

Better Together: The secret to embedding resilience in schools 守望相助：如何建立校本抗逆文化

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- 
- The Resilience
 - The Why
 - The Science Behind
 - The Key Messages



Nature is always speaking to us.

Morihei Ueshiba

植芝 盛平

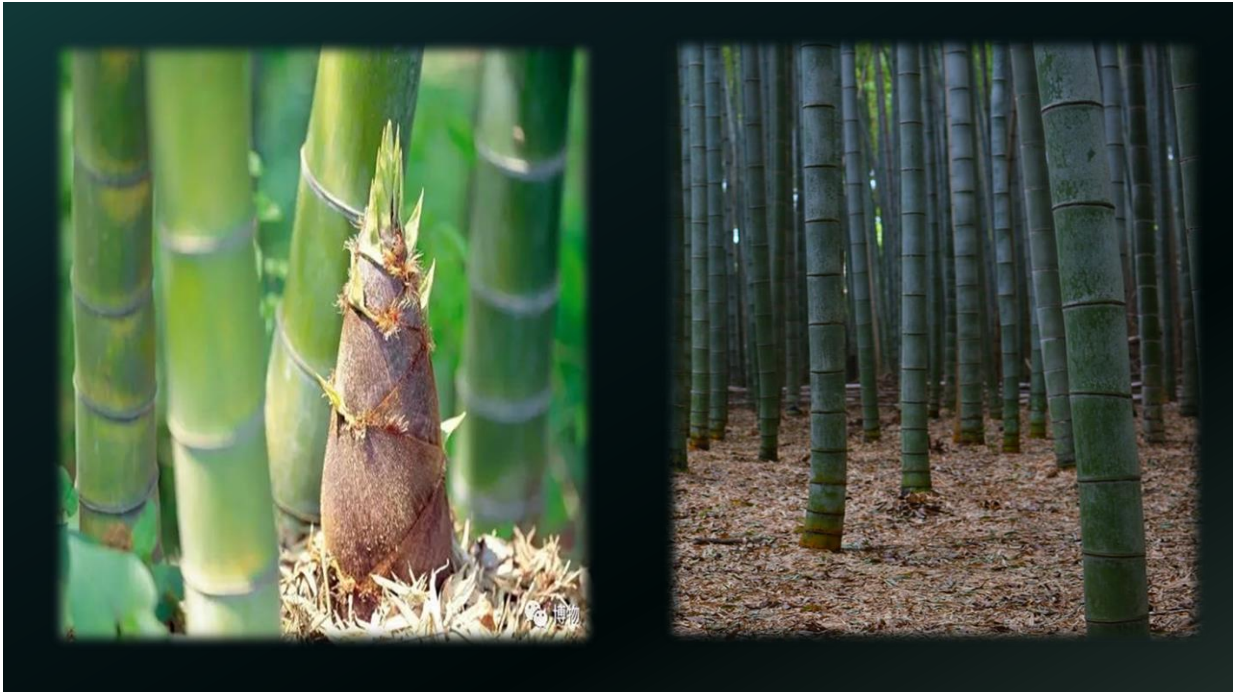


The Bamboo

1. Be firmly rooted

根基堅固

Ref. Reynolds, 2011



The Bamboo

2. Commit to growth & renewal
致力於成長與蛻變

Ref. Reynolds, 2011

Growth & Renewal



Adaptability
適應力

The Bamboo

3. Be cultivated & accumulative
能被培养和累积



Ref. Reynolds, 2011

Creep & leap 漸漸蔓延並飛速成長



The Bamboo

4. Bend but not break
寧彎不折

Ref. Reynolds, 2011



Flexibility

柔韌性



Ref. Reynolds, 2011

The Bamboo

5. Unleash power to spring back
承受、釋放壓力並回彈



Ref. Reynolds, 2011



Ref. Reynolds, 2011



Spring back

Ref. Reynolds, 2011

Key Features of Bamboo

- Be firmly rooted (根基堅固)
- Commit to growth & renewal(致力於成長與蛻變)
- Be cultivated & accumulative(能被培养和累积)
- Bend but not break(寧彎不折)
- Unleash power to spring back(承受、釋放壓力並回彈)

Adaptability
& Flexibility

Ref. Hoegl & Hartmann, 2021

**It's the growth journey of
a bamboo but also a resilience!**

A buzz word Resilience

Bouncing back: Is it the end?



