

Daily work on Pupil-Teacher-Relationships in Heinrich-Böll-Schule



Requirement

Work on pupil-teacher-relationships in Heinrich-Böll-Schule starts with a detailed **diagnostical view** on the emotional and social development of each child.

All interventions for strengthening relationships are led by the knowledge of **attachment theory** (J. Bowlby).

Content of this presentation:

1. Short explanation of the diagnostical view
2. Short introduction of some aspects of attachment theory, which lead our interventions
3. Presentation of three bricks which help us to strengthen pupil-teacher-relationships
 - a) “Safety First” - Caring
 - b) “I am with you” - (Physical) Closeness
 - c) “Let’s explore the world together” - Playing

1. Diagnostical view

- We distinguish between life age and the age of emotional and social development
- We use the assessment instrument ELDiB

V	K	SOZ	KOG
33	35	41	62
32	34	40	61
31	33	39	60
30	32	38	59
29	31	37	58
28	30	36	57
27	29	35	56
26	28	34	55
25	27	33	54
24	26	32	53
23	25	31	52
22	24	30	51
21	23	29	50
20	22	28	49
19	21	27	48
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15	17	23	44
14	16	22	43
13	15	21	42
12	14	20	41
11	13	19	40
10	12	18	39
9	11	17	38
08	10	16	37
07	09	15	36
06	08	14	35
05	07	13	34
04	06	12	33
03	05	11	32
02	04	10	31
01	03	09	30

ELDiB durchgeführt am:

Überblick über den individuellen Entwicklungsstand im ELDiB Kind: , geb.

V	K	SOZ	KOG
33	35	41	62
32	34	40	61
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30	32	38	59
29	31	37	58
28	30	36	57
27	29	35	56
26	28	34	55
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24	26	32	53
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20	22	28	49
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16	18	24	45
15	17	23	44
14	16	22	43
13	15	21	42
12	14	20	41
11	13	19	40
10	12	18	39
9	11	17	38
08	10	16	37
07	09	15	36
06	08	14	35
05	07	13	34
04	06	12	33
03	05	11	32
02	04	10	31
01	03	09	30

Stufe 5: 13-17 Jahre
Anwenden von individuellen und gruppenbezogenen Fähigkeiten in neuen Situationen

Stufe 4: 10 bis 12 Jahre
Durch individuelle Anstrengung zum Erfolg der Gruppe beitragen

Stufe 3: 6 bis 9 Jahre
Fähigkeiten erwerben, um im Rahmen von Gruppen erfolgreich teilzunehmen

← 7,5 Jahre

Stufe 2: 3 bis 5 Jahre
Erfolgreich auf die Umwelt reagieren

Stufe 1: 0 bis 2 Jahre
Mit Freude auf die Umwelt reagieren

ELDiB durchgeführt am:

Left: assessment of a pupil with special needs in emotional and social development: life age and age of emotional and social development differ

Right: Life age and age of emotional and social development are on the same level

Conclusion

If the age of emotional and social development is not the same as the life age teachers need to consider that in their interventions for building relationships.

Some of our pupils are in their emotional and social development only 2 or 3 years old. That means we need to deal with them as we would do with very young children.

2. Some aspects of attachment theory, which lead our interventions

How do very young children establish contact to their environment?
What do they need?

a) Attachment behavior (Safety system)

- > looking for physical closeness
- > looking for caring

b) Exploration behaviour (curiosity system)

- > distancing themselves for exploring the environment
- > making experiences of self-efficacy, solving problems, getting competences
- > showing effort and frustration tolerance
- > development of autonomy

⇒ „Attachment is education“

For building relationships it is always necessary
to satisfy the safety system first!

