



RESCUR: SURFING THE WAVES

A RESILIENCE CURRICULUM FOR EARLY YEARS AND PRIMARY SCHOOLS

A Teacher's Guide

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A Lifelong Learning Programme Comenius Project

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Scuola dell'Infanzia comunale "8 Marzo", Pavia
Istituto Comprensivo di via Scopoli – Scuola primaria "De Amicis" e Scuola primaria "Gabelli", Pavia
Scuola primaria paritaria "Maddalena di Canossa", Pavia
Istituto Comprensivo di Certosa di Pavia - Certosa di Pavia (PV)
Istituto Comprensivo di Rivanazzano Terme (PV) - Scuola Primaria Statale di Retorbido (PV) – Scuola dell'infanzia "Liedi" di Rivanazzano Terme (PV) – Scuola Primaria di Godiasco (PV) - Scuola d'infanzia "Diviani – Salice Terme (PV) - Scuola dell'infanzia "Negrotto Cambiaso" Codevilla (PV)
Istituto Comprensivo di Piazza Vittorio Veneto - Scuola primaria "Don Milani" - Scuola primaria "Regina Margherita" - Vigevano (PV) -
Istituto Comprensivo di Bereguardo (PV) – Scuola primaria di Bereguardo (PV) e Scuola primaria di Vellezzo Bellini (PV)
Istituto Comprensivo di Siziano (PV) – Scuola primaria di Siziano (PV)
Istituto Comprensivo di Garlasco (PV) – Scuola primaria di Dorno (PV)
Istituto comprensivo di Stradella (PV) - Scuola dell'infanzia di Portalbera (PV)
Istituto Comprensivo di Villanterio (PV) - Scuola primaria di Gerenzago (PV) - Scuola primaria di Vistarino (PV)
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Chapter 1 Introduction

Background

This curriculum comes at a critical time as Europe is facing increasing economic, social and cultural challenges: recession, unemployment, terrorism, immigration. It is a time when the challenges to social inclusion and equity are being aggravated by the current socio-economic changes and when the need to take action has become ever more urgent and pressing. European society has long been a multicultural, diverse one, but recently it is experiencing increasing mobility and migration of individuals from diverse cultures. Cultural diversity is an opportunity to “congregate human capital”, to enhance human experience at both individual and collective levels. It presents however, various challenges which may lead to prejudice and discrimination as well as social conflicts. The highest rate of discrimination in Europe is indeed on the basis of ethnic origin (European Commission, 2012). Individuals from ethnic and cultural minorities, such as Roma, immigrants and refugees are at risk of early school leaving, absenteeism, school failure, social exclusion and mental health problems. For instance the average rate of early school leaving amongst young people with a migrant origin in Europe is double that of native youth, while the rate is even higher for Roma populations, who are among the most socially excluded members of society (European Commission, 2011).

Roma children are amongst the most vulnerable in Europe, coming from the largest, most impoverished and most vulnerable minority in central and Eastern Europe. They face stereotypes and labels depicting them as inferior, criminal and dangerous, consequential social, political and economic discrimination, limited access to health care services, high dependence on state welfare, limited education, and high rates of absenteeism and early school leaving (UNICEF, 2005; Dimakos & Papakonstantinopoulou, 2012; OCSE, 2012). They struggle with weaker family support from their families, face discrimination within the education system, and have more limited access to non-formal and informal learning opportunities outside compulsory schooling (European Commission, 2011). In a study with parents of Roma children in Croatia, Pahic, Vizek Vidovic & Miljevic-Ridicki (2011) reported that, while parents have started to appreciate the importance of education for their children, when compared to other parents they showed less interest in participating in activities and decision making at the school and had lower academic aspirations for their children. They believed that it is harder for their children to learn due to the language barrier, while mentioning also poverty and inadequate learning conditions at home. More than half of the Roma parents believed schools could do more for their children, including additional educational support, financial help, and protection from bullying.

Refugee and migrant children are another increasing group of children in Europe facing risks in their development such as poor living conditions, lack of access to education, protection and health-care services, greater risk of abuse, neglect, violence, exploitation, trafficking or forced military recruitment, absence of social networks, and separation from their families (UNICEF, 2005; UNHRC, 2007). As in the case of Roma children, refugee and migrant children also experience difficulties in their education in a system governed by the dominant culture capital. Such difficulties include

placement in lower streams or special schools, retention in grade, culturally biased assessment, lack of bridging of school-home cultures, and lack of home support with school and homework, with consequent high rates of school failure, absenteeism and early school leaving (UNICEF, 2005; OSCE, 2012; Nicaise, 2012). Other school barriers include language barriers that hinder communication; racism and discrimination that hinder the development of relationships and the inclusion process; and labelling the trauma story and the person through negative stereotypes that prevents the focus on strengths and turns the attention to the deficits or problems (Hutchinson & Dorsett, 2012).

Children with individual educational needs, such as disability as well as giftedness, are also likely to face obstacles in their growth and development. Disability, as the term implies, has generally been considered from a risk perspective in terms of the negative disabling consequences of the impairment on an individual's wellbeing. This way of thinking is regarded as one of the main challenges for children with disability, and one of the resilience processes is to raise consciousness in the children and school and society about the disabling consequences of this framework, including the view of disability as a 'personal tragedy' (Swain & French 2000). One of the main challenges for children with disability is that of accessing and actively engaging in the learning process with equal opportunities like other children. They also face social challenges such as difficulties in forming positive peer relationships and being victims of bullying. These pose risks to their academic and social and emotional learning, which if unaddressed, may lead to school failure, social exclusion, poor relationships and mental health difficulties.

Gifted children are another group of children who may face difficulties in their development and growth, even if this is not always apparent to adults and educators, with consequent lack of adequate attention to their needs. This may lead to academic difficulties, behaviour problems, social exclusion, poor self esteem, and mental health difficulties. For instance, although gifted students often show a superior ability to communicate with adults in a mature way (Neihart, Reis, Robinson, & Moon, 2002), these particular skills may widen the gap in their communication with peers. Gifted children may experience difficulty in establishing positive peer networks, feel misunderstood by their peers and frequently face concerns surrounding social acceptance and discrimination. Berger (1989) identified some of the most common prejudices gifted students experience, such as "gifted students are nerds and social isolates"; "gifted students are naturally creative and do not need encouragement"; "the social and emotional development of the gifted student is at the same level as his or her intellectual development"; "gifted students need to serve as examples to others and they should always assume extra responsibility". Furthermore, many gifted children tend to perceive their school experiences as boring and frustrating because the learning goals may not match their preferred learning style and/or topics (Clark, 2013).

Our schools need to adopt children's wellbeing as one of their objectives - both in their ethos and their teaching. Life skills can be taught as professionally as mathematics or literature (Darzi & Layard, 2015).

Objectives

The third Strategic Objective of the EU Council's 'Strategic Framework for European cooperation in Education and Training for 2020' underlines the need for quality education and support for vulnerable groups as those described above, starting from early childhood (European Commission, 2011). Education provides a unique opportunity to promote the inclusion of marginalised communities, helping to promote equity, social justice and social inclusion by providing inclusive, caring and culturally responsive learning communities (European Commission, 2012). In such communities, schools provide a nurturing, secure environment for all learners, including those from disadvantaged backgrounds, reducing the stress of discrimination and rejection, and providing opportunities for positive participation in learning and social activities and for social connectedness at school. A whole school approach including both the school climate and ethos as well as the formalised curriculum in all its aspects, needs to reflect the experiences and cultures of the various cultural and ethnic groups and match with the learning, cultural, and motivational styles of all the learners (Banks, 2003). A curriculum for learners coming from ethnic minorities such as Roma, immigrants and refugees, as well as children with individual educational needs, also needs to address the challenges and obstacles likely to be faced by such learners, helping to build their psychological resources not only to survive in adverse circumstances, but to continue growing and thriving. Such resources include a sense of optimism and hope in the future, building on one's strengths, a positive attitude, adaptability and flexibility, determination and perseverance, belief in inner strength, sense of agency and belief in bringing about change, sense of coherence and purpose, high academic expectations, and building and maintaining healthy relationships with peers and adults (Doll, Brehm, & Zucker, 2004; Førde, 2006; Cefai, 2008; Simões et al., 2009; Seligman, 2011; Ungar, 2012; Hutchinson & Dorsett, 2012; National Scientific Council on the Developing Child, 2015).

RESCUR Surfing The Waves has been developed in response to the social, cultural and economic challenges faced by many European children today. It presents a resilience curriculum for early and primary school schools in Europe to foster the academic, emotional and social learning of children who may be at risk of early school leaving, absenteeism, school failure, social exclusion and mental health problems amongst others, by providing them with the key tools to overcome the disadvantages and obstacles in their development whilst making use of their strengths. Equipping children with the requisite skills to overcome challenges related to poverty, mobility, unemployment, family stress, discrimination, bullying, violence and social exclusion, is an investment in building a generation of European resilient citizens for the coming years. The curriculum also aims at empowering young vulnerable children in Europe to make use of their strengths in overcoming the

challenges in their lives while continuing to grow and thrive. More specifically, the curriculum has the following objectives:

- To develop and enhance children's social and emotional learning and resilience skills
- To promote children's positive and prosocial behaviour and healthy relationships
- To promote children's mental health and wellbeing, particularly those at risk of mental health difficulties
- To improve children's academic engagement, motivation and learning

The thrust of this curriculum is to equip young children with the skills they need to manage the 'tests of life' and overcome any obstacles they face on the way. As such it places the onus of responsibility on the individual in coping with, and continue to grow in the face of, adversity. This does not detract however, from the responsibility of society to take active steps to prevent and eliminate adversity and disadvantage, such as poverty, wars, crime, social exclusion and marginalization. It is far easier for the individual to make healthy choices and grow healthily and successfully in healthy contexts. Children provided with protective and healthy contexts with close relationships with caring adults are more effective in coping with adversity and thriving academically and socially (Werner and Smith, 1992, Watson, Emery & Bayliss, 2012; Ungar, 2013). In line with the research evidence on resilience, however, we believe in a dual approach focusing on both the creation of healthy and protective contexts as well as equipping the individual himself to overcome adversity (Werner & Smith, 1992; Rutter et al, 1998; Masten, 2011). Furthermore we argue that the teaching of resilience impacts the teachers' overall practice and leads to a paradigm shift in teaching and learning, with resilience education becoming embedded within the whole classroom and school climate (Jennings & Greenberg, 2009). This curriculum aims to bring multiple changes in the whole school culture, and Chapter 4 describes how school staff may create resilience-enhancing classroom and whole school contexts.

Target audience

This programme presents a universal resilience curriculum for early and primary schools in Europe for four year to eleven year old learners. It particularly targets vulnerable children in Europe, such as children coming from ethnic minorities such as Roma, immigrant and refugee children, other children coming from emarginated and socially disadvantaged families and communities, and children with individual educational needs, including those with disability and gifted children. The curriculum however, has been developed as a universal, inclusive programme for all children in the classroom, including those considered at risk or vulnerable, and it is envisaged that it will be delivered by the classroom teachers as a key area in the general curriculum, delivered on a regular basis like other content areas such as literacy, numeracy, science and creativity.

BOX 1 RESCUR Project

RESCUR: A Resilience Curriculum for Early Years and Elementary Schools in Europe is a three year (2012-2015) LLP Comenius project coordinated by the University of Malta (Malta) with the participation of the University of Zagreb (Croatia), the University of Crete (Greece), University of Pavia (Italy), the University of Lisbon (Portugal), and Orebro University (Sweden). The project is aimed at developing a resilience curriculum for early and primary education in Europe through the intercultural and transnational collaboration among the partner institutions. The curriculum is developed on the basis of the current social, economic and technological needs and challenges of the partners involved, and seeks to develop in learners the requisite competences needed to overcome such challenges in their lives to achieve academic success and social and emotional wellbeing as young citizens in the EU. In the first year the partners developed the curriculum, consisting of six major themes, namely effective communication, healthy relationships, a growth mindset, self determination, developing one's strengths in learning and social activities, and overcoming and dealing with challenges and obstacles, such as bullying, loss, failure and rejection. In the second year the curriculum was piloted in a number of schools in each partner country. In the third year the curriculum was edited and finalised and consequently published (hard and soft copies) in three manuals for teachers (early years, early primary and late primary) and one manual for parents in the seven languages of the consortium, namely Croatian, English, Greek, Italian, Maltese, Portugese and Swedish.

Structure

The programme consists of five manuals as follows:

Teachers' Guide

Early Years (4-5 years)

Early Primary School Years (6-8 years)

Late Primary School Years (9-11 years)

Parents' Guide (Early Years-Primary School)

Teachers' Guide

This is a practical guide for teachers on how to implement the curriculum in the classroom. It describes the objectives, theoretical framework and structure of the curriculum, the main themes covered, pedagogy, assessment, and issues of implementation and evaluation. It includes also chapters on the creation of classroom and whole school climates which consolidate and reinforce the taught aspect of the curriculum, as well as a chapter on developing the school staff's own resilience and wellbeing.

Activities Manuals

These present the classroom activities for each of the six curriculum themes at various levels. Each theme has two main subthemes with the sixth theme having 6 subthemes:

1. Developing communication skills
 - a. effective communication
 - b. assertiveness
2. Establishing and maintaining healthy relationships
 - a. healthy relationships
 - b. cooperative skills, empathy and moral reasoning
3. Developing a growth mindset
 - a. positive and optimistic thinking
 - b. positive emotions
4. Developing self determination
 - a. problem solving
 - b. empowerment and autonomy
5. Building on strengths
 - a. positive self-concept and self-esteem
 - b. using strengths in academic and social engagement
6. Turning challenges into opportunities
 - a. dealing with adversity and setbacks
 - b. dealing with rejection
 - c. dealing with family conflict
 - d. dealing with loss
 - e. dealing with bullying
 - f. dealing with change and transitions.

These themes occur in the three manuals, from basic activities in the early years to more complex activities in the early primary and late primary years. Each of the two subthemes in each respective theme consists of three topics and each topic includes three activities at basic, intermediate and advanced level respectively. Activities include a mindfulness exercise, storytelling and discussion, practical activities and take home activities.

Special features of the activities include

- story telling to introduce the topic: in the early years and early primary school, the stories are based on two specially designed mascots, namely the unusually coloured, bespectacled Sherlock the Squirrel, and the broken spikes Zelda the Hedgehog. In the late primary school years, the stories make use of human figures and real life resilience stories and fables;
- mindfulness: each activity starts with a short mindfulness activity chosen from the mindfulness activities included on the soft version of the curriculum, or designed by the classroom teacher herself;
- practical, multisensory activities such as drawing, drama and play to complement the story telling;
- a learner portfolio where learners collect their drawings, worksheets and other written tasks into a developing resilience portfolio;
- take home activities, including worksheets, where parents and learners are encouraged to continue discussing and practising the skills learnt in the classroom;
- teacher and self assessment checklists for every theme.

The curriculum package includes also the following features:

- Finger puppets Sherlock and Zelda the two mascots used in the stories in the early years and early primary school (Appendix.4); teachers are strongly encouraged to make a cloth puppet of Sherlock and Zelda as well;
- Cards of the story animals in the early years and early primary school activities (soft version);
- Resources to be used in the activities, including pictures, diagrams and finger puppets, learner worksheets and parents worksheets (soft version);
- Set of mindfulness activities as well as music composed specifically for the curriculum which may be used during the activities (soft version);
- Teacher assessment checklists and self assessment checklists on each of the six themes to be

completed by the teachers and the learners at the end of the theme;

- Learner portfolio to be built by the learners with the teachers during the classroom activities and the parents during the home activities;
- Posters of the slogan adopted for each of the six theme.

Parents' Guide

The activities are accompanied by a parents' guide which complements and reinforces the work being done in the classroom. The guide introduces the parents to the curriculum and the respective themes, subthemes, topics and activities, and describes what parents can do to help their children continue developing the resilience skills learnt at school. After introducing the curriculum and defining resilience, the manual explains each theme and subtheme, and suggests a number of strategies parents may utilise to help their children to master the resilience skills learnt at school and apply them in different contexts such as home and the community.

Editions of the curriculum package

Besides this English language international edition, the curriculum has been published in six other editions, namely in Croatian, Greek, Italian, Maltese, Portuguese and Swedish. The curriculum is also published in an electronic version (www.rescur.eu/www.um.edu.mt/cres).