Bouncing forward



Video 1. Resilience

The story of the tumbler (1'54)



What is Resilience?

Resilience is the *process* of, *capacity* for, or *outcome* of successful adaptation during challenges and adversities across one or more systems.

Ref. Ungar, 2021

The Why

Experience these?



What about these?





A VUCA world!

Volatility 波動性

Uncertainty 不確定性

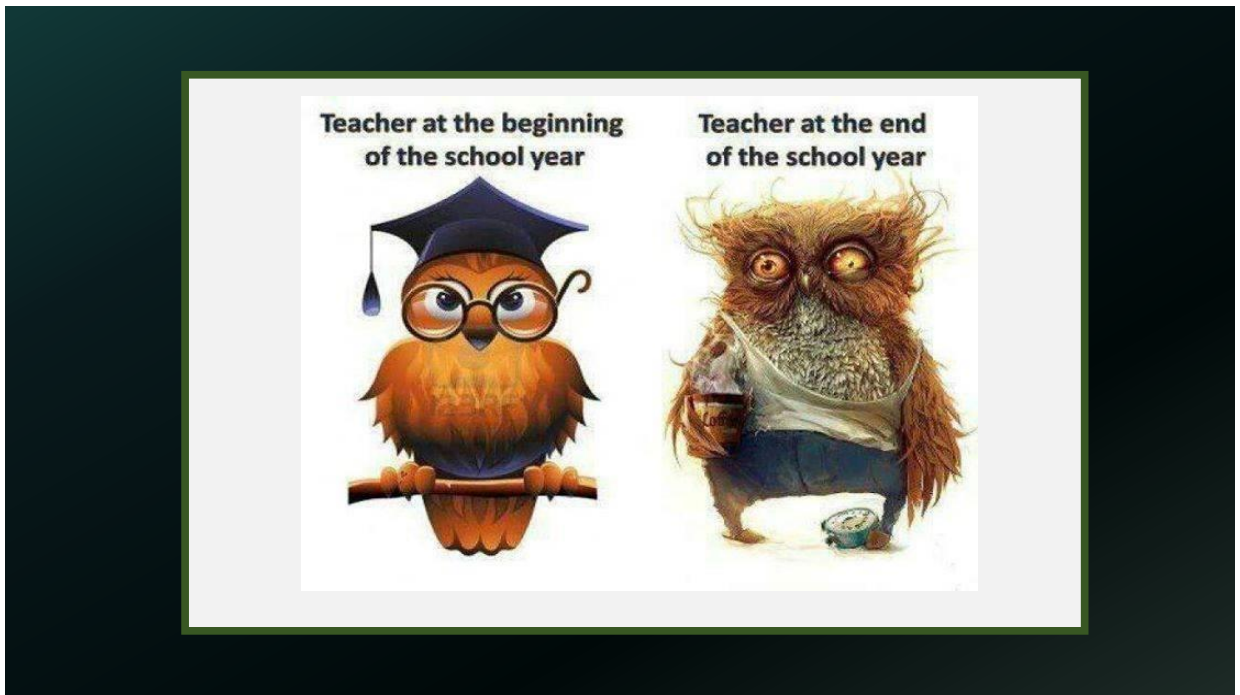
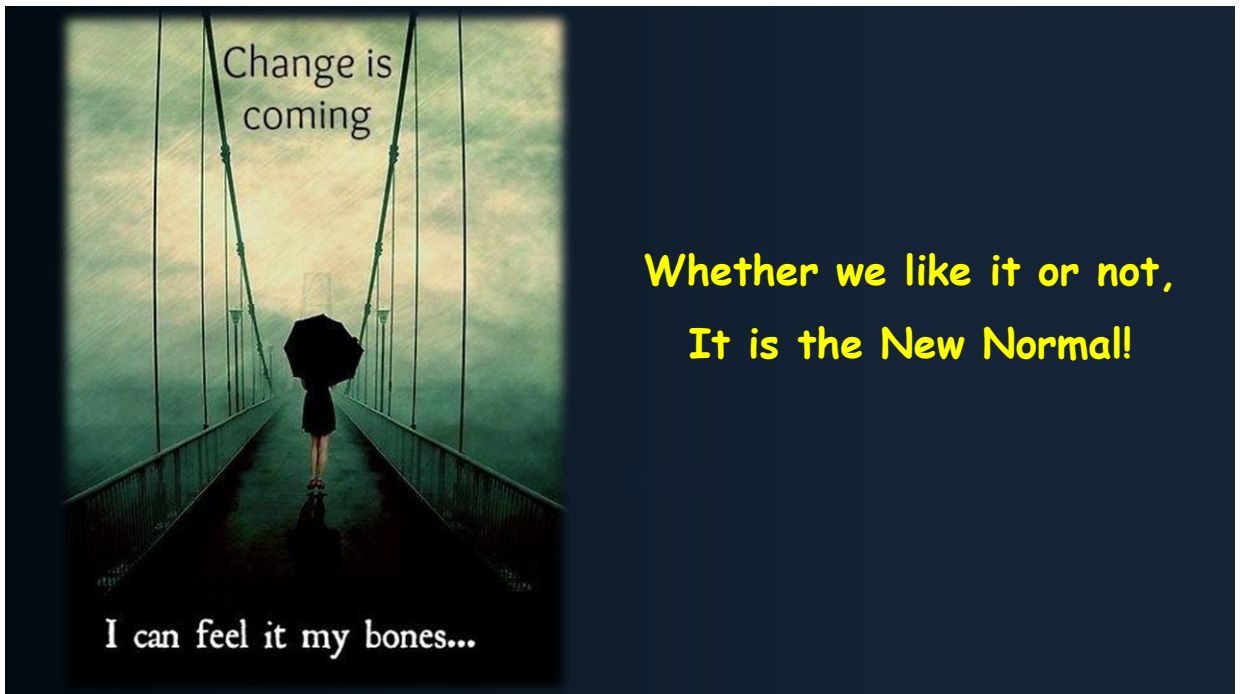
Complexity 複雜性

