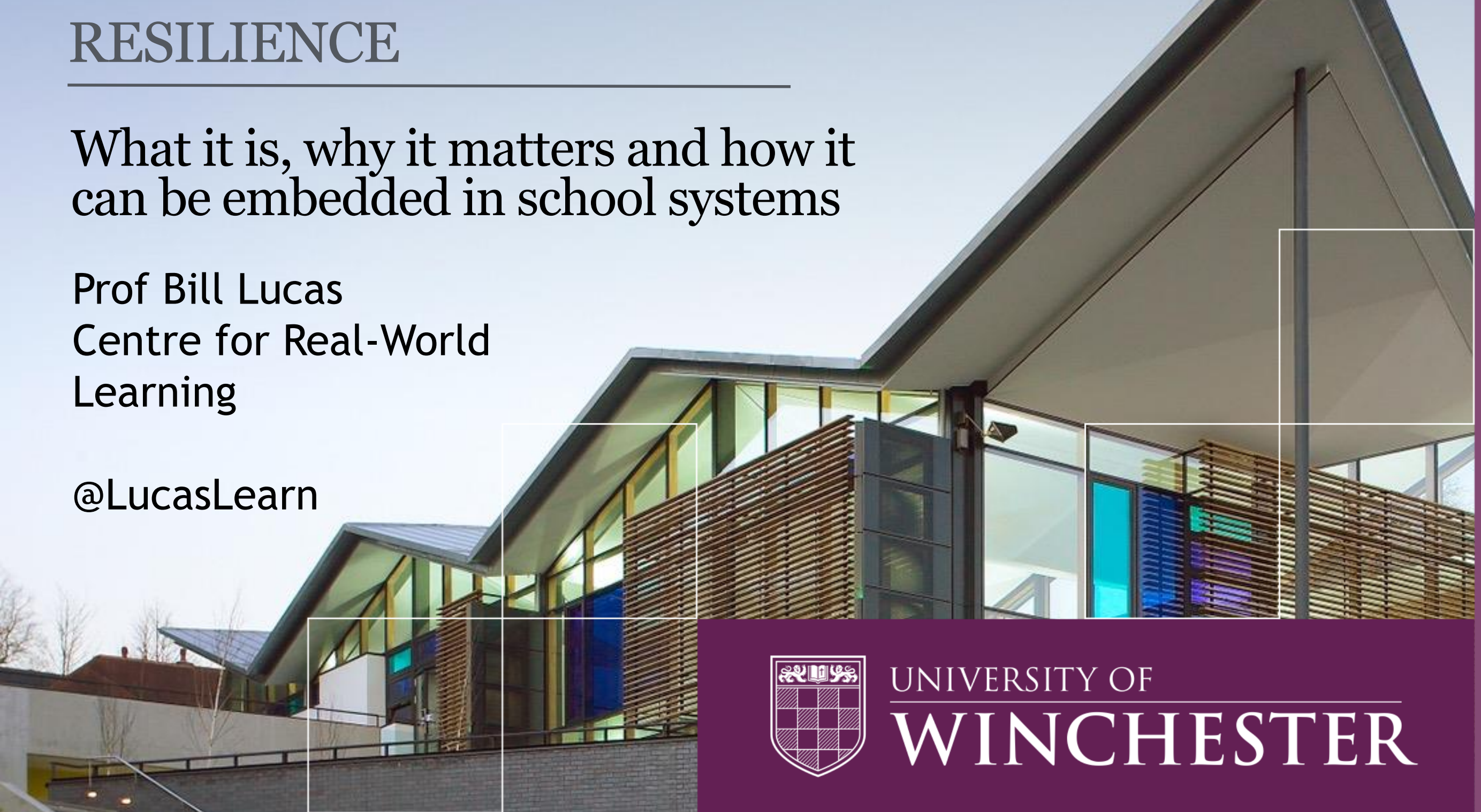


RESILIENCE

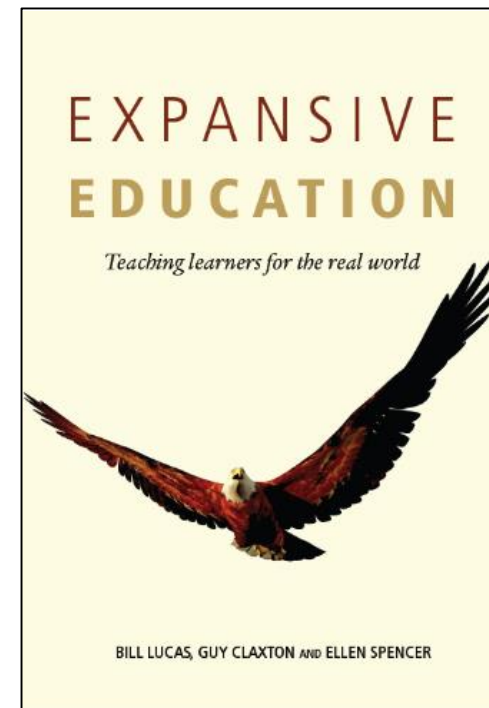
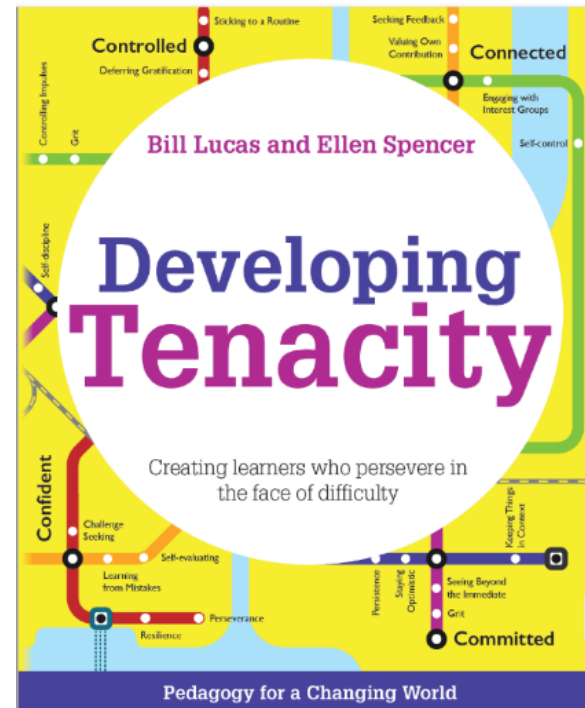
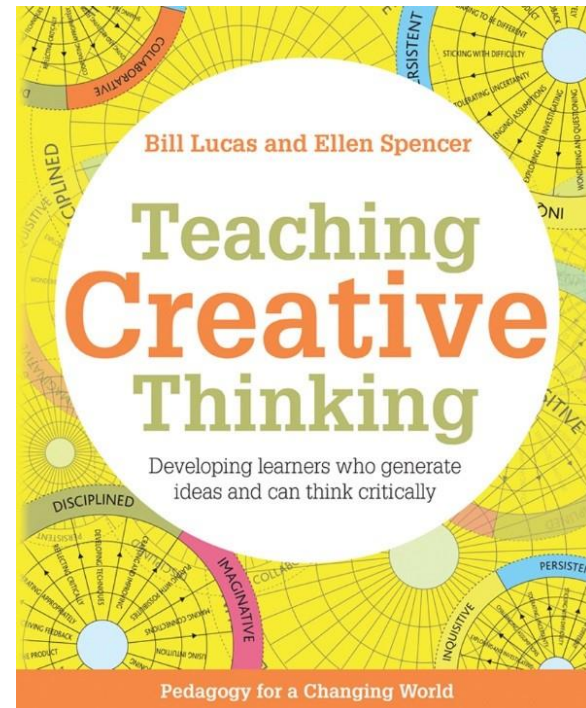
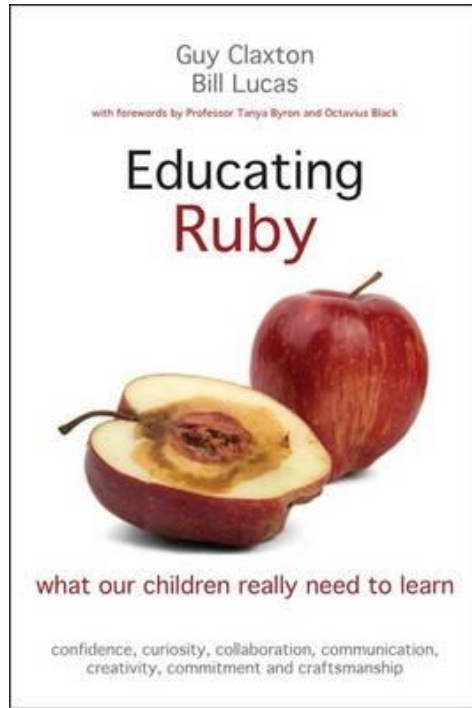
What it is, why it matters and how it can be embedded in school systems