Conclusion

The following chapters describe in more detail the curriculum and how it may be implemented in the classroom. Chapter 2 starts with an introduction to the resilience perspective in education, followed by an explanation of the curriculum framework, including the rationale for the six themes. Chapter 3 describes how the curriculum may be delivered in the classroom, including a universal, inclusive framework, structure of activities, the SAFE approach to teaching, storytelling, mindfulness, use of resources, assessment, the learners' portfolio, and the parents' role and contribution amongst others. Chapter 4 describes how the curriculum may be implemented through a whole school approach, illustrating how the classroom and school climates may serve to promote and reinforce resilience. Chapter 5 underlines the importance of the teachers' own resilience and wellbeing, and presents various strategies on how they may develop resilience in their work. Chapter 6 discusses key issues school staff need to keep in mind when implementing the curriculum, including administrative support and guidance, planning, staff and parents' education, completing an implementation index, monitoring and evaluation.

We, as the adults in children's lives, can't keep telling our children countless times to "calm down" or "pay attention" without providing them with some practical guidelines for how to do so. Teaching these practices to students can increase not only their social and emotional skills, but their resilience: the capacity to not only cope, but thrive in the face of adversity (Lantieri 2009, p. 10).

The curriculum has been implemented by more than 200 early years and primary school teachers in about 80 schools across the 6 partner countries. Here is what some of the teachers said about the curriculum (Cefai et al, 2015):

It became significantly easier for me to realize that I am part of the ecology of the classroom and my behavior affects children in a significant way. I needed to change and the change of the program started with me.

I learned a lot from my students while implementing the program...I realized how much emphasis children give to their friends in order to gain strength and overcome obstacles.

As soon as I had made it "my own", it (the program) worked. Often, the lessons went down very well. Fun and exciting. Interesting to see how the students "grew".

Most of the students were very active and engaged. They liked the lessons. Great interest in talking about themselves. It got better as we went along. I liked most the child perspective. Very good foundation in values. Children need this kind of education.

There is not a golden recipe to build resilience in children, but I am sure that this curriculum is a very good way to do so.

At first I was a bit sceptical that the children will not understand...words like 'beliefs' and 'consequences', but they understood quite fast.

Week after week the children came expecting to continue where Zelda and Sherlock left off!

We are all the time working against time, like "road runners", without time to talk to the students. So if we have more time to dedicate to this program, it would be beautiful.

The mindfulness activities were a surprise, the children loved them and I could note a positive difference after a few weeks.

All the take home activities were done, very uncommon.

The curriculum was piloted with about 3000 students in about 80 schools in the partner countries. Here is what some of learners said about the curriculum (Cefai et al, 2015):

I learned to put myself in someone else's shoes, to be useful and help others.

We learned how to ask for help and support from our friends, teachers and family.

I learned that all obstacles and adversity can become an opportunity.

I learned how to behave in a calm manner without anger toward others.

I liked this program because we learned how to think in a positive way.

We need to apply what we learned from the project both at school and home.

We talked about issues that matter to us and we had a chance to discuss them openly.

I liked that we worked together with the activities and learned together about being strong.

We are the children who never give up.

If you're a pessimist, then good things will not happen. If you're an optimist, you are more likely to see good things around you.

We learned that it's important to help each other because then everything is easier and nicer.

Chapter 2 Curriculum Framework

The resilience perspective has shifted the focus from deficit and disadvantage to growth and health in human development. Through the study of individuals who managed to thrive and succeed despite the negative circumstances in their lives, it has led to a reconsideration of the ways in which we can foster success and healthy development in children and young people even in the face of risk or vulnerability. Resilience may be defined as successful adaptation, such as academic achievement, healthy relationships, and wellbeing, and the absence of internalised or externalised difficulties, in the face of adversity, such as poverty, homelessness, and family instability and conflict (Masten, 2011). It is about supporting children to build their coping skills and adaptive capacities and develop healthy supportive relationships (National Scientific Council on the Developing Child, 2015). It is not only about surviving and coping but also about thriving and growing in the face of risk or disadvantage. Rather than an extraordinary process, or a trait a child is born with, resilience is “more about ordinary responses which focus on strengths” (Masten, 2001, p.228), the result of the dynamic interaction between the internal assets of the individual and contextual factors. The systems impinging on the child’s life, such as the family, the peer group and the school, have thus a crucial and determining role in directing the child’s physical, social, emotional and cognitive development towards healthy trajectories even in the face of risk (Pianta & Walsh, 1998; Masten, 2011; Ungar, 2012). Resilience building can start at young age when the child’s brain and personality are still developing (Diamond & Lee, 2011; Cavioni, & Zanetti, 2015).

Education provides a unique opportunity to promote the inclusion of marginalised communities, empowering the individual to take responsibility for their own life, thus serving as a catalyst for equity, social justice and social inclusion (Freire, 1972). This resilience curriculum aims to equip vulnerable children in Europe, such as those coming from ethnic minorities, refugees, and children with individual educational needs with the essential resources to overcome the disadvantages and obstacles in their development, such as poverty, unemployment, family stress, mobility, bullying, violence, discrimination and social exclusion. It seeks to build and strengthen their cognitive, social and emotional competence, empowering them to make use of their strengths not only to overcome challenges but to grow and thrive academically, socially and emotionally.

Curriculum framework principles

The resilience curriculum is underpinned by a theoretical framework developed from the literature on evidence based practices in resilience education. The framework posits a dual ‘taught and caught’ perspective and focuses both on outcomes and processes (Figure 1). This chapter focuses on the ‘taught’ aspect, describing how the curriculum may be delivered in the classroom as a key content area of the mainstream curriculum; Chapter 4 discusses how the classroom and the whole school may be organised to promote and enhance student resilience.

The curriculum is based on a European perspective, reflecting the strengths and needs of European society. It is responsive to the needs of individual learner differences, underlining the right of all learners for a quality education, and a commitment towards social justice with awareness of the risks of discriminatory practices due to individual differences. At the same time, however, it also reflects European diversity, with activities addressing cultural differences across Europe. Although there is an international version, the curriculum is flexible and reflexive, and may be adapted according to the cultures of the regions and countries where it is being implemented. Such adaptation, however, needs to take place without compromising its integrity (Greenberg, 2010; Humphrey, Lendrum, & Wigelsworth, 2010) (see Chapter 6).

The curriculum is presented as an inclusive, universal intervention programme targeting all learners in the classroom, but with activities reflecting the diversity of learners, particularly vulnerable children such as Roma children, migrant and refugee children, children living in poverty, and children with individual educational needs. A universal approach avoids the potential risks of labelling and stigmatisation resulting from targeting the difficulties of specific learners, while addressing their needs within an inclusive, non-segregating perspective, focusing also on their strengths. It seeks to promote the positive development and active citizenship of such learners by fostering both their internal and external resources, including self-awareness, problem solving, positive attitudes, optimism, adaptability, perseverance, belief in inner strength, self-efficacy, sense of coherence and purpose, high academic expectations, empathy and collaboration, as well as external resources such as caring relationships and meaningful engagement at home, at school and in their peer group (Førde, 2006; Benard, 2004; Cefai, 2008; Simões, et al., 2009; Kimber, 2011; Matsopoulos, 2011; Dimakos & Papakonstantinopoulou, 2012; Hutchinson & Dorsett, 2012; Neihart et al, 2012; Ungar, 2012; Porcelli, Ungar, Liebenberg, & Trepanier, 2014).

The taught component includes regular teaching of resilience education as a core competence by the classroom teacher, making use of direct teaching of evidence-based and developmentally and culturally appropriate resilience competencies with application to real-life situations. It meets the key criteria for programme effectiveness through the provision of a set curriculum and available resources, including a teacher's guide to support consistency of delivery (Collaborative for Academic, Social, and Emotional Learning, 2008; Durlak, Weissberg, Dymnicki, & Taylor, 2011). Programmes which are integrated in the mainstream curriculum and delivered by school teachers are more likely to be effective in terms of student outcomes in the long term than added, bolt-on activities delivered by outside experts (Hoagwood, et al., 2007; Durlak et al, 2011).

The curriculum takes a spiral approach, building the key resilience competencies from one year to the other, with increasing complexity of behaviour and social contexts at each developmental level (Weissberg & Greenberg, 1998). A developmental approach builds on what learners have already learned, equipping them with skills needed for different stages in their development. The curriculum is also infused in the other academic subjects in a structured way to facilitate the generalization and internalization of the resilience competencies (Diekstra, 2008; Elias & Synder, 2008). Another

effective strategy in curriculum development and implementation is working in partnership with the learners' parents, and the curriculum includes home activities, where the learners and parents work together on tasks related to the skills being learnt at school (Downey & Williams, 2010).

Curriculum themes

The curriculum consists of six major themes spiraling at higher levels of complexity from the early years to the early and junior primary years. The six themes have been identified from a collaborative review of the existing international literature on resilience and an analysis of the current socio-

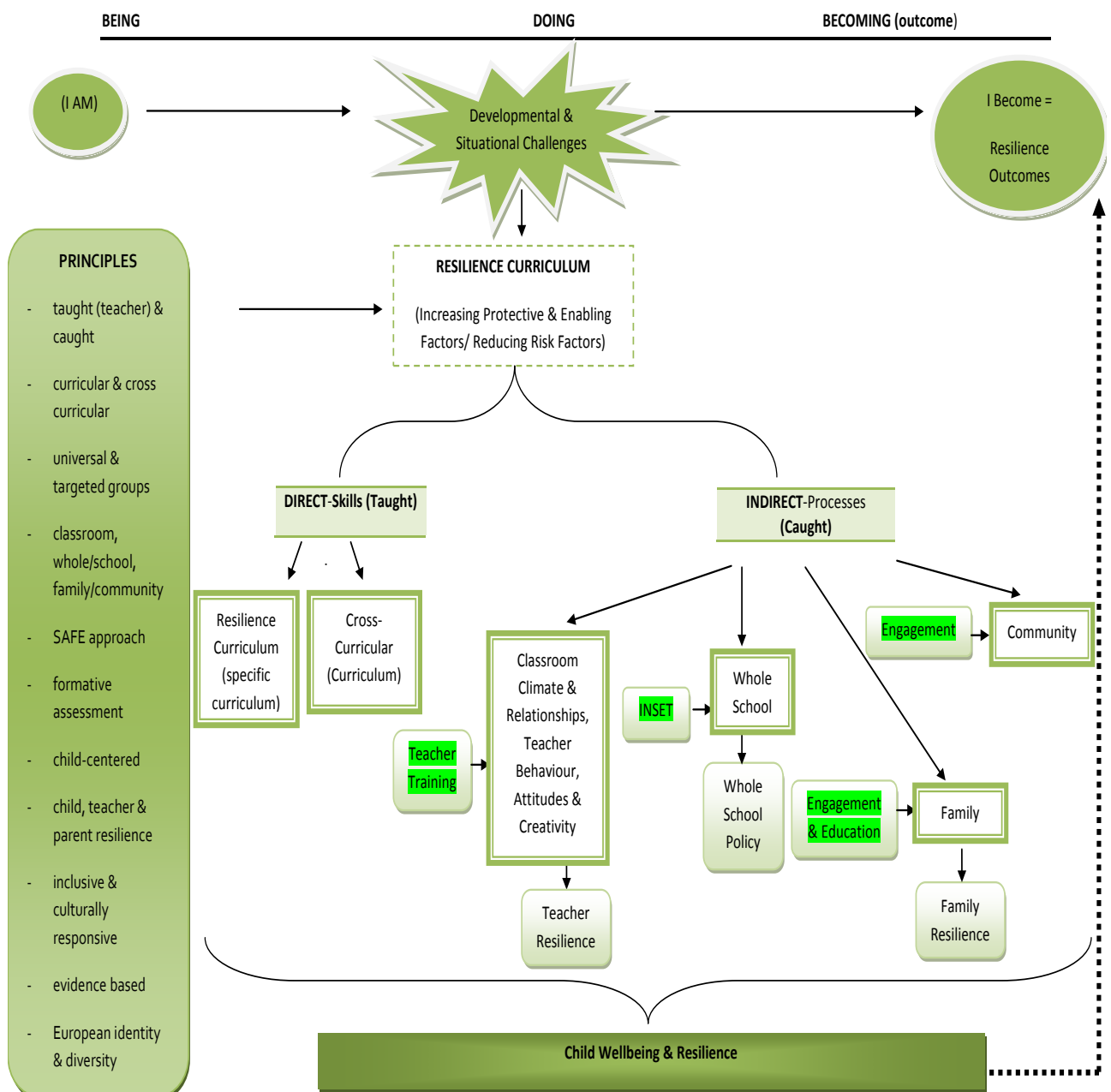


Figure 1: Curriculum Framework

economic, educational, and cultural needs of children and young people in Europe. The first five themes consist of two subthemes each, with each subtheme consisting of a number of topics and set of activities. The sixth theme has six subthemes.

Developing communication skills (We listen and we understand). Communication does not finish when we send a message and receive a response, but it leads towards learning how to communicate ideas effectively, including an understanding of what the participants in the conversation think, feel, and intend (Schulz von Thun, 2002). The development of effective interpersonal communication is possible in the balanced relation between the skills of listening to, and understanding others, and the skills of expressing and standing up for oneself. This theme thus takes a dual approach, first focusing on listening to and understanding others and then expressing and standing up for oneself. The first subtheme explores three topics, namely effective listening, understanding others, and communicating ideas effectively. The second theme subtheme consists of another three topics, namely, expressing feelings and needs, standing up for oneself, and assertive conflict resolution.

Establishing and maintaining healthy relationships (We build strong relationships). Healthy relationships are a crucial foundation for both academic and socio-emotional development. The first subtheme focuses on establishing and maintaining healthy relationships, and the topics are designed to support the development of social and prosocial skills to create a strong relationships network, such as making friends, seeking and providing support, and developing nurturing relationships (Masten, 2011). Peer relationships are a very important source of resilience for children, helping to reduce and mediate the effects of stress, while providing information to deal with difficulties (Doll, Brehm, & Zucker, 2004). The first topic encourages learners to reflect on the value of friendship and to develop strategies to build and maintain relationships with friends and deal successfully with situations which put friendship at risk. The second topic explores the development of skills to seek and provide support to others, while in the third topic, learners have the opportunity to appreciate and practice reciprocal trust and care. The second subtheme is composed of activities to enhance cooperative skills, empathy and moral reasoning. The first topic is meant to develop skills ranging from the ability to take turns and sharing to cooperation and teambuilding. The second topic is focused on recognizing and appreciating the motives, behaviors, desires and feelings of others. Empathy is an essential building block for successful interpersonal relationships, impacting also the individual's acceptance by peers, and contributing to the development of morality (Braza et al., 2009; Belacchi & Farina, 2012). The third topic encourages learners to critically reflect on solutions to moral and ethical dilemmas and to practice ethical and responsible behaviours (Gasser & Malti, 2012).

Developing a growth mindset (We think positive, we feel happy). Developing a growth mindset is essential not only to manage challenges successfully but also to turn them into opportunities for growth and development (Peterson, Ruch, Beerman, Park, & Seligman, 2007). The activities within this theme draw from positive psychology which values positive subjective approaches towards the past, present and future, and seeks to build positive qualities to prevent and deal effectively

with psychological problems (Seligman, Parks & Steen, 2004). This theme focuses on both cognitive processes such as optimistic thinking, positive self talk and the disputation of negative thoughts, as well as emotional processes such as the awareness, expression and regulation of positive emotions. The first subtheme on the development of positive and optimistic thinking, particularly during setbacks, provides learners with opportunities to engage in optimistic thinking, to reflect on and challenge unhelpful thoughts, and consequently to overcome challenges with a positive attitude (Noble & McGrath, 2008; Seligman, 2011). The second subtheme, *Hope, Happiness and Humour*, gives learners the opportunity to become aware of, identify and regulate positive emotions, focusing on these three 'Hs'. Positive emotions broaden children's awareness, build their personal and social resources, and buffer against psychological problems (Seligman, 2011).

Developing self-determination (We can do it, we will do it). The first subtheme, problem solving, is one of the essential skills for dealing with adversity, since it moderates the impact of negative life events on wellbeing (Simões et al., 2009). It plays a key role in risk assessment, resources evaluation, the establishment of realistic plans, and the search for healthier relationships, essential skills for adaptation and resilience (Werner & Smith, 1992). The second subtheme focuses on developing a sense of empowerment and autonomy in the learner. The first topic focuses on sense of purpose and meaning in life, giving learners the opportunity to think about global and situational meaning. The search for meaning and goals in life is a main concern in an individual's life and, when accomplished, it has a protective effect (Noble & McGrath, 2008). The second topic aims to foster agency and self-efficacy, helping learners to recognize that they can make things happen, achieve their goals and overcome obstacles. Among the mechanisms of human agency, none is more central than a sense of self-efficacy, since unless individuals believe they can bring desired effects by their actions, they have little incentive to act or to persevere in the face of difficulties (Bandura, 1997). The third topic highlights the promotion of self-advocacy in learners. Self-advocacy is an important component of self-determination that has been related with resilience, acting as a moderator of the impact of adversity on the child's psychological well-being or as a mediator, promoting self-esteem, self-awareness and a greater connection to the community (Goodley, 2005; Grover, 2005).

