

ELANORA STATE SCHOOL – LEAD to SUCCEED

Our Lead to Succeed program guides students' Social Emotional development and Values in ways that promote their success and happiness, during their years in primary and beyond. To achieve this, Lead to Succeed builds on the work of Stephen Covey, Michael Bernard's You Can Do It Program and Positive Psychology. Our program defines being "Successful" in terms of every child doing their best. Being "Happy" entails children who like themselves and have a good self-esteem, have friends, work hard in learning activities at school, challenge themselves, help others in need, and make school and home a safe and organised place to live and learn. Lead to Succeed aims to establish an environment where children won't spend a lot of time feeling extremely sad, worried or angry and will not want to fight with others or spend a lot of time alone and withdrawn from play or work activities. It aims to develop our students as Everyday Leaders with the ability to make good choices and support others to do the same.

Adults, have a large influence on the extent to which children develop as Everyday Leaders who are confident, persistent, organised, able to get along with others and emotionally resilient. A powerful technique to help strengthen these areas is to praise behaviour when children demonstrate these skills. 'Catch them in the Act' and use the language of our program to reinforce the behaviour you want to see more of eg. "You reminded me of Eleanor and Eddie Everyday Leaders when you found a Win Win." "Gary Get Along would be impressed with how you shared your toys today." "I wonder how Rosie Resilience would handle this?"



EVERYDAY LEADERS

Eleanor and Eddie Everyday Leaders

Everyday Leaders think, feel, do good and inspire others to do the same. They are confident, persistent, organised, emotionally resilient and able to get along with others. From time to time, Everyday Leaders experience all of the blockers but they know how to be proactive and change their thinking so that they get rid of their blockers and move forward. Everyday Leaders are highly effective people because they: Are Proactive; Begin with the End in Mind; Put First Things First; Think Win-Win; Seek First to Understand then to be Understood; Synergise; Sharpen the Saw; Find their Voice and inspire others to do the same.



CONFIDENCE

Charlie & Connie (Prep) Confidence

Confident children are not afraid to make mistakes when they learn something new. They believe that they will be successful if they try hard and only ask for their teacher's or parent's help when they have tried their very best. Confident children are not afraid to meet new classmates. They expect to be liked and make friends. When someone wants them to do something they don't want to do, confident children tell them nicely what they want to do. Confident children stand up tall, with straight backs, and thoughts to maintain confidence when something bad happens. They also show that they are independent by speaking up even when classmates have different ideas.



PERSISTENCE

Penny & Pete (Prep) Persistence

Children who are persistent keep on trying when things seem hard or are not fun to do. They try hard to complete tasks and activities and do their chores without always having to be reminded. They know that they sometimes have to "work hard" and not give up. As well, children who are persistent "give effort" because they believe that the harder they try, the better they get at doing things.



ORGANISATION

Olivia & Oscar (Prep) Organisation

Children who are organized set goals and work persistently to achieve their goals. They listen carefully to what their teachers and parents want them to do. Children who are organised plan their time and use it carefully by getting their work and chores done before they play. Organisation also means that children take care of their things, put things away where they belong after they have finished using them, and try to be tidy and clean. Children need to be encouraged and shown how to be organised.



GETTING ALONG

Garry & Gabby (Prep) Get Along

Getting Along means that children work and play together pleasantly. It means that children tell the truth, care about and are friendly to others. Getting along means being able to fix problems without fighting. When young children get along, they follow the important rules of the classroom and home. They also want to help make their school and home cleaner and safer. Getting along involves being tolerant of others, thinking first, before acting and developing a sense of social responsibility.



EMOTIONAL RESILIENCE

Rosie & Ricky (Prep) Resilience

Children who are Emotionally Resilient can calm down soon after being extremely upset (sad, worried, and angry) within a reasonable amount of time, without needing the immediate help of an adult. Resilient children keep things in perspective by realising that the bad event/ difficult situation they're experiencing is not the end of the world and not the worst thing that could happen.

MEET THE 'BLOCKERS' OF SUCCESS AND HAPPINESS

Social and Emotional Difficulties that lead to Low Levels of Social-Emotional Wellbeing including Under-Achievement.

Life can be a bumpy journey and everyone at some stage usually experiences setbacks, frustrations and difficulties. We can't protect young people from every adverse life event they experience, but we can teach them skills that will promote their resilience and help them cope. Acknowledging that how we THINK affects how we FEEL and that emotions, though powerful, CAN be managed helps children overcome unhelpful thinking that can lead to stress and despair. Teaching students to be optimistic helps them to find the positive in negative situations; perceive that bad situations are temporary and do not necessarily flow over into all aspects of their lives.

