

The background features a dark navy blue field with several overlapping, semi-transparent geometric shapes. On the left, there are shapes in shades of green, blue, orange, and pink. On the right, there are shapes in shades of light green, blue, purple, and red. The shapes are layered, creating a sense of depth and movement.

RESILIENCE

LHS Strategic Plan 2017 - 2021

PRIORITY 1

All students are engaged and successful learners.

All students will be emotionally, behaviourally and cognitively engaged in school. All will be challenged and making progress. Learning opportunities will be tailored to meet the individual needs of all students.

PRIORITY 2

All students will be critical and creative thinkers and resilient people.

Students will use both logic and imagination to reflect on how they can best tackle issues, tasks and challenges. Students will be able to inquire into possibilities, seek alternatives, be innovative risk-takers and become confident, resilient and adaptable.

The detailed LHS Strategic Plan 2017-2021 is available on the school website:
http://www.lynehamhs.act.edu.au/our_community/school_board



Connections between our Strategic Plan and the AC General Capabilities

- Critical and Creative Thinking
- Personal and Social Capability

The Australian Curriculum website:

<https://www.australiancurriculum.edu.au/f-10-curriculum/general-capabilities/>



Self Management

In developing and acting with personal and social capability, students:

- express emotions appropriately
- develop self-discipline and set goals
- work independently and show initiative
- become confident, **resilient** and adaptable.



So what is
resilience ?



So what is **resilience** ?

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

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

RESILIENCE IS:

