

Role of the Learning Mentor at Yeading Infant and Nursery School

The Learning Mentor at Yeading Infant and Nursery School plays a crucial role in fostering the development of all children, with a particular focus on supporting those who face barriers to effective learning. The mentor champions the needs of these children, providing targeted support to help them overcome challenges both inside and outside the classroom.



We can do this together

Key Responsibilities

Support and Development

- Assist all children in their academic and personal growth.
- Focus on children facing barriers to learning, helping them to navigate and overcome these obstacles.

Personalised Attention

- Work closely with children in small groups and on a one-to-one basis.
- Tailor support to individual needs, ensuring each child receives the attention and resources required to thrive.

Encouragement and Confidence Building

- Foster a supportive and nurturing environment that encourages children to express themselves and participate actively.
- Build children's confidence by celebrating their successes and providing constructive feedback.

Self-Esteem Enhancement

- Implement strategies and activities that boost children's self-esteem.
- Create opportunities for children to experience achievements and develop a positive self-image.

Social Skills Development

- Support the development of essential social skills through structured and unstructured activities.
- Encourage positive interactions among peers, helping children to build friendships and navigate social situations effectively.



Impact on Children

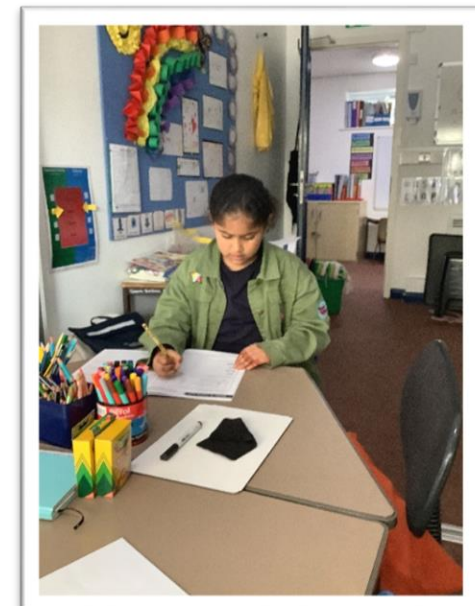
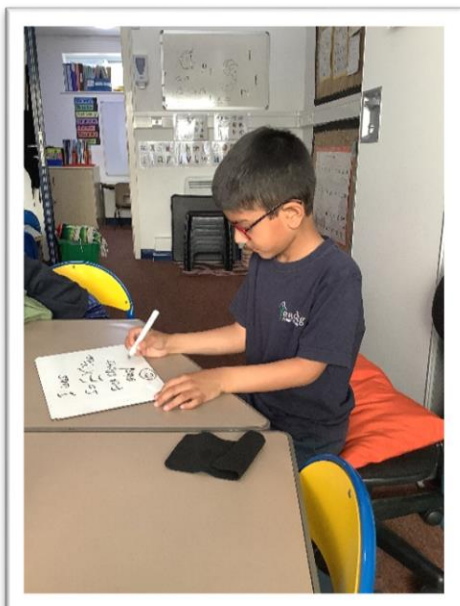
The Learning Mentor's support is designed to create a positive impact on students by:

- Enhancing their ability to learn effectively.
- Building resilience and adaptability in facing challenges.
- Promoting a positive and inclusive school environment.
- Ensuring that each child feels valued and understood.

The Learning Mentor at Yeading Infant and Nursery School is a vital resource, dedicated to supporting children's holistic development. By focusing on those who face the greatest challenges, the mentor ensures that all students have the opportunity to succeed and flourish in their educational journey.



Everyone is valued and nurtured to grow and exceed beyond their expectations



Promoting Positive Behavior and Emotional Self-Regulation at Yeading Infant and Nursery School

Consistent Use of Zones of Regulation and the SCERTS Model

At Yeading Infant and Nursery School, the consistent application of the Zones of Regulation and the SCERTS model plays a pivotal role in fostering positive behavior and helping children to self-regulate and understand their emotions and feelings.

Zones of Regulation

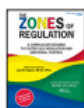
The Zones of Regulation is a framework that categorises emotions and states of alertness into four colored zones:

Blue Zone - Low states of alertness, such as feeling sad, tired, or sick.

