

Thought for the day

So far today I've done all right. I haven't gossiped, I haven't lost my temper, I haven't criticised or moaned.

I haven't been snappy, grumpy, nasty, selfish, or over indulgent. I'm very thankful for that.

But in a few minutes, I'm going to get out of bed, and from then on I'm probably going to need a lot more help!

Adapted from an original anonymous source

Polar Bear



Penguins

<https://www.youtube.com/watch?v=c7Sulkt1k70>



We plan to cover

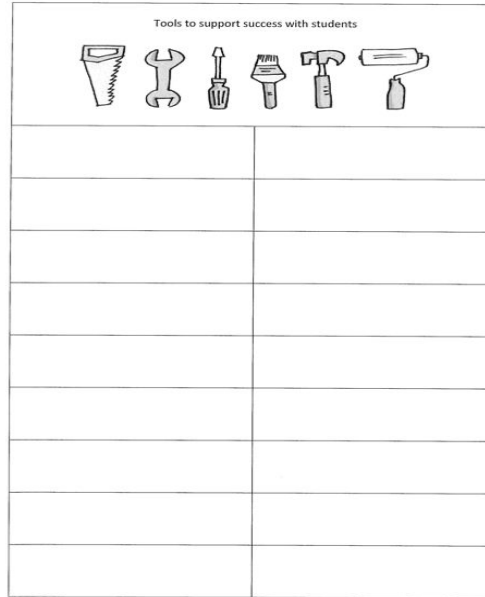
Staff wellbeing

Student wellbeing

The importance of relationships

Learning and focus

Your Toolbox



The Five Ways to Wellbeing



CONNECT

TALK & LISTEN,
BE THERE,
FEEL CONNECTED



Give

Your time,
your words,
your presence



TAKE
NOTICE

REMEMBER
THE SIMPLE
THINGS THAT
GIVE YOU JOY



**KEEP
LEARNING**

EMBRACE NEW
EXPERIENCES,
SEE OPPORTUNITIES,
SURPRISE YOURSELF



**BE
ACTIVE**

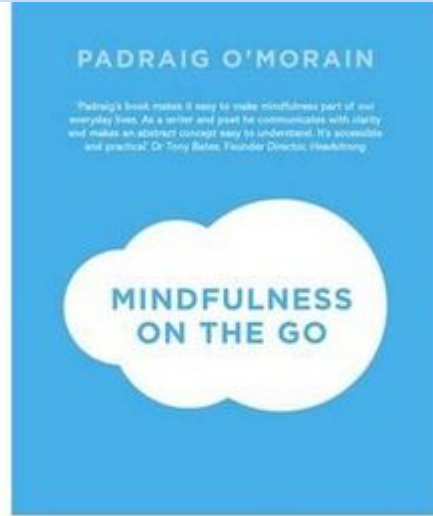
DO WHAT YOU CAN,
ENJOY WHAT YOU DO,
MOVE YOUR MOOD

Why the Five Ways?

- Like physical health, we can all benefit from looking after our mental health.
- Research has identified five simple things we can do – the Five Ways*.
- When practised regularly, they build resilience, boost wellbeing and offer some protection from developing mental health problems.
- They're beneficial for everyone, whether you have a mental health problem or not.

*Developed by the New Economics Foundation (UK) and adapted for New Zealand by the Mental Health Foundation.

Mindfulness on the Go



**PEACE IN YOUR
POCKET**

WASH YOUR HANDS

Practice: wash your hands mindfully, feeling the sensation of the water and soap.

Commentary: this is a good example of an everyday activity that you can use to bring you into mindfulness. Most of us wash our hands many times a day and we often do it in a distracted sort of way. Try bringing awareness to the task, guiding your attention back if it wanders. Feel water, soap, the temperature of the water, the sensation of one hand washing the other. It is precisely because this is such a simple, practical, frequent, everyday act that washing your hands in awareness is such a useful mindful practice.

