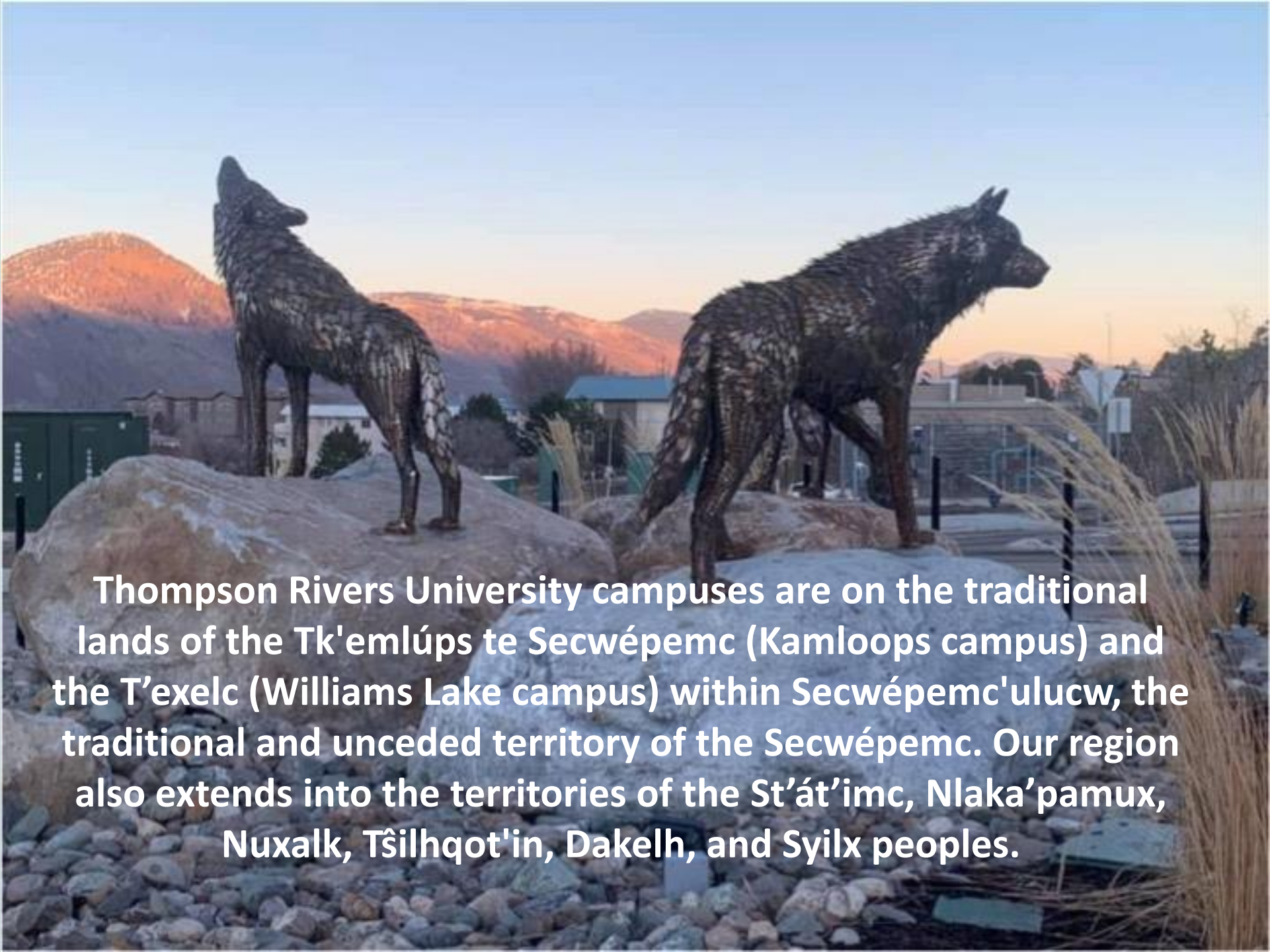


A circular wreath of various botanical illustrations surrounds a central white circle. The plants include green ferns, red maple leaves, yellow marigolds, purple cornflowers, and green bell-shaped flowers. The background is a solid light blue.

