Resilience Curriculum

Andy Goulty
Executive Headteacher

Workshop Session 2
Mind the Gap Conference 2015
A school where traditional values of discipline, behaviour and respect are sacrosanct allied with the most innovative, differentiated and state of the art curriculum available
5 A* - C INC ENGLISH & MATHS
Why Resilience

• It encompassed the 6 R’s
• Preparation for linear examinations
• Preparation for life
• Totally dovetailed with, Dweck, Syed et al
• Taking the school to the next stage
Principles of Curriculum

• Literacy
• Mastery
• Self Confidence
• Resilience
Literacy

- Literacy toolkit taught in Year 7
- 33% overstaffing in English, removal of TA’s and replacement by teachers
- All Year 7,8 and 9 on Accelerated Reader in Registration
- Rise and Read
Rise and Read

- Children come to school and read from 7.40 am to 8.10 am on Tuesday and Wednesday
- Teachers volunteer and get paid £30 per hour (2 x 0.5 hours per week)
- We have promoted strong male role models for groups of boys
- All year 7 expected to attend. Clear expectation at transition and start of year 7. Attendance is excellent. Non attendance followed up by HOY
- Teachers read to/with/ listen to students/students read to each other over the year from a range of texts from poetry, plays, prose and non fiction texts
- The aim is that it is enjoyable/fun/promotes a love of reading (for many it replaces the lack of parental attention to reading)
- Last year reading ages went up by on average 2.5 years
Mastery

• Arts and Technology options in Years 7 and 8
• EBACC subject development in Years 7 and 8
• Pre-options
• One year GCSEs
• 5 Year GCSEs in Maths and Science, 4 Year GCSE in English
Enhanced Curriculum

- Archaeology
- Boxing
- Jiu-Jitsu
- Cake Decorating
- Cooking
- Costume and Makeup design
- Japanese
- Netball Academy
- Painting
- Rugby Union Academy
- Photography
- Piano lessons
- TV News Stream
- Theatre Performance Company
- Skiing
- Bikes (The Works)
- 3D Art
- Windsurfing
- Canoeing
- Climbing
- Criminology
The Resilience curriculum focuses on encouraging students to develop in seven areas of resilience.
Seven Areas of Resilience

Resilience (the ability to climb over life's obstacles rather than be defeated by them)

- Cognitive
- Physical
- Behavioural
- Emotional
- Academic
- Endurance
- Cultural and Spiritual
Seven Areas of Resilience

Resilience
(the ability to climb over life's obstacles rather than be defeated by them)

Cognitive
The ability to apply yourself, adapt in certain situations and try new approaches to tasks.

Physical
The ability to take control of your body and push yourself to your limits.

Behavioural
The ability to behave in an appropriate manner when in different situations.

Endurance
The ability to keep on going even when things get tough.

Academic
The ability to apply and commit yourself to academic challenges.

Emotional
The ability to control your emotions, empathise with others and learn from your mistakes.

Cultural and Spiritual
The ability to show tolerance in all situations.

The Rodillian Multi Academy Trust
Resilience in practice

- Initial identification of the different areas of resilience during the early weeks of the course along with developing safe learning environments to ensure that students feel more comfortable taking risks.

- Challenging ways of thinking through the use of Carol Dweck's mindset

- Practical challenges throughout the course by learning to play the ukulele and to juggle!

- Promoting confidence of students by regularly practicing public speaking

- Encouraging students to take responsibility for their learning and enable them to identify the attributes of a successful learner

- Challenging endurance of students to keep trying even through difficult tasks
Key Facets

• Pre-transition work
• Resilience Camp UK
• Dweck
• Ukulele/juggling/Austin’s butterfly
• DeBono’s thinking hats
• Debating
• In Their Shoes
• Self reflection
• Resilience camp France
### Resilience Reporting

#### Bronze

- Can stick at some things for short periods of time.
- Is willing to ask for help.
- Is willing to give most things a go (even if encouragement is required).
- Can get frustrated by setbacks but can be encouraged to find a way out.
- Is starting to find positive things in what they learn/do.
- Is sometimes distracted and at times needs support when starting a new task.
### Silver

- Can stick at most things and will have a go even if it is a little difficult.
- Usually finishes what they start to a reasonable standard.
- Are willing to take on and will enjoy new challenges.
- Are mostly positive about setbacks.
- Usually approaches a task with a smile.
- Avoids distractions.
- Can get on with a task once initial support is given.
Resilience Reporting

Gold

- Can stick at things even if they are difficult until they have succeeded.
- Always finish what they started to a high standard.
- Always enjoy a challenge and just get on with it.
- Can cope well with setbacks and start to find their own way out, always remaining positive.
- Can find interest in whatever they do.
- Is self-starter when it comes to tasks and gets stuck in.
Thank you

Any questions?
## Curriculum

<table>
<thead>
<tr>
<th>Year 10</th>
<th>ENGLISH LANGUAGE</th>
<th>ENGLISH LITERATURE</th>
<th>MATHS</th>
<th>SCIENCE</th>
<th>PE</th>
<th>OPTION 1</th>
<th>OPTION 2</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>ENGLISH COMBINED</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| Year 11 | ENGLISH LANGUAGE | ENGLISH COMBINED | MATHS | SCIENCE | OPTION 3 | OPTION 4 | W |