UNIVERSITY OF
GLOUCESTERSHIRE

This is a presentation of the following unpublished document:

**Shafi, Adeela ORCID logoORCID: https://orcid.org/0000-0002-6265-5024, Middleton, Tristan ORCID logoORCID: https://orcid.org/0000-0001-8111-3856, Millican, Richard ORCID logoORCID: https://orcid.org/0000-0001-7423-6428, Templeton, Sian ORCID logoORCID: https://orcid.org/0000-0002-0962-6531, Hatley, Jenny and Vare, Paul ORCID logoORCID: https://orcid.org/0000-0003-3182-9105 (2019)
Reconceptualising Resilience: A Dynamic Interactive Model of Resilience for Educational Practice. In: British Education Research Association Annual Conference, 10th - 12th September 2019, Manchester University. (Unpublished)**

A Dynamic Interactive Model of Resilience for Education

Adeela ahmed Shafi, Sian Templeton, Tristan Middleton, Richard Millican, Paul Vare and Jenny Hatley
BERA, September 2019

UNIVERSITY OF GLOUCESTERSHIRE

Today:

Background

Theoretical Context

Development of DIMoR

Discussion

Questions/Comments?

RM

Theoretical context: The 4 waves

Wave 1 Shared understanding of concept of resilience.

Wave 2 Processes involved in developing resilience.

Wave 3 Interventions and the potential of those around the child to help develop resilience.

Wave 4 The notion of resilience as a dynamic process.

Masten, 2015

ST

Theoretical Underpinnings

Brigid, Wassell & Gilligan (1999)
- Risk and protective factors alongside vulnerability/ resilience dimension

Bronfenbrenner (1979)
- Bio-Ecological Model

Ungar (2013)
- Social-Ecological Model

Downes (2017)
- Spatial relations and individual agency

ST

UNIVERSITY OF GLOUCESTERSHIRE

Moving towards a dynamic interactive model of resilience

Synthesis of seminal theory

+

Complexity Theory (Morin, 2018)

