

Welcome!

DELIA
MIHAELA
MARÍA

Parents & Teachers "Direct from the heart, building bridges"

*"Never doubt that a small group of thoughtful,
committed citizens can change the world;
indeed, it's the only thing that ever has."*

Margaret Mead

Ana Aurora Carrasco García

TELEGRAM:

ALQUIMISTADELOINVISIBLE

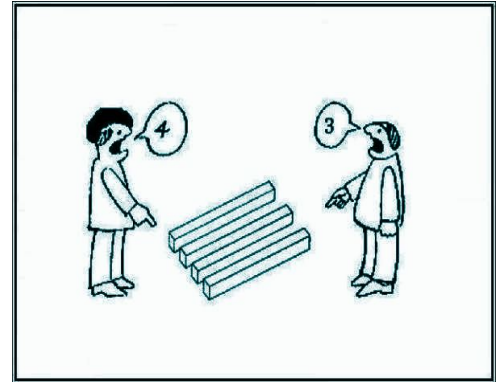
[https://experimentandocambio
.blogspot.com/](https://experimentandocambio.blogspot.com/)



fever

DAY 1. Once upon a summertime

- ★ Start. Getting to know each other and introduction.
- ★ Analysis. **Positions** of the school, teacher, family, student? What type of parental involvement is needed and what for?
- ★ **Systemic pedagogy.** Practical contributions to improve relationships for more effective teaching and learning process.
- ★ Tips. Develop **positive relationships** and myths, stereotypes and beliefs that make it difficult.



Your perception of me is
a reflection
of you; my reaction
to you is an awareness
of me.

Initial Assessment

What are the problems I would like to resolve with families?

What for I want a good relationship with the family?

What can I do to have a good relationship with the family?

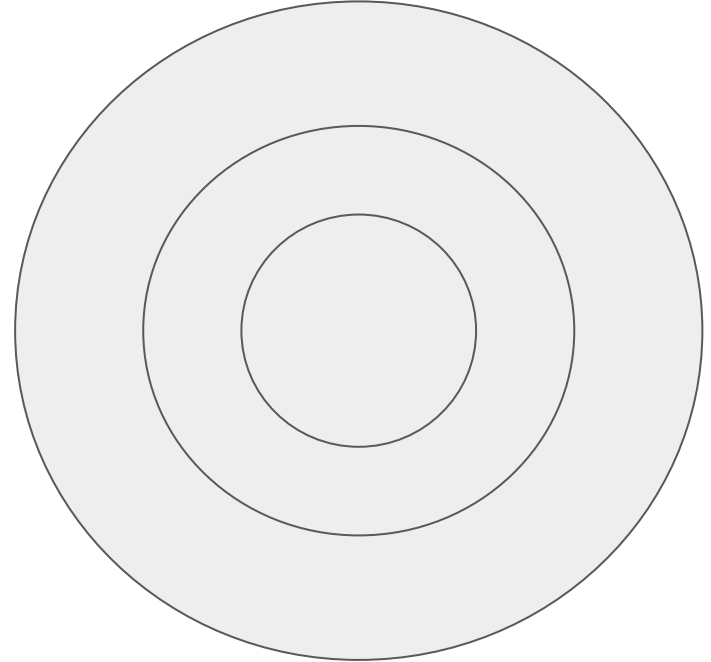
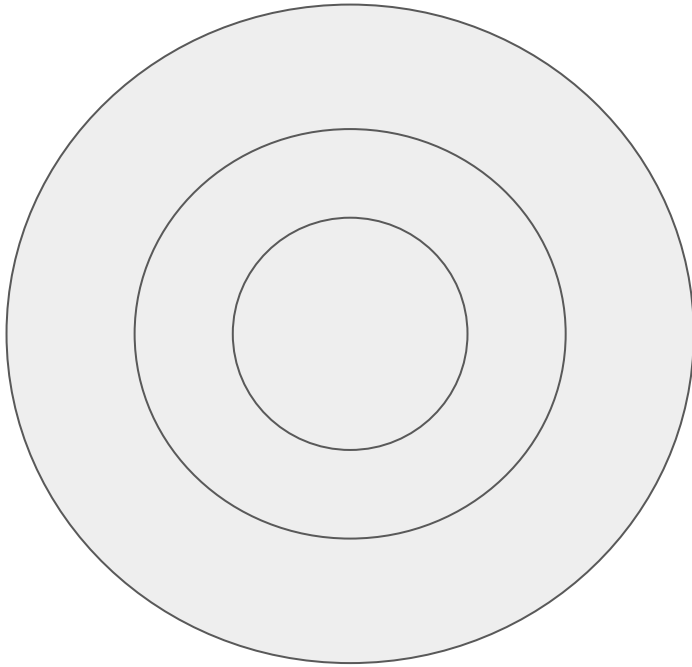
What resources or tips I already know or use to work on it?

