

How do schools create a restorative culture that enables disadvantaged or dysfunctional children to achieve success as learners and to achieve their full potential as human beings?

Marriene Langton

Principal

West Spreydon School

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### **Executive Summary**

This paper reads like The Sermon On The Mount. So be it.

My initial thought was that I would set out to discover, but I ended up reinforcing my beliefs and experiences through some deeper learning and observations.

Our school, like everyone else has its share of aggressive, bullying, counter will, anxious, defensively detached, vulnerable and immature children. Christchurch families are still dealing with the trauma of 2010-2012 when a series of violent earthquakes struck.

Sometimes we have success with those children and see them adapt, engage with learning and succeed academically and personally. It's very tempting to think that there is a magic prescription or a step by step programme that can be applied.

Specialised behaviour management programmes like PB4L, IYP, Play Therapy can be successful but not for the reasons that we think they work. Prescriptive cause and reaction, methodology etc. have some success because the child attaches to the adult, not because of a system. Transpose the same reward and punishment programme (behaviourism) to a new teacher with the same child, and you will not get the same result. If the child attaches and senses that the teacher believes in him/her and that nothing can sever the relationship he/she will do his/her best to keep the relationship close. Punishments and rewards do not work. Teaching a child a lesson doesn't change the behaviours. When children are stuck they need adults who have an unconditional belief that they can reach their full potential as human beings; they need adults who can stick with them.

We have to have social sanctions, punishments and consequences as a signal to others and to the child that things have got to change, but the punishments will not change the behaviours. Our prisons are living proof of this. I've never really

understood the “zero tolerance” approach because I know that’s not how we treat ourselves as adults.

Taking a whole school approach to developmental theory through professional learning and regular discussion and review, has made an enormous difference to how we view our roles as expert teachers and to how we view our children.

The answers to stuck children are easy, but not simple. We know that children “get stuck” in behaviours that prohibit them from flourishing and it is our job as adults to address the “stuckness”, so that eventually they can flourish. When they flourish, they can learn and when they can learn they can achieve.

### **Purpose**

The purpose of my sabbatical was to:

- complete Advanced Intensive 111 Becoming Attached with Dr Gordon Neufeld, Neufeld Institute
- re-connect with tutors, psychologists, teachers, principals and school counsellors from previous study in Canada and online. These professionals were from across the world
- visit schools and meet with teachers and school leaders in Canada and America to listen to what worked for them when facing the complexities of children who are not engaged in learning and not flourishing as children
- finalise the details of Dr Gordon Neufeld’s visit to New Zealand for a series of seminars in November 2015

### **Rationale and Background Information**

The truth is that in New Zealand there are hundreds of children who are doing their best to survive in a hostile, dangerous environment and we expect them to come to school and behave so they can learn. We judge on their behaviours, which are often frightening and threatening, and we have neither the time nor skills to deal with the child lost somewhere in that mess. We talk about their heads being screwed when in reality their brains have developed beautifully to help them to survive. They have often not had an adult who loves them unconditionally, protects and cares for them, helps them to cope with fear and sorrow, says “no” and means it, and then helps them to adapt to disappointment and come to maturity through adaptive thinking. Some are overly sensitive and life is a cause for anxiety and alarm.

Two earlier bodies of New Zealand based research have inspired my passion to make a lasting difference for the children in our schools:

Nathan Mikaere-Wallis (Brainwaves Trust Aotearoa) "*One day every child in New Zealand will get the best start in life because parents and the whole community understand and value the impact early experiences have on brain development, and ultimately on the healthy development of society.*"

I remember my own very emotional response to being shown a video review of the work of Russell Bishop, Te Kotahitanga whilst I was completing my First Time Principal training. It made me think of the times I had connected with children in ways that had such a positive impact on them, and the times I'd missed the mark. Later I heard Nathan Mikaere-Wallace and his research on brain development and could see a common theme. As a staff we trained as Restorative Practice Facilitators and could see the links between relationships and change.

Russell Bishop (Te Kotahitanga). *"...when educators create learning contexts within their classroom; where power is shared between self-determining individuals within non-dominating relations of interdependence; where culture counts; where learning is interactive, dialogic and spirals; where participants are connected to one another through the establishment of a common vision for what constitutes excellence in educational outcomes. We termed this pedagogy a Culturally Responsive Pedagogy of Relations."*

And that's about the point when Duane (my Board Chair) and I heard about Dr Gordon Neufeld.

