

Resilient Mindset



Liz Weir
Organisation
Development Manager

CAMP AUSTRALIA



WELCOME



Liz Weir

Organisation Development Manager

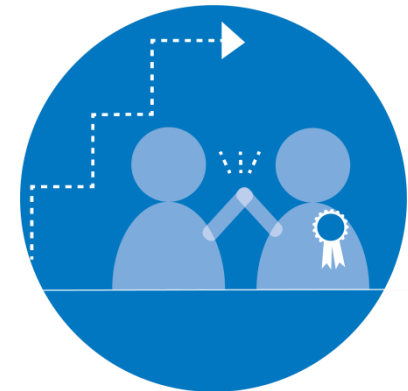
Camp Australia

- Email:
liz.weir@Campaustralia.com.au



Today's workshop:

- Be aware of Camp Australia's CARE Program
- Understand our choice to focus on The Resilient Mindset
- What does The Resilient Mindset training look and feel like
- Provide further access to our Resources and Training



Who is Camp Australia?



More than 30 years ago we started coaching kids in tennis after school. We soon grew to a full care service and now we look after children in the crucial times before school, after school – and between terms too.



Our Vision is:
To support all families in achieving their dreams.

Our Mission:
To be the industry leader in delivering extra-curricular learning outcomes for children as recognised by families, partners and Regulators



Change was immanent!



Escalation in
challenging
behaviour

We listened to
our key
stakeholders

Improve our
support for
children with
additional
needs

Educators were
asking for
Behaviour
Management
Training

We needed to
create a new
Ecosystem



care

COLLABORATIVE

ADAPTIVE

RESOLVE

EARLY INTERVENTION

care

Program



The CARE Program



At Camp Australia, The CARE Program is an evidence-based approach to supporting children with additional needs into our OHSC program.

The CARE Program is underpinned by the following Principles:

