



# Student Wellbeing Hub

## Resilient and Inclusive Classrooms

Professional learning module

[www.studentwellbeinghub.edu.au/educators/professional-learning](http://www.studentwellbeinghub.edu.au/educators/professional-learning)

February 2018



Note: Speaking notes for this presentation are available on the Student Wellbeing Hub at:  
<https://studentwellbeinghub.edu.au/educators/professional-learning/resilient-and-inclusive-classrooms>

# Resilient and Inclusive Classrooms

“

Research has shown that good teaching practices that promote inclusiveness, belonging, success and cognitive skills can help build resilience and ameliorate vulnerabilities for violence, aggression, anti-social behaviours and mental health problems among school students.

”



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# Developing a resilient mindset

**Resilience** has been defined as:

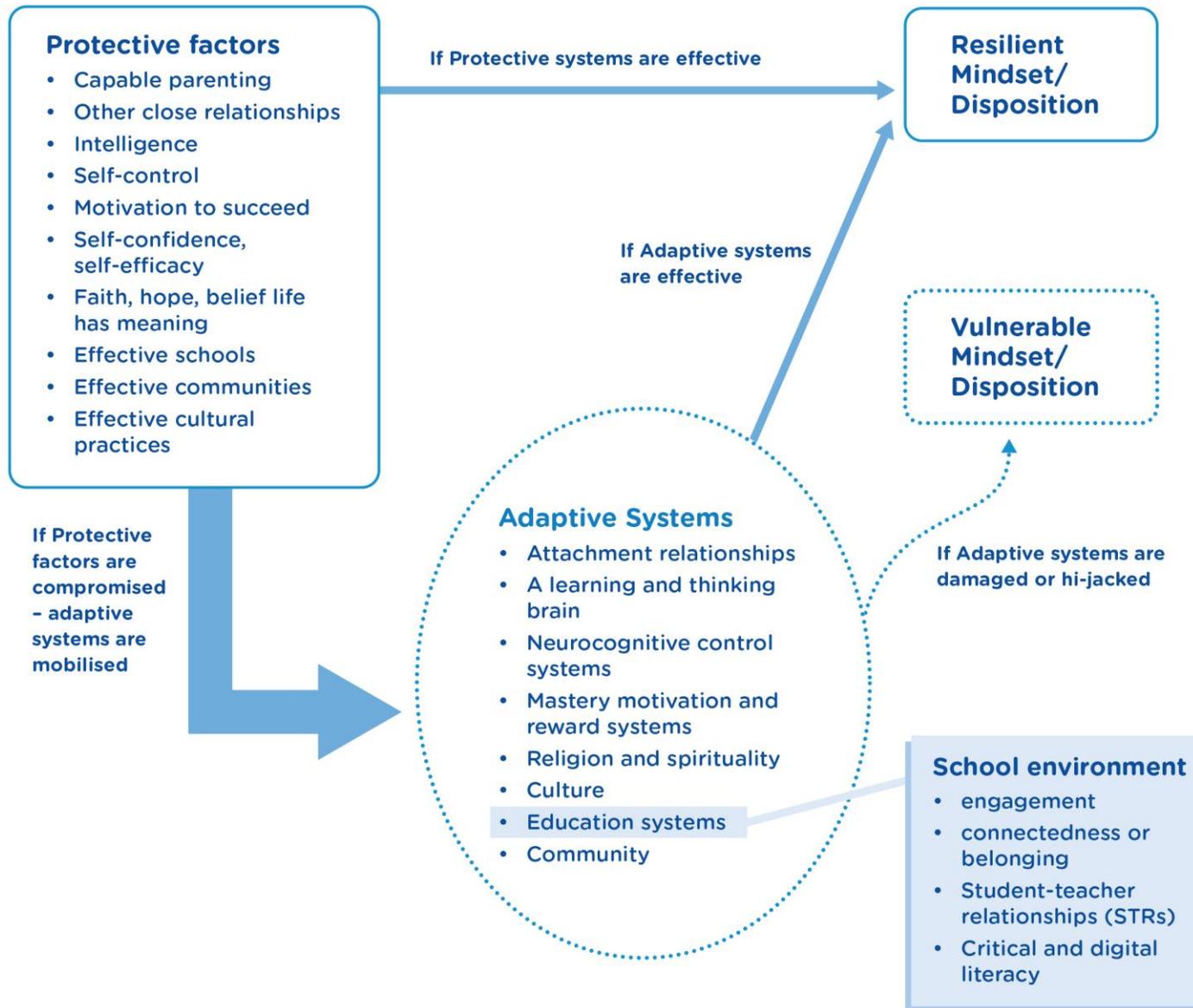
‘The process of, capacity for, or outcome of successful adaptation despite challenging or threatening circumstances’.<sup>1</sup>