My board chair and I completed Intensive 1 "Making Sense of Kids" together in Montreal in 2013. This five day intensive was led by Dr Gordon Neufeld Ph.D. Clinical and Developmental Psychologist through the Neufeld Institute in Vancouver, British Columbia.

In 2014 I completed Intensive 11 "Challenging Childhood Problems" as a distance student through the Neufeld Institute.

During my sabbatical in 2015 I completed Advanced Intensive III "Becoming Attached," with Dr Gordon Neufeld Ph.D in Parksville, Vancouver Island B.C.

In 2013 a Neufeld Institute pre-course requirement was to read Dr Gordon Neufeld's book, *"Hold Onto Your Kids: Why Parents Matter More Than Peers."*

In **2013/14** I completed **Maori Ora** and **He Papa Tikanga** through Te Wananga O Aotearoa. These two studies have been specifically focused on providing authentic context for Maori Achieving success as Maori and align seamlessly with the principles of attachment and connection and viewing children through different lenses.

During 2014 I sent a small leadership team of 4 from West Spreydon School to visit schools with a specific focus on Maori achieving success as Maori and how this aligns with developmental theory. They visited Kia Aroha College, Otara and Newton Central Auckland. Their information reports were added to my experiences at Kia Aroha Marae and College and the interactions with our Maori Achievement Collaborative leaders and our LCC initiatives 2013/14/15. I am convinced that one person alone cannot give the definition of what works for children. I see the professional learning of my teaching team and colleagues as an integral part of my own research and findings.

In 2013 our Kahukura Learning Cluster joined a world wide initiative, across 1000 schools with Michael Fullan, New Pedagogies For Deeper Learning. This has also

given scope for applying the principles of developmental theory to the readiness of children to learn.

At the heart of every child is the need to be unconditionally loved and accepted by his/her parents or by an adult who is prepared to believe that this child can achieve his/her full potential as a human being.

*“Unconditional parental love is the indispensable nutrient for the child's healthy emotional growth. The first task is to create space in the child's heart for the certainty that she is precisely the person the parents want and love. She does not have to do anything or be any different to earn that love - in fact, she cannot do anything, since that love cannot be won or lost...The child can be ornery, unpleasant, whiny, uncooperative, and plain rude, and the parent still lets her feel loved. Ways have to be found to convey the unacceptability of certain behaviours without making the child herself feel unaccepted. She has to be able to bring her unrest, her least likable characteristics to the parent and still receive the parent's absolutely satisfying, security-inducing unconditional love.”*

### **Dr Gordon Neufeld**

Understanding the theory has changed the ways in which we relate to our students at West Spreydon School and in how we deal with the times when things go very wrong for children.

Dr Gordon Neufeld has a way of making the puzzle pieces fit together. Much of what he talks about is intuitive. Some thinking is counter intuitive but has surprising results when viewed from attachment theory.

Dr Gordon Neufeld's passion is to inspire adults who have significance in children and young person's lives, to look past the stomping and posturing to the brain and heart of a child or young person who is trying to make sense of the world and his/her place in it.

### **Methodology**

Activities undertaken

- Pre sabbatical study as listed above
- 5 day Advanced Intensive 111 Becoming Attached ; Dr Gordon Neufeld Ph.D.
- Discussions with psychologists, counsellors etc on the course, many of whom I had met in Montreal in 2013 and studied with online in 2014
- Meetings with teachers, Principals, district superintendent, school counsellors (retired and current) in New Brunswick and Oconomowoc
- Visits to schools in Wisconsin: Park lawn Elementary School and Lake Country Elementary School

### **Findings, Observations and Discussion**

I saw some wonderful schools in Oconomowoc thanks to the generosity of the District Superintendent and a reading recovery trained teacher; met with school counsellors, ex principals, teachers and support staff from schools in New Brunswick, Canada and Oconomowoc, Wisconsin and got to talk to children in some

of those schools and answer questions about New Zealand. The Canadians could not understand my accent, but God Bless America, the Americans had no problem.

I took with me three years of intensive study with the Neufeld Institute and a recent seminar with Nathan Mikaere -Wallis on the cultural context of Brain development as part of the Maori Achievement Collaboration hui in New Plymouth.

I had my Board of Trustees mandate to learn as much as I could to continue to raise student achievement and engagement in our school and to partner with our parents to build a healthy community.

At school our extraordinary staff has a unique ability to learn and change in order to make life and learning better for the children in our care. It is my job to be a life-long learner and to lead the way in research and application to make our school a high performing school for the sake of the children.