Collaborative

we work together
sharing
responsibilities to
help children with
special needs

Adaptive

we create
specialised
programs/plans that
support our families
and children

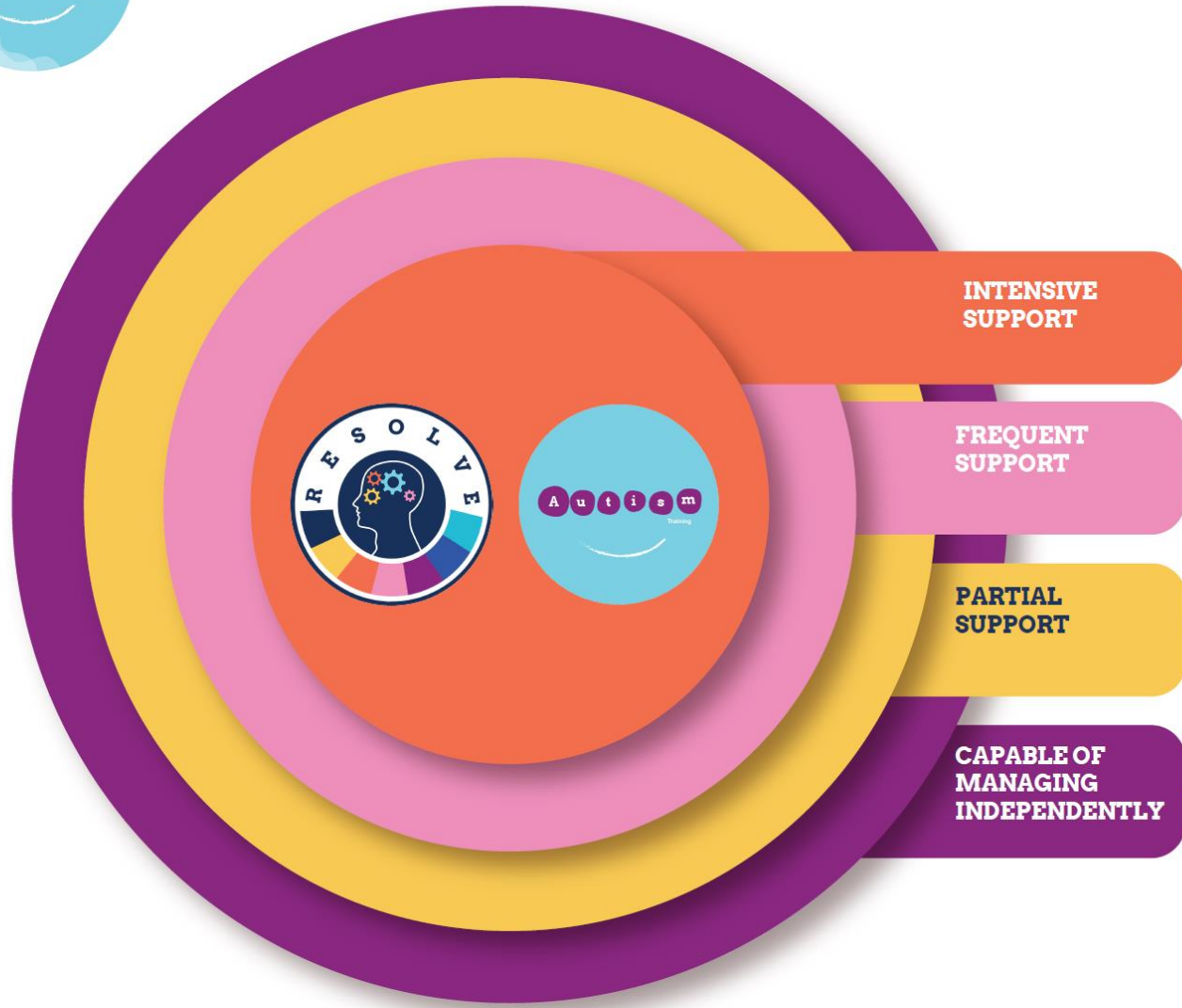
RESOLVE

we provide
research-based
methodology to
support children's
behaviour

Early Intervention

we do things as early
as possible to
support a child's
development, health
and physical needs

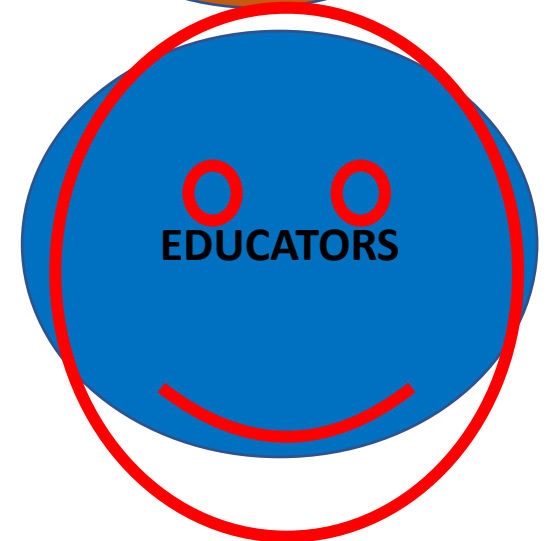




CHILDREN & FAMILIES

SCHOOL COMMUNITIES

KEY STAKEHOLDERS



Resilient Mindset



Resilient Mindset



Intent:

- Piloted several external Behaviour Management Programs
- We listened to our Educators
- Flipped our approach to focus on our Educators mindset
- We simplified everything

Pre-Test Questions	ALWAYS
I understand what a Resilient Mindset is and how this can affect a child's mood?	35%
I understand what an Anxious Mindset is and how this can affect the way a child interacts with others?	38%
I understand what an Avoidant Mindset is and how this can affect a child's behaviour?	32%
I am confident in my ability to managing children's behaviour in the service?	34%
I can identify and anticipate an escalation in behaviour?	40%
When children's behaviour escalates (aggressive or argumentative) I am clear on what steps to take?	39%

Dr Andrew Fuller



- Camp Australia is excited and privileged to be working in collaboration with one of Australia's leading child psychologists.
- Andrew's research work and books on Resilience in young people has been recognised nationally and internationally.
- We have worked closely with Andrew to ensure all our Educators have the knowledge, skills and understanding of how to manage challenging behaviour.

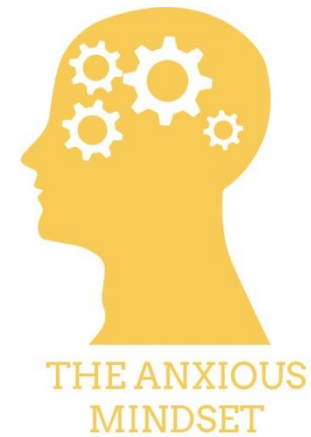
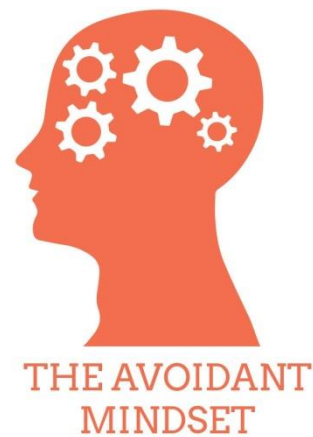


