What is Education

Come away from the window! You don't want to be a child left behind, do you?

Sounds good to me!
My own school experience

Write on two pieces of paper two positive memories you have of your time in school.

Write on two pieces of paper two negative memories you have of your time in school.
Education – The Key Players

Parent/s

Teacher/s

Friends

Our Child

Siblings
Our Role as Parents

Looking After Our Own Emotional and Parenting Health

- Realising their Individualism
- Teaching our child how to be happy
  - Shaping their thinking and behaviour
  - Getting to know their emotional and psychological selves
  - Developing their ability to recognise and deal with emotions

Connecting with our Inner Parent—the love we have for our child and our natural ability to parent

- Learning to believe in something greater than themselves
- Reminding them that they are loved and lovable
- Supporting them to spend time feeling good
- Helping them to learn positive self-discipline
- Building Strong Self-Esteem
- Teaching our child how to feel good about themselves, self-belief
- Listening and communicating

Ensuring our child’s environment is emotionally healthy and safe
Our Child and Teacher’s Role

**Child**
- To learn academically to the best of their capacity
- To learn to socialise
- To open up their thinking to new things
- To enjoy themselves

**Teacher**
- To teach
- To create a safe, nurturing environment.
Connecting with our Inner Parent

Loving our child unconditionally

Valuing the uniqueness of our child

Believing in our natural parenting ability

Knowing and understanding ourselves as parents, why we became parents, how we see ourselves

Ability to develop and grow

Exploring and resolving our belief systems about our child. The impact of our own childhood and our parenting experience.
"I don't believe in pressuring my children. When the time is right, they'll arrive at the default choice and go to law school."
Teaching our child how to be happy

- **Teaching how to reframe:** Seeing the positives in what they do and how they handle situations, even difficult ones. Practicing turning negative into positives.

- **Self-reflection:** Spending time reflecting on and thinking about their own actions, statements and feelings.

- **Talking:** Talking about themselves and their interactions with others with those they trust.

- **Actively modeling the skills of positive action and thinking:** Making a conscious effort to smile, laugh, see the good in things, making positive statements, telling other people nice things, hearing nice things people say about us.

- **Rewarding them for thinking and acting positively:** Nurturing their self-expression and personal characteristics and giving them the freedom to “be themselves”. Avoiding comparisons and conformity.

- **Celebrating their Strengths:** Developing an insight and acknowledging what they are genuinely good at and being accepting of their weaknesses.

- **Understanding and dealing with feelings:** Teaching them how to understand their feelings and to express them in appropriate, constructive ways.

- **Nurturing their values:** Looking for and seeing the best in themselves and what they do, even when they make mistakes, or do things that they regret, realising that the totality of who they are is good and special.

- **Teaching and practicing problem solving skills:** Exploring possible solutions to problems and picking the best option.

- **Accepting that they are unique with their own unique personality**
“She’s already gotten a job offer from Microsoft!”
Feeling Good about themselves: self-belief

