"Never give up": A mixed methods study into the promotion of resilience within a primary school and the way it is experienced

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Abstract

Research into the complex field of resilience has significantly increased during the last two decades. The question of how, and to what extent, schools can play a role in the resilience of children and young people has also been raised. The present mixed methods design study uses the Student Resilience Survey and interviews to explore the promotion of resilience through a goal-setting intervention from two angles. The quantitative part of this research compares the resilience scores of 85 participants at two time points from an identified primary school in which the intervention takes place. Results showed a significant decrease in participant's resilience over the academic year. The qualitative part of this research explores how participants (children, parents and teachers) experience the goal-setting model and what they believe makes the difference at the identified primary school. The qualitative results discovered three main themes: experiencing the school's core values and the goal-setting model; resilience; and the culture of the school as a whole. When integrated, the results show that despite the children's resilience decreasing from time point one to time point two, participants see a value in the goal-setting model and the approaches from the school as a whole. Overall, the present study concludes that participants perceive the goal-setting intervention as beneficial, however further research is needed to establish whether the goal-setting model does indeed support the children's resilience.

Keywords: resilience, primary school, goal-setting, Student Resilience Survey, research with children, mixed methods.

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1. "Never give up": A mixed methods study into the promotion of resilience within a primary school and the way it is experienced

The construct of resilience presents researchers with a number of challenges. There can be ambiguity in the definition of positive outcomes, a lack of predictability of models, and difficulties in measuring resilience (Ungar et al., 2008). The term "resilience" can be used interchangeably to describe both the processes which will lead to wellbeing when individuals are facing adversity, and the outcomes associated with positive adaption under stress (Seccombe, 2002). Furthermore, resilience research can focus on an individual, as well as wider networks and environments which may influence resilience.

Definitions of resilience which focus on individual capacities alone have been challenged in more recent years (Seccombe, 2002). For example, Ungar (2006) described resilience as the capacity of individuals to navigate their way to health-enhancing resources, and the capacity of individuals' physical and social ecologies to provide those resources in meaningful ways. In this definition of resilience, the focus is not on the individual alone, but on communities changing conditions around individuals to support their resilience. Typically, resilience is understood within a Western psychological discourse as good outcomes despite serious threats to wellbeing (Luthar, 2003).

The current study focuses specifically on the promotion of resilience within an identified primary school. When undertaking research within the complex field of resilience, there are a number of aspects to resilience research which require exploring. Therefore, this introductory chapter is structured as follows. Firstly, an influential study conducted during the origins of resilience research is outlined. How resilience research then advanced into more recent studies is discussed, as well as considering the changing definition and conceptualisation of resilience. How resilience is measured and the potential difficulties with sourcing valid and appropriate measurement scales is also debated.

Recently, resilience has come to feature within policy and practice. There are specific recommendations schools can undertake to support children and young people's resilience which are considered in this chapter. Finally, what these interventions and models look like in terms of supporting children and young people's resilience within schools, especially primary schools, is raised. This will lead into the rationale for the current study and research questions.

1.1 The origins of resilience research

Resilience was introduced in scientific literature in the second half of the twentieth century (Luthar, 2015). An arguably ground-breaking example of resilience research from this time was Werner and Smith's (1982) longitudinal study into resilience which was undertaken with a specific cohort of children and families on a Hawaiian island from the 1950s onwards (Luthar, Cicchetti & Becker, 2000). The study focussed on children who had been exposed to poverty, biological risks, family instability or brought up by parents with mental health problems, but who remained "invincible" and developed into autonomous young adults (Werner & Smith, 1982). The study considered the roots of these young people's resilience and sought to discover why they remained strong despite facing adversity.

From this seminal research, Werner and Smith (1982) argued that it was a balance between risk, stressful life events and protective characteristics in the child and in the caregiving environment which accounted for the range of outcomes encountered in the study. This work is noteworthy as it provided a longitudinal perspective on children's capacity to cope with stress. It studied children within an identified community from birth to adulthood, considering individual circumstances and factors that could place children at risk or provide protection from adversity. However, this research is not without criticisms.

Werner and Smith's findings were reported in the 1980's during the post-Vietnam war era, therefore, their research was predominantly focused on identifying factors in overcoming trauma and adverse events such as family separations as a result of war (Smith-Osborne, 2007). Despite this limitation, Werner and Smith's study provided a comprehensive basis for the inception of resiliency constructs and hypotheses for further testing (Smith-Osborne, 2007).

1.2 Changing definitions

During the 1980s and 1990s resilience studies evolved, with the emphasis on protective factors a child or young person may have which could support their resilience. During this time, resilience was defined as encompassing an individual's response to stress, adversity and protective factors they may possess which could support them (Banerjee, McLaughlin, Cotney, Roberts & Peereboom, 2016). Garmezy, Masten and Tellegen's (1984) article is an example of this, as their approach to resilience consisted of three models to stress resistance through compensatory, challenging and protective factors. They provided an approach to researching the effects of stress on children and young people, acknowledging that further research needs to be undertaken into protective factors which result in some young people thriving despite stress. Subsequently, Masten, Best and Garmezy (1990) defined resilience as the process of, capacity for, or outcome of successful adaptation despite challenging or threatening circumstances (Howard, Dryden & Johnson, 1999). At a similar time, Rutter (1990) suggested resilience refers to "the positive pole of the ubiquitous phenomenon of individual difference in people's responses to stress and adversity" (Howard et al., 1999, p. 307). The focus of resilience research at this time was a systemic search for protective factors, which differentiated children who survived and thrived despite adversity, to those who did not (Luthar et al., 2000). These influential academics such as Rutter, Werner, Smith, Garmezy and Masten arguably established the

foundation for growth in resilience research (Este, Sitter & Maclaurin 2009). They provided key ideas and definitions of resilience from which future studies could base themselves and develop.

More recently, there has been a shift in resilience research to focus on the assets of children and youth populations, with resilience being negotiated depending on the culture and context of the child (Liebenberg & Ungar, 2009). The definition of resilience has altered to include individual strengths which can be utilised and external protective factors and wider networks that may support resilience (Banerjee et al., 2016). Furthermore, academics are increasingly interested in the impact that cumulative risk factors may have on children and young people, and the role that individual, relationship and community protective factors can have in the face of these adverse risk factors.

In developmental literature, 'good outcomes' are defined as children or young people meeting age-related developmental tasks, with resilient children and young people managing to meet developmental task expectations despite facing significant obstacles to success in their life (Masten, Cutuli, Herbers, & Reed, 2009). Typical good outcomes for children and young people include academic achievement, positive peer relationships, good mental health and participating in age-appropriate activities (Masten et al., 2009). Threats to children and young people's development can come from excessive stress or trauma resulting from abuse, neglect, parental illness (physical or mental), extreme poverty or community violence (Center on the Developing Child at Harvard University, 2017; Masten et al., 2009).

Experiencing significant adversity early on in life can result in long term negative consequences for physical and emotional health, educational achievement, economic success, social relationships and overall wellbeing (Center on the Developing Child at

Harvard University, 2017). For adults who have experienced numerous traumas or adversities since childhood, the additional weight of current adversity may overload their ability to provide stable, responsive relationships which children need to help build their resilience into adulthood (Center on the Developing Child at Harvard University, 2017). The combination of supportive relationships from adults, alongside skill-building and positive experiences are all examples of protective factors which can form the foundation of resilience (Center on the Developing Child at Harvard University, 2017).

Protective factors at individual, family and community levels are associated with long-term social and emotional wellbeing (Daniel & Wassell, 2002). Fundamental building blocks for these protective factors have been recognised within the literature as 1. A secure base, where a child feels belonging and security; 2. The child has good self-esteem and self-worth; 3. A sense of self-efficacy (or mastery and control); 4. Helping to strengthen the child's adaptive skills and self-regulatory capacities and 5. Using faith and cultural traditions as a foundation for hope and stability (Center on the Developing Child at Harvard University, 2017; Daniel & Wassell, 2002). Other key protective factors an individual child or young person may have which can support them during times of adversity can include the development of flexible problem-solving skills and a locus of control, and humour (Masten et al., 2009; Yates, Egeland & Sroufe, 2003).

Protective factors offered by the family include strong relationships with warmth, sensitivity, love and support (Masten et al., 2009; Yates et al., 2003). Families which offer structure, cohesiveness and expectations of the child can also offer support during times of adversity (Masten et al., 2009; Yates et al., 2003). Wider protective factors through the child or young person's community include the child or young person feeling safe within their home and within the community, as well as communities offering the opportunity for the child to learn and develop their talents in a high quality educational environment

(Masten et al., 2009; Yates et al., 2003). Attentive child-teacher relationships and the presence of positive adult role models within the wider community are also recognised as protective factors (Masten et al., 2009; Yates et al., 2003).

Considering resilience and adversity in light of these risk and protective factors has become more holistic, whereby the child, family and wider community are all taken into account. Furthermore, rather than simply studying which child, family, and environmental factors are involved in resilience, researchers are increasingly striving to understand *how* such factors may contribute to positive outcomes (Luthar et al., 2000). Liebenberg and Ungar (2009) argue researchers need to understand individuals and their contexts. They claim resilience is not the "everyday magic" that Masten (2001) speaks of, but the reality of families, communities and governments changing structures around children to make successful development more likely.

An example of more recent work which encourages a holistic approach to nurturing children and young people's resilience, in particular, are Daniel and Wassell's (2002) practitioner workbooks. They consider the wider structures around children and young people which may affect, and protect, their resilience (rather than just focussing on the individual child or young person alone). Their work is grounded in the ecological framework that was introduced by Bronfenbrenner (1989) and illustrates how resilience can be considered within this ecological framework of the child, family relationships, and the wider community. They encourage the assessment of protective factors a child or young person may have at each ecological level, to support these protective factors and enhance a child or young person's resilience (Daniel & Wassell, 2002). This literature is strength focussed: acknowledging that children cannot always be protected from adversity, whilst highlighting that boosting resilience can enhance the likelihood of a better outcome. Importantly, Daniel and Wassell (2002) not only offer a definition on resilience; they also

conceptualise resilience through six resilience domains and suggest how these domains can be used when working with vulnerable children and young people to foster their resilience.

1.3 Conceptualisation and challenges

As resilience research has expanded, so too have the criticisms (Luthar et al., 2000). These criticisms focus on: ambiguities in resilience definitions; diversity in the risks experienced; competence achieved by individuals viewed as resilient; instability of the phenomenon of resilience; and finally, concerns regarding the usefulness of resilience as a theoretical construct (Luthar et al., 2000). For example, a recent review of the definitions and conceptualisations of resilience identified five overlapping key themes across health-related literature that were published between January 2000 and April 2015 (Schultze-Lutter, Schimmelmann & Schmidt, 2016). These descriptions of resilience included: 1. The process of overcoming difficulties, adversity, or trauma to a point of becoming more successful or functioning even better than before; 2. The process of adjustment and adaptation to new or difficult situations; 3. The process of fully recovering (or "bouncing back") from difficult periods or trauma; 4. A form of mental immunity with good mental health as a proxy measure; and 5. A universal, yet difficult to quantify, personal strength grounded in positive experiences and support (Schultze-Lutter et al., 2016). From this review, it is evident that there are difficulties in precisely framing or grasping the concept of resilience. Therefore, it has been argued that its measurement is often indirect, using the presence or absence of mental disorders or symptoms as a proxy despite the many other features related to resilience (Schultze-Lutter et al., 2016).

As a result of these criticisms of resilience research, recommendations for researchers working within the complex field of resilience have been suggested. When

focussing on resilience and wellbeing, it has been argued that in the absence of a universal

definition and measurement of the two terms, any research on resilience or wellbeing

should always be accompanied by a brief explanation of their respective meanings and

theoretical framework (Schultze-Lutter et al., 2016). Luthar and colleagues (2000)

recommend all scientific reports must include precise statements of the criteria used to

operationalise resilience, or to the specific methods employed to measure both competence

and adversity. Luthar et al. (2000) emphasise how short and long-term longitudinal studies

on resilience are critical because resilience is a dynamic developmental construct. They

argue longitudinal studies must investigate not only the stability of resilience over time,

but also the ability of formerly resilient individuals to "bounce back" after difficult

periods, to achieving earlier resilient adaptation (Luthar et al., 2000). This has been echoed

by Schultze-Lutter et al. (2016) who call for more conceptual research, as well as

longitudinal studies, within the field of resilience. They argue this would uncover the

composition of these constructs and reach an agreement on the definition and measurement

of resilience and reveal how they relate to each other (Schultze-Lutter et al., 2016).

1.4 Measuring resilience

The challenges in defining the construct of resilience have been widely recognised

(Windle, Bennett & Noyes, 2011). Therefore, sourcing valid measures for a complex area

of study such as resilience presents complications. Despite ever growing resilience

research, there is a lack of relevant, comprehensive measurement tools (Gartland, Bond,

Olsson, Buzwell, & Sawyer, 2011). Gillespie, Chaboyer and Wallis (2007) identified three

reasons for the problems in knowledge development around the measurement of resilience:

1. The lack of agreement of a definition of resilience; 2. The wide variation in age groups

and contexts studied, and, 3. The predominately qualitative nature of many studies. Windle

et al. (2011) reviewed the psychometric rigour of resilience measurement scales developed

for use in general and clinical populations in their paper. They argue for the necessity of reliable and valid measures of resilience to ensure data quality. They claim there is no "gold standard" amongst resilience measures, stating that some scales are in the early stages of development and require further validation (Windle et al., 2011). Given the increase in resilience research over the past two decades and interest from major funders across the world, Windle et al.'s (2011) review urges researchers to report relevant validation statistics when using the measures mentioned within the paper.

Academics such as Ungar (2008), however, call for measures which are appropriate for individual settings. He argues there are cultural and contextual specifics which contribute to resilience, and aspects of resilience have varying amounts of influence on an individual's life depending on the culture and context in which resilience is realised (Ungar, 2008). This poses the question – can valid and reliable measures of resilience, ensuring data quality, be used in a variety of settings to accurately reflect the resilience of individuals within their settings? Windle et al. (2011) argue that different approaches to measuring resilience across studies have led to inconsistencies relating to the nature of potential risk factors and protective processes. Taking arguments from academics such as Ungar and Windle et al. into account, it is important for researchers to consider whether there can be a bench mark of a successful resilience measure for individual contexts.

1.5 Policy and practice

Resilience has come to feature within recent policy and practice, spanning education, social work and health, and encompassing individual, communal and societal resilience. Ager (2012) outlines particular themes from these policy papers linking to resilience, including: the need to strengthen family dynamics; an increased capacity for counselling and mental health services; supportive school environments; developing

community programmes; and a more comprehensive conception of resilience. Ager (2012) argues that resilience needs to be included within the policy making process, with models being developed to explore policy scenarios. More recently, several policy papers (Department for Education, 2018; NHS, 2015; Public Health England, 2014a; Public Health England, 2014b; Public Health England, 2015b; Public Health England & UCL Institute of Health Equity, 2014) have focused on the mental health, wellbeing and resilience of children and young people, specifically addressing the impact schools can have in fostering wellbeing and resilience.

An example of this is the Public Health England and UCL Institute of Health Equity (2014) paper, which discusses protective and risk factors in terms of resilience, emphasising how schools have an opportunity to ensure that children and young people are supported and enabled to build resilience. The report discusses specific evidence-based interventions and suggests schools can build resilience by improving achievements, supporting transitions, promoting healthy behaviours and working with parents to improve support (Public Health England & UCL Institute of Health Equity, 2014). Additionally, the report stresses that resilience can be built by schools acting as a community hub and adopting a whole-school approach. Similarly, the Public Health England (2015b) paper sets out key actions head teachers and school staff can take to embed a whole-school approach within the school setting to support young people's emotional health and wellbeing. The report is based on practitioner feedback and evidenced examples, arguing that if the recommendations in the report are followed it will help protect and promote student wellbeing and resilience (Public Health England, 2015b).

1.6 Resilience within school settings

The seminal work of Werner and Smith (1982) drew attention to the prominence of teachers as partners in Hawaiian children's resilience processes (Theron, 2015). The role of teachers and schools in facilitating resilience has continued in prevalence within resilience research. The value of a resilience-led approach from policy and practice and the impact this can have within schools is particularly highlighted by Gilligan (1998; 2000). Schools can offer basic protection for children, act as a capacity builder, provide a secure base for children and young people to explore their self and the world around them and act as an integrator into the wider community (Gilligan, 1998). Therefore, schools can be considered a central place of importance in children's lives who are going through adversity. The smallest things can make a difference to children and young people's resilience and can provide a turning point in their lives, such as a positive relationship with an inspiring teacher (Gilligan, 2000). Through consistent classrooms and good relationships with teachers, schools can provide a safe place for children through positive day-to-day experiences, which in turn could influence their self-esteem and self-efficacy (Gilligan, 2000). Schools can provide mentoring teachers, friendships, and a sense of belonging, thereby contributing to young people's sense of mattering and counting within the school environment; all of which could lead to a turn in development for children who are at risk of adversity (Gilligan, 1998).

Providing this support for children within the school environment from an early age is critical to foster and promote resilience and wellbeing (Sun & Stewart, 2004). Schools can provide the skills, opportunities and relationships that promote resilience, and this can result in children who are emotionally healthy, socially adjusted and able to achieve academic success (Nolan, Taket, & Stagnitti, 2014). It has been argued for children who are aged between five and twelve years old, schools may in fact play an even

more crucial role than the family unit, since school exposes children to the powerful influence of teacher support and peer networks (Stewart et al., 2004). Primary schools are therefore environments that are capable of providing protective elements for the children who attend them through the provision of opportunities for positive peer interactions, important relationships with adults and the promotion of social and emotional learning, all of which contributes to the resiliency of children (Nolan et al., 2014). Primary school teachers can foster resilience by promoting meaningful opportunities for their students to make choices, express opinions, problem solve and assist others (Nolan et al., 2014). Universal support for all pupils within primary schools and targeted work for specific groups and individuals can be very effective, with connected school systems helping to translate research evidence into sustained positive impacts (Banerjee et al., 2016). It is crucial that work on emotional wellbeing and resilience within primary school settings must not be seen as an add-on to primary education, but instead, must lie at the core of effective teaching and learning (Banerjee et al., 2016).