Green Zone - Optimal states of alertness, where children feel happy, calm, and ready to learn.

Yellow Zone - Elevated states of alertness, such as feeling anxious, excited, or frustrated.

Red Zone - Extremely heightened states of alertness, where children might feel angry, terrified, or elated.



To be used with *The Zones of Regulation™* curriculum
Reproducible E

The **ZONES** of Regulation™

<p>BLUE ZONE</p> <p>Sad Sick Tired Bored Moving Slowly</p>	<p>GREEN ZONE</p> <p>Happy Calm Feeling Okay Focused Relaxed</p>	<p>YELLOW ZONE</p> <p>Frustrated Worried Silly/Wiggly Excited Loss of Some Control</p>	<p>RED ZONE</p> <p>Mad/Angry Terrified Elated/Ecstatic Devastated Out of Control</p>

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From *The Zones of Regulation™* by Leah M. Kuypers • Available at www.socialthinking.com

Implementation and Impact

Identification and Awareness

- Children are taught to recognise and identify their emotions and corresponding zones.
- Helps children become more aware of their feelings and how these affect their behavior.

Strategies for Self-Regulation

- Children learn specific strategies to move between zones and achieve a more desirable state.
- Techniques might include deep breathing, taking a break, or talking to a trusted adult.

Empowerment and Independence

- Encourages children to take control of their emotional responses.
- Promotes independence in managing their feelings and behaviors.

Promoting and Embedding Positive Behavior

By integrating the Zones of Regulation and the SCERTS model throughout the school, Yeading Infant and Nursery School achieves several key outcomes:

Positive School Culture

- A consistent approach to behavior and emotional regulation promotes a positive and inclusive school culture.

Emotional Literacy

- Children develop a better understanding of their emotions and those of others, enhancing empathy and interpersonal skills.

Self-Regulation Skills

- Equipped with strategies and supports, children can better manage their behavior and emotional responses, leading to improved learning outcomes.

Long-term Benefits

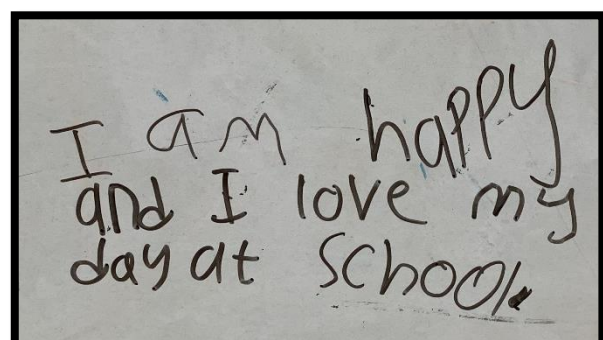
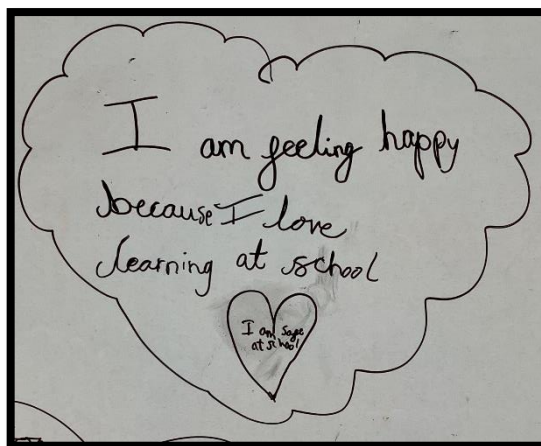
These frameworks provide children with essential life skills that extend beyond the classroom, preparing them for future challenges and social interactions.

The strategic use of the Zones of Regulation and the SCERTS model at Yeading Infant and Nursery School is integral to promoting positive behavior and helping children understand and regulate their emotions. This holistic approach ensures that all children have the tools and support they need to thrive both academically and personally.



Our Golden Rules help ensure there is a positive environment for learning where are children feel comfortable and safe.