‘It’s a person’s capacity to **bounce back** from adverse circumstances and move on to successful outcomes. Research studies of different individuals in various adverse circumstances consistently show the same set of **protective factors** associated with resilience, while an absence of these elements leaves a person at risk of developing a **vulnerable mindset**.<sup>2</sup>

1. Masten, A. S., Best, K. M., & Garmezy, N. (1990). ‘Resilience and development: Contributions from the study of children who overcome adversity’. *Development and Psychopathology*, 2(04), 425–444.
2. Masten, A. S. (2014). *Ordinary Magic: Resilience in Development*. NY: Guilford Publications

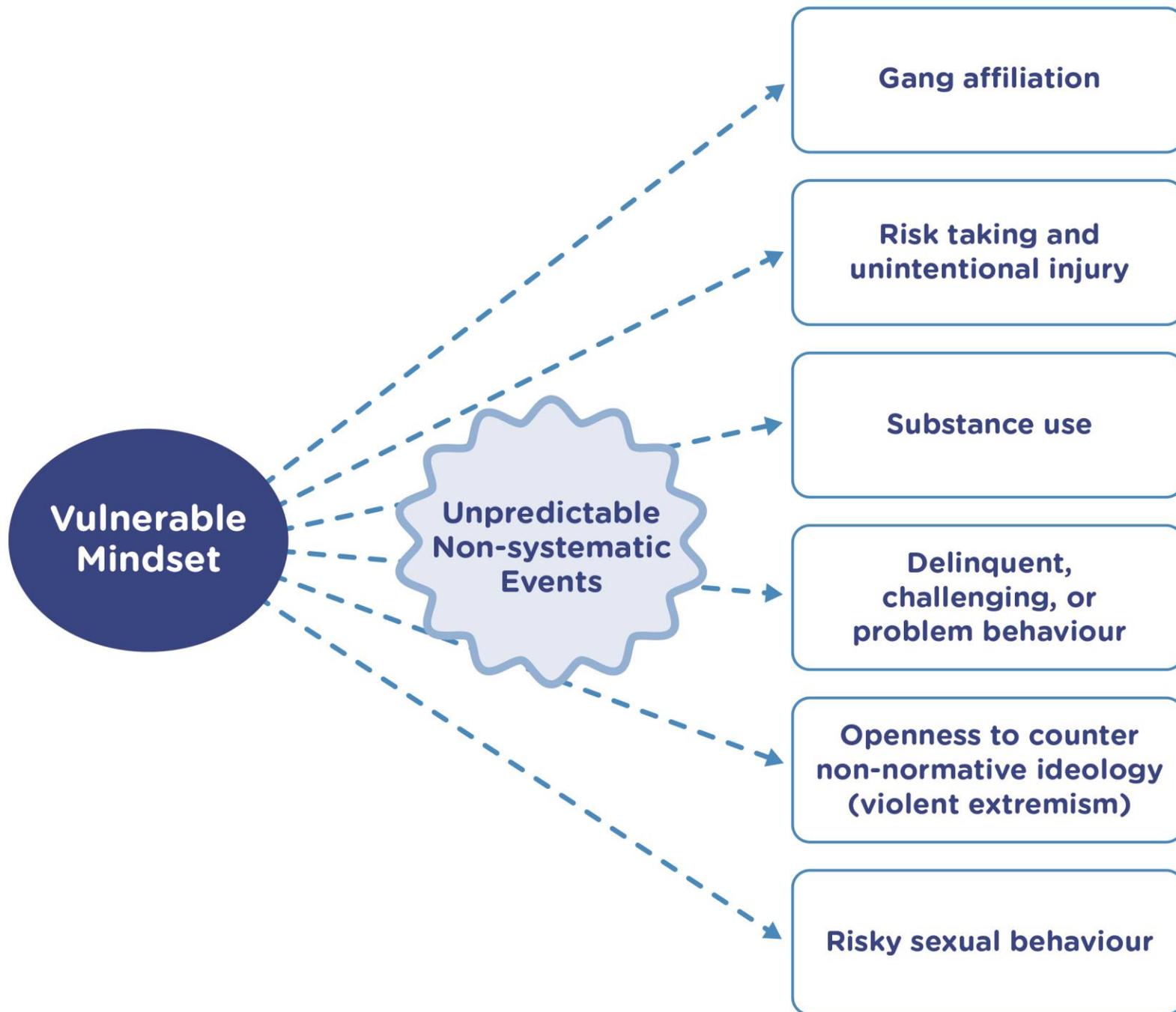


Image credit: Thomas Barwick/Getty Images



A detailed description of this diagram is available.

