



Stay and Learn Morning

Being a resilient learner

Housekeeping

- ▶ When you get to class please sign the signing in sheet so we have a record of who has attended. You only need to sign one sheet so if you go to more than one class do not sign another sheet.
- ▶ No fire drill is planned so if a fire bell rings please lead out with the class and gather in the small playground so we can check everyone is safely out.
- ▶ Ensure that all mobile phones are switched off or on silent and kept in pockets, bags etc for safeguarding reasons. If you have an important call to take/ make please step out of the classroom before getting your phone out.



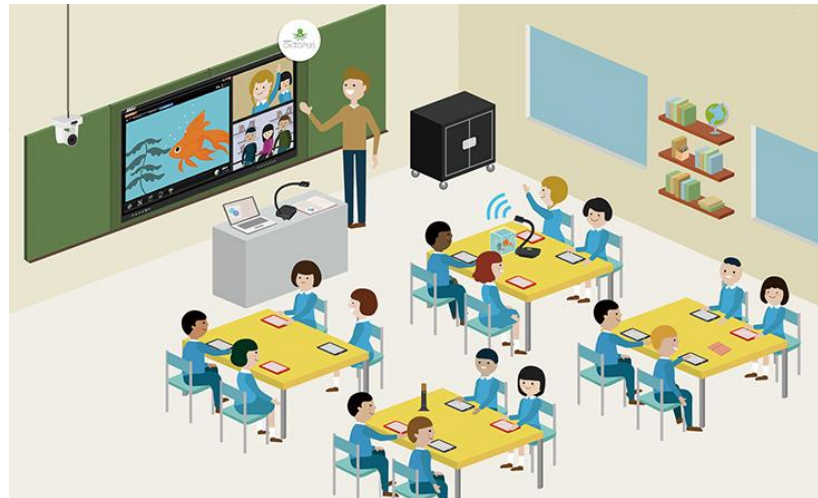
Aim of the morning

- ▶ To define what learning, resilience and growth mindset are.
- ▶ To identify some elements of good learning.
- ▶ Begin to recognise which of these traits your child/children demonstrates.
- ▶ Begin to understand how to support developing a resilient learner.

How will it work?

- ▶ You will go in to class for 30 minutes to support your child with a problem solving activity. We want you and your child to enjoy this but please try and observe how your child interacts with the instructions and challenges to get the most out of the session.
- ▶ At 9.30am, we will meet back in here for 30 minutes to look at some helpful information and provide you with a resource to help you support your child.
- ▶ You will return to class and support your child again with your resource to help.

If you have more than one child in the school please feel free to go to different classrooms in different sessions.



When you get to class with your child try to observe the following:

About your child:

- ▶ Are they actively listening to others or hearing what they are saying?
- ▶ When they are asked to do something (have a discussion/ start a task etc) do they start within 2 seconds?
- ▶ How long do they stay with a problem before asking someone for help?

About you:

- ▶ When you start the task do you ask your child what to do or do you retell them what to do?
- ▶ At any stage in the task did you have the resources in your hands doing the task whilst your child did not?
- ▶ How long do you wait before stepping in when your child got stuck and/or asked for help?

Welcome back from class



What is learning?

The process of obtaining or developing skills or knowledge, which can be recalled, applied or used in the future.



What do you think about learning?

