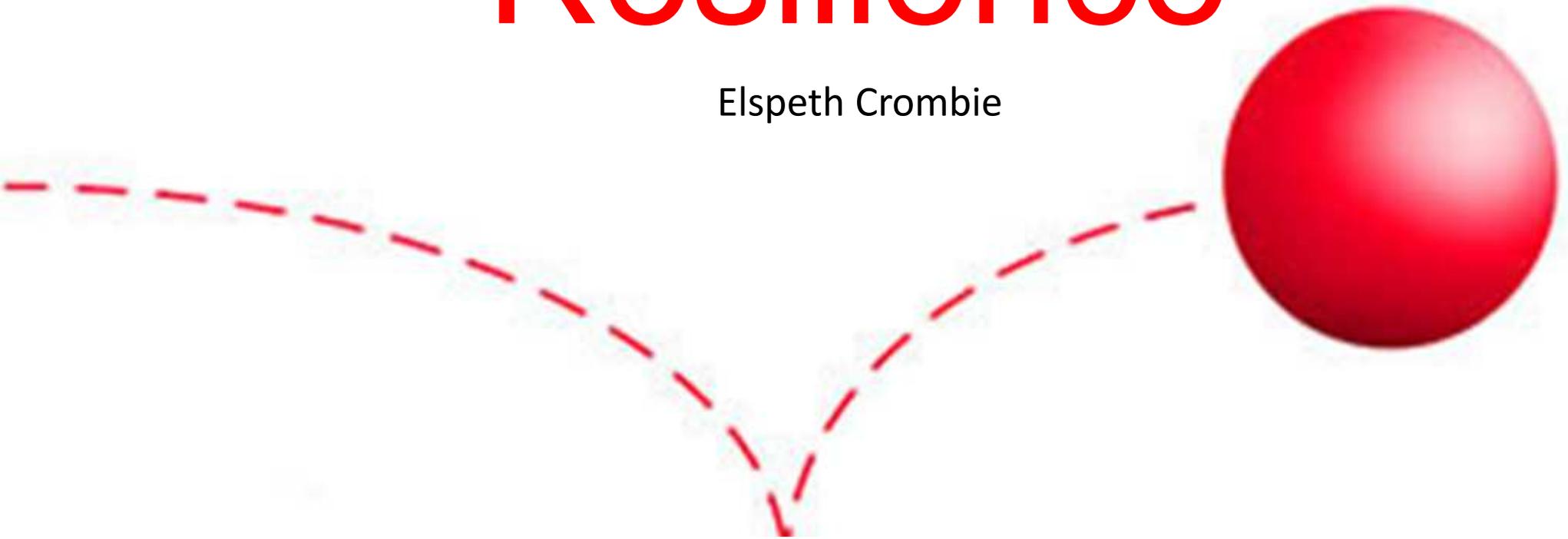


Building Resilience

Elspeth Crombie



Aims of this session

- In this session we'll be talking about:
- Why resilience is important.
- Mindset terminology – fixed mindset and growth mindset
- The theory of mindset and putting it into context
- Finding out your mindset
- The power of yet
- It's OK to fail
- Moving forward Next steps

What is resilience?

Resilience is that quality that allows some people to be knocked down by life and come back stronger than ever. Rather than letting failure overcome them and drain their resolve, they find a way to rise from the ashes.

Factors that make someone resilient include

- a positive attitude,
- optimism,
- the ability to regulate emotions, and
- the ability to see failure as a form of helpful feedback.

<https://www.youtube.com/watch?v=45mMioJ5szc>

Even after misfortune, resilient people are blessed with such an outlook that they are able to change course and soldier on.

Peter Gray - Declining Student Resilience

“We have raised a generation of young people who have not been given the opportunity to learn how to solve their own problems, to get into trouble and find their own way out, to experience failure and realize they can survive it, to learn how to respond [to challenges] without adult intervention.

So now, here’s what we have: Young people going to college still unable or unwilling to take responsibility for themselves, still feeling that if a problem arises they need an adult to solve it.”

- *Psychology Today*. 9/22/15

A need for resilience

BBC North Wales News 31.8.16

UK girls becoming more unhappy – study By Judith Burns 31 August 2016

Girls in Britain are becoming more miserable, suggests the Children's Society's annual report.

Among 10 to 15-year-old girls, the charity's report says 14% are unhappy with their lives as a whole, and 34% with their appearance. Researchers were told of girls feeling ugly or worthless. The figures for England, Wales and Scotland for 2013-14 represent a sharp (3%) rise in unhappiness on five years before.

By contrast the study found that boys' sense of happiness remained stable.