Building on strengths (We build on our strengths). Building on strengths is a strategic element in promoting resilience in children facing increasing stresses and disadvantage. This theme has two main subthemes, namely building a positive self-concept and self-esteem, and using strengths in academic and social engagement. In the first subtheme the topics focus on helping the learners to develop a positive view of themselves, their unique qualities and behaviour in various aspects of their lives (Weiten, Dunn, & Hammer, 2012). Learners cover such topics as understanding who one is, becoming aware of one's strengths, and understanding how the past and present are part of who one is, while identifying one's dreams for the future. In the second subtheme, the topics focus on valuing oneself and others, understanding and appreciating one's strengths and assets, and using such strengths in academic learning and social interactions. By promoting social participation and social engagement making use of one's strengths, a sense of value, belonging and attachment can be fostered (Berkman, Glass, Brissette, & Seeman, 2000).

Turning challenges into opportunities (We will overcome the obstacles). Teaching learners how to reframe and turn developmental challenges or life's stressors into opportunities for growth, will help them to engage in behaviors characterized by optimism, courage, and persistence (Newman, 2004; Seligman, 2011). The first subtheme provides opportunities for learners to develop courage in adversity and persistence in the face of failure, and consequently to overcome difficulties and setbacks successfully. Showing courage in the face of adversity, maintaining an optimistic mindset despite setbacks or unfair situations, and exhibiting persistence, are some of the key building blocks of resilience in children. Dealing with rejection by teachers, peers and family members is the second subtheme. Family related stressors, such as family conflict and unrealistic parental expectations can be a significant source of stress for children (Levendosky, Huth-Bocks, Semel, & Shapiro, 2002), and the third subtheme seeks to equip learners with the necessary strategies to deal effectively with such conflicts (Pedro-Caroll, 2010). In the fourth subtheme, the learners develop the competence to understand and deal with life's various losses, such as losing a pet, a friend, or a loved one. Bullying is a common occurrence in many schools, particularly amongst vulnerable children (Norwich & Kelly, 2004), and in the fifth subtheme, learners are provided with opportunities to resolve conflict while being assertive in bullying situations (Andreou, Didaskalou, & Vlachou, 2008). The final subtheme focuses on dealing with change in life, equipping learners with the skills to deal successfully with transitions and changes in life, turning these into opportunities for growth.

Chapter 3 Curriculum Pedagogy

A universal, inclusive curriculum

RESCUR Surfing The Waves is presented as an inclusive, universal intervention programme targeting all learners in the classroom, but with activities reflecting the diversity of learners, particularly vulnerable children such as Roma children, migrant and refugee children, children living in poverty, and children with individual educational needs. Such approach addresses their needs by underlining their strengths within an inclusive setting. Thus while all the topics and activities are focused on themes which benefit vulnerable learners, they do so without explicitly underlining the specific problems of vulnerable children, so as not to draw the classroom attention to the difficulties of such learners.

Each topic however, contains at least one activity which is focused on addressing diversity, particularly issues related to bullying, prejudice, discrimination, isolation, lack of friends, language barriers, difficulties in accessing learning, exclusion, or culture mismatch. The story in that particular activity reflects the challenges and difficulties of such learners, while the questions and activities following the story encourage learners to find solutions to overcome such barriers and difficulties. Where possible, the learners are also asked to reflect on challenges (and solutions) which are more related to their own context and reality. The activity includes also one or more question on what other learners (not at risk) can do to help the character/s in difficulty, so as to encourage a culture of understanding, solidarity and support towards children at risk. Teachers may also make use of other resources such as story books to complement and reinforce the curriculum stories. Furthermore, the stories in the early years and early primary manuals are based on two specially created mascots which illustrate difference and diversity, namely a squirrel with glasses and an unusual colour, and a hedgehog with broken spikes. Similarly the stories in the later primary school focus on children and adults who overcome barriers despite difference and disadvantage, such as well known fables, legends, and success stories of real people.

Classroom teachers need to be self-aware of their cultural baggage and open-minded to adopt affirmative approaches towards their learners' diverse cultures; this is essential for adapting the curriculum and pedagogy to the diversity of backgrounds and characteristics of learners (Bartolo & Smyth 2009). The activities are presented at varying levels of difficulty (basic, intermediate and advanced), making it more possible for the teacher to choose the activity level according to the readiness and developmental levels of the learners. The experiential nature of the curriculum makes it easier for the teacher to engage in individualization as the content is brought up by the learners themselves.

This curriculum was planned and evaluated within a cross-cultural framework by a multicultural team. However, teachers themselves need to ensure that the curriculum engages each learner to address his or her own resilience challenges. Teachers need to become familiar both with

the curriculum as well as with the growth challenges of their learners. Clearly the focus should be on children's engagement. At the same time, however, given the variety of needs of learners in each class, teachers should aim to maintain the resilience framework of the curriculum and address all the themes and skills it contains. Thus the best way of adapting the curriculum to their class would be to make use of the most effective way of personalizing any curriculum that is based on intra and interpersonal skills: make full use of those spots where the curriculum calls for the sharing of personal experience in relation to the issue raised, and of the instances where children have to role play or do other exercises related to their experience.

The teacher may present opportunities for learners to overcome all barriers in learning and participate actively in the activities by

- making regular use of the background experiences and cultures of all the learners in class, particularly when they come from minorities;
- making use of different ways of communication to overcome language barriers – as far as possible including the native language of each of the learners, and where this is not possible using nonverbal, movement and music that are more universal forms of communication;
- emphasising auditory information for the blind, and visual information for hearing impaired and deaf learners;
- ensuring physical access to all learners including those with mobility impairment to all classroom and school areas and facilities and learning and social activities;
- ensuring that all instruction and activities are meaningful to all learners including those with difficulties in learning and literacy: this may require use of examples from learners' backgrounds, use of non-verbal expression, using multiple levels of concepts and challenges;
- providing space and opportunity for active participation in activities by each and every learner in the class;
- enabling each learner to experience success by offering relevant challenges to all of them;
- adopting a non punitive, non coercive approach when dealing with difficult behavior, seeking to engage learners with such behaviours through positive behavior management based on understanding, care and support, connective pedagogy and engaging activities.

The issue of making changes and adaptations in the delivery of the activities and the programme as a whole is discussed in chapter 6 on Implementation.

Dealing with sensitive topics and arising issues

RESCUR Surfing the Waves calls on teachers to enter the socio-emotional lives of their children. They

are not expected, however, to engage in any therapeutic intervention beyond the usual empathic understanding and socio-emotional support that teachers regularly offer to children. However, given the intra- and inter- personal content and methods of this curriculum, teachers may become aware of deeper personal issues experienced by their learners. Great care should be taken to create a classroom atmosphere of respect for diversity and for others' personal experience. Furthermore, teachers need to be sensitive to the possible surfacing of traumatic experiences that children recall in dealing with any of the themes. This could be for instance abusive treatment by a parent or other person, or a traumatic loss of a parent or carer that might require more intensive and formal support from the psychological and other services offered by the school and education system. When a learner becomes uneasy, upset, sad or anxious, the teacher provides immediate emotional support, signaling empathic understanding of the learner's upset. Depending on the nature of the issue, the teacher may intervene to provide a more positive and affirmative formulation of the issue, ask the help of another teacher to support the child while she engages the rest of the class, ask the group to provide support to the learner, change activity, do a mindfulness session, do an ice breaker/ game, ask learner to discuss the issue personally with him/her at a later point, and provide any required support following the activity, including if there is a need, the inclusion of the parents and the school's support services. It is thus imperative that the teacher is fully aware of the school's policy on what to do and whom to refer in cases of learners requiring psychological support. The teacher is also to inform the learners before the start of the session, particularly when dealing with sensitive topics such as those in Theme 6, that anyone feeling uncomfortable, upset or anxious, is to inform the teacher immediately. Furthermore the teacher may make arrangement with another member of staff (preferably present in the classroom) to provide support to individual learners if the need arises.

A related issue is when a learner expresses difficulties or concerns which are either inappropriate to discuss in a whole group or cannot be addressed in the session. In such instances, the teacher may suggest that it is better to continue discussion of the issue on a personal basis after the activity, but reassure the learner that support will be provided. The teacher may then organize a 'bubble time' session, where s/he listens and supports the learner on a one to one basis, followed if necessary by further sessions including involvement of parents, referral to support services, and/or a whole group circle time discussion as appropriate. It is advisable that before the start of the session the teacher advises the learners on what may nor may not be disclosed with the whole group, and that sharing of experiences when discussing personal and sensitive issues is not only voluntary, with learners having the right not to share experiences, but it should also be made carefully and discretionary.

Structure of activities

Each activity consists of the following sections:

- the topic, name of the activity
- learning goal, that is, what the teacher would like the learners to learn;
- learning outcomes, that is, what the learner would have learned at the end of the activity;
- the resources used during the activity;
- the steps of the activity;
- take home activity which learners would do with their parents

Each activity consists of the following steps:

- a mindfulness session (see below);
- story telling session making use of puppets and finger puppets (early and primary years);
- discussion and processing of the story, including role plays;
- follow up activity, such as drawing, play, physical activity, singing, drama, role play, and activity worksheet;
- take home activity: the teacher explains the activity, making use of the take home worksheets;
- ice breakers and physical movement are strongly recommended through the session and more frequently with the early years and early primary school learners;
- with the early years, the activities, including stories, need to be kept simple, concrete, and practical.
- powerpoint presentations, including music, video clips, podcasts, and pictures, are strongly recommended to be used by the teacher.

SAFE approach

There is consistent evidence that effective resilience and social and emotional learning programmes adopt a sequenced step-by-step approach (Sequenced), make use of experiential and participative learning (Active), focus on skills development (Focused), and have explicit learning goals (Explicit) (Collaborative for Social and Emotional Learning, 2005; Durlak et al., 2011). Each activity in the curriculum follows a sequenced structure, with explicit learning goals and learning outcomes, story

telling, discussion and processing of the story, and practical, hands-on activities. There is a focus on skills development through experiential, participative learning, with learners highly engaged in the learning process, and with the application of the skill in the post-story activities, other academic activities and take home activities. Learners are provided with opportunities to learn, practice and apply the skills through practical, multi modal strategies. In addition it is strongly recommended that teachers make use of learner-led strategies, such as collaborative group work, peer tutoring and mentoring during the activities, where the process itself becomes resilience enhancing (see also Chapter 4).

Duration of activities

The length of each activity varies from forty five minutes to one and half hour and it is recommended that each activity is held over two or possibly more different sessions. The first session may include the story and the processing questions, while the following session may include the other steps of the activity, including the hands on activities. With the early years, repetition of the activities with some slight variation is also useful to facilitate and consolidate learning.

Story telling

A key characteristic of the curriculum is the development of resilience competencies through story telling. Sherlock the squirrel and Zelda the hedgehog are the two protagonists of the early years and early primary stories, while fables, traditional stories and real life stories are found in the late primary school activities. Story telling is a powerful medium for resilience development in children, and the curriculum provides learners with opportunities to experience stories related to the six major themes, exploring their thoughts and feelings on the topics, reflecting and gaining insights on their own behaviours, and consequently applying the stories to their own lives (cf. Hankin, Omer, Elias & Raviv, 2012). In the first activities, teachers are encouraged to dedicate some time to introduce the two mascots. The use of puppets is strongly recommended in the early years and early primary school activities, and it is advised that teachers make two cloth puppets of Sherlock and Zelda for use during the stories. They may also use finger puppets of the two mascots (Appendix 4) and cards of the other animals used in the stories (included in the soft version; see also Appendix 5). Use of power point presentations, music, songs and the interactive whiteboard, is also strongly recommended. Where possible dialogue may be introduced in the stories to facilitate the use of the puppets, and the story may also be developed into a play, with children enacting the main roles. As a follow up activity, the group may also create and role play another story, while the extension of the activity in other content areas of the curriculum may include literature stories on the topic. In the late primary school years, the stories are based on past or current real life resilient persons, country traditions, legends and folktales.

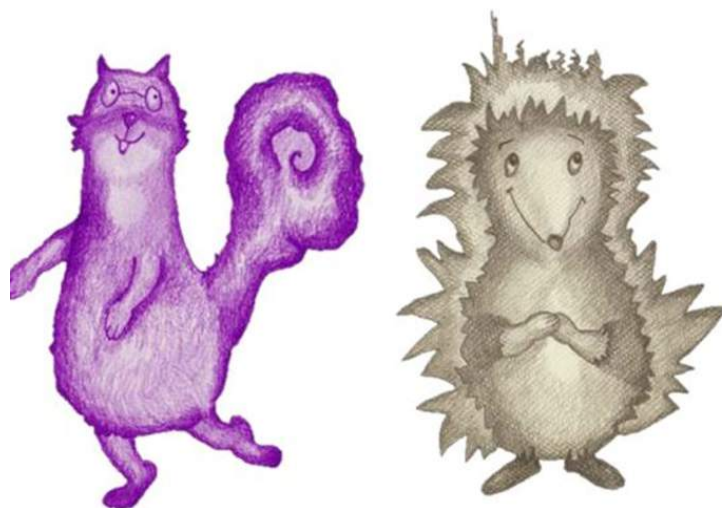


Figure 2: Sherlock and Zelda, the two mascots



Figure 3: Young children's drawings of the two programme mascots

Mindfulness

In mindfulness activities, the learners learn to become more mindful and aware of their present thoughts, emotions and behaviour, by practicing such skills as breathing and sensation, mindful sitting and movement. The consequent focused attention and enhanced awareness facilitate their self regulation and positive emotions such as happiness and optimism, engagement in the learning process, as well empathy, perspective taking and prosocial behaviour. Recent research indicates that mindfulness leads to decreased negative affect and stress levels, and increased calmness, emotional regulation and attention (Flook et al, 2010; Huppert & Johnson, 2010; Kuyken et al, 2013; Schonert-Reichl et al, 2015). In a recent study with primary school students, Schonert-Reichl et al. (2015) reported that mindfulness led to enhanced optimism, social competence, and stress regulation as well as improved performance in mathematics. In this curriculum, mindfulness education is presented as a secular and culturally responsive tool (Davidson et al, 2012), with developmentally appropriate exercises to maximize the window of opportunity provided by the developing brain in emotional regulation and executive functioning (Jennings, Lantieri & Roeser, 2012). Each activity starts with a brief mindfulness exercise which teachers may choose from the mindfulness activities included in the soft version of the curriculum however, teachers may make use of their own exercises as long as these are culturally responsive and developmentally appropriate. Training on how teacher can implement the mindfulness activities in the classroom is necessary and will be provided during the training workshops for teachers.

Box 2 Mentoring exercise: Breathing

Tell the learners that they can use breathing whenever they feel they need to be more aware of themselves, or when they feel anxious or upset, etc. Breathing is a way to calm down and get in contact with oneself. Ask learners to sit (or lie) down comfortably, relax themselves and close their eyes if they wish to. Read the following instructions in a calm and soothing voice with soft background music

.Sit or lie down comfortably

.Take a breath, and breathe out again

.Take a deeper breath, and breathe out again

Take a breath and concentrate on your breathing. Where is the air coming in and where is it going out? Feel the air in your lungs. Put your hand on your stomach, can you feel your stomach breathing? When you breathe in, your stomach widens, and when you breathe out your stomach flattens

Now lie still for a while and just concentrate on your breathing. Let your thoughts come and go, try not to pay attention to them, just sit or lie and breathe and concentrate on your breathing

After this exercise is over, remind the learners that they can practice this breathing exercise whenever they feel they need to be more aware of themselves, or when they feel anxious or upset

By adding this (mindfulness) on, you not only create more academically capable, successful students, but actually create more caring, less stressed, kind students (Schoner-Reichl et al., 2015).

Resources

In line with the experiential, participative approach of the curriculum, *RESCUR Surfing The Waves* contains various resources which the teacher can use when delivering the curriculum. These include amongst others,

- Samples of finger puppets of the two mascots used in the stories (early years and early primary activities) (Appendix 4)
- Set of cards illustrating the animals used in the stories in the early years and early primary (soft version; see sample in Appendix 5).
- Sets of worksheets to be used by the learners during the activities (soft version)
- Sets of worksheets for parents to be used at home with the children (soft version)
- Mindfulness activities (soft version) (see also Box 2 for a sample exercise)
- Music to be used during mindfulness and other activities (soft version)
- Coloured Posters on each theme with a slogan (soft version; see sample in Appendix 7).
- Learner portfolio cover to be printed for each learner (Appendix 6).
- Teacher and learner assessment checklists at the end of each unit.
- Teachers are also strongly encouraged to make use of the following resources when delivering the curriculum:
 - Powerpoint presentations when introducing the activities, including the stories, questions and other activities
 - Use of multimedia resources including interactive whiteboard, youtube clips, dvds, podcasts, interactive games, songs, story books, and other resources.
 - Use of movement and action, including role plays, play, hands on activities during the activities, particularly with the young learners.
 - A resilience corner may be set up in each classroom, including the mascots, posters finger puppets, pictures, artefacts, and learners' work (see Box 3).

