



## RESILIENT AND INCLUSIVE CLASSROOMS PRESENTATION: SPEAKING NOTES

These speaking notes can be used with the *Resilient and Inclusive Classrooms* professional learning module presentation.

The presentation is available at the Safe Schools Hub:

<https://studentwellbeinghub.edu.au/educators/professional-learning/resilient-and-inclusive-classrooms>

---

### Page 1

#### Purpose

Tell participants that this presentation is drawn from a longer self-paced online professional learning module, Resilient and Inclusive Classrooms.

The module is self-paced and available free online on the Student Wellbeing Hub ([www.studentwellbeinghub.edu.au/educators/professional-learning/resilient-and-inclusive-classrooms](http://www.studentwellbeinghub.edu.au/educators/professional-learning/resilient-and-inclusive-classrooms)). It is designed for individual use, is estimated to be about five hours of content, and a certificate of completion is available.

In the staff meeting, participants will discuss one of the key drivers of the module, building resilience, and how the school might strengthen this element.

### Page 2

#### Key points

Explain that this staff meeting will explore a sample of the content from the *Resilient and Inclusive Classrooms* professional learning module from the Student Wellbeing Hub. Explain that the *Resilient and Inclusive Classrooms* professional learning module focuses on three areas, with associated resources:

1. knowing your students
2. what happens in the classroom
3. teaching pedagogies.

Individuals are welcome to view more of the materials online after this session or to complete the entire module in their own time to receive a certificate of completion.

## Page 3

### Key points

The quote is from the introduction of the professional learning module.

Explain that the module was developed with an expert team from Flinders University in South Australia, building on research undertaken by a team based at the Australian National University in Canberra on behalf of the Australian Government Department of Education and Training.

The team based at the Australian National University conducted a peer-reviewed literature review and research to develop an evidence base of the critical skills and factors that can contribute to students' resilience. The evaluation criteria developed from this evidence base can support schools to select programs, resources and activities for their local context.

## Page 4

### Key points

Explain that the aim of this session is to explore ways in which the school might mobilise protective factors that might assist students to develop a resilient mindset over a vulnerable mindset.

### Activity

Ask participants to discuss and make suggestions about:

- protective factors in the lives of students (encourage them to think more broadly than school)
- what elements of the school environment might contribute to a resilient mindset.

## Page 5

### Key points

Explain that problems arise when the adaptive systems are not available or are hijacked.

Our role as teachers is to think about these systems and how we can actively enhance or amplify their effect on the lives of young people. We also promote resilience by enhancing protective factors and reducing risk factors (vulnerabilities).



## Page 6

### Key points

Explain that if any of the available adaptive systems are damaged or have been hijacked by others, then the response to adversity is not a resilient mindset, but a vulnerable mindset.

For example, 'gang leaders can hijack the adaptive systems. They know how they work and they can enlist these systems (attachment, motivation, etc) in the active pursuit of negative goals or harmful anti-social outcomes such as crime or delinquency'. The outcomes can include some of those outlined in the diagram.

You may need to flick between the two slides or create a handout that shows each diagram side by side.

### Activity

Pause for a moment to reflect on the risk and protective factors present in your school.

## Page 7

### Key points

Explain that research by the team based at the Australian National University has identified four key areas relevant to the school environment that are likely to prevent vulnerable mindsets that lead to at-risk behaviour. The module focuses on all four areas using the themes:

- building resilience
- promoting inclusivity.

## Page 8

### Key points

Explain that the first section of the module focuses on the teacher–student relationship and the extent to which teachers can help to create a resilient mindset.

One of these involves working with a growth mindset as a teacher to promote a growth mindset with each student. The materials in the module draw on the work of Carol Dweck (Professor of Psychology at Stanford University) and others.

Explain that there are two other factors in the module, and teachers can work through these in their own time:

1. a sense of belonging and acceptance (vs isolation and worthlessness)
2. internal (vs external) locus of control.



## Page 9

### Key points

Ask participants to think about the questions in relation to their own mindset. If they would like to test their thinking, there is a link to a quick mindset test within the module.

## Page 10

### Key points

Show part of this video to participants (from 4:07 to 6:36).

Explain that Dweck's research shows that students' mindsets – how they perceive their abilities – plays a key role in their motivation and achievement.

Dweck found that if we change students' mindsets, we can boost their achievement. More precisely, students who believed their intelligence could be developed (a growth mindset) outperformed those who believed their intelligence was fixed (a fixed mindset). And when students learned through a structured program that they could 'grow their brains' and increase their intellectual abilities, they did better. (Note that there are some other links in the module to useful videos about the growth mindset that may be better options for specific audiences.)

## Page 11

### Key points

Explain that the second section of the module moves from exploring strategies for understanding individual students and working on the teacher–student relationship to the functioning of the classroom. It focuses on creating an effective classroom environment with a number of practical tools supported by research.