And more seriously

- “He had been head boy of his school and captain of chess and cricket. He had 12 A-star GCSEs, 4 A levels, a place on operation Raleigh and a scholarship from his first choice of medical school. He played the cello in a youth orchestra and expected a choice of parts in the school play. Then he started driving lessons. He failed the theory test twice and the practical test four times. This everyday skill, mastered by every Neanderthal oik in a battered white van, every fluffy white haired lady in the Tesco car park, appeared beyond him. He fell into bitter depression. ‘I nearly decided not to go to university because I never wanted to be tested again, on anything. I had no idea failing hurt so much. Why did nobody ever train me in how to fail? Even at primary school, I always won the egg and spoon’”.
- Libby Purves, TES, 6.7.07, writing about her son, Nicholas Heiney

So where is this pressure coming from?

- Family/friendship issues
- Pressures of Social Media (Needing to be liked!)
- The pressure to conform – hair, clothes, actions
- Young people (and the not so young) giving up too easily – A need to be spoon fed in order to succeed
- The increasing complexity of examination specifications and type of examination questions is posing more challenge to our pupils.
- International comparisons eg PISA puts pressures on us all.

- If we can build resilience in young people there will be benefit to whole life experiences, not just school.

Learning: an evolutionary imperative?

How much of this learning is genetic ie happens naturally and how much down to our desire to learn?



What is Mindset about?

Growth Mindset

Your mindset is your beliefs about yourself and your abilities, your faith (or lack of it), your personality, your political views, your talents etc.

People who cannot/will not change their mind are said to have a fixed mindset. Those who are willing to try something new are said to have a growth mindset

- “Those who cannot change their mind, cannot change anything”. George Bernard Shaw.



Growth Mindset The Force

**Because you are
eager to learn you
are happy to have a
go and...**

Embrace challenges

**Keep going even when
it's hard**

**See effort as the
journey to success**

Learn from criticism

**Are inspired by the
success of others**

Fixed Mindset The Dark Side

**Because you are
afraid of looking silly
and getting things
wrong you...**

Avoid challenges

**Give up easily when it's
hard**

**See effort as a waste of
your time**

Ignore useful feedback

**Feel threatened by
other people's success**

To diet or not to diet?



- Oh..... I need to loose some weight!!
- I can't today 'cos I'm going for a drink with friends tonight and a meal with my boyfriend on Saturday. I'll start next Monday

- Oh..... I need to loose some weight !!
- Right I need to watch what I'm eating and need to take more exercise
- I can still go out with friends but ... no dessert for me!!

So what's the outcome?

Avoids the challenge

Gives up easily

Effort is temporary



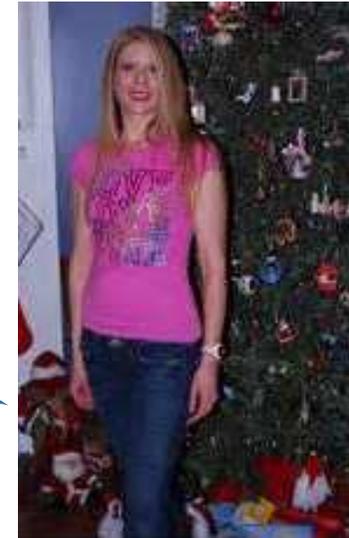
Gets frustrated

Threatened by others success?

Leads to a very emotional woman who is constantly trying to regulate herself and how other see her. Self esteem falls. Potential to loose weight is reduced

Embraces the challenge

Works through setbacks



Believes the effort is paramount

Uses feedback positively

Is inspired by others success

Leads to a self motivated person who sees the benefits of the hard work . A calmer "successful" person who is likely to achieve more that anticipated

To put it another way Growth Mindset means:

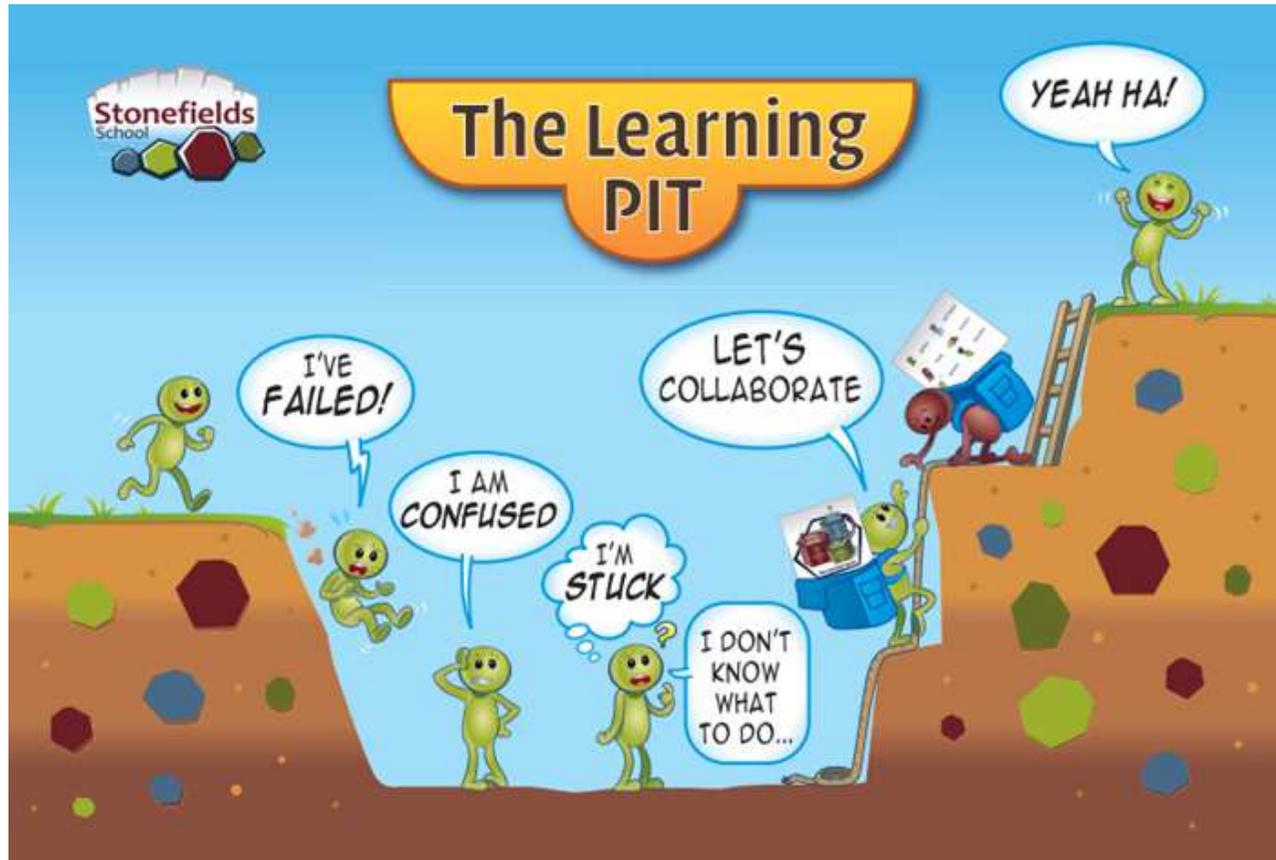


So enough theory what about
practicalities

Faculties created displays around school



Some pupils were encouraged into the learning pit



.....and taught how to get out

Encouraged to use The Power of YET

There is a difference
between **NOT**
KNOWING
and
NOT
KNOWING **YET**

-Sheila Tobias

10 Reasons Why Failure is Important

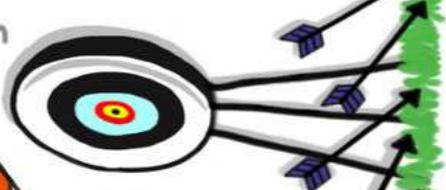


"I have not failed. I have just found 10,000 ways that won't work."

- Thomas Edison

@sylvia duckworth

-  Failure means you have at least tried.
-  Every failure is a step towards success.
-  Failure makes you stronger and more resilient.
-  Failure teaches you how to deal with disappointment.
-  Failure helps you identify your weaknesses.
-  Failure inspires perseverance and builds character.
-  Failure develops creativity & problem-solving skills.
-  Failure teaches humility and empathy.
-  Failure keeps you in the growth mindset.
-  Failure helps you appreciate success.



Failure is important, but it's the moment after failure, when we get up and try again, that should be truly celebrated. Paraphrased from George Couros & Kim Pollishuke

- What we need to try and do is to let pupils know that it's alright to fail

PROVIDING they learn from that failure and grow from it.

- “I have failed over and over again in my life. And that is why I succeed”.
- Michael Johnson (Sportsman)

