

Reflections on Nathan Mikaere Wallis Presentation to Waimea Kahui Ako - 5/2/2018

Something(s) new I have learned

4 parts of the brain (x23)
Sibling order has direct impact on their lives/first born girls have a massive advantage(x17)
No difference with 2nd or more children - just the first born (x7)
Order of birth and male/female has an impact and the links to anxiety (x6)
Traits of the first born (x3)
That sleep programmes aren't good for babies (x2)
Males may not mature until they are 32/development of the adult brain (x13)
The changes in the perceived age of maturity
Gender is fluid - 7 gender groups/new research about gender (x13)
No person in NZ who wanted gender change ever changed their mind
Male/female binary idea is false
Mindfulness backed by science
Don't test or drive literacy in primary school until 7 years old (x9)
Teaching literacy too young can impact on creativity
Benefits in keeping children with the same teacher for a length of time eg 2 years (x2)
Vagus nerve upset connecting brain, heart and stomach - explains anxiety tummy pain
First 1000 days (x15)
Dyad model of human development (x4)
Dyad relationship with first born (x3)
The importance of relationships (x7)
1000 days link to depression and anxiety and teenagers (x3)
Gap between boys and girls brain development
Brain readiness for learning
Similarities/differences with animals and reptiles
Anxiety and how this affect children's learning
Importance/role of mindfulness to reduce anxiety and maximise learning(x11)
2yrs - 7yrs social/emotional 'free' play (x12)
soothing/comforting babies to calm them quickly (x3)
Brainstem v. Cortex scales (x14)
Fight, flight or freeze - 75% freeze (x2)
The reasons why our jails are so full
Why my teenagers were the way they were in their thinking
Students cannot learn in the lizard brain/can't learn anything if frontal cortex isn't operating (x5)
Boys will continue to struggle to close the gender gap so long as we promote by age
The why of how important it is to establish and maintain effective working relationships
Not to judge or critique boys development against our high achievers
Time and place - appropriate situational learning
We start school at the age of 5 because of the war

Why and how students think

Why and how my own children relate or manage themselves

Scientific evidence supporting sexuality - gender identity site in brain/ 10% of mammals are homosexual(x5)

Just your presence/(Ms Honey) can help deactivate the brainstem/anxiety (x2)

The strong importance of minimising many transitions (x4)

Transitions and their effects on students - not just the big transitions but also the daily ones (x4)

Adolescents turn off their 4th brain or down to 10% of the time to get rebooted for adulthood (x5)

A good reminder of calm, transition and relationships

The challenge of raising children to be a creative thinker rather than black/white, right/wrong

Anxiety can completely prevent higher learning (x2)

A better understanding of how the brain works and how this impacts on behaviour and learning

The different lengths of time to settle the brain stem

More teacher intervention = less success at early childcare

There is a neurological explanation for much of the behaviours I have seen both in my own children and those I have taught

That as a Kahui Ako it would be good to collectively breakdown the need for timetables, single cell classrooms and too many transitions

How can we teach in context

Ask not what you were thinking, rather how you were feeling (x2)

Something(s) that challenge my thinking

Education systems and structure

NZ research on early childhood and play v. Chinese/Japanese education methods and thinking

Teach students for more than one year (x17)

Secondary system is not made by science - "just the way we have done it"

The significance of the first 10 mins of the lesson to relax the class

Be more of an advocate for Plunket to support the first 1000 days

Relationships

Literacy skills in young children - how important are they? How does it impact their future learning?

Making time to settle children into a good space - not wasted time (x3)

Mindfulness for preschoolers - I would like to explore this further

Why we move students on every year and our focus on over-assessment

The first born - didn't realise that had such an impact on lots of areas of success

Development of resilience/problem solving and how this can be incorporated in class activities

First born and gender

Transitions each year with different teachers (x2)

The need for mindfulness

How do we enable the MOE to understand we shouldn't be pushing literacy and numeracy in early childhood