INITIAL CONDITIONS: As person + As teacher

1-What for I am/live + work?

2-My territory

3-The current climatic conditions



Individual + Group work & Debate.

Positions of the

- school
 - teacher
 - family
 - student
 - society
-
- What type of parental involvement is needed and what for?

Systemic vision

- ★ Look at the reciprocal action.
- ★ Expand the field of perception: look at the context.
- ★ It implies a circular thought instead of logical linear thinking.
- ★ Highlight the importance of body language in communication

Student does not obey-> does not have limits.

Linear look

*

Student does not obey -> what else happens to this child?

What I do when this happen and what student gets from this action?

Circular look

Clues of theory. Systemic pedagogy.

Systemic Pedagogy is based on observing the wider context of the dynamics and implications that arise as a result of the interactions between all the components of the educational system. (Bert Helliger + Angélica Olvera García)

- **Student:** A capable biology. A personal and family history, (Symptoms: watch out for being just focused on the symptom!) and an academic record (Labels dangers) Metaphor of the seeds. Create the right conditions to facilitate grow. (Maslow Pyramid + Systemic Tips)
- **Family:** The desire that their children to be cared of + their own story related to their relationship to school (academic/school experience)
- **Teacher:** Education + Experience + Their own academic experience (in all dimensions: marks, relations to other students, teachers...) that mediates their Job & Expectations.
- **Society:** facilitate the processes of learning, socialization and well-being

Systemic Pedagogy

Practical contributions to improve relationships for more effective teaching and learning process.

★ **System/Circular look** or analysis of reality

★ **Belong+Loyalty**

★ Work on belong to the school system. **Inclusion**

When a pupil or his/her parents **feel excluded** for whatever reason (being from a different country or culture, having a learning problem or suffering a disability) they **lose their sense of belonging** to that system, resulting in an **imbalance** that often degenerates into **disruptive attitudes, loss of interest**, school failure and even situations of school **violence or bullying**.

★

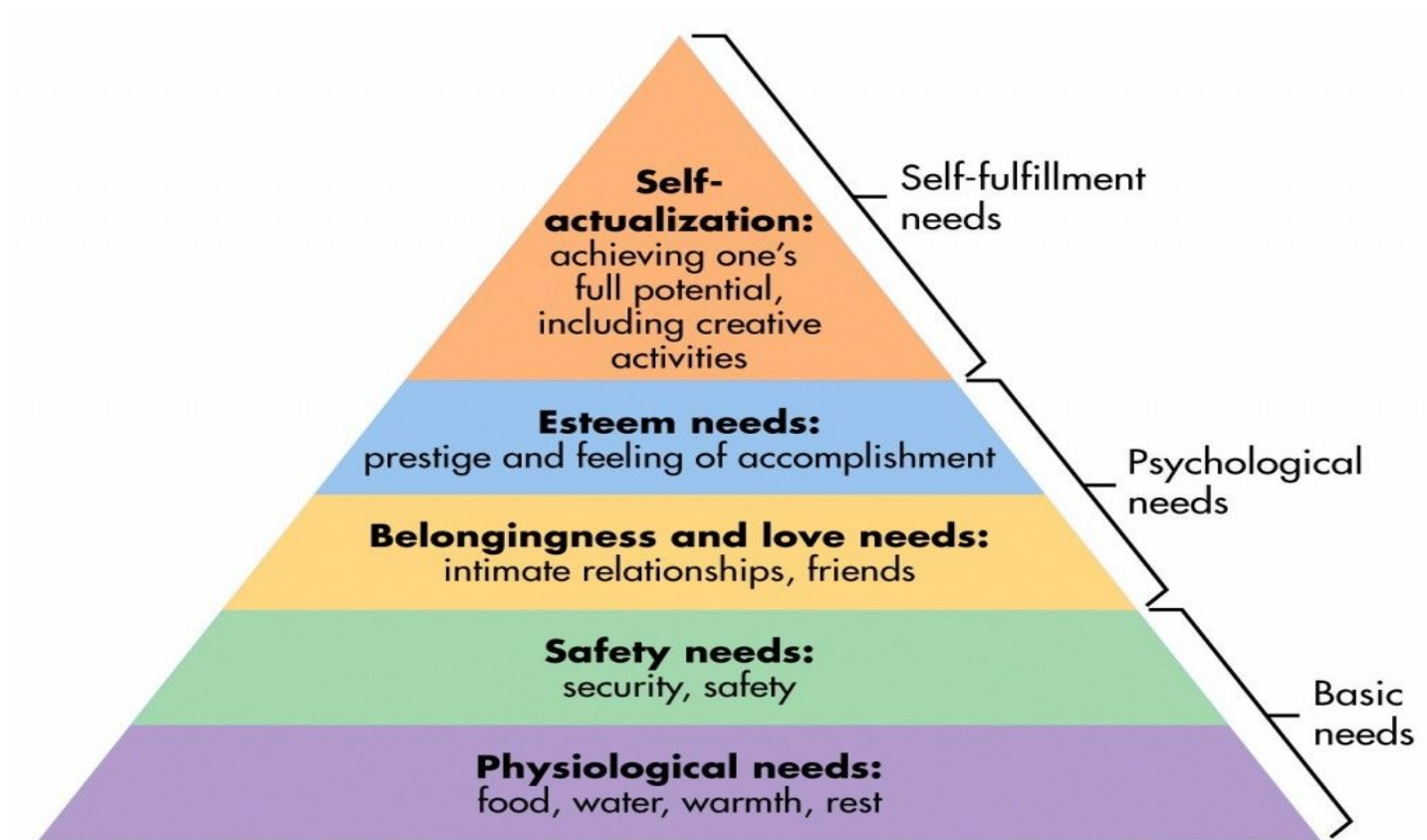
*Put love in your look and you'll see how nice reflections you'll find