Our Lead to Succeed program familiarizes students with five core social and emotional difficulties that 'block' people from being successful and happy. Through our learning in this area, we explore the habits of the mind that 'Feed the Blockers' as well as the strategies that dilute them.

FEELING VERY DOWN

Sad Sally

When something negative happens to children – such as when someone is mean to them, they have a break-up with a friend, they haven't achieved a good result in school work or sport, they can, at times, feel lonely. Students with the Sad Sally Blocker have feelings of hopelessness and inadequacy. They believe that everything is bad and will stay that way resulting in loss of appetite, loss of motivation to work and loss of desire to start a new day.



FEELING VERY WORRIED

Worried William



Children who worry a lot about whether other people like them and what their friends and others think of them have the Worried William Blocker. This blocker makes children feel anxious about school work or other achievements. It makes children spend a lot of time worrying about mistakes or having to do things perfectly.

PROCRASTINATION

Lazy Larry

Evidence of the Lazy Larry Blocker can be seen when children put off doing tasks and chores because they are frustrating, boring, or hard – even though there are obvious disadvantages of delaying these jobs. Students with this blocker give up easily after having started something difficult or boring. They may rush to finish their work so that they can do fun things.



NOT PAYING ATTENTION – DISTURBING OTHERS

Nathan Nuisance



A student who has trouble listening, following instructions, paying attention for a long period of time or finds that they are easily distracted may have the Nathan Nuisance Blocker. This blocker causes students to lack energy with the result that they may be fidgety, move around the classroom at inappropriate times or talk excessively. They may blurt out answers, interrupt others, begin a task without waiting for instructions and have trouble waiting their turn.

FEELING VERY ANGRY

Angry Annie

The Angry Annie Blocker causes students to lose their temper easily when faced with people who prevent them from getting what they want. It causes students to act defiantly towards people in authority. In addition, children with this blocker may break important rules at home and school even if property is destroyed or people get hurt.



Emotional literacy incorporates the skills to accurately name and manage emotions as well as develop empathy and tolerance for others. Students learn to become mindful of the negative habits of the mind that feed these blockers, such as: Self-Downing; Needing to be Perfect; Needing Approval; I Can't Be Bothered; Giving Up; I Can't Do It; Having No Goals; Planning Time Poorly; Being Intolerant of Others; Acting Without Thinking; Being Intolerant of Limits; Social Irresponsibility. These negative habits of the mind lead to poor relationships, under-achievement and poor mental health. One of the aims of our program is to teach children what they can say and do to weaken the five Blockers whilst learning how to be strong Everyday Leaders.

ELANORA STATE SCHOOL – LEAD to SUCCEED

Developing Everyday Leaders who Think, Feel, Do Good and encourage others to do the same.



Lead to Succeed

At Elanora State School we show that we are everyday leaders by displaying:

Personal Leadership...the ability to make good choices.
and
Interpersonal Leadership...the ability to support others to make good choices.

Elaine Everyday Leader
Eddie Everyday Leader



#1 **Be Proactive**

- I take initiative.
- I am a responsible learner.
- I do the right thing without being asked, even when no one is looking.
- I choose my actions, attitudes & moods.
- I do not blame others for my wrong actions.

I'm in Charge of Me



#2 **Begin with the End in Mind**

- I plan ahead and set goals.
- I look for ways to be a good citizen.
- I do things that have meaning and make a difference.
- I am an important part of my classroom and contribute to my school's mission and vision.

Have a Plan



#3 **Put First Things First**

- I am disciplined and organised.
- I spend my time on things that are most important.
- This means I say no to things I know I should not do.
- I set priorities, make a schedule, and follow my plan.

Work First, Then Play



#4 **Think Win-Win**

- I balance courage for getting what I want with consideration for what others want.
- I make deposits into others' Emotional Bank Accounts.
- When conflicts arise, I look for third alternatives.

I Win, You Win, We Win



#5 **Seek First to Understand, Then to be Understood**

- I am confident in voicing my ideas.
- I listen to other people's ideas and feelings.
- I look people in the eyes when talking.
- I try to see things from their viewpoints.
- I listen to others without interrupting.

Listen Before You Talk



#6 **Synergise**

- I value other people's strengths and learn from them.
- I get along with others, even people who are different than me.
- I work well in groups.
- I seek out other people's ideas to solve problems because I know that by teaming with others we can create better solutions than any of us can alone.

Together is Better



#7 **Sharpen the Saw**

- I take care of my body by eating right, exercising, and getting sleep.
- I find meaningful ways to help others.
- I spend time with my family and friends.
- I learn in lots of ways and places, not just at school.

Balance Feels Best