Prof Bill Lucas
Centre for Real-World
Learning

@LucasLearn



UNIVERSITY OF
WINCHESTER



1. What are the elements of school climate in which tenacity flourishes? What is the role of system leaders in creating and sustaining this?
2. Which formal or informal pedagogies cultivate resilient students? What is the role of system leaders in creating and sustaining this?
3. And what about resilient staff? What is the role of system leaders here?

Resilience - what it is and why it matters

Y7CM	Daily Assembly Time (9.00 – 9.15)	1	2	Break time (10.45 – 11.05)	3	4	Lunch time (12.45 – 1.45)	5	6
		9.15 to 9.55	9.55 to 10.45		11.05 to 11.55	11.55 to 12.45		1.45 to 2.35	2.35 to 3.25
Monday		Literacy	English		Maths	ICT		PSCHE	Geography
Tuesday		English	Art		French	Science		Design Technology	
Wednesday		Literacy	DT		Art	Drama		ICT	Science
Thursday		PE	Maths		RE	English		History	PSCHE
Friday		Literacy	Maths		Art	Science		PE	

Some key words

resilience

grit

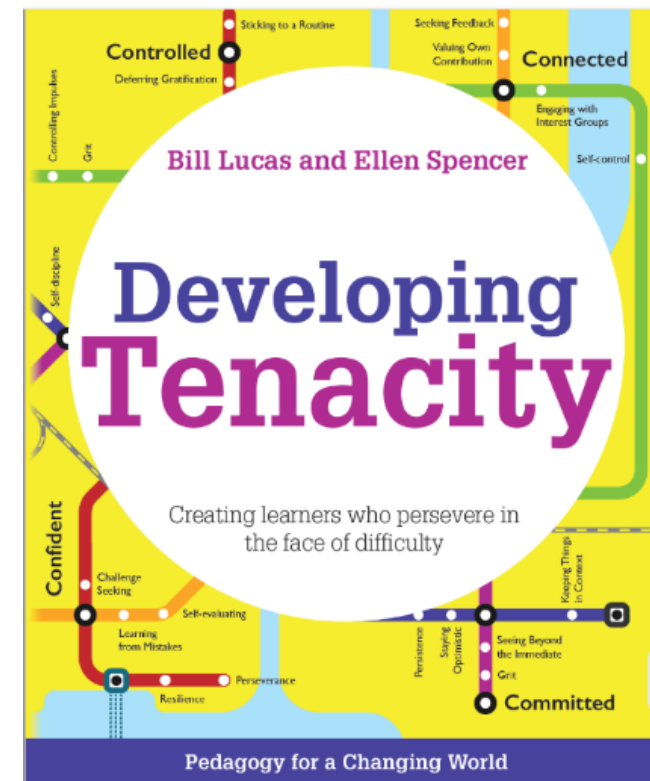
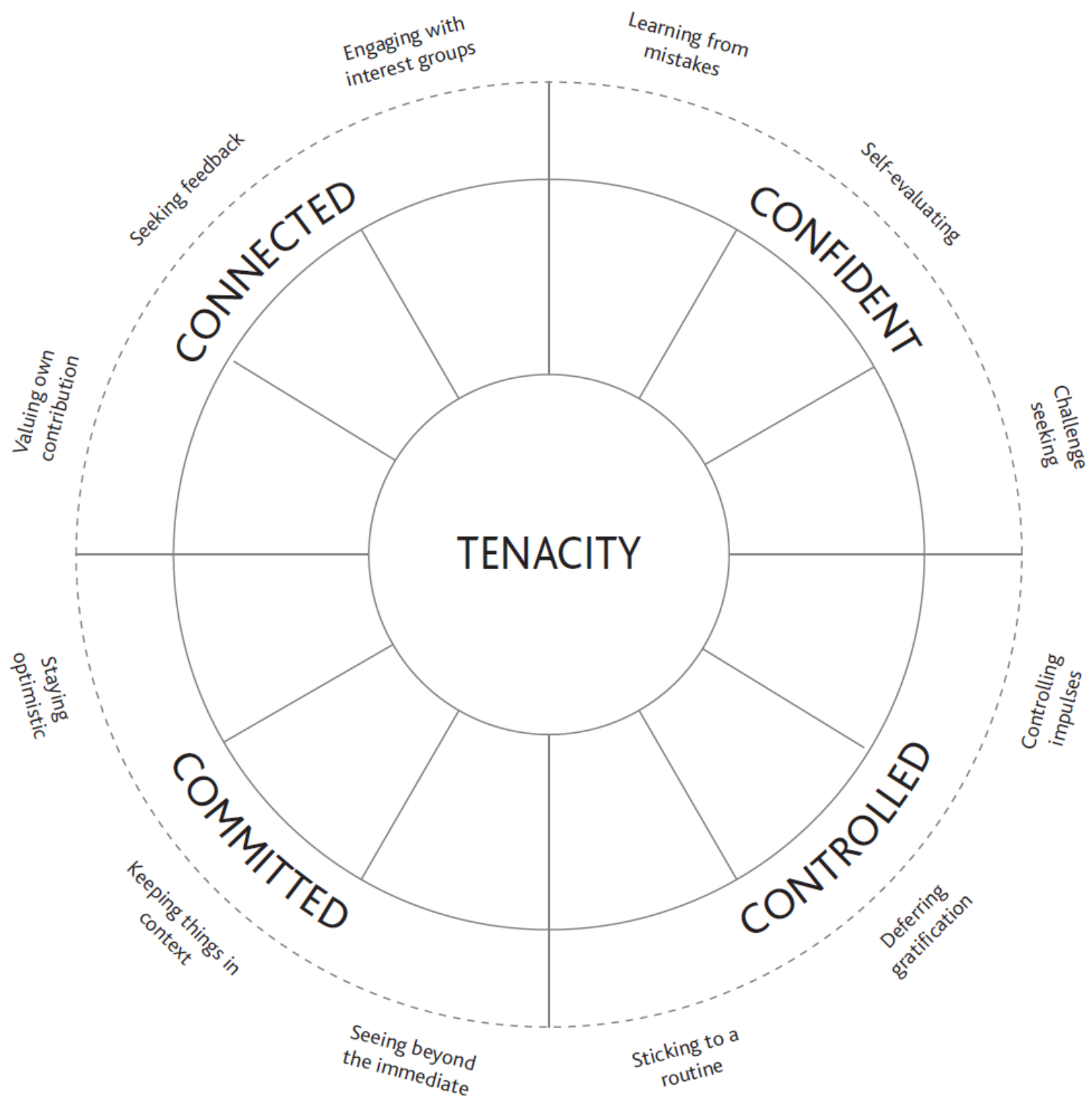
tenacity