If you want to go deeper: as well as washing your hands mindfully, dry them mindfully. When you have finished, try to bring some of that sense of awareness to whatever you do next.



From: 'Mindfulness on the Go' by Padraig O'Morain



Just a Minute.

Practice: try to connect, for a minute, with whatever is going on around you.

Commentary: a minute is made up of many experiences: sounds, sights, light, shadow, temperature, sensation, to name but a few. It's good to come out of your mind sometimes and allow yourself to notice these experiences. What do you hear? See? What's the lighting like? What is your body connecting with – a seat, a wall, a bus stop? That's your life going on around you. Give your life the honour of paying a little attention to it now. In other words, be mindful of your life.

If you want to go deeper: allow yourself to have a sense of settling into that minute, of allowing your body to settle into it, and become still as you do so.

From: 'Mindfulness on the Go' by Padraig O'Morain

Drink your Tea



Practice: next time you are drinking a cup of tea (or coffee) be aware of at least the first minute of the experience.

Commentary: of the vast amount of tea and coffee drunk in the world every day, many are drunk with little or no awareness. That's a pity – a missed opportunity to enjoy one of the day's small pleasures. Bringing even a minute of awareness to the experience helps build a mindfulness practice into your day while doing something you were going to do anyway. And it means you get more value out of those increasingly expensive teas and coffees.

If you want to go deeper: pay attention to taste and aroma. Think of the millions of other people who are having a tea or coffee right now and decide that you will be among those who do so in awareness.

From: 'Mindfulness on the Go' by Padraig O'Morain

The Daily Gratitude Habit

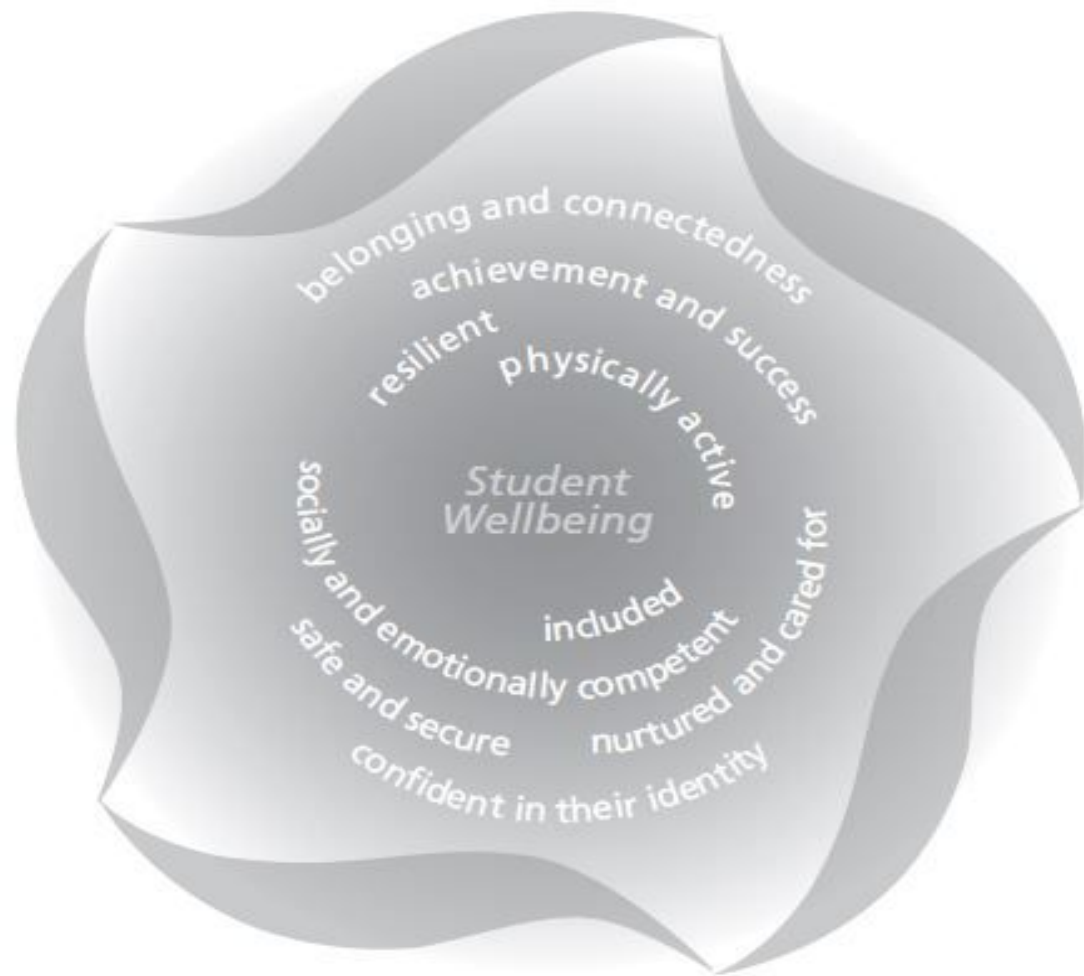
The habit is super simple. Here it is...

