

# Executive summary

Schools have the capacity to promote the resilience of children and young people. Resilience is the ability to cope and thrive in the face of negative events, challenges or adversity. Key attributes of resilience in children and young people include social competence, a sense of agency or responsibility, optimism, a sense of purpose or hope for the future, attachment to family, to school and to learning, problem-solving skills, effective coping style, pro-social values, a sense of self-efficacy, and positive self-regard. Schools can enhance resilience through programs which build positive social norms and generate a sense of connectedness to teachers, peers, and the academic goals of the school.

## Building Resilience – a model for supporting children and young people

*Building Resilience* supports schools to foster the learning, resilience and wellbeing of children and young people. It provides an evidence-based approach to developing personal and social capabilities, including self-awareness, self-management, social awareness and social management. It recommends a whole-school approach, encompassing strategic attention in the five interrelated domains of partnership, leadership, teaching, support, and referral.

The Building Resilience online portal ([www.education.vic.gov.au/resilience](http://www.education.vic.gov.au/resilience)) assists schools to easily access the wealth of programs, resources, tools and organisations designed to enhance the resilience of children and young people. Through this interactive portal, teachers and educators can access:

- Information, advice and resources and which assist in the leadership of school-wide approaches to fostering the resilience and wellbeing of students and staff, (including the evidence-base detailed through the *Building Resilience* literature review).
- A wide range of evidence-based materials and resources developed both by the Department and external organisations, to assist teachers to educate across key health and wellbeing areas, including: social and emotional learning, positive social relationships, drug education, sexuality education, mental health and healthy bodies.
- Resources to guide schools in supporting all students, including those with additional needs, as well as advice on appropriate referral pathways for students requiring specialist assessment or intervention.

Lesson materials have been developed for AusVELS levels Foundation, Level 1-2, Level 3-4, Level 5-6, Level 7-8, Level 9-10 and also for students in Years 11-12. The Foundation level materials are also appropriate for use with students in early childhood settings. The lesson materials provide detailed examples and lesson activities to guide teachers in delivering an age-appropriate social and emotional skills program. The learning activities explicitly foster the Personal and Social Capability, and Creative and Critical Thinking General Capabilities which all schools are required to address within the AusVELS curriculum. The learning activities can be delivered within Health and Physical Education, English or during home groups, pastoral care, orientation or school camps. Activities are designed to be delivered in sequence, but they can be run independently and modified by the teacher to suit the needs of the learners in their class, and the context within which they are delivered. The activities foster core health-related skills and provide a logical platform upon which teachers can provide additional health and wellbeing education, for example that addressing drug education, sexuality education, and respectful relationships education.

### ***Teacher Professional Learning Materials***

This literature review can be read in conjunction with the Teacher Professional Learning Materials designed to support and guide teachers in their use of the SEL curriculum. These learning materials educate teachers about effective practice in enhancing resilience and provide participatory learning activities for teachers to use with staff teams.