↓

Individual *within* a system and *acting on* the system

AS

UNIVERSITY OF
GLOUCESTERSHIRE

Vulnerability

Risk

Protective factors

Invulnerability
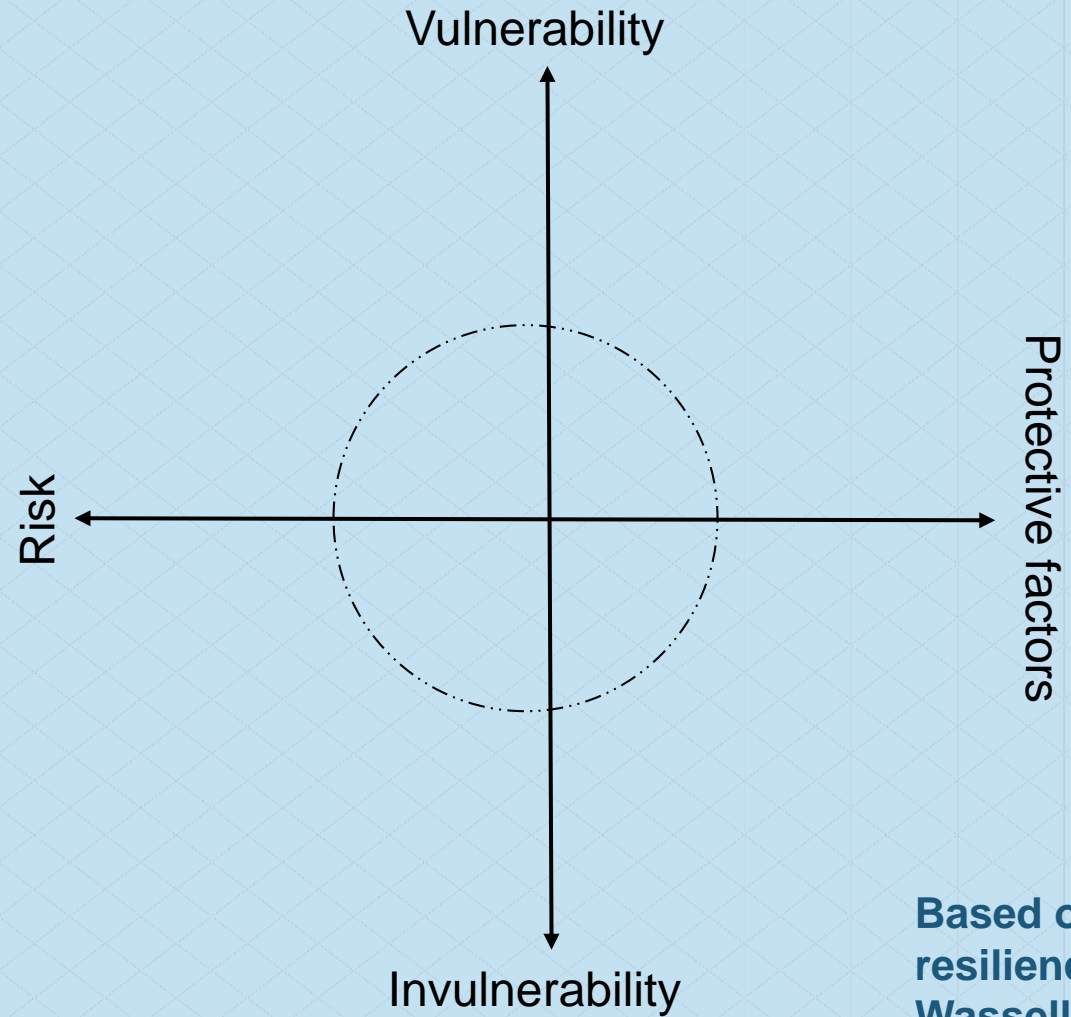
Based on the assessing and promoting resilience in vulnerable children, Brigid, Wassell and Gilligan, (1999)