*The transformation power of love and compassion.

(Pressure/Fight=Resistance. The problem persists or even get bigger)

*(Day 2)Language build reality We influence other people.

Need to belong. Maslow's Hierarchy of Need.



Brainstorming and small group work.

Develop positive relationships and myths, stereotypes and beliefs that make it difficult.

THE ABSENTEE

- Characteristics: does not consider him/herself suited to make a contribution, may only participate when asked explicitly, moderately dissatisfied, uninvolved. School has no priority (anymore), leaves choice of school up to chance, impossible to contact, introverted, unapproachable

THE TORMENTOR

- Characteristics: feels offended and misunderstood as a result of the school's attitude and own educational experiences; denounces errors on the part of the school as a critical consumer, is an unguided missile for the school team; is only satisfied when the school cringes and takes responsibility for suboptimal functioning.

THE SUPER PARENT

- Characteristics: satisfied and involved, prepared to help with practical matters, willing to work, an excellent helping hand, pleasant partner, active, available on demand, has sufficient time; feels responsible for child raising and education together with the school; is prepared to support the school alongside a busy job; is willing to invest in the school relation; thinks critically along with the school; contributes good ideas; is prepared to utilize own networks; is satisfied when the school does its best for the performance and well-being of own child and other students.

Rough parents who impose on children the ideas, opinions, the way of living and seeing, their habits, without any deviation and without taking into account the individual peculiarities of each.

Boemi parents who leave children more at the expense of others or at their will.

Anxious parents, which cause the child to exert pressure.

Infant parents who refuse to self-define themselves as parents and withdraw from any responsibility.

Parents **too indulgent**, who show no limit and no reserve to give the child everything he wants.

Painful parents who consider and treat the child as a small object to amuse.

Incoherent parents, who are characterized by great instability about how to relate to children.

Individual job

Inform: position, contact, program and methodology, ways of collaborating, special days...

★ MY STATEMENT OF PRINCIPLES WITH FAMILIES

Parents should know that even though we have our way of looking at things, we deeply respect their own ways of doing and understanding. It is an act of humility. At the beginning, in the first meetings, we must make a declaration of principles, in the direction of the aspects that we are commenting that can avoid misunderstandings

★ MY POSITION + MY EXPECTATIONS OF THEIR POSITION + MY STATEMENT OF PRINCIPLES WITH STUDENTS

MY POSITION

I am here to connect with you and share what I know that usually works to make changes, through the relation we are going to share these days, listening to you and your reality and facilitating to join the knowledge to your experience.

Being here for me is a present, I feel lucky to share with you and build together a new reality that you are going to spread later at home, and I get emotional thinking about the children and families who will be positively influenced by you.

MY EXPECTATIONS OF YOUR POSITION-THIS WORKSHOP

My expectations of your position is to be relaxed, full of joy, with curiosity and willing to share and ask, connecting with your emotional and creative resources to feel confident and enthusiastic.

MY STATEMENT OF PRINCIPLES

You have all the resources inside and a big potential to create solutions.

I just facilitate the connection and the resources to use.