Box 3 Resilience Corner

A group of early years' teachers described how they created a resilience corner in their classroom. They pasted a big colorful banner with the title of the program made by pupils in one corner of the classroom. Then they put a large piece of fabric in which they made a forest, including a big tree. They pasted Sherlock on the tree and put Zelda under the tree. Every time the group did an activity, the teachers wrote down some of the learners' ideas, such as how Zelda can feel better, Zelda's action plan, Sherlock's secret, the message of the story, or key words of the activity. The teachers made use of the corner in the everyday life of the classroom, such as asking learners to reflect on what the mascots would have said in that instance, or going to the corner to read some of the ideas exhibited there

Learners' Portfolio

Teachers making use of *RESCUR Surfing The Waves* are to help each learner develop a Learner Portfolio where they can record and include all their work from the school and home activities. The portfolio may have a section for each of the six themes, with space for the worksheets used in the classroom, the take home worksheets, drawings, pictures, reflections, and other materials used. Learners may also record their thoughts and feelings about their experience of the theme, making use of various modes of presentation, such as reflections on what they liked, what they learnt and what they need to develop more (older children), writing a story, drawing something, or adding a picture/photo. The portfolio will also include the learner's self assessment checklist for each theme. It is recommended that a new portfolio is started at the beginning of each scholastic year. Teachers and parents may also discuss how the parents may make use of the learner's portfolio when implementing the home school activities. Appendix 6 is the cover which may be used for the Learner Portfolio; teachers may print or photocopying for each learner to attach on the front page of the portfolio.

Theme Posters

Each theme includes also a poster with a slogan capturing the nature of that theme as follows:

Theme 1: *We listen and we understand*

Theme 2: *We build strong relationships*

Theme 3: *We think positive, we feel happy*

Theme 4: *We can do.*

Theme 5: *We build on our strengths*

Theme 6: *We will overcome the obstacles*

The colour posters may be found in the soft version of this guide. The posters may be printed in colour and displayed in the classroom and in the other school spaces during the implementation of that specific theme (see also Appendix 7 for a sample of one of the posters).

Parents' participation and contribution

School based programmes are more likely to be effective in resilience building when they are supported by complementary home-based interventions (Luthar, 2006; Downey & Williams, 2010). The active participation of parents not only helps to reinforce the resilience competencies being learnt at school, but also enables the transfer of the competencies to different contexts such as the home, peer group and community (cf. Downey & Williams, 2010; Weare & Nind, 2011). In their evaluation of the Social and Emotional Aspects of Learning programme for families in the UK, Downey and Williams (2010) found that both teachers and parents reported increases in the children's social and emotional learning as a result of the home programme implementation.

Parental involvement in *RESCUR Surfing The Waves* is facilitated through various ways. Firstly, each activity includes a take home task where parents and children work together on tasks related to the school activity of the day. Take home worksheets are given to the learners by the teachers on the day of the activity and attached to the learner portfolio. In the subsequent activity, teachers may give learners the opportunity to give feedback, on a voluntary basis, on what they and their parents did in the take home activity. However, learners should be left free whether they want to share their experience or not. Another recommendation to engage parents' collaboration is to allow the learners in turn to take home the mascot puppets for one day. Secondly, parents are provided with a Parents Guide by the school to be used in parallel with the school activities. The Guide encourages parents to adopt the resilience approach in parenting, providing specific scenarios, case studies and practical strategies for each of the six themes.

Finally, empowering the parents to address their own wellbeing and resilience, is another important component in a whole school approach to resilience building (Downey & Williams, 2010; Weare & Nind, 2011; Bryan & Henry, 2012). The school may thus provide opportunities for parents for their own education, wellbeing and resilience, providing accessible and culture-sensitive information and resources, links to community services and facilities such as accessible, high quality early care and education centres, and home-based coaching on building relationships with children, and parent-led family learning and personal development courses (Cefai & Cavioni, 2014).

Embedded in the other areas of the curriculum and the whole classroom climate

The teachers are strongly encouraged to embed the resilience competencies into the other content areas of the curriculum in a structured way so as to facilitate the generalization and internalization

of such competencies (Elias & Synder, 2008). This process improves academic learning as well, since competencies such as positive thinking, emotional regulation, self efficacy, problem solving, using one's strengths, asking for helping, and persistence, support learners' academic learning. In this way, resilience education becomes a central aspect of classroom practice. The resilience skill being explicitly taught during a particular period of time, is thus repeatedly and regularly infused and practiced in the other content areas of the curriculum with teacher prompting and support. Each subtheme of each theme includes also a number of 'teacher tips' on how the teacher may embed the resilience competencies in the other content areas of the curriculum as well as in the overall classroom climate. Teachers are strongly recommended to embed the resilience competences in the daily classroom activities through their relationships, practices, pedagogy and behavior management; this is discussed in more detail in Chapter 4.

Assessment

In line with the inclusive and developmental approach of the curriculum, resilience assessment in this programme is developmental and formative rather than normative and standardised, avoiding the dangers of traditional achievement assessment, such as labelling children into resilient and non resilient. A teachers' and learners' checklists have been developed for each of the six themes to be completed at the end of each theme by the teacher and learners respectively (see checklists in Appendices 1 and 2 and at the end of each theme). Each checklist is divided in two sections reflecting the two subthemes of that theme, with each section consisting of three topics. Each topic has three statements at basic, intermediate and advanced levels respectively. The teacher completes the checklist on each learner at the end of the theme to evaluate whether the learning goals have been adequately developed or still need support in developing. The basic, intermediate or advanced statements are filled according to the corresponding level covered in the curriculum. The checklist has also a qualitative component, namely the learners' strengths, needs and targets for further improvement. The checklists may be completed as soft copies which will make it easier for the teacher to record the data.

The learner self assessment checklist (early primary and late primary years only) follows the same format as the teacher's checklist, but the response items evaluate first whether the learner is able to perform that skill (whether the skill has been grasped), and secondly whether s/he likes to practice that skill (whether the skill has been internalised and included in the learner's behaviour repertoire). The qualitative component asks which skills the learner enjoyed and which skills s/he would like to improve. With the early primary school years, the checklist may be group-administered with the teacher reading, explaining and illustrating each statement followed by learners ticking the appropriate responses individually. Digital technology may also help to make the checklist more child-friendly and interactive, with learners also being given direct feedback on their scores, such as an automatic animated profile of strengths and needs, which may then be discussed with peers and the teacher. The teacher may give general guidelines on the implications of the scores for each

statement and total score, while giving learners the opportunity to share their findings with self-selected peers, the teacher, and/or the whole group through circle time (Cefai & Cavioni, 2014). The completed checklists are then included in the learner's portfolio. With the younger learners, particularly the early years and the early primary, the teacher may devise more visual, practical activities to help the learners engage in self-reflection and evaluation, such as drawings, role plays and circle time discussions. The learner's portfolio may also be useful for such activities.

Chapter 4 A Whole School Approach to Resilience

The teaching of resilience impacts the teachers' overall practice and leads to a paradigm shift in teaching and learning, with resilience education becoming embedded within the whole classroom climate (Jennings & Greenberg, 2009). This curriculum aims to bring multiple changes in the whole school culture, and change the way teachers and administrative staff think about children's resilience and wellbeing, underlining the importance of learners' mental health, well-being and resilience. Learners provided with protective and healthy social contexts are more effective in coping with adversity and thriving academically and socially than peers with lower levels of protection (Werner & Smith, 1992, Rutter et al, 1998; Ungar, 2012) Vulnerable children are the most to gain from a stable, healthy school environment, which provides them with the support to overcome the negative influences in other aspects of their lives and with opportunities to thrive and move forward (Werner & Smith, 1992; Johnson, 2008). The classroom and school relationships, pedagogy, activities, resources, and management, may thus provide a context where learners can regularly and frequently observe, 'catch', practice and apply the resilience competencies learned during the classroom activities.

The literature has identified three key teacher practices which have been found to be particularly effective in promoting resilience amongst vulnerable children (Benard, 2004). A caring teacher-learner relationship is a highly protective factor, providing a psychological structure within which they can grow and thrive. It is associated with positive interactions with peers, emotional regulation, academic achievement and fewer behaviour problems (Pianta & Stuhlman, 2004). This appears to be particularly significant for vulnerable learners, as teachers serve as positive models for personal identification and as a scaffold enabling learners to engage in positive social interactions with each other and with other adults without any undue stress (Werner & Smith, 1992). Secondly, learners are provided with opportunities to participate actively and influentially in meaningful classroom activities adapted to their needs. They are encouraged to take more responsibility for their own behaviour and make their own academic and social choices. Thirdly, teachers hold high expectations for all learners, including those at risk (Benard, 2004). All learners are expected to learn and achieve and are supported to do so, despite any difficulties. Rather than focusing on deficit and weaknesses, teachers adopt a growth mindset, concentrating on strengths and success for all, aiming to remove structural, pedagogical, and curricular barriers in the way of the learners' academic and social development.

Within this philosophy every teacher-child interaction becomes an opportunity to promote resilience... (the teachers) need to be aware of the potential their interactions and behaviour have to influence the mental health and resiliency of their students. Resiliency is absorbed by children who learn in an environment that is supportive, challenging and involving, in which the innate potential of each child is believed in and nurtured...(Benard, 2004).

A resilience-enhancing, classroom community

Through the study of good practices in various primary schools, Cefai (2008) developed a universal, inclusive framework of how the classroom context may operate as a resilience enhancing context for all learners. It construes the classroom as a caring and inclusive learning community, characterised by caring and supportive relationships, active and meaningful learner engagement, collaboration, inclusion of all learners in the learning and social processes, positive beliefs and high expectations, and learner autonomy and participation in decisions.

Caring relationships

A healthy teacher-learner relationship provides a scaffold of support and stability for vulnerable students, while an unhealthy one often leads to student disengagement and disaffection (Kroeger et al. 2004; Pianta & Stuhlman, 2004). In resilience-enhancing classrooms, teachers take a dual role as effective and nurturing educators, supporting learners' academic as well as social and emotional learning. They show interest and respect, listen to learners' stories and concerns, express warmth and encouragement, provide support, and nurture learners' strengths. They give priority to teaching and learning experiences within a culture of care. Learners thus feel safe, valued and trusted, taking risks and making mistakes without the fear of feeling humiliated or embarrassed. Gradually they start to develop more positive views of themselves and of their abilities and strengths, building a more positive identity of themselves which will also protect them from the difficulties and risks they are likely to encounter.

A culture of support and solidarity

Peer relationships in the classroom constitute another important social context for children's resilience. Learners who feel accepted and respected by their classroom peers, who have friends with whom they can work and play, are more likely to exhibit motivation, engagement, achievement and positive interactions with peers (Battistich, Schaps & Watson, 2004). In resilience-enhancing classrooms, learners support each another, solve conflicts constructively, share interests, and celebrate personal and classroom events together. Competition is discouraged, bullying not tolerated, while peer mentoring is a common practice in the classroom (see Box 4).

BOX 4 Peer mentoring in primary school

MiniMentors (www.minimentors.org.uk) is a mentoring programme for 5–11-year-old pupils in primary schools in the UK. The programme seeks to promote friendship and making friends, inclusion, sense of belonging and reciprocal care. The mentors are trained in how to look after other children at the school, play with them, make them feel part of the school, listen to them when they want to share something, and help them to solve problems.

VISTA (Cowie & Jennifer, 2010) is a whole school programme on the prevention of violence, bullying and exclusion in schools with online activities and materials. It consists of five units, with exercises on conflict resolution, mediation, restorative practice and peer support. More information, including a specific module on peer mentoring (Children Helping Children) be found at www.vista-eurpe.org

Active and genuine engagement

Learners are provided with opportunities for genuine engagement in classroom activities where their skills, efforts and achievements are nurtured and recognised. They participate actively in meaningful activities that make use of learner-centred and activity-based strategies connected to their life experiences, fostering a sense of competence and confidence (Linnenbrink & Pintrich 2003). There is a focus on learning rather than just performance and examinations. The celebration of learners' achievements and efforts is common practice. Learning thus becomes a highly motivating and enjoyable experience. Furthermore, there is a dual focus on both academic and social and emotional learning, and both are considered important in children's education. Such a focus promotes academic achievement, engagement, positive behaviour and healthy relationships (Durlak et al., 2011).

Inclusion and success for all

Resilience-enhancing classrooms are inclusive communities, providing a flexible, accommodating learning environment according to the individual needs of the learners (Bartolo et al, 2007). The group is open to all irrespective of any difference, and all learners are provided with equal opportunity to participate meaningfully and successfully in the academic and social activities. Classroom teachers appreciate the significance of multiple intelligences and different learning styles and readiness levels, and support learners according to their needs and strengths. They promote and reinforce the values, of including, respecting and helping one another. They have high but reasonable expectations for all learners, and clearly communicate these positive beliefs and expectations in their daily practice.

Collaboration and teamwork

Resilience-enhancing classrooms underline the value and benefits of collaborative learning in both academic and social goals, such as listening to and understanding others, working and learning together, sharing with, helping and mentoring others. Rather than competing with one another, learner works collaboratively in small or big groups and are rewarded for positive interdependent work and effort. Everybody is a winner. The teamwork and collegiality between the class teacher and other members of staff and the collaboration between teachers and parents, also help to promote and maintain the value and importance of collaborative learning.

Choice and voice

In resilience-enhancing classrooms, learners are considered as responsible individuals capable of making good choices in their learning and social interactions. They are thus provided with opportunities where they can make choices and decisions. They are supported to set their own learning goals and engage in self evaluation, to make choices on how to behave, and find their own solutions to difficulties and conflicts. Besides involving the learners in decision making, the teacher demonstrates high expectations, positive beliefs and hope in the learners, and provide opportunities for success and for recognition of effort and achievements (Linnenbrink & Pintrich 2003; Kroeger et al. 2004).

Whole school ecology

RESCUR Surfing the Waves construes the whole school operating as a resilience-enhancing community formed of interconnected and interdependent systems (Bronfenbrenner, 1989). A curriculum approach to resilience needs to be accompanied by a whole school approach, with the whole school community supporting and reinforcing a climate conducive to resilience. This provides a complementary, value added effect, reinforcing the work undertaken in the classrooms and consequently shaping the relationships and behaviours of the school members (Ttofi & Farrington, 2011; Weare & Nind, 2011). When the whole school mobilises all its resources to promote the well-being and resilience of its members, the school ecology becomes a pervasive process for the promotion and development of resilience throughout the school, making use of interpersonal and contextual supports. A resilience enhancing school climate is characterized by (Askill Williams, Lawson & Slee, 2010; Weare & Nind, 2011; Bywater & Sharples 2012; Cefai & Cavioni, 2014):

- caring and supportive relationships amongst all its members including
 - student-teachers relationships

- staff collegiality and collaboration
- prosocial student behavior with policies and practices in place to prevent bullying and promote prosocial behaviour on the school premises;
- meaningful, active and influential engagement of students, staff and parents, including opportunities for members to participate actively in school activities and in decision making at the various school fora, including student council, school council, parents-teachers association, staff meetings and staff development initiatives;
- the active inclusion of all members of the community, including all students, members of staff and parents irrespective of any difference or background, within an ethos of solidarity, social justice and equity;
- adequate support to the emotional wellbeing of school members, including a supportive, empowering administration, and peer education and mentoring for students, staff and parents.

A whole school approach to resilience ensures that all the school staff are on board in the implementation of the curriculum, with all classroom teachers delivering the curriculum collaboratively, sharing practice, exchanging resources and providing mutual support and mentoring. Frequent and regular meetings amongst staff during the implementation would be very effective in this regard. All staff would have received training in the implementation of the curriculum and provided with resources and other forms of support by the school administration. Whole school activities to reinforce aspects of the curriculum throughout the whole school (eg theme of the week/month) involving administration, staff, students and parents, through presentations, exhibitions, and fairs amongst others, would be an important part of this approach. In this way learners are exposed to a particular theme in the classroom, at the school and at home simultaneously (see also Chapter 6). Box 5 describes illustrates how the schoolyard may be turned into a laboratory for resilience enhancement.