1. Log in to the *Resilient and Inclusive Classrooms* professional learning module.
2. Go to: Section 1 > What is student resilience?



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# Four key areas that can make a difference to a vulnerable mindset

1. Cognitive skills, coping and self-control/regulation
2. Conflict resolution skills
3. Cultural awareness
4. School connectedness



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# Section 1: Knowing your students

Three major factors contribute to a psychology of success:

1. A sense of belonging and acceptance (versus isolation and worthlessness)
2. Internal (versus external) locus of control
3. Growth (versus fixed) mindset



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# Fixed versus growth mindsets

Thinking about your own mindset:

- When you face a setback in your teaching, or when students aren't listening or learning, do you feel incompetent or defeated?
- Do you look for an excuse? Watch to see whether criticism brings out your fixed mindset.
- Do you become defensive, angry or crushed instead of interested in learning from the feedback?
- Watch what happens when you see an educator who is better than you at something you value. Do you feel envious and threatened or do you feel eager to learn?

Source: Dweck, C. (2015). 'Carol Dweck Revisits the "Growth Mindset"'. *Education Week*, 35(5), 20–24, <http://www.edweek.org/ew/articles/2015/09/23/carol-dweck-revisits-the-growth-mindset.html>.

# Believing that you can improve



Play a video clip of Carol Dweck speaking about the power of believing that you can improve (4:07 to 6:36): [https://www.ted.com/talks/carol\\_dweck\\_the\\_power\\_of\\_believing\\_that\\_you\\_can\\_improve](https://www.ted.com/talks/carol_dweck_the_power_of_believing_that_you_can_improve)

# Section 2: Your classroom

## Common classroom management practices

- Debriefing
- Negative recognition
- Personal recognition
- Praise
- Warnings
- Expectation cues
- Clarifying statements, directions and mantras
- Written expectations
- Clarifying questions
- Threats and put-downs
- Purposeful action, consistency, follow-through
- Positive recognition

Adapted from Shindler, J. (2010). *Transformative classroom management: Positive strategies to engage all students and promote a psychology of success*. San Francisco, CA: Jossey-Bass

Overall rating from most (4) to 0 effectiveness	Teaching strategy	What they promote related to management effectiveness
4	Purposeful action, consistency, follow-through	Strategies that do a great deal to create cause and effect clarity and positive associations related to expectations.
4	Positive recognition	
4	Expectation cues	
3	Clarifying statements, directions and mantras	
3	Clarifying questions	
3	Debriefing	
2.5	Written expectations	
1	Personal recognition	Strategies that do little to promote expectations and create inconsequential or confusing emotional climates.
1	Praise	
1	Warnings	
1.5	Negative recognitions	Strategies that do very little to promote clarity and do a great deal to create negative associations with the desired behaviour.
0	Threats and put-downs	

Adapted from Shindler, J. (2010). *Transformative classroom management: Positive strategies to engage all students and promote a psychology of success*. San Francisco, CA: Jossey-Bass



Play a video clip from the ABC TV series *Revolution School*.

1. To access the video, Australian residents log in to the *Resilient and Inclusive Classrooms* module.
2. Then go to Section 2 > Promoting inclusiveness > Dealing with challenging students > Apply.

# Negative identities, triggers and related teacher support

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

1. Log in to the *Resilient and Inclusive Classrooms* professional learning module.
2. Go to Section 2 > Promoting inclusiveness > Dealing with challenging students > Apply).