When I sit down to eat dinner, I say one thing that I am grateful for happening today.

Each night before I go to sleep I write one good thing about my day.

Student Wellbeing





About Leading Lights

Leading Lights provides guidance pathways to help teachers and other school staff in Canterbury recognise and respond to the needs of individual children in Years 1 to 8 in the following key areas:

- Behaviour
- Health
- Learning
- Safety
- Wellbeing and Belonging

The pathways include clear, concise, locally-agreed information on interventions and strategies to use at school, as well as when to seek further support, who can provide it, and how to make requests.

The pathways and support pages are developed collaboratively by educators, support agencies, general practitioners, hospital clinicians, and a wide range of other education and health professionals working with specialist writers.

Subscribe to [Leading Lights updates](#) to be notified when new pathways become available.

You can help us make the content even better by using the Send Feedback button (on every page) to tell us what you think, ask questions, and make suggestions.



Canterbury

- Home
- About Leading Lights
- Behaviour
- Health
- Learning
- Safety
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- Our Education and Health System

LEADING LIGHTS

Clear guidance for providing children in Years 1 to 8 with learning and wellbeing support

Mana Ake professional development

The Mana Ake Learning Series professional development evening on Anxiety will be held on Wednesday 19 June. There is no cost to attend. [Book now!](#)

Latest News

27 March

Leading Lights Canterbury update

Page Updates

NEW – 21 May
[Healthy Children](#)

NEW – 14 May
[Personal Hygiene](#)

NEW – 24 April
[Vision](#)

I'd like to see guidance for...

 WELLBEING & BELONGING

 BEHAVIOUR

 HEALTH

 LEARNING



2 x 10 strategy

ONE MINUTE INSERVICE Take a minute; learn a lot!



The Two-By-Ten Strategy for Dealing with Difficult Students

It probably would take little effort for you to identify your most difficult student. This child is active, disruptive, and frustrating. Researcher Raymond Wlodkowski investigated a strategy called **Two-by-Ten** and found very successful results. With the strategy, the teachers focus on their most difficult student. For two minutes each day, ten days in a row, teachers have a personal conversation with the student about anything the student is interested in (as long as the conversation is appropriate for school). Wlodkowski found an 85% improvement in that one student's behavior. In addition, he found that the behavior of all the other students in class improved.

Many teachers utilizing the **Two-by-Ten** strategy found similar results. Their worst student became an ally in the class when they formed a strong personal connection with that student. Though this seems counterintuitive, the students who seemingly deserve the most punitive consequences we can deliver are actually the ones who most need a positive and personal connection with the teacher. Often when they act out, they are letting us know that they are seeking a positive connection with an adult authority figure and that they need that connection first, before they can or will focus on academic content. One teacher using the **Two-by-Ten** strategy said, "Not only does it help with the toughest students, but also it helps the teachers remember their humanity as they attempt to survive and thrive in the classroom."