The role of the parents in resilience parenting and the implementation of the curriculum has been discussed in a previous chapter; the classroom teachers' own resilience is described in the next chapter.

BOX 5 Resilient schoolyards

In their book *Resilient Schoolyards*, Doll and Brehm (2009) extend resilience beyond the classroom, and describe how the recess can be used constructively to support strong interpersonal relationships and self regulated play. They present an evidence-based, problem solving framework making use of strategies and interventions to turn school playgrounds into centres of resilience and social emotional learning. These range from simple changes in routines and practices that minimize conflict, stop bullying, discourage rule breaking and peer aggression, and help students to make and keep friends, to evidence based programmes such as bullying prevention, social and emotional learning and problem solving programmes. They provide action steps on how school staff may assess the playground experience, design and implement consequent interventions, and evaluate the outcome of such interventions.

Chapter 5 Teachers' Resilience

When teachers' own interpersonal needs are addressed, they are more likely to pay attention to the social and emotional needs of their own students. In their efforts to promote students' resilience, school staff thus needs to take active steps to maintain their own wellbeing and resilience. This is particularly true in the face to the challenges they are set to meet in their daily practice, such as heavy workload, emotional demands, excessive reforms, poor working conditions, lack of structures to participate in decisions, pressure to increase grades, and student misbehavior (Beltman, Mansfield, & Price, 2011; Kelchtermans, 2011; Fleming, Mackrain, & LeBuffe, 2013; Gu & Day, 2013). Teaching is considered as a highly stressful career with high levels of burnout, turnover and attrition (Bricheno, Brown, & Lubansky, 2009; Reichl, Wach, Spinath, Brunken, & Karbach, 2014), in some cases as much as 50% of newly qualified teachers leaving the profession within the first five years (Alliance for Excellent Education, 2005). Indeed, Kelchtermans (2011) describes teaching as a 'vulnerable profession'. Such a situation makes it thus imperative that proposals to enhance student resilience need to be accompanied by parallel initiatives to support teachers' own resilience as well.

The literature has identified various factors which are protective of teachers at risk of stress and burnout. These include individual characteristics such as a sense of vocation and commitment, strong intrinsic motivation, hardiness, good coping, problem solving and classroom management skills, high self-efficacy, a growth mindset, objective analysis of unpleasant experiences, and balancing work-life issues (Howard & Johnson, 2004; Beltman et al., 2011; Morgan, 2011; Day & Gu, 2014; Galea, 2014). Protective contextual factors include staff collegiality and support, mentoring relationships, opportunities for continuing professional development, and supportive administration (Howard & Johnson, 2004; Beltman et al, 2011; Day & Gu, 2014; Galea, 2014; Papatraianou & Le Cornu 2014). Cefai and Cavioni (2014) suggest an integrated framework of teacher resilience, underlining teachers' psychological resources on one hand (individual), and a caring and supportive context on the other (context). These two sets of factors complement and support one another. A supportive, protective context enhances teachers' resilience which leads to further resilient practices and reinforces individual resilience factors, such as belief and confidence in oneself as an effective teacher. Similarly individual resilience factors contribute to practices which promote the development of a healthy classroom climate which in turn feeds back into the teachers' own social and emotional competence and resilience. This approach also underlines that resilience helps not only to protect teachers from the risks of stress, burnout and other psychological difficulties, but it leads to the creation of a context where teachers will grow and thrive professionally and personally. Teacher resilience is not only about surviving and coping but also about thriving and growing (Beltman et al., 2011).

Teachers' own psychological resources

School teachers need to be equipped with the requisite psychological tools to enable them to respond effectively to the demands and challenges of working in difficult conditions, to strengthen the relationships with colleagues, students and parents, and sustain their own motivation, sense of efficacy and personal agency (Zembylas & Schutz, 2009). They need to possess high emotional awareness and understanding, be aware of their own strengths and weaknesses, and are able to regulate their emotions. They need to be able to express positive emotions, have high self efficacy, be effective in problem solving and decision making. Resilient teachers need also to have high social awareness and skills, are able to understand the perspectives and feelings of others, build healthy relationships and relate effectively and collaboratively with others (Jennings & Greenberg 2009; Goddard, Hoy, & Woolfolk, 2004; Jennings, Beltman, Price & McConney, 2012). Mansfield et al (2012) identify four dimensions of the resilient teacher, namely, emotional, motivational, social and profession related, with each dimension having a number of specific resilience-enhancing qualities as illustrated below

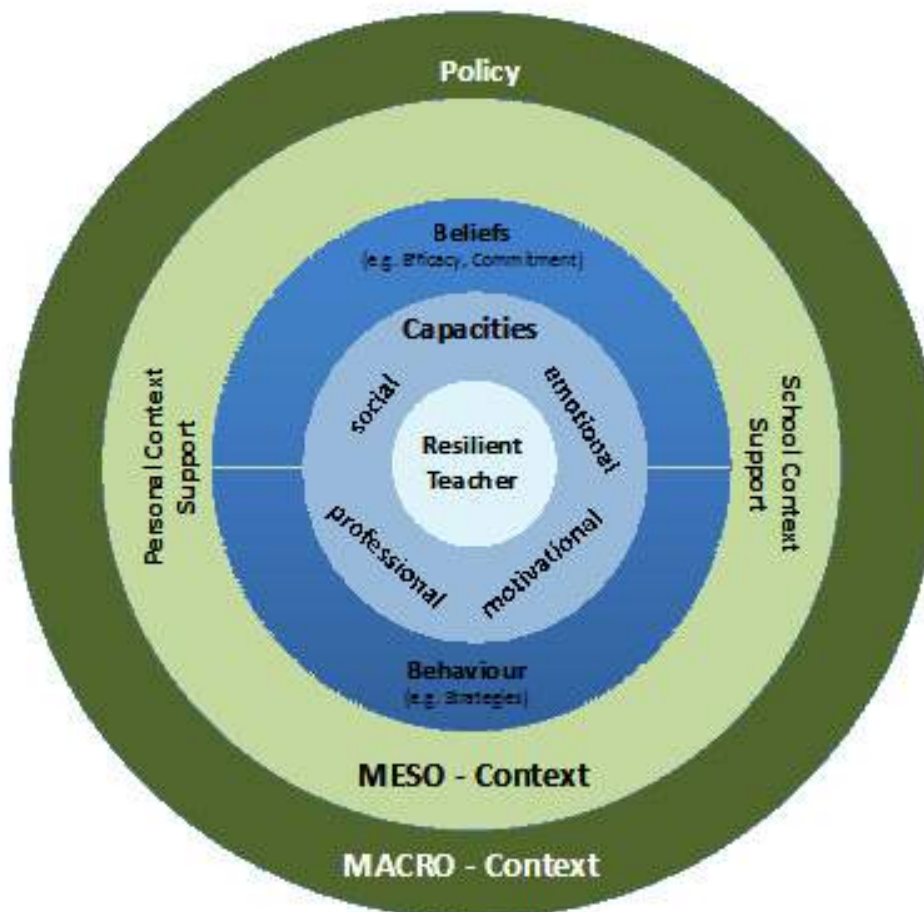


Figure 4: Teacher resilience framework (ENTRÉE, 2014).

- Emotional dimension
 - copes with job demands/stress
 - is able to bounce back
 - cares for own wellbeing
 - does not take things personally
 - regulates emotions
 - has a sense of humour
 - enjoys teaching
- Motivational dimension
 - has a positive and optimistic attitude
 - persists in the face of difficulties
 - is focused on learning and improving
 - has confidence and self belief
 - likes challenge
 - maintains motivation and enthusiasm
 - sets realistic expectations and goals
- Social dimension
 - Solves problems
 - Seeks help and takes advice
 - Builds support and relationships
 - Has strong interpersonal and communication skills
- Profession-related dimension
 - Is flexible and adaptable
 - Is reflective and reflexive
 - Is committed to students
 - Is prepared and organized

- Has effective teaching skills

Both initial and continuing teacher education programmes can provide opportunities and support for teachers to develop these competencies. Box 6 illustrates how mindfulness can be a useful medium to help teachers develop some of these competencies.

A resilience enhancing context

The literature on teachers' resilience is very clear on the need to provide a context which actively and adequately supports teachers' professional development, and provides opportunities for capacity building, enabling teachers to thrive and achieve satisfaction and fulfilment in their career (eg. Beltman et al., 2011; Morgan, 2011; Day & Gu, 2014; Papatraianou & Le Cornu 2014). Day and Gu (2014) argue that rather than concentrating on stress factors, we need to focus more on understanding what schools and organisations can do to build teachers' resilience capacity. Similarly Johnson and Down (2013) argue against reductionism and sheer individualism in seeking to understand and promote this phenomenon, underlining that teacher resilience needs to be examined within the wider context of institutional, cultural and social conditions. Contexts such as work, family, friends and social networks, as well as the broader socio-cultural, political and economic contexts, play a crucial role in teachers' wellbeing and resilience (Mansfield et al., 2012; Johnson & Down, 2013).

Schools are one of the most immediate, central and critical contexts for the promotion of teacher resilience. Resilience-enhancing school contexts are characterised by the following factors:

- collegial, supportive and collaborative staff relationships at both formal and informal levels;
- supportive and understanding administration, including supportive feedback, provision of support and opportunities as indicated below;
- opportunities for staff to participate actively in the life of the school;
- opportunities for staff to participate actively in decision making;
- opportunities for staff to develop and make use of their strengths and expertise, and for recognition and celebration of strengths and achievements;
- opportunities for staff to engage in continuing professional development in areas such as behaviour management, child and adolescent development, social and emotional competence, mindfulness education, and stress management;
- opportunities for staff to engage in physical and psychological self care;
- opportunities for staff to have a good work-life balance, including good working conditions;

- provision of adequate human and physical resources;
- induction and support for new members of staff;
- mentoring schemes, particularly for new members of staff and staff experiencing difficulties (see Box 7);
- provision of psychological support to staff in difficulty, including bullying, stress, and emotional problems;
- a collegial, inclusive culture where all members of staff are included, supported and provided with equal opportunities;
- an open environment where schools work in close collaboration with, and are supported by, parents and the community.

(Howard & Johnson, 2004; Olsen & Anderson, 2007; Beltman et al., 2011; Morgan, 2011; Fleming, Mackrain & LeBuffe, 2013; Day & Gu, 2014; Galea, 2014; Papatraianou & Le Cornu 2014).

BOX 6 Mindfulness for teachers

Mindfulness is a useful tool to cultivate teachers' 'habits of mind' promoting their health, well-being and social and emotional competence (Roeser, Skinner, Beers, & Jennings, 2012). It has been linked to both emotional awareness and management and to social awareness and healthier relationships. Studies carried out with classroom teachers have found that mindfulness training enhances self-awareness, positive affect and compassion, improves relationships and equanimity in charged emotional environments such as the classroom and reduces stress symptoms, negative affect, depression and anxiety (Burrows, 2011; Lantieri, Nagler Kyse, Harnett, & Malkmus, 2011; Jennings et al. 2012; Kemeny et al., 2012). In a review of mindfulness intervention studies with school teachers, Jennings et al. (2012) reported significant positive benefits both for the teachers' classroom practice such as enhanced relationships with students and more effective classroom management, as well as improved sense of well-being and health. They concluded that mindfulness is a pathway towards the realisation of caring and effective teachers. (from Cefai & Cavioni, 2014)

BOX 7 Mentoring and attrition

Mentoring is an important pathway to caring relationships, collegiality and support, acting as a protective factor against attrition, particularly amongst early teachers. In their review of the impact of mentoring and induction of newly qualified teachers, Ingersoll and Strong (2011) found that it has a positive impact on teachers' commitment and retention, teachers' classroom practices and student achievement. The mentoring processes involved in reducing attrition include having the mentors and mentees from a common subject/field in the same school, time and opportunity to work collaboratively with other teachers in the same field, well-prepared mentors, induction for new teachers and external support networks (Smith & Ingersoll 2004).

BOX 8 Enhancing Teacher Resilience in Europe (ENTREE)

ENTRÉE (2013-2015) is an EU Comenius Lifelong Learning project on the enhancement of teacher resilience in Europe. The project has developed a multilevel teacher education framework in teacher resilience, making use of both face-to-face and self-directed online education, as well as a self-assessment tool (TRSR) which gives young and developing teachers feedback on their resilience profile. The face to face and online programmes consist of six modules, namely Resilience (Introduction), Building Healthy Relationships and Community, Stress, Health and Coping, Emotion Regulation, Teacher Pedagogical Skills: Effective Teaching, and Teacher Pedagogical Skills: Classroom Management. The six modules and the TRSR may be freely accessible at <http://entree-project.eu/en/>

Chapter 6 Curriculum Implementation

Resilience and wellbeing programmes in schools are unlikely to be successful unless they are well planned and implemented. High quality implementation, fidelity, evaluation and sustainability are key factors for programme effectiveness (Greenberg, 2010). Issues such as readiness and capacity to bring about change, quality of material, supports available at the school, and staff education need to be considered at both planning and implementation stages (Greenberg et al., 2003; Weare & Nind, 2011). Schools also need to take account of contextual constraints and facilitating processes, seeking to remove the former and make use of the latter (Durlak et al., 2011; Slee et al., 2012). The following sections describes some of the issues schools and teachers will need to take into account when planning to implement RESCUR Surfing The Waves¹.

Leadership, planning and direction

One of the first tasks in the implementation of the curriculum is for the school administration to provide the vision, guidance and support for a whole school approach to resilience building. In collaboration with the other members of the staff, the administration facilitates the planning, implementation, monitoring and evaluation of the curriculum, and provides guidance, encouragement and support to the whole school community in this process. An implementation team, consisting of administration, staff, parents and students, monitors the implementation, providing training, support, and resources as necessary, while seeking to overcome any obstacles and ensure that all school members appreciate the value and usefulness of this initiative for the whole school community. of the school community as well as parents, are fully committed and actively engaged in the process. Some parents may be concerned about some of the values being promoted, some teachers may have doubts about their competence in using the curriculum, while some teachers and parents may not be convinced about the relevance and value of the curriculum. The education of both school staff and parents may help to identify these and other potential barriers such as resistance resulting from anxiety or lack of information, and discuss ways how to resolve these and other emerging problems.

Staff education and development

Although this teacher guide is self-explanatory and simple to use, it is mandatory that all school staff involved in curriculum implementation attend training sessions on how to implement *RECUR Surfing The Waves*. Lack of positive attitudes, knowledge and skills may not only lead to uncommitted and disengaged staff, but also to fragmented and poor-quality implementation (Askeff-Williams, Dix, Lawson & Slee, 2013; Lendrum, Humphrey & Wigelsworth, 2013). School teachers frequently complain that while they believe that they have a role in promoting children's wellbeing and resilience, they are often not provided with adequate education and resources in order for them to exercise such a

¹Some of the suggestions in this chapter have been adapted from Cefai & Cavioni (2014)

role effectively (e.g. Reinke, Stormont, Herman, Puri, & Goel, 2011; Askell-Williams, Cefai, Skrzypiec, & Wyra, 2013; Vostanis, Humphrey, Fitzgerald, Deighton, & Wolpert, 2013). Furthermore adequate training will maintain programme integrity which is crucial for its success and effectiveness. Teacher education would focus on four main areas:

- appreciating the importance and need for resilience building as a key competence for students' learning and wellbeing, and the key role of classroom teachers, school staff and parents in this process;
- learning how to actually implement the RESCUR Surfing The Waves in the classroom;
- learning how to promote student resilience through the classroom and whole school climates;
- learning how to develop one's own resilience as a school teacher.

It is recommended that training is organised according to age group, in small groups (experiential and skills based), and spread over a number of weeks (rather than intensively over a number of successive days), with regular time for mentoring as part of the implementation process. It is also recommended that the teachers being trained and implementing the curriculum will also share experiences, exchange information and resources, discuss emerging issues, and provide mentoring and support to each other. They may do so both within the school and also across schools, regions and countries through virtual platforms and social media, such as a *RESCUR Surfing The Waves Facebook*.