Simple & Creative Actions with Love for Big Positive Impact.

Love and connection with others facilitate learning and improvements.

Day conclusion



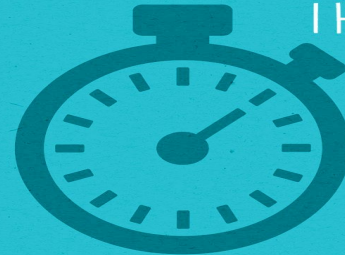
DAY 2. Welcome back

- ★ The key. Effective communication: presence, listening, assertiveness and purpose.
- ★ Attitude. Emotions that weaken your power and emotions that increase it.
- ★ Focus on solutions. Solving problem method and conflict as an opportunity.

"To effectively communicate, we must realize that we are all different in the way we perceive the world and use this understanding as a guide to our communication with others."

Anthony Robbins

**"EVERY DAY I THINK OF THE IMPACT
I CAN HAVE. HOW CAN A MINUTE
CONVERSATION CHANGE SOMEONE'S DAY?
I HOLD THE POWER
TO DO GOOD."**



*—Teacher
Megan Chriss*

#T2T

Verbal and Non-Verbal Communication

How We Communicate

Verbal

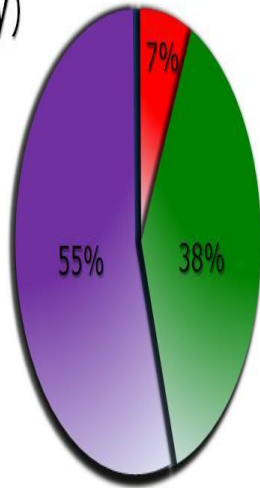
Words – (What we say)

Para-verbal

Tone (How we say it)

Non-verbal

Our Expressions and actions



Verbal+ help your audience understand what is being said.

-Vary the speed & tone of your voice

-Open questions, paraphrasing

-Ask for feedback

-Pause to gain attention, **emphasize transitions** in material.

-Allow students the opportunity to digest information: silence time.

*** S.A.V.E.R.S.

Silence+Affirmations+Visualization+
Exercise+ Reading+ Scribe

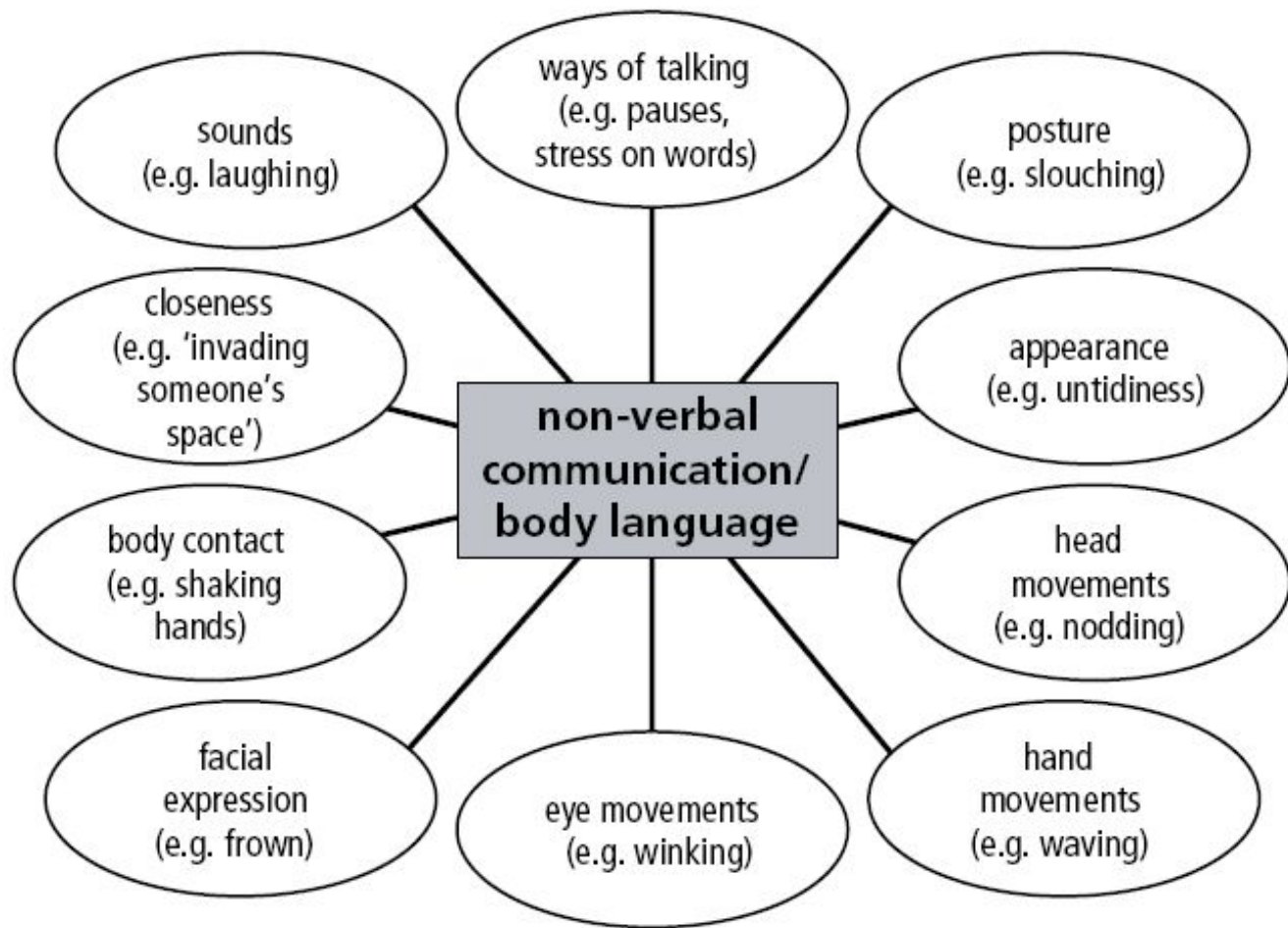
Non Verbal+ help your audience be receptive to what you are saying.