# Fostering Resilience in the Classroom

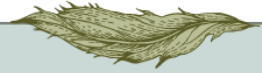
---

Christina Cederlof  
Carolyn Ives



**Thompson Rivers University campuses are on the traditional lands of the Tk'emlúps te Secwépemc (Kamloops campus) and the T'exelc (Williams Lake campus) within Secwépemc'ulucw, the traditional and unceded territory of the Secwépemc. Our region also extends into the territories of the St'át'imc, Nlaka'pamux, Nuxalk, T̓silhqot'in, Dakelh, and Syilx peoples.**

# Overview



---

What is resilience?

---

Why is resilience important in the classroom?

---

What is Appreciative Inquiry?

---

What is Appreciative Resilience?

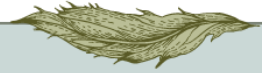
---

PQS Formative Assessment Activity

---

How might these tools help me foster resilience in learners and myself?

# What Is Resilience?



- Ability to adapt, NOT “bounce back”; moving through and learning from challenge
- Resilience can be learned

(Seligman; Reivich & Shatte; Luthans; cited in McArthur-Blair and Cockell, 2022)

- Three traits:
  - Acceptance of reality
  - A deep belief that life is meaningful
  - Ability to improvise, be flexible, imagine possibilities

(McArthur-Blair and Cockell, 2022)



A circular wreath of various botanical illustrations surrounds the central text. The wreath includes green ferns, red maple leaves, yellow marigolds, purple cornflowers, and large green leaves. A small branch with pink blossoms is on the left, and a single green leaf is centered below the text.

Why is resilience important  
in the classroom?

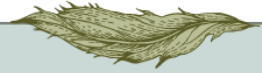
# Why Is Resilience Important in the Classroom?



- It promotes wellbeing
- It promotes a realistic sense of optimism rather than toxic positivity
- It encourages people to use their strengths, to contribute
- It promotes curiosity and creativity
- It fosters a growth mindset

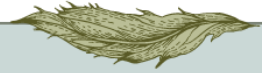
. . . And ALL these conditions are good for learning!

# What Is Appreciative Inquiry?



- A positive, strength based, participatory methodology that seeks to discover the best in people and their organizations.
  - “It involves the discovery of what gives ‘life’ to a living system when it is most effective, alive, and constructively capable...” (Cooperrider, 2008)
- AI uses story telling as a way to help people bring the best of the past into their current reality and project it into their future
  - What is it that we do already that is working for us, and how can we leverage our strengths going forward? (Stratton-Berkessel, 2010)
- A way of being in the world – a philosophy and a practice

# What Is Appreciative Inquiry?



## Appreciate (verb)

1. valuing; the act of recognizing the best in people or the world around us; affirming past and present strengths, successes, and potentials, to perceive those things that give life (health, vitality, excellence) to living systems

