Developing Confidence, Independence and Resilience in the Classroom
How do you currently foster confidence, independence and resilience in your classroom?
Confidence, Independence and Resilience

• Is not at odds with academic learning
• Developed through culture, relationships, routines and instruction
• Assessment is critical
• Developed through experiencing success
‘While you were teaching’ (2016)

- Clear aims
- A deliberate, planned approach
- Explicit classroom dialogue
- Specific routines
- Tweaks to existing practice
- Work on habits
- A focus on feedback
1. Knowing where you’re going

**Aims**
- Setting ambitious, holistic vision for students, outlining the personal characteristics and mindsets they will need in order to succeed academically.
- Fleshing out exactly what progress in these areas would look like and setting specific, time-limited goals.
- The student outcomes framework in this guide can be used to support in defining clear aims.

**Planning**
- Planning backwards from your aims for students.
- Deciding on a package of interrelated routines and systems that will work on student mindsets and enable them to practise key skills in a safe environment. The bank of strategies in this guide is a good source of ideas.

**Evaluation**
- Ongoing evaluation and course correction
- Establishing at the outset how you’ll assess progress: deciding on a range of measures and proxies, and how and when you’ll gather information. There are ideas in the section on Evaluating Progress below.
- Using the information you gather to continuously adapt your plan in line with student needs.
2. Creating the right conditions

**Relationships**
- Building trusting relationships and getting to know students:
  - Assessing their strengths and areas to develop;
  - Taking an interest in them personally;
  - Feeding this knowledge of students back into your planning.
- Ongoing enthusiasm and encouragement
  - Being an enthusiastic, positive presence who makes students feel safe and supported.
  - Offering ongoing praise and other verbal encouragement that motivates students and communicates your belief in them.
  - Praising progress rather than absolute attainment.

**Sharing aims**
- Sharing and refining aims with students
  - Asking students about their aims for themselves and how they perceive their own strengths and weaknesses.
  - Using that knowledge to refine your aims and planning.
  - Being open with students about your aims for them and investing them in that vision.
- Ongoing discussion of students' aims and futures
  - Keeping your aims present in the classroom at all times.
  - Helping students relate day to day work to the future by maintaining an explicit dialogue about their aims for themselves, both in the classroom and beyond.

**Classroom culture**
- Establishing a classroom culture that welcomes risk taking and error
  - Explicitly talking about the important role of mistake making and being challenged in learning.
  - Developing this theme over time, encouraging openness about error.
  - Modelling the process of learning from mistakes.
  - Discussing barriers to learning and how to overcome them.
3. Building new habits

Supporting students

Implementing strategies to support students

Making students aware of the progress they’re making through:
- Written and verbal feedback;
- Use of learning objectives, success criteria and other systems that students can use to keep track of their progress;
- Showcasing and celebrating success in the classroom.

Teaching students strategies to overcome challenges

Giving students a toolbox of strategies to support themselves.
Including:
- Frameworks to use when they’re struggling;
- Access to useful resources;
- Ways of conceptualising challenge;
- Reinforcing basic academic skills as required.

Enabling students to support, and seek support from, one another

Giving students opportunities to learn from and support one another through:
- Group and paired work;
- Analysing and assessing peer work;
- Tasks that require collective input.
3. Building new habits

Challenging students

Implementing strategies to challenge students

- Expecting the very best from students through:
  - Pace and urgency;
  - Rigorous questioning;
  - Exacting standards of behaviour;
  - An academic atmosphere.

Demanding maximum effort and quality from students

Providing students with opportunities to work independently

- Providing frequent opportunities for independence:
  - Open-ended tasks;
  - Not directing use of time or resources;
  - Pushing students to resolve their own challenges.

Expecting students to monitor and direct their own progress

Increasing students’ responsibility for their own learning by:

- Student involvement in, and ownership of, assessment and target setting;
- Expecting students to complete high quality homework.
Common Pitfalls

• Seeing this work as a substitute for setting up basic classroom rules and routines

• Neglecting academic work to develop students’ independence and resilience

• Setting out without specific aims and a structured plan
How can this research underpin your intervention idea?