-Eye contact with the audience and stand up straight to project confidence.

-Smile to communicate that you value what you are saying.

-The Mirror Effect. Mimicking: subconscious replication of another person's nonverbal signals

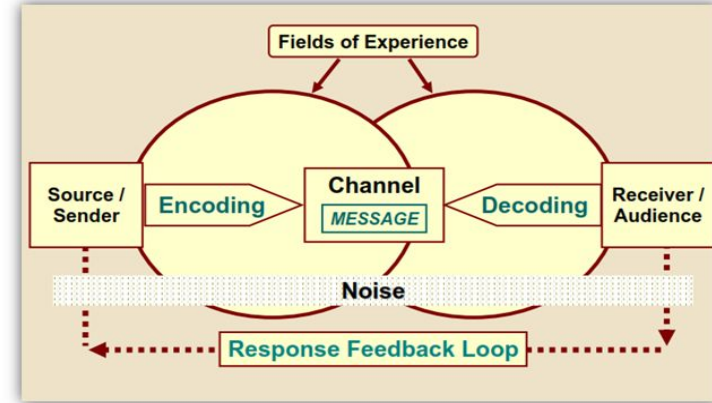
-Use movement to convey energy and enthusiasm (avoid excessive gesturing and distracting clothing)



The key. Effective communication: presence, listening, assertiveness and purpose.

Basic scheme. Myths & Axioms

1. Meaning of the words lies more in perception of reality
2. Transmission and reception of message can never be identical
3. A two way process, controlled by none
4. Unconscious process
5. Verbal & Non Verbal

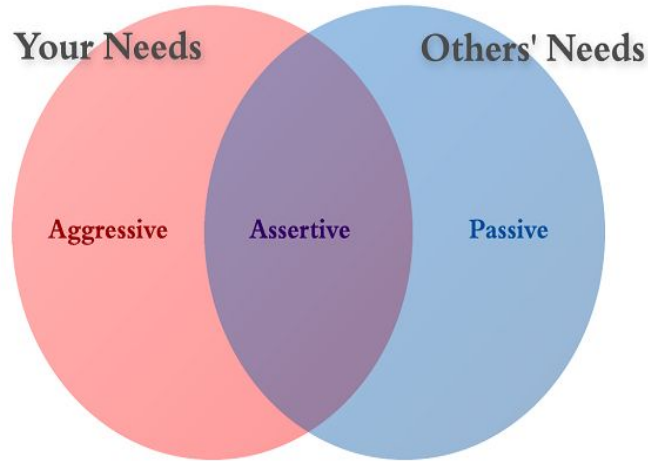


Watzlawick's Five Axioms

1-"One cannot not communicate." We are always communicating

2-Every communication has a content and relationship aspect

such that the latter determines the first.



Assertive Verbal and Non-Verbal Characteristics

Verbal

- Relaxed voice
- Few hesitations
- Sincere and clear voice
- Williness to explore solutions
- Seeking others opinions

Non-Verbal

- Receptive listening
- Direct eye contact
- Clear expressive emotions
- Relaxed gestures
- Straight posture

HUMANS UNDERSTAND/KNOW WHAT'S GOING ON WITHOUT WORDS.

