

RESILIENCY

Invitational Leadership



THE PRINCIPAL



“It is fundamentally important to me that students are invited by our school to *flourish*. Learning at Clarkson is a journey, a key part of which is Invitational Education: a practice to create, maintain and enhance human environments that invite people to realise their potential.”

John S. Young

CCHS April 2014



What is resiliency?

“In the context of exposure to significant adversity, resilience is both the capacity of individuals to navigate their way to the psychological, social cultural and physical resources that sustain their wellbeing, and their capacity individually and collectively to negotiate for these resources to be provided in culturally meaningful ways.”

<http://www.resilienceresearch.org>



Thinker in residence....

Nine common factors that predict resilience from Dr Michael Ungar
(Dalhousie University, Halifax 2014)

1. **Structure**

Communities that provide reasonable limits for children and young people, and alternatives to express themselves and make some decisions, create the optimal environment for children to thrive.

2. **Consequences**

Good consequences remind children they are still a part of their families, schools and communities, and accountable for the harm they cause others.

3. **Parent-child connections**

When parents are available and have enough time and resources to help their children, these relationships become powerful and help children develop a sense of personal worth and problem-solving skills.

4. **Many strong relationships**

A child's ever expanding social networks help to make them more resilient.



Resiliency continued....

5. ***A powerful identity***

By reinforcing the positives, adults can help children make better decisions with regard to the identities they choose.

6. ***Sense of control***

From an evolutionary standpoint, we are designed to take control, fail in manageable ways and then persist with another try. The children who have these experiences enjoy the 'risk-takers advantage'.

7. ***Sense of belonging, life purpose and spirituality***

These are processes that we engage in when others provide us with opportunities to make sense of our lives.

8. ***Fair and just treatment***

This is also something that we need to create for children, especially children who are vulnerable.

9. ***Physical and psychological safety***

This includes adequate housing, safe streets, well-resourced schools and parents with the time to pay attention to them.



Inviting students to learn.....

Sometimes students may attempt an activity then disengage from further learning if they do not have a rewarding and successful experience. Providing students with support and encouraging students to try again when they have difficulty with a task or concept are essential components of Invitational Education.

A lack of resilience may be a major factor in student disengagement and lack of interest in learning. Invitational Education encourages student resilience when things do not go well the first time and encourages students to see failure as a normal part of discovery and learning, not as a judgement of personal worth.



Invitational Education, an imaginative act of hope...

“A theory of practice designed to create, maintain and enhance human environments that cordially summon people to realize their potential in all areas of worthwhile human endeavour.”

William Watson Purkey (WWP)





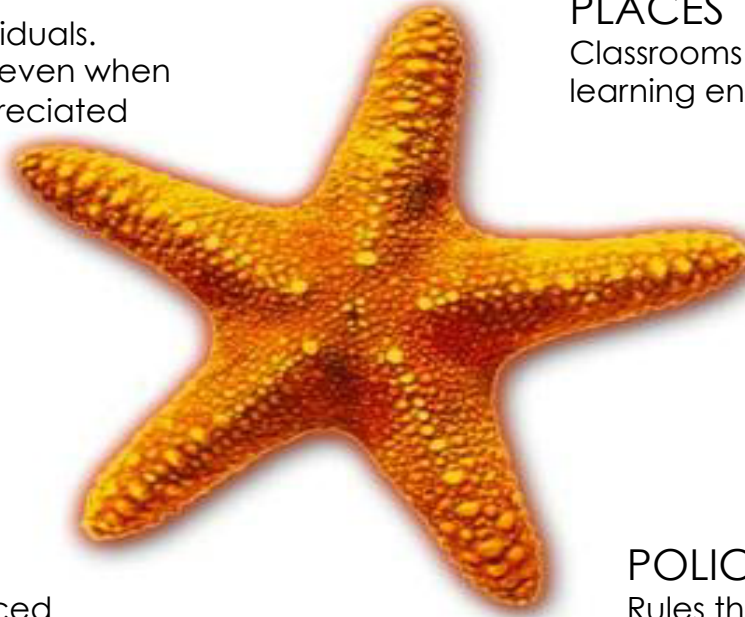
Starfish

PEOPLE

Treating people as individuals.
Supporting their needs, even when
that is difficult or unappreciated

