

Creating Confident Children



@profwicks

Brought to you by Glen Education - Presented by Stride Education



VISION

The leading provider of innovative, professional and inclusive early years education that delivers excellence in learning.

PURPOSE

To deliver high quality service provision and responsiveness to the community, enabled by exceptional leadership and management.

VALUES

Respect
Authenticity
Integrity
Community
Celebration
Excellence



We acknowledge the traditional owners of the land on which our head office is based, the Boon Wurrung people of the Kulin Nation. We pay our respects to Elders past and present and extend our respect to all Elders & Aboriginal & Torres Strait Islander people across Australia.





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17 Kindergartens in operation (21 kindergartens in 2024)

Geographical reach includes Glen Eira, Bayside, Kingston, Monash and Stonnington Councils

Holiday Care program – Glen McKinnon, Glen Chelsea and Glen Orrong Road

“We have repeatedly exceeded the National Quality Standards for Education & Care and we build strong foundations for children so they can navigate life successfully, now and into the future.”



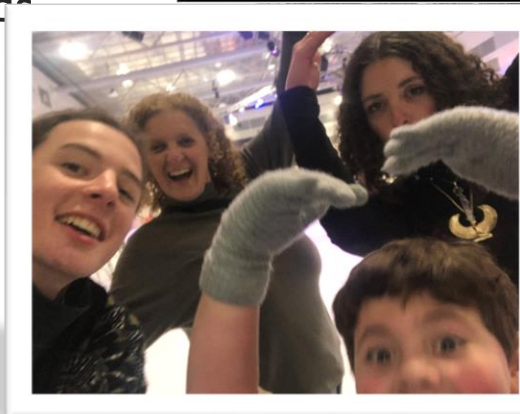
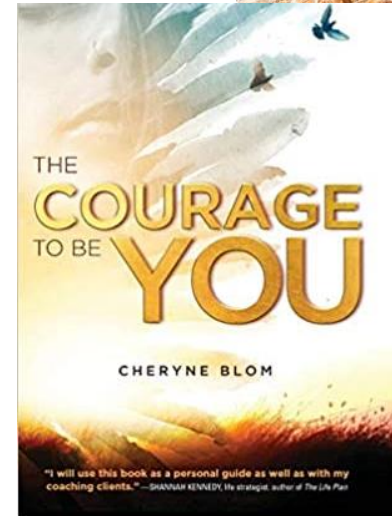
CHERYNE BLOM

Cheryne Blom is Program Manager at Stride Education.

Cheryne is a passionate role model and aims to empower young people with tools to develop greater confidence, courage and authenticity to navigate the changes, challenges and uncertainties of everyday life.

Cheryne has a background in counselling, cognitive behavioural therapy, mindfulness and is the author of *The Courage to Be You*. She has worked with hundreds of students at various schools around Australia.

Proud Mother of 3



House Keeping



Keep your microphone on mute.



Keep your cameras on if possible.



Use the chat box to communicate.



Make note of your questions for Q & A.



