



HELPING YOUR CHILD SUCCEED AT SCHOOL

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DATE: March 23, 2022

EFAP INFORMATION

English: 1.800.663.1142
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I would like to begin by bringing to mind the Indigenous Peoples of all the lands we are on today, and the significance of these lands.

From coast to coast to coast, we acknowledge the ancestral and unceded territory of all the Inuit, Métis and First Nations people who call these lands home.

To learn more about whose land you are on please visit Whose Land at <https://www.whose.land> or download the app:



App available in English and French

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SOCIAL DETERMINANTS OF HEALTH: AN OVERVIEW

Social determinants of health are the living conditions that individuals experience:

- Education
- Gender identity
- Sexual orientation
- Ethnicity
- Housing
- Income and income distribution
- Social exclusion
- Social safety net
- Immigration status
- Unemployment and job security
- Food insecurity
- Indigenous status
- Disability
- Early life
- Health services
- Employment and working conditions

These determinants impact and influence our health, at all stages of life and beginning in childhood, and are critical when it comes to fully understanding and appreciating a person's health and why some people are healthier than others.

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AGENDA

- ✔ Set up for success – three themes
- ✔ Strategies for navigating the three themes
- ✔ Path to success
- ✔ Homework and help
- ✔ Multiple intelligence theory
- ✔ Here's the bottom line
- ✔ A final quote



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OBJECTIVES

- ✔ Learn to build partnerships between each child, the school and yourself as a parent
- ✔ Discover how to create a positive structure at home to support your children's experience at school
- ✔ Become aware of different learning styles
- ✔ Become aware of ways to reward effort rather than outcomes

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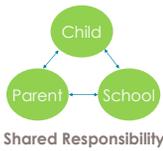
MEMORIES OF SCHOOL

- What is your fondest memory of school?
- What is one memory you wish you could forget?
- What is your biggest hope for your child in school?
- What is your biggest fear for your child in school?



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SET UP FOR SUCCESS – THREE THEMES



Family Involvement

High Expectations

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FAMILY INVOLVEMENT

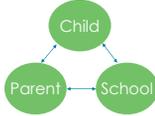
- Family members need to be involved (including parents, grandparents, aunts, uncles, cousins, etc.)
- Involvement looks like celebrating successes and problem-solving as needed
- Becoming involved only when there's an issue sends the message that "doing well is unimportant"



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SHARED RESPONSIBILITY

- Success is not achieved in isolation
- Everyone has a role – beyond the nuclear family
- Essential that everyone work together



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HIGH EXPECTATIONS

- Everyone is capable of succeeding
- Academic success is as achievable as riding a bike
- Myth: "If ideas come easily, then you're smart. If you have to work hard then you're not smart"



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NAVIGATING THE THREE THEMES

- Foster and encourage curiosity – be in favour of a million questions
- Encourage children to value and use their intelligence
- Engage your children in conversation whenever possible



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PATH TO SUCCESS

- Like a road, this path leads from one place to another with milestones along the way
- The number of people who have travelled this road varies from family to family
- There are on-ramps and off-ramps



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HOMEWORK AND HELP

- Help kids get organized
- Go into the school yourself periodically
- Get to know the staff of the school
- Communicate with the school, especially when there ISN'T a problem



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THE THEORY OF MULTIPLE INTELLIGENCES

- There are lots of ways to express oneself, and probably even more ways to gain knowledge and understand the universe.
- Individuals are capable of deep understanding and mastery in the most profound areas of human experience.
- Long before the theory emerged and was named in 1983 by Howard Gardner, many teachers fostered the intelligences of their students.

(Gardner, 1983)

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BENEFITS OF USING THE THEORY

Students begin to:

- Understand how they are intelligent
- Manage their own learning
- Value their individual strengths



(Gardner, 1983)

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EIGHT MULTIPLE INTELLIGENCES

- | | |
|-------------------------|---------------------|
| 1. Visual/spatial | 5. Musical/rhythmic |
| 2. Verbal/linguistic | 6. Interpersonal |
| 3. Bodily/kinesthetic | 7. Intrapersonal |
| 4. Logical/mathematical | 8. Naturalist |

(Gardner, 1983)

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VISUAL/SPATIAL AND VERBAL/LINGUISTIC

Visual/spatial

These learners perceive the visual world accurately, have the ability to see in 3-D and remember things best by seeing them.

Verbal/linguistic

These learners are sensitive to the sounds, structures, meanings and functions of language. They show interest in writing their own ideas or poetry, humour, explaining or reading someone else's ideas.

(Gardner, 1983)

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BODILY/KINESTHETIC AND LOGICAL/MATHEMATICAL

Bodily/kinesthetic

These learners are able to control their body movements and handle objects skillfully. They use their bodies to express emotions, play games or create. They tend to learn best by doing.

Logical/mathematical

These learners are able to discern logical or numerical patterns and handle long chains of reasoning. They are active in problem solving and enjoy meeting a challenge. They are able to work with abstract symbols and see relationships between separate/distinct pieces of information.

(Gardner, 1983)

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MUSICAL/RHYTHMIC AND INTERPERSONAL

Musical/rhythmic learner

These learners have an ability to produce and appreciate rhythm, pitch and timbre. They use musical expressiveness. They can recognize tones, patterns and sounds in their environment.

Interpersonal learner

These learners are able to discern and respond appropriately to the moods, temperaments, motivations and desires of other people. They work cooperatively in groups, show empathy for other's feelings, fears and beliefs. They have effective verbal and non-verbal communication.

(Gardner, 1983)

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INTRAPERSONAL AND NATURALIST

Intrapersonal learner

These learners can access their own inner feelings and discriminate among their emotions. They know their own strengths and weaknesses, can self-reflect and have a sense of spiritual intuition.

Naturalist learner

These learners are aware of their surrounding world. They show interest in plants, living creatures and natural events. They enjoy categorizing and sorting objects from the natural world.

(Gardner, 1983)

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APPLICATION

- Typically multiple intelligences do not change as we get older, they are part of our programming
- Accommodate the learning needs of all students in any situation
- If your child is experiencing challenges with learning/studying at home, consult with the teacher or guidance counsellor

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ACTIVITY



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SUMMARY

- Be involved
- Be part of the shared responsibility equation
- Hold high expectations
- Get organized
- Celebrate successes
- Become aware of the benefits of understanding different learning styles
- Look for on-ramps on the path to success (if it's not available, build it)

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"Don't limit a child to your own learning,
for he was born in another time."
~Rabbinical Saying

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REFERENCES

Garner, H. (1983). *Frames of mind*.
New York: Basic Books.

Howard Garner's CV with a complete list of publications can be found at:
<https://howardgardner01.files.wordpress.com/2019/05/cv-long-may-2019-1.pdf>

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