Ambiguity 模糊性

Ref. Black, 2020; Bennis & Nanus, 1987

Natural Uncertainties





Our school leaders?

- In Canada, about 41% of principals reported that their physical well-being is poor or very poor (Pollock & Wang, 2020).
- In Sweden, 29.0% of the 2,219 principals met the exhaustion criteria (Persson et al., 2021).
- In Germany, 29.2% of the 5,680 school leaders reported a limited health literacy.
- The Covid-19 pandemic: in the UK, senior leaders reported to experience increasing mental health issues from 29% in 2020 to 41% in 2021 (Education Support, 2021).

Our teachers?

- In the UK, teachers reported that stress level has reached up to 20%, for the third year to the highest levels than ever (NFER, Worth & Van den Brande, 2021).
- In Finland, teachers are less satisfied with their working environment than before. They no longer enjoy work as much as they used to.
- In Hong Kong, about 30% teachers reported to suffer from depression (The HK Professional Teachers' Union, 2020).
- The Covid-19 pandemic has significantly disrupted teacher lives (OECD, 2020).

Our students?

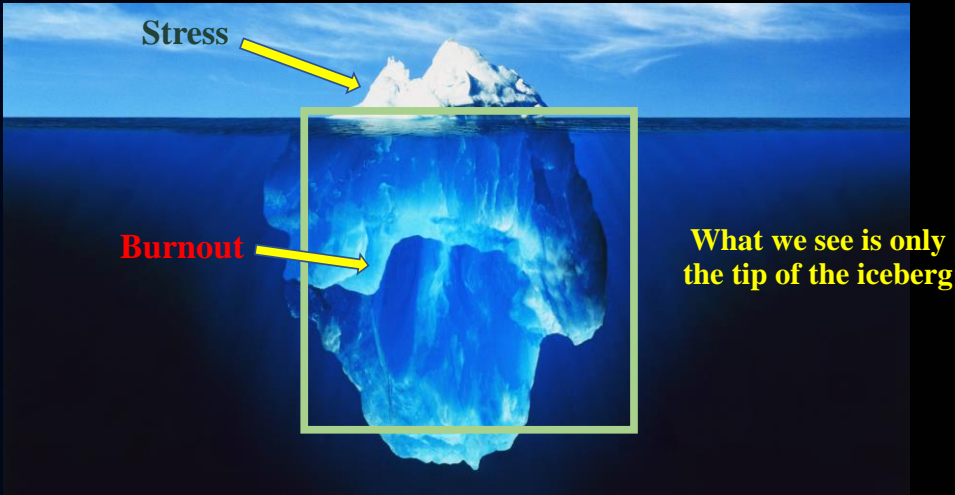
- In Australia, more than 40% of students aged 15-25 years experience psychological distress (Australian Government, Productivity Commission, 2020).
- In Canada, student stress levels were above critical thresholds for 25% (Schwartz et al., 2021).
- In HK, 51.9% students showed the signs of mental illness (Hong Kong Federation of Youth Groups, 2021).
- The Covid-19 Pandemic has put a significant strain on student well-being:
 - In the UK (IGPP, 2021)
 - In Canada (Schwartz et al., 2021)
 - In Hong Kong (Department of Health, 2021)



