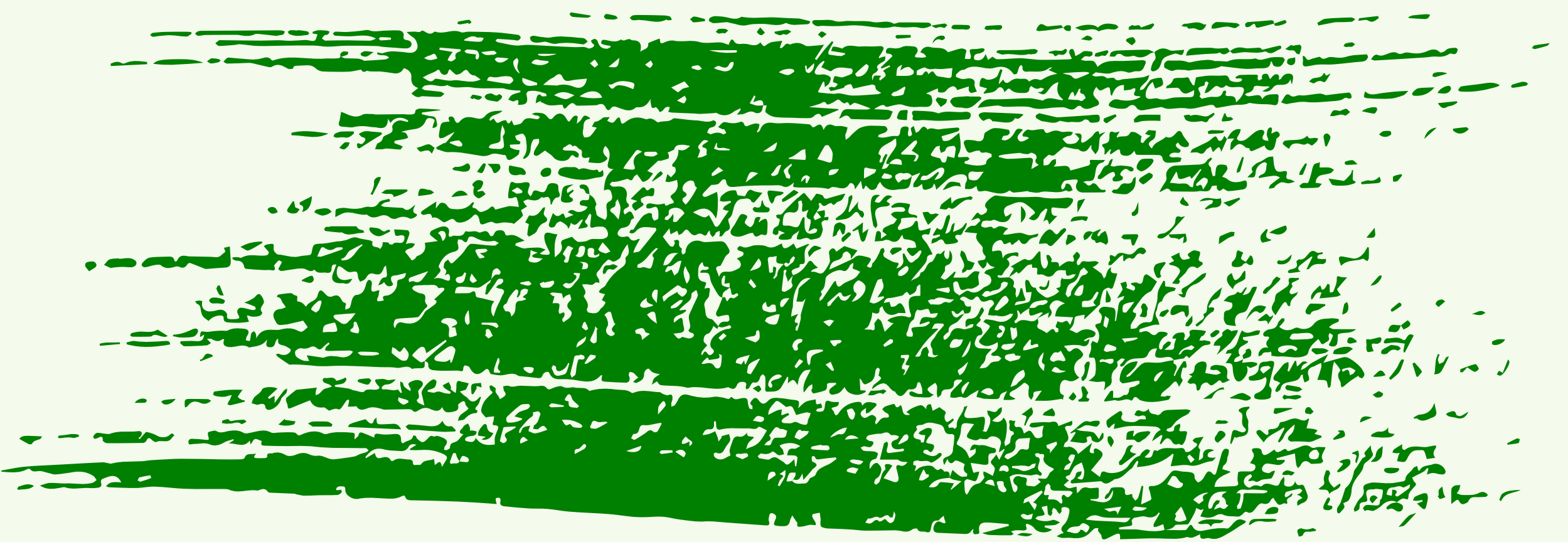


“Academic writing”

The most challenging experience for me was the academic writing. I have been out of education for over five years so adapting back to an academic writing approach was intimidating and affected my self-esteem.

I communicated this with the University and used their services, such as the library. They helped a lot! I felt the support boosted my self-esteem, which made me more confident to give the essays a proper go. It helped me build a support network that helped me to reach my potential. I'd advise others to use the resources available to them from the University

The library was my biggest aid throughout my struggle.



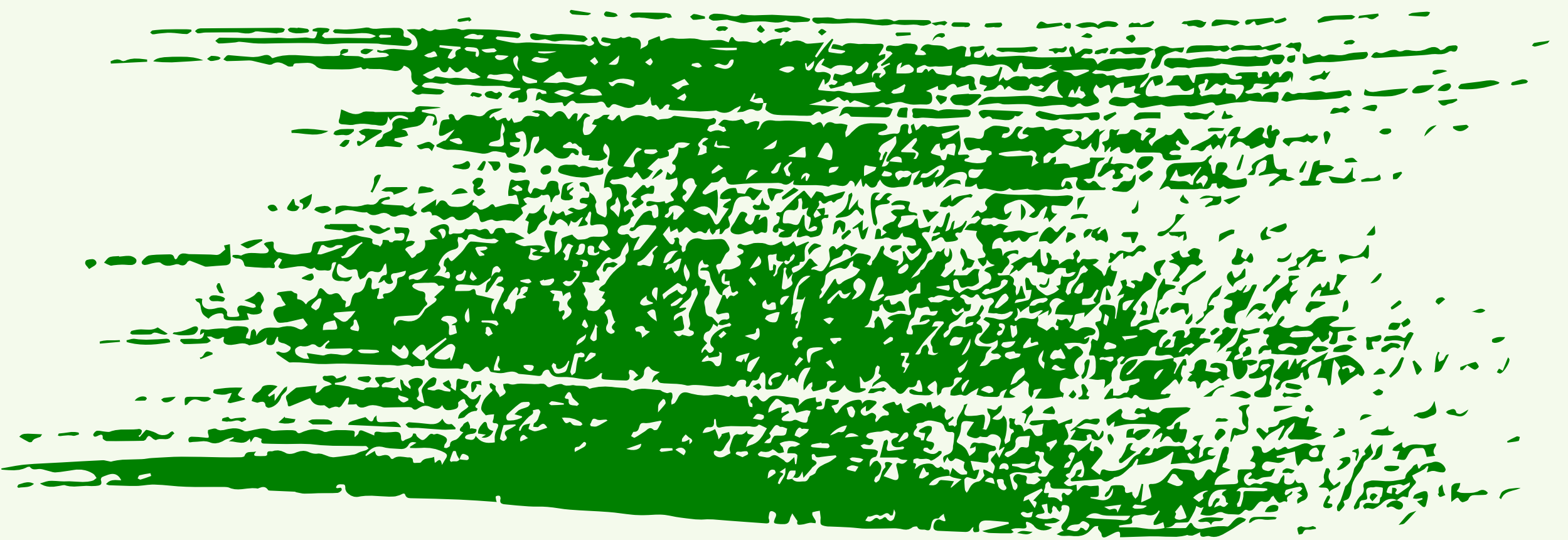
“I don't shy away from what I don't know”

My greatest challenge was with learning all the new digital technologies. Trying to wrap my head around some digital technologies was an issue for me during my course. The lack of regular training and gadgets at my disposal made the challenge greater. To resolve this, I did my own personal training by engaging with friends and some colleagues who were more knowledgeable. It worked for me because I don't shy away from what I don't know. I humble myself and even asked my students for help when necessary.

Help from the University is important but I felt self-development managed by myself was also important. It has provided me good insight!

“Combination of assignments”

My greatest challenge at University was the combination of assignments and workload. A lot of research had to be done alongside placements which could be time consuming. I reached out to LJMU support for an extension to provide that extra time. I also found that speaking to module leaders when I had a question helped, as the University was very supportive.

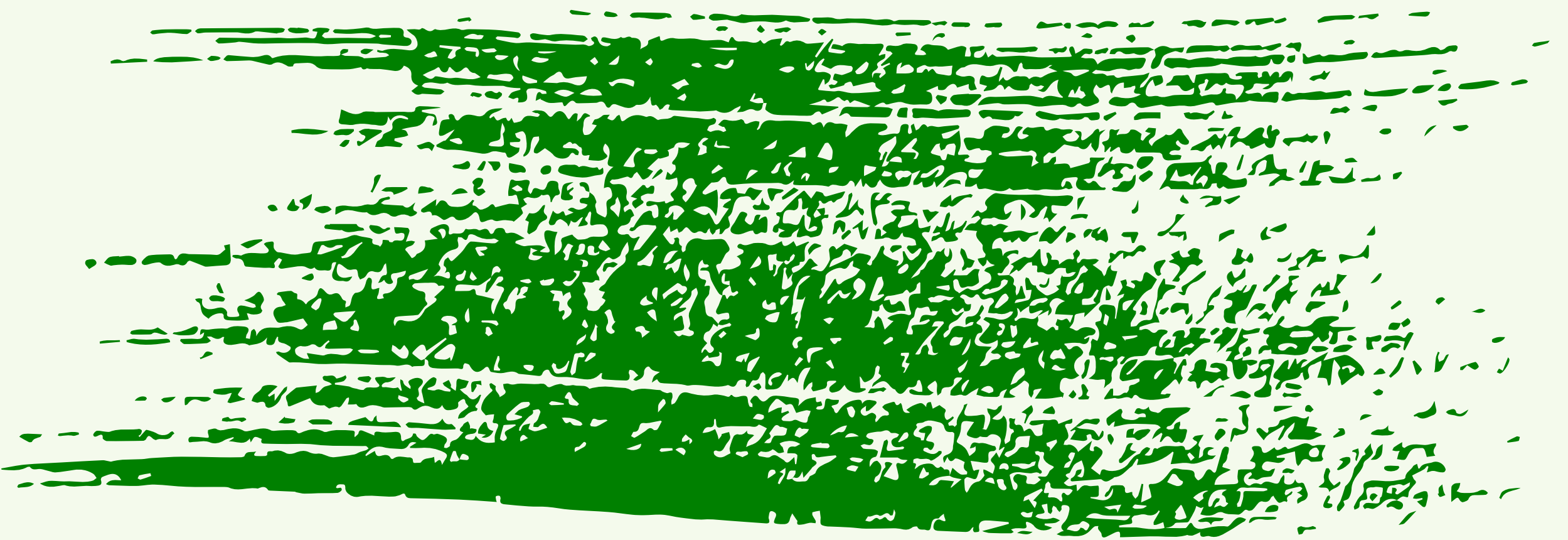


“Academic pressure”

My most challenging experience was the academic pressure. Balancing coursework, assignments, exams, and research can be demanding, especially when dealing with challenging subjects or a heavy workload. Secondly, students have struggled to effectively manage their time between classes, studying, extracurricular activities, work, and personal commitments. Thirdly, the cost of tuition, textbooks, housing, and other expenses can create financial stress for students, leading to difficulties in focusing on their studies. Lastly, transitioning to university life and forming new social connections can be challenging, particularly for students who are away from home for the first time or who struggle with social anxiety.