Every successful programme and intervention I heard about or saw in action had a teacher, guidance counsellor, teacher assistant, principal or district superintendent to whom the children were attached and for whom they had respect and loyalty.

There were times when my heart sank especially when I saw schools in a district that that the same rules, rewards and punishment codes on display in every classroom and hallways, (common in school districts in Canada and USA.) The children walked the halls in silent lines with the lead child carrying a banner facing backwards to remind the others that, "Silence!" was the expectation. Some schools had a Midnight Market where the children could cash in their reward points for being good for a toy or treat. In the classrooms I was looking for the teachers who had the children eating out of their hands. They were using the points system but didn't need it because the children were attached to them and the relationship mattered more.

It's not a criticism of them but a reflection on behaviourism and what I once considered as a key to engaging children. I knew instinctively that it was much more than that because rewards and punishment can't explain the magic that happens when a teacher persists through defiance, cheek, disrespect, aggression and abuse to find the real child.

*"Children learn best when they like their teacher and they think their teacher likes them."*

**Dr Gordon Neufeld, Hold On to Your Kids: Why Parents Need to Matter More Than Peers**

Not the programme, but the person. Attachment theory in action.

I'm not sure where "independent, self-managing, personalised learning" comes into play when children need dependence as an essential ingredient to maturation. This will be a discussion we need to have as a board and staff as we grapple with modern teaching practice.

*“The key to activating maturation is to take care of the attachment needs of the child. To foster independence we must first invite dependence; to promote individuation we must provide a sense of belonging and unity; to help the child separate we must assume the responsibility for keeping the child close. We help a child let go by providing more contact and connection than he himself is seeking. When he asks for a hug, we give him a warmer one than he is giving us. We liberate children not by making them work for our love but by letting them rest in it. We help a child face the separation involved in going to sleep or going to school by satisfying his need for closeness.”*

*“In thousands of little ways, we pull and push our children to grow up, hurrying them along instead of inviting them to rest. We could never court each other as adults by resisting dependence...Perhaps we feel free to invite the dependence of adults because we are not responsible for their growth and maturity. We don't bear the burden of getting them to be independent. Here is the core of the problem: we are assuming too much responsibility for the maturation of our children. We have forgotten that we are not alone - we have nature as our ally. Independence is the fruit of maturation; our job in raising children is to look after their dependence needs. When we do our job of meeting genuine dependence needs, nature is free to do its job of promoting maturity. In the same way, we don't have to make our children grow taller; we just need to give them food. By forgetting that growth, development and maturation are natural processes, we lose perspective. We become afraid our children will get stuck and never grow up. Perhaps we think that if we don't push a little, they will never leave the nest. Human beings are not like birds in this respect. The more children are pushed, the tighter they cling - or, failing that, they nest with someone else.”*

Dr Gordon Neufeld, Hold On to Your Kids: Why Parents Need to Matter More Than Peers

## **Implications**

It takes a change of heart from the whole school.

It means educating parents and working alongside them, sometimes to offer training or courses so they can understand where we are headed together. Expectations for all staff are high and it has resulted in some staffing changes. It takes a heart and head commitment from staff to build the relationships and keep them at the forefront. That's hard when staff are tired, under pressure and overworked anyway. The unsung heroes are the teachers and support staff who front up to the children every day, determined to give the child a fresh start and keep everyone else safe and happy at the same time as delivering a high quality learning programme.

Our office staff and caretaker are also keys to the team. Some lunch times I find a couple of initially angry children word processing my P.A.'s "made up on the spot" essential shopping list. In 10 minutes she has the children falling off the chair trying

to help her to remember what it was that she so desperately needed at the supermarket. The child has no idea that he/she has been diverted from trouble and given time to breathe before we tackle the issues that set them off.

The fact that we have taken this philosophy to underpin our school's beliefs about education and achievement means that there are fewer children in the "Pass the Parcel Game," being moved to your school or a school near you.

There are some children that we do not have the skills to help. They are too traumatised and damaged and require specialist help. They are rare, but there, and many of my colleagues continue to try to make school work for those children.

Nothing about developmental theory excuses any of the behaviours that we experience when children are unattached and their brains have not developed in the ways in which they were intended. Developmental theory gives us different lenses to view and approach the child.

Would I still punish, stand down, suspend or exclude? Absolutely, but with the clear understanding that I have done nothing to address the child's "stuckness."