Agenda

Stride Education Program Framework

Resilience

Benefits of resilience

Emotions

Identifying emotions

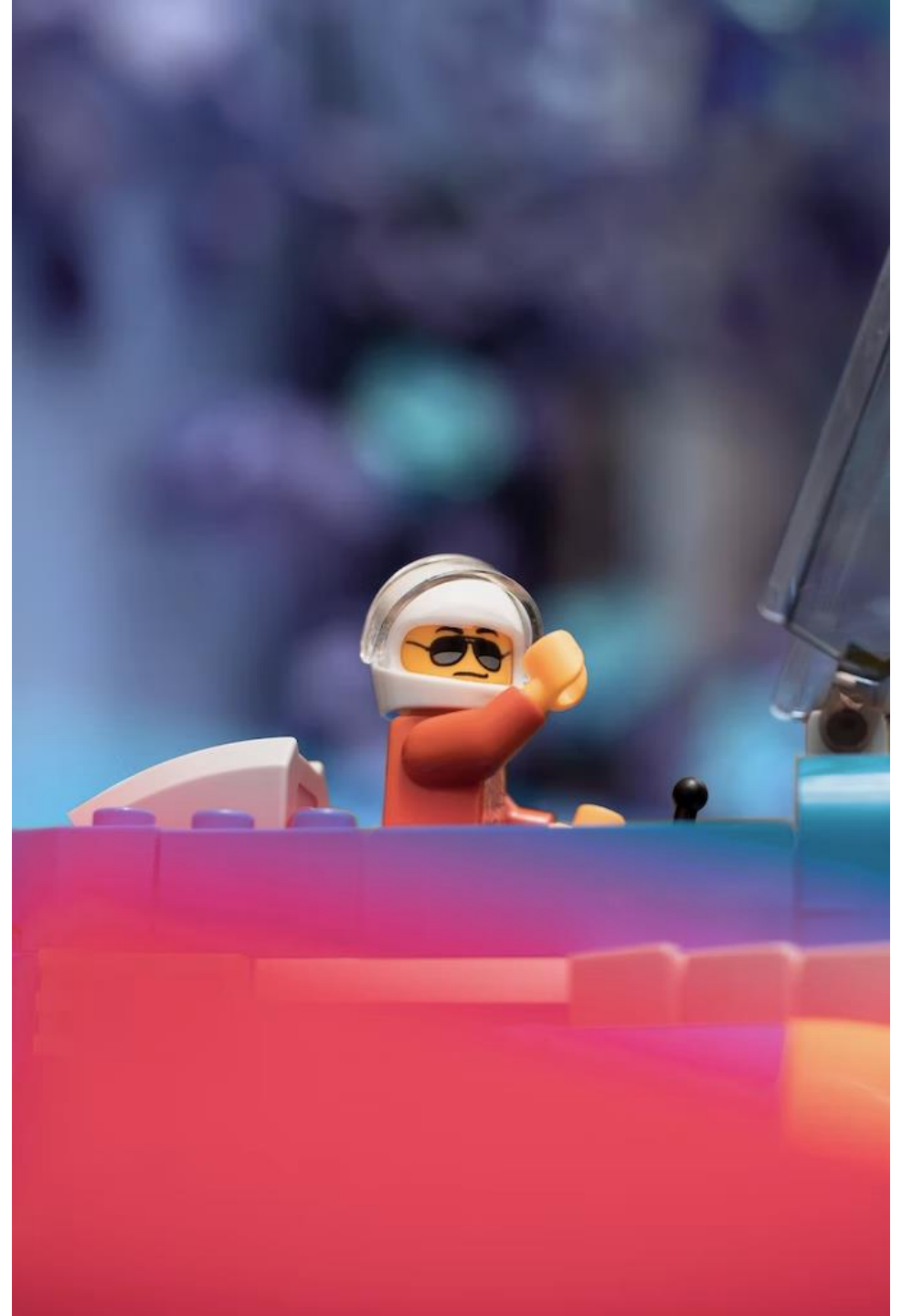
Anger

De-escalation

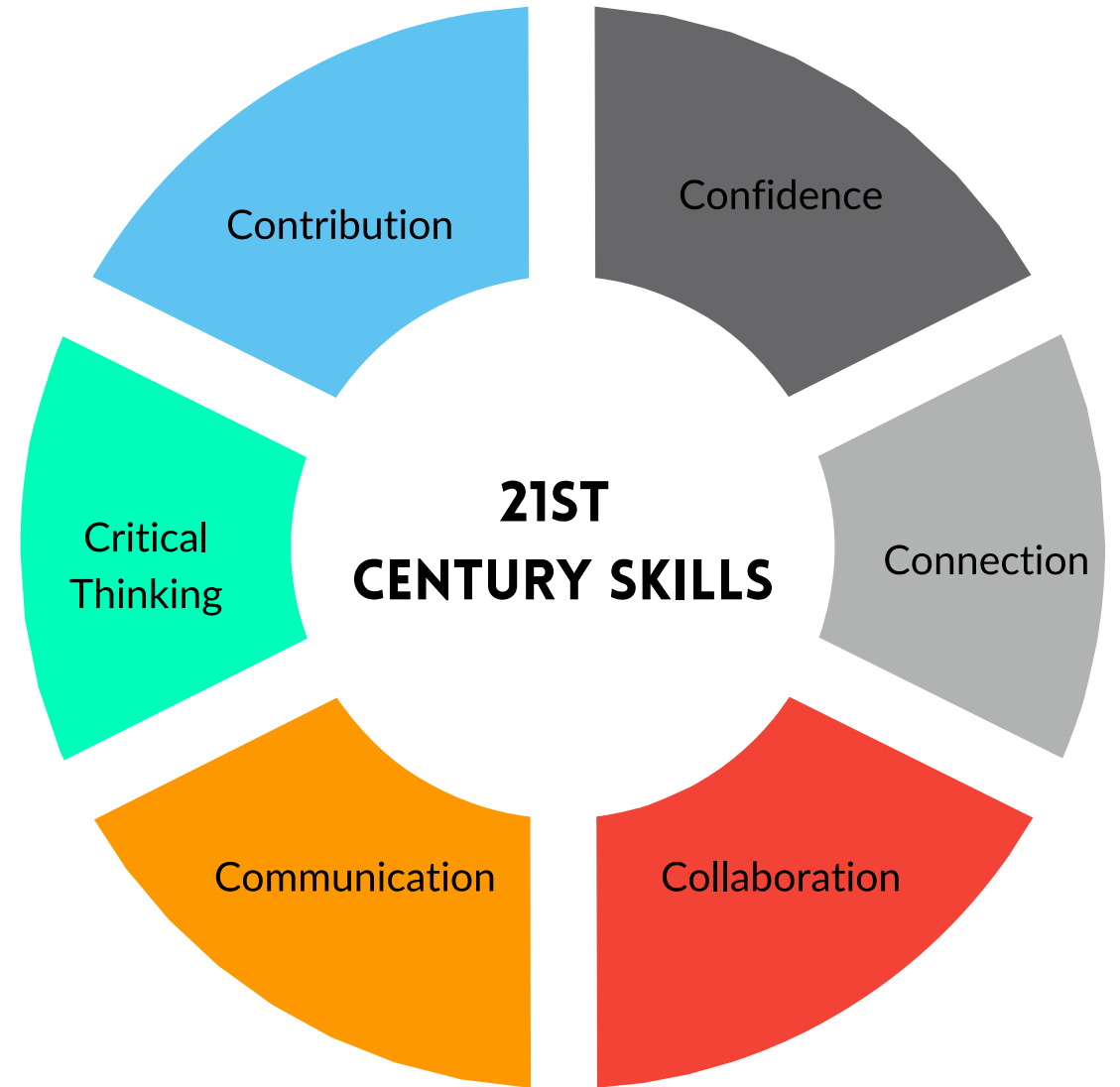
Parents Role in Support

Self Care for Parents & Carers

Q & A

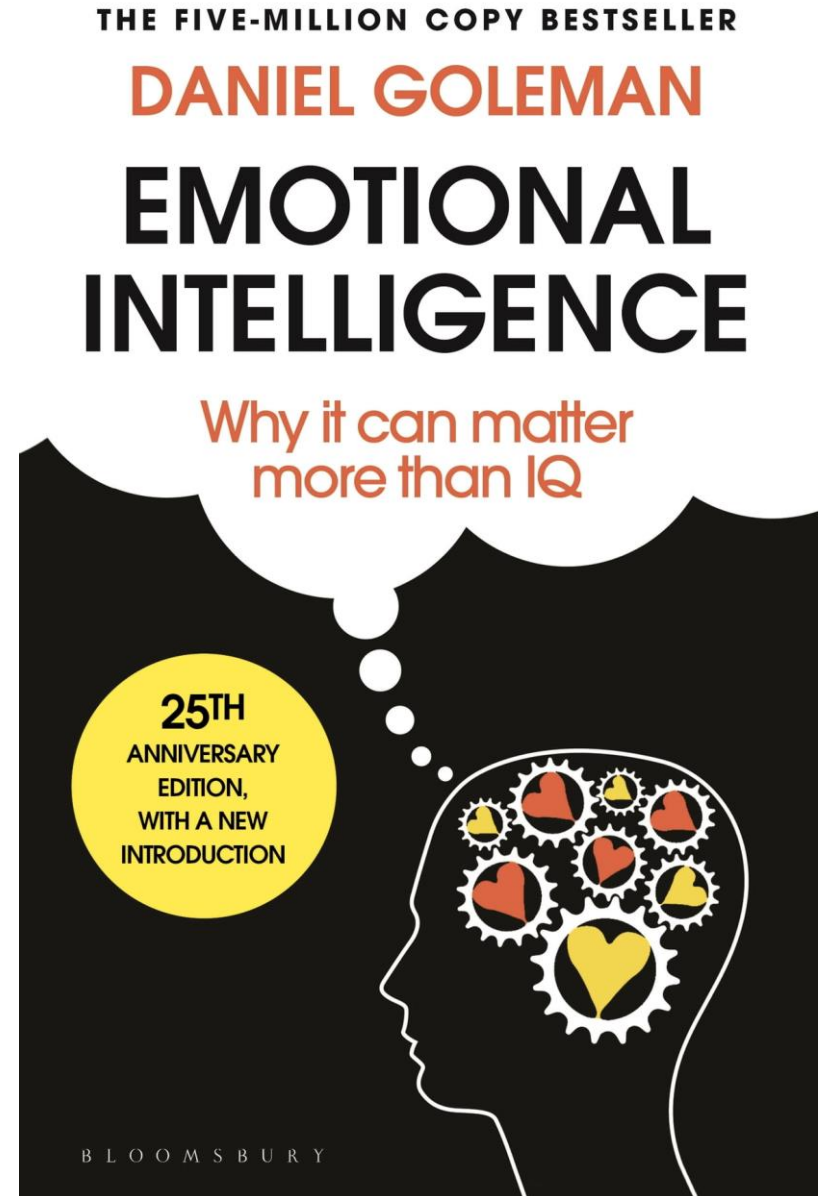


Our Program Framework



resilience

- The dictionary definition of resilience is defined as the capacity to withstand or to recover quickly from difficulties.
- Building resilience empowers and allows young children to tackle the challenges that life throws at them with grace. It contributes to many areas of their lives.