Video



Activity

CHALLENGES



The Anxious Mindset



Hi my name is Beth, I am a permanent Coordinator working at a service where I have 2 children who feel quiet anxious and at times appear very timid when they arrive at ASC. I do make sure I greet them with a warm welcome, check in early with these children, read their body language and ensure we have activities on offer they like. Everyday can be different with these children's moods and this can be challenging. I understand my role is to do everything I can to help these children move into a Resilient Mindset. Staying calm and engaging frequently with all children has really helped me understand and build good relationships. I have also found using the RESOLVE method helpful. This reminds me how to approach tricky situations.

The Avoidant Mindset



Hi my name is Conor, I am a permanent Coordinator during the school term and holiday clubs. I find it tricky sometimes when the children become restless, grumpy and angry. I'm aware these children are in the Avoidant Mindset and my role is really important to support these children early. Checking in frequently, letting them know I'm here to help, redirecting them to try a fun activity and staying as calm as possible when issues have escalated. I have found the best thing to do is welcome them with a big hello (using their name) and ensuring the activities on offer will engage them straight away. I have also found using the RESOLVE method a great way to intervene early before issues escalate.



Pre-frontal Cortex

Pituitary Gland

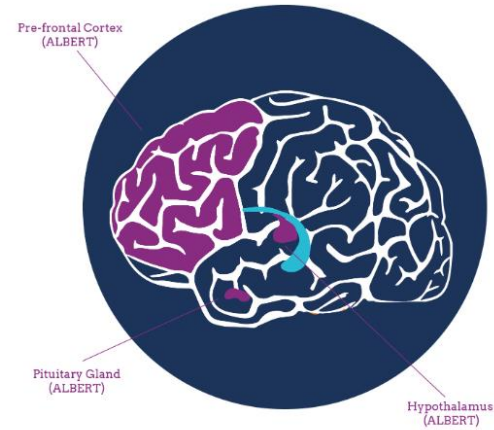
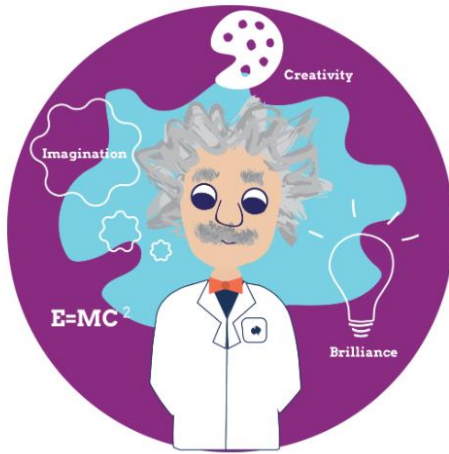
Amygdala

Hypothalamus



SAFETY and FEAR part of the Brain

Meet Albert



Meet Rex



Rex and Albert Posters



When you enter a safe service, this is what you may see:



Teamwork



Inviting



Respectful



Welcoming



Calm



Happy

The Chemistry behind children's moods

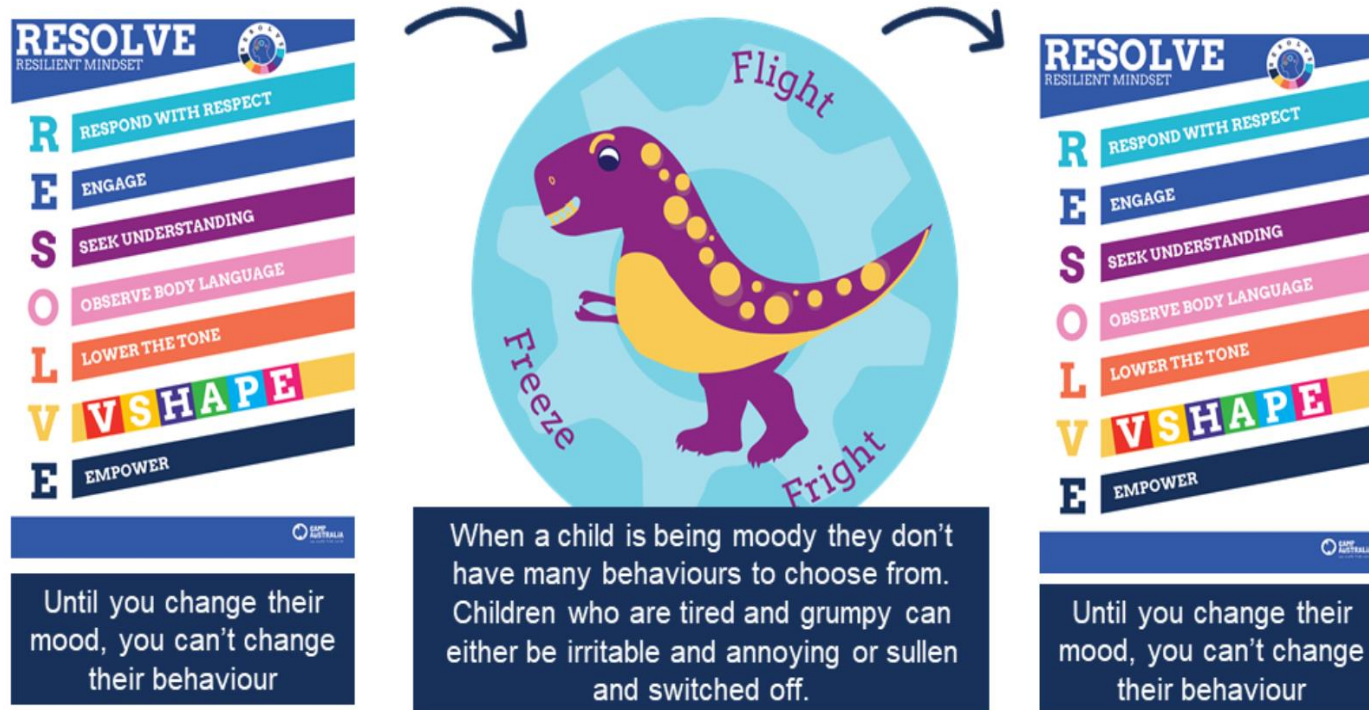
The really important thing to know is:

When a child is being moody they don't have many behaviours to choose from. Children who are tired and grumpy can either be irritable and annoying or sullen and switched off.

Happiness and compliance are not options that are available to them at that moment.

Let's repeat that key idea:

Until you change their mood, you can't change their behaviour



**Adrenaline
Revved up**

**Cortisol
Stress**

**Dopamine
Change
moods**

RESOLVE

- Simple
- Inclusive
- Adaptable & Flexible
- Aligned

RESOLVE

RESILIENT MINDSET



R

RESPOND WITH RESPECT

E

ENGAGE

S

SEEK UNDERSTANDING

O

OBSERVE BODY LANGUAGE

L

LOWER THE TONE

V

V S H A P E

E

EMPOWER



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AUSTRALIA
we make kids smile

CAMP
AUSTRALIA
we make kids smile

TAKE A MOMENT TO CONSIDER THE FOLLOWING QUESTIONS:

How can I contribute to children's engagement?

What role does physical environment play ?

What part does programming and resources play?

How can I contribute to positive Educator interactions?