**An international well-being crisis
in education**

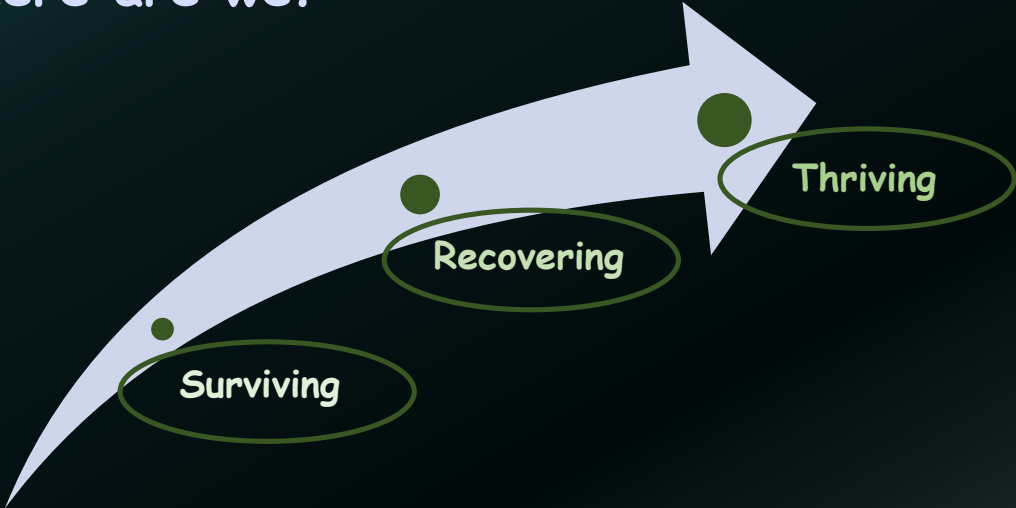
Ref. Riley, 2021

Seen vs Unseen

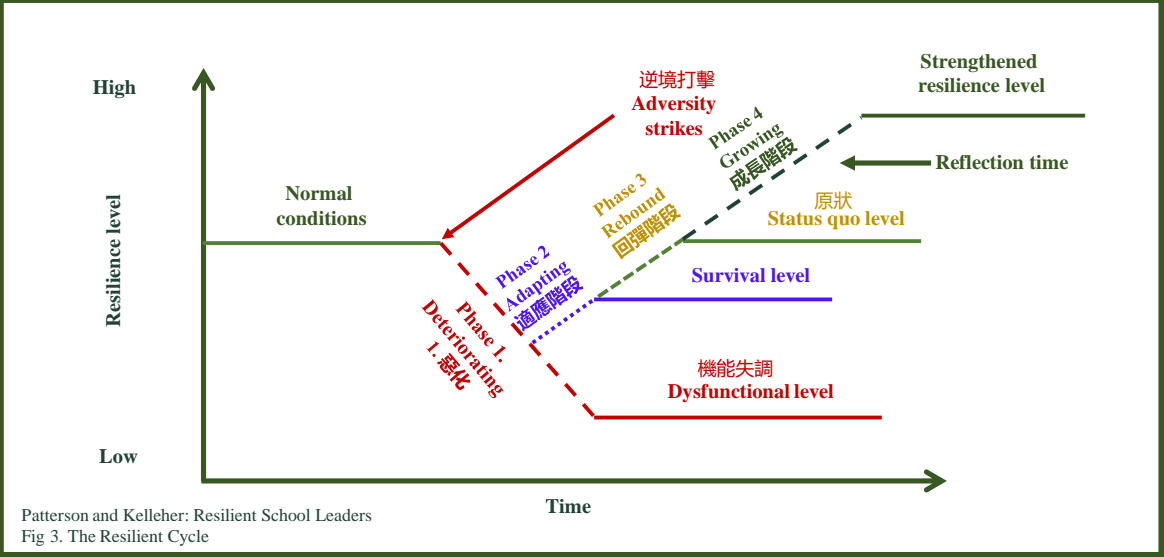


Ref. Aggarwal


Where are we?



The Resilience Process/Cycle



The Science Behind

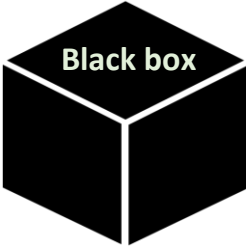


The space

You shall not expect someone else to fill in your space.

