

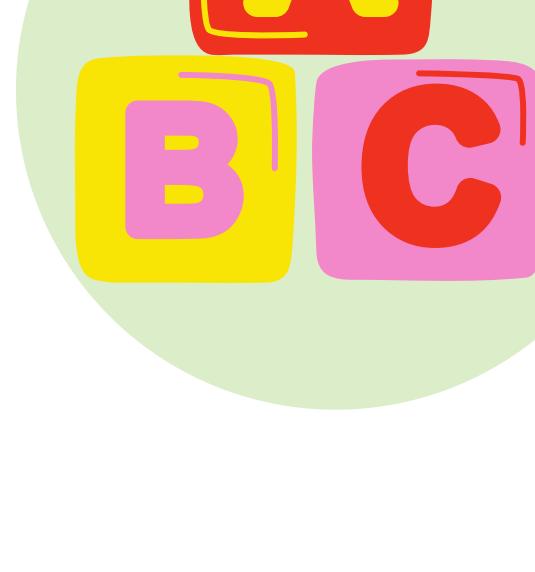
# Children's Wellbeing

.....It's the "little things"



## DEVELOPMENT OF RESILIENCE

The social environment in which a child lives is a primary source of adversity or resilience. As our children spend many years of their lives learning, and developing relationships in classrooms, the contribution of schools to their emotional, social and mental development is powerful and enduring. How can teachers and schools support their students to thrive and become emotionally healthy, confident and well-rounded adults?



## THE TEACHER'S ROLE

*"I am the decisive element in the classroom. It's my personal approach that creates the climate. It's my daily mood that makes the weather. As a teacher, I possess a tremendous power to make a child's life miserable or joyous. I can be a tool of torture or an instrument of inspiration. I can humiliate or heal"*  
(Ginott, 1975).

Children need to feel respected, listened to, valued, and included. Teachers play a promotive and protective role through:

### The teacher-student relationship:

Warm, Respectful, Supportive.

### Teaching methods and style:

Collaborative, Hands-on, Authoritative, Encourages student participation.

### The classroom climate:

Non-threatening environment, All contributions valued, Opportunities to succeed.



## THE SCHOOL'S ROLE

The school has a responsibility to both its pupils and its teachers to foster a positive, happy learning environment. The school can:

### Support teachers by:

Providing on-going training and assistance, enabling our educators to optimise students' emotional, social and mental development.

### Support students and teachers by:

Actively fostering a positive, respectful and inclusive culture.

## CHILDREN'S VOICES

Research shows that children place significant value on the ordinary, everyday, 'little things' (Johnson, 2008). A sense of connectedness to their school, warmth, kindness and support from their teachers, make the greatest difference to their mental health. We owe it to our children to listen and understand their perspectives. The inclusion of childrens' voices would undoubtedly improve resilience-promoting strategies in our schools.



It's the "little things"



## REFERENCES

Ginott, H. G. (1975). *Teacher and child: a book for parents and teachers*. New York: Macmillan.

Johnson, B. (2008). Teacher-student relationships which promote resilience at school: a micro-level analysis of students' views. *British Journal of Guidance and Counselling*, 36(4), 385-398. <https://doi.org/10.1080/03069880802364528>