AS

UNIVERSITY OF
GLOUCESTERSHIRE

Nested systems presented as a web representing their interconnectivity

macrosystem

microsystem
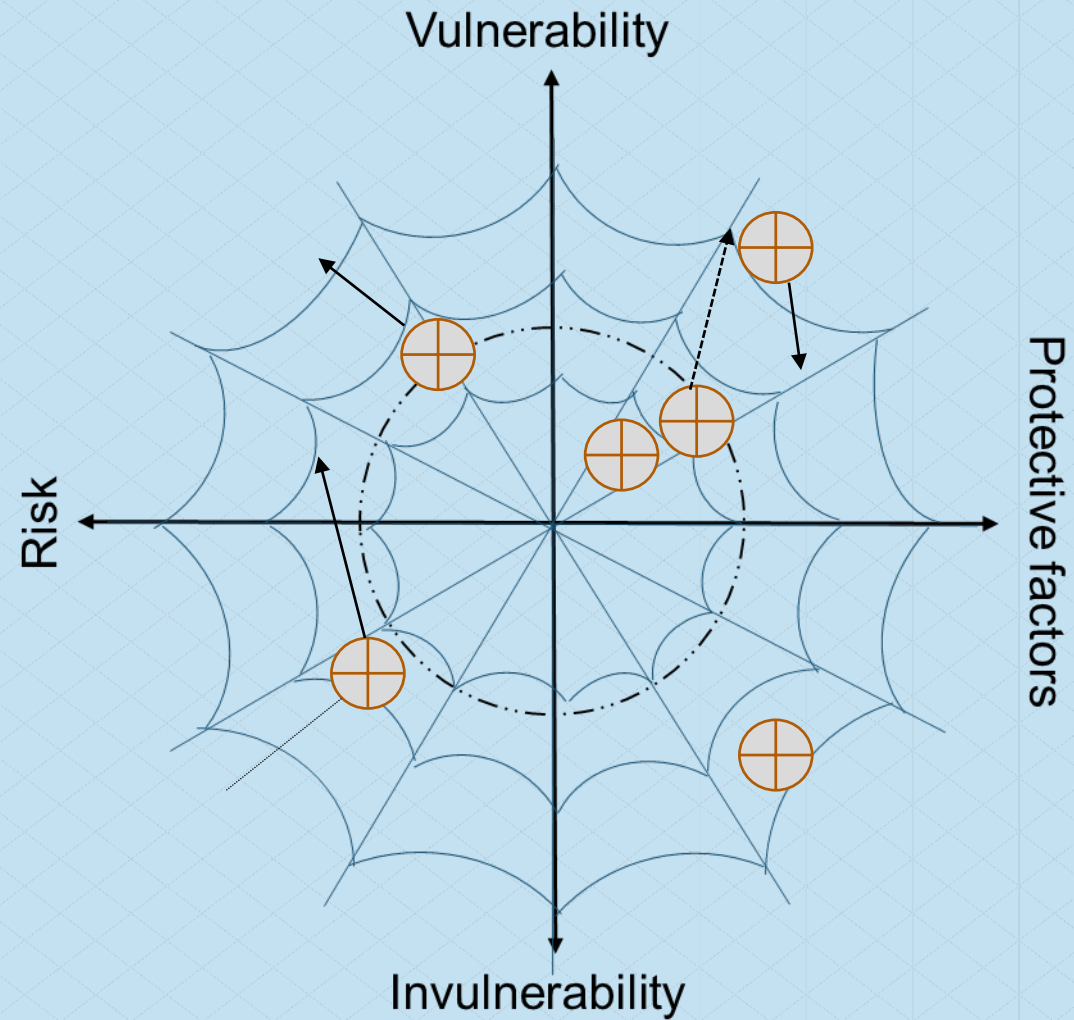