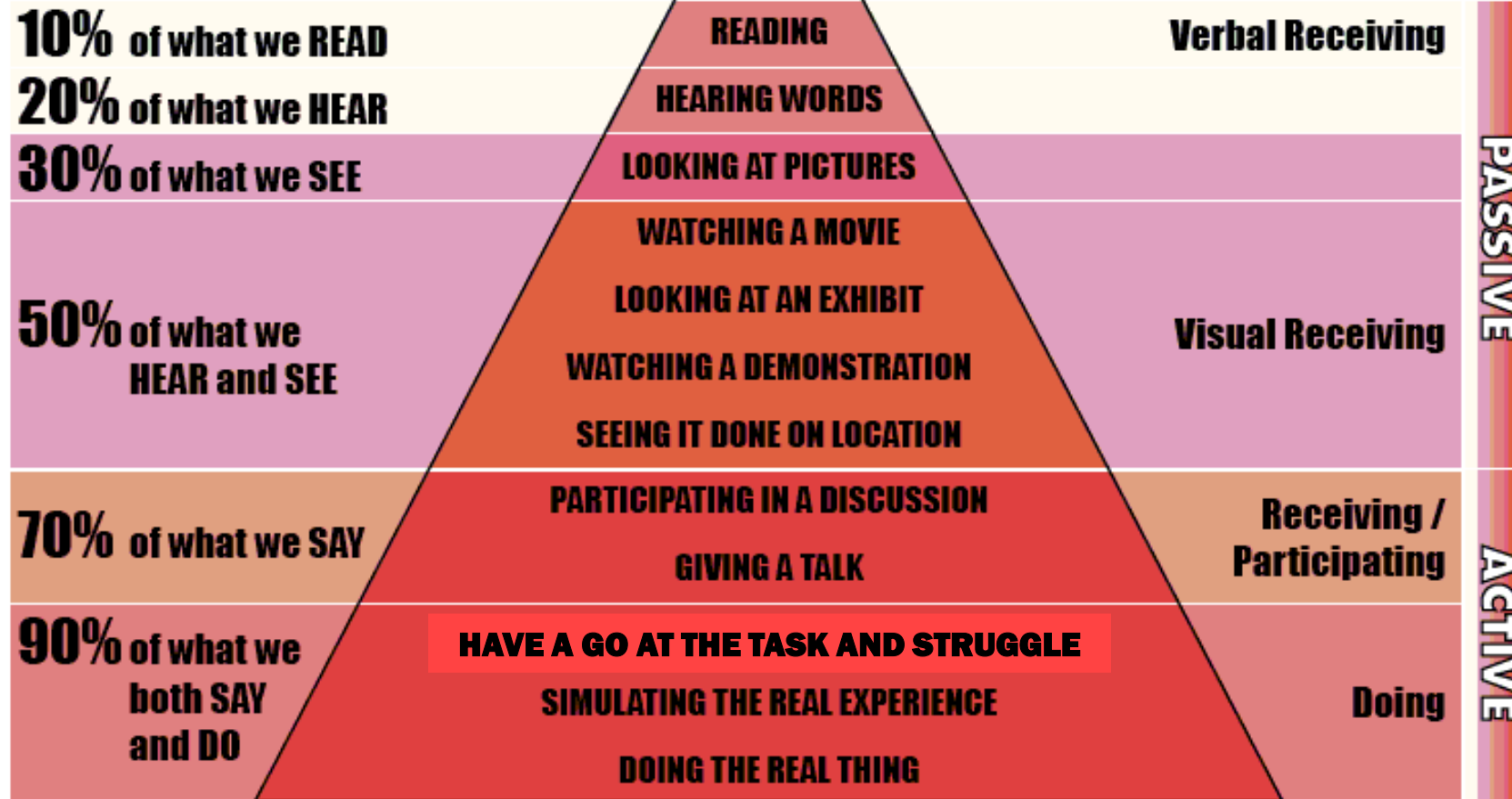
Think about these statements and decide how true you think that each one is.

- ▶ As long as a child is watching a teacher, hearing what they say and not talking they are learning.
- ▶ After a child has been initially taught something, if they can't do it someone should show them how to do it again.

Cone of Learning (Edgar Dale)