University coursework is often more demanding and complex than high school, requiring students to develop advanced critical thinking, problem-solving, and analytical skills. The volume of material covered and the pace of learning can be overwhelming for some. Building new social connections, navigating social dynamics, and managing interpersonal relationships can be challenging, especially for students who are introverted, shy, or socially anxious. Homesickness, loneliness, and feelings of isolation can also impact mental health and well-being. The transition from high school to university involves adjusting to a new academic environment, different teaching styles, larger class sizes, and increased independence. This transition can be particularly difficult for students who are not adequately prepared or supported.

I overcame academic pressure by breaking tasks into manageable chunks, seeking help from professors or tutors when needed, and practising effective study techniques such as time management and active learning. Seeking out scholarships, grants, or part-time employment, creating and sticking to a budget, and exploring cost-saving strategies like buying used textbooks or sharing living expenses with roommates can help alleviate financial stress. Engaging in campus clubs or organisations, attending social events, reaching out to classmates or resident advisors for support, and seeking counselling services if needed can aid in the social adjustment process.



“Academic pressure”

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These strategies are generally effective for many students in overcoming university challenges. Success may vary depending on individual circumstances, such as the severity of the challenge, available resources, and personal resilience.

Feedback and data suggest that proactive utilisation of these strategies can significantly improve the well-being and academic performance for students.

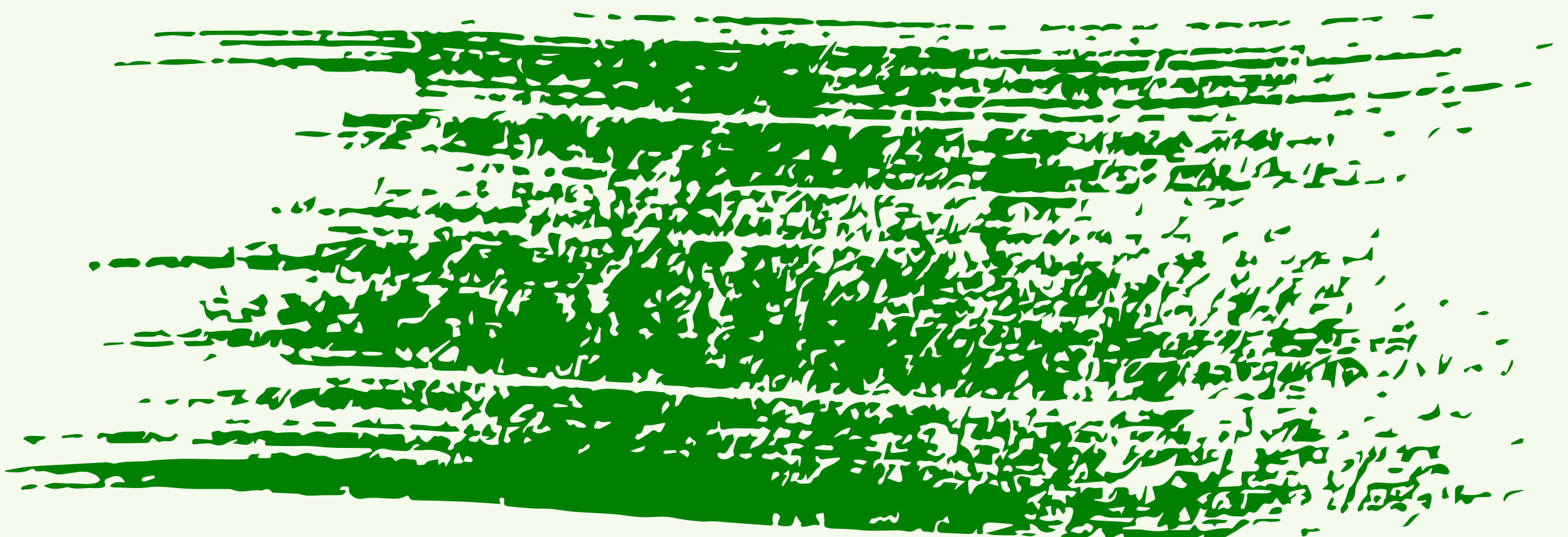
I would consider using similar strategies again if I found them effective in addressing the challenges I faced during my university experience. These strategies have been proven to work for many students, and I believe they provide a solid framework for managing various aspects of university life. However, I would also be open to exploring new approaches or refining these strategies based on my evolving needs and experiences. It's important to remain flexible and adaptable in navigating the complexities of university life.

I would advise them to prioritise self-care, seek support, connect with peers, and explore resources.

I found the support provided by the university to be instrumental in my academic and personal success: Library services, academic resources, student support services, and counselling services were all helpful.

I spoke to my personal tutor about my challenges and found it beneficial to discuss my concerns and difficulties with someone who was familiar with my academic progress and could offer personalised guidance and support. My personal tutor provided valuable advice, resources, and encouragement to help me navigate challenges and make informed decisions about my academic and personal goals.

One aspect that might be worth mentioning is the importance of proactive communication and self-advocacy in seeking support and navigating university challenges. While universities offer various resources and support services, it's essential for students to actively engage with these resources and communicate their needs effectively. Encouraging students to advocate for themselves, reach out for help when needed, and take advantage of available resources can empower them to overcome challenges and succeed academically and personally.



Studying, time management and finding motivation

What I found most challenging was studying, time management and finding motivation. I am a mature student with lots of external family and financial commitments to balance alongside my studies.

To help, I used daily, weekly, and monthly task lists for short-term and long-term university tasks and added these to a timetable with other external family and financial commitments. I used motivational techniques to help keep me on track such as counting down and listening to specific songs for studying to help train my subconscious. I also sought guidance from my PhD Supervisors and peers.

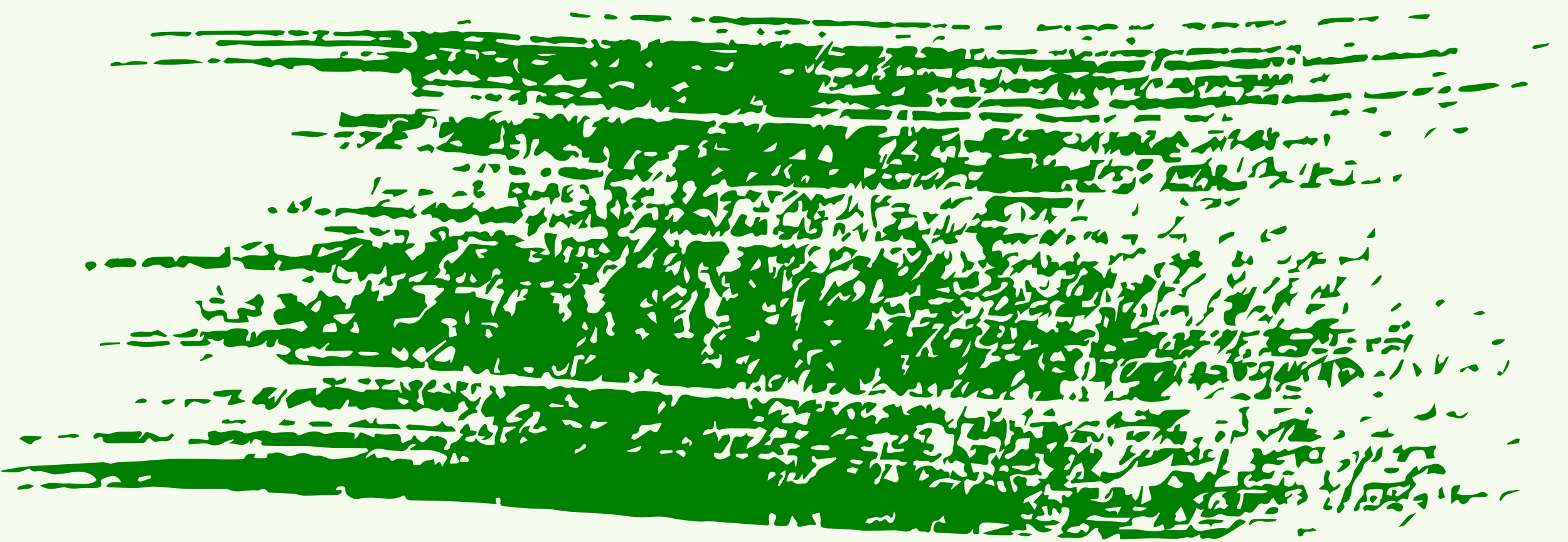
These strategies work well if they are being routinely followed. If I don't remain disciplined for a week the strategies would fail and I would need to start them again, particularly for the daily/weekly task lists and weekly tasks-timetable.

