

ASPIRE - ENDEAVOUR - ACHIEVE



ST. CECILIA'S
COLLEGE



Nurturing Learning

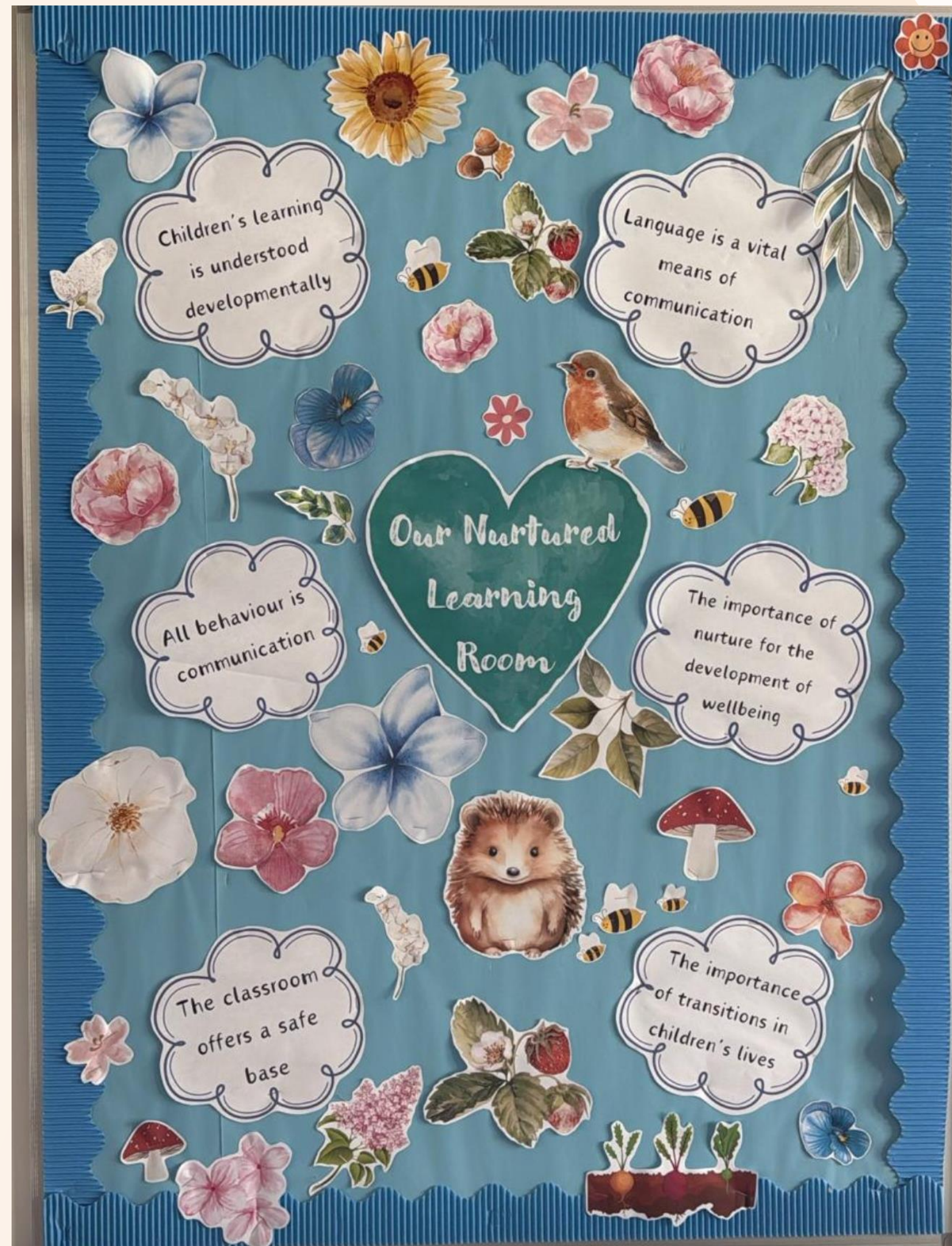
A nurturing space isn't just a classroom

Órlaigh Sally



Purpose

To embed the six key principles that foster a nurturing, inclusive, and emotionally safe learning space



Purpose



- Improve emotional regulation, literacy, confidence, peer relationships, while providing support for the children's GCSE's or facilitate GCSE solely – school aim to support pupils to achieve five or more GCSE's
- Encourage non-attenders to attend – “if we could get them in the doors” (two pupils that was the main aim... their abilities and success exceeded all initial expectations)
- Improved emotional regulation, literacy, confidence, and peer relationships.



Some displays

We celebrate effort, kindness and growth... values of empathy, resilience and confidence.

Every child matters, positive affirmations reminds them they are capable and are growing.

At St. Cecilia's College, you are seen, valued, and are growing.



Sensory Space – it matters



Engage the senses to help children feel grounded, calm, and ready to learn. My aim was to create an atmosphere that was Gentle, welcoming, safe/non-threatening, caring, and peaceful.



- **Smell** - Use of Essential oils (lemon balm, lavender), plants promote calm and reduce anxiety.
- **Sound** - Calming music plays softly in the background, creates a peaceful atmosphere
- **Sight** - Colouring pages, soft lighting, visual displays, wall of fame help regulate emotions and celebrate achievements.
- **Touch** - Plants, needle felting, crochet, arts & crafts, comfort snacks supporting emotional regulation.
- **Taste** - Access to tea, juice, biscuits, cereal at the 'take a break' station... offered comfort.

By nurturing the senses, we nurture the soul. A sensory-rich classroom is needed by every child's need for safety, calm, and connection.



Some displays

The children know that I'm not here just to teach, but to help calm their mind, regulate their emotions, and gently guide their brain from surviving to achieving and thriving.



