

MANAGING RESILIENCE

Resilience is perhaps the most challenging of ELLI's dimensions to read and to master because it can have a major influence on Learning Power's overall pattern of learning proficiency.

Where *Resilience* is scoring spectacularly strongly it will often dominate the profile, forming a spike at the expense of scores in the other dimensions, *Creativity*, *Critical Curiosity* and *Meaning Making* in particular. It will also compromise *Strategic Awareness*, *Changing and Learning* and *Learning Relationships*.

Whilst an average score among other average scores may indicate a student's persistence when faced with difficulty, a strong spike at the expense of other dimensions can also indicate an underlying issue such as bullying or a threat to personal security. This can take many forms including undermining his or her confidence and capacity for learning.

Resilience is especially sensitive to environmental circumstance and thus, the *Resilient* learner is robust and resolute when the going gets tough, responding purposefully to a challenge, but not always positively. They will brazen their way out of a compromising situation.

Strength in *Resilience* can also, when married with scores in the other dimensions, signal a deep-seated resistance to change, not so much an unwillingness to accept it but an inability, or lack of capacity, to look beyond an immediate or disabling experience.

Further thoughts:

- Where there is a material spike in the *Resilience* score the teacher, tutor or mentor should always try to get to the root of the cause. It will often require some creative thinking on their part ... looking to highlight the positives provided by other environments whilst avoiding increased anxiety.
- Accepting the mistakes are an important part of the learning process and to make and remedy them quickly can enable the learner to focus on what they need to do to create greater success.
- Separating feelings or frustrations about tasks from feelings about personal identity or personal circumstance. Being overwhelmed by task or circumstance does not mean that the learner is unintelligent or a poor learner, merely that their understanding of the way that they learn needs some more polishing!