PLACES

Classrooms that create an engaging
learning environment



PROCESSES

Consistent, fair and transparent
processes that encourage and
reward participation and
engagement

PROGRAMS

Learning that is sequenced
in content-rich and engaging lessons
encouraging student participation

POLICIES

Rules that demonstrably focus on
the importance of learning and
require fairness and equity for all

The starfish enfolds its target with all limbs, with different limbs used at different times or in different combinations to exert maximum leverage to achieve the goal. We use the same approach, by concentrating where we need to create change and improvement that will invite students to engage in our classrooms.

*“Human potential although
not always apparent is always
there, waiting for the
invitation....” WWP*

Four elements shape Invitational Education

1. Respect
2. Trust
3. Optimism
4. Intention



Respect



Invitational schools share responsibilities based on mutual respect and expect positive outcomes.

Respect is the essence of a co-operative relationship.



Trust

Reliability

Genuineness

Truthfulness

Intent

Competence



Optimism



Better things are more likely to occur when self-defeating scripts, i.e. negative self-talk, are held to a minimum.



Intention



Invitational Education is underpinned, shaped and validated by the momentum of positive intent, sense of purpose and direction.



Being invitational...



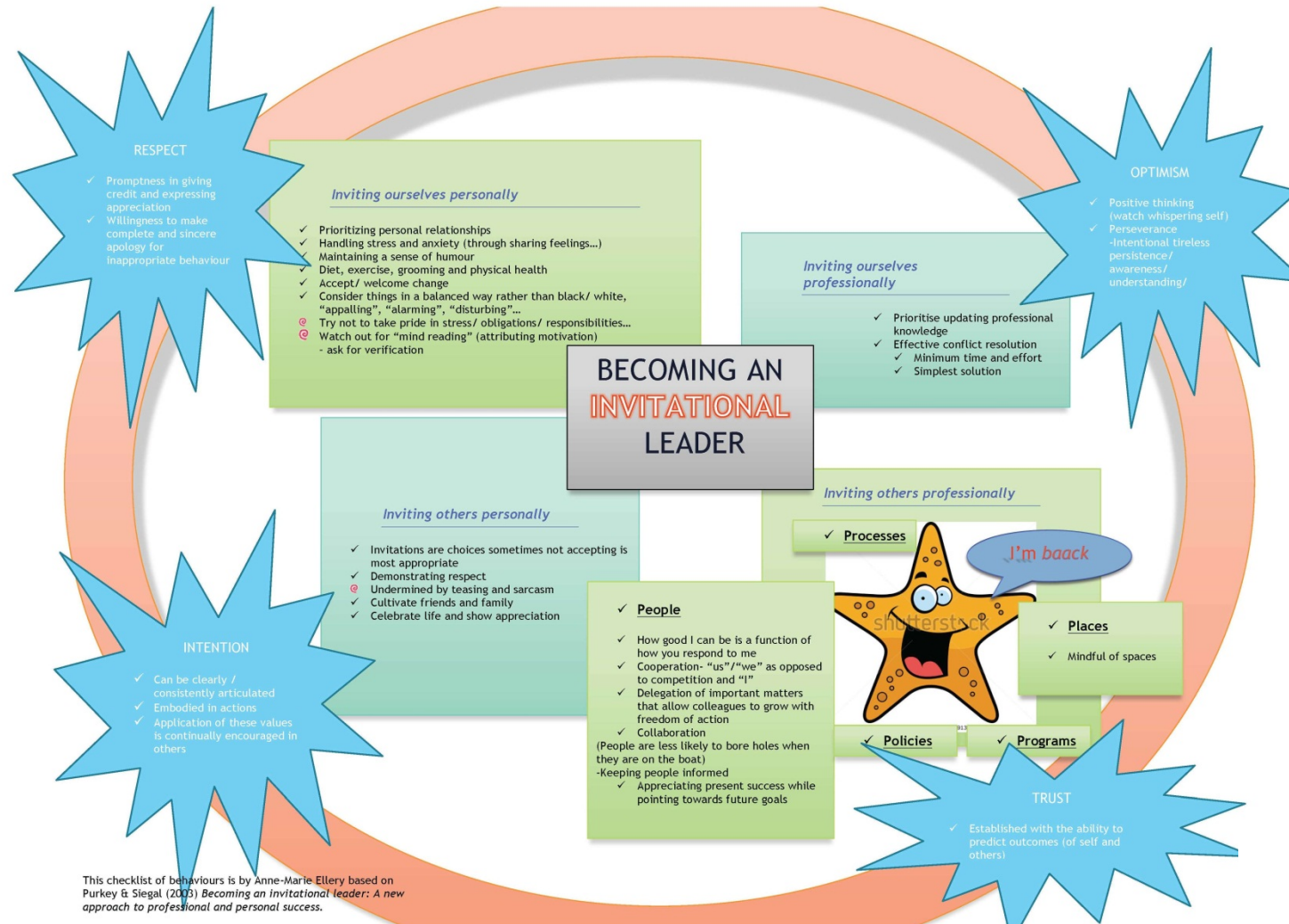
Invitational leadership...