It has been argued by Sun and Stewart (2004) that resilient children within school settings are typically recognised by their high self-esteem, internal locus of control, optimism, achievement and goal-orientation. The role of goals within research has been demonstrated in the realm of learning and achievement; there is however a basis for suggesting that goals can also influence general wellbeing, patterns of behaviour, emotions and coping (Kaplan & Maehr, 1999). Jowkar, Kojuri, Kohoulat and Hayat (2014) echo this, claiming that protective factors such as empathy, strong problem-solving skills, high self-efficacy and well-defined goals and aspirations contribute to positive academic, social and health outcomes for children and young people.

It has been argued that for children who view goals as a challenge and something to master - with the focus being on the goal set and not the child themselves – can result in a

positive impact on their wellbeing, at the same time as facilitating learning and school achievement (Kaplan & Maehr, 1999). Masten and Wright argue (2010) that individuals with a more positive view of their own effectiveness exert more effort to succeed and are more likely to persist in the face of difficulty or failure. They claim that mastery and resilience are linked, through individuals having control over their environments and having opportunities to experience agency (Masten & Wright, 2010). Kaplan and Maehr's study (1999) suggested that mastery and goal-orientation can contribute not only to effective learning, but to psychological wellbeing in general as well.

In Dweck's (1986) study, goal-orientation and motivation were linked. She claimed that there are two types of goals: learning goals (in which individuals seek to increase their competence, by understanding or mastering something new), and performance goals (in which individuals seek favourable judgements of their ability) (Dweck, 1986). Dweck's study (1986) highlighted how a focus on ability can lead to avoiding or withdrawing from the goal, whereas a focus on effort creates a tendency to seek out and be energised by the challenge. This has been echoed in more recent studies such as Jowkar et al., (2014) who argue that task-orientated goals in which the emphasis is on effort and growth are positively associated with indices of wellbeing, adjustment and life satisfaction.

Dweck (1986) argued that the more children focus on learning or progress, the greater the likelihood of maintaining effective strategies (or improving their strategies) under difficulty or failure. Goal setting within a school environment can therefore impact a child's sense of accomplishment, confidence and wellbeing. Goal-orientation from a child and mastery of these goals can demonstrate resilience, and the process of working towards goals which are effort-focussed is arguably a protective factor in supporting children's resilience.

In summary, the wealth of resilience literature and studies particularly focussing on children and young people's resilience have developed in recent years to focus not simply on the child or young person alone, but also to consider the context in which the child or young person finds themselves. Resilient children are recognised in the literature as having good self-esteem, optimism and goal-orientation, and also having the opportunities to develop these traits in order to develop their resilience (Gilligan, 1998; Sun & Stewart, 2004). It has become more widely recognised in recent years that schools have a fundamental role to play in children and young people's resilience, with developments in policy and practice echoing this.

It is therefore essential that research into universal and targeted programmes which support children and young people's resilience within school settings continues. Examining the evidence of models and interventions taking place within schools to support children and young people's resilience is key, and there is the need to discuss and promote the importance of understanding resilience and deliver programmes within schools which enhance it (Bywater & Sharples, 2012). From this, positive outcomes and good practice can be replicated, whilst ensuring the evaluation and validation of such interventions to share more widely. The current study therefore sought to examine a specific goal-setting intervention within a primary school, to establish whether this intervention and the whole-school approach taking place within the school does support the children's resilience.

2. Rationale for the present study

The current study evaluated a goal-setting intervention taking place within a specific primary school in Kent. "Resilience" is one of the primary school's four core values (alongside "aspiration", "exploration" and "positivity"), and the teachers work with the children to set resilience goals for the term which the children work towards. These core values provide the basis of a whole-school approach taking place within the school, featuring wellbeing activities which the whole school population can benefit from, alongside specific support for identified children. The current study considered whether the goal-setting model and whole-school approach taking place within the identified primary school make a difference to the children's resilience.

The working definition of "resilience" for the current study is that "resilient children are better equipped to resist stress and adversity, cope with change and uncertainty, and to recover faster and more completely from traumatic events or episodes" (Newman & Blackburn, 2002). As Masten and Wright (2009) summarise, resilience is not a static trait or a characteristic of an individual, rather, resilience comes from many processes, interactions and factors such as relationships with others and support from school or the wider community. Using these support networks, alongside internal protective factors, can enable children and young people to "bounce back" from adverse life events. Resilience is ultimately knowing how and when to draw on support from an individual's own attributes, as well as knowing how to access support from family, peers, teachers and the wider community.

The current study combined quantitative and qualitative approaches. The children's resilience was measured using the Student Resilience Survey (Sun & Stewart, 2007) at two time points with 85 participants. Furthermore, interviews took place with pairs of children

to establish their perception of the goal-setting model and their understanding of "resilience". Definitions on resilience from the literature are usually conceptions by adults that mediate our understanding of children's resilience, as opposed to children's own constructions (Sixsmith, Nic Gabhainn, Fleming & O'Higgins, 2007). The current study sought to address this limitation by ensuring children who were involved in the research project were allowed to express their own perspectives of the goal-setting intervention and of "resilience" directly through active and meaningful participation throughout the research process (Sixsmith et al., 2007). The perception of the goal-setting model, of "resilience", and of the culture of the school as a whole was obtained through interviews with teachers who work with the children each term to implement the goal-setting, moreover, interviews with parents also took place. Ultimately, the current study aimed to discover whether the goal-setting model and the whole-school approach taking place within the primary school can support children's resilience and explored how the children, parents and teachers feel about the intervention.

2.1 The identified primary school

The present study takes place within a chosen primary school. This school was selected as the focus for the study because it is a primary school that features resilience as one of its school core values. These values were introduced as school core values in 2013. Initially, teachers worked with children to get to know the values, making them part of the "wallpaper" of the school and ensuring that all children knew what they were. From this, setting learning goals focussing on each of the core values was developed in 2015 (*see Appendix 1*). Learning goals are set each term with every child from Year 2 to Year 6 inclusive. Formal documents are used to note discussions of progress between the children and teaching assistants (*see Appendix 2*). One value is focussed on each term, and goals can include "keep going when things are hard, even if others find it easy" for resilience,

and "stay calm when I find things difficult" for positivity. The teachers work directly with the children to set and monitor these goals, and their progress is tracked in-house (*see Appendix 3*). A record of agreed goals is also sent home to parents for the term.

The attendance and attainment figures for the identified school since implementing the core values and goal-setting are highlighted in the table below. The attainment figures refer to combined percentages for reaching expected levels in reading, writing and maths, at the end of Key Stage 2 (Year 6).

Table 1

Attendance and attainment figures for the school since implementing the four core values, compared to the Kent average and national average

	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Sch. attendance	95.7%	97.1%	96.5%	97%	96.8%
Kent attendance	95.4%	96.1%	95.9%	96%	95.9%
Nat. attendance	95.3%	96.2%	96%	96%	96%
Sch. attainment	74%	78%	90%	66%	68%
Kent attainment	74%	79%	80%	59%	65%
Nat. attainment	75%	79%	80%	53%	61%

According to these attendance and attainment figures, the identified primary school has achieved a comparative improvement in their attainment since implementing the goal-setting model in 2015. The attainment figures in 2015-16 should be noted; there were significant changes to the curriculum during this year which could have impacted the 2015-16 attainment outcomes. No reasonable comparisons can therefore be made between

2015-16 and 2016-17 data and previous years (*see Appendix 4 for Kent and National Attendance and Attainment figures in detail*.)

As well as implementing and tracking learning goals, the school also has a school dog, Billy, who is seen as an additional part of the pastoral team. The school introduced Billy in 2017 for the following reasons: 1. Many children in the school do not have pets so would not have experienced caring for an animal; 2. The school felt Billy would encourage children to talk if they felt they could not speak with, or read to, adults. The school wanted Billy to provide a springboard for the children to be more confident to share things more openly with others; 3. To promote general wellbeing within the school for children and staff; 4. To provide a school mascot. Billy walks relatively freely around the school (with defined adults) so he impacts on many of the children each day. There are approximately six children (as of school year 2017-18) who have defined time with Billy when they come to see him to stroke him and play with him, therefore he is used as a reward in this way.

The school screens all children each half term using the Leuven Wellbeing and Involvement Scale and this information feeds into pupil progress meetings, alongside attainment and attendance data. Therefore, the school would say they consider the "whole" child rather than just looking at academic outcomes. Furthermore, the school introduced the Daily Mile encouraging children to run a mile a day, and the school also offers a Snack Shack where each year group learns to cook something from scratch for physical wellbeing. Additionally, the school features the 11b411 programme (the school developed this programme themselves) which looks at very specific experiences for children to have during their time at the school which develops their confidence. The school also offers a wide range of PSHE resources including the Social and Emotional Aspects of Learning (SEAL) programme. Each child from Reception to Year 6 belongs to one of four school tribes and compete each term in tribal challenges.

The identified school's definition of resilience is "to encourage all children and staff to persevere and adapt to all experiences". The school also describes resilience within the school vision document as self-awareness, being able to say "I can", and overcoming barriers (*see Appendix 1*). The identified school previously gave children lanyards with their goals on, however during academic year 2017/18, these were being phased out in favour of wall charts.

2.2 A mixed methods approach

The present research adopted a mixed methods approach as the aims required different methodological approaches in order to be explored. Mixed methods can provide the most informative, complete, balanced, and useful research results (Johnson, Onwuegbuzie & Turner, 2007). Furthermore, as Ungar (2003) highlights, resilience studies can benefit from employing both qualitative and quantitative methods, as some combination of the two may produce the most informed findings. As mentioned previously, resilience research faces contextual issues, and these can arguably be addressed through the use of qualitative approaches within resilience research (Ungar, 2003).

The current study therefore adopted a concurrent approach to collecting both qualitative and quantitative data. Interviews were the chosen method of qualitative data collection for this study as it was anticipated that participants' opinions, emotions, feelings and experience of the goal-setting model taking place within the identified primary school would be discovered through using this research method (Denscombe, 2007). Quantitative data was collected through using the Student Resilience Survey (Sun & Stewart, 2007) with children who attend the identified primary school. The survey is a validated measure in assessing children's protective factors, thus, is a valuable tool in resilience and mental health research (Lereya et al., 2016). Furthermore, the survey was chosen as it is in self-

report format and is suitable for using with children as young as seven years old (Child Outcomes Research Consortium, 2017). This use of a mixed methods approach meant both qualitative and quantitative data were collected and analysed, providing a better understanding and fuller picture of the research aims (Creswell & Plano Clark, 2007).

2.3 Involving children as participants

The current study involved primary school children from Year 2 (ages 6 to 7) to Year 6 (ages 10 to 11) inclusive in both the quantitative and qualitative data collection. The reason for involving children from Year 2 onwards is because the primary school introduces the goal-setting model to the children from this age to set and work towards learning goals. The researcher was keen to involve children from Year 2 and above so that younger children could be part of the research process – the aim was to engage with the children rather than use them as passive sources of data (Hill, Laybourn & Borland, 1996). The research project sought to discover the children's understanding and experiences of the goal-setting model, therefore creative methods which all of the children would understand when participating in the research were required. The present study therefore considered what was regarded as meaningful and significant by the children themselves to avoid the potential criticism of treating the children as objects of study (Hill et al.,1996).

2.4 Research questions

The current study had four overall research aims:

1. To determine whether the goal-setting model taking place in the identified primary school has an impact on the children's resilience.
2. To discover what children, teachers and parents' perceptions of the goal-setting model are.
3. To explore participants understanding of one of the school core values: resilience.

4. To discover what factors children, teachers and parents believe bring about change for the children.

There are three research questions for the current study which relate to the overall research aims. The first research question relates to the first research aim, and encompasses the quantitative elements of this study:

1. To evaluate whether implementing a goal-setting model in primary school has an impact on the children's resilience.

To address this research question, the children's resilience was measured using the Student Resilience Survey (Sun & Stewart, 2007). Resilience was measured at two time points to compare results from the start of the academic year to the end of the academic year.

The second and third research questions both relate to the remaining three aims. These questions encompass the qualitative aspects of this study:

2. Explore how children, teachers and parents experience the model.
3. Explore what they perceive brings about change and makes a difference.

Key themes from the interviews were defined using a thematic analysis approach, which followed Braun and Clarke's (2006) six steps to thematic analysis.

In summary, the present study used a mixed methods approach to evaluate the goal-setting intervention and whole-school approach taking place within the identified primary school. Alongside measuring the children's resilience at two time points, the children were given the opportunity to explain their perception of the goal-setting model, as well as other activities taking place within the school through interviews. Parents and teachers were also interviewed for an insight into how they perceive the goal-setting model and the culture of the school as a whole.

3. Method

3.1 Quantitative data collection

3.1.1 Design

The research project adopted a within-participants intervention design, measuring resilience at two time points in the school year 2017-18. Children from Years 2 - 6 inclusive were surveyed at time one (T1) in October 2017, then again at time two (T2) in June 2018. The dependent variable at each time point was resilience; namely overall resilience and twelve subscales (*see section 3.1.3*). Parametric paired sample *t*-test analyses were used to examine the differences in resilience at the two time points, alongside a repeated measures ANOVA to analyse the differences in group means.

3.1.2 Participants and exclusions

A prior statistical power calculation was computed using *G*Power version 3.1.9.2* to indicate the required sample size for the design (*see Appendix 5*). This calculation was based on the planned analyses (e.g. *t*-tests and ANOVA to establish any difference in resilience between T1 and T2). The effect size was predicted to be 0.3 with α at 0.01, resulting in a calculated sample size of 115 children. The current study recruited 111 children at T1 and 87 children at T2. The number of children who took part in the survey for both T1 and T2 was 85.

Participants were sampled from the identified primary school in which the intervention takes place throughout the school from Year 2 to Year 6; there was therefore no control group. Participants were both male and female and the year group of each child was reported, however, no further demographic data was recorded.

The exclusion criteria for children taking part in the current study was the children's age. Only Year 2 to Year 6 children were included because one of the study's aims was to focus on the goal-setting of the four school values which is only introduced to the children from Year 2 onwards. A further exclusion was any children opted-out by parents; out of 158 children from Year 2 to Year 6, ten children were opted out by parents.

Table 2

Number of participants from each year group at T1

Year 2	Year 3	Year 4	Year 5	Year 6
12	18	25	29	27

Table 3

Number of participants from each year group at T2

Year 2	Year 3	Year 4	Year 5	Year 6
11	18	17	17	24

3.1.3 Materials

The children's resilience was measured using the Student Resilience Survey (Sun & Stewart, 2007) which is comprised of 46 questions and 12 subscales (*see Appendix 6 for the full survey).* Permission to use the Student Resilience Survey for the current study was granted from Professor Jing Sun in 2017. The survey was amended slightly by the researcher to be child friendly; the survey was edited to have larger font for easier reading and added images of stars the children could colour in to show their answer to each

question (*see Appendix 7 for the full survey for the current study*). Responses were recorded on a Likert scale from one to five, whereby an answer of one star from a child reflected a response of "never" and five stars reflected a response of "always". An example item from the "Peer support" subscale is "are there students at your school who would choose you on their team at school?" The survey measured children's perceptions of their individual characteristics as well as protective factors embedded in the environment (Lereya et al., 2016).

The Student Resilience Survey was chosen for the research project as it was developed for use with primary school children in Australia, to measure children's resilience and associated protective factors in family, primary school and community contexts (Sun & Stewart, 2007). During Sun and Stewart's (2007) study, a total of 2,794 students were surveyed. Exploratory factor analysis with Oblimin rotation and confirmatory factor analysis were used to analyse the reliability and validity of the scales of the survey; confirmatory factor analysis indicated a goodness of fit for the Student Resilience Survey (Sun & Stewart, 2007). Sun and Stewart's (2007) study found that the measures of validity and reliability indicated that the Student Resilience Survey had the sensitivity to clarify the complexity of both the resilience concept and the intricacy of working within the multi-layered world of the school environment.

The Student Resilience Survey's validity has been further examined in England. 7,663 children aged 11–15 years old completed the survey, alongside questionnaires regarding physical and mental health in Lereya et al.'s (2016) study. Psychometric properties of 10 subscales of the Student Resilience Survey were investigated by confirmatory factor analysis, differential item functioning, differential test functioning and Cronbach's alpha. Results found good internal consistency for all of the subscales; Cronbach's alpha was .80 for the "Family connection" subscale; .89 for the "School

connection" subscale; .91 for the "Community connection" subscale; .79 for the "Participation in home and school life" subscale; .74 for the "Participation in community life" subscale; .93 for the "Peer support" subscale; .80 for the "Self-esteem" subscale; .77 for the "Empathy" subscale; .83 for the "Problem solving" subscale; and finally .73 for the "Goals and aspiration" subscale (Lereya et al., 2016). Correlations found that all the Student Resilience Survey subscales were negatively associated with mental health difficulties, global subjective distress and impact on health (Lereya et al., 2016). Random effects linear regression models showed that the Family connection, Peer support, Self-esteem and Problem solving subscales were negatively associated with all mental health outcomes (Lereya et al., 2016). In summary, the findings from Lereya et al.'s study suggest that the Student Resilience Survey is a valid measure to assess protective factors and is a valuable tool in resilience and mental health research (Lereya et al., 2016).

The current study also examined the reliability of the Student Resilience Survey; results found good internal consistency across the scale as a whole. Cronbach's alpha was .84 at T1 and .87 at T2. Furthermore, the survey was deemed appropriate as it asks specific questions in the subscale "Goals and aspiration" regarding the children's goals and plans for the future, which links in directly to the school's goal-setting model.

The Student Resilience Survey is made up of 12 subscales which are as follows:

Family connection. Family connection was measured using four items. An example item is "At home, there is an adult who is interested in my school work". Cronbach's alpha indicated poor internal reliability with .34 at T1 and a low internal reliability with .65 at T2.

School connection. School connection was measured using four items. An example item is "At school, there is an adult who really cares about me". Cronbach's alpha indicated a low internal reliability with .58 at T1 and acceptable reliability with .79 at T2.

Community connection. Community connection was measured using four items. An example item is "Away from school, there is an adult who believes I will be success". Cronbach's alpha indicated a low internal reliability with .67 at T1 and good internal reliability with .81 at T2.

Participation in home and school life. Participation in home and school life was measured using four items. An example item is "I help my family make decisions". Cronbach's alpha indicated a low internal reliability with .56 at T1 and low internal reliability with .59 at T2.

Peer relationship. Peer relationship was measured using two items. An example item is "My friends try and do what is right". As this subscale was formed of only two items, Pearson's correlation was computed between the two items to indicate reliability. Results showed a non-significant correlation coefficient of .13 at T1 and a significant correlation coefficient of .39 at T2.

