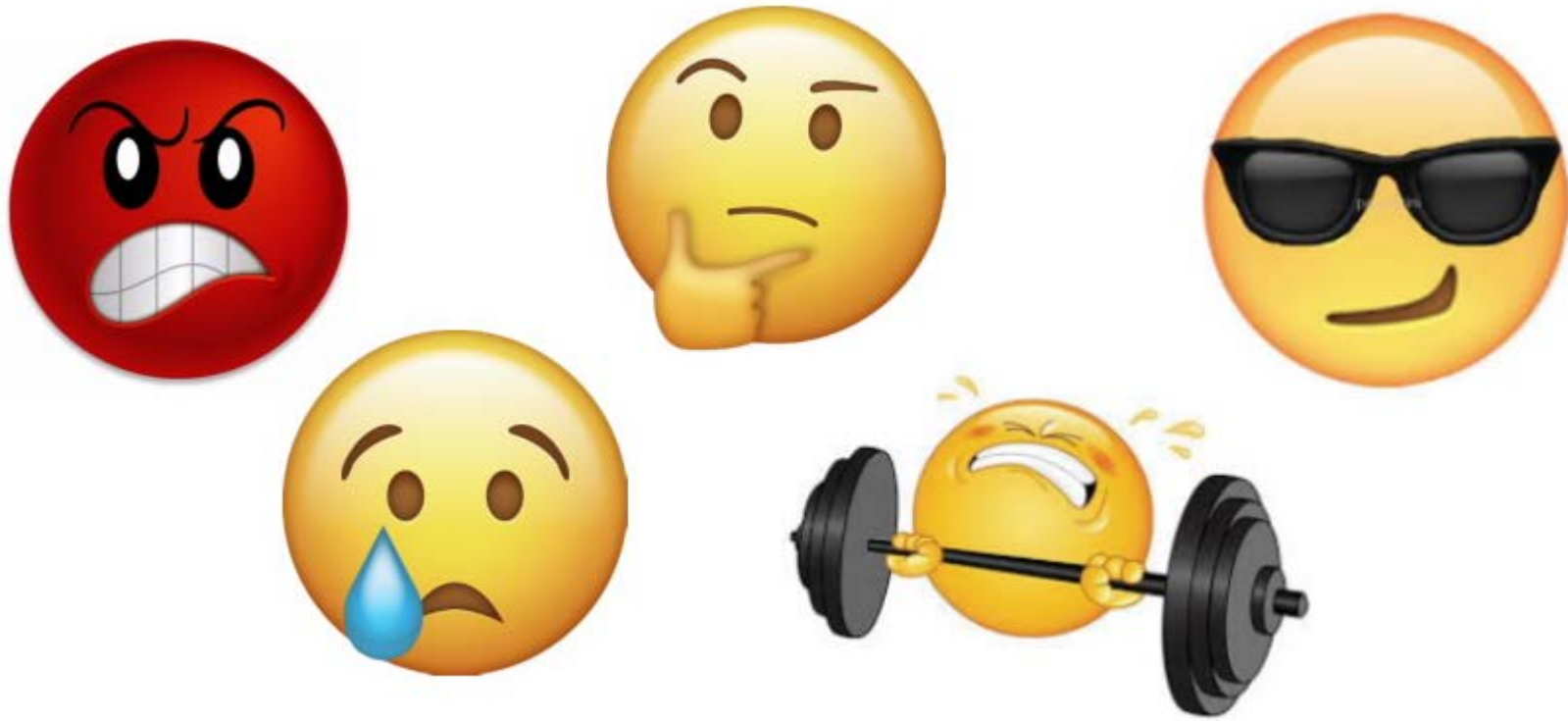


Resilience



Resilience is...

..the ability to keep working at something even when things get difficult.

....the ability to “bounce back” from difficult events or situations.

Challenges, difficulties, a level of stress are needed to build resilience

Anxiety and trauma

If your child

- Has a medical diagnosis
- Is suffering from debilitating stress or anxiety
- Has undergone/is undergoing a traumatic event

Please contact us

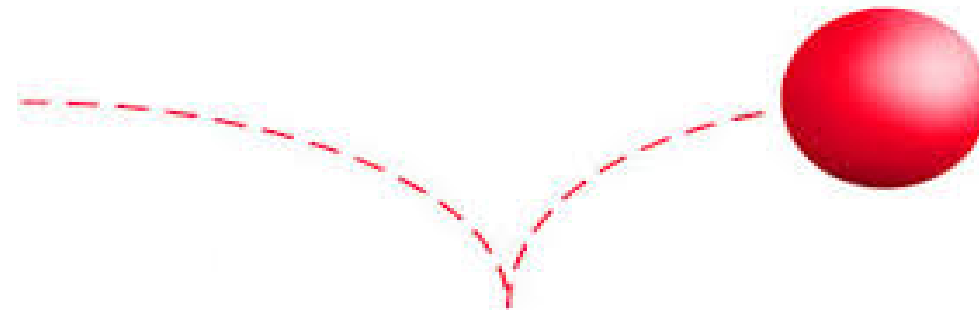
We can help you to find help

Provide help and support at school

Helping students to be resilient

- Is one of our school priorities
- Is included in the Australian Curriculum

Resilience





Literacy

[Learning continuum](#)