CONSEQUENCES

1-TEACHERS WITHOUT A POSITIVE ATTITUDE TO PUPILS:

FAIL LONG BEFORE OPENING THE MOUTH

2-PYGMALION EFFECT

Self-fulfilling prophecy.

Expectations have such a great power that determinate behaviour and results

Positive expectations influence performance positively, and negative expectations influence performance negatively.

Rosenthal Theory

PEOPLE WHO HAVE **POSITIVE EXPECTATIONS**

FROM OTHER PROMOTE:

- A **WARMER** SOCIAL ATMOSPHERE
- GIVE MORE **FEEDBACK** TO THE GROUP
- MORE **INFORMATION** IS PROVIDED
- GIVE **MORE OPPORTUNITIES** TO ASK QUESTIONS AND ANSWERS

I MESSAGES

"I feel like__

taking responsibility for one's own feelings

"When__ "

stating the behavior that is a problem

"Because__"

what it is about the behavior or its consequences that one objects to

"I would like, would prefer/Can we work this out together?"

be open to working on the problem together.

I MESSAGES. Exercise 1

"I can never count on you to do what you tell me you will do."

"You're a slob. I'm sick and tired of you trashing this place after I clean up."

"I already told you I couldn't help you out tonight. Leave me alone!"

"You never listen to me when I'm talking to you."

Active listening

HEARING CONTENT	CLARIFYING TECHNIQUE	ARAPHRASING	REFLECTION	SUMMARISING	+REFORMULATE
<u>To promote that the person talks</u>	<u>To clarify and have more information. Open questions</u>	<u>To verify we are understanding the person</u>	<u>To express, we understand their feelings</u>	<u>Important facts and ideas. Try to use only their words</u>	<u>Re-frame and positively connote</u>

Exercise 4. Reframe.

“We’re not retreating...we’re just advancing in a different direction!”

“People Never Listen To Me.”

“Something Bad Is About To Happen.”

“Anyone Could Do What I Do.”

“Since _____ Went Wrong, Everything Will Go Wrong.”

“_____ Is All My Fault!”

“If Only I Had ___, Then I Could ____.”

“I can’t Handle This.”

“I’ve been Rejected! I’m Worthless!”

Clues of theory and group work.

Attitude. Emotions that weaken your power and emotions that increase it.

Exercise what to do/What not to do

Feeling-Thoughts-Action

Focus on solutions. Solving problem method and conflict as an opportunity.

1-Describe the problem.