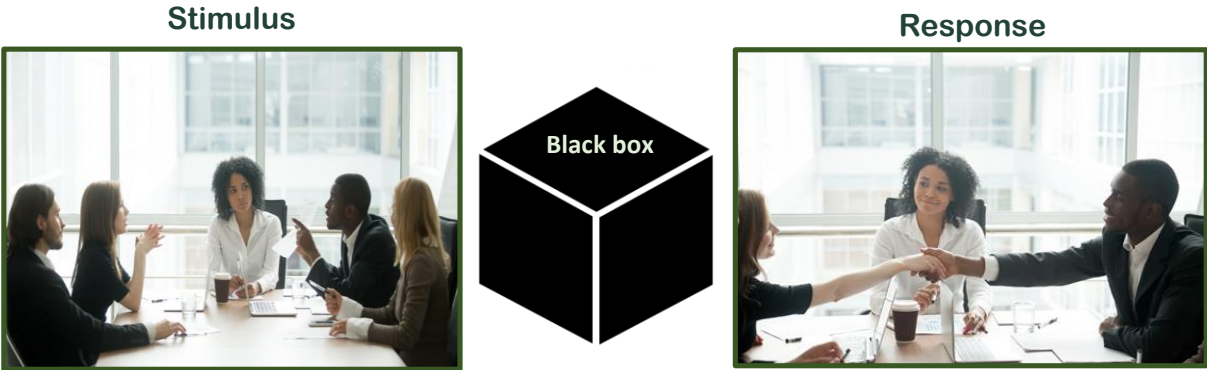
The black box

Stimulus

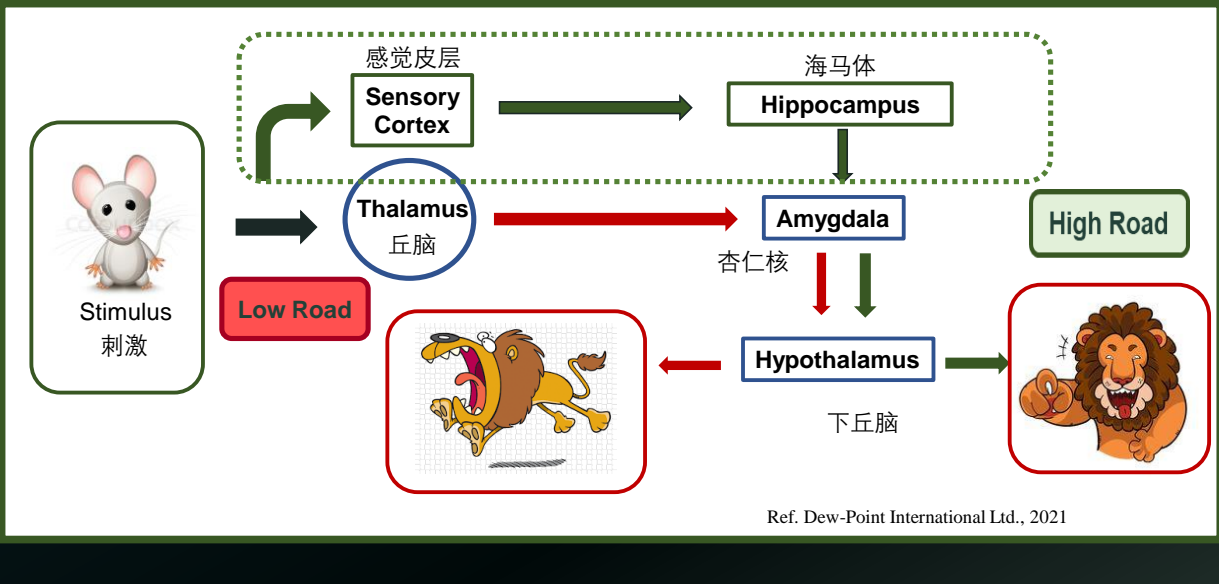


Response

The black box: With resilience



A reaction to a stimulus