- According to experts in the field such as Daniel Goleman, author of Emotional Intelligence, we want our young people to notice their feelings, tolerate some degree of frustration and manage their emotions.
- Children learn to become resilience when they experience challenges and learn to deal with them positively.
- Research has shown that strong relationships are the foundation of children's resilience



Benefits of resilience

- Children learn to become resilience when they experience challenges and learn to deal with them positively.
- Children start to build their confidence, giving them evidence that they can do this. Feeling more capable the next time problems show up.
- They also begin to understand that emotions won't last forever. The emotions will come and go.
- As a result, they are less likely to avoid problems or deal with them in unhealthy ways.

THE FIVE-MILLION COPY BESTSELLER

DANIEL GOLEMAN

EMOTIONAL INTELLIGENCE

Why it can matter
more than IQ

25TH
ANNIVERSARY
EDITION,
WITH A NEW
INTRODUCTION

BLOOMSBURY

“

“The greatest glory in living lies not in never falling, but in rising every time we fall.”

Nelson Mandela

emotions

- As primary carers of young people we are required to learn to understand that all emotions serve a purpose, this includes the unpleasant emotions.
- We can practise to recognise emotions through stories, activities and our day to day lives.
- Develop acceptance of all emotions and the role they play in understanding yourself and others.
- Learning to ride the wave of emotions.

