



## Systemic Learning Tools

### Relationships for Learning



*"I want to find the missing link – what it is that stops or limits some children from learning and fulfilling their potential. The children I am most concerned about at present attend regularly, but don't fully engage" Bella, Class teacher*

It is easy to think that learning is simply a matter for the individual. As teachers, our focus is on helping children grow, develop and achieve as people in their own rights – to help them fulfil their potential and be successful contributors to society. Recent research, however, is pointing an often overlooked or maybe 'taken for granted' aspect of effective learning – the quality of relationships.



Children rely on a range of relationships to help them feel held, supported and valued. A sense of 'other' is the key motivator. Learning is, in essence, a collaborative endeavour. By understanding more fully the forces that are influencing and shaping behaviours, teachers can open up to a range of possibilities helping them to deal with difficult issues and obstacles to learning, as well as developing:

- Emotional and social intelligences – helping pupils to become more receptive and engaged with learning
- Greater sensitivity to creativity using intuition and imagination
- Mutual support and responsibility amongst class members for each others well-being
- Stronger connections between home and school life so that each can be a resource to the other.



Working alongside educational professionals in primary and secondary schools, we have developed a range of practical 'systemic' tools and exercises that can be integrated into existing teaching practices to enhance learning and creativity.

Three new classroom learning tools are now on offer to schools. They are:

- A Feelings Thermometer
- A Group Mobile
- Place People

These resources are used by teachers and pupils as focal points to explore group behaviours and culture. In particular, they have enabled teachers to:

- Deepen their understanding of students' motivational needs and resistances
- Improve attendance and punctuality
- Make their classes calmer places
- Develop greater levels of respect amongst peers and between pupils and teachers
- Enhance relationships with parents and carers

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