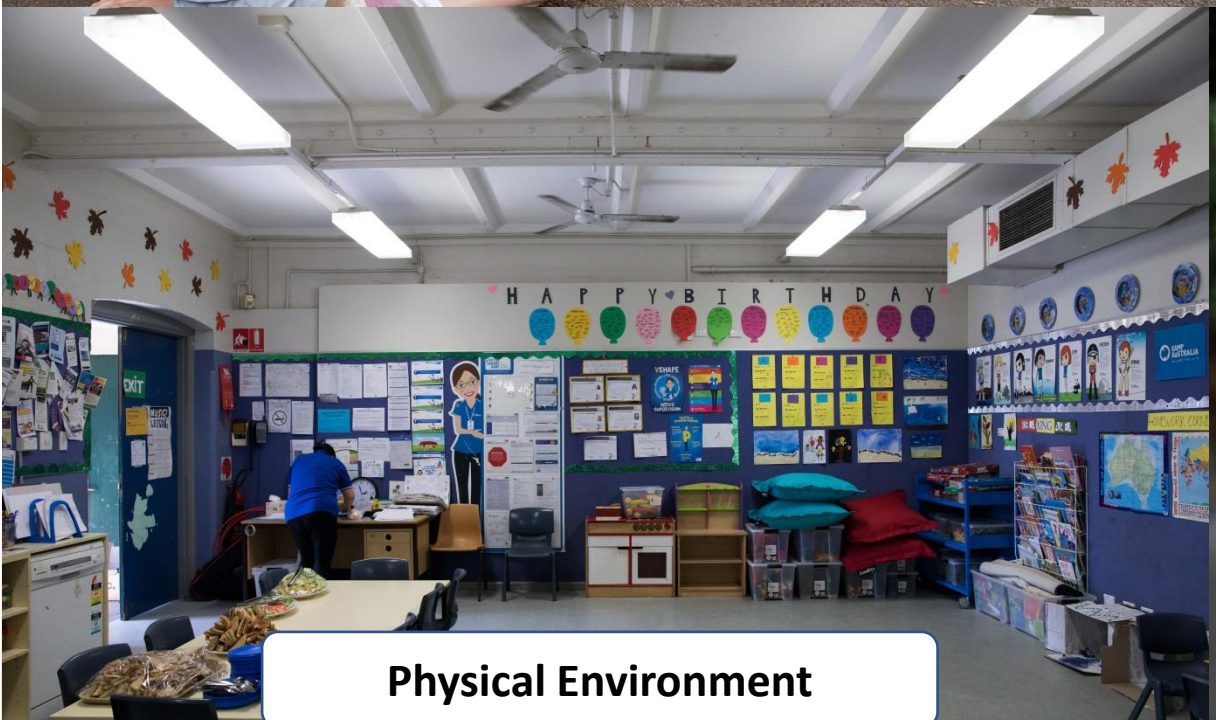




Children's Engagement



Programming and Resources



Physical Environment



Positive Educator Interactions



VSHAPE

WHAT IS VSHAPE?



NUMBER OF
CHILDREN

LICENCED
SPACES

EDUCATORS

EACH
SERVICE IS
UNIQUE



PROACTIVE

THINK AHEAD

TEAMWORK

PREPARATION

**BUILD THE
TEAM**

**BUILD YOUR
KNOWLEDGE**

The Resilient Mindset (70-20-10)

Blended Online Training
All Educators
4 Modules



The Resilient Mindset
CAREMINDSET1

Specialised Training
Includes Autism Training
Inclusion Support Educators



Autism Training
CAAUT

Face to Face workshops
Trainers in each state



Resolve Cafe
CARESCAFE



Coordinator
BOOT CAMP 4.0

CBC 4.02
CACBC4.02




Resolve Cafe
CARESCAPE



Autism
TRAINING

Autism Training
CAAUT



VSHAPE Evolution 2.0
CAVSHAPEEVO2.0



The Resilient Mindset
CAREMINDSET1



**COORDINATOR
LEVEL 2A**

Coordinator Level 2A - The Respo...
CACL2A-RP

Blended Learning (70-20-10)

- Online – LMS
- Face to Face – ZOOM
- In service practice
- Evaluations

The RESOLVE Cafe



VIDEO



STRATEGIES



CASE STUDIES



ARTICLES



RESOURCES



INTERVIEWS



EDUCATE



MEET THE TEAM



Test Questions	PRE-TEST RESULTS	POST TEST RESULTS
I understand what a Resilient Mindset is and how this can affect a child's mood?	35%	85%
I understand what an Anxious Mindset is and how this can affect the way a child interacts with others?	38%	84%
I understand what an Avoidant Mindset is and how this can affect a child's behaviour?	32%	84%
I am confident in my ability to managing children's behaviour in the service?	34%	72%
I can identify and anticipate an escalation in behaviour?	40%	73%
When children's behaviour escalates (aggressive or argumentative) I am clear on what steps to take?	39%	77%

Resources

A large graphic titled "RESOLVE RESILIENT MINDSET". The word "RESOLVE" is in large, bold, white capital letters at the top. Below it, "RESILIENT MINDSET" is in smaller white capital letters. To the right of the title is a circular logo with a brain silhouette and the word "RESOLVE" around it. The main body of the graphic consists of seven horizontal bars of different colors, each containing a letter of the word "RESOLVE" and a corresponding action. The letters are: R (blue), E (dark blue), S (purple), O (pink), L (orange), V (yellow), and E (dark blue). The actions are: RESPOND WITH RESPECT, ENGAGE, SEEK UNDERSTANDING, OBSERVE BODY LANGUAGE, LOWER THE TONE, V SHAPE, and EMPOWER. At the bottom right, there is a small circular logo with a globe and the word "CARE" and a logo for "CAMP AUSTRALIA" with the text "We inspire. We lead."

