

Fifteen Elements of Resilience

As educators of children in their early and middle childhoods, we look to ways of Belonging, Being and Becoming that enable “All children [to] experience learning that is engaging and build success for life”. One of the characteristics that educators actively foster in this pursuit is that of resilience.

The lens of resilience and the Fifteen Elements of Resilience can add further depth to curriculum as we consider the ways each element facilitates each child’s sense of Belonging, Being and Becoming.

Three sources of resilience

To overcome adversity, children (as well as teenagers and adults) draw from three sources of resilience:

I HAVE;

- people around me I can trust and who love me, no matter what
- people who set limits for me so I know when to stop before there is ‘trouble’
- people who show me how to do things right by the way that they do things
- people who want me to learn things on my own
- people who help me when I am sinking, in danger or need to learn



I AM;

- a person whom people can like and love
- glad to do nice things for others and myself
- willing to be responsible for what I do
- sure things will be alright (I am optimistic)



I CAN;

- talk to others about things that frighten or bother me
- find ways to solve problems I face
- control myself when I feel like doing something not right or dangerous
- figure out when it is a good time to talk to someone, or take action
- find someone to help me when I need it

Building resilience is aimed at giving children who have to face more difficulties and challenges than others better chances to succeed – to help to even the playing field.’

ECA Research in Practice Series—Resilience working with the Early Years Framework 2010



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Elements of Resilience is from the work of Edith Grotberg, *A Guide to Promoting Resilience in Children: Strengthening the human spirit*. This article can be found on the Bernard van Leer Foundation's website.

Resilience and the Early Years Learning Framework

In the ECA Research in Practice, titled 'Children's Resilience; working with the Early Years Learning Framework', Pam Linke and Judy Radich highlight how resilience fits with the practices of the EYLF.

Resilience practice fits very well with 'Belonging, Being and Becoming – the Early Years Learning Framework for Australia', because a fundamental aim of the EYLF is to 'contribute to realising the Council of Australian Governments' vision that All children have the best start in life to create a better future for themselves and for the nation'. (EYLF, p. 5).

Resilience practice sees children as individuals learning from and supported by their interactions and relationships in their world. The goal of the EYLF is 'to extend and enrich children's learning from birth to five years and through the transition to school', and its view of children and the principles, practice and outcomes are consistent with resilience practice.

The EYLF wants us to give children strengths and skills to cope in their world. It tells us 'Children's early learning influences their life chances'. Wellbeing and a strong sense of connection, optimism, and engagement enable children to develop a positive attitude to learning (EYLF, p. 9).

Working Holistically

As cited in the EYLF from the work of Siraj-Blatchford, I., & Sylva K. (2004), "holistic approaches to teaching and learning recognise the connectedness of mind, body and spirit. When educators are working using the practices that reflect a holistic approach, particular thought to each child's physical, personal, social, emotional and spiritual wellbeing as well as cognitive aspects of learning guide curriculum decisions. By using the lens of the *Fifteen Elements of Resilience* when reflecting, a particular focus can be created and during reflection new alternatives that are an improvement to previous practices may present.



To more information on the 15 elements of resilience:

www.bernardvanleer.org/

[A_guide_to_promoting_resilience_in_children_Strengthening_the_human_spirit](#)