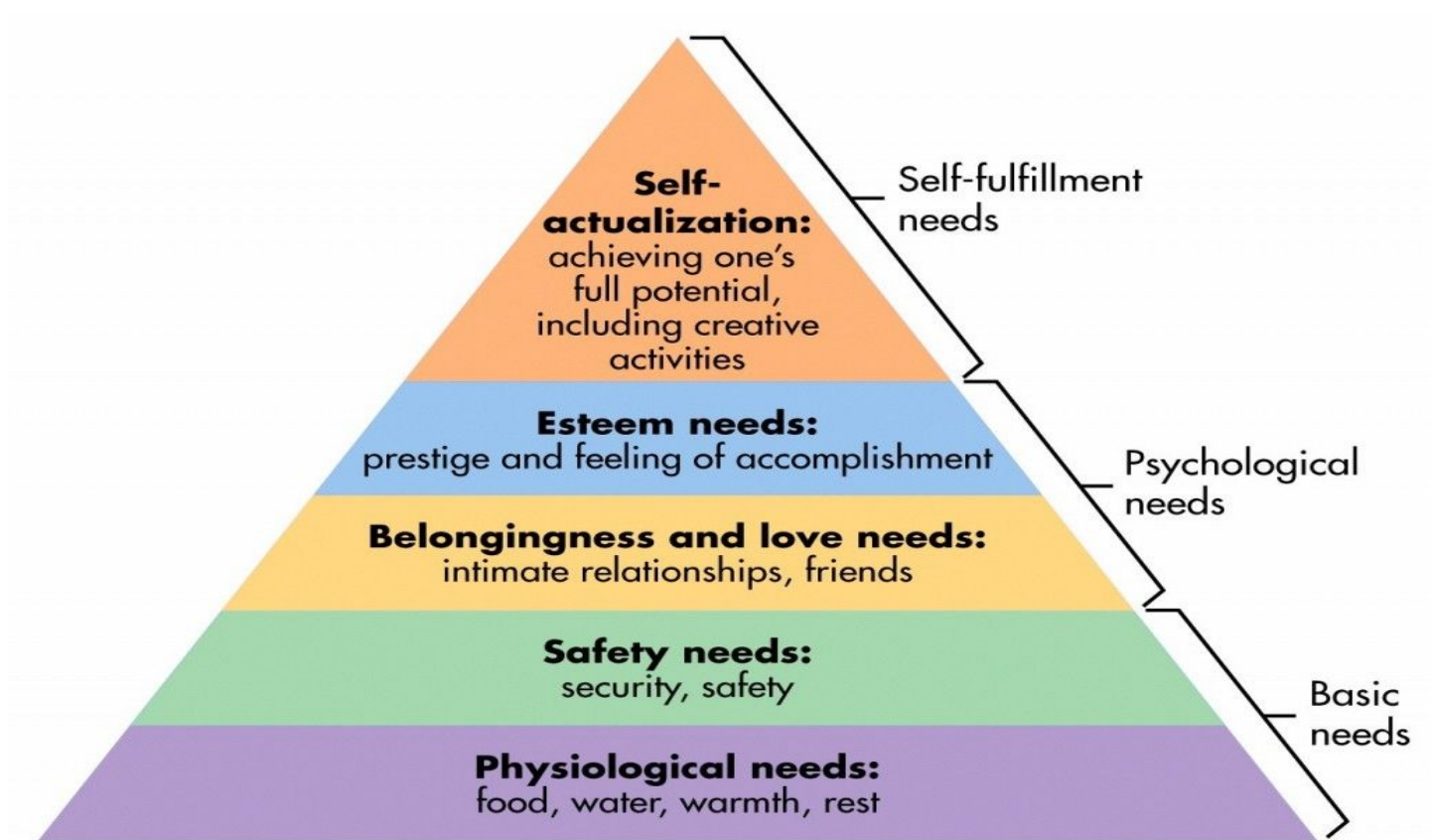
2-Re-write the problem.

3-Define the objective

4-Alternatives

5-Define action plan.

Need to belong. Maslow's Hierarchy of Need.



Individual job

Day 2. Conclusions



DAY 3. Star eyes

- ★ Dreaming. Identify goals, limitations and resources needed.
- ★ SWOT. Technique to analyze and improve relationships and programs.
- ★ Parental involvement: rituals and channels of communication, taking advantage of new technology, examples of good practices and creative solutions.

"So long as the sugar is on the tongue, you feel the sweetness in taste. Similarly, so long as the heart has love, peace and devotion, you feel the bliss."

-Bhagawan Sri Sathya Sai Baba.



- ★ Feelings. Understand them to manage better relationships and general atmosphere.
- ★ Small group work. Dealing with differences. Focuses on strengthening protective factors to improve parenting behaviors and maximize child outcomes. (*For every kind of family)
- ★ Clues of theory and group work. Evolutionary characteristics during growth; Parenting Behaviors and Parent-Child Interaction ; Family well-being.

Change. Resistances and how to overcome them.

	+	-
Change		
No change		

Link to video: [Overcoming resistance to change](#)

Individual job + Day 3 Conclusions

DAY 4. Dream drops

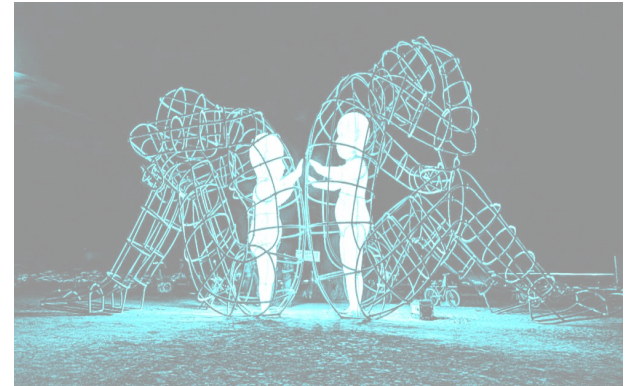
- ★ Dreaming. Identify goals, limitations and resources needed.
- ★ SWOT. Technique to analyze and improve relationships and programs.
- ★ Parental involvement: rituals and channels of communication, taking advantage of new technology, examples of good practices and creative solutions.

*"Life is not the way
it's supposed to be.*

It's the way it is.