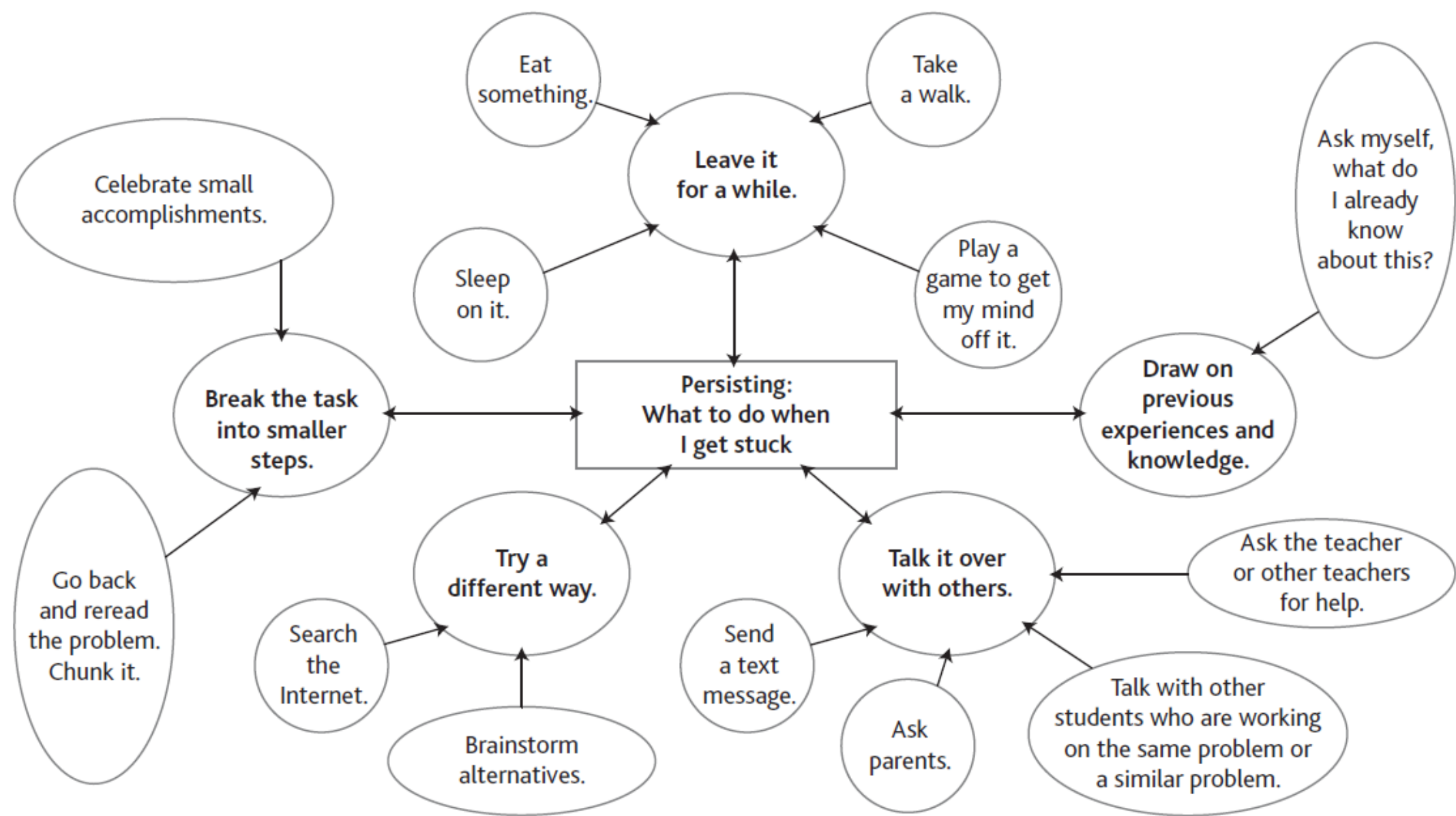
persistence

perseverance

self-control

growth mindset





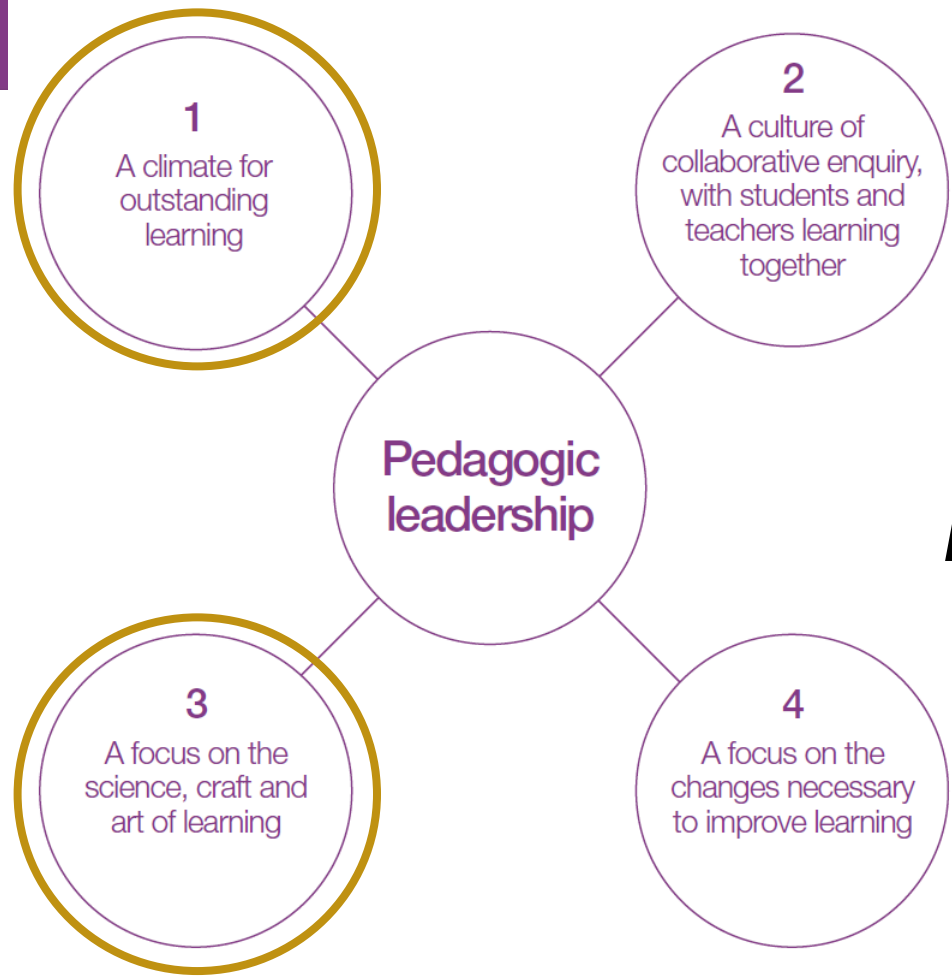
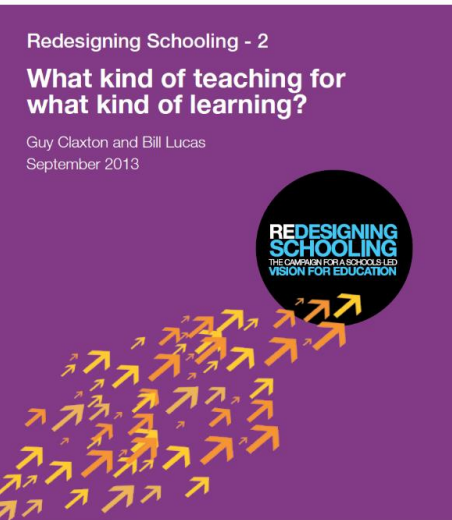
Skills and strategies for persisting

Source: Anderson and Costa (2008, p. 85)



**KEEP
CALM
AND
ASK THREE
BEFORE ME**





Systems leadership is essentially about how to create, improve and sustain successful organisations. This is a social process. While we do not underestimate the critical issues in creating