[Find out more](#)



Numeracy

[Learning continuum](#)

[Find out more](#)



**Information and Communication
Technology (ICT) Capability**

[Learning continuum](#)

[Find out more](#)



Critical and Creative Thinking

[Learning continuum](#)

[Find out more](#)



Personal and Social Capability

[Learning continuum](#)

[Find out more](#)



Ethical Understanding

[Learning continuum](#)

[Find out more](#)



Intercultural Understanding

[Learning continuum](#)

[Find out more](#)

The personal and social capability

- Self Awareness
- Self Management: Students develop the skill to manage themselves in a range of situations i.e. develop confidence, **resilience** and adaptability
- Social awareness
- Social Management



What is needed in 21st Century Classroom?

Guy Claxton

- **Knowledge** – important, deep concepts and knowledge that we need to know
- **Expertise** – literacy, numeracy, digital literacy, graphical literacy, linguistic ability
- **Dispositions** – relationships with others (prosocial skills)
attitude to learning – **resilience**, perseverance, creativity, critical thinking, curiosity

**Knowledge and expertise get you through the door (Grades, Marks)
but dispositions determine long term success**

We need to talk about results +

Future of Education response

Important messages we give students?

Five ways to wellbeing - makes us “strong”

(Connect, Be Active, Take Notice, Keep Learning, Give)

Recognise what you are thinking and what you are telling yourself – practise positive self talk.

Put things into perspective – how important is it in the big scheme of things? Put on a scale of 1-10. I’ve got through this before

Take some control when you can.

Resilience does not mean pretending that tough things don’t happen – seek help when you need it

To build resilience teachers must

- Believe that every student can learn
- Make sure that students work “in the amber zone”
- Differentiate – support and extension
- Care, don’t coddle
-YET



What Can You Do as a Parent?



Work on your child's Mindset

(Dr Carol S. Dweck)

What do you believe about intelligence?

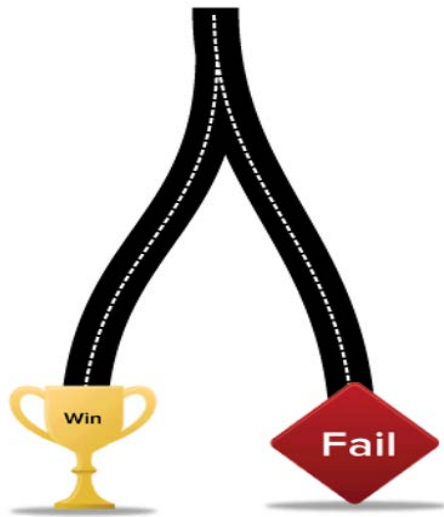
1. Your intelligence is something very basic about you that you can't change very much
2. You can learn new things, but you can't really change how intelligent you are
3. No matter how much intelligence you have, you can always change it quite a bit
4. You can always substantially change how intelligent you are

Fixed Mindset

Intelligence

Ability

Talent



Negative labelling

Low effort syndrome:

I'm stupid, I lack ability, there is no use trying

Positive labelling

Fear of failure – I will be shown not to “have ability” – avoid challenge – failure to improve

Growth Mindset



I can learn

With effort/practice I can grow

Challenges help me to learn

How can a Growth Mindset be fostered?

The messages we give are important

Be careful about **how** we praise:

“You learned that so quickly. You’re so smart”

“You are brilliant. You got an A without even studying”

“ You are so talented....you’re a natural”

“You’re just like me. I was no good at Maths either”

Instead:

Praise effort, improvement, strategy, persistence, practice



Messages about Failure

1. Tell Elizabeth that you thought she was the best
2. Tell her she was robbed of a ribbon that was rightfully hers
3. Reassure her that gymnastics is not really important
4. Tell her she has the ability and will win next time
5. Confirm that she did not deserve to win



Focus on Learning rather than Performance

	Learning Zone	Performance Zone
GOAL	Improve	Do your best
ACTIVITIES	For improvement	To show what you can do/know
FOCUS IS ON	What you haven't mastered yet; being vulnerable and open	To display what you have mastered; to show yourself in the best light
MISTAKES	Are expected	Are minimised
BENEFIT	Growth – future performance	Immediate performance
ANXIETY LEVELS	Low	High

Remember:

Role Model resilience yourself – share your own positive self talk

Be careful of the language you use – use the language of the Growth Mindset

Focus on the feedback and learning rather than the Grade

Ask lots of questions rather than give answers

Let teacher know if work is too hard or too easy

....YET

You don't build resilience by constantly rescuing/saving



When performing gets in the way of improving: Eduardo Briceno TEDx Talk

<https://www.youtube.com/watch?v=KaiwGb0csas>

“Takeaways”

Ideas to Share

Questions