Participation in community life. Participation in community life was measured using two items. An example item is "Away from school I am a member of a club, sports team, church group, or other group". As this subscale was formed of only two items, Pearson's correlation was computed between the two items to indicate reliability. Results showed a significant correlation coefficient of .43 at T1 and a significant correlation coefficient of .47 at T2.

Peer support. Peer support was measured using thirteen items. An example item is "Are there students at your school who would explain the rules of a game if you didn't understand them". Cronbach's alpha indicated a good internal reliability with .86 at T1 and excellent internal reliability with .91 at T2.

Communication. Communication was measured using three items. An example item is "I enjoy working with other students". Cronbach's alpha indicated a low internal reliability with .54 at T1 and low internal reliability with .56 at T2.

Self-esteem. Self-esteem was measured using three items. An example item is "I can do most things if I try". Cronbach's alpha indicated an acceptable internal reliability with .70 at T1 and an acceptable internal reliability with .70 at T2.

Empathy. Empathy was measured using two items. An example item is "I feel bad when someone gets their feelings hurt". As this subscale was formed of only two items, Pearson's correlation was computed between the two items to indicate reliability. Results showed a significant correlation coefficient of .56 at T1 and a significant correlation coefficient of .33 at T2.

Problem solving. Problem solving was measured using three items. An example item is "I try to work out problems by talking about them". Cronbach's alpha indicated a low internal reliability with .67 at T1 and an acceptable internal reliability with .74 at T2.

Goals and aspiration. Goals and aspiration was measured using two items. An example item is "I have goals and plans for the future". As this subscale was formed of only two items, Pearson's correlation was computed between the two items to indicate reliability. Results showed a significant correlation coefficient of .35 at T1 and a significant correlation coefficient of .39 at T2.

3.1.4 Ethics and procedure

The primary school was recruited to take part in the research project by the researcher approaching the Headteacher and asking permission. Prior to the research taking place, ethical approval was obtained from Canterbury Christ Church University, followed by gatekeeper consent via written permission from the school Headteacher. Next, parental consent then verbal assent from the children was obtained.

Children completed the Student Resilience Survey at T1 and T2 during their school day. They were taken to the quiet reading area of the school in groups of four or five children for the younger year groups, and in groups of up to ten children for the older year groups. Before surveying the children, the purpose of the research project and their involvement was explained to them face-to-face, providing them with the opportunity to stop at any time if they did not want to take part. Thus, the project followed BPS ethical guidelines. The researcher also explained the format of the survey to the children as they were being asked to answer on a Likert scale from "never" to "always". All children who were given the opportunity to take part in the survey at T1 and at T2 took part. Year 2 and Year 3 groups of children had the survey questions read aloud to them by the researcher in their group and had any words they did not understand explained. The older children (Year 4, 5 and 6) read through and completed the survey on their own but were given the opportunity to ask the researcher about any words or questions within the survey if they did not understand them. Children were debriefed after they had completed the survey and went back to class.

3.1.5 Analysis

Results from the surveys completed by the children were inputted onto Microsoft Excel by the researcher. This data was then cleansed to only include participants who had

completed the Student Resilience Survey at both T1 and T2. Using SPSS, the data was then analysed using paired sample *t*-tests for overall resilience for all participants, by year group and by survey subscale. Paired sample *t*-tests were chosen for the initial analyses to compare the mean scores of two sets of observations (resilience at two time points) for the same participants (Brace, Kemp & Sneglar, 2006). Using several *t*-tests can increase the probability of making a Type I error, therefore ANOVA was also used to compare the mean scores of participants at T1 and T2 by year group and by survey subscale (Field, 2009). Detailed results of the quantitative data analysis can be found within section 4.

3.2 Qualitative data collection

3.2.1 Participants and exclusions

The collection of qualitative data through interviews included children who go to the identified primary school, parents of children who attend the identified primary school, and teachers through a representative sample size in the following ways:

1. Six children interviewed selected by the school on the day of the interviews (three pairs of children from Year 2, Year 4 and Year 6 both male and female.)

2. Three teachers interviewed (Year 3, Year 4 and Year 5 teachers). These teachers were chosen by the researcher to represent the teacher population.

3. Four parents interviewed (parents of children from Year 2 to Year 6 who expressed an interest in being interviewed, who were then invited to take part.)

Table 4

Demographic information of participants who took part in the interviews

Identifier	Parent/Child/Teacher	Year group	Gender
P1	Parent	Year 5	Female
P2	Parent	Year 5	Female
P3	Parent	Year 3	Female
P4	Parent	Year 3	Female
C1F	Child	Year 6	Female
C2M	Child	Year 6	Male
C3F	Child	Year 2	Female
C4F	Child	Year 2	Female
C5F	Child	Year 4	Female
C6M	Child	Year 4	Male
T1	Teacher	Year 5	Female
T2	Teacher	Year 3	Female
T3	Teacher	Year 4	Female

Three pairs of children (six in total), three teachers and four parents produced sufficient qualitative data to analyse using thematic analysis – a method for identifying, analysing and reporting patterns, or themes, within data (Braun & Clarke, 2006).

Exclusions are outlined in section 3.1.2.

3.2.2 Design

An inductive approach was deemed appropriate for this study; to observe, then establish patterns, then create tentative hypothesis and theories. The interview questions therefore followed this approach as the data was collected specifically for the research via interviews (Braun & Clarke, 2006).

Interview questions were created by the researcher for children, parents and teachers based on the overall research questions. All three groups of interviews with the children, parents and teachers followed a similar format with consistent patterns of questions throughout (*see Appendix 8, 9 and 10 for the full interview questions for children, parents and teachers*). The interview approach was semi-structured; using an interview style in which respondents answered pre-set, open-ended questions, suitable for using both with individual participants and with the pairs of children interviewed (Jamshed, 2014). Semi-structured interviews were appropriate for this study as they allowed participants to develop ideas and speak more widely on the issues raised by the researcher, developing participants' points of interest and conveying their experience more fully (Denscombe, 2007).

The children, parents and teachers were all asked questions about the school's core values, the learning goals and the process of setting these goals. The children were asked how they felt about setting and working towards goals, and the parents and teachers were asked about the difference, if any, goal-setting makes to the children. Questions were also asked around becoming "masters" of learning goals, as well as questions which specifically focussed on resilience. Teachers and parents were also asked about other activities taking place within the school which support the children's wellbeing, and what they believe makes the biggest difference to the children within the school.

3.2.3 Ethics

As mentioned in section 3.1.4, ethical approval for the current study was granted by Canterbury Christ Church University and permission was given by the Headteacher to conduct interviews at the primary school. Consent for the children's interviews was obtained by parents using opt-out forms. Verbal assent was given by children, parents and teachers prior to their interviews taking place. Both teachers and parents were provided with a consent form to consent to take part in the interviews before the interviews began and children, parents and teachers were provided with the opportunity to stop the interviews at any point if they did not wish to continue.

3.2.4 Preparation and materials

The interviews with parents and teachers consisted of 17 interview questions, with an opportunity to expand on certain elements. The interviews with children consisted of 19 questions and were made up of a number of creative methods to encourage responses if needed, such as using a teddy as a prop, print outs of the word "resilience" which could be drawn on, and a template of a dog they could draw and write on. Emotions cards were provided by the researcher and were used by the children to refer to when being asked questions about how they felt. All interviews were recorded by the researcher on a Dictaphone, anonymised and fully transcribed afterwards.

3.2.5 Interview procedure

Parents were recruited to take part in the present study through letters sent home advertising the opportunity for them to take part. Parents were offered the inducement to participate in interviews through the form of a voucher to cover their time and any travel expenses. The four parents who showed an interest in taking part were then contacted by the researcher to confirm the interview details. Three teachers were selected to represent

the teacher population. Teachers were not offered any inducement to take part. A pair of children from Year 2, a pair from Year 4 and a pair from Year 6 were chosen by the school to take part on the day of the interviews (followed by the researcher asking the children if they were willing to participate). Children were not offered any inducement to take part.

Interviews with the children took place in the Headteacher's office within the school on the 25th May 2018 and 13th June 2018. The Headteacher was present during interviews with the Year 2 and Year 6 children and the Inclusion Manager and Attendance and Wellbeing Lead were present during the interviews with the Year 4 children. This was because the researcher could not be alone with the children during the interviews for ethical and safeguarding reasons. The children were interviewed in pairs rather than individually, so it was less daunting for them and could potentially encourage ideas and responses from each other. The interview session started with the researcher explaining the purpose of the interviews to the children and giving them the opportunity to withdraw at any time if they did not wish to continue. The interviews took around 20 minutes to complete with each pair of children.

Interviews with parents took place within the interview room of the school on the 25th May 2018, and interviews with teachers took place on the 13th June 2018 in the Headteacher's office within the school. Parents and teachers were interviewed individually with the purpose of the research project explained to them prior to the interviews beginning. Parents and teachers consented to take part in the interview before the interviews took place and the interviews took approximately half an hour to complete.

3.2.6 Analysis

The interview responses were analysed using thematic analysis. Braun and Clarke (2006) define thematic analysis as capturing something important about the data in relation

to the research question(s), representing some level of patterned response, or meaning, within the data set. The analysis of the interview data by the researcher followed Braun and Clarke's (2006) six phases of analysis, five of which are detailed below, with phase six included in section 6.

3.2.7 Phase 1: Becoming familiar with the data

Each recorded interview was fully transcribed by the researcher, resulting in ten typed transcripts. These transcripts were read and re-read to enable the researcher to become familiar with the data, with any emphasis, tone, pauses, laughing etcetera noted. This ensured the transcripts retained the information the researcher needed from the verbal accounts, in a way which was true to the original nature of the interview response (Braun & Clarke, 2006). Participants were anonymised and given identifiers. Any ideas and points of interest which stood out from the initial reading and re-reading of the transcripts were noted on the transcripts within the margins.

3.2.8 Phase 2: Generating initial codes

After generating a list of ideas about the data and what was interesting about it, the production of initial codes could begin, in order to organise the data into meaningful groups. The researcher organised the transcripts and associated initial codes as follows:

Table 5

Example of interview data extract and initial codes

Data Extract	Initial Codes	Final Codes
I have quite a lot of discussion about what they mean, erm and kind of will try and put that into context for them. So to give them a bit more understanding, but yeah then we leave it up to them we don't guide them, it's completely where they feel, what level they feel they're at.	Encourage full understanding of each level so children can make an informed choice Children own where they think they are in terms of the goals	Embedding understanding of goal-setting Children's ownership of goal-setting

Following the initial coding, over 100 descriptive codes were identified for the parent and teacher interviews and 100 descriptive codes were identified for the children's interviews. These were then inputted onto a Microsoft Excel list by the researcher and separated into parent, teacher and child interviews, to determine the frequency of each code and start to organise the codes into patterns of interesting aspects. Three transcripts were also coded by the researcher's supervisor to ensure consistency of coding. The researcher then re-evaluated the original list of codes by reading and re-reading the transcripts and codes, to determine a final list of codes ready for Phase 3.

3.2.9 Phase 3: Searching for themes

Searching for themes began by the researcher looking at each group of interviews separately for analysis (parent, teacher and children). The transcripts and the associated

codes were broken down into three areas to formulate themes based on the structure of the

interview questions; 1. Core values of the school and the process of goal-setting; 2.

Resilience; and 3. The school as a whole (*see Appendix 11*). Once these individual areas

had been analysed for themes, they were then brought together as one data set for all

interviews to discover themes apparent in all three groups of interviews (*see Appendix 12*).

These themes were then refined further, with initial themes and their sub-themes emerging

(*see Appendix 13*).

Table 6

Initial themes and sub-themes from the interviews

Theme	Sub-theme
1. Experiencing the school's core values and the goal-setting model	a) Understanding b) The difference it makes c) Ownership
2. Resilience	d) Defining e) Experience / outcome
3. Culture of the school as a whole	f) Role of staff (relationships with children and parents, listening, consistency) g) Activities and identity (tribes, Daily Mile, Forest School, Billy the dog etc) h) Supporting children (specific support/interventions for children, supporting mental health and wellbeing at primary school)

3.2.10 Phase 4: Reviewing themes

The initial themes and sub-themes were then tested by the researcher by re-reading

all transcripts and codes with the themes and sub-themes in mind, to establish whether the

themes really *were* themes (with enough data to support them), to see if any themes could merge and become one overarching theme, or to see if any themes needed breaking down even further (Braun & Clarke, 2006). Colour coding was used within the transcripts to consolidate themes and sub-themes and to highlight any missed areas of interest. The themes and sub-themes were also reviewed by the researcher's supervisor, ready for the final defining and naming of themes.

3.2.11 Phase 5: Defining and naming themes

Upon reviewing the initial themes again, the main themes and sub-theme titles were amended slightly. The final table of themes and Phase 6 (reporting qualitative results) can be found in section 6.

4. Quantitative results (Student Resilience Survey)

The quantitative results relate to research question one: to evaluate whether implementing a goal-setting model in primary school has an impact on the children's resilience.

4.1 Descriptive statistics

Firstly, the means and standard deviations for overall resilience and each of the subscales of resilience was computed for T1 and T2 (*see Table 7*).

Table 7

Means and standard deviations for overall resilience and each of the subscales of

resilience at T1 and T2

	T1	T2
Overall resilience	4.08(.57)	3.89(.68)
Family connection	4.33(.61)	4.11(.87)
School connection	4.20(.72)	4.00(.95)
Community connection	4.19(.83)	4.17(.98)
Participation in home and school life	3.56(.86)	3.39(.95)
Peer relationship	4.19(.78)	3.90(.97)
Participation in community life	3.83(1.29)	3.57(1.33)
Peer support	4.05(.82)	3.84(.98)
Communication	4.24(.79)	4.13(.89)
Self-esteem	4.08(.90)	4.02(.92)
Empathy	4.21(.97)	3.99(.98)
Problem solving	3.87(1.01)	3.58(1.13)
Goals and aspiration	4.25(.93)	4.18(.95)

Note. *Standard deviations in parenthesis.*

(*See Figure 2 for a comparison of means for each of the subscales of resilience at both T1 and T2*.) Following this, the correlations between all resilience subscales was computed at T1 and T2 (*see Tables 8 and 9 respectively*).

Table 8

Correlations between all resilience subscales at Time 1 (T1)

	1	2	3	4	5	6	7	8	9	10	11	12
1 Family connection	-	.458**	.467**	.205	.267*	.147	.313**	.375**	.208	.284**	.350**	.364**
2 School connection	-	-	.534**	.420**	.208	.293**	.438**	.479**	.515**	.229*	.292**	.391**
3 Community connection	-	-	-	.450**	.180	.289**	.561**	.445**	.428**	.263*	.296**	.429**
4 Participation in home and school life	-	-	-	-	.085	.388**	.461**	.295**	.434**	0.37	.203	.166
5 Peer relationship	-	-	-	-	-	.112	.275*	.023	.130	.156	.187	.122
6 Participation in community life	-	-	-	-	-	-	.322**	.027	.296**	.082	-.064	.233*
7 Peer support	-	-	-	-	-	-	-	.532**	.612**	.585**	.570**	.437**
8 Communication	-	-	-	-	-	-	-	-	.455**	.427**	.560**	.414**
9 Self-esteem	-	-	-	-	-	-	-	-	-	.315**	.481**	.458**
10 Empathy	-	-	-	-	-	-	-	-	-	-	.618**	.494**
11 Problem solving	-	-	-	-	-	-	-	-	-	-	-	.298**
12 Goals and aspiration	-	-	-	-	-	-	-	-	-	-	-	-

Note. **. *correlation is significant at the 0.01 level (2-tailed). * correlation is significant at the 0.05 level (2-tailed).*

Table 9

Correlations between all resilience subscales at Time 2 (T2)

	1	2	3	4	5	6	7	8	9	10	11	12
1 Family connection	-	.620**	.641**	.405**	.426**	.294**	.537**	.129	.219*	.158	.188	.183
2 School connection	-	-	.605**	.482**	.483**	.124	.513**	.377**	.419**	.335**	.384**	.512**
3 Community connection	-	-	-	.563**	.471**	.376**	.579**	.211	.325**	.178	.249*	.468**
4 Participation in home and school life	-	-	-	-	.318**	.250*	.501**	.399**	.163	.177	.294**	.401**
5 Peer relationship	-	-	-	-	-	.188	.400**	.155	.209	.225*	.202	.246*
6 Participation in community life	-	-	-	-	-	-	.319**	.114	.097	.080	.079	.160
7 Peer support	-	-	-	-	-	-	-	.418**	.447**	.276*	.515**	.472**
8 Communication	-	-	-	-	-	-	-	-	.609**	.445**	.627**	.547**
9 Self-esteem	-	-	-	-	-	-	-	-	-	.482**	.682**	.605**
10 Empathy	-	-	-	-	-	-	-	-	-	-	.669**	.351**
11 Problem solving	-	-	-	-	-	-	-	-	-	-	-	.518**
12 Goals and aspiration	-	-	-	-	-	-	-	-	-	-	-	-

Note. **. *correlation is significant at the 0.01 level (2-tailed). * correlation is significant at the 0.05 level (2-tailed).*

4.2 Multivariate analysis

4.2.1 Overall resilience

Paired sample *t*-tests were used to compare resilience at T1 to resilience at T2 across 85 participants (*see Figure 1*). Results found a significant reduction in overall resilience from T1 (*M*=4.08; *SD*=.57) compared to T2 (*M*=3.89; *SD*=.68), *t*(84)= *p*=.009.