commercial and technically viable organisations, even these are built on the social process of human relationships.

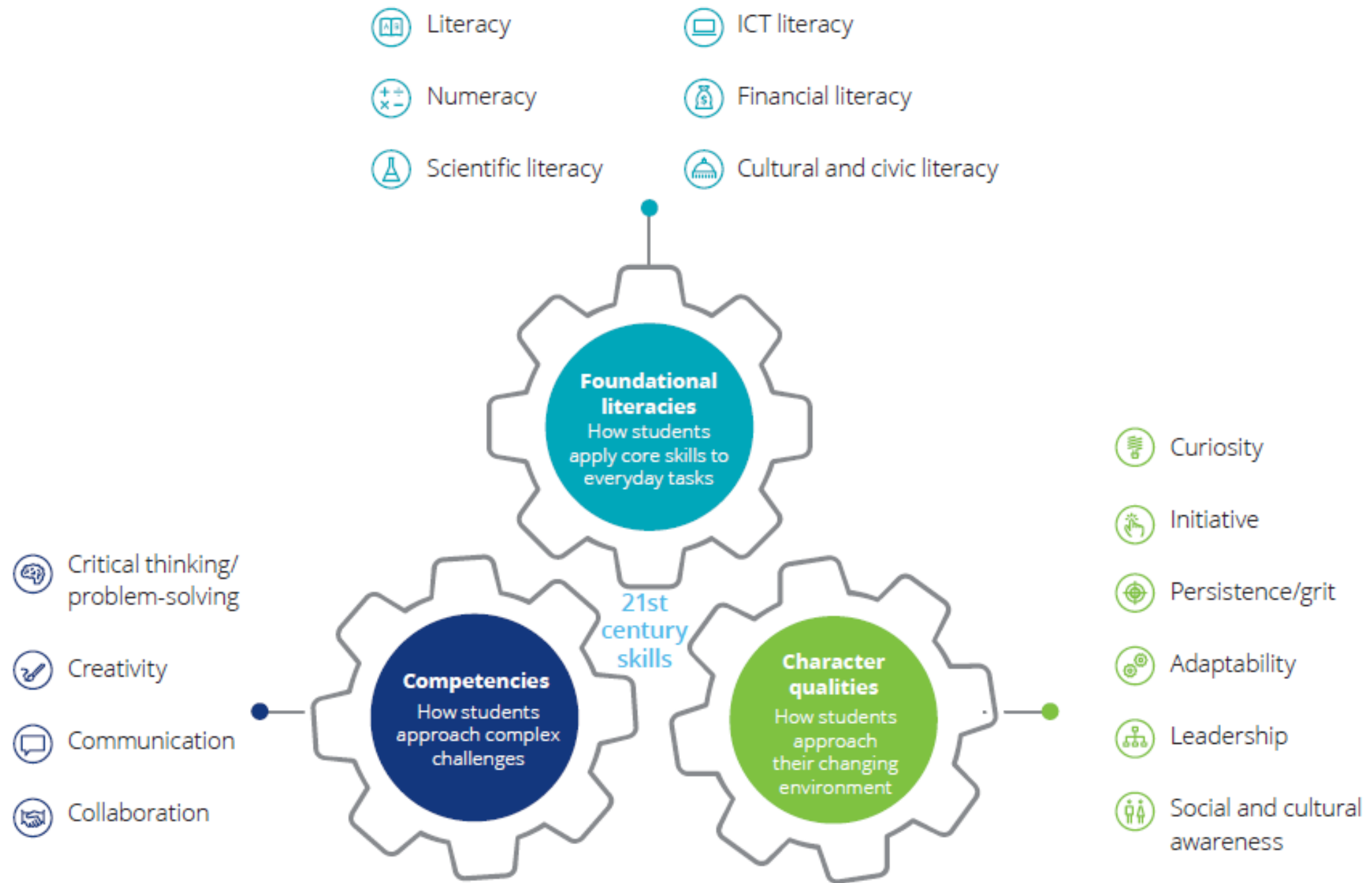
**MacDonald, Burke and Stewart (2017)
Systems Leadership
Aldershot: Gower**

1. What are the elements of school climate in which tenacity flourishes? What is the role of system leaders in creating and sustaining this?
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3. And what about resilient staff? What is the role of system leaders here?

