

Nurture in Practice – Webinar

Tuesday 15th December @ 3.30pm



Nurturing Resilience

As many school professionals will know, not all children are ready to meet the social and intellectual demands of school life. For a variety of reasons, some children miss essential early learning experiences that promote social development and readiness to learn. Adverse early attachment experiences can mean children hold a negative view of themselves and others and lack the essential prerequisite skills for learning.

Developing Nurture

One of the most effective ways we can support children to build resilience is by developing nurturing practices in school. By creating and delivering nurturing, positive attachment experiences, children can learn to develop age-appropriate behaviour and social skills, trust in adults, a readiness to learn and a positive sense of self.

A whole-school approach to nurture and the targeted use of nurture groups can address unmet early learning needs by enabling children to 're-experience' positive attachments and early nurturing in a safe, predictable environment, providing opportunities to develop relationships, a more positive sense of self and better communication and learning skills.

Want to learn more?

Our Nurture in Practice webinar outlines the principles of nurture and provides both a whole-school vision for embedding nurture plus practical, short-term ideas for focused interventions to use with children experiencing social, emotional and behavioural difficulties that create a barrier to learning within mainstream classes.

How can we promote resilience?

Identify and challenge negative emotions

We often reveal anxieties about learning (and anything else) through language, such as negative patterns of language or damaging self-talk (such as pre-emptive excuses to justify future failure). When you hear statements like, 'I'm not clever enough to pass this test' or 'I've done my homework but it's probably wrong' draw attention to this negativity – constructively - and explore how this negative self-talk could be stifling attainment.

Focus on growth *not* attainment, effort *not* intellect

Setting goals can be a powerful approach, particularly when focused on doing better than last time or aiming to beat a personal best. Praising effort rather than innate ability reinforces the view that success is incremental. This all helps the learner understand where they need to improve.

Adopt a 'I can't do it... yet' approach!

It can take time to grasp complex concepts so emphasising this to the learner shifts the focus from 'I can't do it' to 'I can't do it... yet'. This approach – adopted by individuals and across a school – will promote resilience and academic buoyancy. Adopting and holding firm to a growth mindset will help learners move beyond their most recent disappointment.

If you would like to book this training please contact NYES on 01609 533222 or nyes@northyorks.gov.uk