2. To increase in value, e.g. the economy has appreciated in value

Synonyms: Valuing, prizing, esteeming, and honoring

## Inquire (verb)

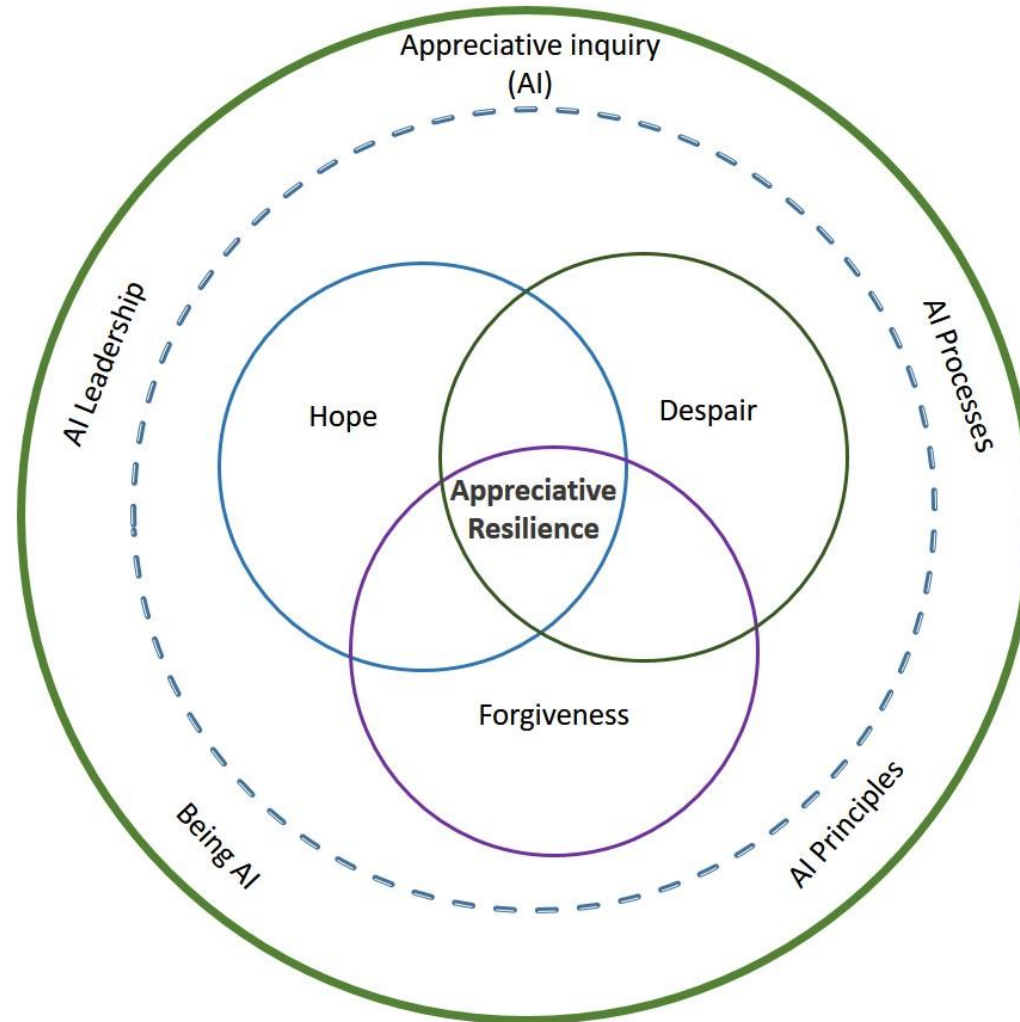
1. the act of exploration and discovery  
2. to ask questions; to be open to seeing new potential and possibilities

Synonyms: Discovery, search and systematic exploration, study

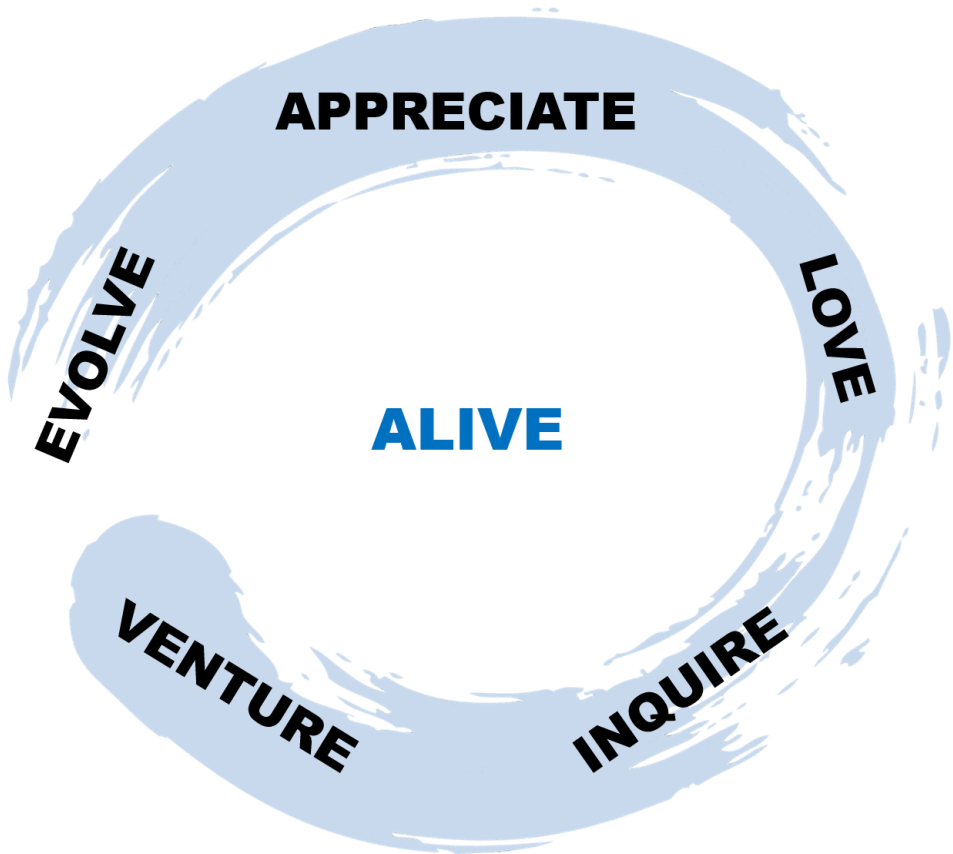
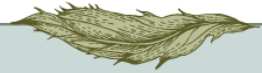
Source: Cooperrider, Whitney, & Stravros, 2008, p. 275