BOX 9 Training workshops

Schools, educational authorities or any other organisation interested in implementing RESCUR Surfing The Waves may contact one of the following partners to organise a training workshop for their staff:

Professor Carmel Cefai
Centre for Resilience and
Socio-Emotional Health
University of Malta, Malta.
carmel.cefai@um.edu.mt

Professor Renata Miljevic-Ridicki
Faculty of Teacher Education,
University of Zagreb, Zagreb
Croatia
rridicki@yahoo.com

Professor Anastassios Matsopoulos
Preschool Education Department
University of Crete, Rethymno,
Crete, Greece
matsopoulos@gmail.com

Professor Maria Assunta Zanetti/
Dr Valeria Cavioni
Department of Brain & Behavioral
Sciences - Psychology Section,
University of Pavia, Pavia, Italy.
zanetti@unipv.it, valeria.cavioni@unipv.it

Professor Celeste Simões
Faculty of Human Kinetics,
University of Lisbon, Lisbon,
Portugal
csimoes@sapo.pt

Dr Birgitta Kimber
Department of Health & Medical Sciences
Örebro University
Örebro, Sweden
b.kimber@telia.com

Facilitating Parents' Participation

Recruiting the collaboration, active involvement and support of the parents is crucial for the success of this curriculum. A similar training workshop to that teachers may be organised for the parents as well, not only to inform them on what the school is doing, but particularly on their role in the implementation of the activities at home. The training workshop would focus on these five main aspects:

- appreciating the importance and need for resilience building as a key contribution to their children's healthy development, learning and wellbeing;
- clarifying their role in supporting the school teacher and school staff in the implementation of *RESCUR Surfing The Waves*, including the take home activities and coming to schools to share feedback on the activities;
- learning how to make use of the Parents' Guide to promote their children's resilience;
- learning how to develop one's own resilience as a parent.
- establishing a support/mentoring parents' group

As in the case of teachers in the previous chapter, parents will also be provided with mentoring and support by the school. They are also encouraged and supported to organize their own support group groups to share experiences, exchange information and resources, discuss emerging issues, and provide mentoring and support to each other. They may do so both within the school and the community as well as through virtual platforms and social media, such as a *RESCUR Surfing The Waves Parents Facebook*.

Although adequate resources are an important prerequisite of implementation, the capacity of schools to embed and "own" the initiative is likely to play a role in determining the longer-term success of (the programme) in their school (Graetz et al., 2008, p. 19)

Implementation

Once the curriculum starts, the implementation team provides constant monitoring, mentoring and other forms of support to ensure its smooth running. Checklists, classroom observations, group discussions, and meetings and discussions with teachers, students and parents, are key aspects of the monitoring and mentoring process. Each teacher completes the Implementation Index; this may also serve as a platform for discussion with the team and mentors about arising issues (see Table 1) (The Index is also presented in Appendix 3). The school community is kept regularly informed on how the implementation is going on, with success stories shared and celebrated throughout the

Table 1: Implementation Index for the Teacher

Have you attended a training course on the use of RESCUR Surfing The Waves in the classroom?
Have you read carefully the guidelines in this Guide?
Is enough time being dedicated to do the activities as suggested in this Guide?
Are you adapting the level of the activity (basic/intermediate/advanced) to the needs of learners in your classroom?
Are you making use of the resources provided for the activities?
Are you following the SAFE approach in the implementation of the curriculum? <input type="checkbox"/> do program activities lead to the development of student skills? (Sequence) <input type="checkbox"/> are you using active approaches to teach the skills ? (Active) <input type="checkbox"/> do you follow a scheduled, regular time throughout the school year (Focused) <input type="checkbox"/> do you aim at teaching specific resilience skills rather than general positive development? (Explicit),
Are you adapting the curriculum to the learners' needs and interests, including developmentally appropriate and culturally responsive activities and resources?
Are you implementing the curriculum faithfully as instructed?
Do you keep regular record of learners' progress, strengths and difficulties in the skills they are learning?
Do you regularly encourage learners to reflect on and monitor their own learning?
Do you complete the assessment checklists at the end of each theme?
Do you ask the learners to complete the self assessment checklists at the end of each theme?
Do you provide learners with opportunity to practice the skills being learnt in their daily classroom life and outside the classroom such as during play?
Do you encourage learners to use the resilience skills in challenging or demanding situations, such as learning difficulties, relationship problems, exam time and transitions?

Are you regularly implementing the home activities?
Do you keep parents informed about the activities taking place at school and how they can reinforce the activities through the Parents' Guide?
Are you infusing the curriculum into the other curricular areas?
Do you seek to reinforce the resilience skills in your daily practice, such as pedagogy, use of resources, classroom management, and relationships with your students?
Do you model positive resilience skills in your daily practice in the classroom?
Do you link the curriculum to the whole school activities in resilience building?

whole community. The monitoring and mentoring process also helps to identify emerging problems which might threaten the success of the initiative and to enable action to resolve such problems as soon as they appear. Amongst others, the team may have to deal with such issues as limited or lack of resources, resistance or lack of commitment by particular members of staff or parents, and lack of consistency in the implementation.

One of the main issues in implementation is to what extent it is to be faithful to the original programme. This curriculum has been developed for European early years and primary schools, and in its development, the authors sought to be sensitive to the social, cultural and economic realities of twenty first century European children. Moreover, the six other editions of the curriculum (Croat, Greek, Italian, Maltese, Portuguese, and Swedish), have been slightly modified to reflect the particular contexts in those countries. Implementing schools, however, may find that the curriculum still requires some adaptation to make it more meaningful and relevant to their particular contexts. Adaptation may take place through a collaborative exercise led by the implementation team and involving staff, students, parents and other stakeholders involved, so as to identify the particular needs of the school community and suggest any adaptations accordingly. Adaptations may include adapting the material, resources, language, stories, examples and activities according to the social, cultural and linguistic culture of the learners. There may be also some adaptation of the steps of the activity while retaining the main structure of the activity, as well as simplification of some of the material or activities

At the same time, however, schools need to retain the integrity of the curriculum in order to ensure and maximise its effectiveness potential. Any adaption thus needs to be made in the light of the framework, principles, pedagogy, assessment, and implementation guidelines provided in this Guide and the activities. The Implementation Index serves as a guide for classroom teachers and schools to ensure that the implementation remains faithful to the key principles, objectives, and structure of the curriculum. This is necessary for the curriculum to achieve the expected outcomes;

'too much tailoring to local needs and circumstances can lead to dilution and confusion' (Weare, 2010, p. 11). Lack of structure and consistency in implementation, such as teachers using only some activities or parts of the curriculum or using the curriculum only for a short period of time rather than throughout the year, is set to lead to ineffectiveness in terms of learner outcomes (Humphrey et al., 2010).

Evaluation

The monitoring of the implementation provides useful feedback on how it is proceeding, including whether the curriculum is being implemented by all concerned as planned, and helps the school to make any necessary adaptations and improvements. An action research evaluation may be held at key stages of the implementation, such as upon the completion of one theme, with feedback sought from all partners. The implementation team may devise brief questionnaires for school staff, learners and parents, exploring both the implementation process itself as well as any change in learners' resilience. The teacher and self assessment checklists for that particular theme, may also be used for this purpose. Other relevant available information related to the increase or decrease of positive or negative academic and social behaviours (e.g. improvements in learning, achievement, school attendance and behaviour, and decrease in bullying, violence, misbehaviour, exclusion and absenteeism), may be collected from those taking part in the implementation as well as from school and other documents. The evaluation will help the school to establish what is working, and identify the strengths of the intervention as well as the areas which need further development. Through an ongoing process of action and reflection, the school community will be able to improve and develop the intervention as it is actually taking place at the school. The school may also choose to engage in a more rigorous evaluation to assess the impact of the curriculum on learners' behaviour over time, making use of a random controlled trial with pre and post assessment, control group and follow up evaluation.

The magic combination of inspiration, belief and perspiration is essential for those committed to improving students' achievement and their well-being. We know the way; what we need now is the will (Elias & Weissberg, 2000, p. 192).

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Appendices

APPENDIX 1

TEACHERS' ASSESSMENT CHECKLIST

Teachers' Assessment Checklist

Name of Learner: _____ Date completed: _____	0: Not observed / non-applicable 1: Developing 2: Developed 3: Consolidated
-------------------------------------------------	--------------------------------------------------------------------------------------

Instructions: Complete the checklist for each learner at the end of *Theme 3 Developing a Growth Mindset*

3. DEVELOPING A GROWTH MINDSET

3.1 POSITIVE AND OPTIMISTIC THINKING	Level 0,1,2 or 3
---------------------------------------------	------------------

3.1.1. Positive and negative thinking

3.1.1.B ⁴ . The learner is able to recognize that one can look at the bright side or at the dark side of life	
3.1.1.I. The learner is able to identify what someone looking at the bright side might say	
3.1.1.A. The learner is able to distinguish how bright side thinkers and dark side thinkers might react to challenges	

3.1.2. It's good to think positive!

3.1.2.B. The learner is able to recognize that bright side thinking can help us feel better	
3.1.2.I. The learner is able to identify the feelings that follow bright side thinking	
3.1.2.A. The learner is able to describe how one feels after looking at the good bits	

3.1.3. Challenging negative thoughts

3.1.3.B. The learner is able to identify one good thing in himself/herself that helps him/her feel better in a bad time	
3.1.3.I. The learner is able to identify one good thing he/she likes about himself/herself and about someone else respectively	
3.1.3.A. The learner is able to describe a positive statement that challenges his/her negative thoughts	

⁴B = Basic level, I = Intermediate level, A = Advanced level

3.2. POSITIVE EMOTIONS

3.2.1. Using hope to promote growth and wellbeing

3.2.1.B. The learner is able to realise that bad times do not last forever	
3.2.1.I. The learner is able to recognize that bad times are usually followed by better times	
3.2.1.A. The learner is able to identify new goals to make a bad time get better	

3.2.2. Using happiness to promote growth and wellbeing

3.2.2.B. The learner is able to describe a time when he/she felt happy	
3.2.2.I. The learner is able to describe moments of happiness	
3.2.2.A. The learner is able to identify an activity or a person that makes him/her happy	

3.2.3. Using humour to promote growth and wellbeing

3.2.3.B. The learner is able to recognize that looking at the funny bits can help us feel better	
3.2.3.I. The learner is able to identify something that he/she can do to make himself/herself laugh	
3.2.3.A. The learner is able to describe what makes him/her laugh	

Learner's strengths:

Learner's needs:

Targets for improvement:

APPENDIX 2

LEARNERS' SELF-ASSESSMENT CHECKLIST

LEARNERS' SELF ASSESSMENT CHECKLIST

Name of Learner: _____ Date completed: _____	☹ No 😐 Sometimes ☺ Yes
-----------------------------------------------------	------------------------------

DEVELOPING A GROWTH MINDSET – POSITIVE AND OPTIMISTIC THINKING

Positive and negative thinking

Please tick the face that best describes you.	I can do it			I like do it		
I can break down a bright side thought into three parts	☹	😐	☺	☹	😐	☺
I can change a dark side thought into a bright side thought	☹	😐	☺	☹	😐	☺
I can describe a situation that includes dark side thinking and change it into bright side thinking	☹	😐	☺	☹	😐	☺

It's good to think positive!

I can identify which feelings and actions can follow a bright side thought	☹	😐	☺	☹	😐	☺
I can complete a thoughts→feelings→actions sequence	☹	😐	☺	☹	😐	☺
I can complete a thoughts→feelings→actions sequence through a flowchart	☹	😐	☺	☹	😐	☺

Challenging negative thoughts

I can identify one negative thought and one positive statement that goes against it	☹	😐	☺	☹	😐	☺
I can identify three positive self-affirmations	☹	😐	☺	☹	😐	☺
I can identify what can help me think more positively in the face of negative thoughts	☹	😐	☺	☹	😐	☺

DEVELOPING A GROWTH MINDSET – POSITIVE EMOTIONS

Using hope to promote growth and wellbeing

I can remain hopeful when my first attempt to reach a goal is unsuccessful	☹	😐	☺	☹	😐	☺
I can adopt a hopeful mindset when setting a personal goal	☹	😐	☺	☹	😐	☺
I can adopt a hopeful mindset when thinking about the future	☹	😐	☺	☹	😐	☺

APPENDIX 3
IMPLEMENTATION INDEX

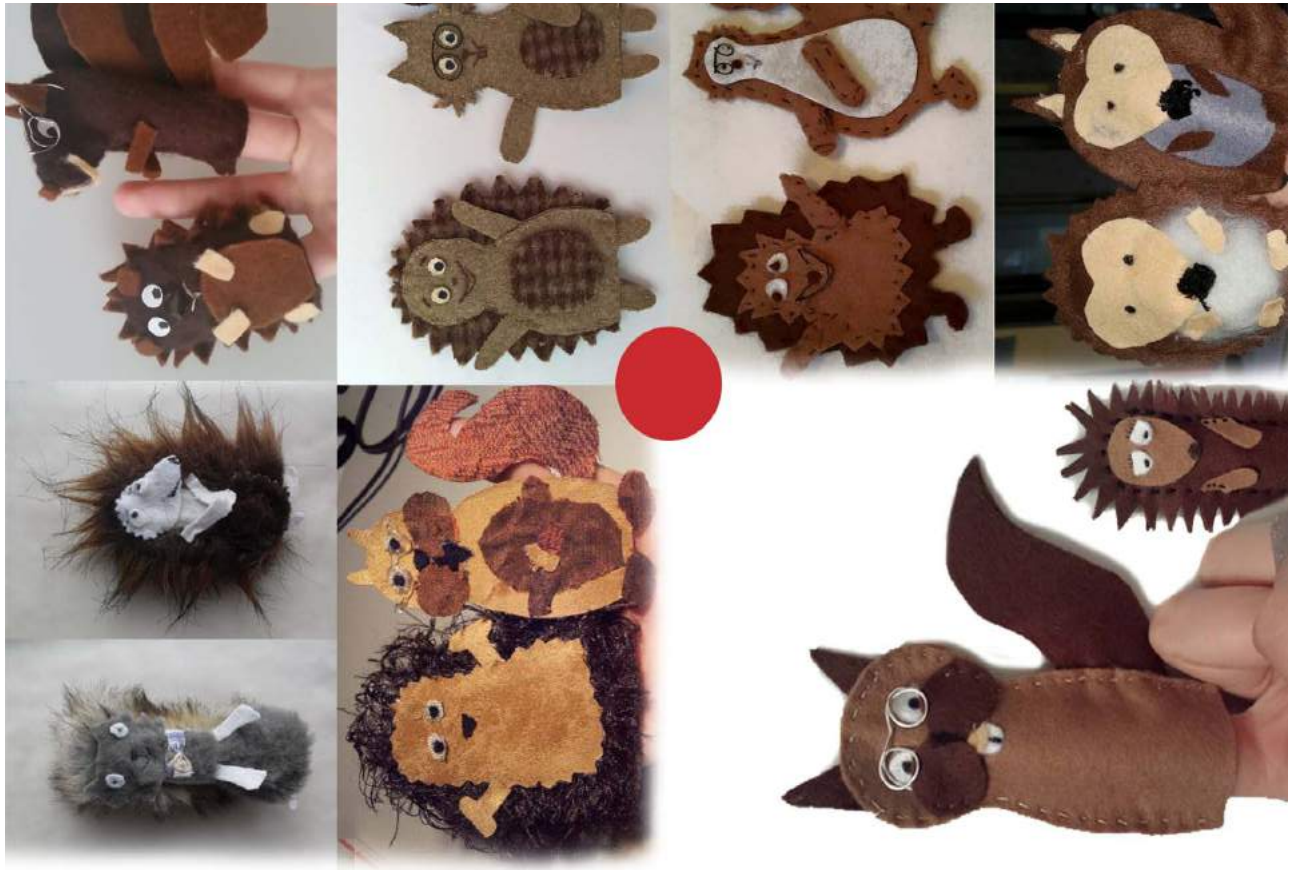
IMPLEMENTATION INDEX

Please tick as appropriate	Tick and comments
Have you attended a training course on the use of RESCUR Surfing The Waves in the classroom?	
Have you read carefully the guidelines in this Guide?	
Is enough time being dedicated to do the activities as suggested in this Guide?	
Are you adapting the level of the activity (basic/intermediate/advanced) to the needs of learners in your classroom?	
Are you making use of the resources provided for the activities?	
<p>Are you following the SAFE approach in the implementation of the curriculum?</p> <ul style="list-style-type: none"> o do activities lead to the development of student skills? (Sequence) o are you using active approaches to teach the skills ? (Active) o do you follow a scheduled, regular time throughout the school year (Focused) o do you aim at teaching specific resilience skills rather than general positive development? (Explicit), 	
Are you adapting the curriculum to the learners' needs and interests, including developmentally appropriate and culturally responsive activities and resources?	
Are you implementing the curriculum faithfully as instructed?	