## **Benefits**

### **1. Case Study:**

How does this work in a real school, with busy staff and maybe a dozen or more children with similar behaviours? One example:

Student A was enrolled with us briefly as a new entrant. He was in the care of his aunty. When he re enrolled as a 9 year old he was a Ward of the State and had been in several foster homes, along with his 7 year old brother. They were back in the care of their aunty although she did not have guardianship. As babies they had been subjected to violence, abuse and neglect by the adults who should have loved and protected them. They saw it and experienced it. Their mother abandoned them and when their dad was out of prison he would promise them the earth, neglect or abuse them, use them for his own means and leave them shattered and desperate for his love. And still they loved him and were desperate for him to love them back. They wouldn't love anyone else because that would be disloyal and also lead to further deep hurt. The human brain is very clever but doesn't always get it right and in his case he was alarmed and defensively detached, absolutely avoiding any vulnerability.

Both boys were working with a psychologist from the Ministry of Education and they had a history of verbal abuse against staff and students and physical violence against students. I was not looking forward to their return to our school.

When student A met me at his re enrolment, he threw his arms around me and hugged me tight insisting that I must remember him. For a fiercely defensively

detached child to show affection was the signal that we had a mandate to succeed because he showed signs of attachment and vulnerability.

Therein began 2 years of an incredible roller coaster ride with him, and his brother. In that period of time they were seized from school three times by CYF after Student A made unsubstantiated allegations against his whanau and subsequent care givers. This was his plan to get back to his dad. They had approximately 11 placements in that time and had to be escorted to and from school by two social workers because Student A would attack them, or his younger brother as they were driving.

On occasions I cheered on the social workers as they chased him down the street from school, and wept with the staff when he stood in the road hoping to get hit by a car. I was grateful for the police when they arrived on a couple of occasions to help me to avoid the large table and chairs aimed at my head and I am humbled by the other students, staff and parents who let us find our way through a storm of obscenities and personalised attacks (some of which were incredibly funny) as we determined to believe that this boy could reach his full potential as a human being.

I stood him down twice as a matter of social justice and spent many days with him working beside me or the DP in the office. The stand downs were **never to teach him a lesson.** They were breathing spaces and a signal to other students and parents that they could trust us to take care of their safety.

His danger time, as is true for many, many unattached, defensive children, was “playtime.” Peer to peer interaction without a caring adult who knows the child, simply leads to more trouble. I explained to our staff that we would never think of dressing a child in black clothing, placing him/her on the motorway at night and saying, “If you get hit by a car, there will be a punishment in store for you,” and yet we constantly do it to children by sending them into the playground, knowing that they cannot succeed. The pattern had developed that he would be sent into the playground with a stern warning!!!! And that I would be called for immediately after every break to remove him from the class because he was so frustrated by losing a game or not getting his own way. His frustration was foul and manifested as abusive language, counter will and aggression. Ground Hog Day.

Student A was non adaptive. He got stuck at frustration and was unable to move past that to learn and change. He'd lost his tears of futility a long time ago but could cry to manipulate or from sheer frustration. So that's our job as **the adults** to help and:

- Predict what circumstances would trigger his frustration
- See the early warning signs and act quickly
- Find a safe outlet for his foul frustration
- Protect him and others from harm

We formalised protocols, that I had put in place when I was appointed as principal. If a child had to be removed from the playground as a social sanction/punishment, or following that, as a preventative measure then he/she had to be with the teacher/s who knew and loved him/her. Once the punishment was over, we took turns to be with him/her to play a game, do Jump Jam, read books, complete some jobs in the classroom, and participate in a game, with the teacher right there with him. We do not immediately return them back into the playground. The punishment was over, now's the time to have fun in the breaks with **an adult in charge**. It was hard work for the classroom teacher and created extra duties which were shared by all of us.

Student A got to hear a lot of our attachment talk and we saw amazing changes in him despite everything that worked against us and him. He was fiercely attached to three of us and would not allow anyone else into that relationship with him because he saw other relationships as a threat to his attachment. That's fine and a brilliant start. More than we expected.

When he was really frustrated he would become physically aggressive and use obscene language which was hugely sexualised.