RESOLVE

RESILIENT MINDSET

R RESPOND WITH RESPECT

E ENGAGE

S SEEK UNDERSTANDING

O OBSERVE BODY LANGUAGE

L LOWER THE TONE

V SHAPE

E EMPOWER

CAMP AUSTRALIA
We inspire. We lead.

[illegible]

The Resilient Mindset

Overview

The Resilient Mindset is a 10-part program that helps children develop the skills and mindset to overcome challenges and achieve their goals. It is designed for children aged 8-12 and can be used in a variety of settings, including schools, community centers, and after-school programs.

The program is based on the concept of the 'Resilient Mindset', which is the ability to bounce back from adversity and maintain a positive outlook. It is a mindset that is developed through a combination of mindset, skills, and habits.

The program is divided into 10 modules, each focusing on a different aspect of the Resilient Mindset. The modules are:

1. Mindset
2. Skills
3. Habits
4. Goals
5. Challenges
6. Resilience
7. Growth
8. Mindfulness
9. Leadership
10. Service

The program is designed to be flexible and can be adapted to suit the needs of different groups of children. It can be used as a standalone program or as part of a larger curriculum.

Learning Objectives

The program aims to help children develop the following skills and mindset:

- Develop a growth mindset and believe in the power of effort.
- Develop the skills of problem-solving, decision-making, and critical thinking.
- Develop the habits of perseverance, resilience, and a positive attitude.
- Develop the ability to set and achieve goals.
- Develop the ability to overcome challenges and setbacks.
- Develop the ability to be resilient and bounce back from adversity.
- Develop the ability to grow and learn from experiences.
- Develop the ability to be mindful and present.
- Develop the ability to be a leader and inspire others.
- Develop the ability to be a servant and help others.

Inclusion Program

The Inclusion Program is a 10-part program that helps children develop the skills and mindset to overcome challenges and achieve their goals. It is designed for children aged 8-12 and can be used in a variety of settings, including schools, community centers, and after-school programs.

The program is based on the concept of the 'Inclusion Mindset', which is the ability to embrace diversity and work together to achieve common goals. It is a mindset that is developed through a combination of mindset, skills, and habits.

The program is divided into 10 modules, each focusing on a different aspect of the Inclusion Mindset. The modules are:

1. Mindset
2. Skills
3. Habits
4. Goals
5. Challenges
6. Resilience
7. Growth
8. Mindfulness
9. Leadership
10. Service

The program is designed to be flexible and can be adapted to suit the needs of different groups of children. It can be used as a standalone program or as part of a larger curriculum.

Key Features

- **Hands-on Learning:** The program uses a variety of hands-on activities, including games, role-playing, and group projects, to help children learn and develop skills.
- **Flexible:** The program can be adapted to suit the needs of different groups of children and can be used in a variety of settings.
- **Supportive:** The program provides a supportive and encouraging environment for children to learn and grow.
- **Measurable:** The program includes a variety of assessment tools to help measure the progress of children and the effectiveness of the program.

Safe • Meaningful • Innovative • Leadership • Education

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Pioneering the Future

The CARE Program

The CARE Program is an evidence-based program that addresses children with additional needs into the C-SPC program and is comprised of the following practices:

- Collaborative** - work with industry experts to support children with additional needs adaptative, to make relevant programs and resources available to children
- RESEARCH** - provide research based tools and resources to support education
- Early Intervention** - use its things as early interventions to support children's development, health and physical needs

IDENTIFY
For each child with additional needs, identify the support

DESIGN
Design a program that is tailored to the child's needs and interests

PLAN
Design a program that is tailored to the child's needs and interests

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CAMP AUSTRALIA
Building Resilient Minds




Activities

• **Language** – The program is designed to be used with children who are learning English as a second language. The program is designed to be used with children who are learning English as a second language. The program is designed to be used with children who are learning English as a second language.

VSHOPE

Focus, Planning and Practising
 • **Focus** – The program is designed to be used with children who are learning English as a second language. The program is designed to be used with children who are learning English as a second language. The program is designed to be used with children who are learning English as a second language.

Activities and Engagement
 • **Activities** – The program is designed to be used with children who are learning English as a second language. The program is designed to be used with children who are learning English as a second language. The program is designed to be used with children who are learning English as a second language.

Planning, Practice and the Real World
 • **Planning** – The program is designed to be used with children who are learning English as a second language. The program is designed to be used with children who are learning English as a second language. The program is designed to be used with children who are learning English as a second language.



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[illegible]

Thank you for your time today

Please don't hesitate to
contact me on:

Liz.weir@Campaustralia.com.au

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