This list is derived from research undertaken by John Shindler, an expert on classroom management and school climate at California State University. His work focuses on the technique of 'transformative classroom management'.

### Activity

Ask participants to order these classroom and behaviour management strategies from 1 to 12, with 1 being most effective. They should consider which strategies provide the most clarity and efficacy for students. Together, discuss and compare how people have ordered each teaching strategy.



## Page 12

### Key points

The information in the table is derived from research undertaken by John Shindler.

### Activity

Ask participants to discuss how their ordering of the classroom and behaviour management strategies compares to the research.

## Page 13

### Key points

Play the video clip from the ABC TV series *Revolution School* (3:41).

1. To access the video, Australian residents sign up and log in to the *Resilient and Inclusive Classrooms* module:  
[www.studentwellbeinghub.edu.au/educators/professional-learning/resilient-and-inclusive-classrooms](http://www.studentwellbeinghub.edu.au/educators/professional-learning/resilient-and-inclusive-classrooms)
2. They then go to Section 2 > Promoting inclusiveness > Dealing with challenging students > Apply.

Learn more about *Revolution School*: [www.abc.net.au/tv/programs/revolution-school](http://www.abc.net.au/tv/programs/revolution-school)

## Page 14

### Key points

Refer to the 'Negative identities, triggers and related teacher support' table. To access the table:

1. Log in to the module: [www.studentwellbeinghub.edu.au/educators/professional-learning/resilient-and-inclusive-classrooms](http://www.studentwellbeinghub.edu.au/educators/professional-learning/resilient-and-inclusive-classrooms)
2. Go to Section 2 > Promoting inclusiveness > Dealing with challenging students > Apply).

### Activity

In small groups, discuss: What kinds of patterns are shown in the clip? How are the teachers managing this situation? What kind of approach might work with this student? How can the school better support individual teachers?

You may like to screen the second video if time permits; it shows a teacher receiving mentoring about working with a student.



## Page 15

### Key points

Section 3 of the module focus on your teaching, and practical strategies for:

- boosting students' sense of feeling included (developing better skills at negotiating diversity, and at being heard)
- developing students' skills as critical thinkers so they have some agency and capacity to think independently
- managing conflict.

If you have time, you may wish to administer this conflict management styles quiz:

<https://docs.google.com/document/d/1d6A6gRxtnPPVICURfvKZpb703xSoeITRLrfEFcJF65I/edit>

## Page 16

### Key points

Explain that the module outlines links to:

- the Australian Curriculum general capabilities, especially Intercultural Understandings, and Personal and Social Capabilities.
- PISA, *Preparing Our Youth for an Inclusive and Sustainable World*. For the first time, the cognitive assessment of PISA 2018 will be designed to test knowledge, understanding, and analytical and critical thinking in an authentic problem-solving context, referring to a relevant global or intercultural issue. (<https://www.oecd.org/education/Global-competency-for-an-inclusive-world.pdf>)

## Page 17

### Key points

Explain that the final section of the module focuses on good practice resources for building knowledge, skills and attitudes that contribute to a resilient mindset.

Show participants the page of links to resources structured around topics that are common to schools.



## Page 18

### Key points

Explain that evaluation criteria have been informed by research to help schools to select programs and resources that are more likely to prevent vulnerable mindsets and avoid at-risk behaviours. Any decision regarding programs and resources would of course need to be made with consideration of the local context of the school.

### Activity

Distribute the 'Evaluation criteria for programs/resources' handout. To access the handout:

1. Log in to the module: [www.studentwellbeinghub.edu.au/educators/professional-learning/resilient-and-inclusive-classrooms](http://www.studentwellbeinghub.edu.au/educators/professional-learning/resilient-and-inclusive-classrooms)

2. Go to Resources > Teaching resources for building resilience.

The handout is linked from each of the age group pages.

As a follow-up activity, participants can select a resource from the module or from a program or resource used by the school to develop students' social and emotional learning. Participants would consider this in relation to the questions posed in the 'Evaluation criteria for programs/resources' handout.

## Page 19

### Key points

Return to this slide and reinforce the fact that research has identified specific factors that make a difference to students struggling with feeling that they belong at school.

### Activity

Explore the extent to which participants still have questions. Encourage participants to identify one takeaway from the session.

## Page 20

### Key points

- Let participants know that the free self-paced module can be completed online by individual primary and secondary teachers within about five hours.
- On completion, participants can download a certificate of completion aligned to the Australian Student Wellbeing Framework and the AITSL Professional Standards for Teachers.
- More free self-paced professional learning modules are available on the Student Wellbeing Hub: [www.studentwellbeinghub.edu.au/educators/professional-learning](http://www.studentwellbeinghub.edu.au/educators/professional-learning). Topics include Online Safety, and Alcohol and Other Drugs.