The word resilience was introduced and explored, and the boys created grit slogans to define what the word meant to them. Mathematical investigation cards were presented to the boys in three colour levels of difficulty: green, yellow and orange (green being the easiest, then orange, then red being the most challenging.) The boys could choose their own investigation level to work on; recording their observations and workings on a rating sheet. They rate the problem on its level of difficulty out of 1-10 (1 easiest 10 the hardest.) Growth mindset principles (Dweck, 2007) were implemented into teacher marking and feedback strategies.

Data Collection
- Grit Survey (both pre and post intervention)
- Grit slogans created by students
- Teacher observations recording software
- Student interviews
- Student recording sheets

Data Analysis
Results of the pre and post grit surveys were compared to analyse changes in the students levels of resilience. Each of the 10 grit survey questions was compared from pre and post results, and data was displayed in the form of bar graphs. Grit slogans were grouped into themes regarding common perceptions of resilience. Observations and recorded interviews were transcribed into word documents. These data and the students comments from the mathematics investigation recording sheets were analysed and grouped into ‘The Seven Traits of Productive Persistence’ (Stani 2012) to identify common themes and examples of resilient language and behaviours.

Key Findings and Discussion
- Freedom of choice of task created opportunities for self-regulation (a key trait of resilience).
- Recording sheets encouraged reflection upon successes and mistakes.
- The majority of boys demonstrated an increase in grit scores after participation in the intervention.
- Many students demonstrated a growth mindset and positive performance values towards learning.
- Every boy tried a challenging mathematical task at least once, regardless of whether they experienced success.
- Most boys accepted mistake making as a natural part of the learning process. This perception improved after participating in the intervention.
- Boys recognized that learning is often difficult and not always easy.
- Teacher feedback and marking practices changed as a result of the intervention.

Conclusions
The outcomes of this project suggest that character skills such as grit, resilience and perseverance can be explicitly taught, influenced, adapted and improved. Fostering resilience begins with changing how we teach, rather than what we teach. We need to be living, breathing, acting examples of resilience, I encourage my peers, colleagues and the wider school community to share in this exciting learning journey and engage with and apply this insight to their own personal context. In doing so, we can help our boys to go forth in the world as the responsible, confident, caring, successful global citizens we wish them to be.

Implications for teaching practice/further research
Reflect upon teacher behaviours, feedback and marking procedures. Do they foster Growth Mindset values?
Create more opportunities for peer group tasks and reflection upon mistakes.
Give regular opportunities for students to rate the difficulty level of their work.
Provide opportunities for students to have more autonomy over their learning.
Consider rewards and sanction programmes and ask, ‘Are we celebrating resilient behaviour in our schools or does everyone always get a trophy?’
Create a grit hall of fame with past pupils/old boys/teachers names on an honour roll.
More research into student self-differentiation is needed.
What impact might ability setting have on resilience strategies?
Should school reporting systems also assess/report on character?

Further Information
The full report of this project and an online copy of this poster are available at http://www.theibsc.org/.

Key Readings

Research Context
Dulwich Prep London is an independent preparatory school located in South East London, England, in the United Kingdom. Predominantly a school for boys, (there are girls enrolled in the Early Years section only), the school has over 820 students ranging from ages 3-13.

Participants
The participants were 17 Year 3 boys aged between 7 and 8 years old.

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