**After 2 weeks
we tend to remember...**

**Nature of
Involvement**

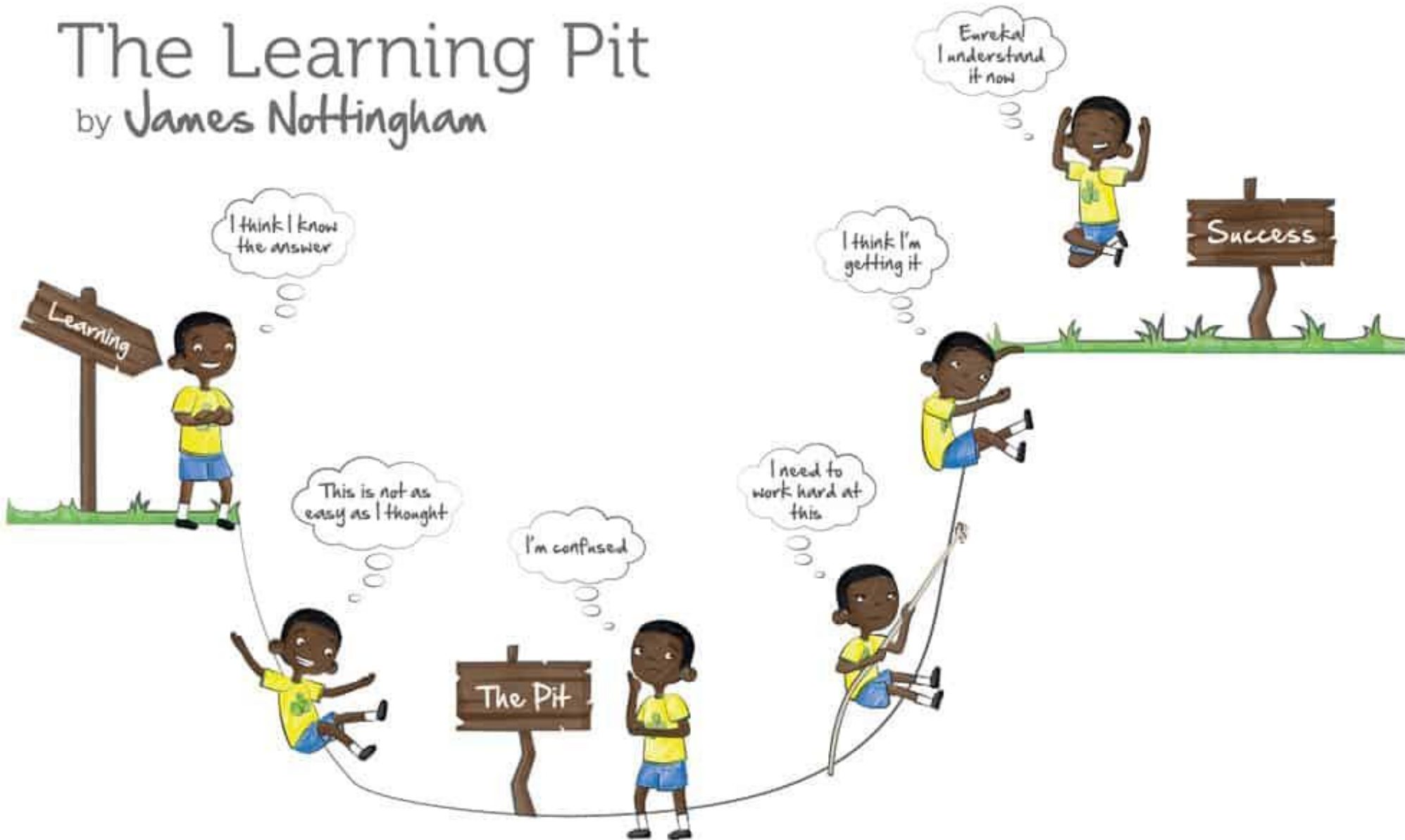


This shows that if a child only watches and listens to a teacher, even if it is best teaching in the world, they will learn at best 50% of what they are taught.

To put that another way: 50% is below age related expectation in the curriculum.

The Learning Pit

by James Nottingham



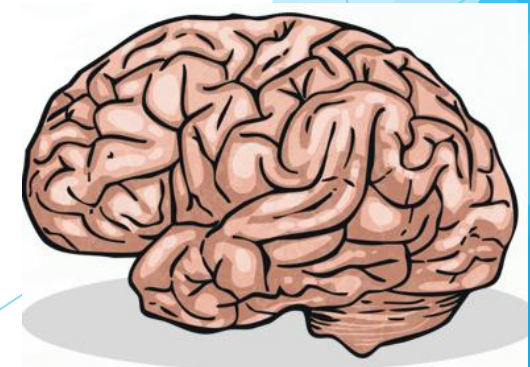
Always remember the first stage to learning anything at all is:
Not being able to do it.

What is a Growth Mindset?

You know all about toddlers; you all know how inquisitive they are. They enjoy experiencing new things in order to learn more about the world around them. However, this isn't always the case as people get older. Some individuals don't like to take on new challenges for fear of failure.

A mindset is a mental attitude that determines how we interpret and respond to situations.

People with a growth mindset believe that intelligence can be changed and developed throughout their lives, which is absolutely true. The brain is malleable. This means it gets stronger and works better the more it is exercised.



Here are some phrases that children with a growth mindset might say

- When I make mistakes in maths lessons, I learn.
- Practice makes perfect, I'll get on the netball team one day.
- I can't do this science work...yet.
- I can learn anything that I set my mind to.

When I fail, I learn.

When I'm frustrated, I don't give up.

I can learn anything that I set my mind to.

Practice makes perfect.

I want to challenge myself.


My effort and attitude determine everything.