“Successful leaders have discovered ways to invite others to share in the leader’s vision, to look ahead to tomorrow’s promise.”

Purkey & Siegel



Invitational Leadership



This checklist of behaviours is by Anne-Marie Ellery based on Purkey & Siegal (2003) *Becoming an invitational leader: A new approach to professional and personal success*.

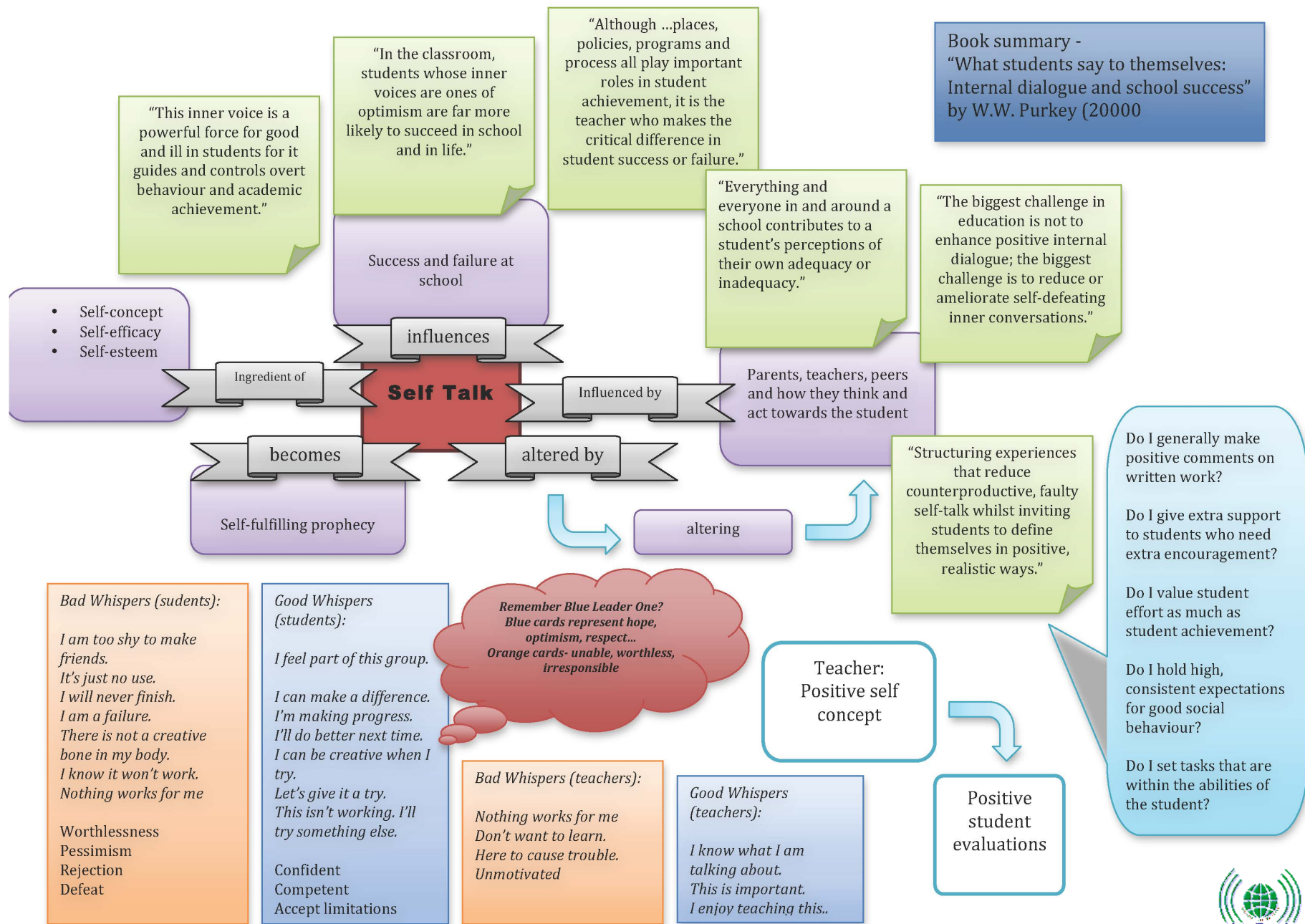


A separate reality....