I would advise all peers to create daily, weekly and monthly task lists for their university work and then to make a subsequent schedule which includes these and any other commitments they have.

The university has supported me through the PhD Supervisor structure, with the PhD Coordinator member of staff and peer-learning groups such as the SoE Doctoral Study Group and the SoE Peer-Support Group being a great help.

I speak to my PhD tutor about my challenges as they have experienced similar challenges and can provide an objective view and recommendations for progress based on their expertise and experiences.

wer them to overcome challenges and succeed academically and personally.



Mental Health



“Accepting my own boundaries”

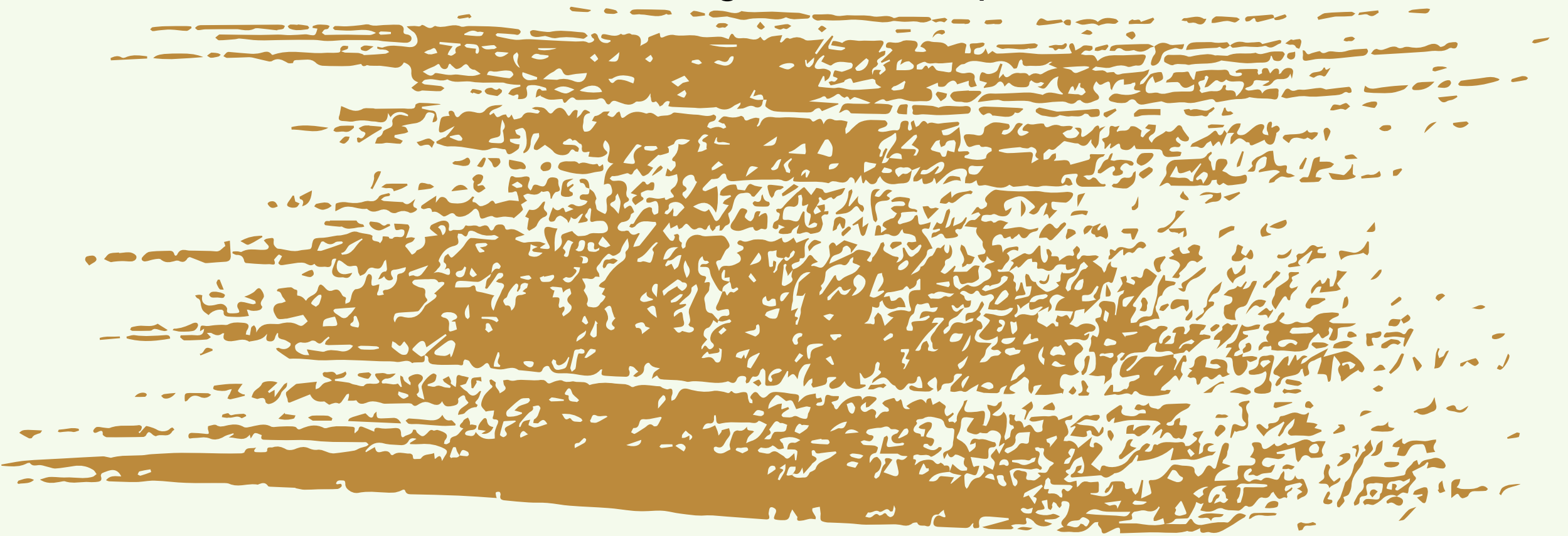
My most challenging experience has been the social expectations of university. I have ASD and become very overwhelmed with long periods of interaction. I pressure to be constantly making new friends and then spending lots of time with them, which took a toll on me mentally. In the end, I did not make many close bonds, as I would be drained after a day of interacting and they wanted someone who was more consistent.

The main thing that helped me overcoming this is accepting my own boundaries and that not every social situation will be perfect for me. I stopped pushing myself to hang out with friends, and I realised who my real friends were! They understood and wouldn't judge me for needing my alone time - especially on such a high-stress course - and they were always happy to see me when I was available.

My experience at University became a lot happier and less stressful. I didn't feel the need to perform for people anymore, and that helped me put more effort into my studies and into people who cared about me.

I think everyone should have boundaries and understand the limits of themselves as a person. It's lovely to imagine myself as popular and always out with friends doing fun things, but the reality is I don't find constant companionship fun. If I were to go back to pushing myself to the limit socially, then all other aspects of my life would suffer.

I would tell a friend in a similar situation to consider what they get out of these friendships and interactions. I would show them it is okay to not fake friendships or feel pressured to always be out and around people. Those who like you and care about you will still be there when you feel better. I think I would emphasise that as an adult you will never have enough time for everyone, so it is good to practise this at university with friendships.



“I have a short
concentration span”

My greatest challenge has been having to take in large amounts of information from lectures that go on for hours. I have a short concentration span, and we don't have many breaks. I sometimes excuse myself to walk about and try to refresh myself. It works a bit, but then I feel like I'm missing valuable content. I am currently speaking to DSA about getting support for this.

“Feeling like I was not
good enough”

There were many challenges for me at University; workload, trying to keep on top of everything, anxiety, and feeling like I was not good enough. It's hard to manage workload when you feel like you are in a rut at times. To help myself, I took breaks, made to-do lists, did things I enjoyed doing, and thought about the end goal. I reminded myself that the hard work would be worth it in the end!

These steps worked a little bit however I am still faced with anxiety and feeling as though I'm not good enough. I am going to continue using these methods, and I would tell a friend going through the same experience to relax, do what needs to be done and do the other things in a slower pace. Always stay focused on the end goal.



Living away
from Home



“I would go months without seeing my family”

My most challenging experience was being far away from family and not having the same support network. Whilst others could easily go home and find that support, I would go months without seeing my family and closest friends. It was difficult at times and I felt lonely.

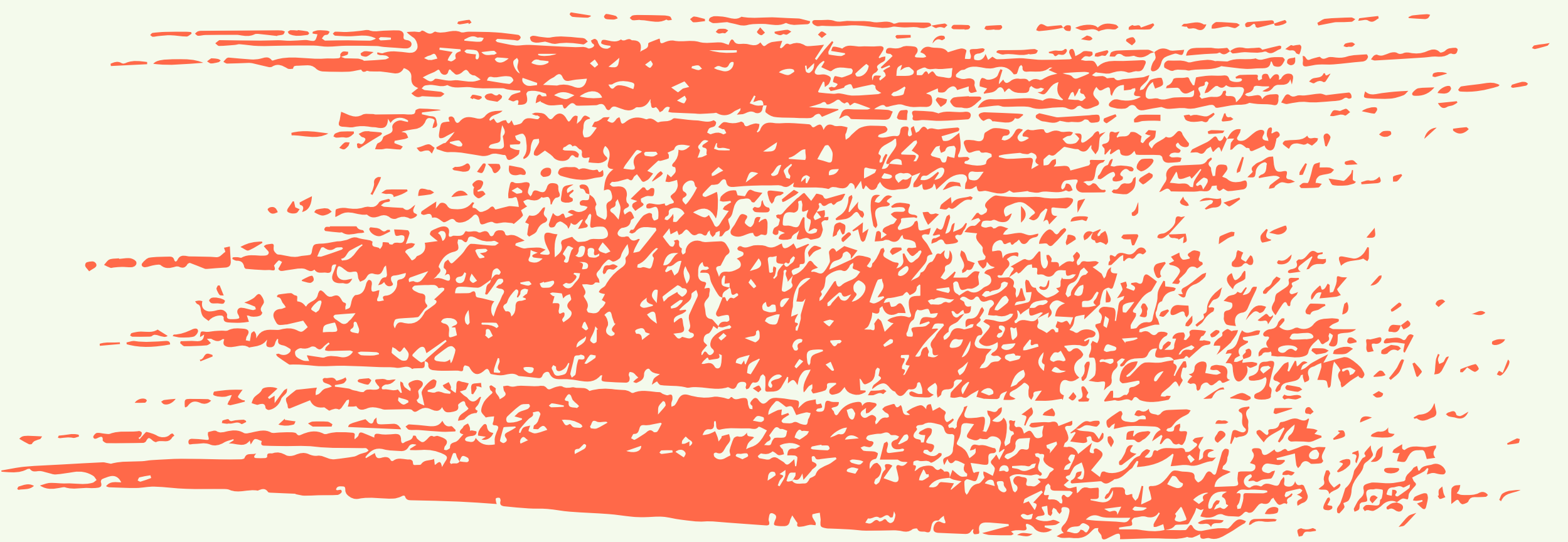
I stopped being afraid to reach out to those I loved to ask them for video calls. Those 15-minute calls really helped set me up for the day and I felt like I wasn't as far away anymore I also expressed to people I'd met at Uni how stressed I was about being far from home. They understood and checked in on me, which helped a lot!

It made my bonds with everyone stronger. I felt less alone and scared about being in a new city as my family was always there to talk, and my new Uni friends got to know me better and invited me out more as they knew I felt lonely. It made me come out of my shell and be a happier person!