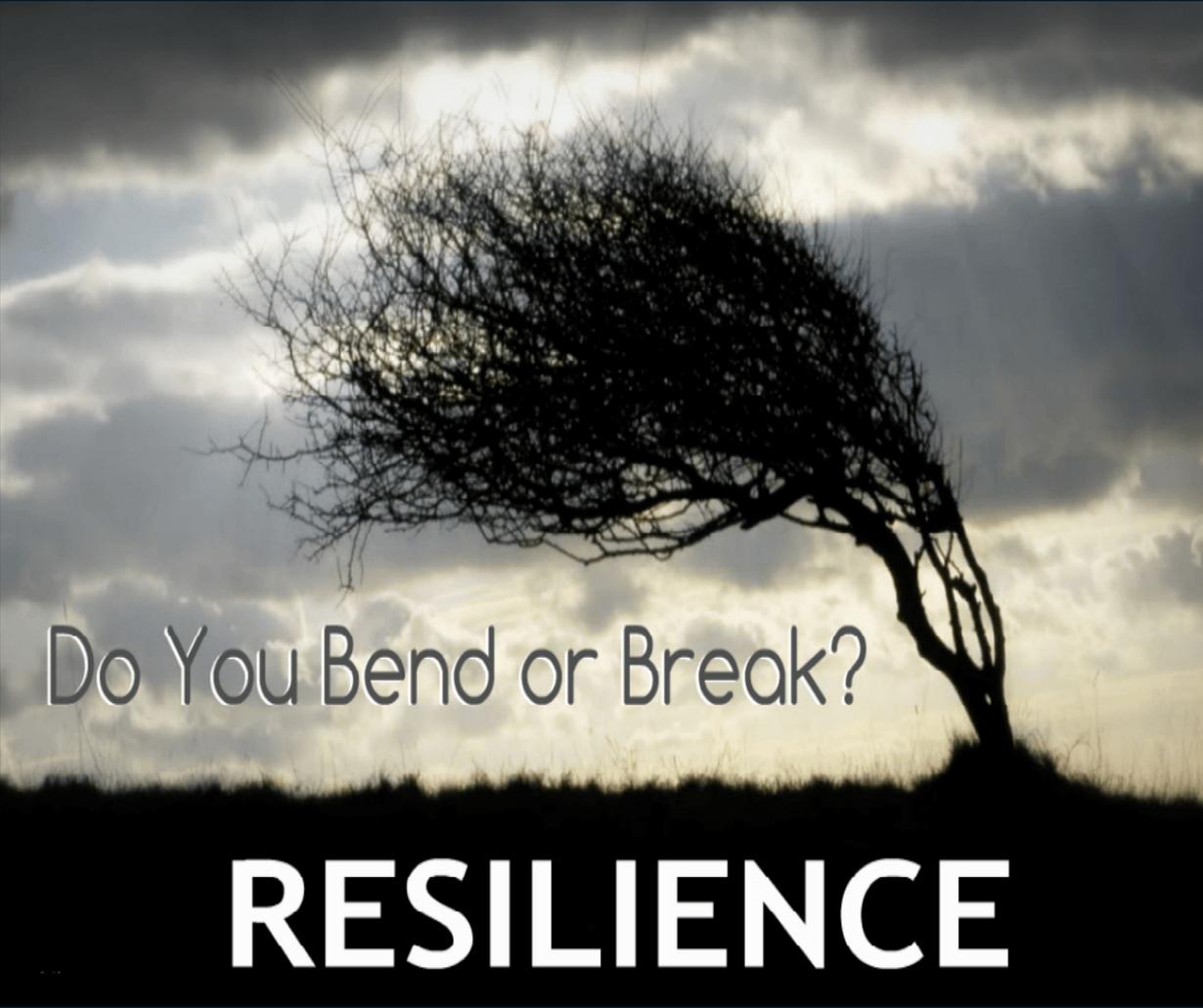
UNWAVERING DETERMINATION
TO BOUNCE BACK FROM THE BRINK OF DESPAIR

TRYING
EVEN IF YOU'RE
NOT SURE
YOU'LL SUCCEED

THE COURAGE
TO COME BACK
FROM A FAILURE

NEVER GIVING UP
EVEN WHEN THINGS GET TOUGH

GETTING BACK UP AGAIN
WHEN YOU'VE BEEN KNOCKED DOWN



Do You Bend or Break?

RESILIENCE

What happened in 2017?

- Explored the concept of resilience
- Newsletter articles
- Parent Forum
- Day of Failure

What has happened in 2018?

- Staff Professional Learning (January) with Dr Andrew Fuller
- Formative assessment and differentiation
- Parent Forum
- 5 Ways To Wellbeing - coming soon ...

Paul Dillon (Newsletter - 2017)

So what can parents do to support their child through the transition period to high school and, in doing so, help build their resilience?

Meet their new friends

Meet their new friends' parents

Don't be afraid to express your concern if you're worried about who they're hanging out with

Keep talking to your child and show an interest

Be involved

Find a special activity for you and your child to do at least once a week

8 Habits that predict Successful Learning

The study of student motivation and engagement has uncovered a great deal about the particular habits and traits of those learners who are more likely to succeed. Listed here are the 8 of those habits which appear to be the best predictors of success.

Effort

Attendance

Engagement

Enjoyment of Learning

Skill Development

Participation

Persistence

Self-concept

Stress / Anxiety / Trauma

Stress

While stress and anxious feelings are a common response to a situation where we feel under pressure, they usually pass once the stressful situation has passed, or 'stressor' is removed.

Anxiety

Anxiety is when these anxious feelings don't go away – when they're ongoing and happen without any particular reason or cause. It's a serious condition that makes it hard to cope with daily life.

Trauma

If your child has undergone / is undergoing a traumatic event, **please contact us** so that we can help you to find help and put appropriate supports in place at school.

Anxiety is the most common mental health condition in Australia.

1 in 4 people

1 in 3 women

1 in 5 men

will experience anxiety at some stage in their life.

What is needed in the 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 (pro-social 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 +

What do you believe about intelligence?

(Dr. Carol S. Dweck)

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

"Failure is an opportunity to grow"

GROWTH MINDSET

"I can learn to do anything I want"

"Challenges help me to grow"

"My effort and attitude determine my abilities"

"Feedback is constructive"

"I am inspired by the success of others"

"I like to try new things"

"Failure is the limit of my abilities"

FIXED MINDSET

"I'm either good at it or I'm not"

"My abilities are unchanging"

"I don't like to be challenged"

"I can either do it, or I can't"

"My potential is predetermined"

"When I'm frustrated, I give up"

"Feedback and criticism are personal"

"I stick to what I know"

How can a Growth Mindset be fostered?