# What Is Appreciative Resilience?



# Being Authentically **ALIVE**



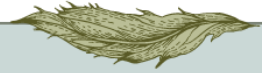
- *Appreciate* – value; increase in value; grasp the significance of; be fully aware of; express gratitude
- *Love* – deeply care for yourself and others; be open and present with others; be loved and cared for by others
- *Inquire* – ask questions; be curious; seek to learn; research; engage in dialogue
- *Venture* – undertake; show courage; brave the risks
- *Evolve* – develop; unfold; expand, open

# PQS Activity



- P: What are your goals for coming to this workshop on fostering resilience in the classroom?
- Q: What questions or curiosities do you have about fostering resilience in the classroom?
- S: Please suggest a strategy to build resilience in your classroom.

# Appreciative Resilience for Learning



Learning through curiosity:

- ***Inquire*** – ask questions; be curious; seek to learn; research; engage in dialogue

Learning from doing, from trying, from taking risks:

- ***Venture*** – undertake; show courage; brave the risks

Learning for growth:

- ***Evolve*** – develop; unfold; expand, open

# Appreciative Resilience for Learning



Resilience promotes wellbeing:

- This leads to increased bandwidth for learning (Verschelden, 2017)
- “Research shows that supporting wellbeing in learning environments is foundational to our students achieving deeper learning and academic success” (UBC Wellbeing, n.d.).



# Appreciative Resilience for Learning



Resilience promotes a growth mindset:

- “In a growth mindset, people believe that their most basic abilities can be developed through dedication and hard work—brains and talent are just the starting point. This view creates a love of learning and a resilience that is essential for great accomplishment” (Dweck, 2015).




## Appreciative Resilience for Classroom Environment

Classroom culture of mutual respect:

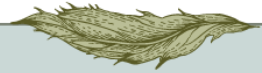
***Appreciate*** – value; increase in value; grasp the significance of; be fully aware of; express gratitude

Classroom culture of mutual caring:

***Love*** – deeply care for yourself and others; be open and present with others; be loved and cared for by others



# Appreciative Resilience for Classroom Environment



- It promotes a realistic sense of optimism rather than toxic positivity:
  - Realistic optimists understand that they may achieve success “through things like effort, careful planning, persistence, and choosing the right strategies. They recognize the need for giving serious thought to how they will deal with obstacles” (Grant, 2011)
  - “Realistic optimists recognize reality constraints and aspire to probable outcomes. They see the path to success as full of twists and turns. Consequently, they are not risk-averse. Teaching students about optimism can help them see unpleasant events as learning opportunities” (Guiang-Myers, 2019).



How might you use Appreciative  
Resilience in your class?



# Next Steps



- What would you like to explore on this topic for the next two workshops?



# References



- Cockell, J., & McArthur Blair, J. (2018). *Building resilience with Appreciative Inquiry: A leadership journey through hope, despair, and forgiveness*. Berret-Koehler.
- Dweck, C. (2015). *Mindset: The new psychology of success*. Ballantine Books.
- Dwiastuti1comma2\*, I., Hendriani, W., & Andriani, F. (2022, Jan. 29). The impact of academic resilience on academic performance in college students during the Covid-19 pandemic. *Knowledge E*. DOI [10.18502/kss.v7i1.10198](https://doi.org/10.18502/kss.v7i1.10198)
- Grant, H. (2011, May 2). Be an optimist without being a fool. *Harvard Business Review*. <https://hbr.org/2011/05/be-an-optimist-without-being-a>
- Guiang-Myers, G. (2019, March 19). Tips for teaching realistic optimism. Edutopia. <https://www.edutopia.org/article/tips-teaching-realistic-optimism/>
- McArthur-Blair, J., & Cockell, J. (2022, September 28). ARFT resilience overview [Course presentation]. Appreciative Resilience Facilitator Training. Online.
- UBC Wellbeing. Wellbeing in teaching and learning environments. <https://wellbeing.ubc.ca/wble>
- Verschelden, C. (2017). *Bandwidth recovery: Helping students reclaim cognitive resources lost to poverty, racism, and social marginalization*. Stylus.