exosystem

mesosystem
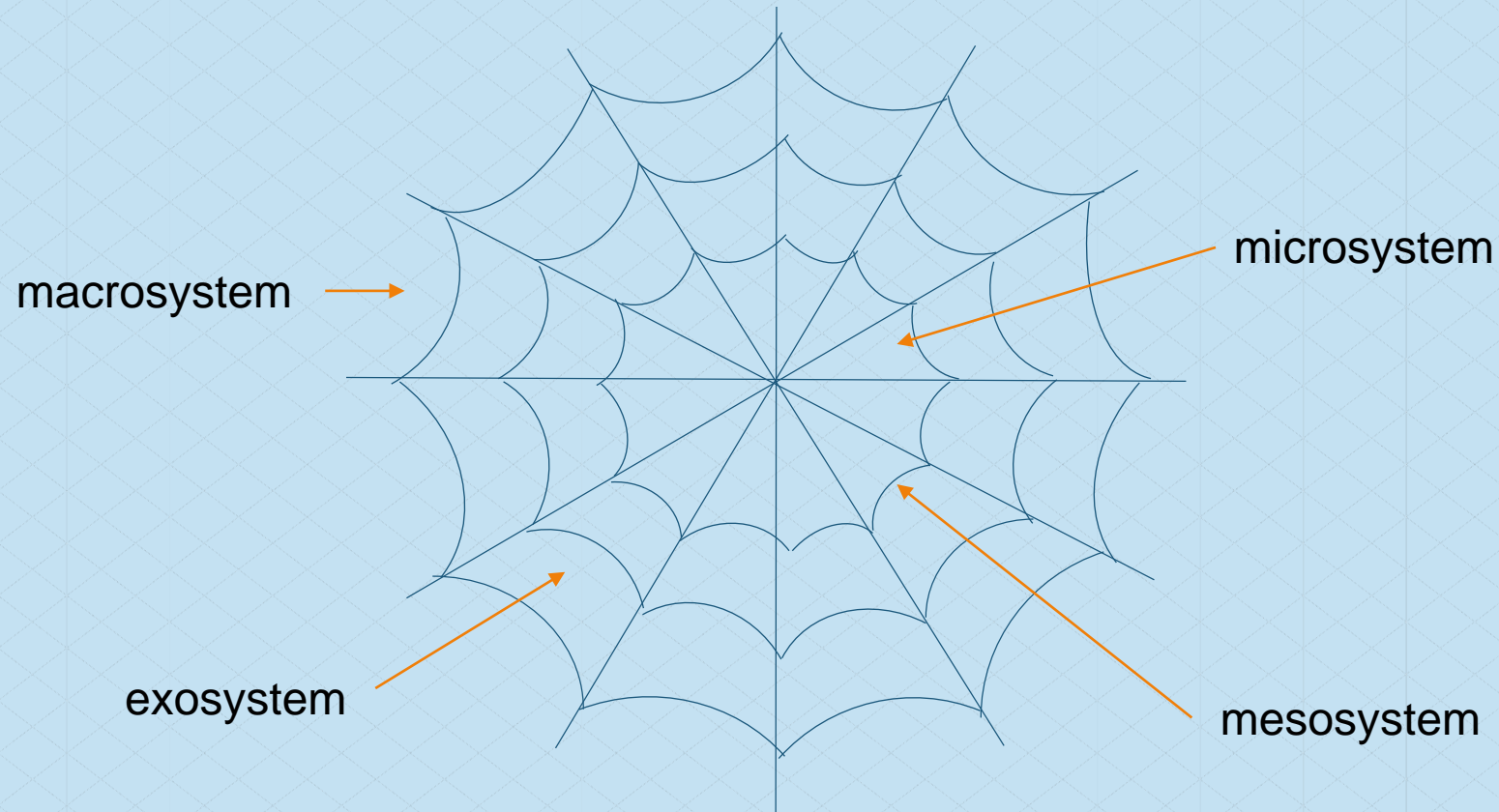
Based on the ideas of Bronfenbrenner's (1979) bioecological systems model