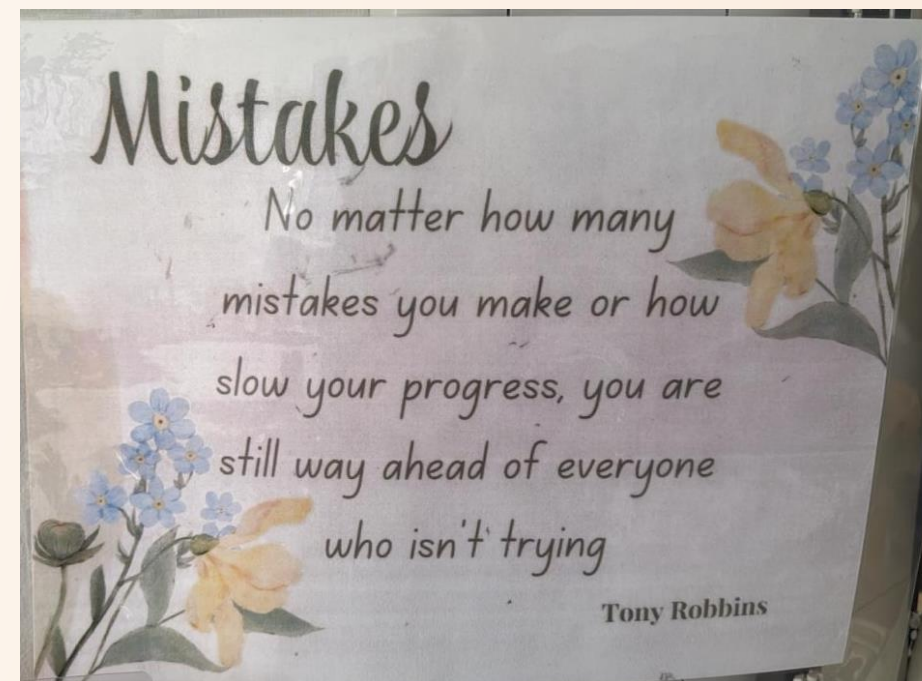
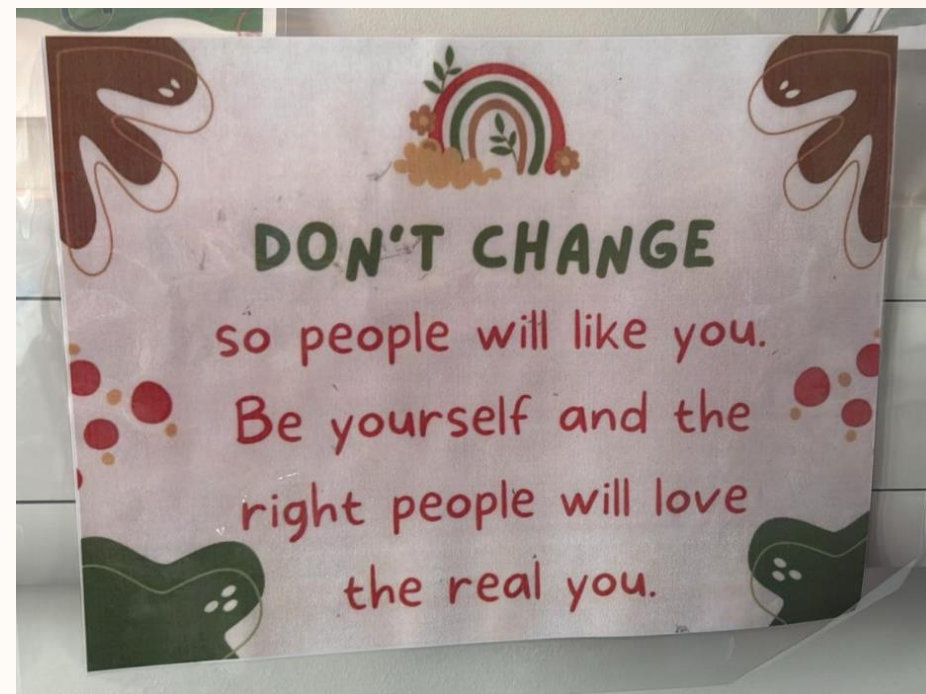
Trust and teamwork

- Mrs Kearney – Head of year 12, senior teacher, and as I call her “the STAT’s lady”, while I focused solely on the personal, academic and emotional wellbeing of our pupils
 - Mr O’Kane – SENCO/Senior Teacher provided the essential guidance and flexibility ensuring the room was inclusive and accessible for all learners protecting the one-to-one space for pupils with ASD who were non-attenders and had severe anxiety.
 - Mrs O’Carolann, our principal oversees our nurturing learning room and those who are assigned the space. Her leadership along with the rest of the senior team have created the foundation for innovation and compassion to flourish.
- It takes a team to create a nurturing sanctuary for learning. Their trust gave me the freedom to create a space where every child feels seen, safe and supported.



Some displays

Positive quotes



Whole-School Approach



- A nurturing classroom can only thrive in a nurturing school. We are so fortunate that every adult here shares the vision of nurturing learning and that our children feel supported, understood, and valued.
- Staff continually work together to identify needs, share strategies and best practice as well as celebrate all the progress.
- Senior management continually promote and protect nurturing learning
- Our whole school community together have built a culture of a nurturing ethos which helps every child to find their voice and their path to thrive and success.

- Aspire, Endeavour, Achieve







Whenever a child feels safe, they stop
surviving and start thriving.

A nurturing space isn't just a classroom,
our nurturing learning room and that of
the whole school is a sanctuary where
confidence blooms, curiosity awakens,
and every voice matters.



“Today,
I will try
again.”

~ Bea