“The world is such-and-such or so-and-so because we tell ourselves that is the way it is...you talk to yourself. You're not unique in that. Everyone of us does that. We carry on internal talk...in fact we maintain our world with internal talk.”

Purkey & Siegel





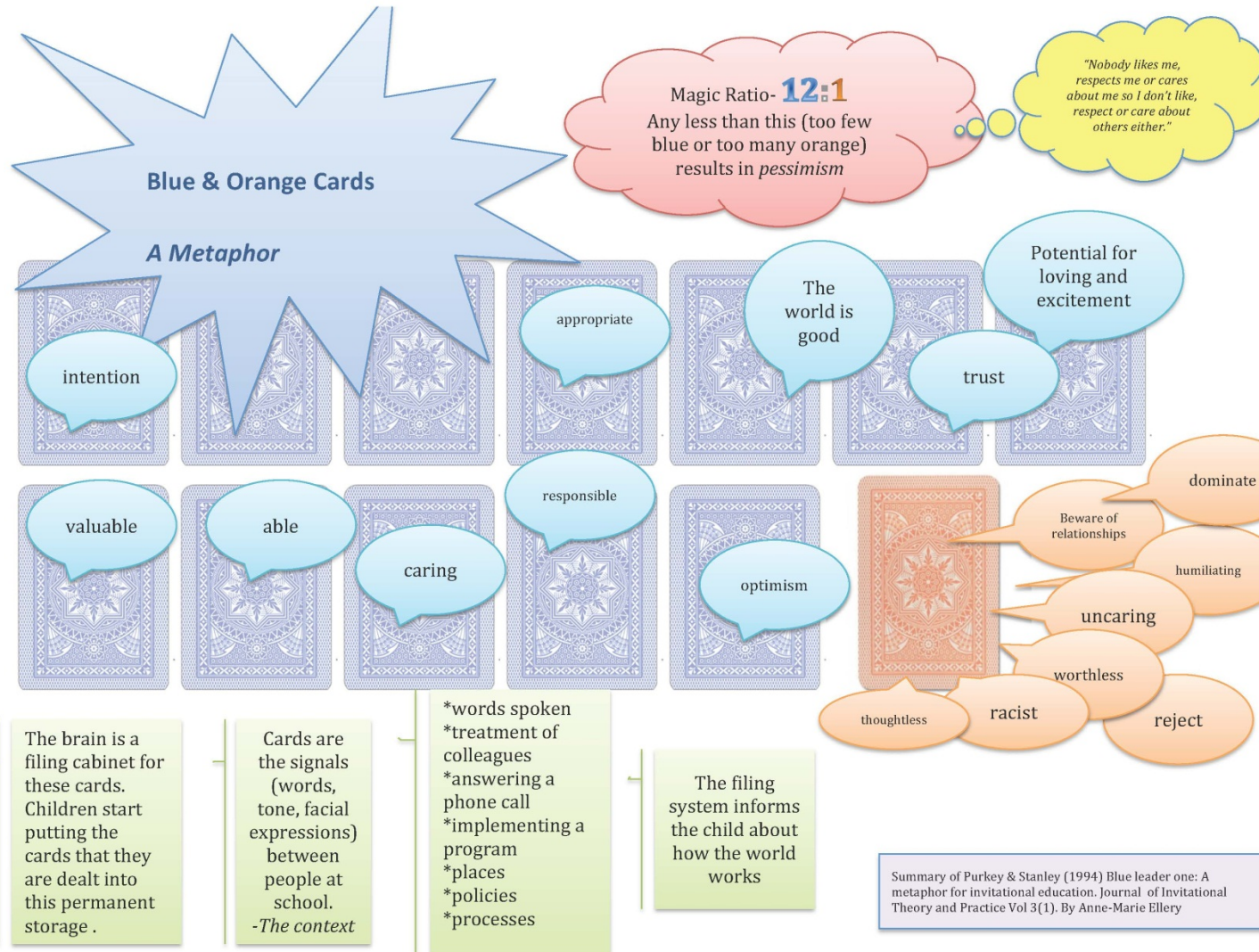
In a very special way each person is both subject and object, the whispering self is both speaker and listener.

