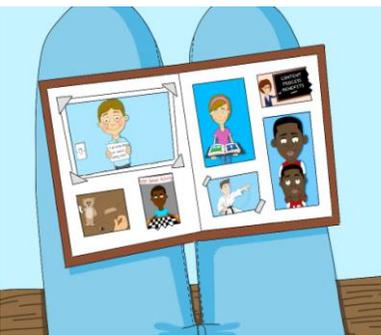


Level up Resilience	What is it?	Application of this activity	How does it help learners to make progress?	Teacher reflections from this activity
Metaphors for Learning e.g. 'The Pit'		<p>James Nottingham, author of <i>Challenging Learners</i> uses the metaphor of the learning Pit to describe the challenge that learners have to overcome. We love <i>the Pit</i>. It's a brilliant metaphor which helps to sell challenge to learners. The struggle may make learners feel anxious, or frustrated, or even confused but with effort and support they'll be able to get out of <i>the Pit</i>.</p> <p>Being able to cope with, and overcome challenge is one of the key elements in becoming a successful learner, not just in school but in life.</p>	<p>Teachers adapt the metaphor of <i>the Pit</i> in different ways. Often these become visual metaphors in their own classrooms. This help learners realise that new learning will always involve feelings of uncertainty and insecurity. When learners successfully emerge from <i>the Pit</i> they feel an overwhelming sense of achievement and renewed confidence.</p> <p>They experience that exhilarating 'eureka' moment that says "I've worked this out for myself; I've overcome the challenge."</p>	<p><i>Do you teach learners who believe that when they get stuck it means that something has gone wrong?</i></p> <p><i>How could you develop the metaphor like the Pit to help learners to cope better with feelings such as anxiety and confusion?</i></p> <p><i>How could a metaphor like 'the pit' help create a better shared language about the struggle of learning?</i></p>
Stuckness routines		<p>Training learners to overcome 'stuckness' is an excellent way of building resilience. For example, when learners get stuck they should not give up, or ask for help straight away from their teacher. Instead they go through a series of clearly understood steps first. These steps might include one or more of the following:- Visiting the classroom helpdesk; referring back to the worked example provided by the teacher; using Brain, Book, Buddy before they ask the Boss (teacher) for help; asking the learner assigned as the topic expert; or trying working the problem out on a mini-whiteboard first.</p>	<p>Establishing clear 'stuckness' routines ensures learners know <i>what to do when they don't know what to do</i>. When learners are trained in stuckness routines they become much more resourceful in solving their own problems. Instead of waiting for help from the teacher or other adults, they are able to continue with their learning. This frees up the teacher to give and receive high quality feedback as they are not constantly dealing with learners who are stuck.</p>	<p><i>When learners get stuck in your classroom, what do they do?</i></p> <p><i>What routines can you establish to ensure learners are better able to help themselves?</i></p> <p><i>How can you use praise and rewards systems to encourage more learners to use stuckness routines?</i></p>

<p>Tell learners about your own struggles</p>		<p>When teachers share their own stories about overcoming difficulty, it can really help learners to appreciate that struggle is a necessary part of learning.</p> <p>When teachers talk about the steps they took to move from confusion to clarity, and from mediocrity to excellence, students learn that struggle, discipline, and even mistake-making are a normal part of the learning process. Indeed practise makes perfect!</p> <p>In one secondary school, the English and Maths teachers are modelling this brilliantly by sitting GCSE exams in each other's subjects. Read about it here... http://bit.ly/1Yv945</p>	<p>Learning is a change process. And like all change processes it's a natural thing for human beings to feel uncomfortable. Change takes us out of our comfort zone. It can feel safer to stay with what we know rather than risk entering into unfamiliar territory. Thus it's not unusual for learners to feel they're struggling or out of their depth. They might even assume that learning comes easily to everyone except themselves. By sharing your own struggles, you are modelling openness as well as resilience. Both of these characteristics help learners to make more progress.</p>	<p><i>How open are you with learners about your own struggles to learn?</i></p> <p><i>Have you got specific examples you could share with them?</i></p> <p><i>What strategies have you developed that have helped you to deal with challenging situations? Have you shared these strategies with learners in the form of personal stories or anecdotes?</i></p>
<p>Reflecting on their learning journey</p>		<p>Learners spend 39 weeks each year with you. Over that time it's important to look forward to help learners prepare for what's coming. Yet it's also crucially important to get them to reflect on how far they have improved already. Creating time to reflect on this journey, in small group or one to one reviews, helps learners to see their own progress and develop 'performance confidence'.</p> <p>Similarly getting learners to develop a portfolio of progress or create a list of achievements enables them to track how their work has improved over time.</p>	<p>Creating time for learners to reflect on the improvement they have made over the last term or month helps to grow their mindsets. Some learners perceive that their ability in particular areas of learning is fixed. Reflecting on how they have overcome past challenges and improved over time provides compelling evidence that these learners are wrong. Doing this builds their confidence that they can overcome future challenges.</p>	<p><i>How often do you get learners to reflect on their learning journey?</i></p> <p><i>What can learners do now that they couldn't do even a few months or years ago? Are they aware of this improvement?</i></p> <p><i>How can you help learners to be more resilient by reflecting on the tools and strategies that helped them to overcome challenge in the past?</i></p>

Being able to cope with, and overcome, difficulty and challenge is one of the key elements in becoming a successful learner, not just in school but outside school too. Some learners already have high resilience, others will need to have this developed.

The ideas within this 4by4 come from teachers who have gone through the Outstanding Teaching Intervention (OTI). To find out more about OTI or our other courses contact us at www.malit.org.uk