@tengyart



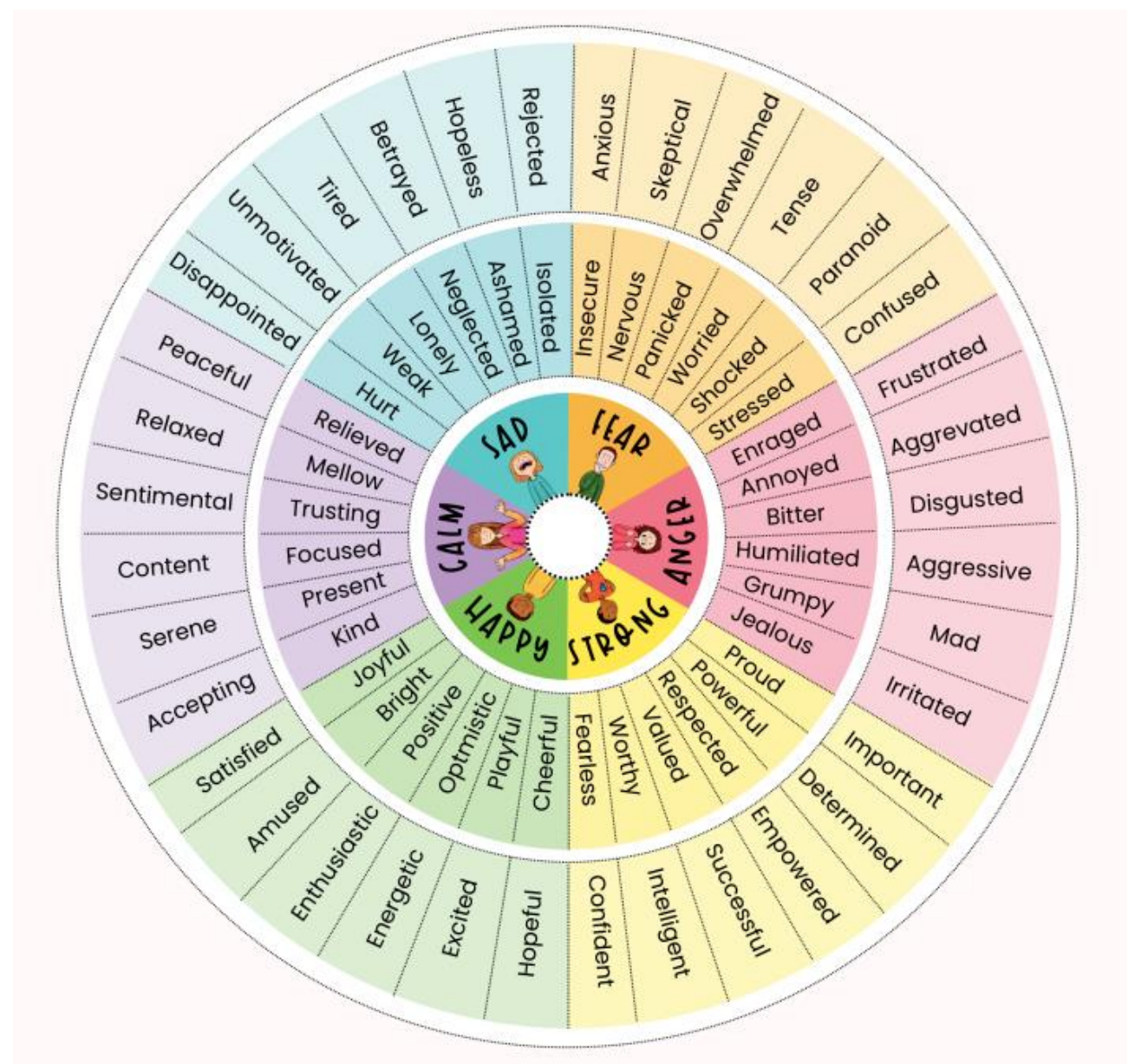
Identify Emotions

- Children experience emotions like adults do.
- Some children may not have the vocabulary to express their emotions. This may cause them to act out.
- Here are ways to support them:
 - A) Name the feeling:** Help your child name their feelings by giving them a label. This helps identify the feeling and develop a vocabulary (emotional literacy).
 - B) Identify feelings in others:** Provide your child with lots of opportunities to identify feelings in others. This allows them to practise recognising the feelings.
 - C) Be a role model:** Children learn about feelings and how to express them appropriately by watching others.