Overall resilience at T1 and T2
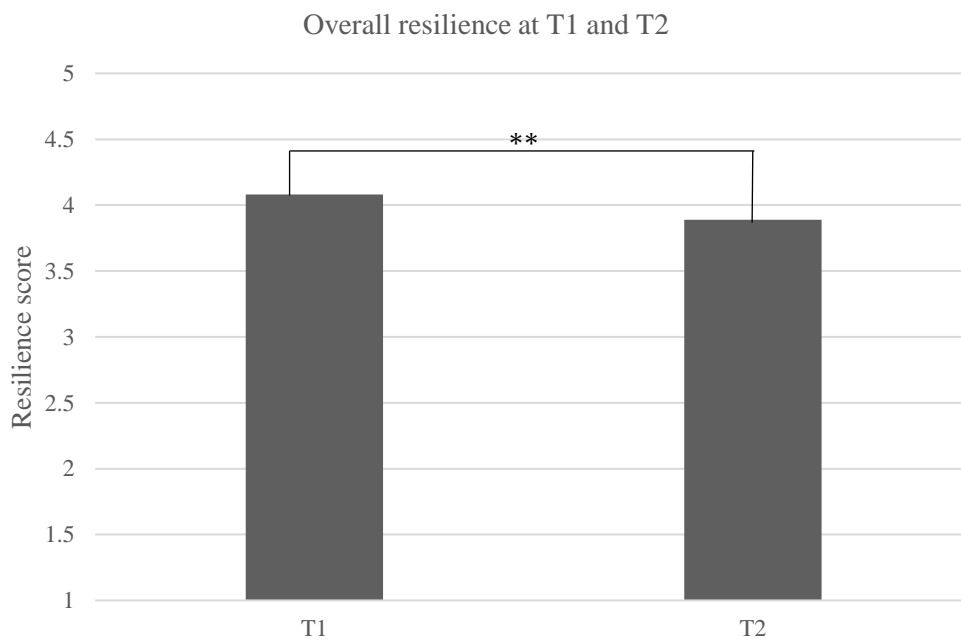
Figure 1. Overall resilience scores at T1 and T2 across all participants

4.2.2 Resilience subscales

Paired sample *t*-tests were used to compare resilience T1 to resilience T2 for each subscale in the Student Resilience Survey for all participants (*see Figure 2*).

Family connection. Results found a significant reduction in resilience from T1 (*M*=4.33; *SD*=.61) compared to T2 (*M*=4.11; *SD*=.87), *t*(84)= *p*=.021.

School connection. Results found a non-significant reduction in resilience from T1 (*M*=4.20; *SD*=.72) compared to T2 (*M*=4.00; *SD*=.95), *t*(84)= *p*=.079.

Community connection. Results found a non-significant reduction in resilience from T1 (*M*=4.19; *SD*=.83) compared to T2 (*M*=4.17; *SD*=.98), *t*(84)= *p*=.838.

Participation in home and school life. Results found a non-significant reduction in resilience from T1 (*M*=3.56; *SD*=.86) compared to T2 (*M*=3.39; *SD*=.95), *t*(83)= *p*=.195.

Peer relationship. Results found a significant reduction in resilience from T1 (*M*=4.19; *SD*=.78) compared to T2 (*M*=3.90; *SD*=.97), *t*(83)= *p*=.013.

Participation in community life. Results found a non-significant reduction in resilience from T1 (*M*=3.83; *SD*=1.29) compared to T2 (*M*=3.57; *SD*=1.33), *t*(83)= *p*=.111.

Peer support. Results found a non-significant reduction in resilience from T1 (*M*=4.05; *SD*=.82) compared to T2 (*M*=3.84; *SD*=.98), *t*(84)= *p*=.056.

Communication. Results found a non-significant reduction in resilience from T1 (*M*=4.24; *SD*=.79) compared to T2 (*M*=4.13; *SD*=.89), *t*(81)= *p*=.362.

Self-esteem. Results found a non-significant reduction in resilience from T1 (*M*=4.08; *SD*=.90) compared to T2 (*M*=4.02; *SD*=.92), *t*(81)= *p*=.518.

Empathy. Results found a non-significant reduction in resilience from T1 (*M*=4.21; *SD*=.97) compared to T2 (*M*=3.99; *SD*=.98), *t*(81)= *p*=.075.

Problem solving. Results found a significant reduction in resilience from T1 (*M*=3.87; *SD*=1.01) compared to T2 (*M*=3.58; *SD*=1.13), *t*(81)= *p*=.044.

Goals and aspiration. Results found a non-significant reduction in resilience from T1 (*M*=4.25; *SD*=.93) compared to T2 (*M*=4.18; *SD*=.95), *t*(81)= *p*=.571.

Subscale Resilience at T1 and T2

■ T1 ■ T2
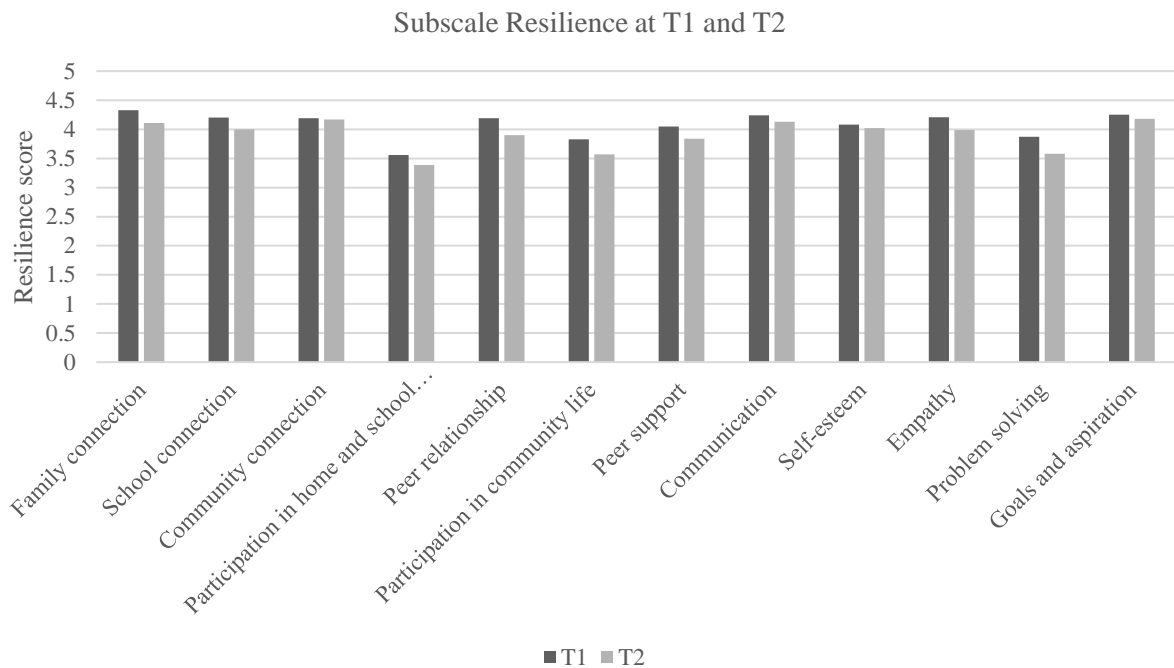
Figure 2. Resilience scores at T1 and T2 across all participants for individual subscales

4.2.3 Year groups

Paired sample *t*-tests were used to compare resilience at T1 to resilience at T2 for each year group (Year 2 – Year 6 inclusive) (*see Figure 3*).

Year 2. Results found a non-significant reduction in resilience from T1 (*M*=4.34; *SD*=.39) compared to T2 (*M*=3.98; *SD*=.66), *t*(10)= *p*=.071.

Year 3. Results found a non-significant reduction in resilience from T1 (*M*=3.72; *SD*=.58) compared to T2 (*M*=3.66; *SD*=.63), *t*(17)= *p*=.718.

Year 4. Results found a significant reduction in resilience from T1 (*M*=4.56; *SD*=.32) compared to T2 (*M*=3.88; *SD*=.83), *t*(14)= *p*=.006.

Year 5. Results found a non-significant increase in resilience from T1 (*M*=4.11; *SD*=.44) compared to T2 (*M*=4.22; *SD*=.42), *t*(16)= *p*=.358.

Year 6. Results found a non-significant reduction in resilience from T1 (M=3.91; SD=.60) compared to T2 (M=3.79; SD=.74), t(23)= p=.294.

Year group resilience at T1 and T2
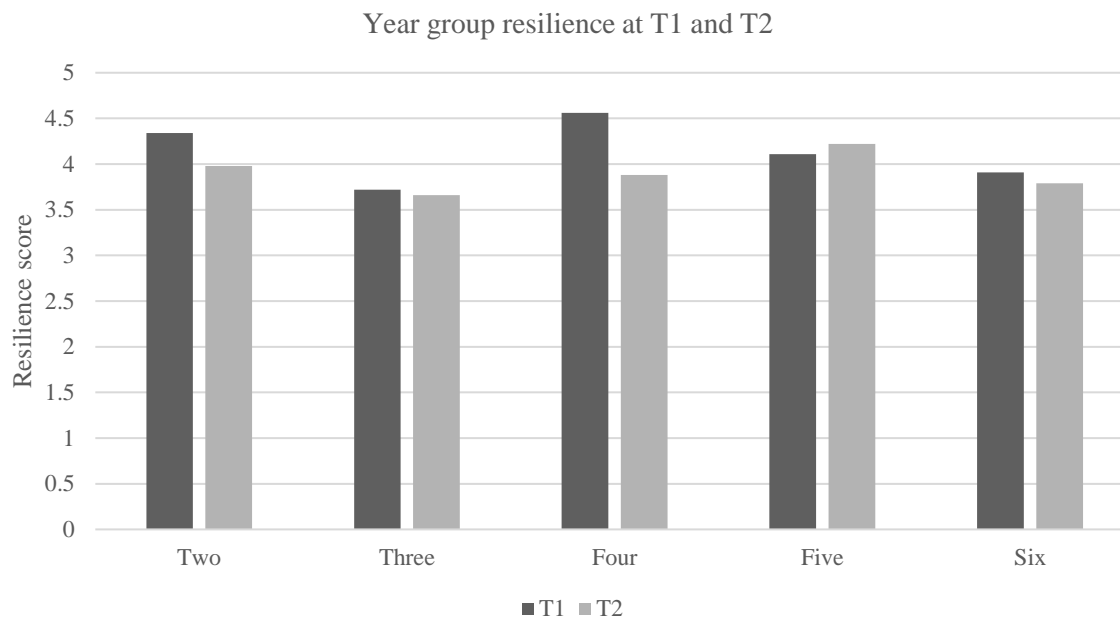
Figure 3. Resilience scores at T1 and T2 across all participants for individual year groups

4.3 Repeated measures ANOVA

As conducting multiple t-tests can increase the probability of making at least one Type I error (i.e. false positive rate), a repeated measures ANOVA was also conducted (Field, 2009). ANOVA is an appropriate test to minimise the inflation of Type I error, due to multiple comparisons (Kao & Green, 2008). Therefore, a 2 (time: pre and post) x 12 (resilience subscales: Family connection, School connection, Community connection, Participation in home and school life, Peer relationship, Participation in community life, Peer support, Communication, Self-esteem, Empathy, Problem solving and Goals and aspiration) repeated measures ANOVA was conducted to analyse to effect of the intervention on the resilience subscales, comparing pre and post-test scores across the 12 subscales in one analyses.

Mauchly's test of Sphericity was significant (p<.001), so the assumption of

Sphericity was not met. Therefore, a Greenhouse-Giesser correction was applied; this was the case for all subsequent ANOVA analyses. The repeated measures ANOVA with the Greenhouse-Geisser correction showed a significant main effect of time, $F(1, 80)=5.49$, $p=.02$, demonstrating an overall reduction across resilience subscales from pre ($M=4.07$) to post-test ($M=3.91$). A significant main effect of resilience subscales, $F(1, 80)=13.37$, $p=.000$ was found, demonstrating significant differences across subscale scores, including pre and post-test measures (*see Table 7*). Importantly, the analyses showed a non-significant time x resilience subscale interaction, $F(1, 80)=.910$, $p=.50$. This indicates that there was not a significant difference in resilience subscale scores from pre to post-test measures. Therefore, the non-significant interaction indicates that the extent of this change from T1 to T2 was not significantly different across the various subscales.

4.3.1 Year groups

Again, to address the limitation of the increased probably of Type I error when conducting a series of *t*-tests, two repeated measures ANOVAs were conducted to further investigate year group differences, examining overall resilience and the 12 resilience subscales respectively. Firstly, a within (time: pre and post) and between (year group: 2, 3, 4, 5 and 6) repeated measures ANOVA was conducted to analyse the pre and post-test scores for overall resilience, by year group. Results showed a significant main effect of overall resilience, $F(1, 80)=10.29$, $p=.002$, indicating a significant reduction from pre ($M=4.13$) to post-test ($M=3.91$). Tests of between subjects effects showed a significant main effect of year group, $F(4, 80)=3.66$, $p=.009$, indicating significant differences in overall resilience in year groups (Year 2 $M=4.16$, Year 3 $M=3.69$, Year 4 $M=4.22$, Year 5 $M=4.17$ and Year 6 $M=3.86$). An overall resilience x year group interaction was also found, $F(4, 80)=3.8$, $p=.007$, indicating a significant difference in pre to post-test overall resilience by year group (*see Figure 3*). A post-hoc paired samples *t*-test revealed that this

interaction was driven by the significant difference in Year 4, $t(14)=3.23$ $p=.006$, showing a reduction from T1 ($M=4.56$) compared to T2 ($M=3.88$).

Finally, a within (time: pre and post) and between (year group: 2, 3, 4, 5 and 6) repeated measures ANOVA was conducted to analyse the pre and post-test scores for each of the 12 resilience subscales, by year group. Results showed a significant main effect of Time, $F(1, 76)=9.09$, $p=.003$. Tests of between subject effects found a significant main effect of year group, $F(4, 76)=4.67$, $p=.002$. A significant main effect of resilience subscales was also found, $F(1, 76)=13.41$, $p=.000$. Importantly, a significant time x year group interaction was found, $F(4, 76)=3.25$, $p=.016$ and a significant subscales x year group interaction was also found, $F(28, 76)=1.62$, $p=.027$. The three-way time x resilience subscales x year group interaction was not significant, $F(28, 76)=.936$, $p=.448$.

Post-hoc paired t-test analyses revealed the interaction effects were driven by the following significant differences. Firstly, one significant difference in Year 2, $t(14)=2.98$ $p=.014$, showing a reduction in the Family connection subscale from T1 ($M=4.57$) compared to T2 ($M=3.92$). There were no significant differences in Year 3. There were a number of significant differences in Year 4, namely: for School connection subscale, $t(14)=3.06$ $p=.009$ (reduction from $M=4.81$ at T1 compared to $M=3.87$ at T2), Participation in community life subscale, $t(14)=2.60$ $p=.022$ (reduction from $M=4.67$ at T1 compared to $M=3.47$ at T2), Peer support subscale, $t(14)=2.18$ $p=.047$ (reduction from $M=4.47$ at T1 compared to $M=3.73$ at T2) and Communication subscale, $t(14)=2.38$ $p=.035$ (reduction from $M=4.76$ at T1 compared to $M=4.23$ at T2). Finally, there were two significant differences in Year 5, one for the Family connection subscale, $t(14)=-2.33$ $p=.033$ (an increase from $M=4.48$ at T1 compared to $M=4.73$ at T2) and for the Community connection subscale $t(14)=-2.42$ $p=.028$ (an increase from $M=4.37$ at T1 compared to $M=4.74$ at T2). There were no significant differences found in Year 6. Overall, the

findings show significant reductions in one subscale in Year 2, significant reductions in four subscales in Year 4 and significant increases for two subscales in Year 5.

5. Quantitative discussion

The quantitative results of this study will be discussed in relation to research question one: to evaluate whether implementing a goal-setting model in primary school has an impact on the children's resilience.

When considering the results from the *t*-tests for overall resilience, the current study indicates that there was an overall significant reduction in participants' resilience from T1 to T2. Furthermore, it is interesting to note that Year 2, Year 3 and Year 6 participants' resilience decreased non-significantly, with Year 4's resilience from T1 to T2 decreasing significantly. Year 5 was the exception: results show a non-significant increase in their resilience from T1 to T2. The ANOVA tests corroborated with the *t*-tests for these year group results. When looking at the survey's individual subscales, the results of this study show a reduction in resilience from T1 to T2 in all twelve subscales. The *t*-tests initially showed a significant reduction in three subscales (Family connection, Peer relationship and Peer support), and the ANOVA tests showed an overall significant reduction which did not vary by subscale.

The overall resilience results from T1 compared to T2 seem to suggest that the goal-setting model taking place within the identified primary school does not make a difference to the children's resilience overall, when comparing their resilience scores at the start of the academic year to the end of the academic year. Indeed, the results appear to suggest that the children's overall resilience decreased during the academic year. This finding is contrary to previous studies which have used the Student Resilience Survey. For example, Stewart, Sun, Lemerle, Patterson and Hardie's (2004) initial testing of the Student Resilience Survey with a cohort of children from a variety of primary schools in Australia found that for primary aged children, the development of student resilience was

influenced by the whole-school environment and approach. Furthermore, Lee and Stewart's use of the Student Resilience Survey in 2013 reported higher resilience scores for primary aged children after 18 months of testing a "health-promoting school" initiative.

With these overall resilience results in mind, it is necessary to acknowledge the differences between the current study compared to that of aforementioned examples of research using the Student Resilience Survey within primary school settings (Stewart et al., 2004; Lee & Stewart, 2013). A notable difference is the cohort size; previous examples of research including the Student Resilience Survey have included thousands of children from a number of primary schools. The current study however recruited 85 participants at both T1 and T2, all of which were from one identified primary school. Furthermore, previous testing of the Student Resilience Survey has included control groups in which no intervention was undertaken to compare results. The current study took place within one primary school in which the goal-setting model impacts all children from Year 2 upwards so there was no control group. Previous research using the Student Resilience Survey has also been longitudinal over a number of years, whereas the current study collected data over one year only.

There are examples of previous small-scale pilot studies which have relied on self-rating scales from participants which the current study could be compared to. One example is Ruini, Belaise, Brombin, Caffo, and Fava's (2006) research into wellbeing therapy within school settings. Despite the limited time scale and scope (111 young people took part over a few months), their study produced significant and comparable improvements in terms of symptom reduction and increase in psychological wellbeing for participants. The current study's results are contrary to Ruini et al.'s (2006) research, given the decrease in participants' resilience scores. However, it must be kept in mind that the current study differs from examples such as Ruini et al. (2006), as the self-report survey data from the

present study was collected when the children were already engaged in the intervention

(Year 3 – 6 would have taken part in the goal-setting model in previous years, Year 2 was

the only year group to start working towards their goals in 2017-18). It could be claimed

therefore that the resilience scores gathered for the current study are a reflection of how the

participants felt during two snap-shots in time and do not accurately demonstrate whether

the intervention is supporting their resilience, due to the lack of baseline data pre-

intervention to compare to.

The overall resilience results from T1 to T2 are not very encouraging when initially

looking at the findings, due to the significant decrease in resilience scores throughout the

academic year. However, the mean T2 result of 3.89(.68) is arguably a high overall

resilience score, despite the overall reduction in resilience. The T2 resilience score from

the current study echoes that of Hunter and Chandler's (1999) pilot-study into adolescent's

perception of resilience, in which the mean resilience score was 5.3 out of a possible 7.