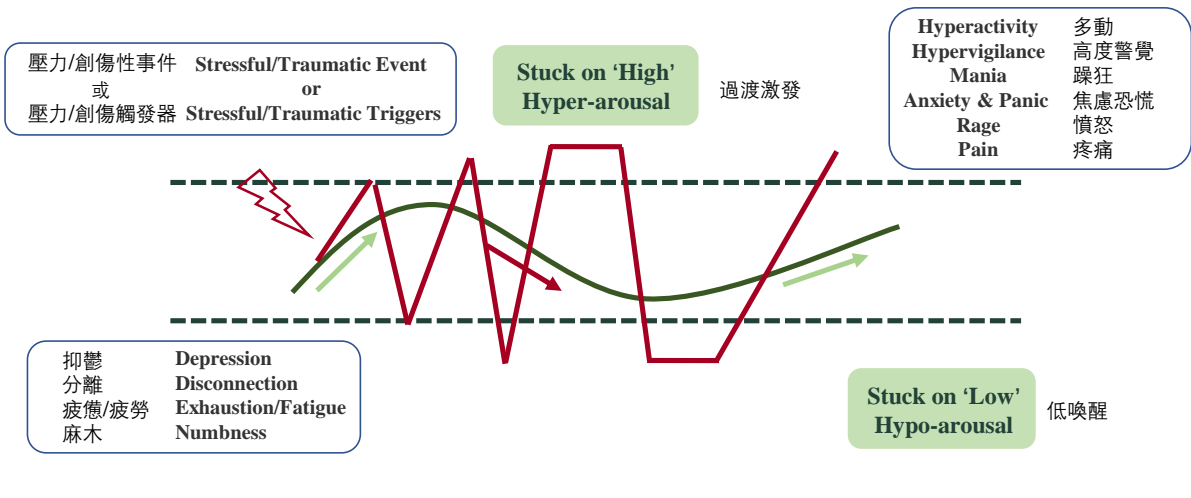
The Resilient Zone: High road

In our ‘Resilient Zone’, we have the best capacity for **Flexibility & Adaptability** in mind, body and spirit.