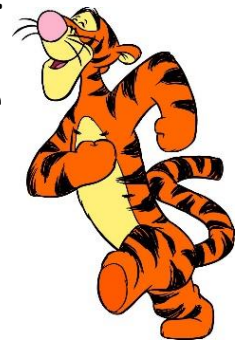
- ✓ Do be gentle
- ✓ Do be kind and helpful
- ✓ Do good listening
- ✓ Do be honest
- ✓ Do work hard
- ✓ Do look after property



The **5R's** are embedded into our school life, encouraging and nurturing children to develop skills for life. Our Reception classes are all named after the characters from Winnie the Pooh (Disney).

Everything starts with **Respect** – we hold **respect** for everyone around us, we **respect** our belongings, we respect our environment and we **respect** ourselves.

Resilient Tigger demonstrates great resilience; he has a positive approach to learning. He never gives up and always bounces back.



Reflective Owl is always thinking about his learning and how he can improve and learn even more.

Resourceful, we can all be resourceful like Rabbit and have fantastic ideas. We can use things around us to help with our learning.



Responsible Roo makes the right choice and thinks for himself. Doing the right thing, being in the right place and at the right time.

Reasoning Pooh Bear uses his reasoning skills to think problems through and always tries to make the right choice.





We love Star!
She makes us feel
happy
😊



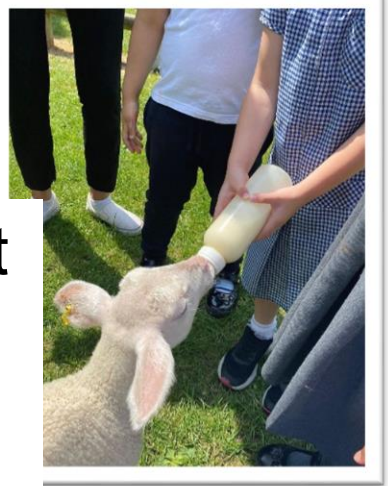
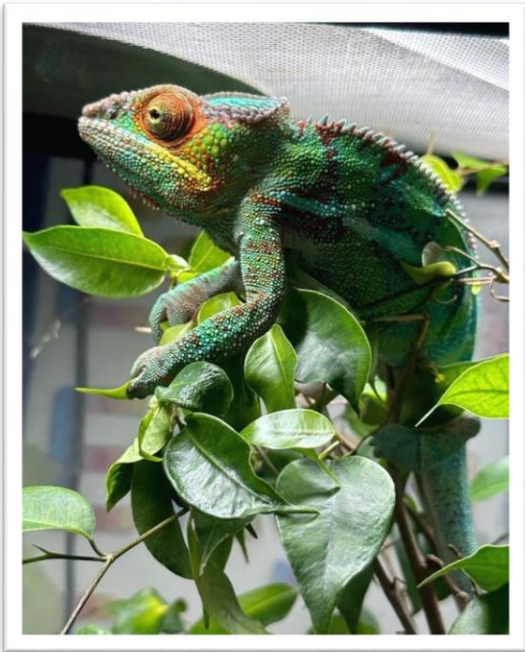
Star is very
special to me
She makes me
feel better.

Star is kind

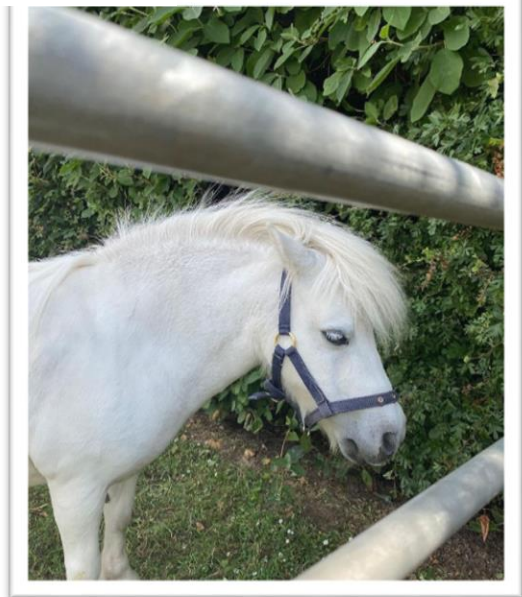


I feel very
excited
when I see Star

Star is a good
friend



We love animals at
Yeading Infant &
Nursery School!