Identify Emotions

Emotional Literacy
Feelings wheel



building emotional intelligence

Social skills are a core component of emotional intelligence, however being emotionally intelligent also includes:

- an understanding of your own emotions and how they may impact others.
- a genuine desire to know and understand others and show interest
- developing the ability to empathize by understanding the experiences of others and accept differences
- cultivating the motivation to overcome and push through challenges by reflecting on our choices
- developing the ability to regulate and manage our emotions



anger

Feeling angry is ok. We all feel angry sometimes. It only becomes a problem when it begins to impact a person's daily life and causes them to react in a way that might hurt themselves or those around them.

Sometimes we may not know how to manage the feeling and express it in a way that is healthy.

Learning to be aware of our anger and expressing it in a safe and health way is key. Having conversations on ways to cool down and having a plan makes a difference.



David Knox

Flipping our lid

Here we can
make good choices
because we have access
to our wise brain.
Pre Frontal Cortex



- The term 'flip your lid' was **Dan Siegel**, author and professor of clinical psychiatry.
- When you "flip your lid" it means that your feelings get so big that you lose control of your ability to think and act clearly. In other words when we are feeling overwhelmed, we can feel ourselves 'flipping our lid.
- One may start: kicking, screaming, pushing, throwing things fidgeting, acting restless, trying to run away from a situation feeling numb, unable to move, find it hard to speak.

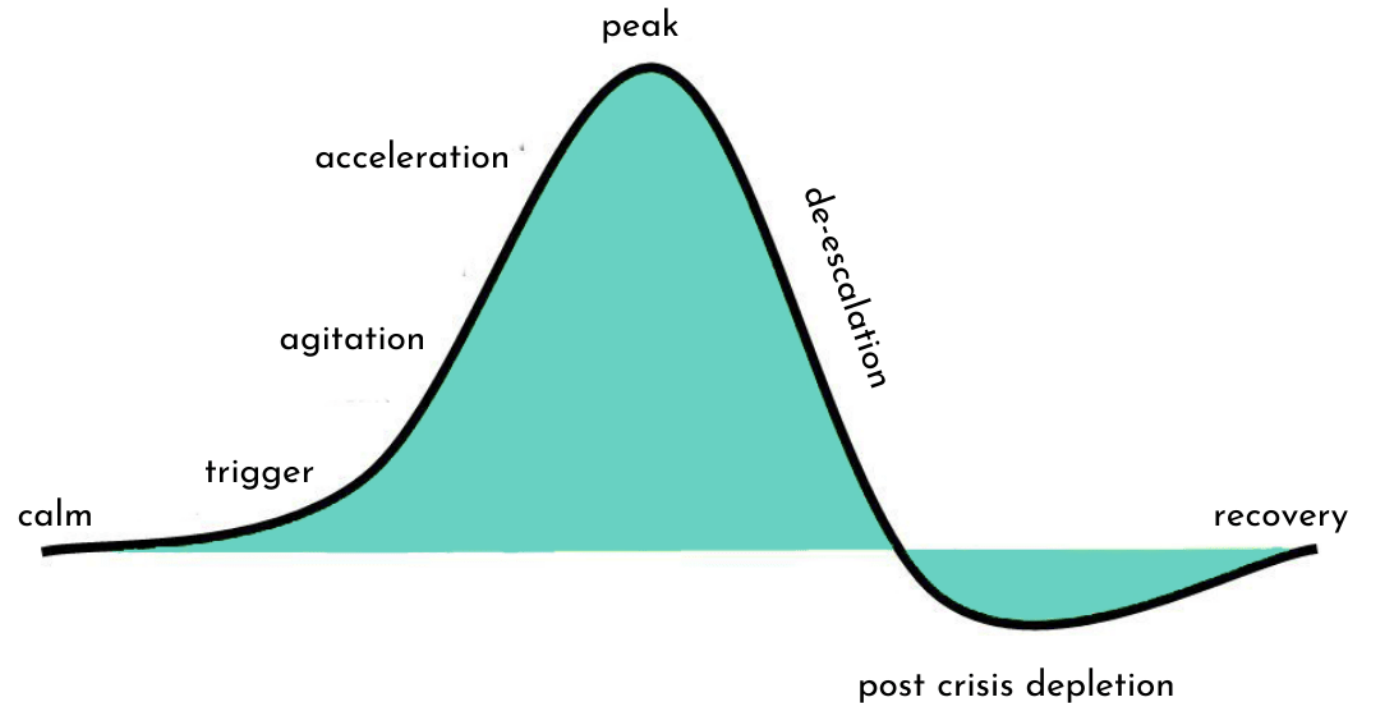
When we flip
our lid the
amygdala, the
area that
controls our
emotions gets
activated.