TM

The dynamic interactive model of resilience (DIMoR)

TM

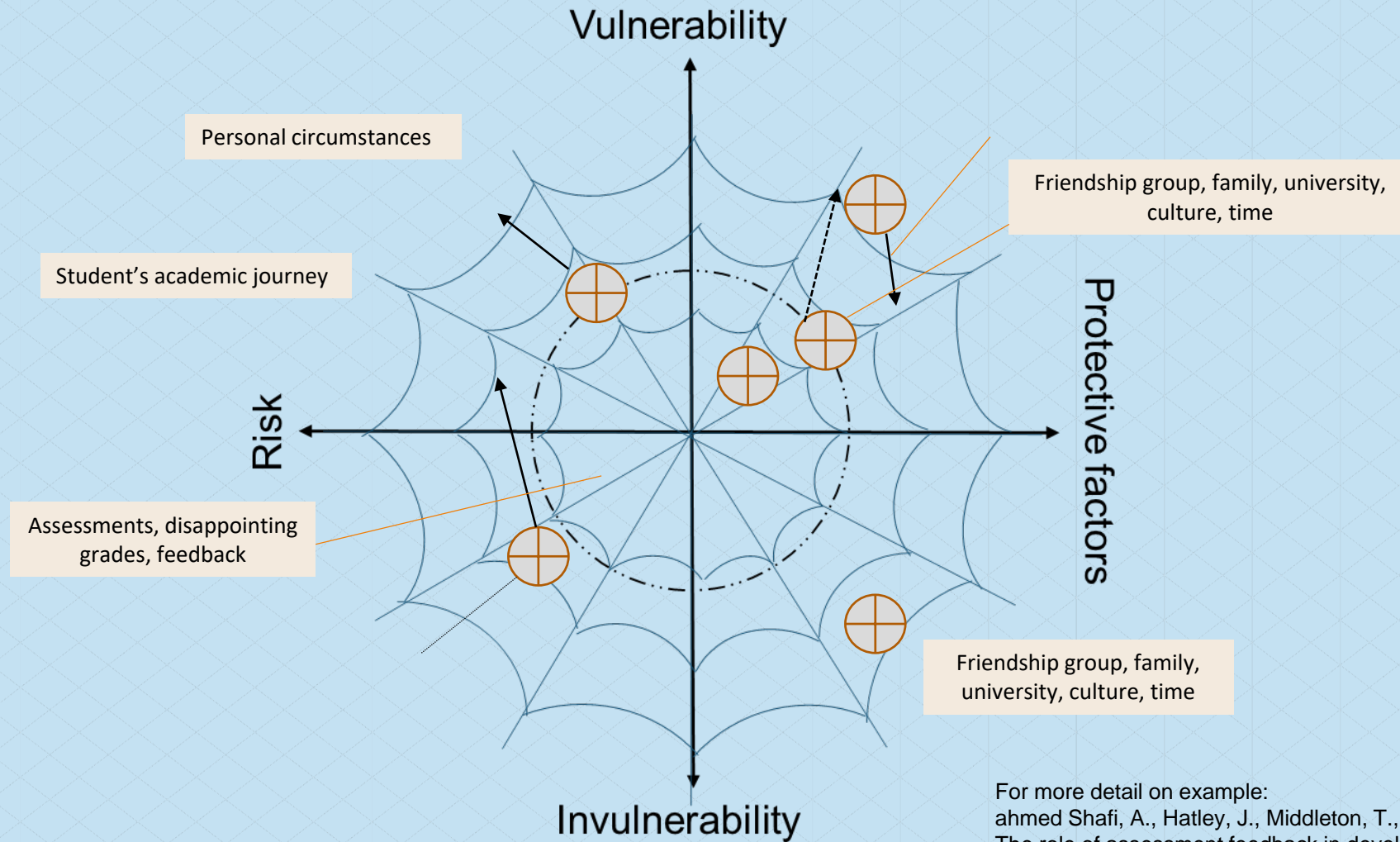# DIMoR in AR

™

Example application: Using DIMoR as a framework for the assessment and feedback process

Vulnerability

Personal circumstances

Friendship group, family, university, culture, time

Student's academic journey

Protective factors

Risk

Assessments, disappointing grades, feedback

Friendship group, family, university, culture, time

Invulnerability

TM

For more detail on example:
ahmed Shafi, A., Hatley, J., Middleton, T., Millican, R. and Templeton, S., 2018. The role of assessment feedback in developing academic buoyancy. *Assessment & Evaluation in Higher Education*, *43*(3), pp.415-427.

UNIVERSITY OF GLOUCESTERSHIRE

Agency and interaction

While the focus on interactivity is not new, the DIMoR acknowledges that individual agency - itself a complex system - has to navigate contexts that are also complex adaptive systems.