Hunter and Chandler (1999) claimed this score meant participants perceived themselves as

resilient. Furthermore, the current study's overall resilience results have not been

compared to a control primary school in which there is no goal-setting model taking place.

If this was to be explored further and a comparison was to be made between the overall

resilience score of the identified primary school compared to a control school, this could

confirm whether the resilience score at the identified primary school is higher than in a

primary school in which no goal-setting intervention takes place. It would be interesting to

establish whether the goal-setting model acts as a buffer to any further decrease in the

children's resilience, compared to the resilience of children who do not take part in this

intervention.

The results of the individual year groups' resilience from T1 compared to T2 are

inconclusive, due to the lack of consistency of results across the year groups. If all of the

individual year groups' resilience decreased throughout the academic year, this would be in accordance with the overall resilience score decreasing. However, this was not the case; Year 5's resilience increased from T1 to T2, albeit non-significantly. It is difficult to predict a reason for Year 5's resilience increasing. If Year 6's resilience score had also increased, then it could be argued that the goal-setting model makes the biggest difference to the older year groups, as they would have taken part in the intervention for the longest amount of time and would presumably be receiving the most benefit from it. Year 6's resilience score in fact decreased non-significantly, so it is hard to say with any degree of certainty which year group, if any, benefits the most from the goal-setting model compared to other year groups. The *t*-tests and ANOVA showed that Year 4 was the only year group to experience a significant reduction in resilience from T1 to T2. Again, it is hard to say with any degree of certainty as to why this significant reduction took place for this year group in particular. In summary, it is difficult to infer any developmental trends in the data.

The timing of the T2 data collection could have impacted the resilience scores for two of the year groups in particular. Year 2 and Year 6 sat the Standard Assessment Tests (SATs) a few weeks before the T2 surveys took place. As Locker and Cropley (2004) acknowledge, with an introduction of a new curriculum and increased targets for schools, children are facing pressures to succeed in examinations. This would have been a period of stress for the year groups sitting exams, therefore a reduction in resilience at this time of year could be argued as an expected outcome. The Year 2 and Year 6 results did reveal a non-significant decrease in resilience from the start of the academic year compared to the end of the academic year. It could be claimed therefore that for these year groups the goal-setting model is having a positive impact on their resilience, as during a period of stress (e.g. the SATs exams), their resilience was not affected significantly, and they bounced

back, or recovered, from this stressful event (Smith et al., 2008). This hypothesis is, however, a matter of conjecture and could be explored further in additional research.

The number of responses collected at T1 compared to T2 may have skewed the resilience scores for the individual year groups. Noteworthy examples of this are the numbers of Year 4 and Year 5 responses gathered. The number of Year 4 responses at T1 was 25 – this decreased to 17 at T2. The number of Year 5 responses at T1 was 29 – this reduced to 17 at T2. The reduction in the number of participants at T2 for these year groups was because of time limitations and logistical considerations for the current study. The researcher could not recruit the same number of participants for T2 as obtained in T1 without significantly interrupting the children's school day. It is uncertain whether the outcome of the results would have been considerably different if the same number of participants were recruited at T1 and T2, but it is worth noting the potential impact on the significance the number of participants may have had. Comparing the resilience scores of individual year groups could have been achieved more confidently with a consistent sample size at T1 and T2.

The results of the individual survey subscales at T1 compared to T2 corroborate with the overall resilience score of T1 compared to T2, as the results show resilience decreased in each subscale. Therefore, this result suggests that each factor of the children's resilience decreased from T1 compared to T2 throughout the academic year. Furthermore, the *t*-tests revealed that three survey subscales showed a significant reduction in resilience from T1 to T2 (Family connection, Peer relationship and Problem solving). Nine of the survey subscales found a reduction in resilience from T1 to T2, with the *t*-tests showing that these results were not statistically significant. However, when the ANOVA analysis was conducted with all subscales considered together in one analysis, the three significant differences found in the *t*-test analysis were no longer significant. This suggests that either

the significant differences in these three subscales were not strong enough to drive a time x resilience subscale interaction, or that the significant *t*-test findings should be taken with caution due to the increased probability of Type I error (i.e. these three significant results could be due be false positive results).

Overall, the quantitative results from the current study show a decrease in participants' overall resilience scores from T1 to T2, alongside non-significant decreases in each resilience subscale. Year 4 was the only year group in which resilience decreased significantly, and year 5 was the only year group in which there was a non-significant increase in resilience from T1 to T2. There are a number of potential explanations for these results, including the timing of the data collection and the number of participants, and the limitations of the quantitative results will be discussed in detail in section 8.

6. Qualitative results (Thematic Analysis)

The qualitative results of the current study relate to research questions two and three: explore how children, teachers and parents experience the model; and explore what they perceive brings about change and makes a difference.

The results from the thematic analysis of the interview data follow Braun and Clarke's (2006) guidance on producing a report (Phase 6). The analysis and write-up are based on the final defined themes which are as follows:

Table 10

Final themes and sub-themes

Theme	Sub-theme
1. Experiencing the school's core values and the goal-setting model	a) Embedded within the school environment b) Ownership c) The difference the model makes
2. Resilience	d) Defining resilience: "never give up" e) The impact promoting resilience has on the children
3. The culture of the school as a whole	f) The role of the whole school in supporting children g) Specific activities and support within the school

6.1 Experiencing the school's core values and the goal-setting model (Theme 1)

This theme encompasses three sub-themes and highlights how the core values and goal-setting model are an intrinsic part of the school environment. Children and teachers have an in-depth understanding of the individual school core values, how the goal-setting

works and what difference this makes. Children and teachers refer to the goal-setting process as being owned by the children. Parents have no in-depth knowledge of the goal-setting model; however, some parents described the difference goal-setting in general makes to the children.

6.1.1 Embedded within the school environment

All children and teachers interviewed could explain the goal-setting model and the process of this:

> You'll get called out in like an order and we'll go through all our previous values and talk about whether we've got to them or not. If we feel we have, we'll go up on to like another level and pick out like some values from that area and stuff. And then we'll move onto the next value and so on so on. (C2M, 107-109).

> The first one's resilience so in resilience you have almost a continuum scale. And erm by questioning the child will work out where abouts they are in within the scale, and then what their next step would be, and that would be their target on their lanyard, and we do that for each of the learning values. And that is something they work towards in the term. And when we interview them at the end of the term and the beginning of the next term they have to give an example of whether they've achieved their targets. So, if they have they can say on the same one if they didn't think they'd achieved it or if they think they had. And then they can move on to the next one in the scale. (T3, 5-11).

All parents interviewed, however, were not aware of what takes place when their children set, or work towards learning goals:

I don't know what my child's goals are. Erm, I get very limited information from him… (P4, 6).

To be honest I don't really know much about that. So it's not something that I can really answer. (P2, 3-4).

Children and teachers spoke positively about the core school values, suggesting that the values are strongly integrated within the school identity:

As soon as you get into the school they start teaching you values… (C2M, 100).

I don't think it should be changed in any way because they're really good words, exploration as in to explore, go deeper, resilience to never give up, positivity to keep going, stay positive, aspiration to work towards your own personal goals, so they're good words for a school. (C1F, 102-104).

6.1.2 Ownership

The children having ownership of the goal-setting process was a theme highlighted by both children and teachers. All teachers interviewed agreed that the learning goals are led by the children and owned by the children:

I have quite a lot of discussion about what they mean, erm and kind of will try and put that into context for them. So to give them a bit more understanding… We leave it up to them we don't guide them, it's completely where they feel, what level they feel they're at. (T1, 32-35).

They choose where, we don't have any input, if they think they're statement one then we put them at statement one, it's what they think. (T3, 58-59).

Children echoed that the learning goals are owned by them, with the children deciding which level they are at and when they are ready to progress:

So it helps you in different areas, it depends what one you choose. (C1F, 71).

So basically you'll get called out in like an order and we'll go through all our previous values and talk about whether we've got to them or not. If we feel we have, we'll go up on to like another level and pick out like some values from that area and stuff. And then we'll move onto the next value and so on so on. (C2M, 107-109).

6.1.3 The difference the model makes

Children could describe how they felt setting goals and working towards them helps them, from supporting their learning to developing specific skills:

Some improve confidence like the one where you've got to host a lesson… And some just help some of your skills… Leadership skills, working together, some are more like a leader, work together with certain people. So it helps you in different areas. (C1F, 65-71).

It helps us to like learn more, cos then as I said if you're just doing something like easy we can like, move like, move forward onto something harder… (C5F, 56-57).

Some children described drawing on specific core values when thinking about their learning goals:

Sometimes I think it's quite like challenging, then I keep on like being resilient and thinking I can do the challenge… Even though it's gonna get harder it's helping you (C5F, 64-65).

Teachers could describe the difference working towards learning goals has had for the children and how the learning goals (which are based on the school's core values) are reinforced throughout the term:

> There has been a significant change in behaviour and children's approach to learning. Er lots of children are a bit more positive, resilient about a task that they might find challenging… So rather than maybe some children could have been quite negative about something, they're now as one of their resilient targets, they think about a different way to approach it… (T2, 34-38).

> They would be referred to throughout, for example if a lesson comes up that's quite challenging, you will specifically [say] "oh look! There's our resilience goals" and it, it's drip feeding it in as we go along the term kind of thing. Not necessarily a standalone lesson, it's more… As you go through the day or if a particular lesson comes up that's particularly tricky, you'd hone in on that. (T3, 91-94).

Teachers could give examples of how the school's core values and learning goals could be used beyond the classroom environment:

> Some of the things, especially like exploration, in fact all of them could be used outside, or anywhere really in the playground, at play time if we were doing, I do Forest School so in a Forest School environment. Erm, and at home, it could apply, especially ones like positivity and self-esteem, things like that. (T3, 35-38).

Despite not knowing the detail of what happens when their children set learning goals and work towards them each term, parents could describe the difference they thought setting goals makes to the children in general:

I suppose it's going to build up her confidence, because if she's you know she's being told don't give up, just keep trying, then eventually [when] she achieves something she's going to get a confidence boost out of that. (P3, 94-96).

I do think it's good, I think it makes them think about what they need to develop and kind of their own… What they need to work on in themselves. (P4, 15-17).

6.2 Resilience (Theme 2)

This theme includes two sub-themes: how children, parents and teachers define resilience, and what the impact is of introducing the children to the concept of resilience and promoting this within the school.

6.2.1 Defining resilience: "Never give up"

Every child, teacher and parent interviewed described resilience as never giving up or to keep going:

You've got to try your hardest and never give up. (C4F, 80).

Resilience is like you'll never give up and keep on trying… If you're really, really stuck you can ask the teacher for help… You need to try and unstick yourself, but if you can't ask the teacher. (C5F, 81-84).

You've got to keep going. Just to make yourself stronger and more confident. (P2, 59).

In terms of in my classroom it would be, I would deliver it to the children ultimately as saying "not to give up"… Particularly with their maths in fact in my class, and just encouraging them to be resilient, to keep trying, to know that they can do it. Erm, yeah, not to give up. (T1, 69-72).

Parents and teachers also described what they thought being resilient means to the children, again emphasising that the children understand resilience as not giving up:

> They understand it as not giving up. Erm I think some children are more resilient than others in certain situations, but I think that's also different factors for example confidence, self-esteem. Erm but the children do know, do agree that's it about not giving up and making mistakes. (T2, 67-70).

> I would think he would say kind of carrying on, not giving up, that sort of thing. (P4, 112).

Children could expand on their definition and understanding of resilience, including what they thought a resilient person would look and/or feel like:

> When you feel resilient you feel sometimes so you want to give up but you usually feel optimistic on how you're gonna deal with it and that you're gonna be, that you're gonna go forward and you're just gonna leave the bad thing behind, because hopefully when you finish the bad thing easier things come. (C1F, 90-93).

> They [the resilient child] will be managing their distractions and the person who's distracting them will get tired and erm, er trying to distract them and they'll [the resilient child will] just be ignoring them. (C6M, 96-98).

> When I try to talk to someone, sometimes when they're quite resilient they try to finish their work or something, they sort of block out everything and they're just focussing on what they're doing, trying to finish. (C2M, 128-130).

Children could also describe what they thought someone who was not resilient would look and/or feel like:

They'd be looking round the classroom, probably muttering "I can't do it", er maybe putting the pen down for a very long, long time… (C1F, 133-134).

Well they might be embarrassed because everybody might know the answer and they'll be like struggling. (C4F, 137-138).

6.2.2 The impact promoting resilience has on the children

Teachers described the difference introducing the children to a concept such as resilience makes and how this has an impact both inside and outside the classroom:

I think possibly it's a word otherwise that they may have heard of but not really have an understanding of it. I think it definitely erm, it enables them to apply it to all areas of their life. So yeah, I think definitely not just learning. It just gives them a better understanding really. (T1, 75-77).

I have had a few children say when they go to Brownies or something or Cubs they do say "oh I was resilient at the weekend, I had to do this this or this"… The children might not necessarily be able to link the two, er without a bit of a push if you like, bit of encouragement. But there are some children who do link both. (T2, 42-47).

For example, when I'm out in Forest School, we practice lighting fires and we're always taking about "this is very hard to do the first time round so you have to show resilience", in order to be successful in the end. I don't know if they say the word at home or not, I'm not sure. (T3, 81-84).

Year 4 and Year 6 children could describe activities outside of the classroom which makes them feel resilient:

When I try and do something like with my dad or I try something new I feel erm resilient, so then I can just like try it and understand it more. (C5F, 120-121).

With piano it's usually, you usually are quite resilient with it because your fingers usually keep tripping over when you move them round the scales so you've got to keep working at it until you get it right even though then you finish it and you find out there's a few even harder ones to do. (C1F, 147-149).

Some children and teachers described resilience as the core value which is focussed on the most out of all four core values:

The one we do the most is resilience… Because it's about never giving up… And always staying on target. (C1F, 75-80).

They are very clued up on resilience, I think that's the one they hone in on most… (T3, 65).

Some parents could describe the impact they thought promoting resilience and working towards resilience goals has had on their children:

I've heard his teacher say that he's more resilient now than he was the term before. I've never really sort of taken much into it, but I've noticed there was a change at that particular point where he'd overcome a lot of problems, difficulties, and got more resilient with it… (P1, 104-106).

I think it gives him confidence not to give up. (P2, 63).

6.3 The culture of the school as a whole (Theme 3)

This theme encompasses two sub-themes and highlights the fundamental role of all staff within the school in ensuring both children and parents feel supported, as well as specific activities and interventions within the school which the children can benefit from.

6.3.1 The role of the whole school in supporting children

The importance of fostering good relationships with both children and parents to sustain a welcoming school environment was mentioned by parents:

There's a very good support network at the school, erm, *pause* and I think that's a good thing, I think it helps the child to know that he or she is being listened to… They could approach their teacher, erm, or even the teaching assistant, they could even approach like the head-mistress… Everyone just seems so approachable here which is good, so I don't think there's any child that don't feel happy. (P2, 90-99).

I think a lot of it [what makes the biggest difference] is the teacher's attitude towards them [the children]… (P3, 161-162).

Teachers described the biggest difference to the children within the school as having an all-round, approachable, safe school environment:

And I think to know that if, you know, they're [a child is] upset or they're hurt or they're worried about something they can speak to anyone in school, because I think some children might not feel like they can, erm and obviously we try and promote that as much as possible… And kind of gets the children in and knowing they've got a shoulder to cry on or someone to laugh with. (T2, 141-145).

> They've got to have an environment in which they feel safe and no matter what the problem is they know they can come to anybody… That they're, they feel safe and that helps them then because if they don't feel safe they're not going to be able to concentrate in order to progress. (T3, 168-173).

Children feeling listened to within the school environment was also raised by parents as important, to ensure children feel supported:

> They [the school] help enable it [confidence], by being there if they [the children] want to talk, you know, erm, to help push them sort of like for their goals, erm, you know, listening to them. If a child feels he or she is being listened to they will open up to the world. So, if they don't feel they're being listened to, they will shun away, they will go downhill. (P2, 167-170).

> There's always someone that can always, erm, listen to a child. Erm, with anything, any issues, and obviously that's always promoted really well within it [the school] and obviously with the parents as well I presume. I mean, I haven't had any dealings with those aspects myself, but I think that it is definitely a positive way to go about it… (P1, 169-172).

Considering the whole child, their emotional wellbeing and mental health was emphasised by parents and teachers:

> Me as a parent, I, I think it's really important to focus not just on the academic things erm, I think that you need to build the children as individuals and push their strengths wherever their strengths may lie and that might not be academically. (P4, 72-74).

Speaking out about it [mental health and wellbeing] at school, that's only going to help because I don't want her to feel when she's older she can't talk to people... A lot of people think there's a stigma around it where, you know, it's something to be ashamed of and I don't want her to feel like that. (P3, 143-146).

We never really know beyond the school day, what sort of circumstances the children have. Erm so it's very important for all of them that you consider their wellbeing. Erm mental health issues obviously can start at any age, erm and so it's really important to address those. (T1, 119-121).

6.3.2 Specific activities and support within the school

The school offers a range of whole-school activities, as well as specific support for individual children, which participants reported make a difference to the children's wellbeing. For example, all parents, teachers and children spoke positively about the varying ways the Daily Mile has an impact on the children within the school:

They look forward to going out there [to do the Daily Mile]... It's lovely to watch. My son, he loves doing it. And if he doesn't feel like running it all which he usually does, then he'll help someone that isn't as fast, you know, he'll hold back and go with them. So it's supporting each other, they love it. (P2, 113-118).

Not a lot of people... Are really healthy, so we need the Daily Mile to get us fit and wake up our brains. (C6M, 142-143).

[The Daily Mile] that's definitely resilience! *Laughing* Because some children do find that incredibly difficult... Some do work incredibly hard to try and get to the end. Erm, we've got our Fit Bits that count our steps as well, some of them are very keen to make sure they erm get the most steps. (T3, 130-132).

The school dog, Billy, was referred to fondly by parents, children and teachers:

> It [Billy] changes the atmos, atmos, atmosphere for some people, for some people they get really excited and then start calling Billy to come over to them. Some people erm if Billy just plops himself next to them they'll calm down a bit. (C1F, 182-184).

