

Resilience

The aspect of Intellectual Character that school will focus more closely on during this half term is 'resilience'.

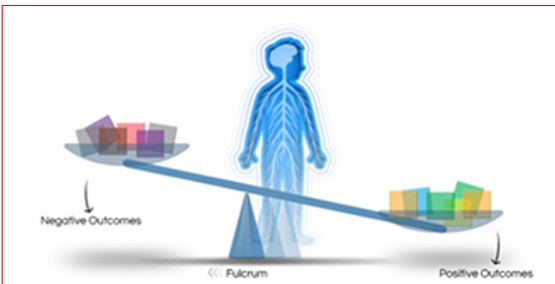
Resilience can be thought of as the instinct, sense of balance and humour to deal positively with failure. Resilient people recognise that everyone stumbles but that successful people deal better with this and use difficulties as a learning experience and opportunity for a new direction.

'I hated every minute of training, but I said, 'Don't quit. Suffer now and live the rest of your life as a champion.' Muhammad Ali

We all have daily experiences which can have positive and negative outcomes. The fulcrum that balances these outcomes to shape any future progress or mindset can be thought of as resilience.



When positive outcomes outweigh negative outcomes, a person is more likely to have a positive outlook. Whilst the position of this fulcrum is initially set according to a natural predisposition for resilience, its position can be changed! Changing the position of the fulcrum, by experience, can enable a person to improve their resilience, and have a greater predisposition for a positive outlook.



Improving Resilience

Improving resilience stems from two sources

- Individual

This will have foundation in a person's confidence, their intelligence, their ability to problem solve, and their ability to forward think.

Providing opportunities to develop confidence (through leadership, outward bounds, etc) is fundamental to our school ethos and parents can play their part in encouraging their children to take advantage of these opportunities.



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Similarly, encouraging children to think ahead by helping them plan their week or forthcoming term is important. Also important for children is to model their own behaviour on the good practice exercised by parents.

- Community Network

Resilience is enhanced significantly when a person is able to access a network of support through secure and stable relationships. This helps children develop skills of empathy, warmth, expressiveness and sociability. Having strong communities, both within school, and at home, helps children gain the self worth that they will not be 'judged' unnecessarily and are free to express themselves without the fear of failure. Making the time to do activities as a family are worthwhile in helping to sustain this network.

Examples of Resilience

There are many, very high profile instances of successful people showing resilience by overcoming significant setbacks:

Oprah Winfrey was demoted from her job as a newsreader being told that she was 'not fit for tv'.

Walt Disney was fired from his job with a newspaper, being told that he was 'lacking imagination and having no original ideas'.

The Beatles were rejected by Decca Recording Studio with the explanation that 'we don't like your sound and you have no future in show business'.

Inventor of the light bulb, Thomas Edison was told by his teachers that he was 'too stupid to learn anything', and that he should 'go into a field where he might succeed due to his pleasant personality'.

'The greatest glory in living lies not in never falling, but in rising every time we fall.'

Nelson Mandela

Resilience is a quality that is difficult to define but which allows some people to be knocked down by life and come back stronger than ever. Rather than letting failure overcome them and drain their resolve, they find a way to rise from the ashes. Even after misfortune, resilient people are blessed with such an outlook that they are able to change course and soldier on. Successful people in all walks of life are able to recall disappointment and failure but it did not stop them from giving up on a dream. Our children shouldn't give up on their own dreams.

Jason Slack
Headmaster

