

# **Innovation requires resilience!**

**Language World  
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# TEACHER

T - Truthful	(ဖြောင့်မတ်တည်ကြည်)
E - Enthusiastic	(စိတ်အားထက်သန်)
A - Able	(စွမ်းရည်)
C - Charming	(ဆွဲဆောင်နိုင်စွမ်း)
H - Honest	(ရိုးသား)
E - Energetic	(ခွန်စိုက်အားစိုက်)
R - Respectful	(ရိုသေခံထိုက်)
R - Responsible	(တာဝန်ယူမှု)

# resilience

- Elastizität
- résistance
- resistència
- elasticità
- resiliens



- The four key sources of personal resilience are: **confidence**, **adaptability**, **purposefulness** and the need for **social support**.

[www.robertsoncooper.com](http://www.robertsoncooper.com)

# **Why is resilience important for MFL teams?**

**Constant disruption requires ‘better shock absorbers’!**

**(Zolli and Healy, 2012: 5)**



**‘Change in education is easy to propose, hard to implement, and even harder to sustain.’**

**Hargreaves and Fink (2006: 1)**



## 'Alarming' fall in uptake

Language learning has to be enjoyable and challenging, Jocelyn Wyburd says, because of "alarming" drops in take-up at A-level and university.

UCML's letter to Ofqual warns that languages are "in the midst of a crisis that threatens the subject's very existence in schools".

"There are students who should be getting an A or A\* in languages who aren't," Ms Wyburd tells *TES*. "School teachers are telling us they're not recommending students take languages at A-level – they're recommending English and history, where they will get A grades."

The letter warns that A-level reforms mean many pupils are likely to choose just three full A-level subjects, rather than four AS-levels. This could have a "devastating effect on languages" as pupils avoid language subjects because grades are "notoriously unpredictable".

### GCSE entries (French)



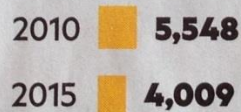
### GCSE entries (German)



### A-level entries (French)



### A-level entries (German)



Source: JCQ

### University applications for European languages and literature



Source: Ucas, [bit.ly/UcasApps](http://bit.ly/UcasApps)



<https://www.gov.uk/government/publications/key-stage-3-the-wasted-years>

# **Key Stage 3: the wasted years?**

Ofsted (September 2015)



# MFL in the spotlight

- **‘achievements are not good enough’**
- **Lessons fail to ‘challenge and engage pupils’**
- **‘Low-level disruption ... particularly in MFL’**
- **Pupils find ‘the subject difficult and dull’**



# Pressure and Performance



**@ProfCaryCooper**

• **SWITCH**



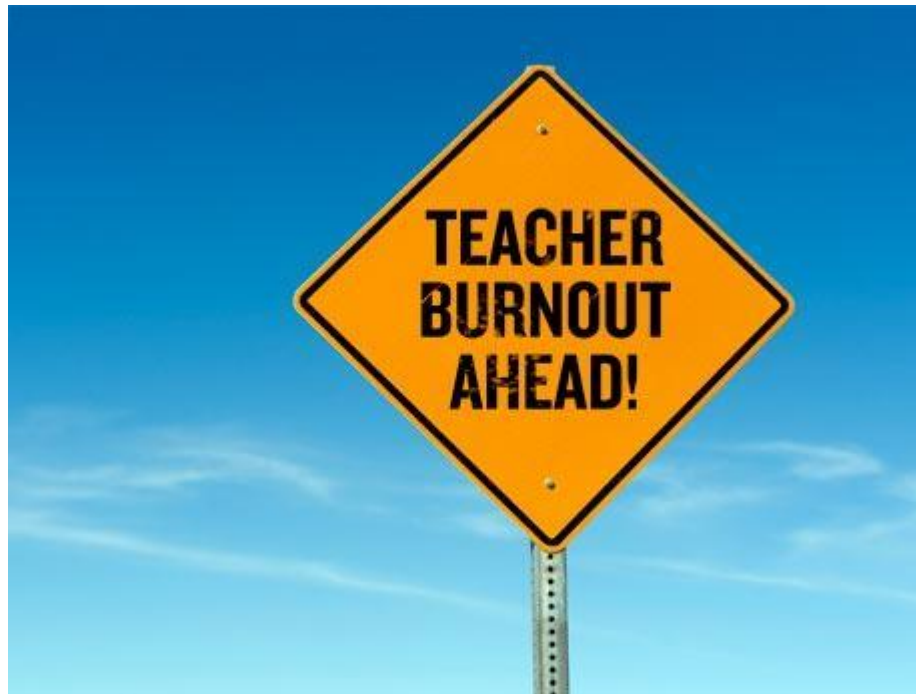
# Urgent vs important

	URGENT	Not urgent
IMPORTANT	Urgent and important	Important but not urgent
Not important	Urgent but not important	Not urgent and not important