The Rainbow Project

A Participatory Action Research (PAR) project with Yeading Infant & Nursery School.

We are delighted to be working closely with

Prof Valsa Koshy (MBE) and Sally Paggetti from Brunel University.

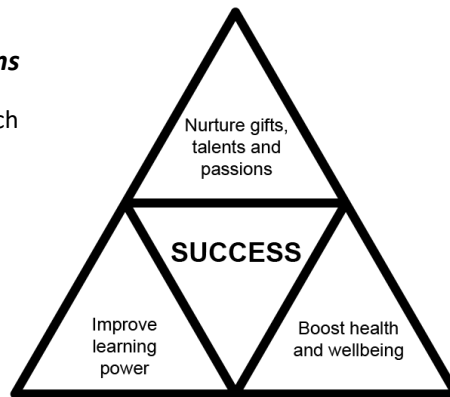
Together we aim to find and nurture the children's gifts, talents and passions.

The Triangle of Success

The approach is based on the three elements of the Triangle of Success model. Together, they form the foundation of success and satisfaction in life.

Find and nurture gifts, talents and passions

Intelligence is not fix. We can help children reach their true potential. It is important to find, develop and nurture children's special abilities and interests. Acknowledging and celebrating children's special gifts, talents and passions helps them develop higher self-esteem, confidence and motivation.



Think, Talk and Do to Help You Shine: Learn Better, Become Happier and Healthier

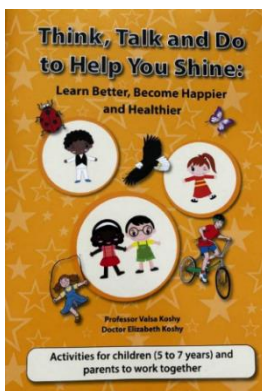


We are so excited to be sending this book home with the children!

Use this book to spend quality time with your child and learn all about their special interests, passions and gifts. We **do not** need the book back at school, complete it at your own pace and time however, you are welcome to share feedback with the class teacher (see p45).

Enjoy the activities and have fun!

This book is designed to find children's special interests, passions and gifts and letting them know what their particular strengths are encourage children to make more effort and want to succeed.



- Children to work with an adult
- Think about your future and aspirations
- Encourage conversation and stronger connection with learning
- Eating the right foods contributes to children's good health, energy and well-being
- Physical activity for a fit and healthy body and mind
- Emotional well-being is a key contributor to success in life being happier and having higher self-esteem and self-belief are known to raise school results.
- Parents can help children to deal with anxiety, excessive worry and stress so that

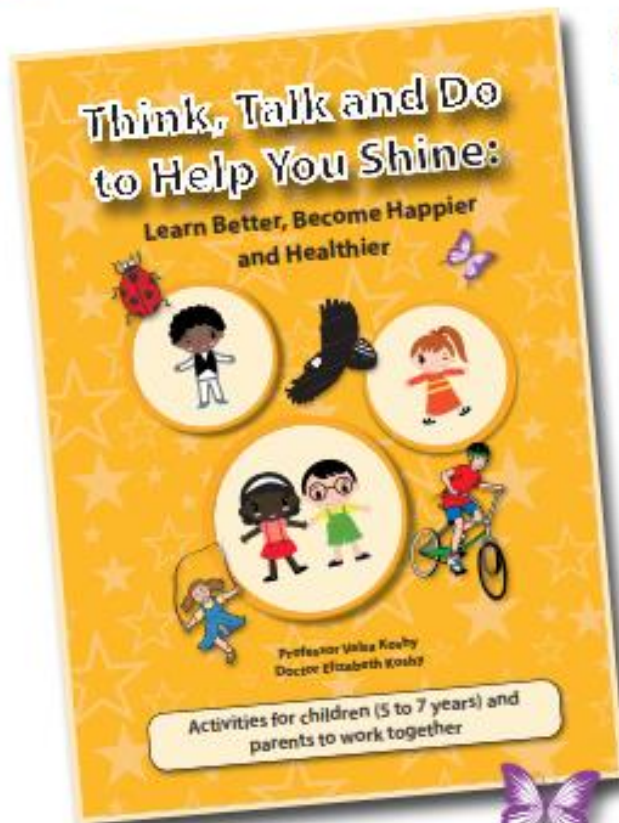
For more information, please visit the school website www.yeadinginf.co.uk or official Instagram page  yeading_infants



