

Lessons from Resilience-Nurturing Environments

Classroom Practices of Turnaround Teachers

Imelda S. Caleon, Tan Yuen Sze Michelle, Jenny Chua, Nie Youyan, Nur Qamarina Binte Ilham, Raphaela Tan Hui Yi and Lee Fang Hui

KEY IMPLICATIONS

- Student-reported teacher practices that facilitate need satisfaction are positively associated with students' academic resilience.
- Teachers can adopt the distinctive teaching practices of turnaround teachers to promote students need satisfaction and resilience in school setting.
- Teachers need to develop greater attunement to students' needs and perceptions of classroom climate to foster students' academic resilience.

BACKGROUND

This study draws on risk-resilience theory (Luthar & Cicchetti, 2000) and self-determination theory (Deci & Ryan, 1985) to examine teachers' teaching practices as potential protective factors that promote the satisfaction of students' basic psychological needs (i.e., autonomy, relatedness and competence) and facilitate students resilience development in school settings. In this study, academic resilience refers to the process by which initially low-achieving students developed positive adaptation to school stressors by attaining satisfactory academic achievement and school functioning.

FOCUS OF STUDY

The study aimed to (1) examine how classroom practices of teachers influence lower achieving students' need satisfaction and academic resilience; (2) compare the classroom practices of *turnaround* teachers (i.e., who were found effective in promoting academic resilience) and regular teachers; (3) identify distinctive classroom practices of turnaround teachers; and (4) identify salient factors that influenced the classroom practices of teachers.

KEY FINDINGS

The results of the study showed that turnaround and regular teachers had similar perceptions of their need-supportive practices but their students perceived the turnaround teachers as enacting need-supportive practices more frequently than regular teachers did. A disconnect was found between the teachers' and students' ratings of teachers' classroom practices.

Relative to the regular teachers, the turnaround teachers (1) invested more time and effort in knowing their students; (2) used attunement language more frequently; (3) showed greater attentiveness and engagement in interacting with students; (4) offered more opportunities for

students to experience choicefulness and supportive interactions (5) showed greater elicitation, utilisation, and appreciation of students' ideas; (6) spent more time linking classroom learning to students' lives; (7) created more flexible classroom structures; (8) asked more higher-order questions; (9) were more able to anticipate students' difficulties; and (10) gave more quality feedback. Some of the innovative strategies used by turnaround teachers include (1) using multiple layers of support, (2) emphasising connectedness in learning; and (3) utilisation of cross-domain structures.

The results of the study suggest significant associations between student-reported teacher practices and students' need satisfaction, and between students' need satisfaction and resilience outcomes.

The key factors that influenced the teachers' instructional practices were teacher-perceived characteristics of students, teachers' personal and professional experiences, supportive school climate, curriculum time, and class size.

SIGNIFICANCE OF FINDINGS

The present study is one of the few studies framed in Asian educational contexts that applied mixed methods in examining how need-supportive teaching practices can facilitate the satisfaction of students' psychological needs and development of resilience. The turnaround

practices that were surfaced in this study can be used in crafting professional development (PD) programmes for teachers of lower achieving students. In helping teachers deal with the challenges in teaching lower achieving students, provisions of resources to help them nurture positive relationships with peers and students, and engage in collaborative PD activities are needed.

PARTICIPANTS

The participants in the study were 111 secondary teachers and 871 secondary students from the Normal Academic and Technical courses in 12 government schools.

RESEARCH DESIGN

This study utilised a mixed-method research design and multiple data sources, which include survey questionnaires, open-ended survey questions, semi-structured interviews and classroom observations.

REFERENCES

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About the authors

Imelda S. CALEON, Nur Qamarina BINTE ILHAM, Raphaela TAN Hui Yi and NIE Youyan are with the National Institute of Education, Singapore.

TAN Yuen Sze Michelle is with the University of British Columbia, Canada.

Jenny CHUA and LEE Fang Hui is with the Ministry of Education, Singapore.

Contact Imelda S. Caleon at imelda.caleon@nie.edu.sg for more information about the project.

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