> Billy, yes, that's for children er who obviously perhaps need to talk to someone, often *pause* erm may not come out straight away but if they're in a comfortable environment like looking after him they're perhaps more inclined to talk, as in not in a pressured situation, that kind of thing. He's obviously used if a child is having a difficult period they can take Billy for a walk and has like a calming effect. (T3, 137-140).

> Oh they love him [Billy], every time they see him [they say] "hello Billy!" and they stroke him, I mean I'm going for the whole school because obviously when I drop my children off I don't always literally leave straight away… I can see that all the children always say "hello" to Billy as soon as they see him they go into the school, you know, and I think it perks them up a bit to know that there's that [Billy] actually there. (P1, 141-145).

Other activities which support wellbeing within the school such as Forest School, Munch Bunch and Lego therapy were mentioned by parents and teachers, with one teacher explaining that all activities within the school link into one approach:

> I know there's a lot of teachers that do kind of all the extra bits of Lego therapy and things like that is on offer so, you know I know that whatever the children's needs are they, the school do try and support that. (P4, 91-93).

There are many different reasons for having Forest School, just thinking [for] a little girl in my class it was very much due to the emotional side. (T1, 102-103).

I think there's lots of different er things that link all into one. (T3, 142).

In summary, the qualitative results suggest that participants value the goal-setting model taking place within the primary school and feel it makes a difference. Children could describe how the goal-setting benefits them and could explain their understanding of "resilience". The qualitative results imply that the school core values and the goal-setting model are a fundamental part of the school environment, with activities taking place within the school which link into this whole-school approach.

7. Qualitative discussion

The qualitative results of this study will be discussed in relation to research questions two and three: explore how children, teachers and parents experience the model; and; explore what they believe brings about change and makes a difference.

The qualitative results found that participants reported the goal-setting model makes a difference to the children within the school. Children and teachers could go into detail on their understanding and experience of the model and agreed that children own the goal-setting process. Another important finding was that all participants defined resilience as never giving up. Results suggest that resilience is the core value which is most strongly associated with the children's learning, and parents and teachers could describe the impact promoting resilience has on the children. The current study also indicates that the school has a key role to play in supporting both parents and children, and that the combination of whole-school activities alongside individual support for children seems to make a difference to the culture and environment of the school.

7.1 Theme 1

The results from the current study seem to echo Dweck's (1986) findings; when the emphasis is on learning goals, rather than performance goals, with a focus on progress and mastery through effort, this creates a tendency for children to seek and be energised by the challenge. When interviewed, the children described how they felt setting and working towards learning goals helps them, with some children even describing how they utilise specific core values, such as resilience or positivity, to keep pursuing their learning goals. Kaplan and Maehr (1999) emphasise how children who are encouraged to understand a task or goal as something to master tend to view the situation as a challenge, maintaining an optimistic orientation and positive effect, which the qualitative results from the current

study seem to broadly support. Furthermore, they argue that if the focus is on the goals set and not the child themselves, children can maintain mastery despite their level of perceived ability, which, in turn, facilitates learning, school achievement and psychological wellbeing of children (Kaplan & Maehr, 1999). Results from the current study suggest that on the whole, children perceive the goal-setting model as positive. They described how setting goals helps them with their confidence, developing skills, and encouraging them to achieve. Teachers described how the goal-setting model has changed children's approaches to learning to be more positive and to utilise the core values throughout their learning, so it is embedded.

The results from the current study indicate that the children's ownership of the learning goals was a consistent theme in the child and teacher interviews. Children and teachers described how the goal-setting process is owned by the children, with the children deciding what stage of the goal-setting process they are at and when they are ready to move on. This finding links into previous studies which have noted the impact that engaging and developing children as active, capable agents and facilitating mastery can have in championing resilience (Theron, 2016). This finding also echoes previous studies which emphasise the importance of establishing and maintaining self-esteem, self-efficacy, clear aspirations and goal-orientation to develop resilience (Rutter 1987; Stewart et al., 2004). It is interesting to posit from the qualitative results that the learning goals lead to a development of ownership and mastery, which could directly support the children's resilience through encouraging self-efficacy and the ability to negotiate challenging tasks.

7.2 Theme 2

An interesting result from the current study was the consensus from all participants on their definition of resilience – to never give up. Howard et al. (1999) argue that if

children have a different understanding of resilience to adults who are implementing models or interventions designed to promote resilience, then the success of these models or interventions could be compromised. Results from the present study highlight a universal understanding of the school core value of resilience, which in turn enables learning goals around resilience to be developed into a model which participants report makes a difference to the children at school. It is possible therefore, that the goal-setting model is successful in bringing about a positive change for children who experience it because there is a collective understanding and definition of resilience within this primary school setting.

The findings from the current study echo that of Sixsmith et al. (2007), as the children at the identified primary school are capable of expressing their understanding of an abstract concept such as resilience. Children could provide their definition of resilience, and to take this a step further they could explain how they thought a resilient person might be behaving and how they might be feeling. Resilient people were described by the children as focussing on tasks, keeping going and remaining optimistic, whereas when asked what somebody would look like who was not feeling resilient, this had negative associations such as embarrassment and struggling to complete tasks. One child described how resilience was knowing that even though something was challenging at the moment, better things will eventually come. This links into numerous definitions of resilience in which conditions of an identified risk or challenge are followed by a positive outcome (Zolkoski & Bullock, 2012). It was interesting to discover that not only could the children define their understanding of resilience, they could describe what being resilient, or not resilient, might look or feel like for other people.

Another important finding was that despite resilience being the core value which children and teachers described as being most strongly associated with the children's learning, teachers described how resilience impacts the children wider than the classroom

and their goal-setting environment. Being "resilient" is not only the focus for one term but features throughout the school year in encouraging the children to persevere with tasks. This promotion of resilience also links in to wider activities taking place within the school such as Forest School or the Daily Mile, in which children can develop their resilience in order to complete certain tasks. Furthermore, this finding was consolidated by the fact that children could describe activities outside of school which make them feel resilient, highlighting how this resilient attitude, to "never give up", could potentially have an impact beyond the classroom and school environment.

7.3 Theme 3

The results of the current study indicate that for participants, fostering supportive, welcoming relationships within the identified school between children, teachers and parents is fundamental. When asked what made the real difference to children at school in terms of their wellbeing and achievement, parents and teachers emphasised how school staff ensuring a supportive and approachable culture at the school is key. This, in turn, was then linked to children feeling listened to, which they stressed as important to ensure children can progress at school. This finding broadly supports the work of other studies such as Nolan et al., (2014) and Gilligan (1998; 2000) which emphasise the importance of schools providing safe environments and positive relationships for children. The results of the current study also support Theron's (2016) review of the key ways in which schools can facilitate resilience. Theron (2016) suggests schools can support resilience by providing access to safe, supportive adult and peer relationships, alongside an ethos of trust, respect and caring. Similarly, the Department for Education (2018) report on mental health and behaviour in schools describes how schools should be a safe and affirming place for children where they can develop a sense of belonging and feel able to trust and

talk openly with adults about their problems. From this supportive environment, resilience can be promoted and developed.

Parents and teachers were asked whether they thought supporting emotional wellbeing and mental health in primary schools is important. This question coincides with the recent Mental Health of Children and Young People in England publication from the NHS (2018). This NHS publication reveals that since 2004 there has been an increase in the prevalence of mental health disorders in five – fifteen-year olds (including the statistic that one in ten primary school children will have a mental health disorder). Emotional disorders such as anxiety and depression are also becoming more common for this age group according to the report (NHS, 2018). Findings from the current study suggest that for parents and teachers, considering the whole child and their emotional wellbeing and mental health is important, not just focussing on academic outcomes. These results echo the message that key reports from Public Health England (2014a; 2014b; 2015b) promote; that schools can play a significant role in supporting children's emotional wellbeing and mental health.

The findings from the current study indicate that the identified primary school has features which impact the whole school population, including activities taking place which every child can benefit from, alongside specific support for individual children. Whole-school approaches have been defined as collective and collaborative action in and by a school community that has been constructed to improve student learning, behaviour and wellbeing (Public Health England, 2014). Findings from the qualitative results suggest that the identified primary school does have a whole-school approach; this includes at the very least the core values which are embedded within the school environment, alongside the goal-setting model which every child from Year 2 upwards takes part in. Other elements

include Forest School, the Daily Mile, and arguably Billy, the school dog, as he is part of the school identity.

During the last decade it has become more widely accepted that animal-assistance in therapy and education may have beneficial effects on humans (Beetz, Uvnäs-Moberg, Julius, & Kotrschal, 2012). This can include a positive impact on behaviour, mood, stress, anxiety and mental health. The findings from the current study corroborate research from Beetz et al. (2012); as all participants described the positive effects Billy has had on the school environment, from greeting all children at the school gates in the mornings, to individual one-to-one time with Billy. When interviewed, one Year 4 child specifically described how dogs reduce stress for people and this happens when Billy is nearby, and all parents agreed that Billy brightens the mood at the school. The results from the current study also support previous research on the positive effects of exercising outdoors (Thompson Coon et al., 2011). Participants described how the Daily Mile provides enjoyment for the children, as well as feelings of revitalisation and competition. The Daily Mile was also described as another way that resilience is promoted within the school, with the children working hard to achieve the end goal of the completed mile. It could also be suggested that the Daily Mile supports the children's wellbeing, with participants describing the positive effects it has on the children.

Overall, the qualitative results imply that participants feel the goal-setting model taking place within the school does make a difference to the children. It appears the four school values are embedded within the school environment and the children interviewed could describe the values, particularly resilience, in detail. These values provide the basis of a whole-school approach, with specific activities linking in to embed the values even further, such as the Daily Mile which develops the children's resilience. The results from the interviews suggest that the school community feel the goal-setting model, and the

approach from the school as a whole, contributes to supporting the children's resilience and their overall wellbeing.

8. Limitations and areas of future research

There are a number of limitations for the current study which require discussing. Quantitative limitations include the participant sample size, the fact that there was no control group, data was collected during one academic year only and the children may not have comprehended the questions within the Student Resilience Survey fully. The qualitative limitations comprise of potential subjectivity from the interviewed participants, and from the researcher when analysing the interviews.

The first limitation is that the current study did not obtain the required participant sample size for the quantitative design. The indicated sample size which was computed prior to the data collection was 115 participants. The number of participants who took part in the survey for both T1 and T2 to compare results was 85. This was due to the applied nature of the current study and the researcher's consideration of the children's school day who took part. The reduced sample size may have limited the significance of some of the statistical comparisons. This limitation could be addressed through future research; by surveying the required participant sample size at both T1 and T2 to compare results.

The second limitation of the current study is that the participants for the Student Resilience Survey were from one chosen school in which the goal-setting intervention takes place. There was no control group of participants from another primary school who do not take part in the goal-setting model to compare to. This was partly due to the design of the research project; the aim was to explore whether the goal-setting model has an impact on the children's resilience taking part in the goal-setting at the identified school throughout the academic year. This limitation was also due to time considerations and potential barriers to accessing another school to conduct research in. Based on this limitation, an area of future research could be to compare the resilience scores of the

children from the identified primary school in which the goal-setting model takes place, to resilience results from another primary school in which there is no intervention. This would be consistent with previous small-scale pilot studies which have examined how school-wide intervention models pre and post intervention have had an impact (Ogden, Sørlie, & Hagen, 2007).

The current study measured participant's resilience at two time points during the academic year, as resilience does not remain static over time (Liu, Reed & Girard 2017). The survey data was collected in October 2017 and June 2018 over two days for each collection. This was due to the project design; whereby the aim was to explore whether the goal-setting model has an impact on the children's resilience taking part in the intervention during the academic year. The survey results are therefore a reflection of two snapshots in time, comparing T1 to T2. The limitation of the timings of the data collection for T1 and T2 is that the findings could have been more precise if data were collected at the same time point longitudinally, as opposed to twice in the same year. Furthermore, another potential limitation is that children from Reception and Year 1 would have been exposed to resilience practices due to the ethos of the school prior to Year 2 when the goal-setting intervention starts. Therefore, the T1 resilience scores are arguably not baseline scores. An area of future research could be to measure a baseline resilience score upon entry to the school alongside measuring each year group's resilience consistently every year at the same time point. This would mean the school timetable and dynamics over the school year, such as the SATs exams which may impact resilience, could be taken into account.

Windle et al. (2011) argue, there is no "gold standard" of resilience measurement scale, which can present challenges to researchers within the field of resilience. The Student Resilience Survey was chosen for the current study as it has been validated as a resilience measure and is an appropriate survey to use with children aged seven years old

and above. This choice of self-report scale could present a limitation, as the quantitative results are relying on the honesty of the children who took part in the survey, as well as their ability to understand the questions within the scale to report how they feel accurately. This issue has been raised by previous studies, such as Muris, Meesters, Eijkelenboom and Vincken's (2004) study into the validity of using the Strengths and Difficulties Questionnaire (SDQ) with eight to thirteen-year olds. Muris et al. (2004) discovered that although the reliability of the self-report SDQ was less satisfactory in the younger children of their sample, most other psychometric properties were acceptable and comparable to those obtained in older children. The current study followed Muris et al.'s (2004) recommendation in seeking to ensure that the children comprehended the survey and the Likert scale format, through the researcher explaining the questions and the Likert scale to the children. Only one child answered every question with a response of five stars ("always"), suggesting that the children did understand the Likert scale and varied their answers to the individual questions. This is consistent with Riley (2004), who claims that by age six children can demonstrate adequate understanding and reliability of self-reports, which increases after age seven.

A further potential limitation to the current study is that the children completed the Student Resilience Survey at T1 and T2 in groups. This was due to time constraints of the project; the research was conducted for one year only, therefore, there was not enough time to enable each child to respond to the survey alone. It is possible, therefore, that the children could have been influenced by each other's responses as they took part in the self-report survey in a peer group setting, which has been argued to increase the chance of inaccurate responses (Fan et al., 2006). Despite the researcher emphasising at the time of data collection that each child's answer to the questions were private and were their own

answers, it cannot be claimed definitively that the children were not influenced somewhat by their peers when responding to the survey.

When considering the qualitative results, the first limitation to the current study is that the results are subjective to the individual researcher who completed the interviews and subsequent thematic analysis of the transcripts. What the participants said, how they said it, the meaning behind this and the overall themes from the interviews have been interpreted by one researcher. This limitation was addressed in three ways. Firstly, the current study adopted an inductive approach, in that the observations took place before theories were developed. Secondly, the researcher closely analysed the data when generating codes and themes and sought to ensure all themes really *were* themes by reviewing and re-reviewing the interview transcripts. Thirdly, this limitation was also addressed by the researcher's supervisor reviewing three interview transcripts for codes and agreeing the proposed final themes.

Taking the above limitation into account, it is also important to note that the concept of resilience is complex and multifaceted. Subsequently, definitions of resilience from the literature are usually conceptions by adults that mediate our understanding of children's resilience, as opposed to children's own constructions and understanding (Sixsmith et al., 2007). The current study therefore sought to mitigate this potential limitation of focussing solely on adult interpretations of resilience by allowing the children who were involved in the research to express their own perspectives directly, via active and meaningful participation throughout the research process (Sixsmith et al., 2007). Involving the children as participants in the research was also corroborated with interviews with teachers and parents to discover their perception of resilience, how they believe the children understand resilience and their opinions of the goal-setting model. However, ultimately the children's understanding of resilience and their experience of the goal-

setting model was interpreted by one researcher, so could potentially vary from other researchers or indeed the participants themselves.

Another limitation which must be raised is the potential that the qualitative sample may have been biased, particularly the parents interviewed. The parents volunteered to take part in the interviews, and this would suggest that they had something to tell the researcher, whether positive or negative. It should be mentioned that during the interviews, two of the four parents chosen at random to take part told the researcher that they volunteer at the identified primary school, which could potentially suggest these parents have a more optimistic opinion of the school. However, this was arguably mitigated by interviewing two other parents who did not volunteer at the school. The children were chosen by the school on the day of the interviews and teachers were chosen by the researcher to represent the teacher population, therefore it could be argued that interviewing other children or teachers could have produced differing results.

Finally, the interview schedule did not include questions that specifically targeted any problems, limitations or obstacles with respect to the school's practices. The interview questions were general questions about the school and about the core school value of resilience. Had questions been included which targeted obstacles regarding the school's practices, more information or challenges in implementing the goal setting intervention may have been raised by participants.

9. Integration of quantitative and qualitative approaches

The aim of the current study was to make sense of the research questions by using a mixed methods approach. Therefore, in order to fully answer the mixed methods research questions, the quantitative and qualitative approaches and their limitations require considering together.

When initially considering the results of the current study, it could be argued that the quantitative results and qualitative results are contradictory and require further research. This is because the children's resilience scores decreased from T1 to T2, despite participants reporting that the goal-setting model is useful and makes a difference. Furthermore, it could also be claimed that the research project was not measuring the same thing; quantitative methods were used to analyse the impact of the goal-setting intervention, whereas the qualitative methods utilised were not measuring impact, they were focussing on *perception*. This could create debate and prompt the question – which is the valid research method, and indeed result, from this study – the objective quantitative results, or the subjective qualitative experience?

The current study, however, used a mixed methods approach for a more complete study, so that the qualitative and quantitative approaches could be interpreted in light of each other. Research question one (to evaluate whether implementing a goal-setting model in primary school has an impact on the children's resilience) provided the basis for the quantitative data collection, analysis and results. Research questions two and three (explore how children, teachers and parents experience the model; and; explore what they believe brings about change and makes a difference) formed the qualitative element of the study.

When considering the quantitative results of the Student Resilience Survey at T1 and T2, results showed the children's resilience significantly decreased. This is in contrast to participants reporting that they perceive the goal-setting model as beneficial to the children, alongside other approaches taking place within the school which support resilience. Previous mixed methods studies have also demonstrated this difference in results, with qualitative results suggesting that participants see a value in an intervention, whereas the quantitative results do not support this (Hassett, 2006). If the qualitative results are also considered to answer research question one in evaluating the impact of the goal-setting model, it could be argued that the qualitative results suggest that the school community feel the goal-setting *is* developing the children's resilience and perceive it as having a positive impact.

Academics such as Luthar et al. (2000) and Liebenberg and Ungar (2009) have argued for the importance of researchers considering individual contexts when measuring resilience. With this in mind, it could be claimed that the Student Resilience Survey was not an appropriate measure of resilience within this primary school setting as it did not capture the change, or benefit, that participants seemed to report through the qualitative data. The Student Resilience Survey has multiple subscales which link into many factors of resilience, such as family and community connection, alongside school connection and goal orientation, therefore it was deemed appropriate for this study. However, another measurement scale could be more suitable for the primary school context and could capture whether the goal-setting model and whole-school approach taking place within the school is making a difference to the children's resilience.