RM

UNIVERSITY OF
GLOUCESTERSHIRE
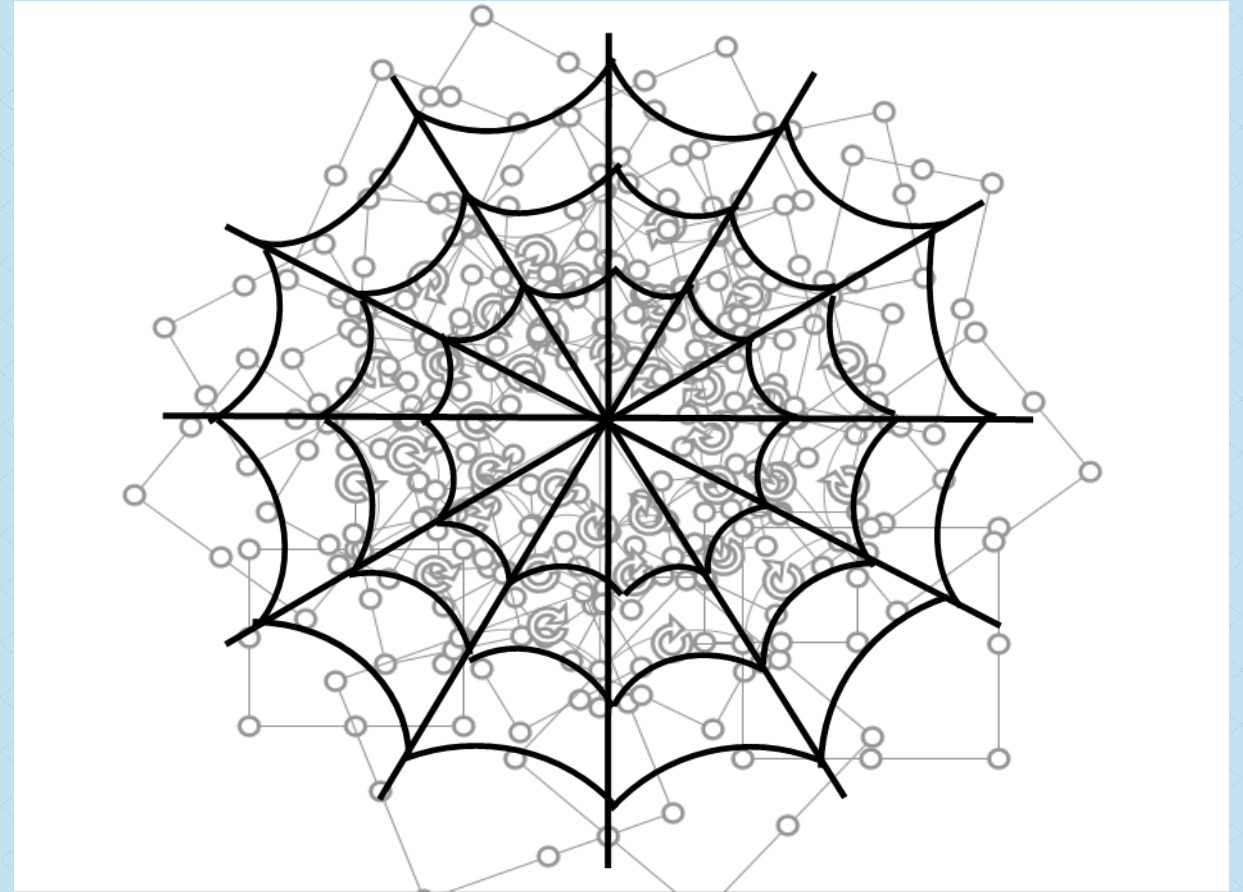
Conclusion

DIMoR offers the opportunity to consider a proactive approach to the development of resilience within education. Resilience is not 'caused' by support systems or one-off interventions, rather it is the emergent property of the dynamic interactions of all these complex systems over time.

DIMoR posits therefore, that resilience is not an individual trait, but a responsive characteristic which changes shape and structure within its own risk-protective, vulnerability-invulnerability framework as a result of interactions with the surrounding systems that, crucially, it is a part of *not* apart from.

See more in our forthcoming book:

ahmed Shafi, A., Hatley, J., Middleton, T., Millican, R. and Templeton, S *Resilience for Education and Beyond* Switzerland: Springer

Due for release late 2020.

RM

References

ahmed Shafi, A., Hatley, J., Middleton, T., Millican, R. and Templeton, S., 2018. The role of assessment feedback in developing academic buoyancy. *Assessment & Evaluation in Higher Education*, *43*(3), pp.415-427.

Brigid, Wassell & Gilligan (1999) *Child Development for Child Care and Protection Workers.* London: Jessica Kingsley Publishers

Bronfenbrenner, U. (1979). *The ecology of human development*. Harvard university press.

Downes, P. (2017). Extended Paper: Reconceptualising Foundational Assumptions of Resilience: A Cross-Cultural, Spatial Systems Domain of Relevance for Agency and Phenomenology in Resilience. *International Journal of Emotional Education*, *9*(1), 99-120.

Masten, A. S. (2015). *Ordinary magic: Resilience in development*. Guilford Publications

Masten, A. S., & Cicchetti, D. (2016). Resilience in development: Progress and transformation. *Developmental psychopathology*, *4*, 271-333.

Morin, E (2008) *Introduction to the Complete Thought,* Gedisa: Barcelona

Ungar, M. (2013). Resilience, trauma, context, and culture. *Trauma, violence, & abuse*, *14*(3), 255-266.

Comments and Questions?