

# Children's Wellbeing

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



## THE TEACHER'S ROLE

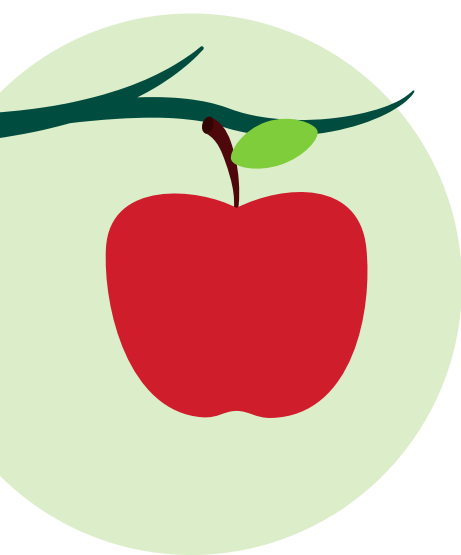
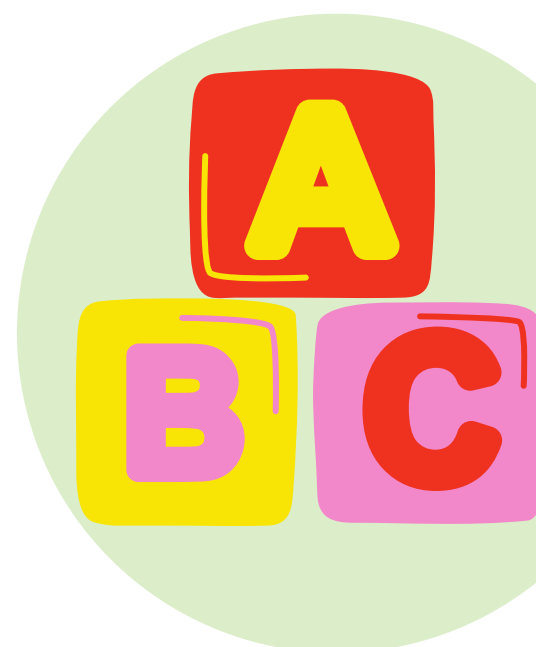
*"I am the decisive element in the classroom. It's my personal approach that creates the climate. It's my daily mood that makes the weather. As a teacher, I possess a tremendous power to make a child's life miserable or joyous. I can be a tool of torture or an instrument of inspiration. I can humiliate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



## 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.

## THE SCHOOL'S ROLE

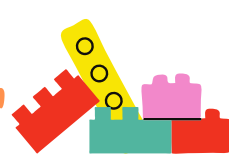
The school has a responsibility to both its pupils and its teachers to foster a positive, happy learning environment. The school can:

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.



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.dcu.idm.oclc.org/10.1080/03069880802364528>