- Supporting them to treat themselves well.
- Helping them to have spiritual or philosophical beliefs
- Teaching and modelling self-discipline which plays an important part in us feeling good about ourselves. Knowing that we can trust ourselves makes us feel more secure and confident. Self-discipline involves us trying our best to live to the rules and standards that we have set for ourselves.
- Building positive self-esteem which is essential to emotional well-being and involves hard work and insight. All of us have experiences that serve to make us feel negative about ourselves and equally we all have experiences that make us feel positive. However most everyday experiences can be interpreted positively if we have the willingness and ability to do this.
- Teaching and modelling listening and communication skills.
- Supporting them to treat themselves well.
<table>
<thead>
<tr>
<th>HELP SHEET: Communicating With Our Child</th>
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<tbody>
<tr>
<td><strong>Listening</strong></td>
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<tr>
<td>Real listening involves paying attention to what our child is saying and doing to understand fully what they are trying to express, and encouraging them to share their thoughts and feelings with us.</td>
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<td><strong>Talking Together</strong></td>
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<tr>
<td>Talking with our child is one of the most important ways to communicate. Saying how we feel and allowing our child to express themselves is essential.</td>
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<tr>
<td><strong>Expressing ourselves through our actions</strong></td>
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<tr>
<td>Actions can sometimes speak louder than words. Showing our child how we feel and allowing them to express themselves through age-appropriate actions helps communication.</td>
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<tr>
<td><strong>Helping our child understand their actions as communication</strong></td>
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<tr>
<td>Seeing our child's actions as communication and indicating to our child that we understand this is important.</td>
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<tr>
<td><strong>0-4 YEARS</strong></td>
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<td>Hearing, understanding and responding to crying, and our child’s first attempts at speech.</td>
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<td>Engaging in word and speaking games and verbal role-play. Reading to our child.</td>
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<td>Rocking our baby in a pram or cradle. Walking up and down with him/her. Singing or talking gently to him/her. Cuddling our baby.</td>
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<td>Telling our child what we think they are trying to tell us when they have a tantrum or hit out.</td>
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<td><strong>4-10 YEARS</strong></td>
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<td>Allowing our child to ask all the questions they want and trying to answer them as best we can.</td>
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<td>Engaging our child in conversation that interests them by asking lots of questions in a way they can answer. “What did you do today that you enjoyed?” Telling them about our day. Reading with our child.</td>
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<td>Smiling, laughing when we are happy and crying, frowning when we are sad or upset.</td>
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<td>Interpreting our child’s behaviour and checking with them to see if we have got it right. “I see you threw your school bag on the ground. I think it’s because you’re angry – am I right?”</td>
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<tr>
<td><strong>12-16 YEARS</strong></td>
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<td>Showing we are actively listening by asking open-ended questions and reflecting back what we think we have heard without making value judgements or giving direction, unless asked.</td>
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<td>Discussing our day and asking them about their day, picking up cues to discuss the things they want to discuss.</td>
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<td>Interpreting our behaviour for our child, ‘I am shouting because I was really worried when you came home so late and did not ring me.’</td>
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<td>Asking them to interpret their actions for us, ‘When you went upstairs and banged the door just now, what were you feeling?’</td>
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<td><strong>16-21 YEARS</strong></td>
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<td>Actively listening with empathy and interest and responding supportively.</td>
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<td>Discussing things that interest us and encouraging them to do the same.</td>
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<td>Discussing with our child how we behave when we are feeling particular things, ‘When I am stressed in work I become quiet and withdrawn.’</td>
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<tr>
<td>Discussing with our child how they behave when they are feeling a particular way, ‘When you are angry, how do you react?’</td>
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"...And this is our spare son in case the first one doesn't live up to expectations"
Creating a mentally healthy environment for our child

Making sure they feel safe at home, in school, and in all they do

Protecting their physical and emotional safety

Nurturing their physical health—diet, exercise, sleep

Supporting them to value and respect themselves

Arming them with the skills to identify and cope with danger and risk

Keeping risk in perspective
Specific Risks

Bullying and Cyber Bullying

Alcohol and Drug Usage

Internet Risks-Social Media and on-line Games
My own school experience continued

• Discuss one memory with the person beside you

• Put one memory in your pocket for safe keeping

• Throw away the other two memories into the buckets
Role with the School

Choose the school wisely

Be Vigilant

Build appropriate/constructive relationships with school staff
Role with Siblings

• Teach Mutual Respect

• Encourage and model positive family communication

• Nurture problem solving skills

• Reinforce family awareness, introspection and emotional intelligence
My mother was the one that pushed me into this business!
Role with Friends

• Guide and Support through the Friendship Process

• Accepting those they chose as their friends

• Teaching them how friends treat each other

• Help them resolve difficulties

• Support them when relationships break down

• Only intervene directly if absolutely necessary
I'm stressed: My dad was a champion, my mum was a champion, there's a lot of pressure on me to become a champion...
Getting The Balance Right

- Too much communication
- Expectations too low
- Under Involved
- Expectations too high
- Too Little Communication
- Over Involved
FOR A FAIR SELECTION EVERYBODY HAS TO TAKE THE SAME EXAM: PLEASE CLIMB THAT TREE
Children spend approximately one third of their childhoods in school. This has a major impact on their emotional well being and development. It impacts on how they view themselves socially and intellectually, and whether they believe they are clever, good at achieving things and popular.

It teaches them how to get on with others, how to work and how to compete. School plays a key role in promoting and enhancing our child's emotional health. Academic achievement is secondary to this as without emotional health academic achievement becomes irrelevant.
Thank You

Contact

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