I think it's normal to dwell and worry but at some point you need to act on it. I'm glad I did or I think I would've dropped out and returned home

My advice to anyone would be to message your family and your uni friends. Don't neglect either as it's vital to have a solid network of support in both places.

I had some talks with uni counsellors to express my issues and this helped me work towards a better outcome.



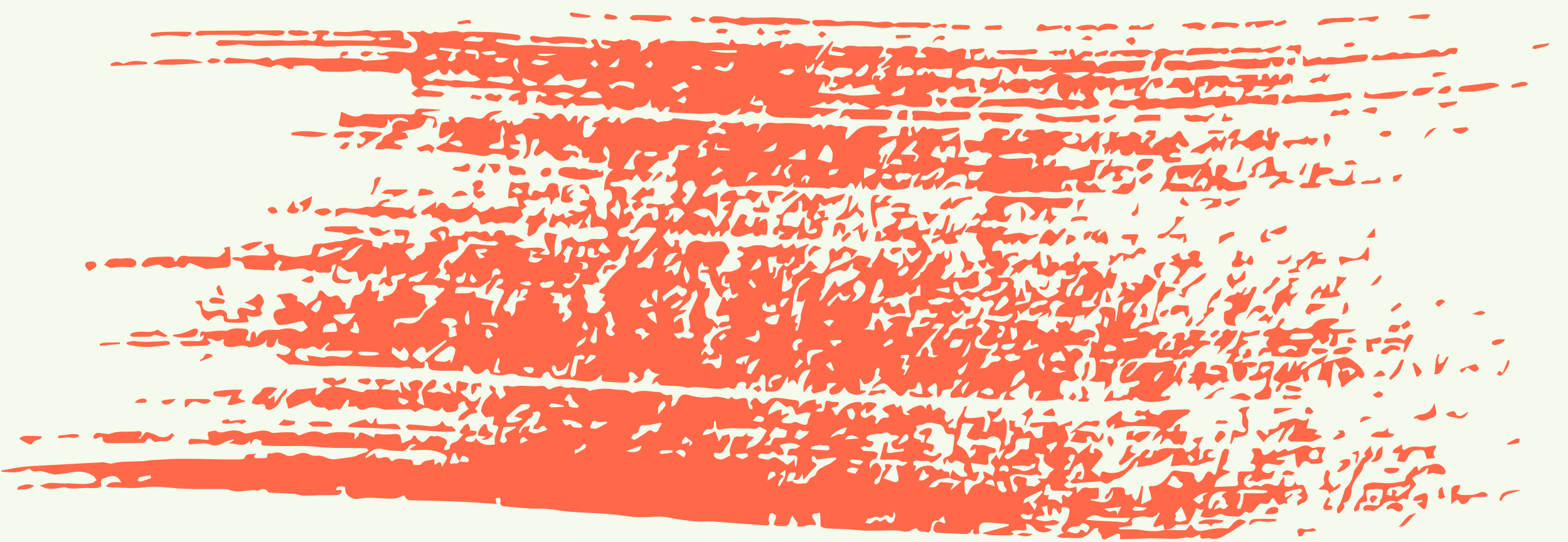
“Transition of moving away from home”

The greatest challenges for me were socialising and the stress from work.

There is a lot of course work and it can be hard dealing with the transition of moving away from home. I reached out to the student wellbeing service for help and also got support from my tutor. Trips home were also greatly beneficial! I

felt a lot less stressed and more content by using these resources. The

University can provide you with a lot of support, especially tutors.

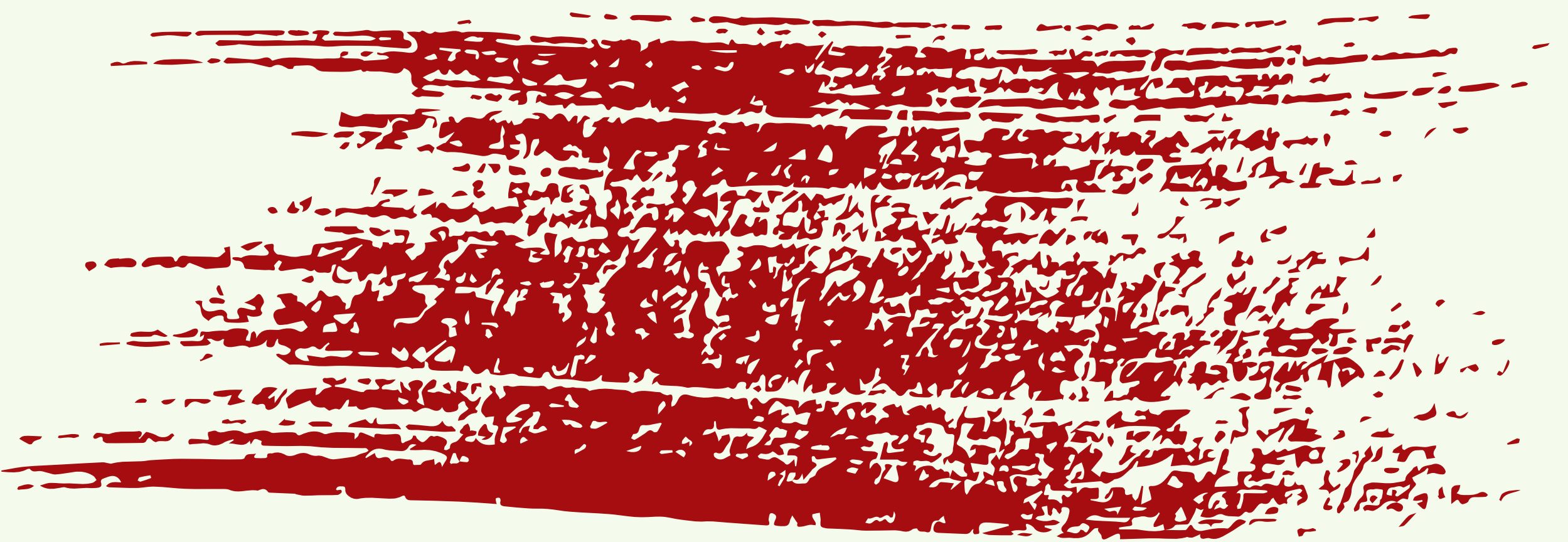


Time
Management



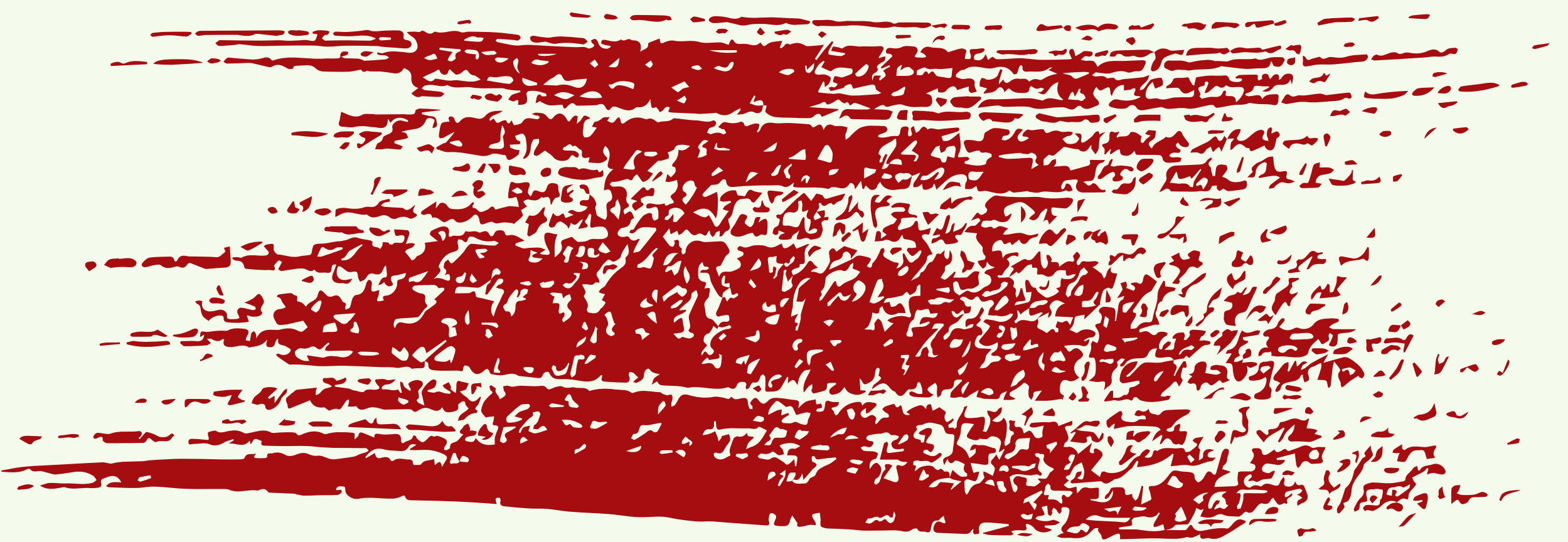
“A lot of my time was consumed writing essays”

My greatest challenge has been the workload from the assignments which meant a lot of my time was consumed writing essays. This was more difficult when completing placements as we would have university and school tasks to complete at the same time. Staff on the course were helpful at some points and particular members stood out. I spoke with members of staff that I felt comfortable with and asked for help, and then tried to prioritise my activities. It was good to speak to people but often they could not help. In the first two years, my personal tutor was excellent and I would always go to them with a problem. He was really supportive and always made me feel comfortable. In third year, my tutor was less helpful and did not make time to schedule meetings. She did not offer much support to me. They could not help with deadlines and piled on pressure at times for example, my tutor said that because my results were good then I was clearly not struggling. The advice I would give to a friend is to still speak to staff but select carefully who to speak to. Find a key member of staff that you feel comfortable with to help you. Also, prioritise work in order of when it needs to be ready by. The university offered services for support but these were not always easy to access. Those that stood out had empathy and a real understanding of the pressures of university.



