Maslow before Bloom during learning from home

Belonging comes from a perception of quality, meaning and satisfaction with social connections. It may also relate to a sense of belonging to a place or event. It is a complex and dynamic process unique to each student (Allen, 2019).

Prioritising belonging and connections and the ability to manage emotions is more challenging when learning from home. Focusing on Maslow before you Bloom* is even more important. This approach recognises that students need to be emotionally ready for learning to take place.

Schools use a toolkit of social and emotional (SEL) strategies daily to implement Maslow before Bloom and support student wellbeing. Learning from home means these strategies need adapting and as time progresses, more focus and emphasis needed.

Ideas and examples:

- Encourage evidence-based mindfulness e.g. Smiling Mind, starfish breathing.
- Ensure classrooms are affirming and inclusive.
- Reach out to more vulnerable students more regularly.
- Connect regularly with families to share the positive experiences of students.
- Incorporate friendly competition and collaboration during wellbeing time.
- Allow for off-screen morning tea and lunch breaks for unstructured play.
- Model metacognition (awareness and understanding of thought processes) to support student reflection.
- Create a routine for when students need a break off camera, in the waiting room or offline.
- Adapt wellbeing SEL circles to an online space.
- Incorporate movement, stretches, music, hydration and countdowns e.g. Go Noodle, chair yoga, Crunch&Sip.
- Incorporating non-synchronous activities supports wellbeing. Timetable ‘Wellbeing Wednesday’ or ‘Time Unplugged’ away from screens.
- Create a wellbeing space for students to access as needed – to talk, refocus then return to learning.
- Support student autonomy and voice to increase engagement.
- Engage with families to support social and emotional learning at home.
- Allow students time to practice an instrument, play outside, create art, focus on fitness or catch up on work and connection.
- Incorporating non-synchronous activities supports wellbeing. Timetable ‘Wellbeing Wednesday’ or ‘Time Unplugged’ away from screens.
- Reduce lesson time and include brain breaks to support students’ ability to stay on task.
- Create service learning or group tasks for tutor/home room time.
- Maintain core relationships by adapting classroom greetings e.g. include a short video welcome or use the waiting room when welcoming students.
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References

Allen, K (2019) Be You
*Bloom's Taxonomy
CASEL
Edutopia
Maslow (1943)