*The way you cope with it
is what makes the difference"*

Virginia Satir



"if you don't
know where you
want to go,
then it doesn't
matter which
path you
take."

alice in wonderland



"If you can dream it, you can do it" Walt Disney

- 1-Draw how you are actually in your job. How you live it and feel the day by day.
- 2-When Ana Aurora indicates: You tell your mate and your mate listen without making any comment.
- 3-Now you draw how would you like your job being, how you image yourself feeling, doing, what you see, hear, do...(When Ana indicates repeat step 2)
- 3-Guided imagery.
- 4-After opening your eyes your write in silence whatever you consider important about this experience.

Close your eyes and breathe with calm, pay attention to how the air comes inside your body and it goes out. Your mind is relaxed, your legs feel heavy, your arms feel heavy, your body is relaxed.

Imagine yourself inside your drawing number 1, have a look around, how it feels to be there and begin your journey to the second drawing, your future, how you want to be. It's a nice way, with nature, smells good, nice temperature, you feel good and happy, so happy that you begin to run, to reach your dream soon, you feel strong but suddenly, oh! You fall on the floor, something trapped one of your feet and it's going to take some time to be free again, keep doing, you are almost free and well done, you are ok. Stand up, take a breath, breathe and begin again to walk, the way is still nice, beautiful, and you walk now to become more confident till you can already see at the end of the way your drawing 2. You run again and there you are, you have arrived to your drawing 2.

Look around, what do you see? How do you feel now that you have arrived? What do you say to yourself? What would you say to you if you still were in the first drawing, to keep going? If anyone else around. If there isn't invite important people for you to show up, they are going to tell you things, listen to them, one by one and say them goodbye. Is there any smell or you notice any taste in your mouth.

Ok, enjoy this moment, and make a little movement with your fingers, or hands to remember this feeling, the feeling of getting your dream, your wish, your goal.

Now, really slowly we are going to come back. 5-move your legs, slowly, feeling the movement in your body. 4-Move your arms, hands, fingers 3-move your back, chest, 2-really carefully move slowly your head, your face...and remember now when I say to you to open your eyes, in silence you'll have time to write what you consider important of this experience, 1- as you feel ok, open your eyes and write down for you what it comes now.

"If you can dream it, you can do it"
Exercise 1. (*Metaphor: if someone hits you)

	• OBSTACLES	• RESOURCES
• EXTERNAL ONES		
• INNER ONES	•	

Group work. SWOT. Technique to analyze and improve relationships and programs.

SWOT Analysis

		<i>External</i>	
		Opportunities	Threats
<i>Internal</i>	Strengths	How do you leverage your strengths to benefit from opportunities?	How do you use your strengths to minimize the impact of threats?
	Weaknesses	How do you ensure your weaknesses will not stop you from opportunities?	How will you fix weaknesses that can make threats have a real impact?

Clues of theory and creative exercise.

Parental involvement: rituals and channels of communication,
taking advantage of new technology,
examples of good practices
and creative solutions.

Individual job + Day 4 Conclusions

DAY 5. In your own sweet way

- ★ Conclusions. Guidelines and implementation tips related to to build constructive and positive relationships with students and families.
- ★ Commitments. Presentation of the workshop results.
- ★ Farewell. The importance of “the end”



Links

SYSTEMIC PEDAGOGY

<http://www.hellinger.com/>

<http://pedagogiasistemicacudec.com/pedagogia-sistemica-cudec/angelica-olvera-garcia>

ACTIVATING SOCIOLOGICAL THINKING INSIDE AND OUTSIDE THE CLASSROOM [link](#)

★ COMMUNICATION

How to improve your listening skills <https://www.youtube.com/watch?v=D6-MIeRr1e8>

Reframe: <http://feelhappiness.com/reframing-your-thoughts-make-yourself-happier/>

50 Communication Exercises: <https://www2.cortland.edu/dotAsset/c1a635f6-a099-4ede-8f15-79b86e315088.pdf>

★ THE SECRET. [ALBERT ELLIS](#)

15-common-cognitive-distortions <http://psychcentral.com/lib/15-common-cognitive-distortions/>

Untwist: http://www.apsu.edu/sites/apsu.edu/files/counseling/COGNITIVE_0.pdf

★ General <https://www.teachingforchange.org/> + <http://teacher2teacher.education/>

★ <https://thegreatkindnesschallenge.com/>

★

Commitments. Presentation of the workshop results.

Group dynamic. Farewell. The importance of "the end"



This is
my wish for you...
Laughter to kiss your lips, Beauty
for your eyes to see, Sunsets to warm
your heart, Rainbows to follow the
clouds, Smiles when sadness
intrudes, Hugs when spirits sag,
Comfort on difficult days, Faith so
that you can believe, Confidence
for when you doubt, Patience to
accept the truth, Courage to know
yourself, Love to complete
your life.