

Defining 'Resilience' At Sa-Hali: A Collaborative Group Exercise

At the Coordinators' Meeting In January, we determined that in order to get started on CCR (and specifically resilience), we need to develop a common understanding of what we mean by each of creativity, collaboration, and resilience. As we are starting with **resilience**, and an Instructional Rounds team come in to help us to collect some data in some of our classrooms in the school in February, we need to get a clear understanding of what we mean by resilience in our classrooms and content areas.

Prior to the next staff meeting, we need to have each of the collaborative groups work on two pieces:

1. **a definition of resiliency** as it pertains to academics that we can share with each of the other groups at the staff meeting
 - a. Shortcut to get you started--if you click on 'Tools' in the Google Docs tabs above, click on 'Research' to open the Research sidebar and type 'academic resilience' or 'resilience', there will be a number of definitions to get you started
2. **a brainstorm of what an observer might see** students doing, saying, asking, and/or writing in our content area when they are demonstrating resilience during a typical class.

Please click on your collaborative group listed below so that your group can complete your section. We will consolidate this information at the February staff meeting. Thanks! We are getting closer!

Collaborative Groups (click on yours)

- [ENGLISH](#)
- [INNOVATION](#)
- [LANGUAGES](#)
- [MATH](#)
- [PE](#)
- [PRACTICAL ARTS](#)
- [SCIENCE](#)
- [SOCIALS](#)
- [STUDENT SERVICES](#)

Collaborative Group: ENGLISH

Starting definition of 'academic resilience':

The ability to effectively deal with setback, stress or pressure in the academic setting.

Things an observer might see students do, say, ask, or write when students are demonstrating resilience in our area:

- **Asking teacher and/or classmates to clarify questions.**

- Pushing through a difficult assignment - being persistent.
- Proof read and correct their writing themselves.
- Seek extra help from teacher after making a valiant effort themselves.
- Being focused on the task at hand.
- Peer editing with constructive feedback - and be able to accept the feedback.
- Students willing to start assignment over and over again.

Collaborative Group: MATH

Starting definition of 'academic resilience':

students approach mathematics with confidence that they will be successful if they put in effort and are persistent in the face of difficulty.

Things an observer might see students do, say, ask, or write when students are demonstrating resilience in our area:

- they look through notes/text when stuck
- they ask a neighbor/friend for assistance
- they approach the teacher after having made an attempt.
- **they check their answers and do corrections**
- they keep practicing/don't give up and shut down
-

Collaborative Group: PHYSICAL EDUCATION

Starting definition of 'academic resilience':

Academic resilience is defined as the ability to effectively deal with setback, stress or pressure in the academic setting. Although there is a large body of research focusing on general or life resilience, there has been little research into the issue of **academic resilience**.

Things an observer might see students do, say, ask, or write when students are demonstrating resilience in our area:

- They get knocked down and keep getting up they keep moving forward
- Keep trying even if you get placed on a team without your friends
-
-
-
-

Collaborative Group: INNOVATION

Starting definition of 'academic resilience':

Things an observer might see students do, say, ask, or write when students are demonstrating resilience in our area:

- **seeking out alternate pre-identified sources of help - when stuck**
-
-
-
-
-

Collaborative Group: SCIENCE

Starting definition of 'academic resilience':

Academic resilience is defined as the ability to effectively deal with setback, stress or pressure in the academic setting.

Things an observer might see students do, say, ask, or write when students are demonstrating resilience in our area:

Qualifying statements:

Short observation times will severely limit the ability to observe this.

Observers who are not familiar with a student's background will not be aware of the setbacks, challenges or stresses that a student has experienced.

Observations:

Students will remain on task

Students ask questions of peers and/or teacher

Collaborative Group: SOCIALS

Starting definition of 'academic resilience':

Academic resilience means students achieving educational outcomes despite adversity (intellectual, social, economic...).

Things an observer might see students do, say, ask, or write when students are demonstrating resilience in our area:

- “I don’t understand but want to. Could you explain it in another way?”
- “I need to look this up online.”
- “I need a visual cue to help me understand.”
- “I know a different way of doing this/understanding this.”
- “I can make connections between topics.”
- “I had a hard time but now understand.”
- “I don’t really understand.”
- “Can I use my phone to look this up?”
- Check in with their text/resource for clarification
- Self-advocate for assistance from peers or teacher
- Consistent completion of work on time
- Willingness to make up missed work and activities
-
-

Collaborative Group: LANGUAGES/INTERNATIONAL

Starting definition of ‘academic resilience’:

Student ability to use the resources within themselves and in the surrounding environment to overcome setbacks or difficulty.

Things an observer might see students do, say, ask, or write when students are demonstrating resilience in our area:

- **students will look for help in notes, notebook or text**
- **students will try to communicate with gestures, etc.**
- **students ask others in the class for help**
- **students will access information on digital devices for help**
- **students will ask TAs for help**
- **international students may access the international counsellor**
- **use of ELL block to help with course work**

Collaborative Group: PRACTICAL ARTS

Starting definition of ‘academic resilience’:

The willingness to take a risk and try again when you fail.

To display confidence

Things an observer might see students do, say, ask, or write when students are demonstrating resilience in our area:

- **Teach students what resilience is.**
- **Provide a space that is safe and is a community of learners.**
- **Perseverance - mistakes happen, projects get destroyed (food burns, IT project gets deleted or lost, sewing project gets burned, art project is destroyed or**

dropped, wood and metal project breaks) We then teach students that mistakes happen - let's fix it. Students need to be willing to accept constructive criticism.

- Most things are demonstrated in class so students feel more confident to try it for themselves.
- TA's provide extra help
- Many of our classes have a partner who works together to again provide the extra help if student doesn't feel confident.
- Students develop pride through displays, exhibitions, cook offs etc.

Collaborative Group: STUDENT SERVICES

Starting definition of 'academic resilience':

Goal Statement: SaHali students will use personal strengths and effort to persevere through challenging situations, and will seek out additional support when necessary.

Things an observer might see students do, say, ask, or write when students are demonstrating resilience in our area:

- What does a student do when she is struggling with an academic task? (try to solve the problem herself, ask a classmate, ask the teacher, avoid the task, give up?)
- How does a student manage discord in the classroom?
- How willing are students to revise or revisit their work?
- How willing are students to seek out assistance? Good enough or aiming for quality in work?
- When work is returned, how do students respond? Do they read comments? Do they ask questions about how to improve? Do they 'file it'?
- Ask students if they know how to get extra help? Teacher, peer tutoring, Connections...
- Observe how students are seated in the classroom. Singly, in pairs, groups etc.