The primary reaction was to keep the staff and children safe so I/we would:

- move the class or him if he would comply
- let him run, rant, rage
- check every 5 minutes that he was safe and offer a drink of water back in my office (we never intervened unless he was hurting himself or at risk)
- move slowly back towards my office and watch him draw closer (sometimes it took 40mins)
- give him a glass of water as promised and show genuine care for his welfare
- let his foul language and suggestions for what I could do sexually go over my head. Most of the ideas were physically impossible without the aid of ropes and pulleys anyway.
- Reassure him that nothing will break our relationship and that there is nothing so bad that we cannot fix it
- Tell him that he must feel like he's dug a big hole for himself and that he probably feels he can't climb out of it, but that I'm here to help and that I know I have some answers for him (I never ever let him know that I had no idea what to do or that he was too much to handle)
- When he stormed out of the office and slammed the door on many occasions I would follow him calmly and tell him that I was about to tell him to take some time out, and I was pleased to see that he didn't need me to tell him to do so. I would congratulate him on managing his own behaviour. (Always keep the upper hand and trump whatever they do and say. The look on his face was always priceless.)
- When he returned we started again with a glass of water and reassurances that I still loved him and that nothing would ruin this relationship. (Yes we use

the word “love” in our school and it’s written into our Charter. To be loved unconditionally is a basic human right and need. The human brain will not develop as it is meant to without it. The unconditional invitation to exist in the presence of another is a basic human need and right. Maslow’s hierarchy of needs theory has been challenged in terms of priority for a healthy human brain to grow. During the Christchurch earthquakes the primary need of everyone was to be with the ones they love, not for food, shelter etc.)

- When he was calm we’d talk about his frustration (the word is important because it is at the root of the other behaviours we can see). I’d offer alternatives for what he could do instead, including using the punch bag, running, coming to me to sound off etc, going to one of the other teachers he was attached to
- I’d gently push him to tears of futility where he was at the point where there was nothing left to do but cry his tears of sadness. There’s a big difference between tears of rage/frustration and tears of sadness. Tears of sadness are the starting point for adaptation and change
- Sometimes if he was calm enough I would explain that there would have to be a punishment and usually he would accept that, especially if he had cried his tears of sadness and futility. There is never a point in trying to teach him a lesson **by reacting with** punishment and payback
- I never asked him to apologise because remorse is not something he can recognise yet.

Student A broke our hearts, stretched our resources, ate up hours of time and caused some tension in the staff especially with the very few who wanted punishment and reward even in the light of the evidence that it would change nothing. The change in him over the time was predictably fantastic. He became our kapahaka leader and showed his talent as a singer and dance. He is a talented mathematician and reader and he would work for the ones that he figured out cared about him. He would take a “rarking” from my DP because he knew she loved him and would often hug her afterwards.

*“Children do not experience our intentions, no matter how heartfelt. They experience what we manifest in tone and behavior.”*

**Dr Gordon Neufeld, Hold On to Your Kids: Why Parents Need to Matter More Than Peers**

Student A still caused a few headaches but we got to see glimpses of the little boy hidden behind trauma, doing his best to survive in a world where he had learnt from birth that adults are untrustworthy and dangerous so he needs to manipulate them and protect himself in order to survive.

On the first day of my sabbatical Student A walked into the DP’s office and said that he had to tell her something. He had carried a dark secret with him for a long time and he trusted her with the truth, knowing that nothing he could say would break that

relationship and knowing that he was about to change his own life out of his control. Where a parent cannot, or will not provide unconditional love and acceptance, we (teachers) must, as much as we humanly can.

Student A is now in another part of the country. I wrote to him while I was in Oconomowoc to assure him that no matter where he was we would still love him and that we had every faith in him to have a great future. I addressed the hard issues for him around his futile pursuit of invitation and love from his parents and assured him, as I had many other times that sometimes the ones who should love us and protect us don't, but that that doesn't have to determine how we relate to others. We can face that terrible grief, forgive and move on.

On his first day at his new school, he took my letter with great pride, to his principal, knowing that his connection with us wouldn't be lost.

It took everyone on the staff to work alongside each other to support and encourage when things got really tough with this student. He is one of several that we have seen begin to flourish because he has adults in his life who believe in him.

2. All of my teaching and support staff attended 2 days on "Helping Stuck Kids" with Dr Gordon Neufeld in Christchurch November 2015 and they are absolutely buzzing with ideas and conversations about how to attach to our children in order to see success in every area of their lives. They have asked to continue their own learning via the dvds on anxiety, aggression and bullies: their making and unmaking
3. During the past seven years as Principal of a Decile 4 school I have had the opportunity to review the effects of many interventions that are put in place for children who disengage from learning and who are disadvantaged by social or emotional circumstances. It has been my experience that interventions on their own are unsuccessful and that the real power lies with teachers who make strong connections with children and who are prepared to stand alongside them and believe in them. Developmental Theory is not new. It has a broad research foundation in neuro-science and child development theory. It is based on brain development and function and the premise that a child's brain will develop when critical factors are in place. These include attachment, maturity, and vulnerability. In my service as a principal, I have observed many children who make huge gains developmentally and thus academically with one teacher and appear to lose momentum with another. The interventions are usually rooted in behaviourism and in most cases the methods are consistent, but the unwritten curriculum is the key relationship with individual teachers who can view children as having unrealized potential. This has its roots in developmental theory.
4. I have also reviewed how a school can take responsibility for the development of children as a whole school approach. A whole school approach recognizes key factors in neuro- science and child development theory and has an