Source: "Assuming the Best", by R. Smith & M. Lambert, [Educational Leadership](#), September 2008
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Building and maintaining Positive Relationships



IY Teacher Strategies

Negative Consequences

Natural consequences
Logical consequences
Loss of privileges
Time out

Use Selectively

Decreasing Inappropriate Behaviour

Ignoring | Re-direction
Distraction | Reminders/warnings
Prompts | Positive verbal re-directs
Discipline hierarchy | Rules reviewed regularly

Motivating Through Incentives

Individual incentives | Sharing success with parents
Group incentives | First then
Special Privileges | Spontaneous rewards

Giving Attention - Encouragement and Praise

Attention Rule | Labelled praise | Promoting self esteem | Social Coaching
Proximal praise | Physical warmth | Praising others and self | Persistence coaching
Doubling the impact | Academic coaching | Emotional Coaching
Catch children being good | Adults model behaviours they want

Use Liberally

Building Positive Relationships

Teacher as a model | Positive phone calls home
Changing negative reputations | Daily greetings/farewells
Changing negative self image | Play/letting the child lead
Building relationships - child/family | Listening
Developing trust/responsibility | Special time with student

Proactive Teacher

Rules are displayed | Schedules and routines
Re-directing | Clear commands
Reminders | Non verbal prompts/signals
When then | Preparing for transitions
Work at child's level | Classroom arrangement

What am I doing well?

Underline those strategies that you are using consistently and/or well.

Strengths:

What could I improve on?

Circle any strategies you could improve on.

Goals:

Positive 
Behaviour
for Learning



MINISTRY OF EDUCATION

Check in

★ How are you feeling today?

★ What are you looking forward today?

★ How was the weekend?

★ What was something you enjoyed about the weekend?



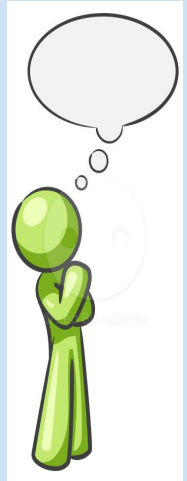
When your student is having a good day,
what does that look like?



When the same student is not having a good day,
what does that look like?



How do you approach the situation?



Have you thought about?

Movement Breaks	Memory, card or dice games
Sensory Breaks	String game
Spot the difference	Glitter Jar
Yoga for Kids	Using the senses
Breathing Exercises	



CALM DOWN YOGA FOR KIDS



I am strong.

Use your strength to catch tricky waves.



I am kind.

Stretch high and spread kindness all around.



I am brave.

Be brave and fearless as you fly down the ski run.



I am friendly.

Stretch like a dog wagging its tail.



I am wise.

Be a wise owl perched on a tree branch.



SPOT THE DIFFERENCE!

Find 10 differences between the 2 pictures!



Check out

What did you enjoy about your day?

Why did you enjoy this?

What could make it even better?

I am grateful for.....





Down syndrome and learning

POPULAR

Support the learning and wellbeing of students with Down syndrome across all levels of the curriculum.

[Read four strategies](#) →



Dyslexia and learning

POPULAR

Support the learning and wellbeing of students with dyslexia across all levels of the curriculum.

[Read four strategies](#) →



Dyspraxia and learning

Support the learning and wellbeing of students with dyspraxia across all levels of the curriculum.

[Read four strategies](#) →

About Learning

Children learn in many different ways, e.g. by watching (visual), listening (aural), or doing (kinesthetic).

Learning requires communication, attention, organisation, and social skills.

Children do best when they:

- feel connected to their family/whānau, friends, and school.
- are nurtured and cared for by teachers.
- feel safe and secure at school, where expectations are clear.
- are involved, included, engaged, and experience success.

Leading Lights



All children learn in different ways at different rates.