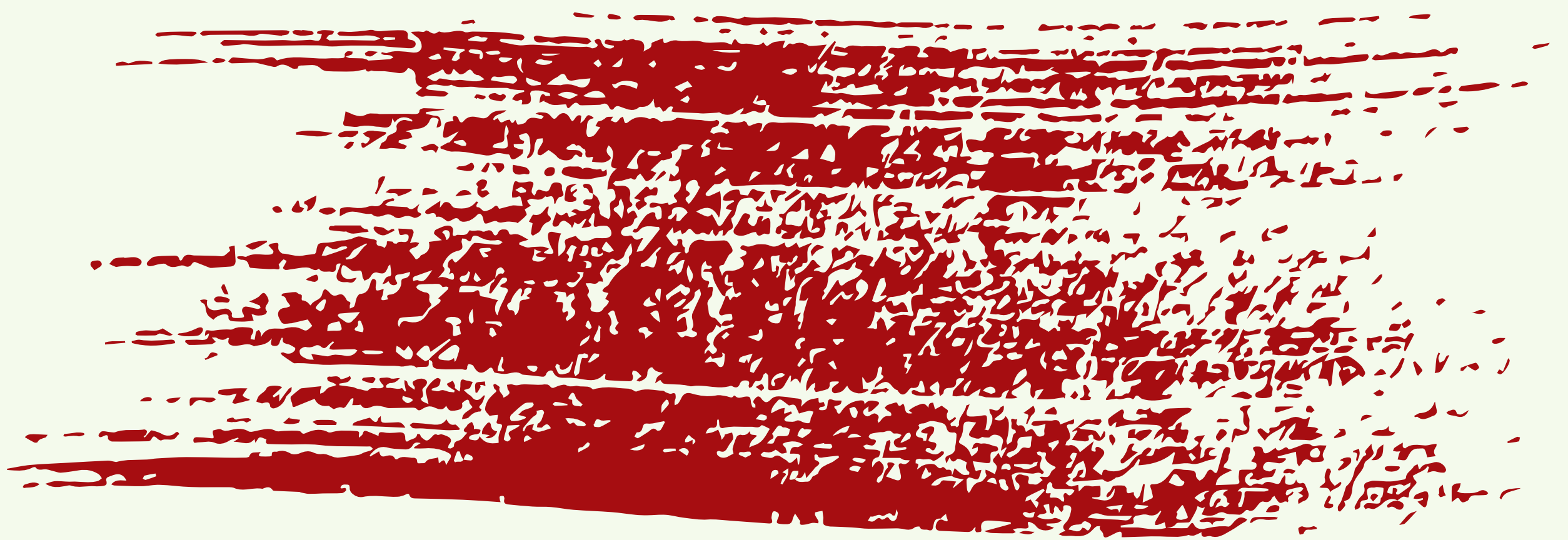
“Managing the workload set by university”

My greatest challenge was managing the workload set by university whilst also being on placement. The expectations when on placement were high in terms of additional workload. I believe that placement should have been an opportunity to really apply what we had learnt whilst being in a setting rather than having many additional tasks to do that hindered us from really enjoying the experience and developing a greater love for the profession. I spoke to members of staff that I felt comfortable to confide in. This offered little help. I understand that the staff are unable to change/do much to alleviate the issues faced but this clearly signifies that there is change that needs to be made within the structure of ITT and the profession as a whole. I would reach out again but, since they were not helpful the first time, I am unsure if it would help. My advice to a friend would be to prioritise work and get in touch with members of staff that you feel safe and comfortable with. The third-year head of year is very responsive and eager to support my needs. My personal tutor was not the most approachable but I knew staff members who I could talk to.



“Trying to have time for myself”

I found that my greatest challenge was managing workload and social life while trying to have time for myself. I struggle to have enough energy after working to spend time with friends, and pushing myself to do so affects my work. I started using headspace after work to help me reset so I could have the energy to keep going. I also learnt to say no to social situations when I knew it would push me too far. Headspace and taking 15 minutes to myself does stop the build-up of stress but only to a certain extent. If I have a lot of commitments, it can feel like I am wasting time I could be using instead. Setting boundaries and being willing to say no to social activities I don't have the energy for does help a lot but there is always some FOMO when I do it. I will keep using these strategies as they've been working so far and I would advise others to use the same strategies I have. However, for more anxious people, they may need more intervention. I didn't reach out to the university for intervention as I didn't think it was necessary and I was able to manage this myself.



“I think it's hard to support people”

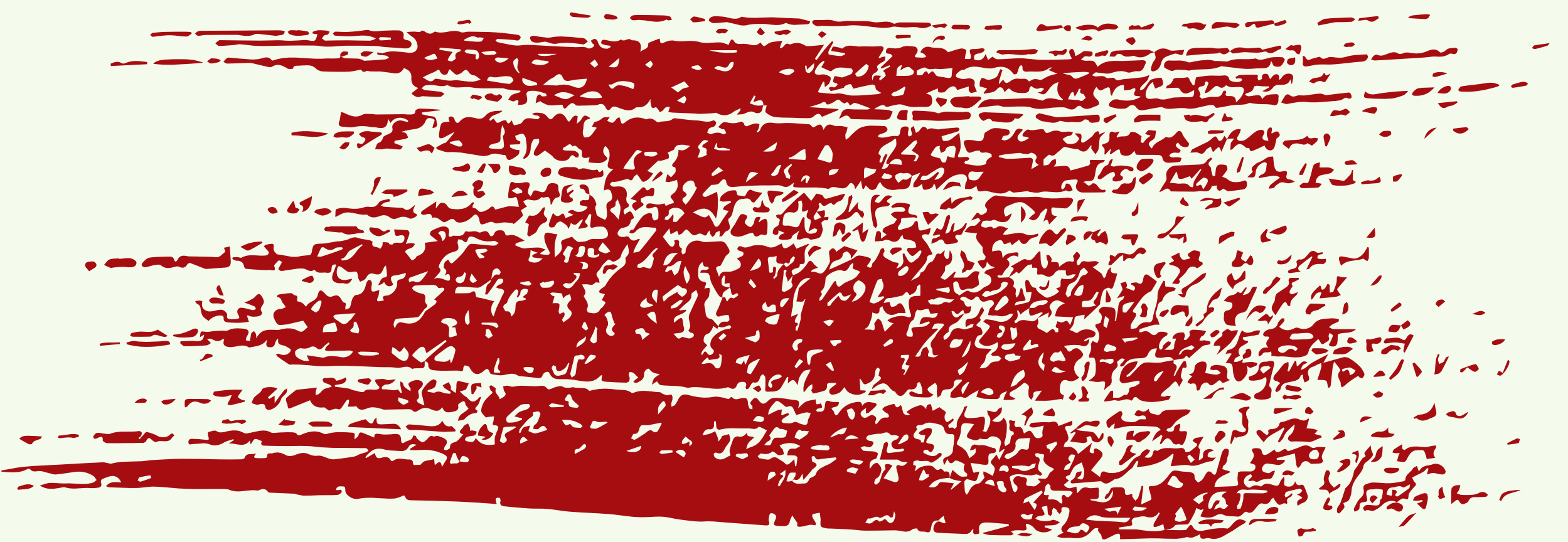
I am a core PGDE secondary student. Everything about the course is challenging, which I think is why this is the final year of it. The hardest thing for me is having to do assignments and lesson plans over every break, so effectively we don't get one. I am exhausted and have had several significant 'wobbles' across the year where I've felt like I can't go on. Sometimes I don't know how I'm managing to be stood upright. It leaves you completely exhausted. There is no time to recover and rest. I understand why there are so few people who go into the profession when they make the course so hard. Teaching itself is not as intense as this.

There is limited help. We can ask for extensions but that's about it. This does help though as it gives you more time.

This course can make you feel quite alone. It's common for other students to say how tough they're finding it but to be in the dark about the fact that others feel the same way.

I'd advise them not to do a PGDE. I'm hoping the PGCE is less stressful.

I don't think the university is in any way unsupportive but I think it's hard to support people when the course is so intense. I think if the PGDE ran for two years and fully incorporated the MA it would be much more manageable. It's a good course but it's so much to ask for one year of study.



