

Trauma &
Relationship-
Building...

*The Power of Love &
Acceptance over
Expectation*

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Life is a Journey

“Life is a journey that must be traveled no matter how bad the roads and accommodations.” — Oliver Goldsmith

"Life is a journey to be experienced, not a problem to be solved" ~ Soren Kierkegaard

Vulnerability is not winning or losing; it's having the courage to show up and be seen when we have no control over the outcome. Vulnerability is not weakness; it's our greatest measure of courage. ~Brené Brown

IT'S ALL ABOUT THE

journey

NOT THE

outcome.

- CARL LEWIS

Generosity

Independence



Belonging

Mastery

Relational Pedagogy

A theoretical perspective focused on the idea that humans are relational beings and that teaching is a relational process

(Ljungblad, 2021; Aspelin, 2017).

Embeds an emphasis on **we** rather than on a teacher- or student-centered approach

(Haggstrom, 2022).

Relational Pedagogy

Emphasizes the interpersonal skills of the teacher and explicated awareness of the quality of their interactions with students to create classroom environments entrenched in academic, social, and emotional development

(Reeves & LeMare, 2017; Downer & Ruzek, 2015).



Is evident in classrooms where teachers are aware of and focused on the quality of their relationships to enhance academic outcomes and social-emotional development

(Reeves & Le Mare, 2017).

Relational Competence

Relational competence is described as one's ability to connect with other people

(Haagensen, et al., 2020).

Rooted in the ability to initiate, develop, and maintain the teacher-student relationship promoting a student's learning

(Ewe, 2020).

In education, it is the skills and understanding to establish and maintain relationships within a realm of empathy, tolerance of, and interest in the student's learning potential

(Haagensen, et al., 2020).

Is embedded in the theory of relational trust, an essential element of creating developmental and educational change for students within the school environment

(Haagensen, et al., 2020).

Relational competence is defined as teacher's ability *to see* a student as a unique being and to consequently adapt their own actions (behavior) without abandoning the *leadership* role and their *authenticity*, as well taking full *responsibility* for teacher-student relationship.

Juul and Jensen (2010)

One's ability to *SEE* a student

The teachers' ability to **see a student** refers to the fact that teachers sees beyond the most obvious apparent behavior or words of a student (e.g. see worry or fear behind hyperactivity, see non-verbal resistance in student's body even if a student verbally says 'yes') - an adult collects all this information and shapes their own view of a student and is able to give a student full recognition and acknowledgement.

Juul and Jensen (2010)

The basis for high-quality relationships is that students/children are understood and treated as individuals – as autonomous people who play an active role in building and maintaining relationships. **This means that the teacher does things *with* the student and not *to* the student.** This also means that a student, with their reactions within this relationship, provides information about who the student is and which parts of relationship make them feel good (or less good). Students' reactions are therefore not interpreted as an expression of what a student is, but who they are in this particular relationship.

The key is to observe and identify students' reactions and signals.

Without love, neither the
physical nor the
intellectual powers will
develop naturally.

Johann Pestalozzi

1797



Acceptance

Involves acknowledging and embracing the full range of your thoughts and emotions rather than trying to avoid, deny, or alter them

Cognitive defusion involves distancing yourself from and changing the way you react to distressing thoughts and feelings, which will mitigate their harmful effects




Acceptance

- Child development not only is influenced by children's relationships with their fathers and mothers but also is shaped by the significant adult relationships around them
- When considering fathers' and mothers' respective impact on child outcomes, it is necessary to consider the indirect pathways of influence that parental warmth and control might have through the other parent.

(Li & Meier, 2017)

Love & Acceptance over Expectation

"We think we listen, but very rarely do we listen with real understanding, true empathy. Yet listening, of this very special kind, is one of the most potent forces for change that I know."



Carl Rogers

Join the Empathy Movement
CultureOfEmpathy.com

We cultivate love when we allow our most vulnerable and powerful selves to be deeply seen and known, and when we honor the spiritual connection that grows from that offering with trust, respect, kindness and affection.

~ Brene Brown

