

Relational Inclusion blog #2: The Weather

This week I want to talk about weather – or more specifically the climates we create as teachers, leaders and, well I suppose human beings in general.

This thought came initially from a quote I found from Haim G. Ginott:

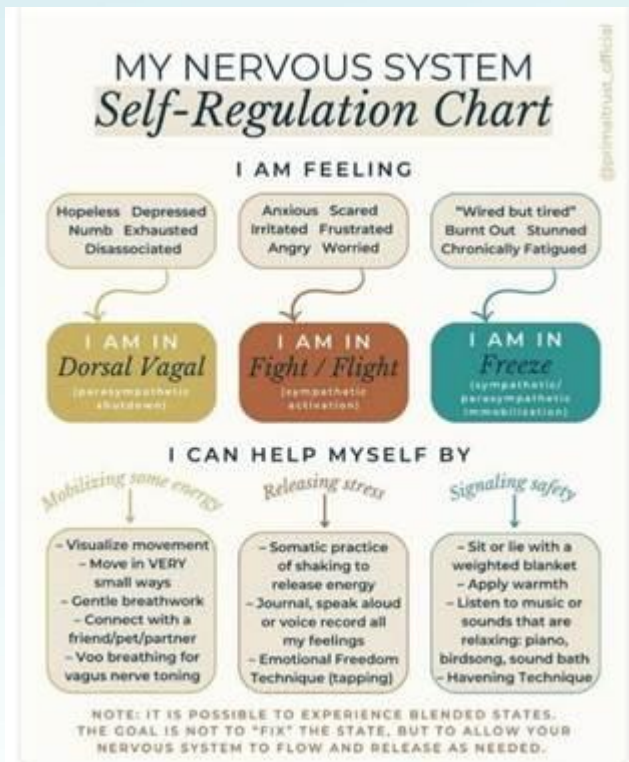
1) *"I have come to the frightening conclusion that I am the decisive element. It is my personal approach that creates the climate. It is my daily mood that makes the weather. I possess tremendous power to make life miserable or joyous. I can be a tool of torture or an instrument of inspiration, I can humiliate or humor, hurt or heal. In all situations, it is my response that decides whether a crisis is escalated or de-escalated, and a person is humanized or de-humanized.*

If we treat people as they are, we make them worse. If we treat people as they ought to be, we help them become what they are capable of becoming."

It reminded me of setting a 'climate' in your classroom which I read somewhere and then found this from SecEd:

2) *As a teacher it is your responsibility to create the "weather" in your classroom. It is undoubtedly your energy, your attitude, your demeanour that will make or break the learning environment. It is a simple concept, one that you probably take for granted, but how much attention do you really pay to creating the type of climate you would love for yourself and your students?*

You can't help but apply this to more than just a classroom. Our weather affects the mood of everyone we interact with. This sent me back to polyvagal theory and window of tolerance. I thought this image would be useful to share:



This brought me back to the children we are responsible for. If everything around us affects how we think and feel and we aren't training ourselves to take time to recognise this and be conscious of our window of tolerance, then how we can expect this of the children? (I'm not pretending this is easy!)

3) *Young children are not cognitively capable of sorting out the complexities of your "bad days", unresolved trauma or ancestral patterns. They see your emotions and behaviours simply as a real-time reflection of how you feel about them. Missy Willis*

4) *Sometimes I think we expect behaviour from children that we don't always display ourselves*

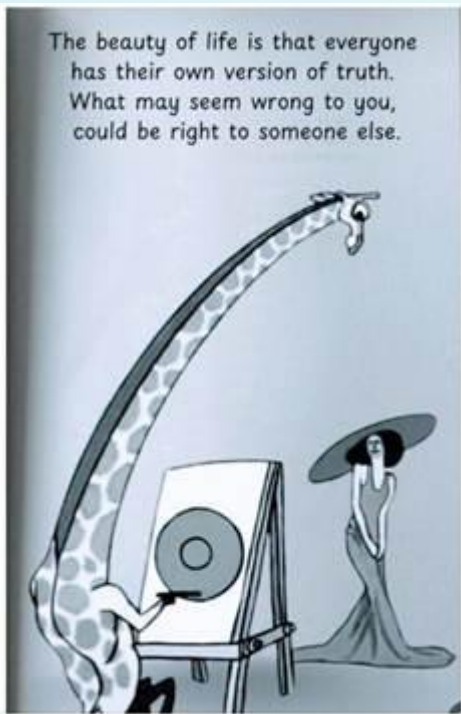
Sarah Ockwell-Smith

My final quote is from Tony Robbins:

5) *We don't experience life - We experience what we focus on.*

[We need to learn to] *Discipline our disappointments*

Perspective is so important:

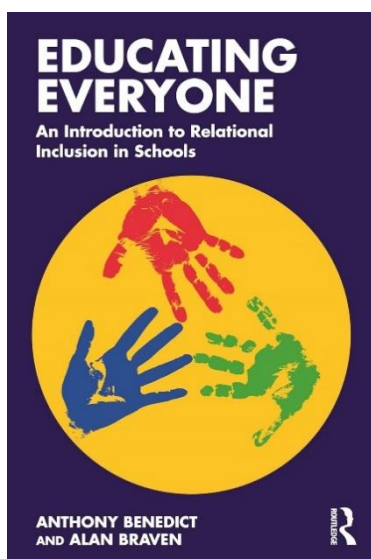


This week's article is about belonging:

[Why is the concept of belonging suddenly so popular? | Tes](#)

If people in your networks would benefit from these emails, please share or contact Hannah to add them to the email.

Our book, *Educating Everyone: An Introduction to relational Inclusion in Schools* comes out in April and is available to pre-order here:



Thanks for reading

Anthony Benedict

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