Characteristics, values and habits that last a lifetime

The system should encourage young people to be	This means helping to instil the following attributes
Determined	Grit, resilience, tenacity
	Self-control
	Curiosity
Optimistic	Enthusiasm and zest
	Gratitude
	Confidence and ambition
	Creativity
Emotionally intelligent	Humility
	Respect and good manners
	Sensitivity to global concerns





Source: World Economic Forum (2015)

CHARACTER SKILLS

Perseverance ('grit')

Self-control

Trust

Attentiveness

Self-esteem and self-efficacy

Resilience to adversity

Openness to experience

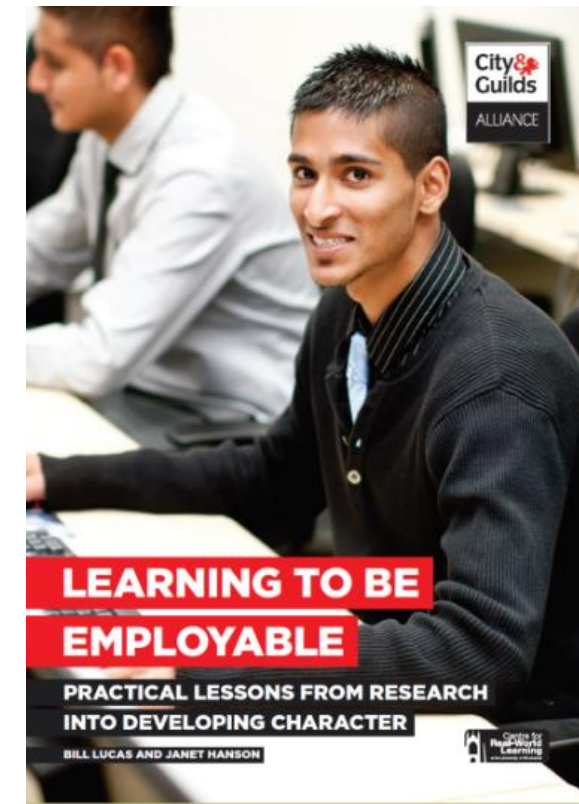
Empathy

Humility

Tolerance of diverse opinions

Engaging productively in society

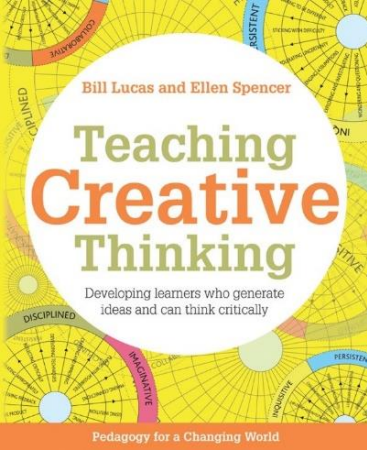
James Heckman &
Tim Kautz (2013)



NON-COGNITIVE SKILLS

1. Self-perception – an individual’s belief about whether or not they can accomplish a task – includes self-efficacy, which relates to how they feel about past performance, and expectations about performing specific tasks in the future
2. Motivation – why individuals think and behave as they do
3. Perseverance – steadfastness on mastering a skill or completing a task (it includes engagement, ie: how committed students are to academic tasks, and grit, ie: perseverance and passion for long-term goals)
4. Self-control – the ability to forgo short-term temptations, appetites, and impulses in order to prioritise a higher pursuit
5. Metacognitive strategies – consciously focusing on thinking, selecting, monitoring and planning strategies that are most conducive to learning
6. Social competencies – social interactions and relationships with others, including leadership and social skills
7. Resilience and coping – resilience is adapting positively to challenges despite the presence of risk; coping involves using skills when faced with specific difficulties, and this process of coping leads to resilience
8. Creativity – the production of novel and useful ideas

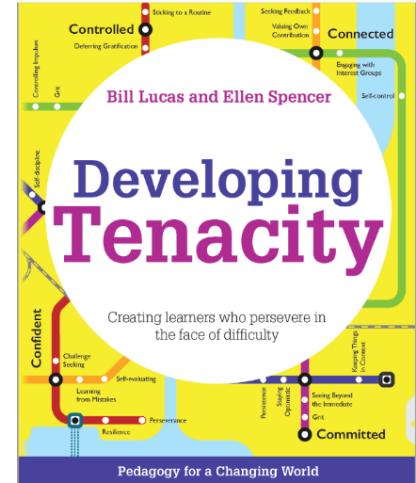
Leslie Gutman & Ingrid Schoon (2013)
The impact of non-cognitive skills on outcomes for young people.



Ruby Power

Craftsmanship

Confidence

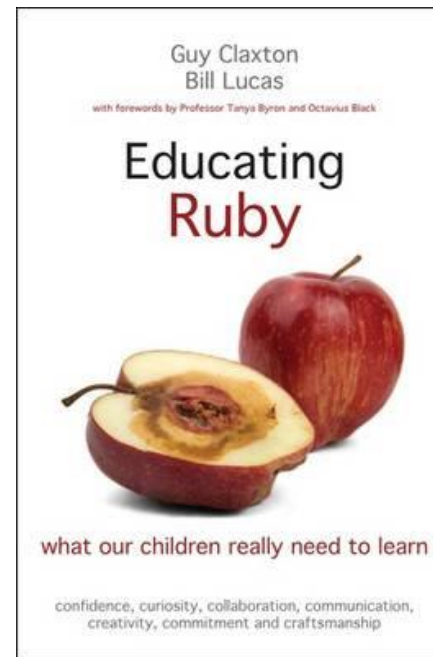


Commitment

Curiosity

Creativity

Collaboration



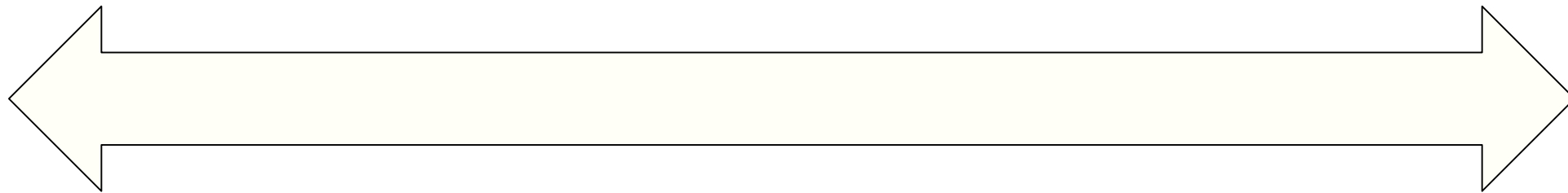
Communication

Resilience - how is it cultivated?

How are capabilities cultivated?