“Being positive and flexible in mindset”

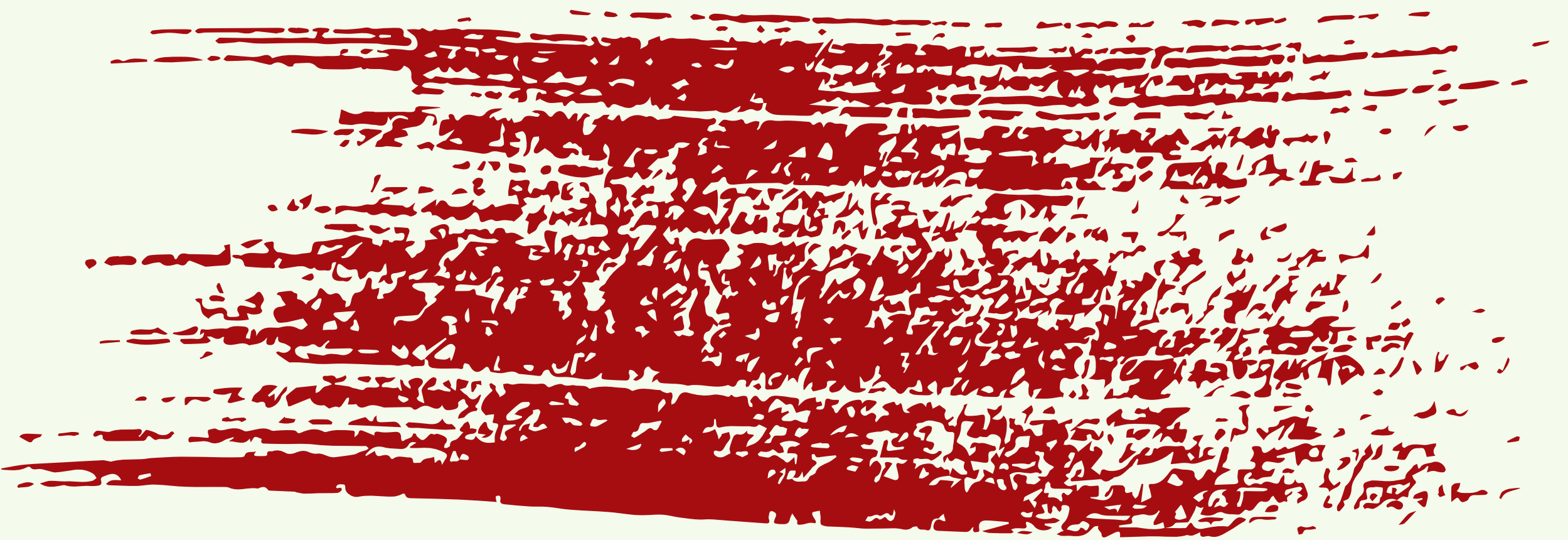
I've found expectations and the demand challenging, balancing academic and teaching requirements leaves little room to focus on yourself!

It's challenging to adapt to the fast-paced nature of teaching and because it is all so new you do feel like it's all-consuming! You're surrounded by mentors and teachers who know what they are doing and it makes you think that you're not as good as them.

I always tell myself that thoughts are not facts! I am learning and it's not about being a perfect teacher but progressing towards becoming one. With time you find your feet and you realise that the all-consuming feeling shows that your heart is in the right place. Make time to do what you love as having something that helps you switch off is everything (and there is absolutely no need to feel guilty for when you're not in teaching mode). At the end of every day tell yourself three things you've loved no matter how big or small. It could be a lesson that went well, a thank you off of a child for peeling their orange, or anything! Ending the day on the positives is massive for a good mindset.

Keeping my head in the right place worked massively. Being in a calm headspace made prioritising tasks or assignments so much easier and kept me focused and organised.

Prioritise your headspace above all and everything else will fall into place. Recognise when you need a break and never feel guilt for putting yourself first - you can come back to whatever the problem is feeling refreshed and more you. You are so capable even if in the moment you're having a wobble. When you feel overwhelmed, break down whatever it is into chunks and focus on that one manageable chunk, not the whole issue.

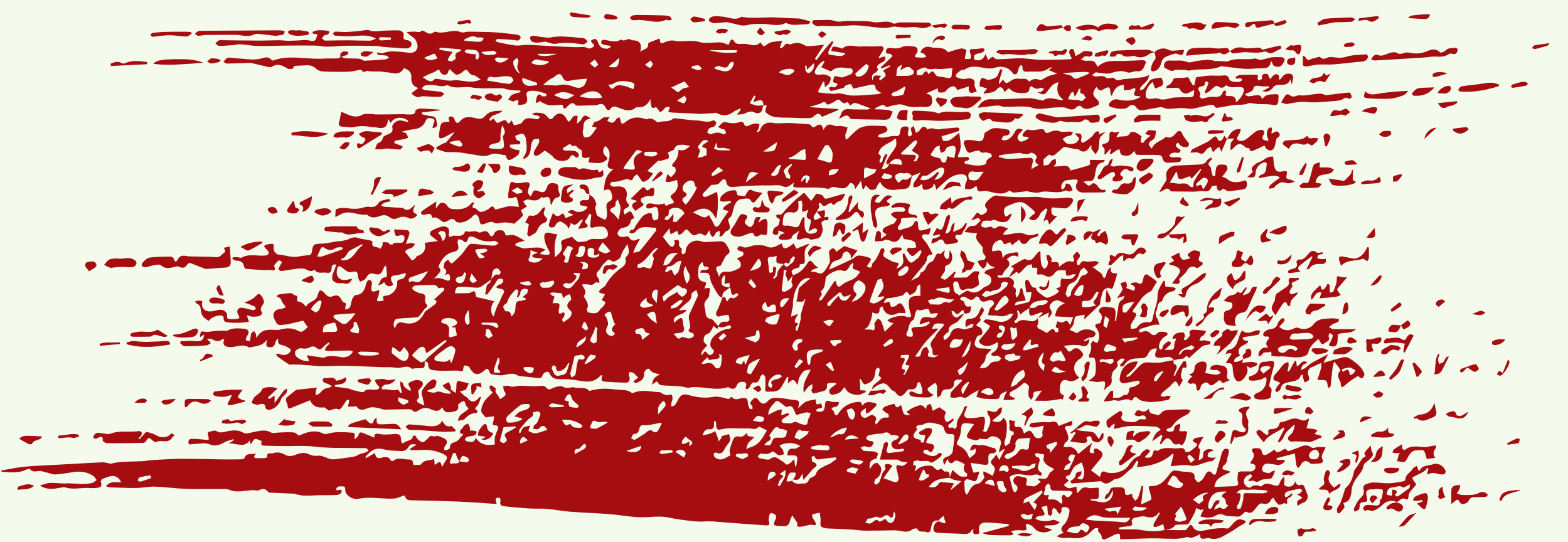


“Being positive and flexible in mindset”

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I always felt supported by LJMU no matter how big or small a query or problem. Just find it in yourself to talk or email when something is heavy on your mind and whatever it is will get 10 times lighter.

Leading lessons and engaging with students and staff is so rewarding, but it can feel isolating when you're 'the student'. Try to keep in touch with others on your course you are all in the same boat! Lesson plan together or all go out and socialise away from teaching conversations. Try get involved with the staff at your placement, have little conversations on your breaks and lunch, and don't just sit on your phone and you'll start to feel a little sense of belonging there. Embrace every minute of placement both good and bad, being positive and flexible in mindset will help you get through it all ups and downs Good luck :)



Work-Life
Balance



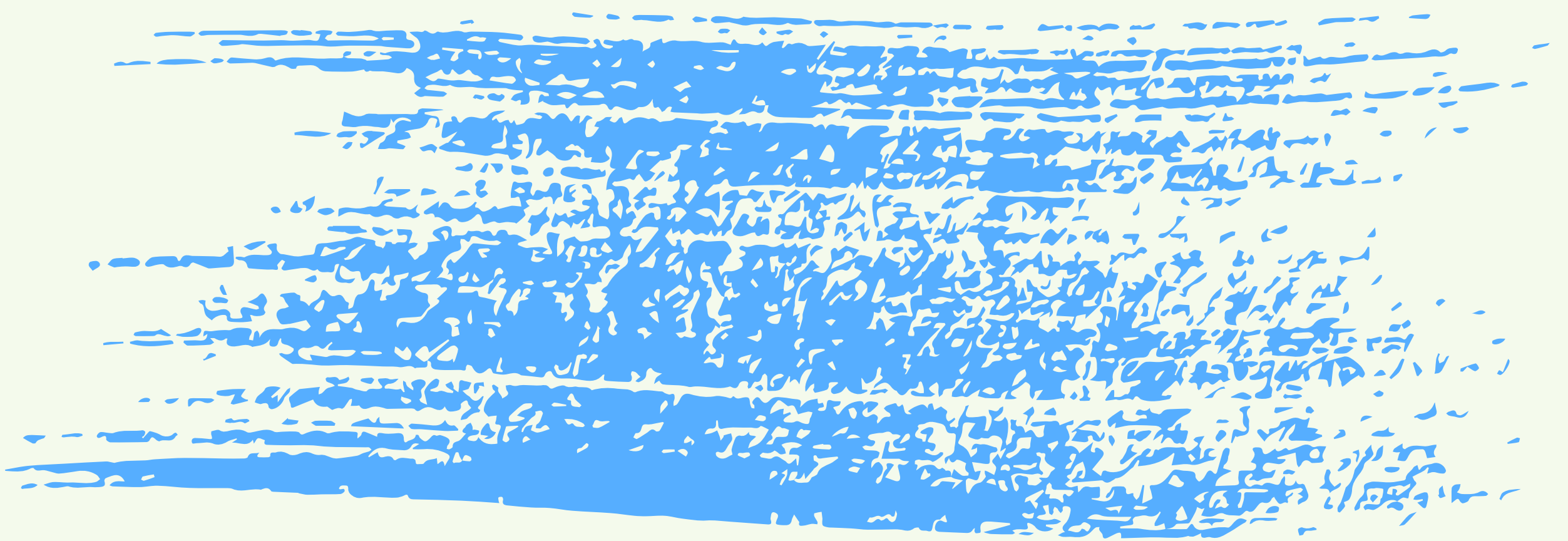
“Balancing childcare & work”

My most challenging experience has been being a mature student, as it made many things difficult such as making friends, balancing childcare, and university work. I haven't really made friends; I just come to uni, do my work, and go home. I commute so finding time to do work and not having childcare from the start was difficult. Student Support was so helpful. They sorted childcare out for me, and my tutor was very supportive. I would tell my friends to use student support for help.

