

# Return to School

Made with a wink and a smile

PETER COURTNEY MAY 20, 2020 12:25PM

## Students Resilience

3 tools to for collecting stories from learners and whānau

1. [Flipgrid](#)
2. [GoSynth](#)
3. [Wakelet](#)

## Building resilience in children

<https://www.heysigmund.com/building-resilience-children/>

## What is resilience

There are other factors that can help you increase your resilience as well, including:

- Having a positive view of yourself (self-image) and confidence in your strengths and abilities (self-knowledge).
- Being able to regularly make realistic plans, and then being able to regularly carry out your plans.
- Being able to effectively and in a healthy manner manage your feelings and impulses.
- Having really good communication skills (or you're actively working to improve them).
- Having really good problem solving skills (or you're actively working to improve them).

## Reaching out resources -

<https://schools.au.reachout.com/resilience> Australian resource on teaching and supporting resilience

## Don't allow them train teachers to do it for them

helplessness? Some students need to be reminded that they must take risks and feel the stretch and the tension first... before asking the teacher

## Modelling the language

We are learning together. Its ok to share feelings and navigate through using positive language - use the words yet - this too

will pass

## Developing steps, plans

Break it down and create personalised plans - this really helps build resilience

## Worry box

Students place worries in a box so that we could find out how they are feeling and where they need support

## Questions

Make space in small blocks, depending on ages, to ask and answer questions with one another and as a group. How is this thing going to look for us?

## stop bells

This takes off the pressure and allows for space to talk

## Sensory boxes

these allowed students to explore and feel comforted or focussed

## Teachers Resilience

### 20 great questions to ask instead of "How are you doing?"

<https://qz.com/work/1836105/20-great-questions-to-ask-instead-of-how-are-you-doing-right-now/>

## Creating a safe environment

It's ok to struggle or not know. it's how you come back from this? Ask questions to prompt thinking about strategies? A resilience tool belt - what could you try ?

## Permission from leaders

Staff wellbeing as important as the students, focus on yourself to best support the kids – e.g. come later. Be aware of variety of needs: some want to routine to needs and others need space

## Rahui reflection

with students

something I appreciate about my school , grateful for things difficult appreciate about my friends great attitudes,

## New Normal

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### Asked the students

Main themes: Freedom to plan time, do tasks over a period of time, choice

### Let parents know our approaches

Trialling things and taking the best from these times

### Universal design for learning

Multiple means of representations and presentation, provides choice and access been a real positive for students –

### Flipped classroom approach

digital platform and physical classroom will be really powerful. – More efficient as can direct students to screen casts and focus on understanding or clarification rather than how to's

### Time to shine

Which students did you notice over lockdown? Who was more engaged and able in the online learning environment ?

### Collaboration and the social pressures of learning

How do we develop a safe environment in a collaborative space – are they flexible enough to respond to different needs in different ways? Do we need to review the way we work – subject groups, class groups, flipped classrooms, teacher on a back channel in a digital platform

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