Back to the Future: the 3 R's for Effective Schooling and Resilience During the Transition to Secondary School

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The quest for effective schooling has occupied researchers, educators and practitioners for decades, creating much debate, both in Australia, and internationally, about what is best for our students in terms of curriculum and pedagogy. However, the continual pressure for improved educational outcomes for students as well as increased school performance, suggests we are not quite there yet! The way in which educators and policy makers conceive of 'effective schooling' warrants closer investigation.

This paper reports on young people's perceptions about the resources they need to navigate towards educational resilience during the transition from primary to secondary school. It challenges thinking about resilience and what constitutes effectiveness in school settings as it concentrates on students' views about the resources they deem important for being and doing well in school; resources generally undervalued in the educational and resilience literature.

This paper will report on findings to emerge from an Australian longitudinal study and presents, through the voice of students, the pivotal role of the 3 R's - Relationships, Rigour and Relevance – in helping young people build capacity and navigate towards resilience during the transition to secondary school; making schooling effective for them.

Findings from this research contribute to and extend the discourse of educational resilience and have significant implications for educators as it challenges current practices in the Middle Years of Schooling by offering a grounded perspective on school effectiveness and how to support students so that they can experience success in contextual and culturally meaningful ways. With a focus on the 3 R's - *Relationships, Rigour and Relevance*, the quest for guiding principles on effective schooling take us back to the future!