

I am resilient

Resilience in primary-aged children is defined as being “ready, willing and able to lock on to learning,” particularly when facing difficulties. It is not a fixed trait children are born with but a disposition developed through life experience, practice, and the support of caring adults. Resilience involves the emotional aspects of learning, requiring children to manage the feelings of frustration and uncertainty that come with new challenges.

When I am resilient in my learning...

I know learning can be tough

Strategies for helping children understand that struggle is a natural part of the learning process.

Normalise Mistakes: Teachers should create a "mistake-friendly" classroom where children know it is alright to get stuck, as mistakes are opportunities for the brain to grow.

Model the behaviour of being stuck: For example, a teacher might perform a "think-aloud" while struggling with a math problem, narrating their frustration and demonstrating how they use deep breaths to calm down before trying a new approach.

Show Empathy: Acknowledge a child's feelings of frustration with simple, empathetic phrases like: "You spent a long time building that tower and then it fell. That's very frustrating!".

Frame Challenges Enthusiastically: Change the language used to set tasks by speaking about challenges with excitement. Rather than calling a task "difficult," describe it as an opportunity to "try out different strategies".

I persevere

Strategies to channel the energy of frustration productively and keep going in the face of difficulties.

The Power of "Yet": Teach children that there is a massive emotional difference between saying "I can't do it" and "I can't do it yet". The word "yet" serves as a bridge between current frustration and future possibility. We all have 'Learning Dips' the we have to persevere through.

Use Descriptive Praise: Shift from generic praise to specific observations that highlight effort over outcome. Instead of saying "Good work," say "You worked really hard to find that answer" or "I noticed how you persisted even when it got tricky".

Name Small Goals: Help children name specific, small goals they want to achieve, such as "writing my name" or "learning to use scissors," which helps them focus their attention and persist when things go wrong.

The "3 Before Me" Rule: Encourage independence by teaching children to try three strategies for themselves—such as re-reading the learning intention or using a tool—before approaching a teacher for help.

I stay positive

Strategies for managing emotions effectively and remaining motivated when facing setbacks.

Emotional Literacy: Help learners name their emotions (such as feeling "angry," "scared," or "overwhelmed") using the Regulation check in display with key emotion vocabulary to support this. Identifying a feeling is the first step toward managing it.

Teach Calming Strategies: Remind children that they cannot brainstorm solutions during an "emotional storm". Teach them to practise being calm through deep breathing, counting in their head, or spending time in a "calm corner" before returning to a task.

Reflective Questioning: Once a child is calm, use coaching questions to help them learn from the setback. Useful prompts include: "What do I know now that I did not know before?" or "What would I recommend others do based on my experience?".

Focus on the Gains: Encourage learners to reflect on what has been going well, ensuring they do not lose sight of their progress even when they encounter a specific setback.