KEY POINTS:

What is Non-Violent Crisis Intervention?
Do not reason during a meltdown
Avoid demands during dysregulated cycle
Avoid yelling or saying no
Validate without shame
3 feet personal bubble
Use intentional body language & tonality
Go to their level
Use distraction strategies early, include walking away or reduce stimulation
Reflective listening
Be cooperative instead of forceful
Remain calm and avoid reacting to aggression
Silence is golden
Create a calm picture
BREATHING EXERCISES

THE ESCALATION CYCLE

pattern occurring before, during, and after a meltdown





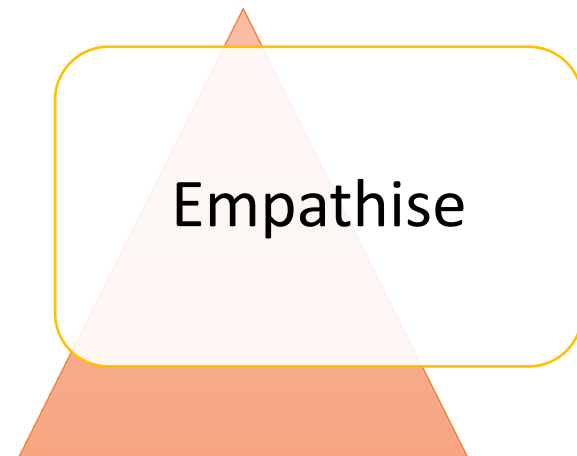
How can we support
our children to develop
resilience?



- Listen to understand
- (Not to fix) validating
- Stop, think, step back and ask with curiosity: What is happening in their world?
- Be aware of validating VS invalidating comments
- Ask questions to open conversation



- Encourage your young person to share by creating a *safe space*
- Practise listening without interrupting (silence)
- Help with self-soothing strategy
- Be mindful of your own behaviour and questions



- Put yourself in their shoes
- Understand their situation
- We all have our own lens through which we see the world
- Be patient with realistic expectations

“

“Empathy has no script. There is no right way or wrong way to do it. It's simply listening, holding space, withholding judgment, emotionally connecting, and communicating that incredibly healing message of 'you're not alone'.”

Brene Brown

Parents Play a Crucial Role

“Well meaning parents are often drawn into the cycle of anxiety.

They give in and give too many accommodations and they let their children escape challenging situations... the natural instinct is to comfort or to fix.

Children need to learn how to self-soothe, problem solve, delay gratification, independence and self-efficacy.

If parents and key figures in a child’s life, can help to confront their fears and problem solve than it is more likely the child will learn their own internal coping mechanisms for managing anxiety.”

Ways to cultivate resilience

The relationship between you and your child is one of the best resources to cultivate resilience in your child.

As a parent/carer of young people, it is our responsibility to help equip our children with skills to become resilient. We can do this gradually, taking one day at a time.

By helping our children build these skills, we can enable them to develop healthy skills they will need when navigating their lives.

natural flow

communication

empathy

curiosity

non-judgemental

celebration

autonomy



Your calm confident self
is your best self

“

“A dysregulated adult cannot regulate a child. We cannot give what we do not have for ourselves. So, our own regulation is where our work begins.”

Caley Kukla

Self Care

It is vital that we take care of ourselves to be able to withstand the challenges that life presents. To do this we can explore:

- Sleep
- Relaxation
- Hobbies
- Social support
- Connection
- Exercise
- Nutrition
- Nature
- Setting healthy boundaries





Q & A
