



2016 Open Day

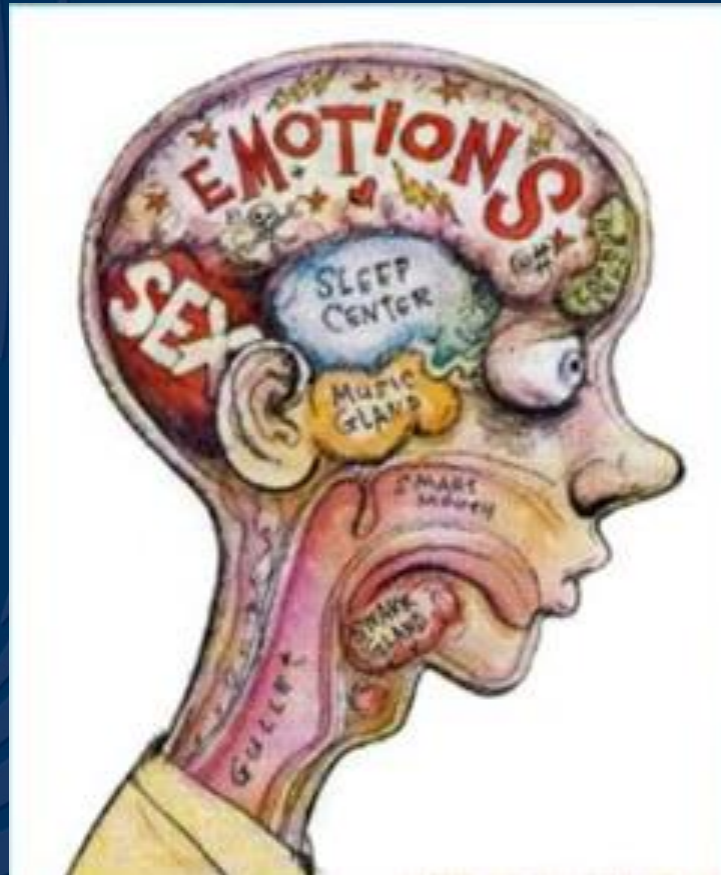
**Supporting your child
through adolescence**



Paul Bullpitt

Dean of Students

Adolescence – A Sensitive Period



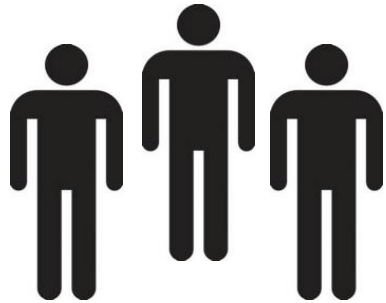


Teenagers should leave home while they still know everything!

“When I was a boy of fourteen, my father was so ignorant I could hardly stand to have the old man around. But when I got to be twenty-one, I was astonished at how much he had learned in seven years”
(Mark Twain)

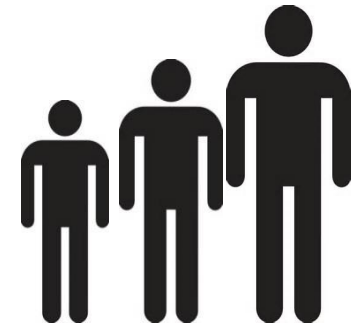


Perspectives on meaning..

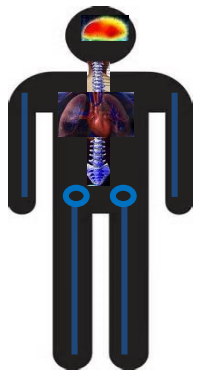


Social adolescence

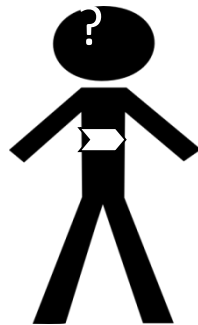
Not a child,
not yet an adult



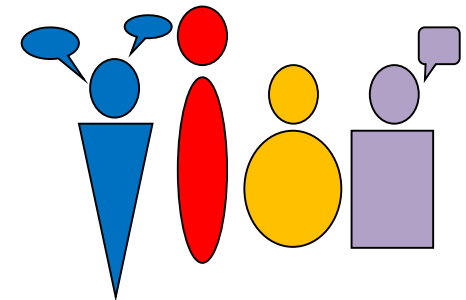
Age and stage
development



Biological Adolescence



Adolescence
on the way to something else...



Emergence of diverse
young adolescent learners

Early Adolescence

Changes that are occurring....