The messages we give are important - we need to be careful with our language and how we praise.

Avoid

"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

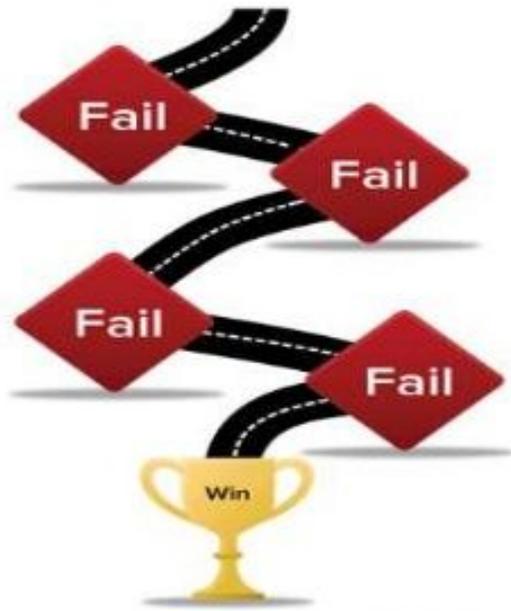
Praise:

- Effort
- Improvement
- Strategy
- Persistence
- Practice

What Most People Think



What Successful People Know



@douglaskarr



Students have higher

SELF-ESTEEM

and are more

RESILIENT

when they perceive

MISTAKES

as experiences from which to

LEARN.

Important messages we give students

- Five Ways To Wellbeing - make us “strong”
(Connect, Be Active, Take Notice, Keep Learning, Give)
- Recognise what you are thinking and what you are telling yourself - practice positive self-talk.
- Put things into perspective - how important is something in the big scheme of things? On a scale of 1 - 10? I’ve got through this before.
- Take control when you can.

Resilience does not mean pretending that tough times don’t happen - seek help when you need it.

Five Ways To Wellbeing



TALK & LISTEN,
BE THERE,
FEEL CONNECTED



DO WHAT YOU CAN,
ENJOY WHAT YOU DO,
MOVE YOUR MOOD



REMEMBER
THE SIMPLE
THINGS THAT
GIVE YOU JOY



EMBRACE NEW
EXPERIENCES.
SEE OPPORTUNITIES.
SURPRISE YOURSELF



Your time,
your words,
your presence

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



The teenage brain is a work in progress. Young people are dealing with social, emotional and cognitive changes that are not yet developed. Parents can help by listening, staying calm and being good role models.

themodernparent.net



Three ways to build resilience

(Dr. Andrew Fuller)

- Improve the quality of connections, friendship, compassion and forgiveness in schools, families and communities. Forgiveness is the central principle of cultural change.
- Demonstrate to young people the skills of resilience through classroom activities, year or school based events. This is often called social-emotional learning.
- Strengthen student voice and increase the empowerment of young people by having them devise meaningful projects that involve local young people contributing to making a difference in their schools, communities or world. We call these “students create the future” projects.

What are we doing to Build Resilience in our students?

- Believe that every student can learn.
- Know our students - formative assessment.
- Make sure that we provide work that challenges our students to “work in the amber zone”.
- Differentiate work and activities - support and extension.
- Examining our Social-Emotional Learning plan / activities.
- Student voice and agency - Student Forum / Projects

What can we all do to Build Resilience in our young people?



- Role model resilience yourself - share your own positive self-talk
- Be careful of the language you use - think Growth Mindset.
- Focus on feedback, learning and improvement - not just the grade.
- Ask lots of questions rather than give the answers.



THANKS!

Any questions / ideas / takeaways?

You can contact me at:

rob.emanuel@ed.act.edu.au