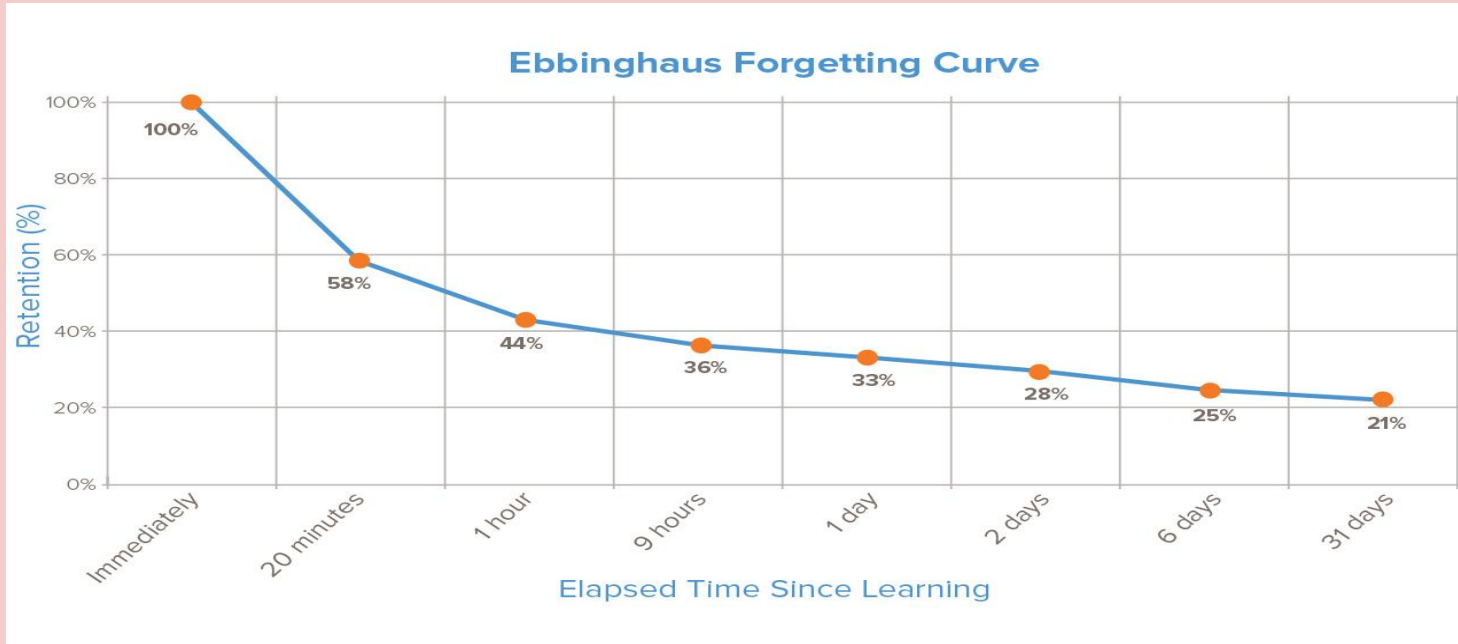


Children learn best when they feel engaged, valued, and supported.



Talk to other teachers about their teaching approaches and strategies.