In summary, the findings from the Student Resilience Survey and the interviews combined has provided a greater understanding of how resilience can be promoted and experienced within primary school settings. However, the results have also identified

possible new areas to explore due to the limitations of the current study. Using mixed

methods has provided both a challenge and an opportunity to integrate and analyse the

quantitative and qualitative results (Small, 2011). Overall, the results offer an insight into

how promoting resilience within an identified primary school can have an impact on the

school community as a whole.

10. Conclusion and future directions

In conclusion, the findings from the present applied research add to the growing interest in the resilience field of study which has expanded in recent years. In particular, the study focusses on the impact of promoting resilience within a primary school, and contributes to answering the question raised – how, and to what extent, can schools play a role in supporting the resilience of children (Banerjee et al., 2016). The current study took place within an identified primary school in which no research had taken place before to robustly understand the impact and perception of the goal-setting model. The teachers at the primary school track the children's progress during the implementation of the goal-setting model in-house each term. They also report on the children's wellbeing through the Leuven Wellbeing and Involvement scale. Both of these methods rely on teacher perception, therefore this research project sought to independently assess the goal-setting intervention and whole-school approach the primary school has adopted.

One of the current study's aims was to evaluate the impact of the goal-setting model taking place within the identified primary school. The children's resilience was measured using the Student Resilience Survey, and results showed a significant decrease in the children's overall resilience scores from T1 to T2 over the course of the academic year. This coincided with inconclusive results from the individual year group resilience scores, due to the inconsistency of results. Each of the survey subscale resilience scores also decreased, albeit non-significantly. The overall resilience results from T1 to T2 were somewhat disappointing, but are open to further study due to the limitations raised.

The study also sought to discover the children's, parents' and teachers' perception of the goal-setting model and find out what they believe makes the real difference to the children at the identified school. The qualitative results of the current study echo the calls

from previous research and recommendations from policy and practice that schools have a crucial role to play in supporting the emotional wellbeing and resilience of their pupils. The findings from the qualitative aspect of the current study seem to suggest that the goal-setting model benefits the pupils attending the identified primary school, especially as the school's core values of resilience, positivity, exploration and aspiration can also be reinforced through other whole-school activities and support. Whether this approach would work as well in other settings is not clear – the goal-setting model and the children's ownership of this appears embedded within the school and the children understand resilience predominantly within their learning environment.

When considering the quantitative and qualitative results together with the research questions in mind, it is difficult to draw definitive conclusions from the current study. This is due to the quantitative result of a significant reduction in the children's overall resilience scores from T1 to T2, compared to the qualitative suggestion that the goal-setting model is intrinsic to the school environment, with participants reporting how the intervention makes a difference. The quantitative results showed that resilience scores decreased during the academic year, but in contrast, parents, teachers and children offered a universal definition of resilience and children could talk in detail about what being resilient feels like, not only for them but for others as well. "Resilience" is introduced and understood predominantly within the learning environment, but the whole-school approach taking place within the school is also arguably making a difference to the children. It could also be argued that the children's attainment compared to the Kent and National averages is a reflection of their resilience, as resilient children are more likely to have higher motivation and achieve academic success (McMillan & Reed, 1994).

When considering the results of the current study, one implication for future studies is to ensure that researchers continue to evaluate the appropriate measurement of resilience

within individual settings, as emphasised by academics such as Liebenberg and Ungar (2009), and Gillespie, Chaboyer and Wallis (2007). A further implication is to examine resilience over a number of years, since longitudinal studies have suggested that children's resilience varies over time (Heller, Larrieu, D'Imperio, & Boris, 1999). This use of mixed methods research longitudinally within schools could develop understanding of how resilience can be supported within these settings. An area of future research focussing on the identified primary school in particular could be to measure the children's resilience over a number of years as they progress through the school and through the goal-setting intervention. Another suggestion resulting from the current study is to use multiple informants and the inclusion of appropriate control groups, which has been argued as critical to bolster validity (Heller et al., 1999). The identified primary school could therefore be compared to another primary school in which resilience is not promoted as a school value and a goal-setting intervention does not take place.

The current study contributes to calls from policy and practice and within the literature for schools to promote and support children and young people's resilience and wellbeing. Recent policy papers have emphasised the impact schools can have in fostering wellbeing and resilience (Department for Education, 2018; NHS, 2015; Public Health England, 2014a; Public Health England, 2014b; Public Health England, 2015b; Public Health England & UCL Institute of Health Equity, 2014). Furthermore, the small, everyday ways schools can support and promote resilience has been highlighted within the literature, such as providing a safe environment where children can make choices, express opinions, problem solve and assist others (Gilligan, 1998; Nolan et al., 2014; Theron, 2016). Resilience can be understood within a primary school context as something which can grow from supportive classrooms in which children are enabled to develop positive relationships with their peers and with trusted teachers. This, alongside encouraging

mastery of their goals and providing opportunities for skill building can help children in the face of challenge or adversity.

Children and young people spend a huge amount of their time at school; therefore, schools can provide the ideal environment for promoting good emotional wellbeing (YoungMinds, 2017). The skills, knowledge and behaviours that children and young people learn in the classroom can help them to build resilience and set the pattern for how they will manage their mental health and wellbeing throughout their lives (YoungMinds, 2017). Evidence shows that mental health initiatives in schools can lead to significant improvements in children's mental health, social and emotional skills (Durlak et al., 2011) and whole-school approaches are effective in promoting the wellbeing and mental health of staff and pupils (Public Health England, 2015b).

It has been claimed that studies on resilience offer evidence which highlight how more than any institution except the family, schools can provide the environment and conditions which foster resilience in children (Thomsen, 2002). The current study broadly supports Theron's (2016) suggestions of how to promote resilience within school settings: in which relationships between children, parents and teachers are key, engaging and developing children as active, capable agents and facilitating mastery is encouraged, and safe learning environments with resilience-supporting classroom practices are invested in. These protective factors which support the resilience and wellbeing of children and young people can be boosted within primary school contexts through mental health and wellbeing initiatives and interventions. Overall, the current study provides an indication that promoting resilience (through goal-setting and other school activities) is perceived as valuable by the participants who are part of the school community. However, future longitudinal research is necessary to be able to claim with certainty that the goal-setting model does indeed support the children's resilience.

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Appendices

Appendix 1

School vision document including the four school core values

Our Learning Values - ASPIRATION

To encourage the whole school community to reach their full potential

Believing anything is possible.... Breaking through barriers...

Our learners will...

- Believe anything is possible
- Be prepared to break the mould
- Want to achieve
- Have self belief
- Set their own goals
- Be a risk taker
- Recognise individual talents
- Strive for personal bests
- Fulfil hopes and dreams

RISK dare Dream BELIEVE TrY listen HOPe

Self reflection... Believing anything is possible...

For teaching we will...

- Have high expectations
- Be positive role models
- Celebrate steps to success
- Provide a range of cultural and life experiences
- Broaden horizons
- Encourage and nurture individual interests
- Challenge stereotypes
- Recognise the worth of individuals
- Invite a range of role models into school
- Use new technologies and mediums to enhance knowledge and understanding of the world

Our Learning Values - POSITIVITY

To encourage the whole school community to promote contagious enthusiasm

Approaching situations confidently.... Resilience.... Confidence...

Our learners will...

- Believe in themselves
- Persevere
- Be proud of themselves
- Be constructive with criticism and when receiving criticism
- Encourage others
- Be ambitious
- Be confident to try new things and situations
- Be optimistic in their approach
- Believe things are achievable
- Have a positive attitude towards each other
- Go home happy

Resilience... Being in a good place to learn... Confidence...

For teaching we will...

- Allow children to express themselves
- Promote sharing of work
- Ensure that everyone has an opportunity to contribute to school life
- Ensure each pupil has a voice
- Teach an understanding of positivity
- Support children to deal appropriately with negativity
- Reward positive attitudes
- Celebrate achievement with the whole school community

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Our Learning Values – RESILIENCE

To encourage all children and staff to persevere and adapt to all experiences

Our learners will...

-Be determined

-Not give up

-Be confident to take risks

-Learn from experiences

-Develop the ability to work through difficulties

-Adopt a 'can-do' attitude

-Be flexible and adaptable

-Stay positive

-Develop trust

-Recover quickly from disappointments

For teaching we will...

-Create a safe environment to develop trust

-Recognise and celebrate our strengths and challenges

-Encourage skills of independence

-Model the fact that it is okay to make mistakes

-Demonstrate our own weaknesses and difficulties

-Offer opportunities to access outside support

-Offer the chance to work things out for themselves

-Encourage problem solving

-Ensure resources are available for children to access

-Allow time for reflection and review

Self awareness... Saying 'I can'... Overcoming barriers...

Self awareness... Saying 'I can'... Overcoming barriers...

Our Learning Values – EXPLORATION

To ensure that the whole school community develops an enquiring mind

Our learners will...

-Be curious in all of their learning

-Believe in their own ideas

-Become independent thinkers

-Learn the skills and techniques needed to explore

-Question peers, adults and themselves

-Become enthusiastic about learning

-Think outside of the box

-Build on prior knowledge

-Challenge the existing and re-invent the new

-Have the confidence to question

For teaching we will...

-Set high expectations

-Have no limits

-Take risks independently and as a class

-Model error making

-Provide a safe and enabling environment

-Explore limitless resources

-Allow time for reflection and review

-Model language for exploration

Finding new ideas... Analysis... Research... Inquisitiveness...

Questioning... Independence... Discovery... Investigation...

Appendix 2

Formal document of goal-setting discussion between teachers and children

Behaviour for Learning and Learning Values

Consultation record

Name:	Term/Year
Member of staff:	

Behaviour for Learning

Discussion of current level / progress against previous targets:

Agreed overall level:

Agreed goal for the term:

Learning Values

Resilience

Discussion of current level / progress against previous targets:

Agreed overall level:

Agreed goal for the term:

Appendix 3

Example in-house tracking of the children's goal-setting progression

Character programme record sheet - *example*					
Class:			Term / Year		
Name:	Resilience	Exploration	Aspiration	Positivity	Behaviour for Learning
Jim A	6	4	4	3	3
Jeff B	1	2	1	1	2
Lucy C	6	5	2	4	2
Poppy D	3	6	2	2	2
....					

Appendix 4

Kent and National Absence and Attainment Figures 2012/13 – 2016/17 (from Kent County

Council Management and Information Team, October 2018).

Primary Schools	% Total Absence 2012/13	% Total Absence 2013/14	% Total Absence 2014/15	% Total Absence 2015/16	% Total Absence 2016/17	2013 % Achieving Reading Writing and Maths L4+	2014 % Achieving Reading Writing and Maths L4+	2015 % Achieving Reading Writing and Maths L4+	2016 % Achieving Expected Standard Reading Writing and Maths	2017 % Achieving Expected Standard Reading Writing and Maths
Kent	4.6	3.9	4.1	4.0	4.1	74	79	80	59	65
National	4.7	3.8	4.0	4.0	4.0	75	79	80	53	61

Absence Data is for Years 1 to 6 only.
Data includes academies and Free
Schools.
Due to new curriculum in 2016 no reasonable comparisons can be made between 2016, 2017 attainment and
previous years.

Appendix 5

*A prior statistical power calculation computed using G*Power version 3.1.9.2*
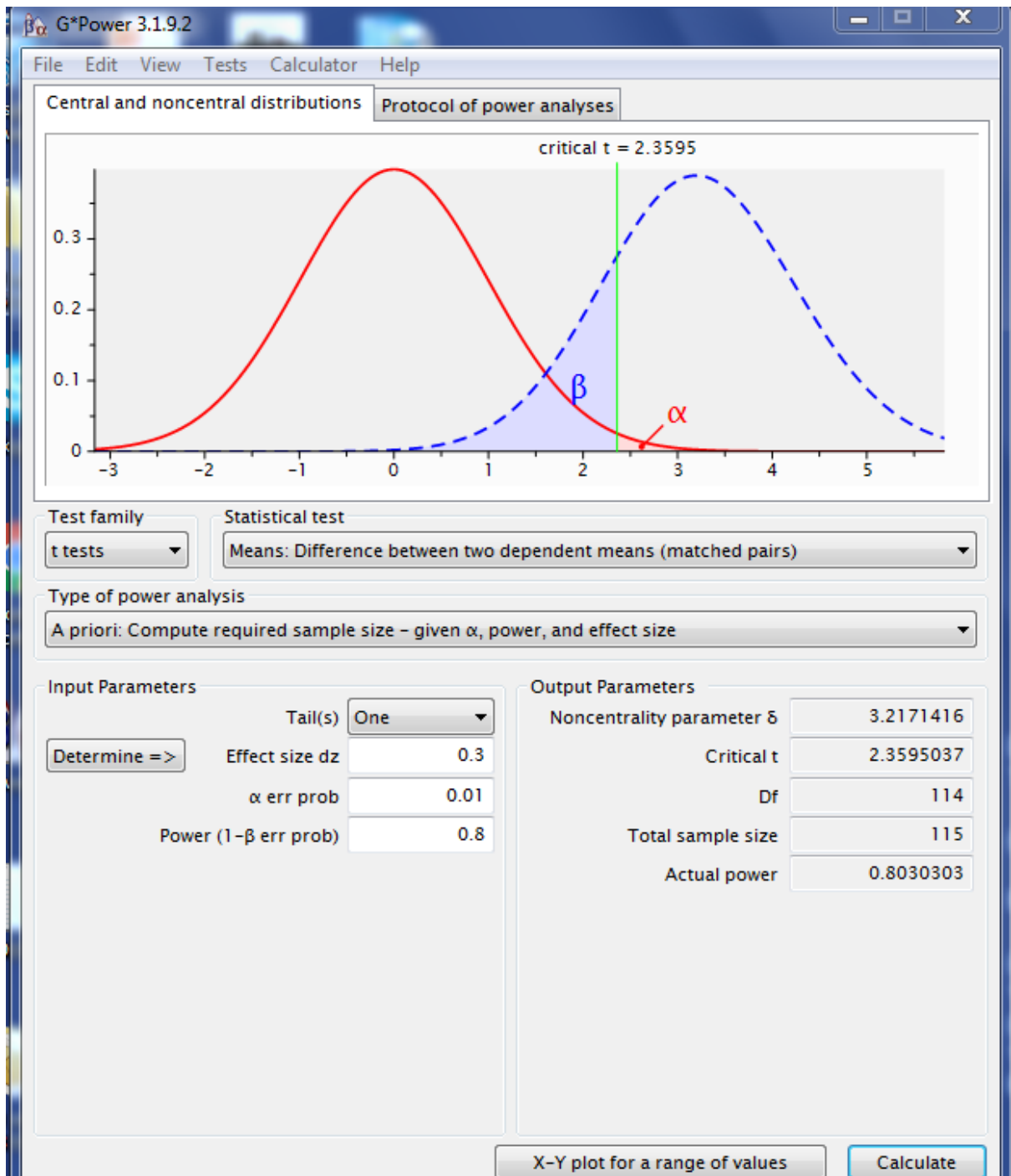
Appendix 6

The Student Resilience Survey (Sun & Stewart, 2007)

Subscales	Items
Family Connection	At home, there is an adult who: Is interested in my school work
	Believes that I will be a success
	Wants me to do my best
	Listens to me when I have something to say
School Connection	At school, there is an adult who: Really cares about me
	Tells me when I do a good job
	Listens to me when I have something to say
	Believes that I will be a success
Community Connection	Away from school, there is an adult who: Really cares about me
	Tells me when I do a good job
	Believes that I will be a success
	I trust
Participation in Home and School Life	Home and school, I do things at home that make a difference (i.e. make things better)
	I help my family make decisions
	At school, I help decide things like class activities or rules
	I do things at school that make a difference (i.e. make things better)
Peer Relationship	My friends:
	Try to do what is right
	Do well in school
Participation in Community Life	Away from school I am a member of a club, sports team, church group, or other group
	I take lessons in music, art, sport or have a hobby
Peer Support	Are there students at your school who would: Choose you on their team at school
	Tell you you're good at doing things
	Explain the rules of a game if you didn't understand them

	Invite you to play at their home
	Share things like stickers, toys and games with you
	Help you if you hurt yourself in the playground
	Miss you if you weren't at school
	Make you feel better if something is bothering you
	Pick you for a partner
	Help you if other students are being mean to you
	Tell you you're their friend
	Ask you to play if you are all alone
	Tell you secrets?
Communication	About me. I help other people
	I enjoy working with other students
	I stand up for myself
Self-esteem	I can work out my problems
	I can do most things if I try
	There are many things that I do well
Empathy	I feel bad when someone gets their feelings hurt
	I try to understand what other people feel
Problem Solving	When I need help, I find someone to talk to
	I know where to go for help when I have a problem
	I try to work out problems by talking about them
Goals and Aspiration	I have goals and plans for the future
	I think I will be successful when I grow up

Appendix 7

Children's adapted Student Resilience Survey

At home, there is an adult who is interested in my school work	☆ ☆ ☆ ☆ ☆
At home, there is an adult who believes that I will be a success	☆ ☆ ☆ ☆ ☆
At home, there is an adult who wants me to do my best	☆ ☆ ☆ ☆ ☆
At home, there is an adult who listens to me when I have something to say	☆ ☆ ☆ ☆ ☆
At school, there is an adult who really cares about me	☆ ☆ ☆ ☆ ☆
At school, there is an adult who tells me when I do a good job	☆ ☆ ☆ ☆ ☆
At school, there is an adult who listens to me when I have something to say	☆ ☆ ☆ ☆ ☆
At school, there is an adult who believes that I will be a success	☆ ☆ ☆ ☆ ☆
Away from school, there is an adult who really cares about me	☆ ☆ ☆ ☆ ☆
Away from school, there is an adult who tells me when I do a good job	☆ ☆ ☆ ☆ ☆
Away from school, there is an adult who believes that I will be a success	☆ ☆ ☆ ☆ ☆
Away from school, there is an adult who I trust	☆ ☆ ☆ ☆ ☆
I do things at home that make a difference (i.e. make things better)	☆ ☆ ☆ ☆ ☆