- Highly peer orientated, closely linked to family



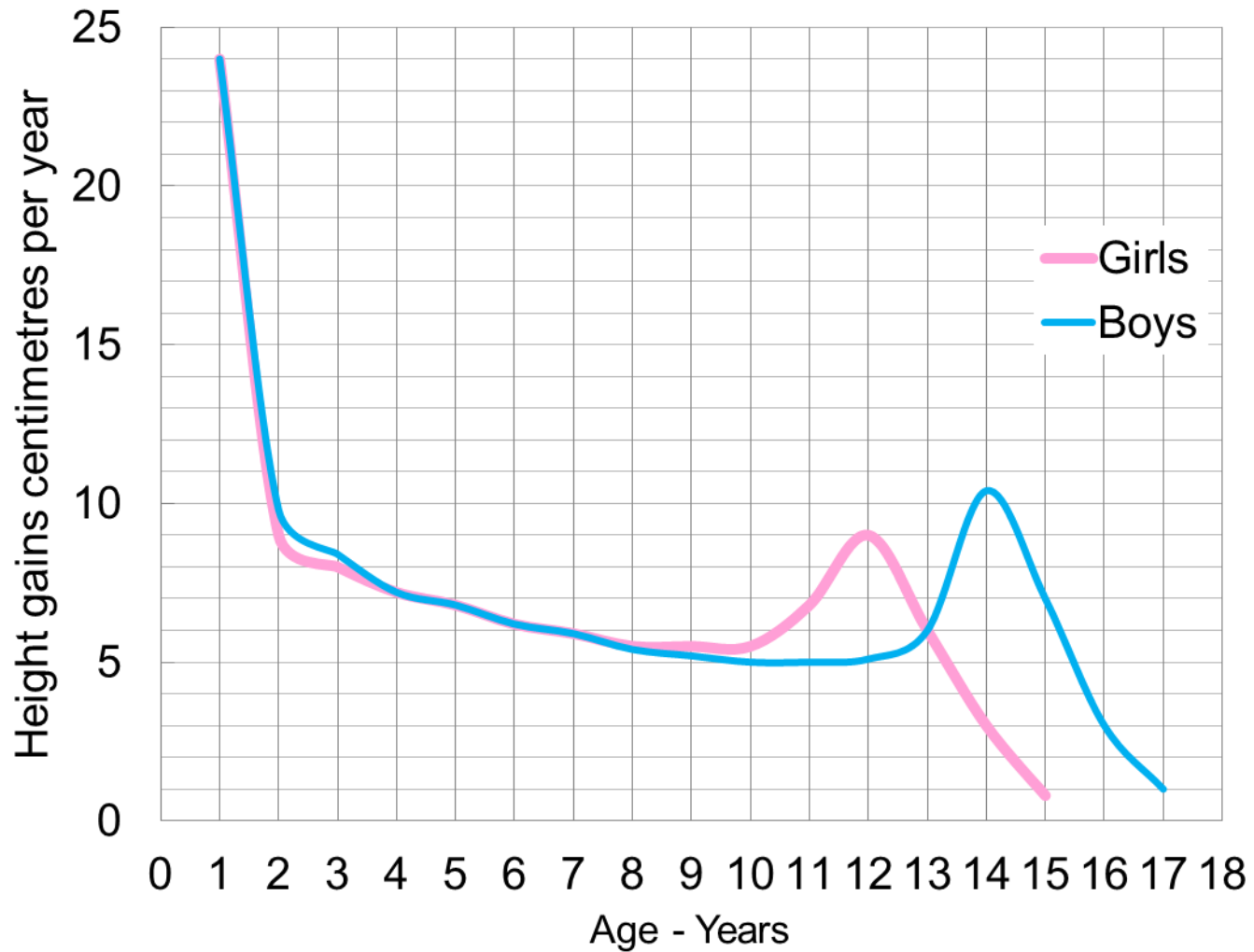
- Egocentric



- Experiencing diverse cultures and technologies and a far more complex and uncertain world



- At the broadest range of stages of physical, social, emotional and intellectual development





- Stages of awkwardness and clumsiness due to growth spurts
- Continued brain development
- Changes in sleeping and eating habits and energy levels
- Young adolescents are often sleep deprived
- Proper nutrition and quality rest are crucial for the developing brain

Characteristics of the Adolescent Brain

- More prone to risk taking due to lesser ability to resist impulses
- Underdeveloped ability to take moral responsibility
- Less able to understand/anticipate consequences
- Increased social self-consciousness increases vulnerable feelings – social anxiety

Key Characteristics of Resilient Children

- Being socially competent
- Having effective problem solving skills
- Being autonomous
- Having a sense of purpose and future



Ways of developing resilience in children

- Caring and support
- High expectations
- Encouraging participation

Parent / PBC Partnership – unlocking the potential of every young person

- Setting high expectations – for learning, conduct and participation
- We need to establish an environment or culture that allows kids access and support, where they can feel secure and enjoy success
- Trusted guidance – “they are looking for real life role models and mentors who not only know the way, but also go the way, and can show the way”
- This generation are looking for a guide not a map e.g. encouraging participation and setting challenges – the “Why”
- A range of options and opportunities for students to be involved in -explore, participate and make the most of these to enrich learning

Some practical strategies for families

- Be the Parent – not the friend
- Set family goals e.g. Ask yourself “what do I want my kids to get out of this year?” - ref: Optima Plans
- Be well organised and have set routines
- Stay connected to our school / teachers
- Have a sense of humour
- Be vigilant – notice things
- Alter social activities to maintain engagement

Some practical strategies for families

- Certainty not severity
- Model appropriate language, attitudes and actions
- Criticise the behaviour but support your child
- No to alcohol / drugs
- Monitor internet / technology usage
- Negotiate social activities (i.e. parties / Thursday night shopping problems/no roaming streets)
- Supervise homework system
- Program balance – study / chores / family time / personal recreation time