“People who learn to control inner experience will be able to determine the quality of their lives, which is as close to any of us become to being happy.”

Csikszentmihalyi



The whispering self...



Treasure class clowns, for they inspirit us all....

“I doubt if there is among us a more useful citizen
Than the one who holds the secret of banishing gloom,
Of making tears give way to laughter,
Of supplanting desolation and despair
With hope and courage,
For hope and courage always go with a light heart.”

F.D. Roosevelt



CLASS CLOWNS

- State of Education: The "system"/ climate
 - High stakes testing
 - Overburdened teachers
 - Aggression
 - Violence
- "knowing students and how they learn"
 - Special Needs students
 - Academically Talented students
- 1 per 35 students
- Characterised by
 - "Expression" rather than conformity
 - Love making people laugh
 - Energy
 - Playful spirit
- Types
 - Hostile
 - Ridicule other other students and/or teachers
 - Outrageous social behaviour
 - "it was only a joke"
 - Often endearing
 - Friendly
 - Carefully avoid being offensive
 - Laugh at themselves
 - goofy
 - Popular
 - Often value unnoticed by teacher
- Relationships are the key
 - Influence on classroom
 - Can fulfil the need for cheerfulness
 - joy
 - optimism
 - gladness
 - Can be negative and powerful
 - insulting
 - hurtful
 - disruptive
 - disrespectful
- Requires the strengths of:
 - Inviting others to laugh
 - A "need" to make others laugh
 - "disruptive" "attention seeking" "immature"
 - Insecurity Poverty Low self esteem
 - Not necessarily "happy"
 - Few friends
 - Coping
 - Take advantage of situations
 - Relating
 - Making connections
- Successful Teachers - Good Managers
 - Give responsibility
 - Organise "triads"
 - Provide a spotlight
 - Modify assessment to increase probability of success
 - Be positive with directives
 - Set classroom agreements
 - Promote civility
 - Keep them busy
 - CMS
 - Build class spirit
 - Use inclusive pronouns
 - Brighten the classroom
 - Play that funky music
- Investing
 - Desire to control enviro
 - Asserting
- Jump s In Takes risks Lives life fully



*“You’ve got to dance like there’s
nobody watching.
Love like you’ll never be hurt,
Sing like there’s nobody listening,
And live like it’s heaven on earth.”*

William Watson Purkey



Conclusion

The constructs of Invitational Theory and Practice underpin engagement, resiliency and academic enquiry.

Invitational Education is the driving influence in all all areas of school improvement at Clarkson Community High School.