Formal teaching

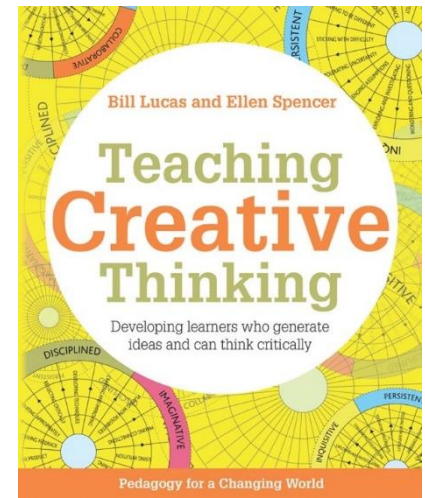
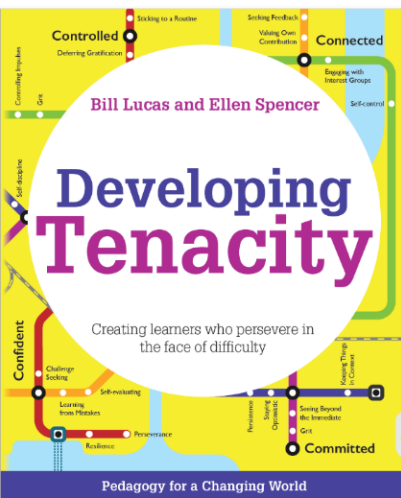
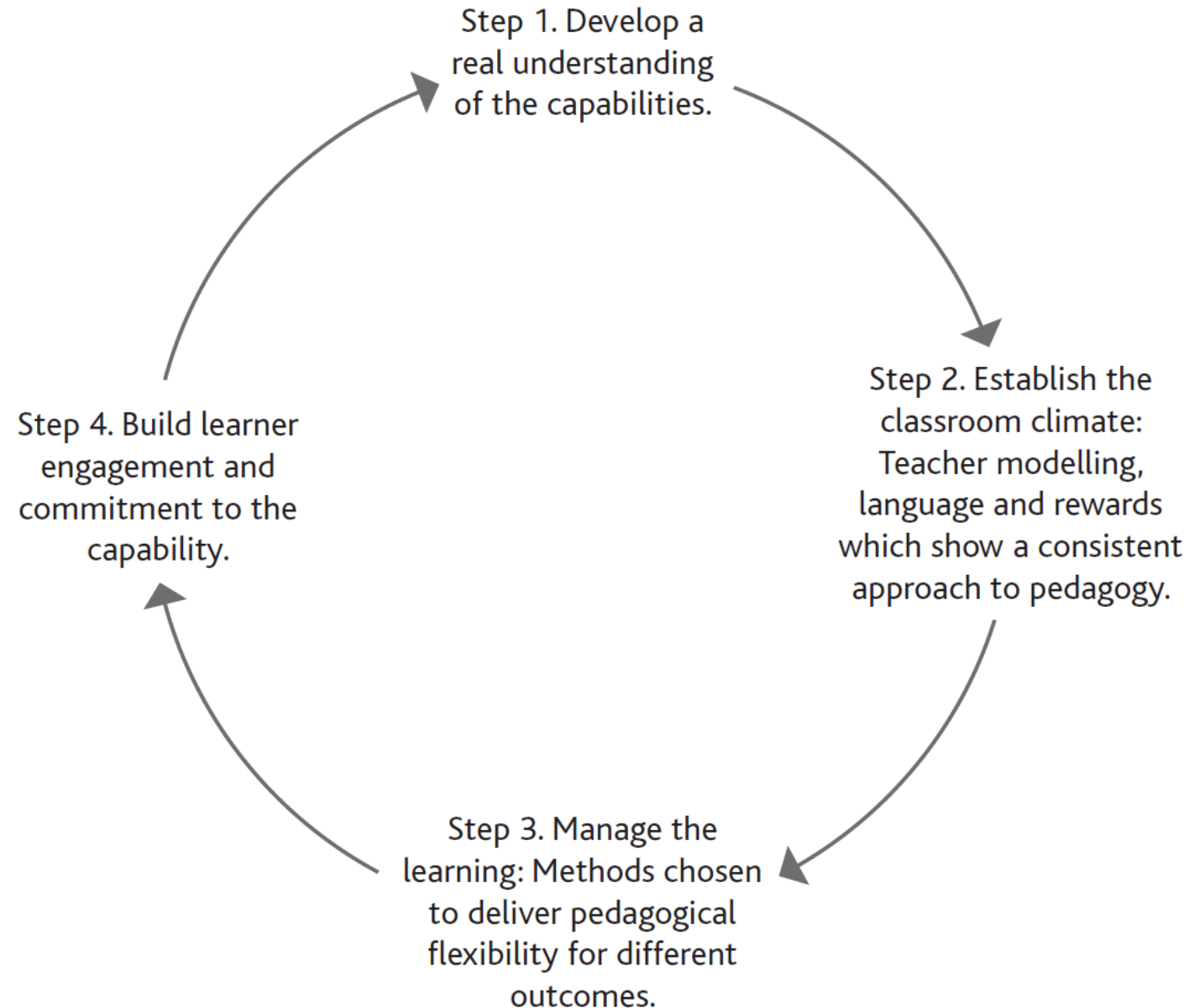
Informal learning



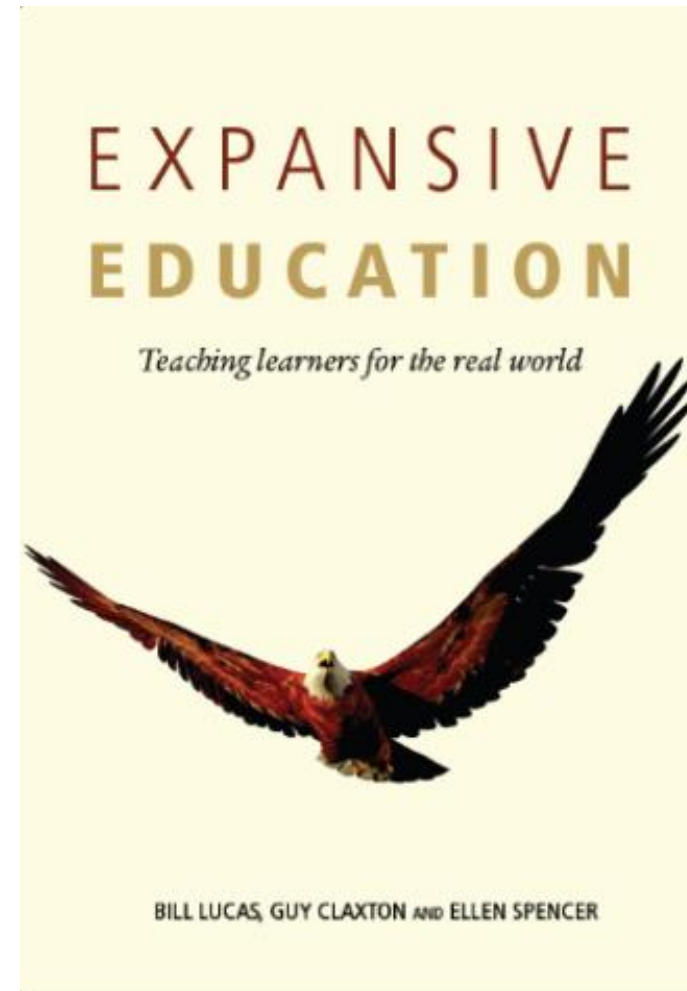
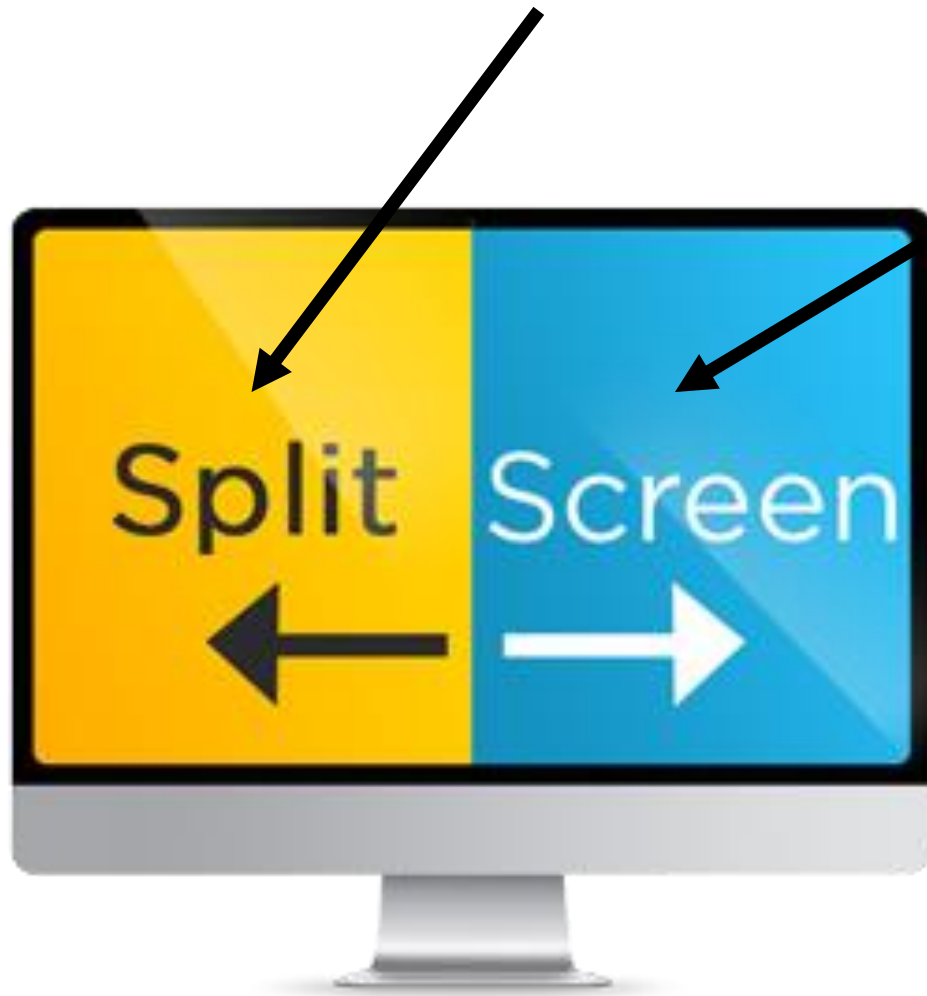
‘Students who, over an extended period of time are treated as if they are intelligent, actually become more so. If they are taught demanding content, and are expected to explain and find connections...they learn more and learn more quickly. They think of themselves as learners. They are [better] able to bounce back in the face of short-term failures.’