Complexity around identity

We need to change the school format for some children
Resourcing showing 2nd children at some disadvantage according to research
Free play until 7 years (x10)
Thought launching into language learning was important but need to establish mood first
Gender identity and the age they know (x4)
Have I bought my own children up ok?!
That transition can have a detrimental effect on some children (x6)
The science behind gender identity
Age of readiness for learning
Teenage years limbic phase
How to make secondary schools more like primary when they are so many specialist subjects
Changing teacher is not healthy even at secondary level (x3) - what can we do?
Transition for College students - not change so many teachers at secondary school (x4)
Not to act/talk out of frustration of meeting timelines or deadlines
The second born son
The idea that so much is pre-determined by early experiences
Boys are not ready for learning until age 7
May take 40 mins for a stressed student to calm down when their brainstem is activated
Responding to an upset child as soon as possible can set them up to be less stressful later in life - 1 min to soothe. Do they need this/rely on this as they get older or is this when they need to think about being a self manager?
How do we cater for those who are reading and interested in literacy at a younger age as well as those that are not.
Teenage brain shutting down the frontal cortex
Difference between first sibling and the rest
Research on different genders - would like to know more
Triggers for anxiety and where the stem from
Play based learning until age 7 - what will this look like at Year 4?
Approach to making connections - trying to build a connection with a child who doesn't want it but needs it
I would like to continue the discussion about reading to children from birth and nurturing pre-literacy/numeracy skills
The switching on/off or lock out phase being so pronounced; 90/10.
10% homosexuals
The difficulty some children have moving between lessons and the reason behind this
Do agree with what he was saying but I wasn't really challenged - too simplistic - 'exception to the rule' stuff. Probably regarding what we do before 5-7 years there has to be a whole shift nationwide for big changes in my Year 1-2 programme
The facts about what the brain needs up to age 7 v. public perception and culture
How we can prioritise relationships when MOE & League tables prioritise NCEA Achievement
Importance of form teacher role
Not encouraging development of literacy and numeracy skills of my own child

Our CoL objective is improving literacy Year 1 - 10. That goes against what Nathan has just said to us

Minimise transitions/Improve them (x3)

The how of using this new knowledge

Transition being a blanket cause of anxiety when in my experience they are very positive and excited

Structure of our timetable/lessons - how can we lessen transitions?

Boys are not as engaged as early learners too

Relationships are more important than content in a classroom

Transgender students outcome determined before/around age 7

How do we change societal beliefs around being 'ready for school'

Trying to calm students - ways to increase this - perhaps trial students staying with their homeroom teachers

Gender choices

The goals for the CoL

Consistent relationships in secondary school setting (x3)

What impact of my thoughts actions and prejudices have on my own children and those in my classroom? How do I remove/eliminate these in my practice?

Being "Miss Honey" while still managing the needs of others

Brain - survival

Teaching students for three years - this idea and the logistics of it in a school where teachers only want to teach certain ages

Not teaching literacy/numeracy until 7 doesn't match NZ curriculum

We can't make boys achieve as girls

Teenagers and 10% adult type cognitive and 90% emotional closed for renovations = teaching time

That the CoL three goals are already set

That with what Nathan said we should think broadly behind the goal

What can we do with no National Standards and can we incorporate more discovery learning in junior classes?

Teaching literacy too young can impact on creativity

What can we do to improve school for boys especially senior age group?

Breaking down of senior timetables and traditions of teaching

Age standards v developmental standards

We don't change systems because of cultural reasons rather than research based/scientific

What were you feeling not what were you thinking?

Intelligence is not generic

Students could/should have one dyad teacher

Change "if I haven't tried I haven't failed mentality" - that failure is a part of the road to success (whatever success is)

What will I change or do differently in my professional practice?

Not line up girls and boys outside class

Use boy/girl/gender more

Discuss in department about timetable changes

Read a story for 10 mins to relax

Develop an introductory unit on 'Brain development' for my class

Facilitate closer relationships between students and TA's, support groups, peers, academic etc.

Ensuring my students have the opportunity to engage in 'mindfulness'

Ensure I am fully aware of students needs and tending to these

Look into mindfulness type activities that I can do with my class at beginning of day, after lunch, other times as needed

Continue to give children the opportunity to be creative in their thinking - accept all their ideas and support their use in their problem solving

Develop long term 2 - 3 year programmes for students with a main teacher

More Miss Honey less Miss Trunchball

Ease up on boys literacy - communication

Engage in discussions - possibility of remaining will class Year 0 - 2

More time devoted to (before classes begin) Yoga, Brain gym etc.