Do you keep regular record of learners' progress, strengths and difficulties in the skills they are learning?	
Do you regularly encourage learners to reflect on and monitor their own learning?	
Do you complete the assessment checklists at the end of each theme?	
Do you ask the learners to complete the self assessment checklists at the end of each theme?	
Do you provide learners with opportunity to practice the skills being learnt in their daily classroom life and outside the classroom such as during play?	
Do you encourage learners to use the resilience skills in challenging or demanding situations, such as learning difficulties, relationship problems, exam time and transitions?	
Are you regularly implementing the extended activities suggested in the curriculum?	
Are you regularly implementing the home activities?	
Do you keep parents informed about the activities taking place at school and how they can reinforce the activities through the Parents' Guide?	
Are you infusing the curriculum into the other curricular areas such as literacy, numeracy, science education and creativity?	
Do you seek to reinforce the resilience skills in your daily practice, such as pedagogy, use of resources, classroom management, and relationships with your students?	
Do you model positive resilience skills in your daily practice in the classroom?	
Do you link the curriculum to the whole school activities in resilience building?	

APPENDIX 4

FINGER PUPPETS OF SHERLOCK AND ZELDA



Puppets created by

- Sara
- Alka
- Dora
- Ana Marija
- Fata
- Marina
- Kristina
- Martina
- Nika
- Anja



Sherlock & Zelda

finger puppets

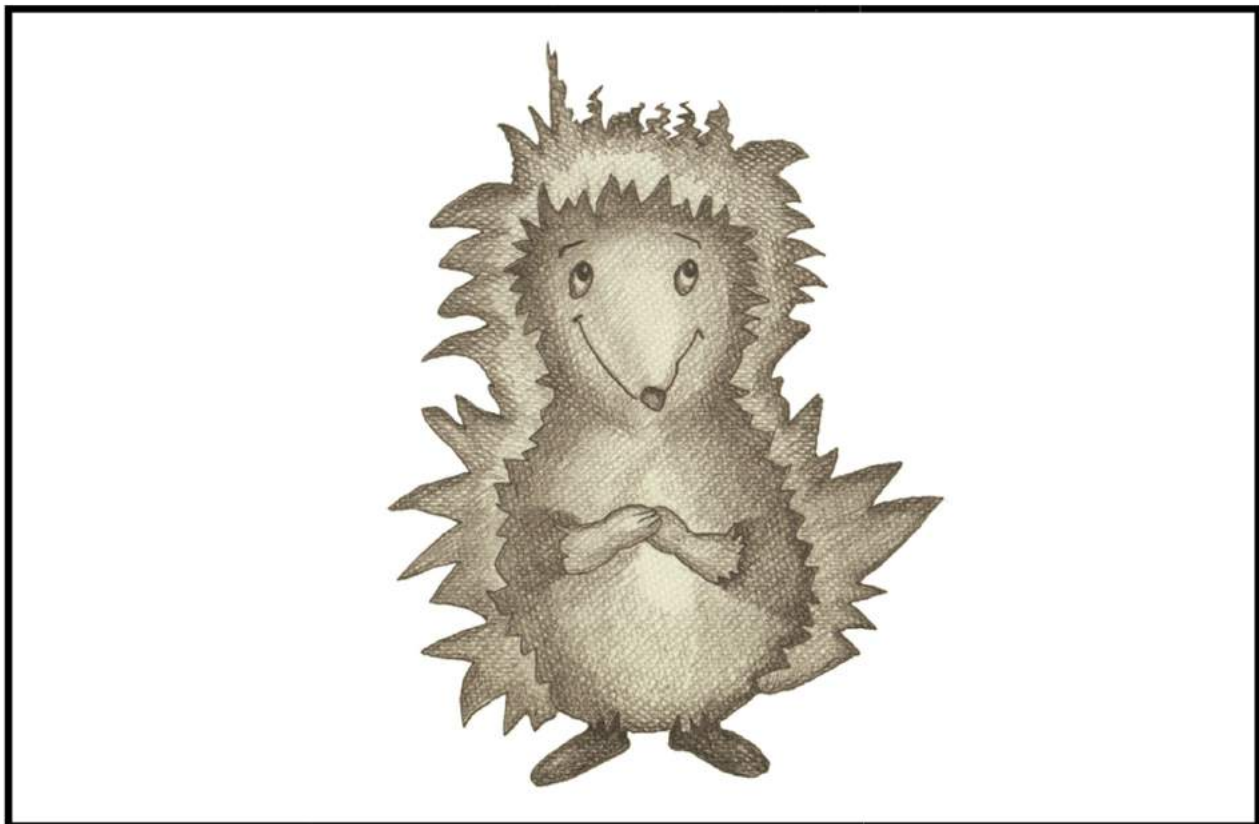


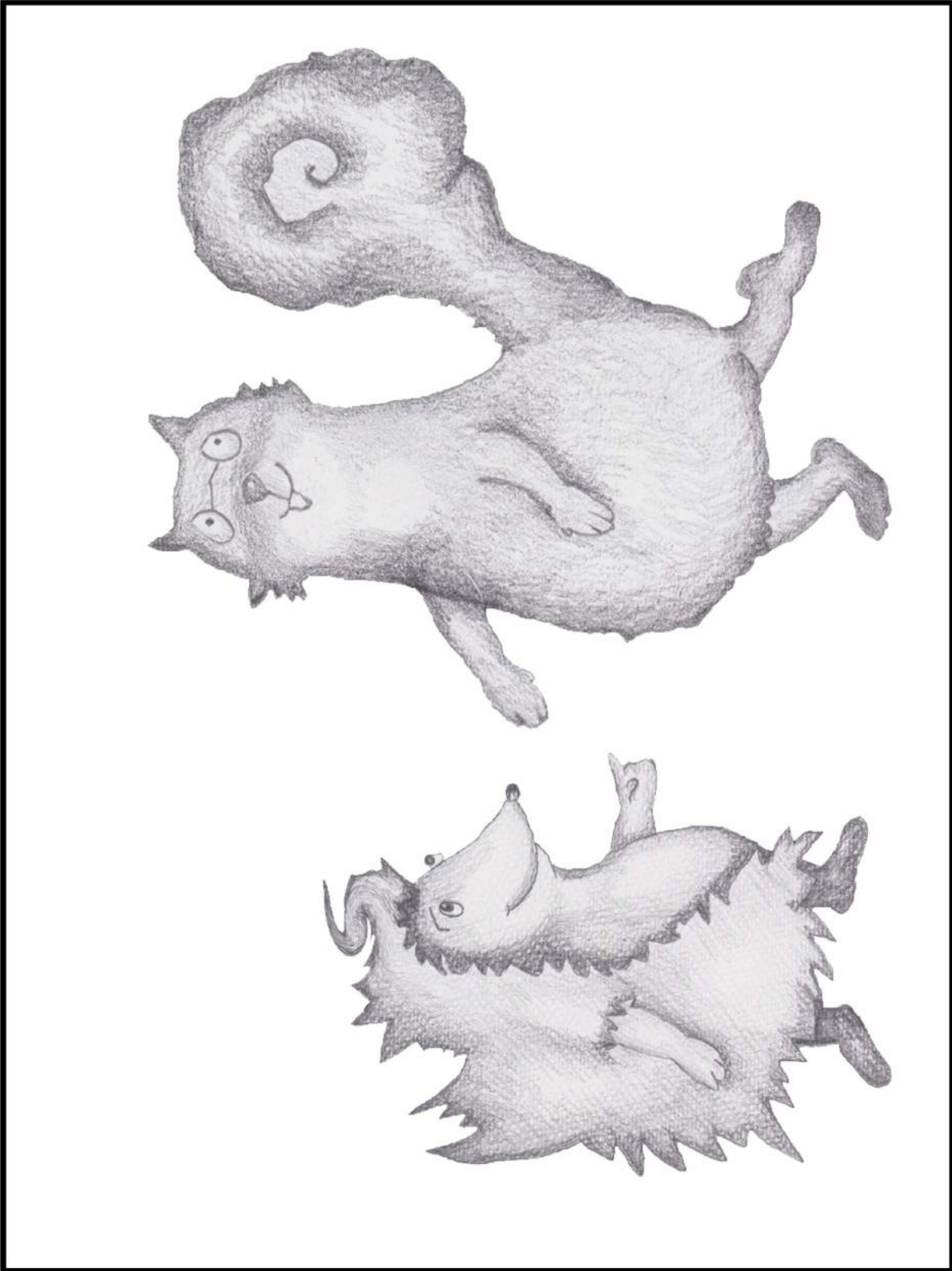
You can make beautiful finger puppets of Sherlock and Zelda using different materials

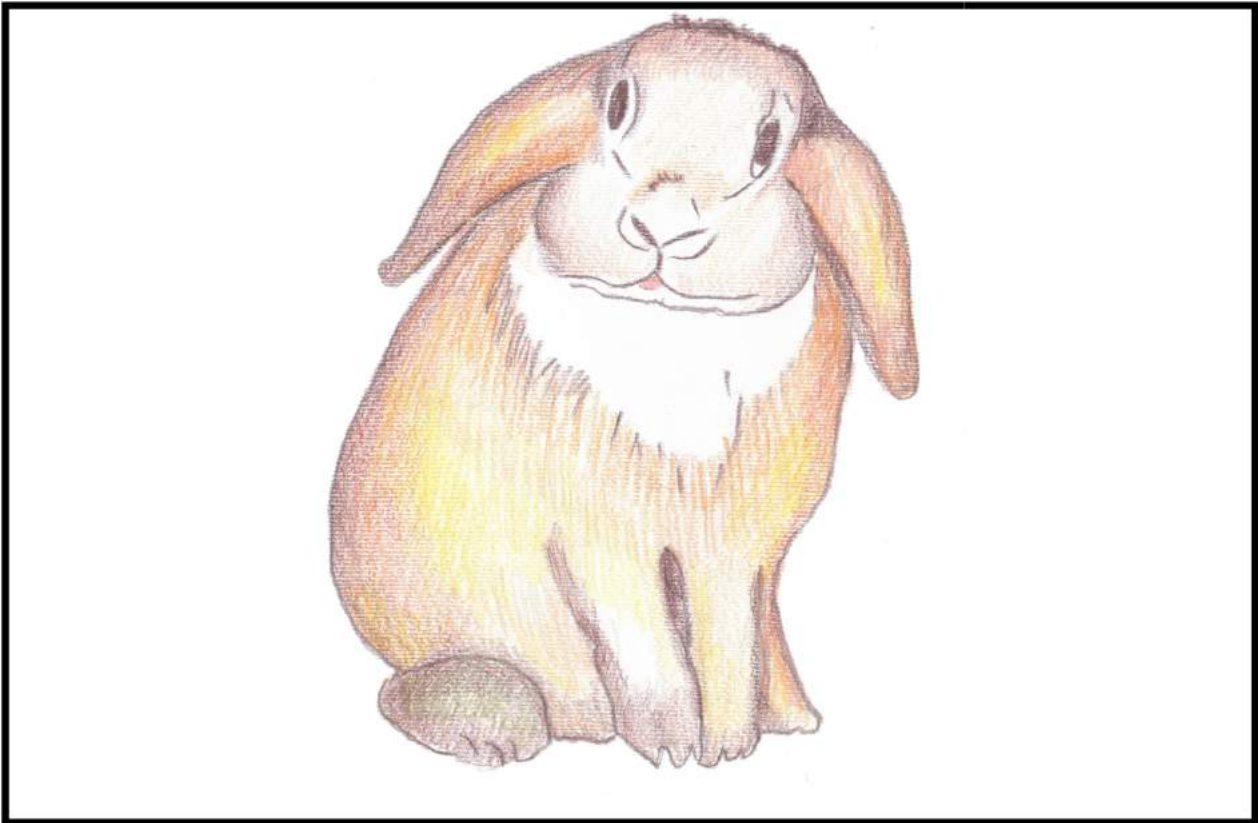
APPENDIX 5

SAMPLE OF THE STORIES' ANIMAL CARDS

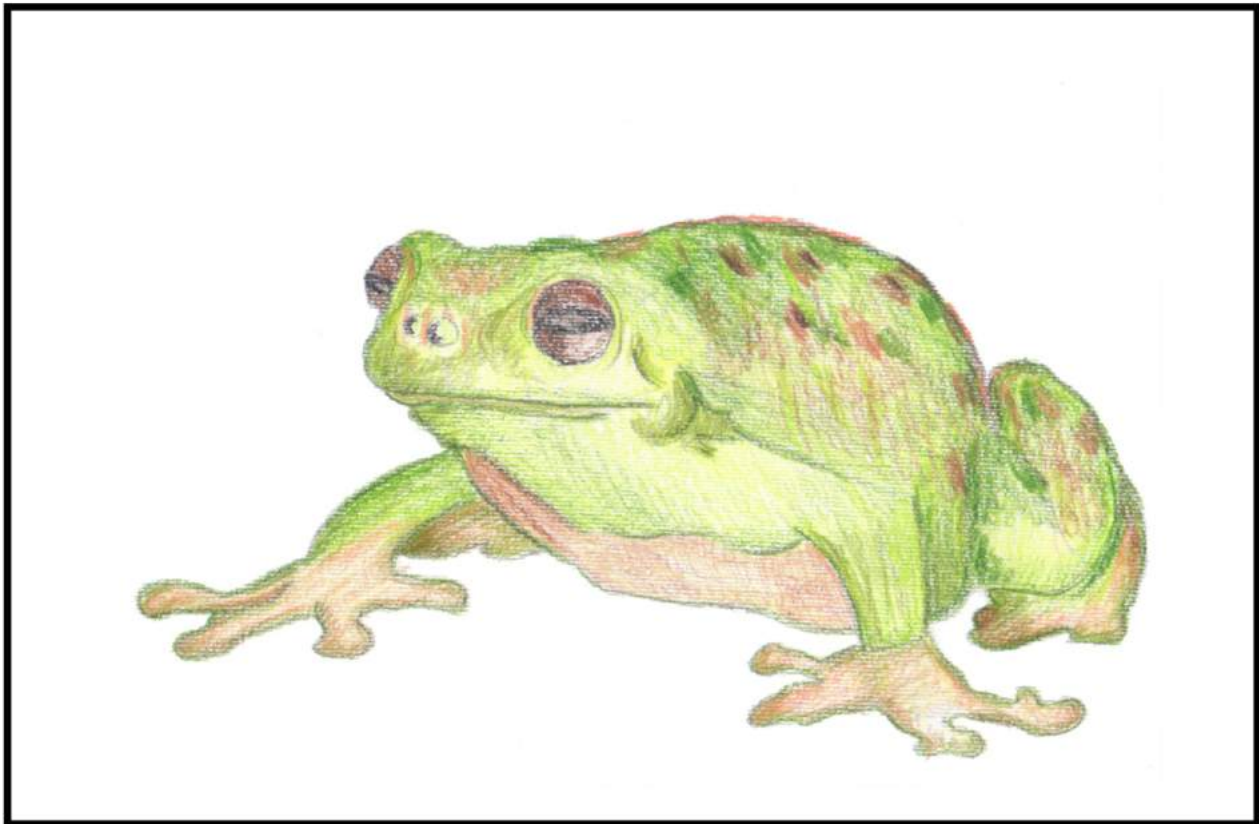
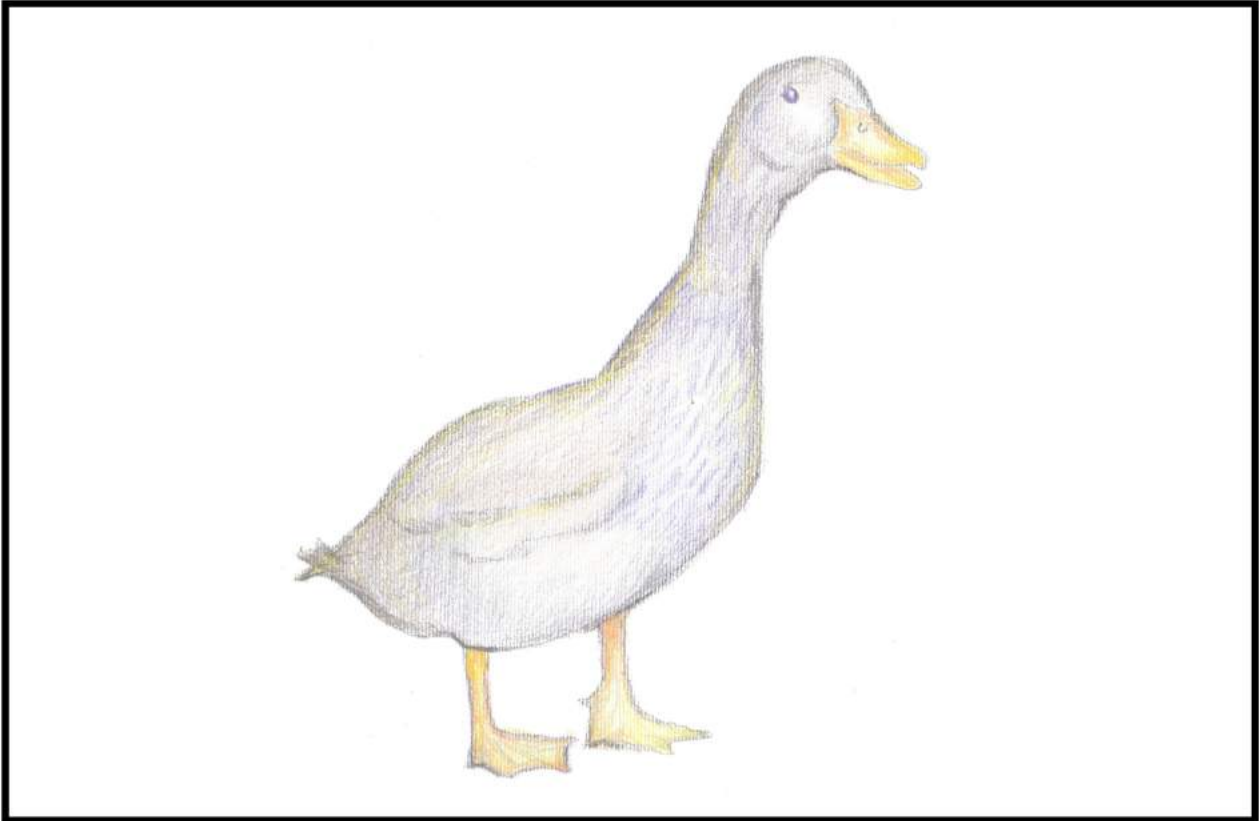