Resnick, Lauren (1999). Making America Smarter. *Education Week Century Series*. 18(40), 38-40.

A cyclical process



1. Teach knowledge *and* resilience



2. Make resilience visible and habitual



Visible Thinking in Action
Getting Started
Thinking Routines
Introduction
Core Routines
Understanding Routines
Fairness Routines
Truth Routines
Creativity Routines
Thinking Ideals
School-Wide Culture of Thinking
VT Network
What's New

Core Routines

The core routines are a set of seven or so routines that target different types of thinking from across the modules. These routines are easy to get started with and are commonly found in Visible Thinking teachers' toolkits. Try getting started with with one of these routines.

[What Makes You Say That?](#) *Interpretation with justification routine*

[Think Puzzle Explore](#) *A routine that sets the stage for deeper inquiry*

[Think Pair Share](#) *A routine for active reasoning and explanation*

[Circle of Viewpoints](#) *A routine for exploring diverse perspectives*

[I used to Think... Now I think...](#) *A routine for reflecting on how and why our thinking has changed*

[See Think Wonder](#) *A routine for exploring works of art and other interesting things*

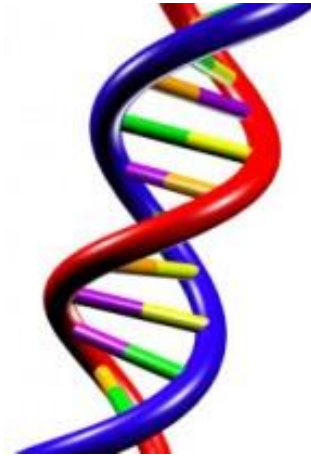
[Compass Points](#) *A routine for examining propositions*



Printer-friendly
Version

(This will download all Core Routines)

3. Use signature pedagogies to embed resilience



Lee Shulman (2005) Signature pedagogies in the professions. *Daedalus*, 134, 52-59

Some signature pedagogies

**Playful
experimentation**

**Problem-based
learning**

**Deliberate
practice**

**Developmental
self-evaluation**

**Growth
mindset**

**Service
learning**

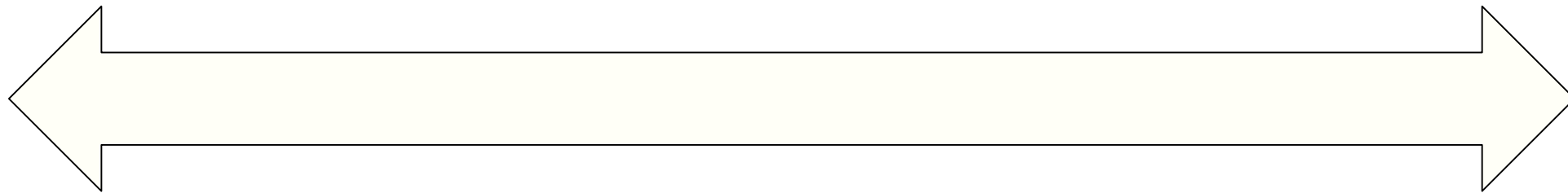
**Positive
psychology**

**Classroom as a learning
community**

How are capabilities cultivated?

Formal teaching

Informal learning



Teaching more than just sailing

GET ONBOARD



- WEATHER. 1**
KS 3 Geography
Understands key process in weather and climate
- SAILOR. 2**
KS 3&4 PE
Take part in outdoor and adventurous activities which present intellectual and physical challenges and be encouraged to work in a team, building on trust and developing skills to solve problems, either individually or as a group
KS 1&2 English
Ask relevant questions to extend their understanding and knowledge
- WEIGHT OF SAILOR VS FORCE OF WIND. 3**
KS 3 Science
Opposing forces and equilibrium
- BOAT AND PERSONAL BUOYANCY. 4**
KS 3 Science
Floating and sinking
- STEERING & RUDDER. 5**
RUDDER
KS 3 Science
Forces as pushes or pulls, arising from the interaction between two objects
- STEERING**
KS 1&2 Maths
"Pupils use the concept and language of angles to describe 'turn' by applying rotations, including in practical contexts"
KS 1 Geography
Use simple compass directions (North, South, East and West)

- 6. SAIL. FORCE OF WIND ON SAIL.**
KS 2 Science
Identify the effects of air resistance, water resistance and friction, which act between moving surfaces
KICKER AND/OR MAINSHEET
KS 2&3 Science
Recognise that some mechanisms, including levers, pulleys and gears give bigger force but at the expense of smaller movement.
- 7. BOAT MOVING FORWARDS**
KS 3 - Science
Speed and the quantitative relationship between average speed, distance and time
(speed = distance/time)
- 8. ANGLES USED IN SAILING**
KS 1&2 Maths
Identify angles and recognise they are measured in degrees. Use measurements to describe turns
- 9. HULL OF BOAT**
KS 2 Science
Identify the effects of air resistance, water resistance and friction that act between moving surfaces
- 10. DAGGER BOARD**
KS 3 Design and Technology
Understand and use the properties of materials and the performance of structural elements to achieve functioning solutions
- 11. WAVES**
KS 3 Science
Waves on water as undulations which travel through water with transverse motion

CREATIVITY



JO GOODE, HEADTEACHER

"Sailing teaches pupils how to read situations and solve problems from an early age. We see these skills of practical application translate into academic learning. The natural surroundings inspire creative young minds to better understand and appreciate the environment too."