Think, Talk and Do to Help You Shine: Learn Better, Become Happier and Healthier

(For Ages 5 to 7 Years)

Authors: Professor Valsa Koshy and Dr Elizabeth Koshy



This book contains 35 activities for parents and carers to work with their children. The activities have been carefully chosen to help children to become better learners and, at the same time, to become healthier and happier. All parents want their children to be happy, healthy and successful and as our own research and experience show, parents have an important role to make this happen.

The activities in the book takes into account the latest research and government policy documents which tells us:

- Finding children's special interests, passions and gifts and letting them know what their particular strengths are encourage children to make more effort and want to succeed. As well as finding children's individual interests and passions, we must provide opportunities to develop them.

- Working with adults and being guided by them, children enjoy learning more and achieve better results.
- We must encourage children to think about their future plans and aspirations as early as possible.
- Talking and discussion help children to make stronger connections in their brain and can make them more effective learners.
- Eating the right foods contributes to children's good health, energy levels and overall wellbeing.





How to use this pack

The activities provide parents with the knowledge they need to guide the children. They give them the tools to think and talk with.

Ideally, parents, grandparents or other adults should introduce each of the activities and discuss what is expected of them. Each activity is free-standing and can be used over many sessions. Many of the activities could be repeated both inside and outside the home. It is very useful to re-visit activities to make sure that children understand and practise what they have been introduced to previously.

Children should be encouraged to share their thoughts orally and their written comments about what they have learnt from an activity and other thoughts can be recorded in the pages provided at the back of the pack. **Promoting active discussions is an important part of using the activities.**

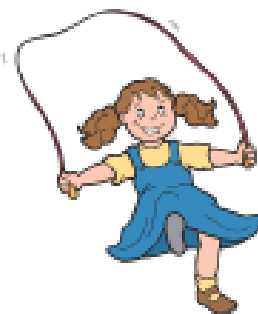
While working through the activities parents will be able to find out very useful information about your children's special interests, gifts, knowledge, understanding of issues and attitudes. There will also be opportunities for noticing aspects of your children's lives which may be causing them anxiety, stress, fear or lack of motivation. Prompt action can be taken where necessary. Share your findings with the child's class teacher.

You don't need expensive equipment to do these activities. Talking and enjoying working together is the most important aim of this book. All you need are: pencils, paper, colour pencils or/felt tips and dice, most of which can be bought from shops quite cheaply.

The Authors

Professor Valsa Koshy MBE, PhD is a professor of education. She founded the first University-based Talent Development Centre in the UK, at Brunel University. Her interests include: the enhancement of the quality of children's learning, the search and fulfilment of talents of children who live in challenging circumstances and mathematics education.

Dr Elizabeth Koshy, MRCGP (Distinction), PhD has worked as a general practitioner, a course leader (teaching undergraduate medical students) and as a medical researcher at Imperial College London. She has a passion for supporting parents on aspects of children's physical health and wellbeing and helping to create the right foundations to boost children's wellbeing and potential.



Some feedback from parents;

It was lovely. We spent lots of time together because of the book and my child has learnt lots of new things.

My child is very confident because of the activities.

Enjoyable activities, spending quality time together to work through the book.

My child is very happy.

My child enjoys the activities.

A very good book of activities to do together.



It was fun because I raced Chanel and won the race after I chased Sienna and Natha and I enjoyed myself in the hot weather.

From Suyana!!!

I liked playing football with Mr W and also joining the race and beating Mrs Loi



It was fun because of so much toys and activities to do. I played hot potato and played races. It was amazing! I enjoyed it.

We all work hard following the Golden Rules at school so we can win the Best Behaved Class Award.

We get to spend Golden time on the field and have fun with our friends.

Kindness Award



Congratulations to _____

for being kind and helpful.



Well Done!

Date _____



Signed _____

Acts of kindness are recognised by teachers and peers and celebrated daily with certificates.