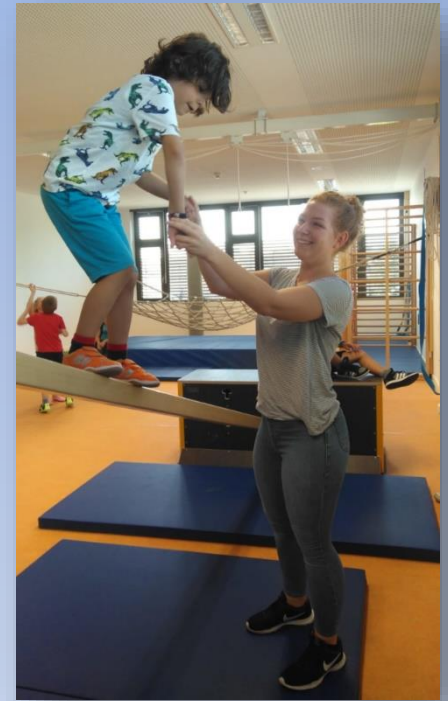
That's what relationship work is about in our school:
Teachers are the guarantors for the pupils to feel safe,
thus enabling them to explore their environment and develop.

3. Bricks for strengthening pupil-teacher-relationships

a) „Safety First“ - Caring

- Sharing meals and having enough to eat
- Letting pupils help preparing food
- Support for learning basic elements for self caring





Making reliable experiences of safety:
„I can trust my teacher, I can dare to
explore the world“

b) „I am with you!“ (Physical) Closeness





„My teacher is listening to me.“

Group situations: „There are others, but I am seen by my teacher!“

I see you are sitting very well.

I ask ... but I see you put your hands up, too

Did you know that, too?

You are looking at me.

You have taken your pen already.

- Naming the good behaviour
- Praising, praising, praising



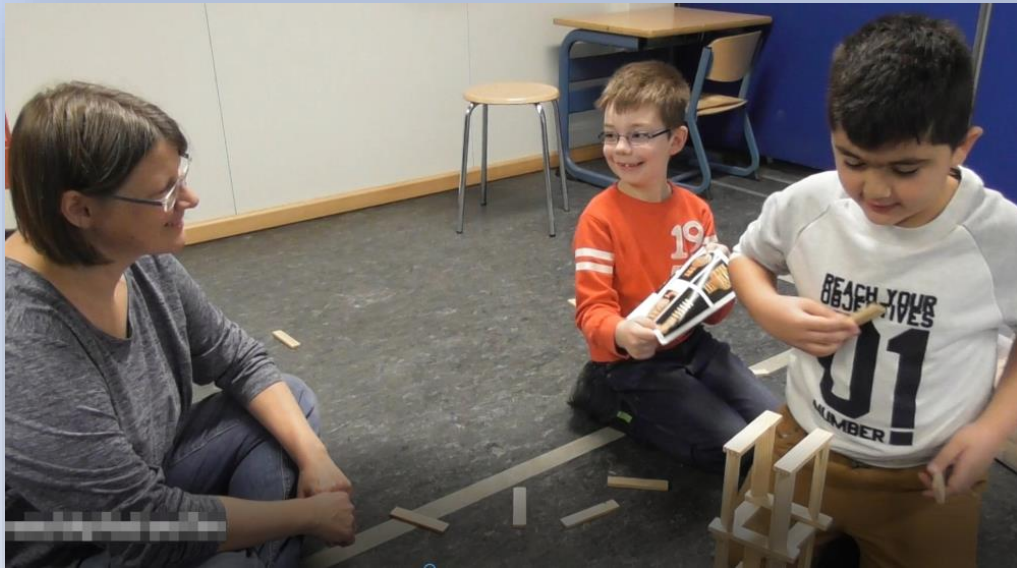
c) „Let's explore the world together!“ - Playing



Sharing the teacher: The first step to new relationships...



„... but my teacher is always my back-up“



Our suggestions for ideas to strengthen pupil-teacher-relationships:

CARING

- Implementing small meals (fruits, cookies,...) and sharing the situation with the pupils



PRAISING

- Trying out how naming of very small aspects of good behaviour and praising changes the relationship to a (maybe most difficult) pupil



PLAYING

- Implementing playing situations and getting a feeling for playing as content of support