expectation that all adults in the school who deal with that child will have the same values and approaches. At West Spreydon School this is becoming a part of "the way we do things here" and is a deliberate approach to teaching the theory and applying the panacea. The West Spreydon Board of Trustees has made a commitment to implementing the theory in our school and has supported this financially and personally.

5. In conjunction with The Wayne Francis Trust, and South West Baptist Church our Board of Trustees organized Dr Gordon Neufeld to visit New Zealand in November 2015 for a series of talks which were offered to teachers, school leaders, parents, youth workers, psychologists, social workers, counselors, truancy service and leaders of community groups. It was a big financial risk for us as Gordon is not a high profile speaker in New Zealand although he is highly regarded in Canada, USA, Scandanavia, Europe and Russia. It was a risk that paid off.
6. We have confirmed Dr Neufeld's return to Auckland 2-6 October 2017, and Christchurch 25-29 September 2017
7. The benefits for our school are that in 2015 there were no stand downs or suspensions and very few in the 5 years preceding this. Attachment theory is simple but not easy. It is so much easier to suspend, stand down or exclude children. Sometimes, that has to happen. The credit must go to our staff and Board for their commitment, professionalism and insight. They are skilled teachers and governors.

## **Conclusions**

Are there times when stand downs and suspension/exclusion are the immediate solution? Absolutely.

Will this course of action (stand downs etc) make any difference for the child? Absolutely. It will be one more rejection, separation they will face and one more example of something to justify their disenfranchisement and anger, but it won't change the behaviour or teach the lesson if the issues are deep rooted.

Our partnerships with parents and the wider community are critical as we utilise youth workers, social workers in schools, Big Brothers, Big Sisters, volunteers to build the essential attachment relationships with all of our children.

Developmental Theory gives insight into, and panaceas for the issues of maturity, anxiety, separation, frustration, vulnerability, alarm, aggression, alpha complex, and the making and unmaking of bullies.

At our school we have included in our Charter this statement: 'Every child will leave this school knowing that at least one adult, teacher, support staff member loved him /her.

Our parents talk about it and our children expect it. Student achievement is rising as we commit to our children flourishing and realising their potential as human beings.

It is not easy but the long term benefits to us as a school and to the children are undeniable.

## **References**

Dr Gordon Neufeld Ph.D; Clinical and Developmental Psychologist. Vancouver, B.C. Canada

<http://neufeldinstitute.com>

Dr. Gordon Neufeld is a Vancouver-based developmental psychologist with over 40 years of experience with children and youth and those responsible for them. A foremost authority on child development, Dr. Neufeld is an international speaker, a bestselling author (Hold On To Your Kids) and a leading interpreter of the developmental paradigm. Dr. Neufeld has a widespread reputation for making sense of complex problems and for opening doors for change. While formerly involved in university teaching and private practice, he now devotes his time to teaching and training others, including educators and helping professionals. His Neufeld Institute is now a world-wide charitable organization devoted to applying developmental science to the task of raising children. Dr. Neufeld appears regularly on radio and television. He is a father of five and a grandfather to five.

### **THE NEUFELD APPROACH**

Dr. Neufeld's legacy is the meta theory of development he has constructed from joining the dots until a consistent picture emerged. His comprehensive model has evolved from years of synthesis and distillation. The result is an integrated developmental approach rooted in depth psychology, grounded in the developmental paradigm, saturated in attachment theory, congruent with current neurological research and honed by forty years of professional practice, parenting and personal reflection. In a world of fragmented knowledge, esoteric terminology, strategies divorced from their philosophical moorings, and a smorgasbord approach to treatment, Dr. Neufeld's approach is a breath of fresh air.

His insight model provides a refreshing alternative to the current cognitive behavioural fare, as well as to the medical 'disorder' approach. Dr. Neufeld's approach has clear and practical implications for practice and treatment, regardless of one's arena of involvement – child, adolescent, adult, marital or family.

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