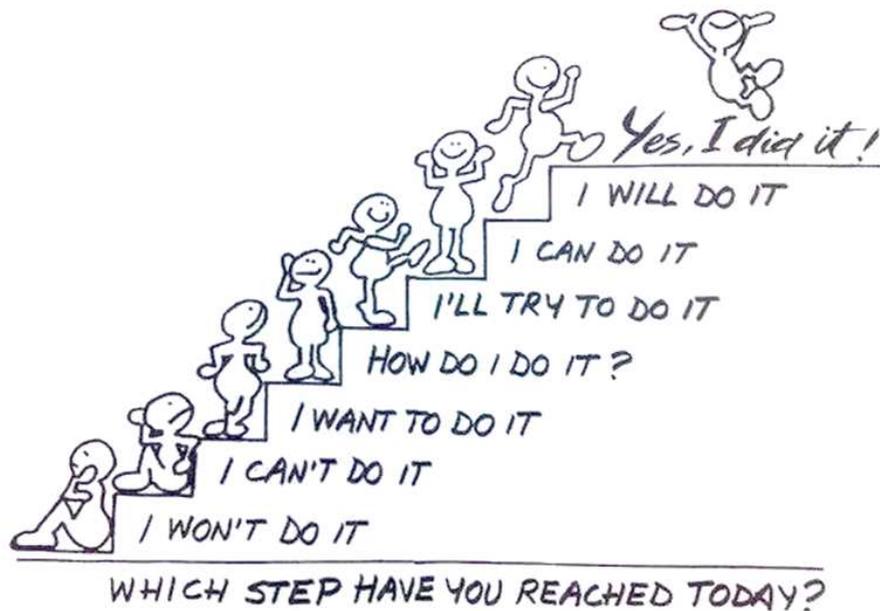


Draft and re draft

14.4.1914
Dear diary,
Today I said goodbye to my dear husband and my dear lovely son, I will miss them dearly but I do have much to do with the other four little ones running around this horrible tiny little house. This morning after saying goodbye to ~~Philip~~ Sohn and ~~Philip~~ I had to get all the others ready for school and that's treaky ~~without even~~ even when Sohn is here to help me, so me doing it by my self myself was even harder.
But even though Sohn wasn't here I was still able to get all of them ready and to school on time. After taking them to school I got back after going to the market to get ~~my~~ our weekly rations, I did all the washing with the big bucket of hot water and ~~a~~ bar of soap and I even used my new washing line which is now hanging outside the

You made it better!!
window with the boys Sunday
suits and the girls Sunday
dresses.
After the kids got home today after school we all had dinner which was steak and kidney pies which Mrs Smith made next door for us with some mash potatoes which Mr Davies gave us from his garden. We then had some cake which I made from left over the fruit outside in the garden.
But now I'm going to be without my dear husband. It's going to be a lonely sleep tonight.
Self assessment
• I think I did alright but I think I could have used a different form of English because the type I used in my work sounds more modern. I could have also said about the more about how they lived and how the house was and how much women had to do ~~in the~~ around the house. I don't think it sounds like a diary either I think it started sounding like a story.
A very fair evaluation, Becky. You have done really well there though. Great effort!

What are we aiming for (Teachers)?



- Model resilience. What do you do when you work outside your comfort zone?
- Praise the effort and the journey, not the outcome
- Remind pupils of the purpose and the goals achieved
- Encourage a positive mindset
- Let pupils fail, encourage them to try again

3B4ME

Brain, Book, Buddy, Boss



STUCK?



KEEP
CALM
AND
TRY THREE
BEFORE ME

Check you have completed the task fully. Check your work against the success criteria

Ask yourself what you can do to improve your work and then make it better

Ask a classmate what you can do to improve your work and then make it better

Evaluation of the techniques

Some comments at the end of one term

- Are you noticing any impact as yet
- Some Greater awareness of the power of yet and the learning pit.
- Reduction in number of questions asked
- Logical thinking has improved
- Collaboration is supporting have a go method
- Noticing detail is evident in assessing exam questions
- Confidence with numeracy is growing
- Is it more noticeable with some year groups rather than others
- Yes More noticeable in Yr 8 and Yr 10
- Top and bottom sets seem to respond fairly positively showing fairly good improvements quite quickly.
- KS4 pupils better able to work independently in preparation for CATS
- Why do you think this is
- New spec demands more spontaneous speech and regular learning which are encouraged by resilience strategies

What next

Moving forward Next steps

- We are not going to achieve this overnight, and it is hard to quantify outcomes in terms of the WST!!
- Cross Faculty Meeting remain the focus for leading this through school with faculty teams delivering strategies
- Change negativity into positivity by shifting the emphases of our language from praising ability to praising effort, by commenting on what has been achieved rather than focussing on what has not
- Continue to allow pupils to fail providing they learn from the experience

- Continue to build a can't do it YET culture
- Developing even better pupil response to assessment feedback
- Offering sufficient challenge without too much stress so as to promote meaningful learning. (Personalising differentiation)
- Implement Donaldson's four purposes
 - Ambitious capable learners ready to learn throughout their lives
 - Enterprising creative contributors,
 - Ethical informed learners
 - Healthy confident individuals

And finally

- <https://www.youtube.com/watch?v=locLkk3aYlk>