



The learning behaviour we are going to focus on during Term One is maia – courage. Last week I spoke to the girls about what courage may look like.

We often think that courage is about taking physical risks and being innovative to solve problems – and it is, but we can also take risks, and be brave and work to find new unknown solutions in our learning. When girls show courage in their learning, they are prepared to take risks with challenges and persevere with new situations, they put others before themselves, they show courage in leadership by showing others through their own actions how they would like them to be; as Mercy women, our girls need to have the courage to know they can make a difference, and be prepared to challenge and to empower others. Villa girls display courage in their learning when they are prepared to take risks, be innovative and look at problems from a different perspective.

Nelson Mandela said, “I learnt long ago that courage was not the absence of fear, but the triumph over it. The brave man is not he who does not feel afraid, but he who conquers that fear”. For Nelson Mandela courage is not the absence of fear, rather he acknowledges that courageous people do feel fear, and they are able to manage and overcome their fear so that it does not stop them taking action. Acting courageously then involves mastering of emotions. When people feel at-risk or scared of failure, courageous learners use their fear of failure to ensure that they take the appropriate actions.

Our girls have been there; faced with challenges in class, or homework they cannot do, or an assignment they do not understand. They have had the physical response to that situation- cold, clammy skin, ‘butterflies’ in their tummies, even shivering skin. These feelings tells them that they are not sure about the situation they are in. Often their first response is to remove themselves from the situation, to not do the homework, to not try (saying ‘it didn’t matter, I didn’t need to do that’ ‘I wasn’t going to get the excellence so why try’). However, these feelings are times when girls need to work to control their emotions and to show courage. To be brave. Maybe to think how will I feel when I look back on this? Will I have acted to reflect my values?

The girls were challenged to catch themselves being courageous in their learning, taking a risk in a challenging learning situation or proceeding with a situation in their learning when they were feeling unsure. You may like to chat to your daughter about this and to share their experiences and reflections