	Do it now	Plan it
	Delegate	Drop it



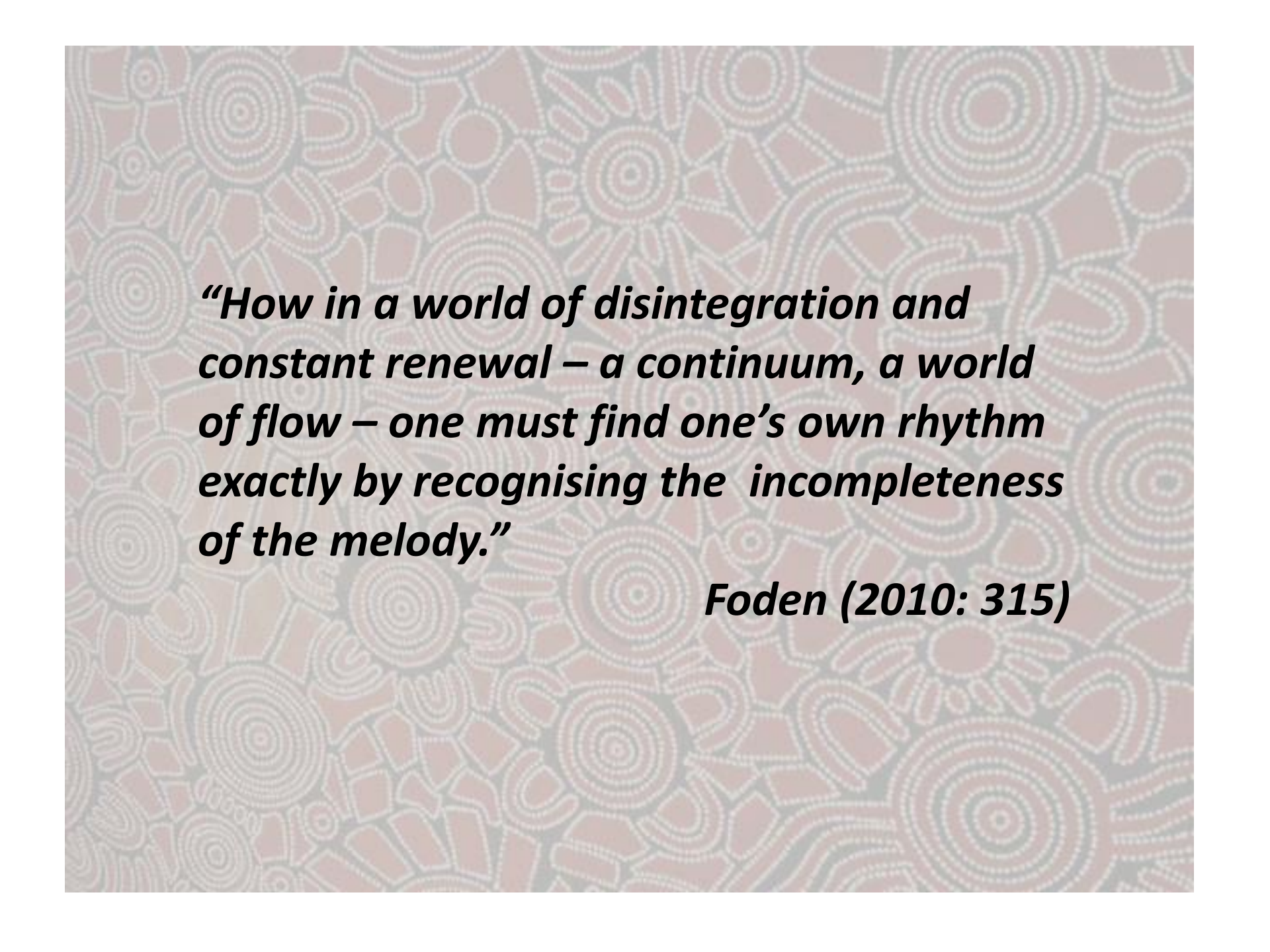
**Teachers are too important!**  
**Languages are too important!**



# Sharing good practice

- *Case Study 1: MFL team leader as a resilient learner*
- *Case Study 2: Growing resilient teachers within the team*
- *Case Study 3: Resilient teams collaborate with the learners*
- *Case Study 4: Constant cycle of resilience*

- **“ ... maintain equilibrium and a sense of commitment and agency in the everyday worlds in which teachers teach.”**
- **Gu, Q. and Day, C. (2013: 26)**



***“How in a world of disintegration and constant renewal – a continuum, a world of flow – one must find one’s own rhythm exactly by recognising the incompleteness of the melody.”***

***Foden (2010: 315)***