

# *Dare to Be* **Exceptional-**

## Lighting the Flame of Possibility in the Early Years

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Students move emotional states quite naturally all day. Teachers, who are aware of how to create optimal emotional states whether intentionally or unintentionally, will create environments where students learn more effectively. Laughter and lightness helps create positive emotional states. Music, positive welcoming rituals and encouraging messages that come through students' peripheral vision are also great ways to do this. Teacher consistency and clear boundaries are also very helpful in managing emotional states. Only by being in the right state will you get the result you want in your class.

Three qualities you bring to teaching:

1. ....
2. ....
3. ....

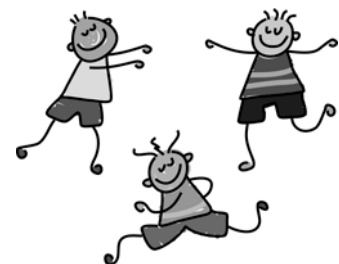
### **Key Attributes of Play**

- Seeking mechanism
- Child centred – building autonomy
- Pleasure seeking activation
- Creating friendship patterns
- Non-competitive and imaginative play
- Being present and unhurried
- Healthy risk taking
- Endorphin releases calm and soothe
- Social and emotional key skill development



### **Activities that Can Create Serotonin and Other Well-being Chemicals**

- Paired sharing
- Role play and drama
- Reflection time
- Journal and Poetry Writing
- Drawing and Creative Arts
- Circle Talks
- Creative Imagery
- Dancing and Singing
- Laughter
- Feedback Times
- Story Telling
- Play
- Positive music – whether calming or uplifting



- Creative problem solving
- Games
- Regular quiet, solo time
- Random acts of Kindness
- Care, Concern and Connectedness
- Emotionally honest communication
- Safe Touch
- Reflection Times

### **Play-based learning:**

a context for learning through which children organize and make sense of their social worlds, as they engage actively with people, objects and representations.

## **6 KEYS to Exceptional Teaching**

1. Be interesting
2. Help students to find their gifts and talents
3. Teach them how the brain works
4. Practise “kaizen”
5. Have the courage to care and connect
6. Believe in the highest potential for yourself and your student

## **EYLF - helping children Belong, Be and Become**

The Framework conveys the highest expectations for all children’s learning from birth to five years and through the transitions to school. It communicates these expectations through the following five



### **Learning Outcomes:**

- Children have a strong sense of identity
- Children are connected with and contribute to their world
- Children have a strong sense of wellbeing
- Children are confident and involved learners
- Children are effective communicators.

## **How do teacher’s best support the realisation of potential that lies hidden very deeply in some students?**

Our highest duty is to help students believe in themselves and to discover their strengths and talents –whether they be academic, physical, musical, interpersonal, artistic, linguistic or spiritual. Imagine that there is an invisible sign pinned to every student’s chest that reads “Show me that I matter, that I have some value – please.” If we can do this, we offer that gift that only charismatic adults can offer that shines a light of hope within that can ignite  
What do you do?

I am privileged to work with the most sacred people on earth – children, and I make a positive difference often to allow them to become the best person they can be.

“If you expect students to perform well, if you believe they are gifted and talented, they will prove you right.”

“Inspiring Teaching” (2004) Eva Hoffman and Susan Norman

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**Maggie Dent**  
quietly improving lives

# 10 Resilience Building Blocks

for children aged 0 - 12 years



Strengthen the spirit



Absence of stress



Self mastery



Build life skills



Meaningful involvement  
with positive adults



Clear boundaries



Positive healthy  
pregnancy



Good nutrition



Safe nurturing care within  
the circle of family



Plenty of play