“Getting used to canvas”

My main challenges were getting used to canvas, travelling to and from university and learning how to reference. There was not a full introduction on Canvas; we were given a brief introduction to how it worked however I might have needed more help. Traffic is bad so it can take 1/2 hours to get into university. There was not enough information of how to present a reference list. To overcome these challenges I developed my time management and did some reading. This worked quite well as it allowed me more time to do the things I wanted.

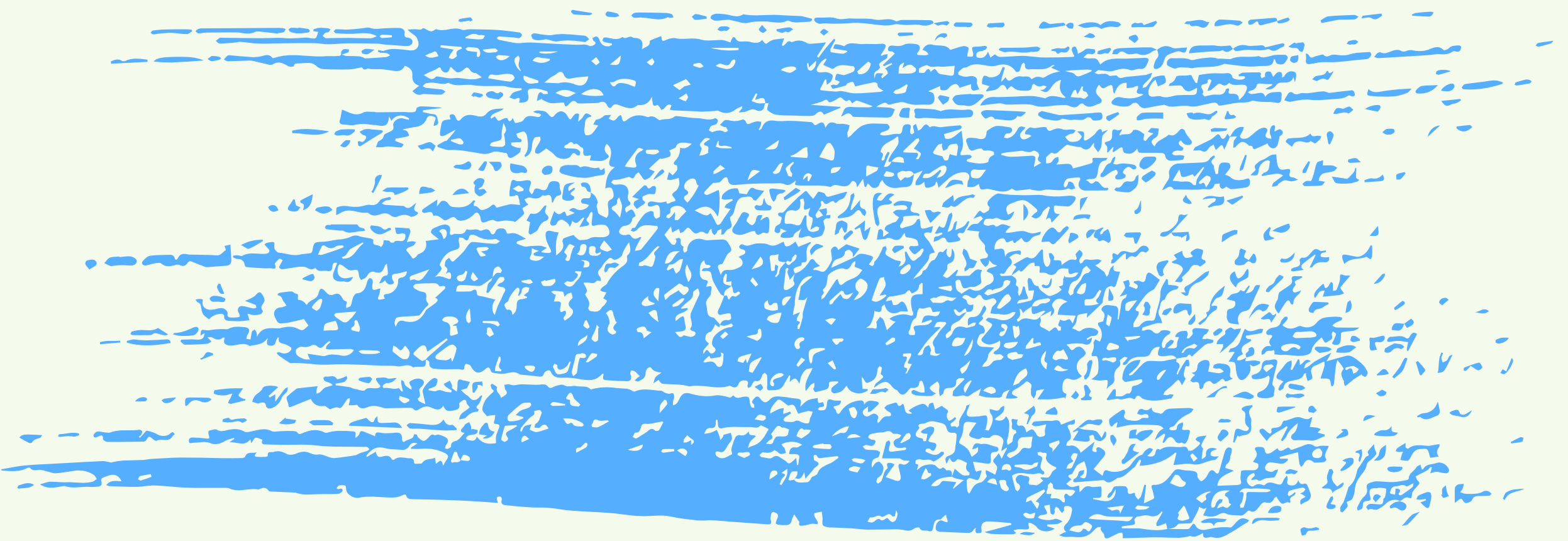
My personal tutor was helpful and supported my application for a new job role.



“Always speak to
someone about your
situation”

My most challenging experience has been trying to juggle everything with my daughter, especially when she has been sick and I have had to have time off. My course relies so much on good attendance, but I am a single parent, and my daughter has had times where she has been really poorly. I have spoken to my personal tutor and my year head as I have to keep them updated, and also had a meeting about my attendance where I explained the situation. I have tried my best to put plans in place for if she needs to stay off nursery and I need to go into uni or placement. It is hard because it is no fault of my own, I always catch up on my work and never submit anything late, I get good grades too, but attendance is so much of a focus it puts pressure on me even though I know I can do this. I can't predict what will happen and there will always be days I need to be with my daughter. Hopefully, these are just bumps in the road and I can continue to be supported. There is no other way to do this, except hopefully not feel so pressured about attendance when grades are good, as I will always need to be there for my daughter.

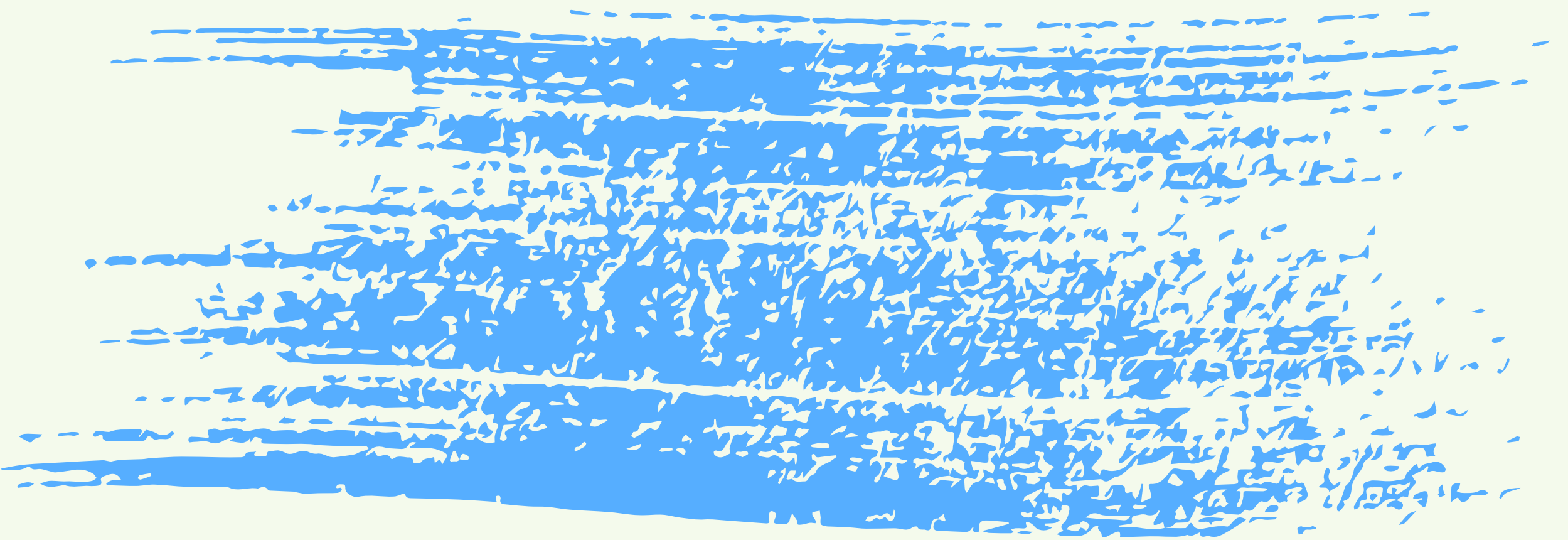
I would tell a friend to always speak to someone about your situation who might be able to help. The University did provide me empathy, but still enforced the attendance rule even though I have genuine reasons for my daughter. It would be nice if older students and those who are parents could be further supported and not just treated the same as the younger students as in my view there are more obstacles for us, especially socially.



“A lot of demand from both ends”

The most challenging experience for me was managing the work-life balance at University. There is a lot of demand from both ends and trying to find a healthy medium can be difficult. To fix it I scheduled time with friends and family that I could not use for study or work too. I thought it would negatively impact my learning but this method was actually beneficial. I felt more energised when it came to studying and I wasn't as stressed so I could properly focus. I would do this again as it is very important to prioritise yourself.

I would advise others to choose a day to be their “off day”. No work or checking emails etc. I'd encourage them to take care of themselves as much as they can. The University repeatedly mentioned prioritising mental health so I took steps to ensure I fulfilled this. I had some conversations with my tutor surrounding this but nothing too serious. However they said the same, and that even people in full-time employment require a break/rest sometimes.

