Welcome to today’s session!

• Please keep your microphones muted.

• If you would like to ask a question, please raise your hand and send us a message in the chat window.

• To raise your hand, click on the smiley face icon (near the bottom right of the User window) and select Raise Hand.

• If you run into any trouble with hearing and/or seeing our session, please let us know in the chat window. You can also refresh your browser as a first step to help manage any issues that may arise.

• Please do engage with us! We will ask questions and invite you to share your ideas in the chat space.

• Please note that this session will be recorded and the recording will be made available to conference participants. Recordings will also be archived for potential future use and distribution by the Educational Developers Caucus (EDC). Any questions or concerns can be directed to the EDC Conference Chair, Celia Popovic (cpopovic@yorku.ca).
To engage you in identifying how we can apply ideas from work on “grit”, resiliency, and growth mindset in our work across our increasingly complex spheres of influence with:

- diverse individuals and groups seeking to make their teaching and programs the best they can be
- our Centre’s staff
- institutional initiatives, and
- contributing to EDC and scholarship of our field.
Contemporary ED Practice

- Educational Leadership
- Institutional Culture
- Discipline Culture
- External Influences
- Teaching and Learning Practice
- Scholarship of Teaching and Learning
- Microcultures

Diagram: Interconnected models of educational practice, leadership, and culture.
Grit is “[...] the perseverance and passion for long-term goals. Grit entails working strenuously toward challenges, maintaining effort and interest over years despite failure, adversity, and plateaus in progress.”

(Duckworth, Peterson, Matthews, & Kelly, 2007, p. 1087-88)
“To be resilient is to have the ability to adapt, grow and change in the face of adversity.”

(McArthur-Blair & Cockell, 2018, p. 6)

A proactive approach to resilience involves intentional “behaviors, thoughts and actions that can be learned and developed”.

What Enables Resiliency?

• seeking out caring and supportive relationships that create reciprocal opportunities to build trust and learning, and offer encouragement

• cultivating a “bias for optimism” (Taylor, 2013)

• maintaining a positive view of self and confidence in our strengths and abilities

• being aware of our strengths and working from them

• framing our work to have clear and meaningful purpose

(American Psychological Association, 2014; Seligman, 2011; Taylor, 2013)
What Enables Resiliency?

• making realistic plans and taking regular (even small) actions to carry them out

• keeping things in perspective in stressful situations, and trying to consider the broader context and keep a long-term perspective.

• accepting change as part of life, and adapting goals and plans when necessary

• celebrating accomplishments

• looking after our own well-being.

(American Psychological Association, 2014; Seligman, 2011; Taylor, 2013)
Based on your own experiences and ideas discussed during our conference, what are some of the resiliency-building strategies you are taking back to your work to build your own personal resiliency?

Please give us some of your own ideas in the chat space.
Mindset: The set of assumptions, values and beliefs that guides your thinking about what contributes to success or failure in life.

“You are a certain kind of person, and there is not much that can be done to really change that.”
Learning that Fosters Resiliency

Growth Mindset: Belief that success in life is determined more by effort and the strategies you use to support your success than by intelligence or talent alone.

(Dweck, 2006)
Characteristics of a Growth Mindset

• Believe that intelligence is malleable
• Believe that strategy and effort is more important than talent
• Demonstrate “stickwithitness”
• See challenges as opportunities
• Pursue long-term goals
Based on your own experiences and ideas discussed during our conference, what are some of the resiliency-building strategies you are taking back to your work

• with diverse individuals and groups seeking to make their teaching and programs the best they can be
• with our Centre's teams
• at an institutional level, and
• contributing to the professional learning and scholarship through the EDC?
# A Resiliency Brainstorm

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<tr>
<th>Focus</th>
<th>Resiliency Strategy</th>
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<tbody>
<tr>
<td>Faculty and instructors outside our centres (F)</td>
<td></td>
</tr>
<tr>
<td>Teams within our centres (C)</td>
<td></td>
</tr>
<tr>
<td>Institutional Initiatives (I)</td>
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<tr>
<td>EDC initiatives (EDC)</td>
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“When life closes a door, just open it again. It's a door. That's how they work.”

http://coolfunnyquotes.com
• For a complete inventory to determine your mindset go to: http://www.mindsetonline.com/testyourmindset/step1.php

• For a complete inventory to determine how gritty you are go to: https://angeladuckworth.com/grit-scale/

• The PERMA Model: Strategies that promote workplace flourishing http://connections.ucalgaryblogs.ca/2018/01/21/the-perma-model-strategies-for-promoting-workplace-flourishing/


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How can we use collective human, social and political capital to facilitate change in response to challenges, depending on the degree of disruption?

- Persistence: buffer challenges and maintain functions and structures
- Adaptability: reorganize and learn from the challenge within existing structures
- Transformability: create new structures and functions to respond to the challenge when existing ones do not support persistence or adaptability.

(Wilson & Wilson, 2018)