▼ Table: Negative identities, triggers and related teacher support

Negative identity pattern	External reinforcement or trigger of the pattern	Teacher support
<p><i>Victim, 'poor me' or guilt complex</i></p> <p>This student's ego tells him that life is unfair and that people are out to get him. The ego says that if he accepts responsibility for his actions, he will feel guilty and bad. Underneath is a sense of being unloved and unwanted. It shows up as an endless string of excuses and reasons that things cannot go right, and a desire to have others absolve the student and confirm that it is not his fault.</p>	<p>Pity from others.</p> <p>Confirmation that he has an excuse and is not responsible or to blame.</p>	<p>First, the student needs you to clearly communicate that you accept and believe in him. Second, you need to help the student recognise that he is asking for absolution from blame and responsibility. Third, you need to help the student accept responsibility for his actions and experience how it feels better in the end than avoiding blame.</p>
<p><i>Dangerous or intimidating</i></p> <p>This student's ego says that by acting scary enough, she will be</p>	<p>The intimidation of others. People</p>	<p>First, the student needs to know that you are a caring adult and see her as a good kid, but still a kid. Second, you</p>

Adapted from Shindler, J. (2010). *Transformative classroom management: Positive strategies to engage all students and promote a psychology of success*. San Francisco, CA: Jossey-Bass

# Section 3: Your teaching

Focus on teaching strategies and approaches that emphasise:

- **experiential** learning and/or **active** participation
- **transformative** learning tasks
- development of **student agency** and **application**.

## 03 Your teaching

✓ BUILDING STUDENT RESILIENCE

» TOOLS TO BUILD STUDENT RESILIENCE

» CONFLICT RESOLUTION

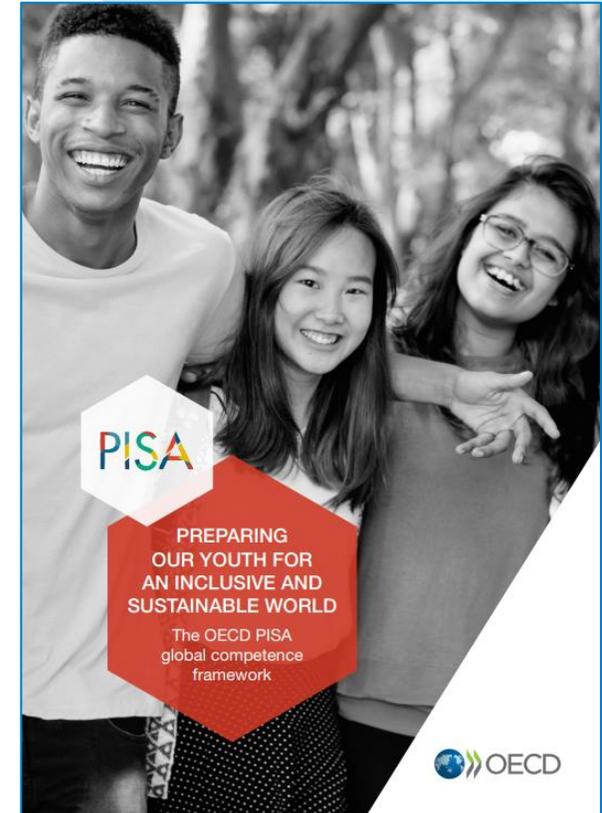
» CRITICAL THINKING

» PROMOTING INCLUSIVENESS

# Australian Curriculum and international links

The professional learning module outlines links to:

- the **Australian Curriculum general capabilities**, in particular Intercultural Understanding, and Personal and Social Capability.
- **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>)



# Resources

## TEACHING RESOURCES FOR BUILDING RESILIENCE

> FOUNDATION - EARLY YEARS

> EARLY ADOLESCENCE

> MIDDLE - LATE ADOLESCENCE

>> TEACHING RESOURCES FOR IMPROVING CLASSROOM CLIMATE

>> TEACHING RESOURCES FOR UNDERSTANDING DIVERSITY



Resources / Teaching resources for building resilience



## Teaching resources for building resilience

Find teaching resources that have efficacy in building knowledge, skills and attitudes of resilience. Resources have been curated into three age groups, and topics of relevance to the groups.

- Foundation - early years (ages 4-9): Focus on friendship and relationships
- Early adolescence (ages 10-13): Focus on managing stress during this transition period
- Middle - late adolescence (ages 14-18): Focus on managing emotions and developing the skills of self-regulation

< [PREVIOUS](#)

[NEXT](#) >

# Evaluation criteria for programs/resources

Refer to the 'Evaluation criteria for programs/resources' handout.

To access the handout:

1. Log in to the *Resilient and Inclusive Classrooms* professional learning module.
2. Go to Resources > Teaching resources for building resilience.

