# CHELIS LEARNING BITES™

## ENRICHED PROFESSIONAL PRACTICE TOOLKIT

## EPISODE 2

## Helping Children Thrive

Moving beyond academic success to whole-child flourishing

**Companion learning and reusable professional practice tools**

### Welcome and how to use this pack

- Watch the recorded episode,
- Work through the core concepts,
- Apply the signature tool in your own setting,
- Complete one practical change, and review the evidence.
- Use the reflection pages alone or in a staff development circle.

The purpose is stronger day-to-day practice, not another administrative form.

### Learning intentions

- Distinguish performing from thriving.
- Use all eight dimensions of the Chelis Thriving Child Model™.
- Observe one child thoughtfully and select a supportive next step.

## PART A: COMPANION GUIDE

The learning in this episode is organised using the Chelis C.A.R.E. Learning Framework™: Clarify the principle; Apply a specific strategy; Relate it to real situations; Encourage continued progress.

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## Safety

The child feels protected and can make mistakes.

**Practice lens:** Look for specific experiences and opportunities rather than rating a child. Record patterns across occasions, then choose one respectful action.

## Connection

The child is seen, known and supported.

**Practice lens:** Look for specific experiences and opportunities rather than rating a child. Record patterns across occasions, then choose one respectful action.

### Belonging

The child is accepted and can participate.

**Practice lens:** Look for specific experiences and opportunities rather than rating a child. Record patterns across occasions, then choose one respectful action.

### Confidence

The child believes improvement is possible.

**Practice lens:** Look for specific experiences and opportunities rather than rating a child. Record patterns across occasions, then choose one respectful action.

## Emotional capability

The child develops emotional understanding and regulation with support.

**Practice lens:** Look for specific experiences and opportunities rather than rating a child. Record patterns across occasions, then choose one respectful action.

### Resilience

Setbacks can be met with supported challenge.

**Practice lens:** Look for specific experiences and opportunities rather than rating a child. Record patterns across occasions, then choose one respectful action.

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### Agency

Choices and contributions matter.

**Practice lens:** Look for specific experiences and opportunities rather than rating a child. Record patterns across occasions, then choose one respectful action.

### Purpose and strengths

The child discovers abilities and ways to contribute.

**Practice lens:** Look for specific experiences and opportunities rather than rating a child. Record patterns across occasions, then choose one respectful action.

## PART B | QUICK REFERENCE

### Eight-Condition Thriving Child Lens

- **Safety:** Can the child seek help and make errors without humiliation?
- **Connection:** Is the child noticed and supported by an adult?
- **Belonging:** Is the child genuinely invited to participate?
- **Confidence:** Does the child experience achievable progress?
- **Emotional capability:** Is emotion named, co-regulated and handled safely?
- **Resilience:** Can the child attempt supported challenge and recover?
- **Agency:** Are there appropriate choices and responsibilities?
- **Purpose and strengths:** Can the child use a recognised strength to contribute?

## Small actions for immediate implementation

- Look beyond scores, obedience and outward appearance.
- Observe how the child responds to mistakes, peers and challenge.
- Ask what relationships and opportunities surround the child.
- Choose one dimension for support rather than changing everything at once.
- Observe the response without expecting instant transformation.

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# PART C | PRACTICAL CASE CLINIC

## Illustration 1: Amara: the quiet high achiever

Eleven-year-old Amara earns high marks, yet becomes distressed after small mistakes and avoids unfamiliar tasks. Performance has obscured a need for confidence and resilience support.

**A more supportive response:** Model mistake recovery, acknowledge strategies and progress, invite low-stakes participation and check in privately.

**Discuss:** What is directly observed? Which assumption should be questioned? What standard or boundary must remain? What evidence could tell us whether the adjustment helped?

## Illustration 2: Daniel: the dependent child

Eight-year-old Daniel asks adults to undertake simple tasks. Adults often take over quickly because they want things done correctly.

A more supportive response: Offer one age-appropriate responsibility, two viable choices, enough time to try, and descriptive encouragement.

**Discuss:** What is directly observed? Which assumption should be questioned? What standard or boundary must remain? What evidence could tell us whether the adjustment helped?

## Illustration 3: The successful school with fearful pupils

Examination results are strong, but pupils conceal mistakes and teachers occasionally publicly shame weaker learners.

A more supportive response: Include safety, belonging, agency and pupil voice in school-quality reviews; support staff to change correction routines.

**Discuss:** What is directly observed? Which assumption should be questioned? What standard or boundary must remain? What evidence could tell us whether the adjustment helped?

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# PART D | SIGNATURE WORKSHEET

## Thriving Child Observation and Support Planner

Use this as a working template. Complete only what you can substantiate and avoid recording identifiable information on shared copies.

| Condition | What have I noticed? | Small supportive action |
|---|---|---|
| Safety | _____ | _____ |
| Connection | _____ | _____ |
| Belonging | _____ | _____ |
| Confidence | _____ | _____ |
| Emotional capability | _____ | _____ |
| Resilience | _____ | _____ |
| Agency | _____ | _____ |
| Purpose and strengths | _____ | _____ |

## Action decision record

| Decision prompt | My working answer |
|---|---|
| Specific priority | _____ |
| Current evidence | _____ |
| One manageable adjustment | _____ |
| Who will implement it | _____ |
| What support is needed | _____ |
| What change I will look for | _____ |
| Review date | _____ |

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## PART E | REFLECTION JOURNAL

Which child might be performing well but struggling quietly?

_____

_____

What strengths have been hidden by the adult focus on mistakes?

_____

_____

_____

Where can we increase agency without removing necessary boundaries?

_____

_____

_____

## C.A.R.E. personal reflection

**Clarify:** What is clearer now?

_____

_____

**Apply:** What will I do differently?

_____

_____

**Relate:** Where have I seen this in practice?

_____

_____

**Encourage:** How will I recognise and sustain progress?

_____

_____

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## PART F | PRACTICE CHALLENGE

**See the Whole Child:** observe one child across different situations, identify one support priority and practise one small action for seven days.

Choose one action rather than trying to implement every idea at once. Brief, observable records are more useful than optimistic generalisations.

| Day | Action I tried | Response / evidence | Next adjustment |
|---|---|---|---|
| 1 | _____ | _____ | _____ |
| 2 | _____ | _____ | _____ |
| 3 | _____ | _____ | _____ |
| 4 | _____ | _____ | _____ |
| 5 | _____ | _____ | _____ |
| 6 | _____ | _____ | _____ |
| 7 | _____ | _____ | _____ |

### End-of-challenge review

What actually changed?

_____

What remains difficult?

_____

What should be sustained or adjusted?

_____

Is additional support, escalation or referral needed?

_____

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## Professional care and confidentiality

These are educational development tools, not clinical or diagnostic assessments. Record observations respectfully; never include identifiable child or staff details in community submissions. Where safeguarding, serious distress, abuse, neglect, significant developmental concern or health risk is indicated, follow the appropriate professional and statutory procedures promptly. Do not promise secrecy where protection requires reporting.

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