

# Autumn Newsletter 2014

“If parents want to give their children a gift, the best thing they can do is to teach their children to love challenges, be intrigued by mistakes, enjoy effort, and keep on learning.”

Carol Dweck

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## Using Premium Funding to support pupil's growth through experiential learning.

Pupil Premium funding has a great deal of potential for reducing inequality in educational outcomes. However, we need to be careful that its use does not reinforce the stigmas associated with disadvantage or make children and families feel labelled.

Whether or not parents and carers had a good or bad experience at school themselves, most are ambitious for their children. They want them to be successful. If schools can learn how to tap in to this ambition and help parents to support their children to turn dreams into reality, it can make a huge difference to educational outcomes. Schools do their best to ensure parents are an equitable part of their child's schooling, building positive relationships based upon mutual trust, respect and understanding. With the pressures on schools and teachers this is a significant challenge at times.

For this to happen, 2 things must be in place:

1. There must be a strong, trusting relationship between the family and the school
2. Parents and pupils must believe that they have control over their future and can influence it

Most schools do their best to ensure parents are part of their child's education, building positive relationships based upon mutual trust, respect and understanding.

How can we take this a step further and support pupils and their family to develop a growth mindset? There is a lot of evidence that having a growth mindset improves the ability to learn, enhances self-esteem and makes people more optimistic because they believe that they have real power to shape their future .

In school creative thinking and problem solving activities are serious tools for pupil growth and the class's overall development. They are fun, enhance trust, respect and understanding amongst those involved. The same experiential learning activities can also be used to build/enhance positive relationships with the parents and carers of pupils. For example parents along with their children could be invited to a fun day of challenges using experiential learning activities as the vehicle for building closer relationships, trust, openness and reducing the potential for difficulties.

As Thomas Harris puts it, when we feel 'OK' the world around us is 'OK', when we are not 'OK' the world around us is NOT OK. Being eligible for free school meals indicates many social and economical pressures on parents and carers. Promoting a positive "I'm OK' *growth mindset* (*I'm OK – You're OK* (Thomas Harris 1969)) will bring families and schools closer, reducing the pressures on teachers and the school as a whole. It is worth a try!

Creative thinking and problem solving activities that promote the benefits of a Growth Mindset has the potential to improve the potential of parents and carers and give them a greater understanding of the schools' growth mindset strategies adopted in school. It's a 'win – win'. For further information and ideas contact 'Positive Images – Positive Effect'



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# Summer Newsletter 2014

“You can achieve anything you want in life if you have the courage to dream it, the intelligence to make a realistic plan, and the will to see that plan through to the end. “

Sidney A. Friedman

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## Upper Primary Boys “lost in space”

How can schools recognise and enhance the social, emotional, personal development and improve educational outcomes for boys in years 5 and 6? Just as we recognise the needs of girls and women in a just and equal society, we must now pay attention supporting the personal growth of primary boys to improve their life chances.

A disproportionate number of children labeled as having ‘Special Educational Needs’ are boys. The same is true for suspensions and exclusions; generally, boys are thought to be and are found to be more disruptive than girls. This is a trend that starts in Primary school and continues through secondary education and beyond; just look at the young people in youth offender institutions, the majority are young men. How can schools recognise and enhance the social, emotional, personal development and improve educational outcomes for boys in years 5 and 6? Just as we recognise the needs of girls and women in a just and equal society, we must now pay attention supporting the personal growth of primary boys to improve their life chances.

“All over the country boys like Tuggy Tug are failing to make the transition to manhood and a successful adult working class a life. Their failure leaves them dangerously disengaged from society and its values.” (WASTED; The betrayal of white working class and black Caribbean boys (Harriet Sergeant 2009)

How can we, as a wealthy, civilised post modern society recognise and meet the needs of upper primary boys and support their growth transitions? How can we recognise the equality and diversity needs of boys as well as girls?

“Once (Stephen) Biddulph has dealt his masterstroke, denying similarity and emphasising difference between the genders, his vision continues apace in Raising Boys: Why Boys are Different - And How to Help Them Become Happy and Well-balanced Men. Boys are mathematical. Girls are empathetic. Boys are physical. Girls are passive. Boys are passionate. Girls are obedient. Boys find it difficult to communicate effectively. Girls take any chance to discuss their feelings.”

Raising boys? Help yourself to some gender stereotypes Steve Biddulph's bestseller on bringing up boys takes us on a trip back to 19th century, says Clare Gould Clare Gould, 25 May 2009

Men are absent from primary schools with over 80% of teachers being women. To be fair it is a concern of all in education however this defecite cannot change overnight. However help is at hand, Carole Dweck advocates the use of experiential learning to support the transition from a ‘Fixed Mindset’ to a ‘Growth Mindset’. Its not rocket science, it involves using creative thinking and problem solving activities as a vehicle for individual and collective growth.

Taking the class out of the formal classroom, using short, fun creative thinking and problem solving activities that require both boys and girls to work cooperatively and collabatively has the potential to overcome lack of positive male role models in school. It's an interim measure, but boys and girls will benefit from the growth mindset.

**“Education is the most powerful weapon which  
you can use to change the world.” Nelson Mandela**

**ReachOut2Schools** is an exciting new project, which brings together educators and consultants to provide high quality professional development for teachers in impoverished schools overseas. Our objective is simple, but challenging; to facilitate the creation of learning environments that teach children the skills they need today to make for themselves better tomorrows.

**Make a donation** <http://www.reachout2schools.com/donate/>

# Summer Newsletter 2014

“Success is the ability to go from one failure to another with no loss of enthusiasm.”

Winston Churchill



## In our Winter Term Newsletter

The use of the outdoor classroom as a tool to improve pupil teacher relationships, reduce challenging behaviour and enhance experiential learning programmes to reduce low levels of classroom disruption.

Outdoor Classroom or alternative classrooms provide an insential learning enviroment for experiential learning and a growth mindset.

## In our Winter Term Newsletter

Promoting a Growth Mindset in Primary Schools to improve learning, reducing the incidence of low level disruption and reducing stress in the classroom.

A Growth Mindset focuses on what can be achieved, with medium and long term benefits.

Reduce stress and anxiety with fun activities.

## In our March Newsletter

Looking forward to the spring. Learn how to use experiential activities to promote a growth mindset.

“Learn from the mistakes of others. You can't live long enough to make them all yourself.”

Eleanor Roosevelt

## Tackle low-level disruption

Our Custom designed programmers for schools, which includes pupil diaries as supporting evidence of progress; teachers have their own handbook.

Also included in the package is the 'Team building and problem solving kit' in a rucksack value £380 to support the school's ongoing programme. The school will also receive a copy of 'Positive Images – Positive Effect' and 'The Pocket Facilitators Handbook, along with 2 hours of telephone consultancy.

To discuss your needs, contact Paul on.... [info@positiveimages-positiveeffect.com](mailto:info@positiveimages-positiveeffect.com)