Ref. Clarke, 2017

The Resilient Zone: Low road



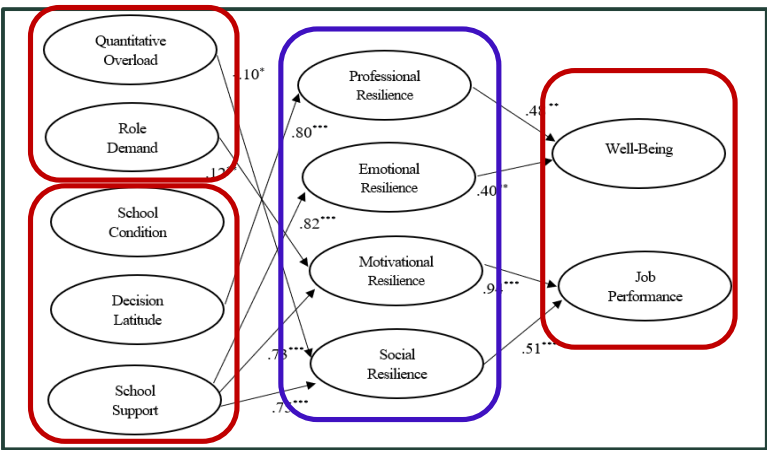
Ref. Clarke, 2017

The Job Demands & Resources Theory



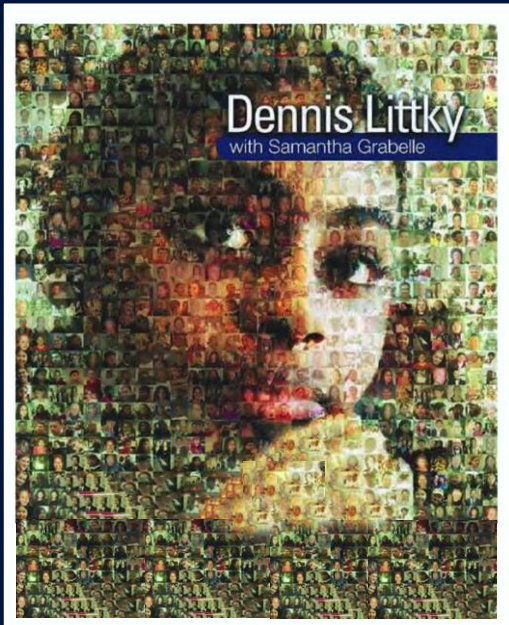
Ref. Demerouti et al., 2021

Fig. The Structural Model of Job Demands, Job Resources, Teacher Resilience, Well-being, and Job Performance



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Ref. Chen & Lee, in press



Education is everyone's business-Lindsay Oade

Well-being is everyone's business-Lindsay Oade

Resilience is everyone's good business-Junjun Chen

The Key Messages

Building a resilient school

1. Start from self-care
2. Establish a school resilience cascade
3. Build resilience is a constant
4. Create a synergy among influential job demands & resources
5. Attention to the conditions and washback of resilience

Attention 1

An ordinary magic with the
bottom line: drivers

Ref. Masten, 2013

Attention 2

Damage to resilience is not caused by adversity itself but by damage to these basic adaptive systems in the **context** of adversity.

Master, 2013

Attention 3

The dark side of resilience:
Too much resilience can be a bad thing,
just like too much muscle mass can be a bad thing.

Tomas Chamorro-Premuzic & Derek Lusk, 2017



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