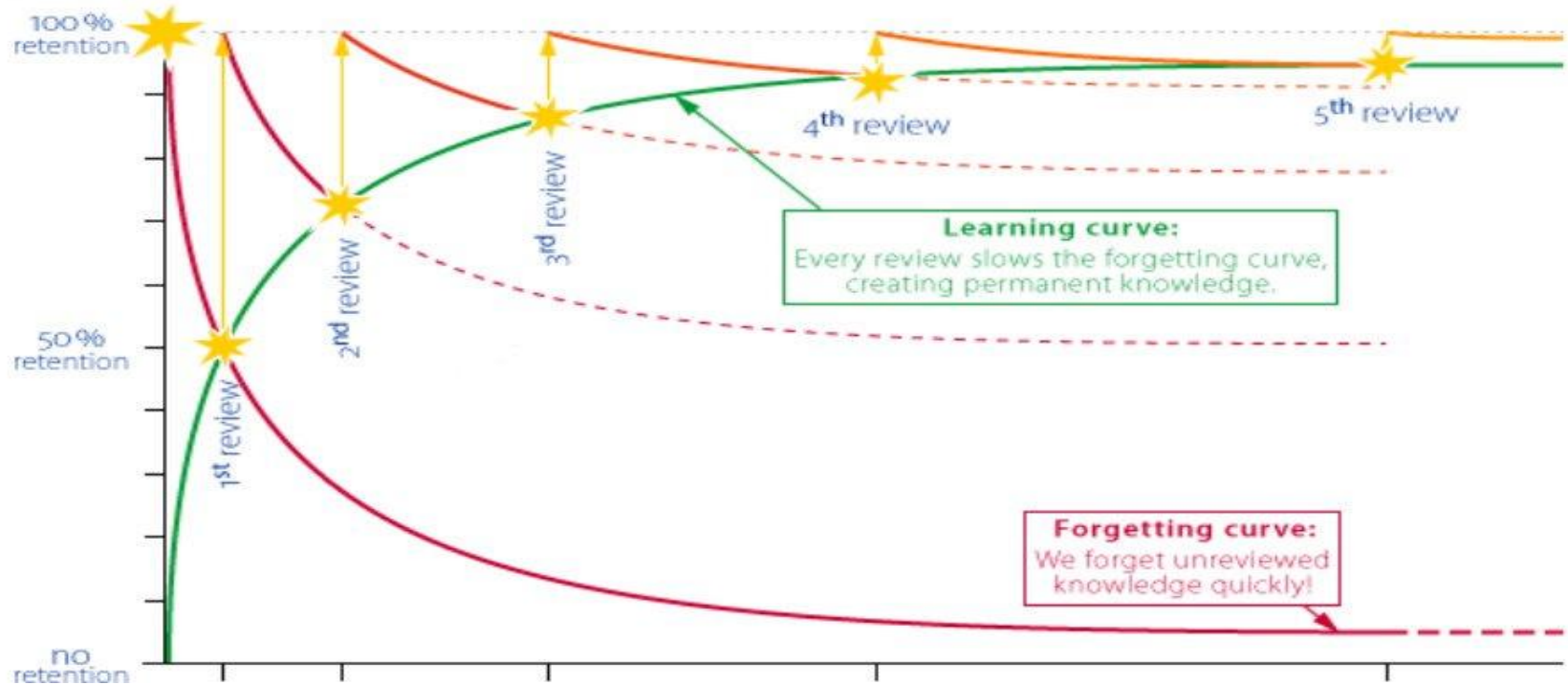
Ebbinghaus Forgetting Curve



Memory lite Assessment for Learning

- Failing to build in opportunities to re-visit, review and consolidate will significantly affect the impact of teaching for a majority of pupils as retention rates fall to around 58% within 20 minutes.
- Pupils with poor working memories are particularly vulnerable to the Ebbinghaus Forgetting Curve, which demonstrates the dangers of becoming obsessed with pace and coverage at the expense of opportunities for review and revision.
- Lessons built around 'spaced review', is a perfect fit for pupils with poor working memories. Here a chunk of learning is reviewed and reprised before moving on, keeping the learning upper most reducing storage demands and enabling a focus on the task or process in hand.
- A lesson built around a series of spaced reviews ensures that learning is organised into bite sized chunks, each of which is consolidated by review/reprise activities before moving on.
- Each review has the effect of gradually flattening the forgetting curve as knowledge and skills are re-visited throughout the lesson. This ensures that, after several reviews, much of the learning is locked into long term memory.

Why spaced review works ...



See

Hear

Do



+



+



Remember

**What you hear, you forget;
what you see, you remember;
what you do,
you understand.**

www.personalityinsights.com