I can't do this... yet.



What is resilience?

re·sil·ience

/rə'zilyəns/ 

noun

1. the capacity to recover quickly from difficulties; toughness.
"the often remarkable resilience of so many British institutions"
2. the ability of a substance or object to spring back into shape; elasticity.
"nylon is excellent in wearability and resilience"

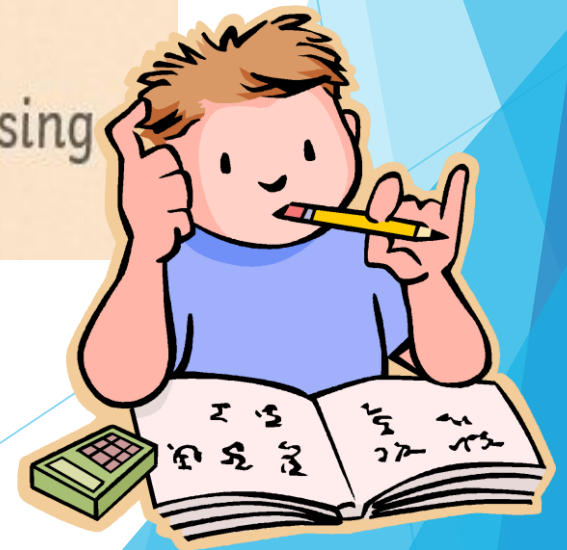
What does resilience look like?

Resilience means being able to deal with things when they go wrong.

It's about trying your best and being strong on the inside.

Sometimes we can find doing something difficult. For example, throwing a ball into a net or not winning in a game.

It can make us feel sad or angry but we can show how we feel by using our words and talking to each other.



What does being resilient look like in children?

1. Having a growth mindset.
2. Using the language of a growth mindset
3. Controlling their emotions: for example talking about how they are feeling rather than becoming upset.
4. Trying their best no matter what; this builds resilience and ultimately leads to success.
5. Being able to have another go at something that they found hard before.

The language of resilience

"The language of resilience" refers to using positive, optimistic, and empowering language to navigate challenges and setbacks, focusing on personal strength, adaptability, and the ability to "bounce back" from adversity, essentially reframing negative situations with a growth mindset to build resilience; it involves words and phrases that encourage hope, self-belief, and the capacity to learn from difficult experiences.

Affirmative language: *Emphasizing personal strengths and capabilities instead of limitations.*

Growth mindset: *Viewing challenges as opportunities for learning and development.*

Positive reframing: *Reinterpreting negative situations with a more optimistic perspective.*

Self-compassion: *Acknowledging struggles while maintaining self-worth.*

Focus on solutions: *Talking about actions and strategies to overcome obstacles instead of dwelling on problems.*

Anxiety is a feeling of fear, dread, and uneasiness. It might cause you to sweat, feel restless and tense, and have a rapid heartbeat. It can be a normal reaction to stress. For example, you might feel anxious when faced with a difficult problem at work, before taking a test, or before making an important decision.

It is a medical condition in which you always feel frightened and worried

Stress is a natural response to pressure or difficult life events. It can cause physical and mental changes, and can impact how we feel and behave.

Worry is to think about problems or unpleasant things that might happen in a way that makes you feel unhappy and frightened.

Concern is a worried or nervous feeling about something, or something that makes you feel worried

Interesting thing about memory!

*When we struggle to remember something, this primes our brain to remember it more easily the next time we look. The brain gets the message that this memory must be important because we are looking for it. The more times we try and retrieve something, the stronger the memory gets. **But it is the struggle that is important.** If we reteach content instead of getting children to try and retrieve stuff they've probably forgotten, the memory does not get strengthened in the same way. It seems kinder but actually does the children no favours. We need to explain this to them and help them understand that struggling to remember something is good - it means their memory is getting stronger.*

(Old Timery Primary blog 2020)

Only after concerted effort...



SUCCESS!

← WHAT PEOPLE SEE

Persistence



Failure



Sacrifice



Disappointment



← WHAT PEOPLE DON'T SEE

Dedication



Hard work



Discipline



@sylviaaduckworth

Conclusion

Resilient Learners:

- ▶ Engage in learning and actively take part in the process.
- ▶ Think about what they are hearing and seeing so that they can talk about it.
- ▶ Employ a growth mindset.
- ▶ Don't give up when things get tough or they get stuck.
- ▶ Stay with a problem and accept that struggle is a part of the journey.