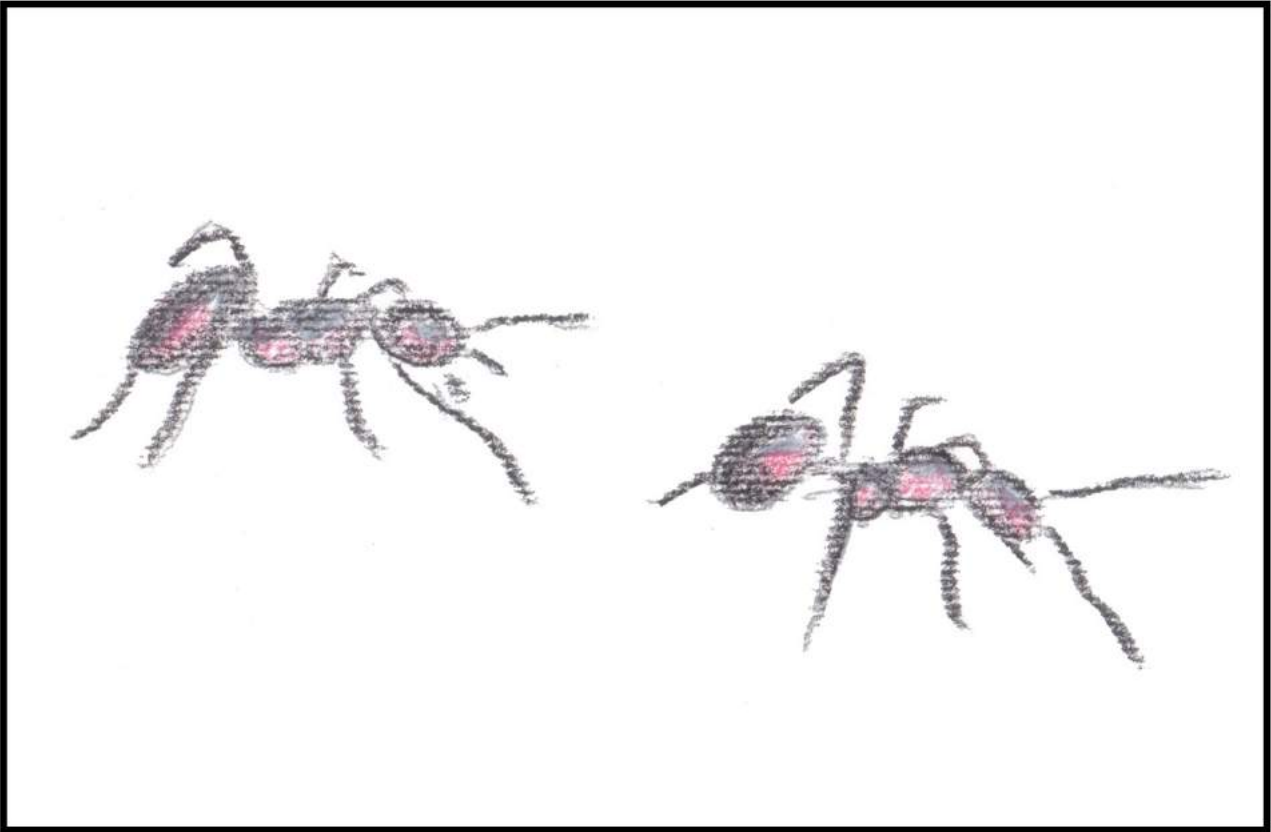












APPENDIX 6

LEARNERS PORTOLIO



RESCUR: SURFING THE WAVES

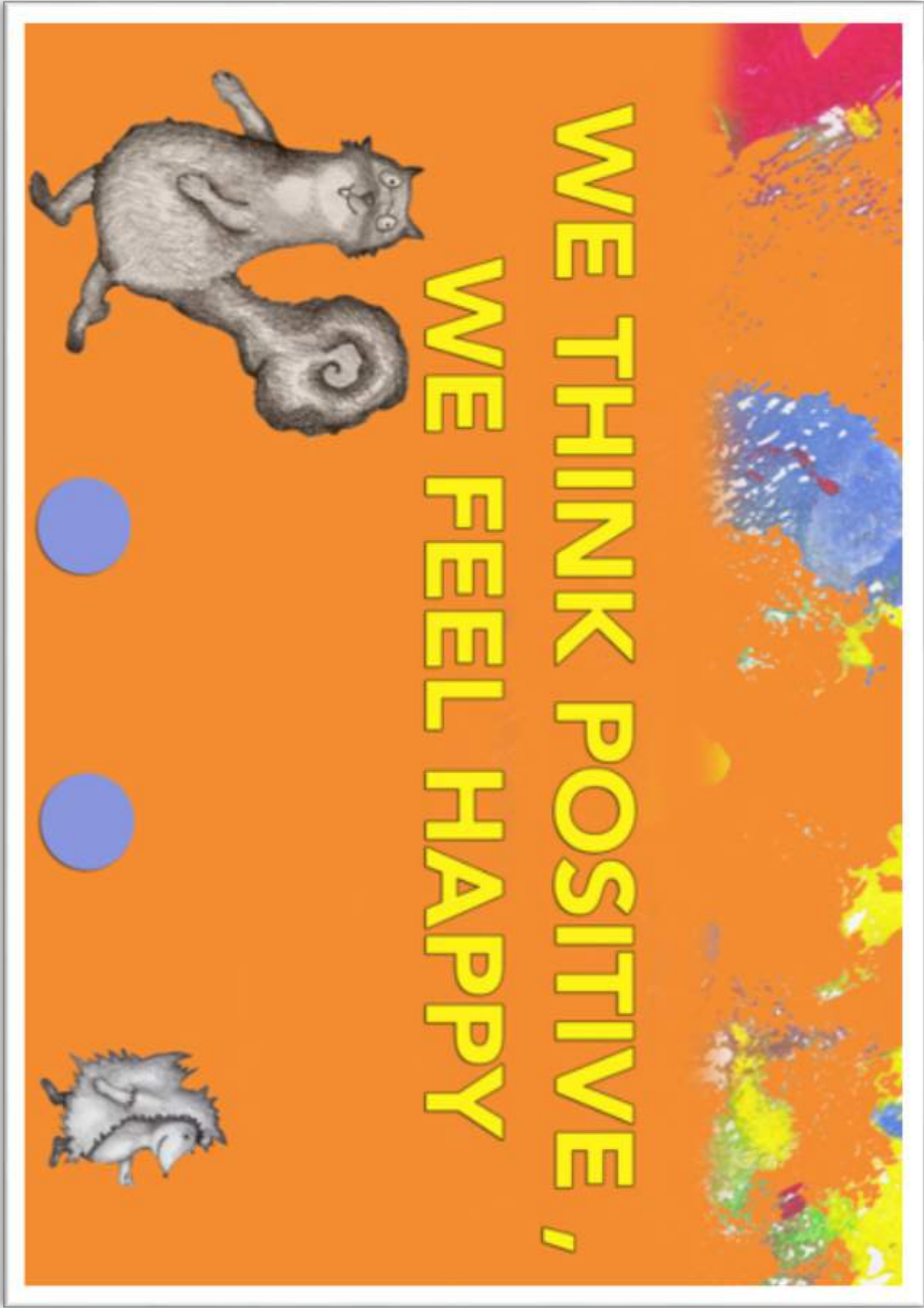
A RESILIENCE CURRICULUM FOR EARLY YEARS AND PRIMARY SCHOOLS

Learner's portofolio



APPENDIX 7

SAMPLE POSTER OF THEMES



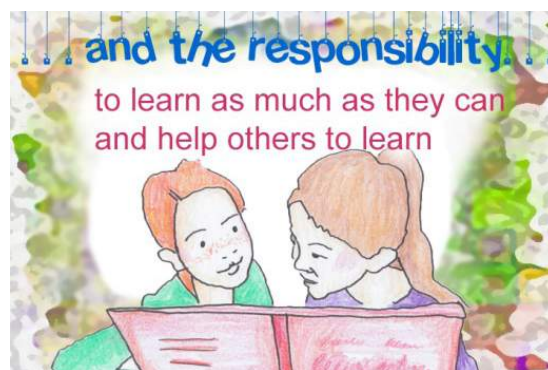
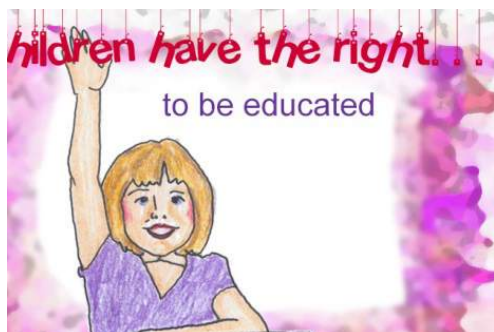
APPENDIX 8

CONVENTION ON THE RIGHTS OF THE CHILD

<p>Article 1: Everyone under 18 has these rights.</p>	<p>Article 7: You have the right to a name, and this should be officially recognised by the government. You have the right to a nationality (to belong to a country).</p>	<p>Article 14: You have the right to choose your own religion and beliefs. Your parents should help you decide what is right and wrong, and what is best for you.</p>
<p>Article 2: All children have these rights, no matter who they are, where they live, what their parents do, what language they speak, what their religion is, whether they are a boy or girl, what their culture is, whether they have a disability, whether they are rich or poor. No child should be treated unfairly on any basis.</p>	<p>Article 8: You have the right to an identity – an official record of who you are. No one should take this away from you.</p>	<p>Article 15: You have the right to choose your own friends and join or set up groups, as long as it isn't harmful to others.</p>
<p>Article 3: All adults should do what is best for you. When adults make decisions, they should think about how their decisions will affect children.</p>	<p>Article 9: You have the right to live with your parent(s), unless it is bad for you. You have the right to live with a family who cares for you.</p>	<p>Article 16: You have the right to privacy.</p>
<p>Article 4: The government has a responsibility to make sure your rights are protected. They must help your family to protect your rights and create an environment where you can grow and reach your potential.</p>	<p>Article 10: If you live in a different country than your parents do, you have the right to be together in the same place.</p>	<p>Article 17: You have the right to get information that is important to your well-being, from radio, newspaper, books, computers and other sources. Adults should make sure that the information you are getting is not harmful, and help you find and understand the information you need.</p>
<p>Article 5: Your family has the responsibility to help you learn to exercise your rights, and to ensure that your rights are protected.</p>	<p>Article 11: You have the right to be protected from kidnapping.</p>	<p>Article 18: You have the right to be raised by your parent(s) if possible.</p>
<p>Article 6: You have the right to be alive.</p>	<p>Article 12: You have the right to give your opinion, and for adults to listen and take it seriously.</p>	<p>Article 19: You have the right to be protected from being hurt and mistreated, in body or mind.</p>
	<p>Article 13: You have the right to find out things and share what you think with others, by talking, drawing, writing or in any other way unless it harms or offends other people.</p>	<p>Article 20: You have the right to special care and help if you cannot live with your parents.</p>
		<p>Article 21: You have the right to care and protection if you are adopted or in foster care.</p>

<p>Article 22: You have the right to special protection and help if you are a refugee (if you have been forced to leave your home and live in another country), as well as all the rights in this Convention.</p>	<p>Article 28: You have the right to a good quality education. You should be encouraged to go to school to the highest level you can.</p>	<p>Article 35: No one is allowed to kidnap or sell you.</p>
<p>Article 23: You have the right to special education and care if you have a disability, as well as all the rights in this Convention, so that you can live a full life.</p>	<p>Article 29: Your education should help you use and develop your talents and abilities. It should also help you learn to live peacefully, protect the environment and respect other people.</p>	<p>Article 36: You have the right to protection from any kind of exploitation (being taken advantage of).</p>
<p>Article 24: You have the right to the best health care possible, safe water to drink, nutritious food, a clean and safe environment, and information to help you stay well.</p>	<p>Article 30: You have the right to practice your own culture, language and religion - or any you choose.</p>	<p>Article 37: No one is allowed to punish you in a cruel or harmful way.</p>
<p>Article 25: If you live in care or in other situations away from home, you have the right to have these living arrangements looked at regularly to see if they are the most appropriate.</p>	<p>Minority and indigenous groups need special protection of this right.</p>	<p>Article 38: You have the right to protection and freedom from war. Children under 15 cannot be forced to go into the army or take part in war.</p>
<p>Article 26: You have the right to help from the government if you are poor or in need.</p>	<p>Article 31: You have the right to play and rest.</p>	<p>Article 39: You have the right to help if you've been hurt, neglected or badly treated.</p>
<p>Article 27: You have the right to food, clothing, a safe place to live and to have your basic needs met. You should not be disadvantaged so that you can't do many of the things other kids can do.</p>	<p>Article 32: You have the right to protection from work that harms you, and is bad for your health and education. If you work, you have the right to be safe and paid fairly.</p>	<p>Article 40: You have the right to legal help and fair treatment in the justice system that respects your rights.</p>
	<p>Article 33: You have the right to protection from harmful drugs and from the drug trade.</p>	<p>Article 41: If the laws of your country provide better protection of your rights than the articles in this Convention, those laws should apply.</p>
	<p>Article 34: You have the right to be free from sexual abuse.</p>	<p>Article 42: You have the right to know your rights! Adults should know about these rights and help you learn about them, too.</p>





I learned that obstacles can become an opportunity.
I learned how to behave in a calm way without becoming angry with others.
I liked this program because we learned how to think in a positive way.

Primary school students

Week after week the children came expecting to continue where Zelda and Sherlock left off! The lessons went down very well. Fun and exciting. Interesting to see how the students 'grew'. There is not a golden recipe to build resilience in children, but I am sure that this curriculum is a very good way to do so.

Classroom teachers

RESCUR is grounded in a wealth of knowledge from practitioners and researchers. The materials are designed carefully to appeal to the inner world of the child, through narrative, music, poetry, drama and art, using varied and imaginative methods such as mindfulness, story-telling, drawings, cartoons, a wide range of activities, role plays, take-home exercises, and, best of all, the delightful puppet characters, Zelda and Sherlock. There are many opportunities for the children to explore solutions to everyday difficulties and to discuss and debate the complex social, moral and ethical issues that they will all encounter in their lives. They are also presented with outstanding role models to demonstrate the power of resilience in the face of adversity.

Prof Helen Cowie, Surrey University, UK

RESCUR is a very promising and certainly imperative response to the social, cultural and economic challenges faced by many European children in our days. Through this curriculum, students will receive prevention and early intervention that promote positive behaviors, provide academic enrichment, and underline the importance of staying in school and getting quality education. For those at greatest risk for social and academic failure, RESCUR provides a safety net to keep these students from falling through the cracks.

Prof Maria Poulou, University of Patras, Greece

Finally, a comprehensive approach to nurturing resilience among elementary school children that is culturally sensitive and useful across a large number of settings. After extensive field trials, the modules in RESCUR promise to help all children develop the skills they need to cope when problems occur. Even better, RESCUR will be especially useful to children from more disadvantaged backgrounds, giving them the problem solving and social skills they need to develop and sustain a network of care and support.

Prof Michael Ungar, Dalhousie University, Canada



www.rescur.eu, www.um.edu.mt/cres