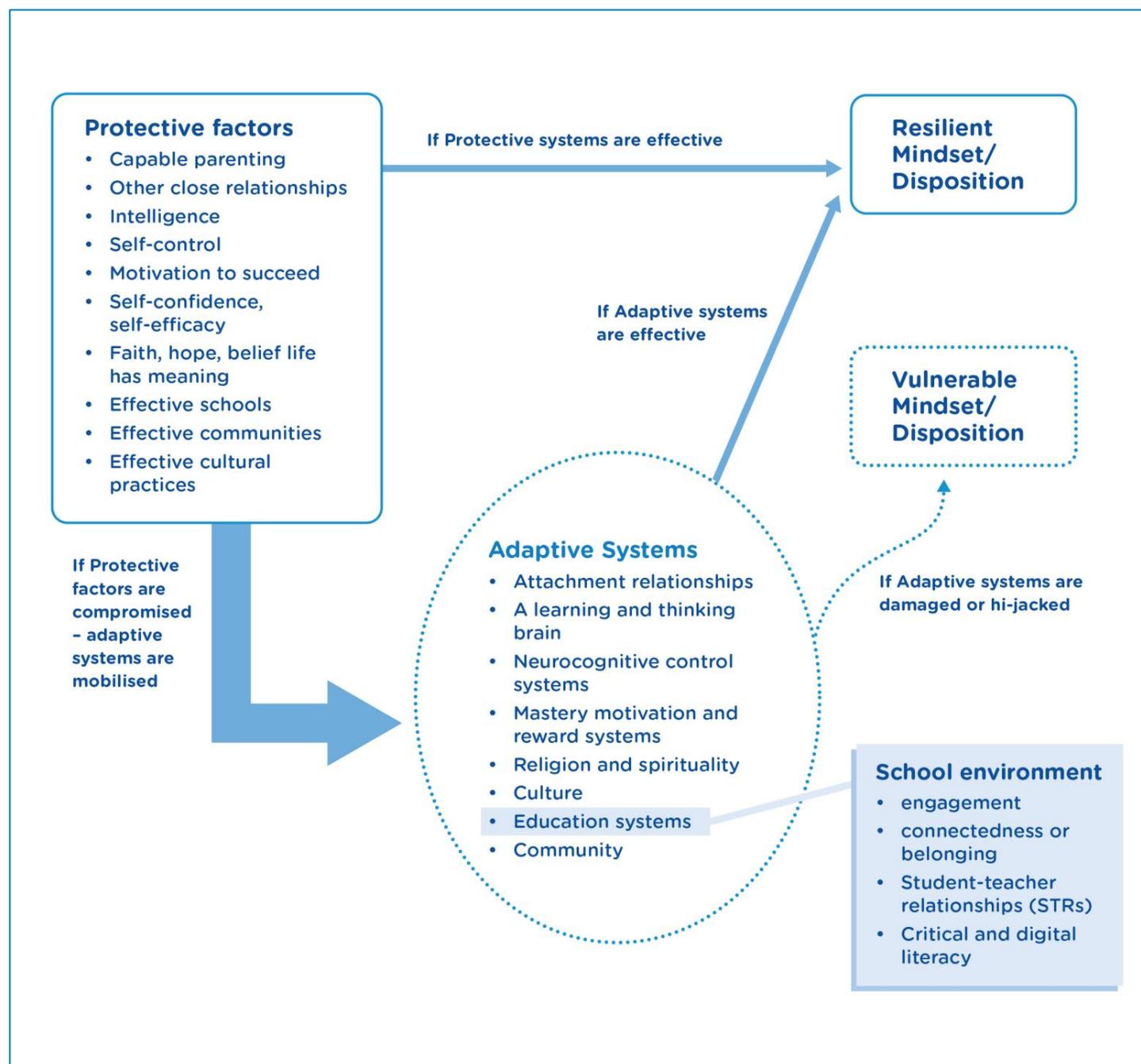
The handout is linked from each of the age group pages.



## Knowledge, skills and abilities

Does the program/resource relate to one or more of these areas of knowledge, skills and abilities?

- Social competence training
- Interpersonal skills
- Cognitive coping strategies
- Critical thinking and problem-solving skills
- Critical and digital literacy
- Coping skills
- Intercultural competence training
- Empowerment skills
- Self-efficacy training
- Political citizen
- Complex social identities
- School climate (school connectedness/ belonging; school engagement; student-teacher relationships)



A detailed description of this diagram is available.

1. Log in to the *Resilient and Inclusive Classrooms* professional learning module.
2. Go to: Section 1 > What is student resilience?

# Resilient and Inclusive Classrooms

- Access the free self-paced *Resilient and Inclusive Classrooms* professional learning module.
- Download your certificate of completion, aligned to the Australian Student Wellbeing Framework and the AITSL Professional Standards for Teachers.



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