I help my family make decisions	☆ ☆ ☆ ☆ ☆
At school, I help decide things like class activities or rules	☆ ☆ ☆ ☆ ☆
I do things at school that make a difference (i.e. make things better)	☆ ☆ ☆ ☆ ☆
My friends try to do what is right	☆ ☆ ☆ ☆ ☆
My friends do well in school	☆ ☆ ☆ ☆ ☆
Away from school I am a member of a club, sports team, church group, or other group	☆ ☆ ☆ ☆ ☆
I take lessons in music, art, sport or have a hobby	☆ ☆ ☆ ☆ ☆
Are there children at your school who would choose you on their team?	☆ ☆ ☆ ☆ ☆
Are there children at your school who would tell you you're good at doing things?	☆ ☆ ☆ ☆ ☆
Are there children at your school who would explain the rules of a game if you didn't understand them?	☆ ☆ ☆ ☆ ☆
Are there children at your school who would invite you to play at their home?	☆ ☆ ☆ ☆ ☆
Are there children at your school who would share things like stickers toys and games with you?	☆ ☆ ☆ ☆ ☆
Are there children at your school who would help you if you hurt yourself in the playground?	☆ ☆ ☆ ☆ ☆

Are there children at your school who would miss you if you weren't at school?	☆ ☆ ☆ ☆ ☆
Are there children at your school who would make you feel better if something is bothering you?	☆ ☆ ☆ ☆ ☆
Are there children at your school who would pick you for a partner?	☆ ☆ ☆ ☆ ☆
Are there children at your school who would help you if other students are being mean to you?	☆ ☆ ☆ ☆ ☆
Are there children at your school who would tell you you're their friend?	☆ ☆ ☆ ☆ ☆
Are there children at your school who would ask you to play if you are all alone?	☆ ☆ ☆ ☆ ☆
Are there children at your school who would tell you secrets?	☆ ☆ ☆ ☆ ☆
I help other people	☆ ☆ ☆ ☆ ☆
I enjoy working with other children	☆ ☆ ☆ ☆ ☆
I stand up for myself	☆ ☆ ☆ ☆ ☆
I can work out my problems	☆ ☆ ☆ ☆ ☆
I can do most things if I try	☆ ☆ ☆ ☆ ☆
There are many things that I do well	☆ ☆ ☆ ☆ ☆

I feel bad when someone gets their feelings hurt	☆ ☆ ☆ ☆ ☆
I try to understand what other people feel	☆ ☆ ☆ ☆ ☆
When I need help, I find someone to talk to	☆ ☆ ☆ ☆ ☆
I know where to go for help when I have a problem	☆ ☆ ☆ ☆ ☆
I try to work out problems by talking about them	☆ ☆ ☆ ☆ ☆
I have goals and plans for the future	☆ ☆ ☆ ☆ ☆
I think I will be successful when I grow up	☆ ☆ ☆ ☆ ☆

Appendix 8

Interview questions for children

Session Plan for Children Interviews

Pairs of children

Resources required:

- Paper and coloured pens
- Teddy
- Emotions cards
- Printed out 'Resilience' on A4 paper each
- Printed out picture of Billy the dog each
- Gingerbread man template each

Introductions	- Grace to introduce herself and read through Info for Children checklist (including confidentiality, safeguarding etc) - If needed, 'test' the Dictaphone and let children listen back to themselves talking
Lanyards/Tribe	Start with questions around their tribe and lanyards, have they bought them with them today, can you think about your tribe and your lanyards for a minute and explain them to me? - What tribe do you belong to, can you tell me a bit about your tribe? - How does it feel to be part of a tribe in school? (emotions cards, gingerbread template if they wish to draw) - What do you like / dislike about being part of a tribe? - Can you tell me a bit about your lanyard you wear? - How do you feel when you wear the

	lanyard? • What do you like / dislike about your lanyard?
Learning Goals	• What are your lanyards for? (i.e. goals) • What do you think about setting learning goals with your teacher each term, can you tell me a bit more about that? • Can you tell me how you feel when you think about your learning goals? (Emotions cards, drawing) • Can you tell me a bit about becoming a 'master' of the learning goals? What do you think about that?
Resilience	• Can you tell me what 'resilience' means to you / draw what 'resilience' means to you (on blank paper or the resilience print out) • If you / a friend/ teddy were feeling 'resilient', what would that look like? (emotions cards, teddy, drawings) • Can you finish the sentence for me – 'When I am resilient I feel…' • If you / a friend / teddy were NOT feeling 'resilient', what would that look like? (emotions cards, teddy, drawings) • Can you tell me a bit about / draw something within the school, or outside of school, which makes you feel resilient? Expand on.

| Other activities/ Billy the dog | Can you tell me about any other activities in the school you like? What do you feel about them? (i.e. run a mile a day, Billy the dog, or what they come up with) Can you tell me about / draw Billy the dog? (use print out if needed) Have you spent any time with him / what happened / How did spending time with Billy make you feel? (emotions cards, draw on Billy picture, teddy) Can you remember how you felt after you had spent time with Billy, compared to before? (emotions cards, draw on Billy picture, teddy). |
| | Is there anything else you want to talk about / tell me today? |

Appendix 9

Interview questions for parents

Interview Questions for Parents

Ice breaker questions to start with if needed:

How did you get to this interview today, was it an easy journey?

To start with, I'm going to ask a few questions about the lanyards the children wear at school and goal setting the children do each term with their teacher:

Are you aware what the lanyards your child/children wear are for?

Can you talk me through what happens when your child/children sets goals/learning values with their teacher?

How does your child/children feel about setting the learning goals each term?

Can you tell me what you think about the learning goals and any difference this makes (prompt learning, wellbeing, achievement, ownership etc)

Have you noticed a difference in your child's attitude or behaviour since working towards goals/learning values every term with their teacher, can you give me a specific example?

Do you think goal setting each term makes a difference to the children in school, or would you say it was something else that makes a difference?

What do you think about your child/children becoming 'masters' of certain goals?

Now we're going to discuss the resilience core goal individually in a bit more detail:

What does 'resilience' mean to you?

What do you think being 'resilient' means to your child?

Can you tell me what you think setting resilience goals does for your child?

Does your child/children talk about resilience, or any of the other 3 core goals/learning values (aspiration, exploration and positivity) at home?

The school in general:

Can you tell me about any other wellbeing initiatives or activities within the school which take place? What do you think about them? (i.e. Billy the dog, run a mile a day, healthy eating, pastoral support etc).

What do you think about Billy the dog, how do you think the children feel

about him?

Is it important to you that emotional wellbeing and good mental health are promoted within primary schools? If yes, why? If not, why not?

What do you believe makes the biggest difference to the children at school, in terms of their behaviour, their school work, and their wellbeing?

Please tell me anything else you think is relevant in terms of what we have covered in this interview?

Appendix 10

Interview questions for teachers

Interview Questions for Teachers

Ask the teacher to introduce themselves and what Year Group they teach

To start with, I'm going to ask a few questions about the lanyards the children wear at school and the goal setting the children do each term:

Can you tell me a bit about what the children's lanyards are for?

What is the process for setting goals/learning values every term with the children?

How would you describe the children feel about setting these goals each term?

What do you think goal setting with the children does for them? (Expand on their responses for more detail i.e. learning, wellbeing, achievement/ownership etc)

Can you tell me a bit about the difference, if any, goal setting makes to the children? Does it make a difference, or is it something else instead?

Can you describe the process behind children becoming 'masters' of a certain goal? How do you think this makes the children feel/behave?

Now we're going to discuss the resilience core goal individually in a bit more detail:

What does 'resilience' mean to you?

What do you think being 'resilient' means to the children?

Can you tell me a bit about how you discuss resilience and working towards a resilience goal each term with the children?

What do you think discussing resilience does for the children?

The school in general:

Can you tell me about any other wellbeing initiatives or activities within the school which take place? What do you think about them? (i.e. Leuven Scale, Billy the dog, run a mile a day, healthy eating, pastoral support etc).

What do you think about Billy the dog, how do you think the children feel about him?

Is it important to you that emotional wellbeing and good mental health are promoted within primary schools? If yes, why? If not, why not?

What do you believe makes the biggest difference to the children at school, in terms of their behaviour, their school work, and their wellbeing?

Please tell me anything else you think is relevant in terms of what we have covered in this interview?

Appendix 11

Children/Parent/Teacher transcripts broken down into initial themes

Parents

Goal setting / Core school values   *Experiencing values / goal setting*

All parents were unaware about the process of the goal setting between the teachers and their children. All parents could not say that the goal setting has made a difference to their child's behaviour/attitude. Two parents emphasised the importance of goals being suitable and relevant for individual children and their capabilities/needs. One parent described the core values having a positive impact on the children and them thriving from the core values and from the structure of school environment as a whole. Parents rely on information from their children as to what takes place within school – parents are aware of certain things taking place within the school. Focus on a whole school culture and the role of teachers and supporting children when needed.

Grace - So I was wondering if you could talk me through what happens when your child sets goals with their teacher, if you know much about that?

Parent – erm, to be honest I don't really know much about that. So it's not something that I can really answer.

"I don't know what my child's goals are. Erm, I get very limited information from him..."

"I think it's a definite big impact on the children because they seem to thrive a lot from them [the values]... you know, words."

"[Setting learning goals has resulted in a] better attitude, erm, cos obviously half term they're then normal, well not normal children but they act differently and then obviously when they've got to school it's more of a set thing, they do what they need to do and they come home all happy."

"[Goal setting] gives them something to aim for, once they've achieved it then obviously it's a massive boost I suppose to their self confidence that they've, they've achieved it, erm, to go forward, for definite."

"I do think it's good, I think it makes them think about what they need to develop and kind of their own... what they need to work on in themselves."

"I think maybe achieving the goals and the support that they give [is] what makes it a difference... rather than 'you're year X so this is what we expect of you' to each individual person. So one that's more capable has a higher goal, to me, and the lower, you know, and then it's obviously it's achievable for each child and that ultimately affects them and them wanting to come to school doesn't it because they're happier that they're doing well."

Resilience   *Defining + experiencing resilience*

Parents could describe what they thought resilience meant, and describe what they think their child would say resilience means. All four parents said that their children do not talk about resilience, or any of the other core values at home. Parents said they thought setting goals around resilience gives their children confidence not to give up, has meant their child is more positive about themselves and others around them, and keeps their child on task and encourages them to concentrate. One parent

"Some of the things, especially like exploration, in fact all of them could be used outside, or anywhere really in the playground, at play time if we were doing, I do Forest School so in a Forest School environment. Erm, and at home, it could apply, especially ones like positivity and self-esteem, things like that."

"I know some children have talked about it with their parents at home. Because I think in the beginning we did, I think we did start sending them home in the beginning, so the parents knew what their targets were as well." - this is not reflected in the parent interviews at all.

Resilience   *Defining / experiencing Resilience*

Teachers define resilience as not giving up (all 3 teachers). Other definitions include making mistakes is okay, and trying different routes to be successful. Teachers explain resilience as not giving up and working through mistakes. Teachers acknowledge that different children can be more/less resilient depending on individual factors and differences such as more positive/negative children, self-esteem, confidence etc. One teacher said resilience is the core value the children understand/focus on the most as it is associated with their learning.

"In terms of in my classroom it would be, I would deliver it to the children ultimately as saying 'not to give up'."

"I think it's about not giving up, and understanding that making mistakes it okay, and actually we learn from those. Er I think that's a really important message to give to the children as well, erm and to be demonstrated in class by teachers, T.A's, any member of staff."

"If you said to them [the children] 'what does it mean to be resilient?' I think they would apply it in the context of their learning first of all. I think they would say 'oh not to give up with my learning, to keep trying'. Erm, you know to have another go... Sometimes they find it quite difficult to make mistakes. So I think it kind of... you can sort of wrap it up with that and say you know you learn from your mistakes, be resilient, give it another go, it doesn't matter if you've made a mistake."

"I think it just makes them aware that it's okay to be who they are, to know they're not all going to understand something straight away, that you know it's all part of the journey. Erm, and yeah I think yeah, it's okay to just be you, really."

"They [the children] understand it as not giving up. Erm I think some children are more resilient than others in certain situations, but I think that's also different factors for example confidence, self-esteem. Erm but the children do know, do agree that's it about not giving up and making mistakes."

"The kids... are very clued up on resilience, I think that's the one they hone in on most because I think in a learning environment it's easier to talk about that if we're talking about 'this is a challenging bit of work you're gonna have to show your resilience'. It's words we use all the time with the children so they're quite familiar with the language, especially if it's a more challenging task, they know they're going to need to show resilience in order to succeed. Yeah definitely that one I think in learning terms they hone in on more than the other three, I think. They associate that more with learning, to be resilient."

Children

Tribes — *culture / identity of school*

Tribes = friendships / mixing with other children, different activities/challenges, team work, and competition between tribes.

Grace – why do you enjoy it?

Child1F – because it's nice to have my other friend X with me because she's in the same tribe

"each term we do a tribal erm like challenge and we, each tribe has to do the best"

"I think it's good cos you get to experience challenges and then you also get to have fun with different people in different year groups and stuff. Because you don't normally get to talk to them [children in other year groups] when you're in class so…"

Lanyards — *core values / goal setting*

Lanyards = year 2 and year 4 linked the lanyards to the core values and learning goals with no prompts. Year 6 needed prompting, and despite not liking the physical lanyard described what they represent (i.e. the core values / learning goals) as good. Year 2 and Year 4 like the lanyards representing the core values and what they need to achieve, year 6 don't like the actual lanyards.

ownership

- "I don't like them, they really itch!"
- "They're annoying… it's like if you do your work and bend down it [the lanyard] gets in the way of writing or it, if it's in assembly or something people take them off and clip and unclip them"
- "It shows us our, our values like resilience, positivity, erm exploration and aspiration"
- "They tell you what you need to like reach and it is the colour of your tribe that you're in"
- "The lanyards are like the er they're like kind of like medals like they're shaped like medals, there are like four challenges on there"
- "Yeah cos then you can look at them and see what your target is doing so you can do it in the lesson if it's anything to do with the lesson

Goal setting process / how they feel about it — *core values / goal setting*
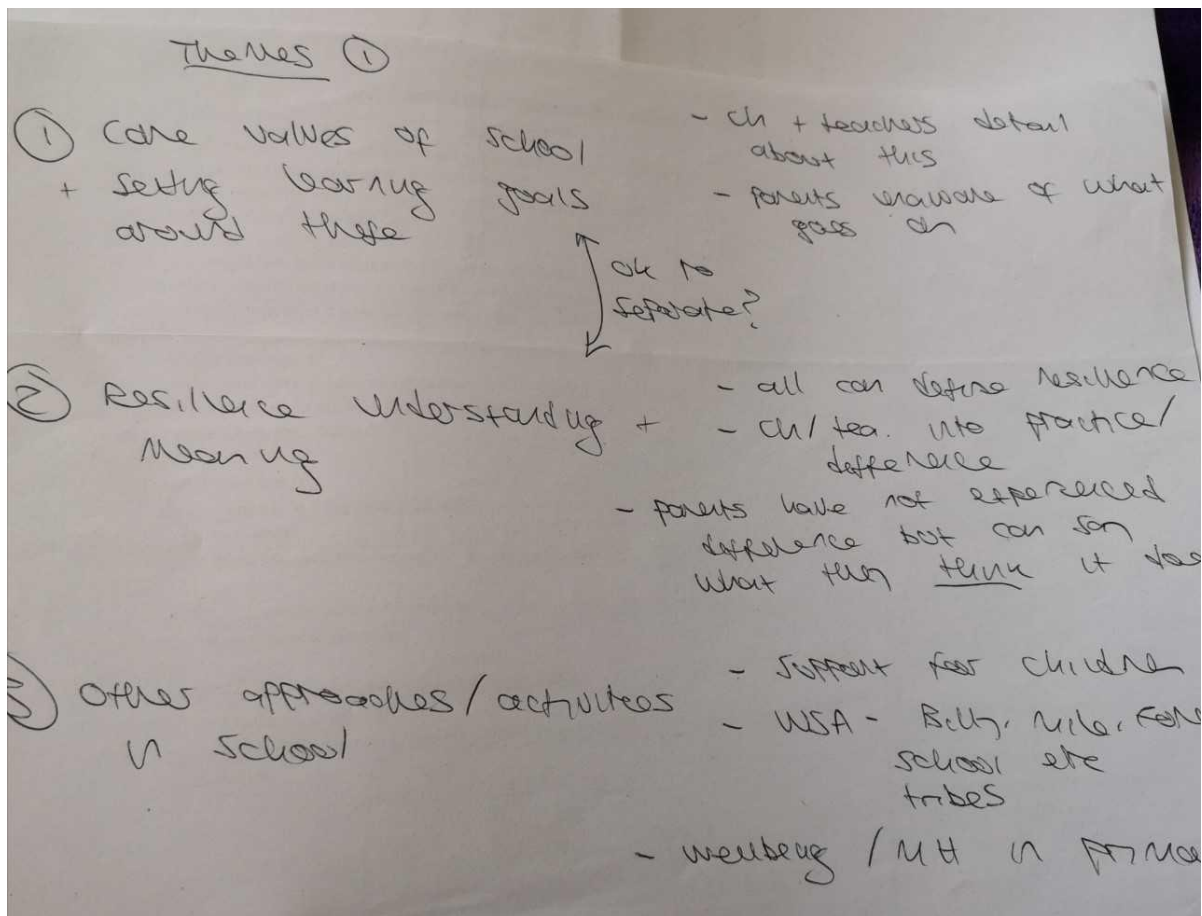
All children could talk in detail about the goal setting process and all see it as positive for different reasons (developing skills, learning more, reward at the end of term etc). Some could recall individual goals to tell me about them. Goal setting is embedded each term and children are fully aware of the process and whether they have reached the goal, or not yet met the goal. Children have ownership of this process. Resilience is linked to working through the goals.

- "It's good cos you know what you have to accomplish by the end of the term"
- Grace – how does it make you improve?
- "Er, some improve confidence like the one where you've got to host a lesson… and some just help some of your skills"

Appendix 12

Initial themes

Themes ①

① Core values of school + setting boaring goals around these
- Ch + teachers detail about this
- parents unaware of what goes on

[ok to separate?]

② Resilience understanding + Meaning
- all can define resilience
- ch / tea. into practice / difference
- parents have not experienced difference but can say what they *think* it has

③ Other approaches / activities in school
- Support for children
- WSA - Billy, Nile, fort school etc tribes
- wellbeing / MH in prima

Appendix 13

Refining themes