



**St Andrew's School
for Girls**
SKILLED FOR LIFE

St Andrew's School for Girls is excited to share a new journey as we continue to strive to prioritize wellness, which is one of our six strategic visions.

This term, we had the honour of hosting Mrs Mandy Herold, an internationally recognized Conscious Discipline Certified Instructor, Gallup Global Strengths Coach, and Accredited Foundation Executive Coach.

Mandy delivered captivating presentations on the topic of Conscious Discipline, illuminating its profound impact on promoting individual and collective well-being. This event marked a significant milestone in our ongoing partnership with Conscious Discipline, solidifying our shared commitment to prioritizing the holistic wellness of our students, staff, and the broader school community.

We look forward to investing in a strong focus on Wellness both in and outside of the classroom as well as in our curriculum spaces, learning environments and homes. Central to Mandy's presentation was the concept of Conscious Discipline which is a brain-based, research-informed practice that aligns seamlessly with our School's established wellness priorities and strategic vision. Her insights shed light on complementary philosophies and visions that not only support our internal initiatives but also empower families to apply these principles within the home environment.

We believe these principals hold immense potential to strengthen our collective effort in cultivating a nurturing and supportive environment where individual growth and flourishing take centre-stage.

The emphasis is on:

- Self-Regulation,
- Co-Regulation and the
- Awareness that as the adults,- the way we treat one another;
- Model behaviours to our children;
- Helping them to "pause" before reacting

brings together a culture of kindness, inner calm, and a shift in behaviour. This ripple effect that we model and show to our children as well as our efforts here at school can help our children benefit and thrive socially, emotionally, and scholastically.

Thank you for your continued support and partnership as we embark on this exciting journey towards enhanced well-being for all. Please see below and enjoy the "Introduction to Conscious Discipline" shared by Mrs Mandy Herold.



Introduction to Conscious Discipline

St Andrew's School for Girls

January 2024



Conscious Discipline is an adult-first, transformational, trauma-responsive approach to self-regulation that integrates:

- Social and Emotional Learning
- Equitable School or Home Culture
- Theory and Application
- Research and Brain-Based Discipline Practices

As much as Academics, Sport and Performing Arts make up our schooling system, an integrated **Social and Emotional Curriculum** has an integral role to play as well.

Conscious Discipline takes a very different approach to discipline than the way we might have experienced it in our own childhoods. Conscious Discipline is all about connection rather than punishment. The root word of discipline is **disciple** which means to teach.

At the presentation to our parents this week, we focused on the 3 core elements of Conscious Discipline: Safety, Connection and Problem Solving.

Safety

Change your job description

From:

My job is to tell you what to do and your job is to not make my job a nightmare!

To

*I'm your **safe keeper** my job is to keep you safe, your job is to help keep it safe.*

We can also shift from a language of **fear** to a language of **safety**.

Active calming or taking 3 belly breaths is the quickest way to cut off the fight/flight response and helps to send a message to your brain that your body is a safe place to be. Breathing icons (STAR, Balloon, Drain & Pretzel) are helpful for smaller children.

Connection

Traditional discipline says, 'Rules govern behaviour' Conscious Discipline says, 'Connections & relationships govern behaviour'.

Connections are made up of 4 components:

- Eye contact
- Physical touch
- Being present
- In a playful situation

Connections on the outside build connections on the inside which literally wire our children's brains for **self-control** and **willingness**.

Our need for connection never changes.

Problem-solving

As soon as we feel safe and connected, we can access the higher centers of our brain to problem solve.

Self-regulation allows us to put a **pause** between the impulse and the response.

Self-regulation is the one essential skill that:

- Predicts children's academic success
- Allows delay of gratification
- Empowers to set goals and achieve them despite obstacles
- Creates and sustains healthy relationships
- Develops empathy and problem solving
- Allows integrity to hold true to one's values

Two decades of research show that self-regulation is a better predictor of long-term success than early reading, early maths or IQ.

The relationship **between** parents is more significant for a child's development of self-regulation than the relationship between parent and child.

This is a **journey** with no end point. It is amazing to have this opportunity for teachers and parents to partner together on this journey.