TEAMWORK



SIAN, AGE 17

"The opportunities to develop personal leadership skills through sailing have been very significant for Sian. As a volunteer activities leader, she takes on responsibility that has enabled her to operate calmly and effectively under pressure and has provided her with strong teamwork and leadership skills."

DETERMINATION



DAI, AGE 22

"Sailing has grown me into the young man I am. After my parents divorced, I felt lost and abandoned. But encouraged by my mum and dad and club I became an Assistant Dinghy Instructor. Teaching sailing then overtook my life and became my passion."

COMMUNICATION



JACK, AGE 14

"Sailing and helping at the club has enabled my son to become friends with people of all ages, young and old, he can now chat to anyone. He has become a real team player and is able to think on his feet."

INDEPENDENCE



DAVID, AGE 17

"David was born with 60% sight; he was shy with low self-esteem. When he joined the sailing school group his confidence grew, the difference in him was enormous, as was the impact on his schoolwork and social life."

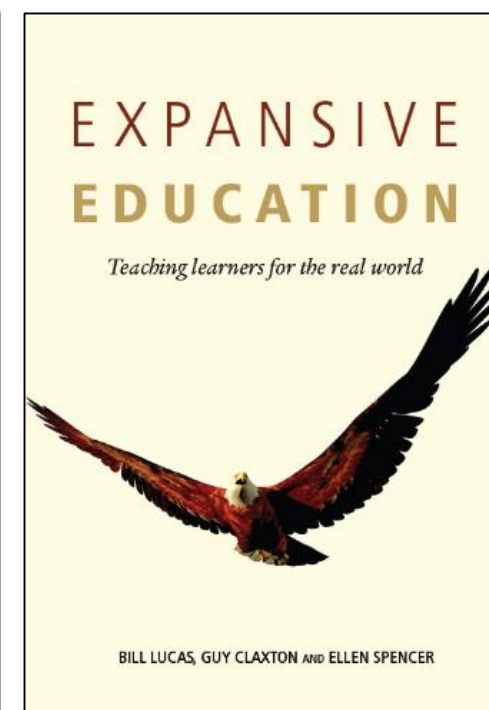
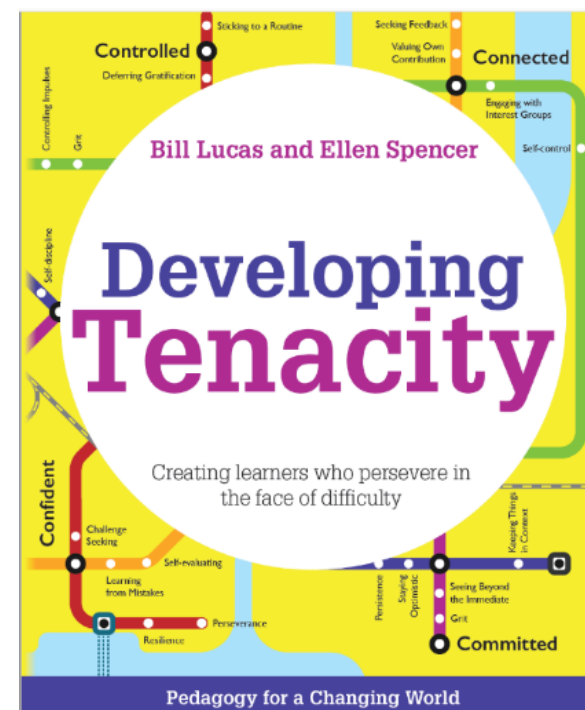
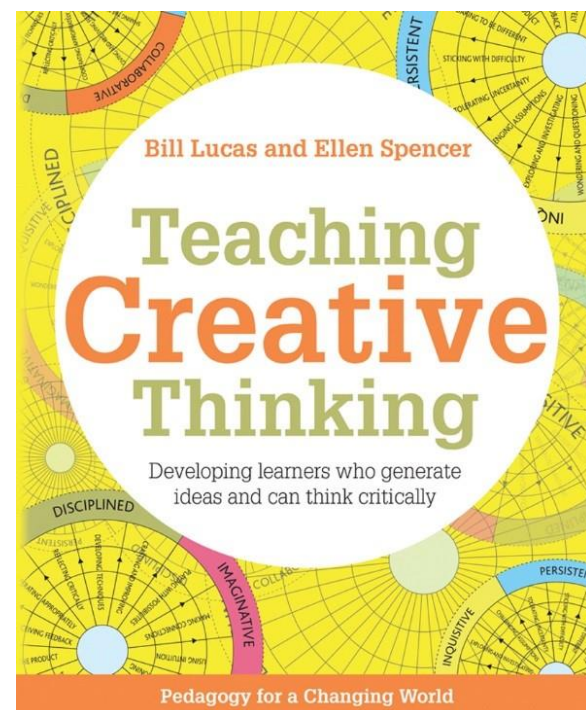
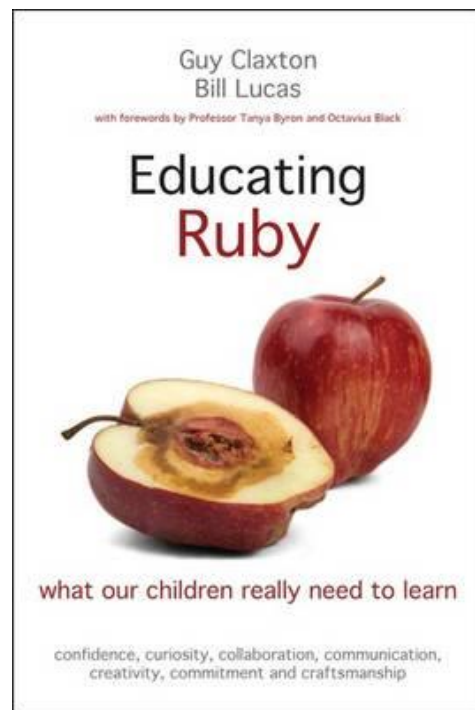
CONFIDENCE



HARRY, AGE 13

"Our son shied away from 'traditional' sports. Sailing made him realise that sport doesn't have to be competitive; he just enjoys being out on the water. He has gained so much confidence though sailing he now does other outdoor pursuits too."

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Philippians 4: 6-7

⁶ Do not be anxious about anything, but in every situation, by prayer and petition, with thanksgiving, present your requests to God.

⁷ And the peace of God, which transcends all understanding, will guard your hearts and your minds in Christ Jesus.

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