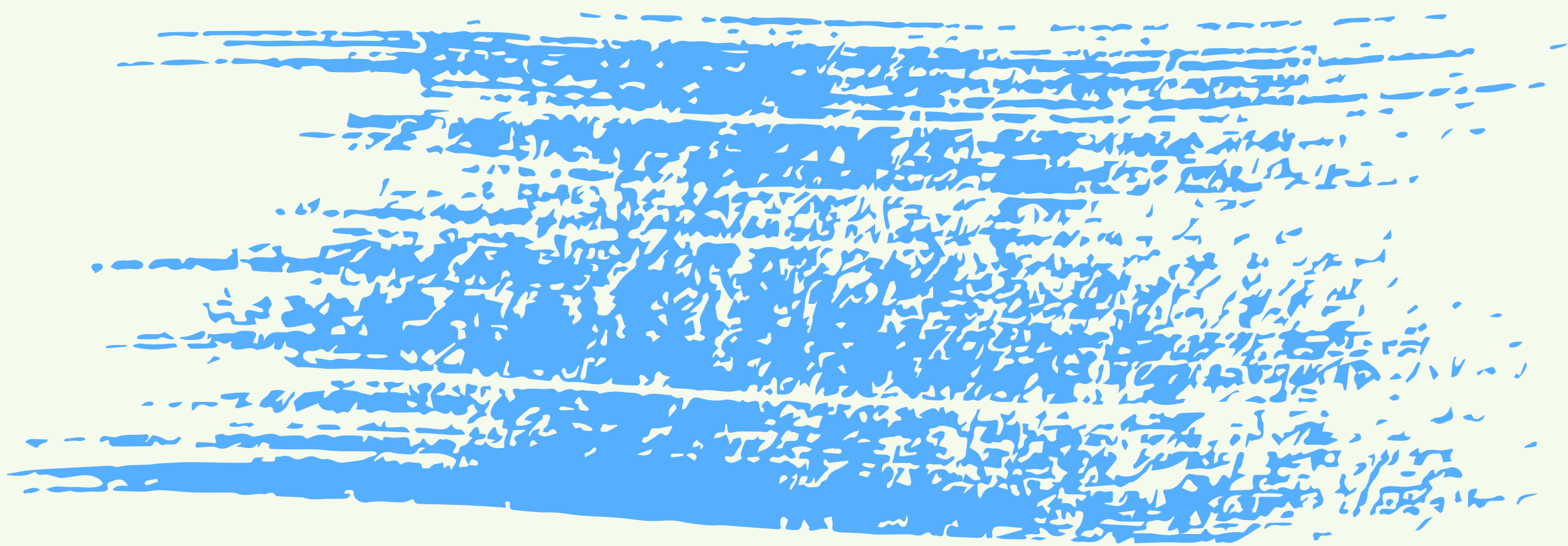


“You’ve got this!”

There have been a lot of challenges during this past year; completing full day placements alongside assignments, the amount of lesson plans and reflections you have to complete, having a social life, & tackling financial burden’s can be a lot all at once.

It can be mentally, emotionally & physically draining to complete up to 3 hours teaching per day with no form of income, alongside setbacks and lessons that might not have went to plan. When you think you’re on top of everything you suddenly remember something else you must do. Also moving away from home has meant finding all new friends, familiarising myself with new surroundings and environments whilst living on my own for the first time & having no source of income.

I always remind myself why I am here and why I chose to do this. Despite all these setbacks & challenges, I continue to wake up every day excited to see and teach my class. I remind myself that the course is a year and it is meant to be this intense & not everyone can be in my shoes. Soon enough I will graduate and then have my very own class. As for a social life, I prioritise my self-care to ensure I do not burn myself out and I jump at any opportunity to enjoy living in Liverpool & spending time with amazing people! Financially it has been a struggle but through LJMU funding & support I have been able to budget much more effectively. I do work when I am at home (not ideal) but I wouldn’t have it any other way.



“You’ve got this!”

...

I feel as though all these strategies have worked as I am now 6 and a half months into my PGDE & I feel as though such a weight has been lifted. Things slowly but surely have begun to feel much more natural and I am excited & eager to teach rather than being a big bundle of nerves.

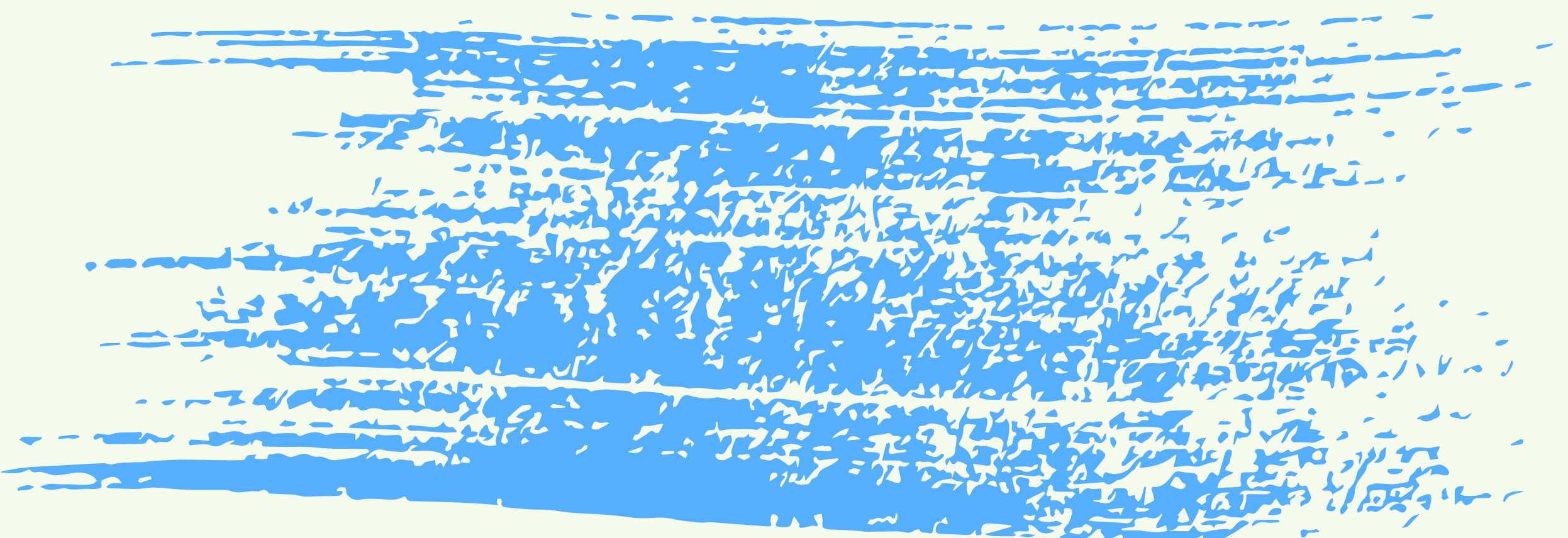
Without reminding about why I decided to come here, I don’t think I would’ve made it this far. Also, without the support of encouraging peers, it has reminded me that we are all in it together & we are not alone.

Remember the difference you make in children’s lives, it takes a big heart to shape little minds.

The university has provided various advice on teaching. They have reminded us that no question is a silly question. During lectures, we can provide real-life scenarios of the classroom and receive feedback on what could have been done differently or any advice the lectures can give. Similarly, due to financial difficulties of not being able to work whilst completing a full-time postgrad, I have been so lucky to receive financial help from LJMU. This reduced my stress towards money & allowed me to focus more on my studies.

I often have meetings with my tutor & she always asks me to describe something that I am proud of since the last time we spoke, which allows me to give credit to myself & recognise the positives & not always focus on the negatives. Similarly, we spoke about anything that was worrying me & she often provided relevant, helpful advice. Reassuring me that I am not alone & I am on track with my teaching.

For anyone thinking about completing any teaching degree or in the middle of their teaching degree: do not give up! Your smile, hug & laughter could be the one thing a child needs that day to cheer them up. You’ve got this!



We want **you** to join us in creating an international version.

If you want to be included in future edits of the book:

1.) Please collect your anonymised students' stories of resilience on a word/pdf doc.

Remember to include YOUR contact details.

2.) Scan the QR code or follow the link to the padlet below

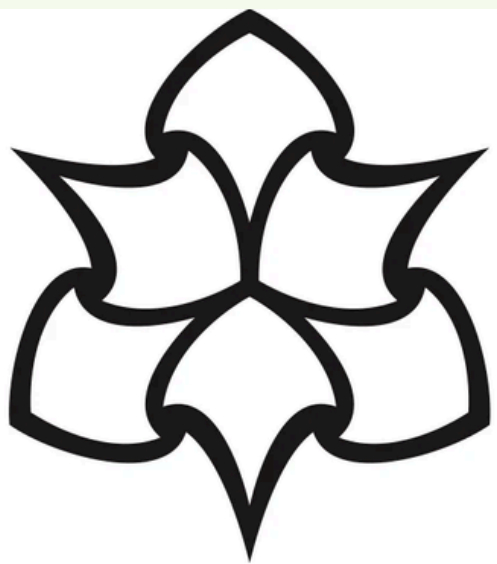
3.) Press + to add a new post, then select your location and upload the stories.

The stories and locations will then be collated and shared in an online version of the **International Little Book of Hope** which you will be able to use to support your students.





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