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**How
Education
& Parenting
Can Shape The
Future Generation**



01

Vision

Which vision do we have for our future world?

02

Future

The future will be shaped by our children and our children by us



03

Present

Our task as teachers and parents is to build and implement educational and parenting systems aligned with our vision



04

Past

Which changes in education and parenting are needed to match our vision?

01



Vision

Choosing a compass for planetary flourishing:

* **Connection** to all around: let's *love* and *respect*.

* **Diversity** is a fact: let's *accept* and *appreciate*.



* **Collaboration**: let's universalise well-being.

* **Abundance**: let's *share* resources.



02



Future

First, **we** become our vision!

- * Envision and embody the future (road)
- * Eliminate obstacles: heal (blocks)
- * Live through our values (fuel)
- * Never stop learning (evolving map)
- * Start today





What we can do for kids

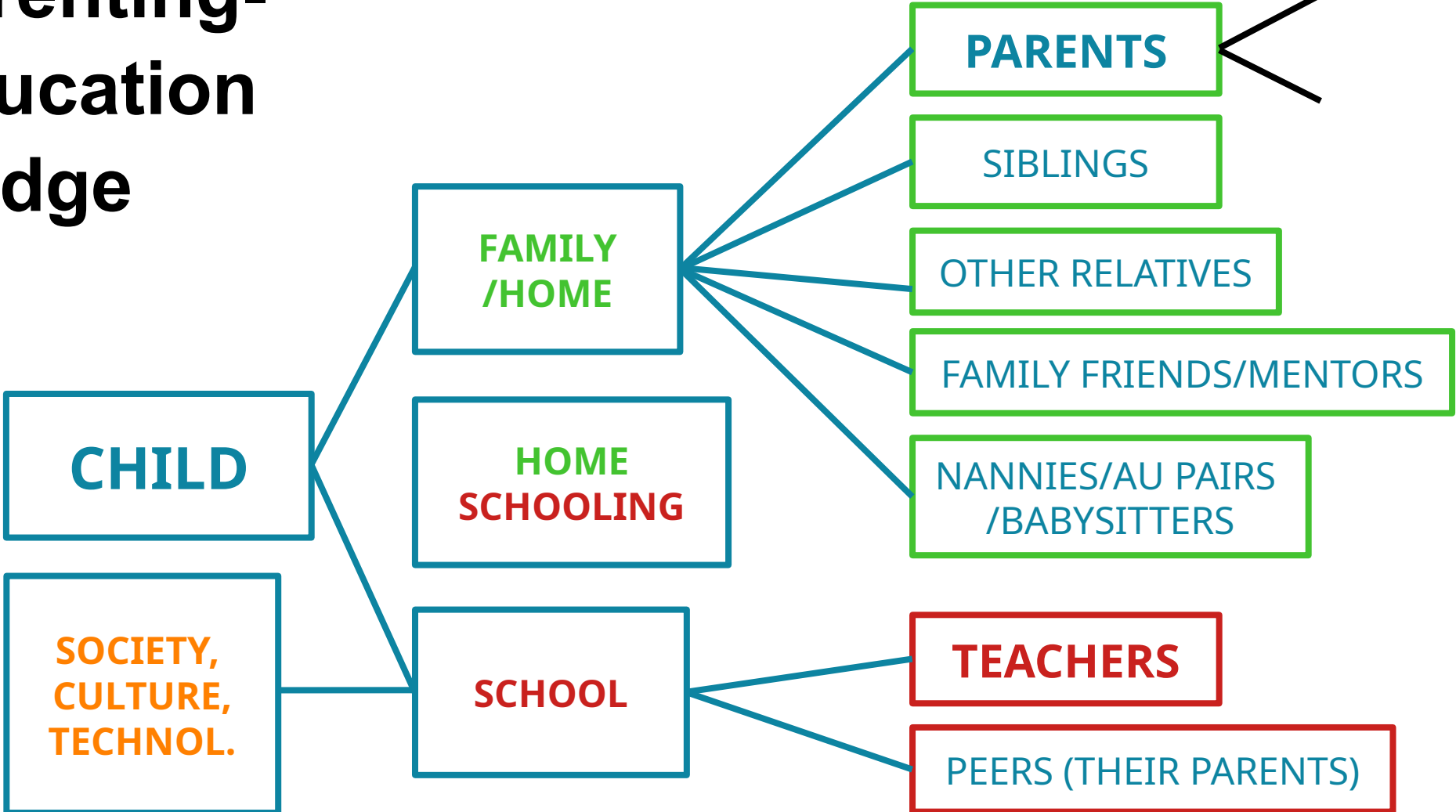
Parenting

- * Safety & Attachment
- * Connection & Acceptance
- * Emotional adaptation
- * Rest & Play
- * Healthy Autonomy
- * Reasonable Limits
- * Realistic Standards
- * Universal respect
- * Space to imagine and create
- * Skills
- * Knowledge

Education

- * Safety
- * Knowledge
- * Skills
- * Connection & Acceptance
- * Emotional adaptation
- * Universal respect
- * Space to imagine and create
- * Rest & Play
- * Healthy Autonomy
- * Reasonable Limits
- * Realistic Standards

Parenting- Education Bridge





Traditional Parenting

- Standardised (all the same) —————>
- Overemphasis on results —————>
- Success: competition-based —————>
- Mistakes disapproved of —————>
- Hierarchical: rules from above —————>
- Motivation by secondary reward or punishment —————>



- Rate the parenting you received
- What did you enjoy about it?
- What was missing?
- How much was useful/damaging later in life?

Needs-Oriented Parenting

- Individual differences honoured
- Emphasis on process, effort, support, warmth, trust
- Success: based on wellbeing and self-progress
- Trial & error normalised
- Family as community: everyone has a say
- Motivation by primary reward or natural consequences

- Self-awareness & reflection
- Intergenerational repair





Parenting-Education: Collaboration? +

- Why send kids to school?
- When? (Bowlby's attachment theory/internal working model/maternal deprivation)
- Who can meet which needs?
- Do parents' occupations facilitate or hinder parenting?
- Parents as educators: education by example
- Lifelong learning (Komenský, Grundtvig (Folk High School), Heutagogy, libraries)
- Regular communication between teachers and parents (and tripartites!)





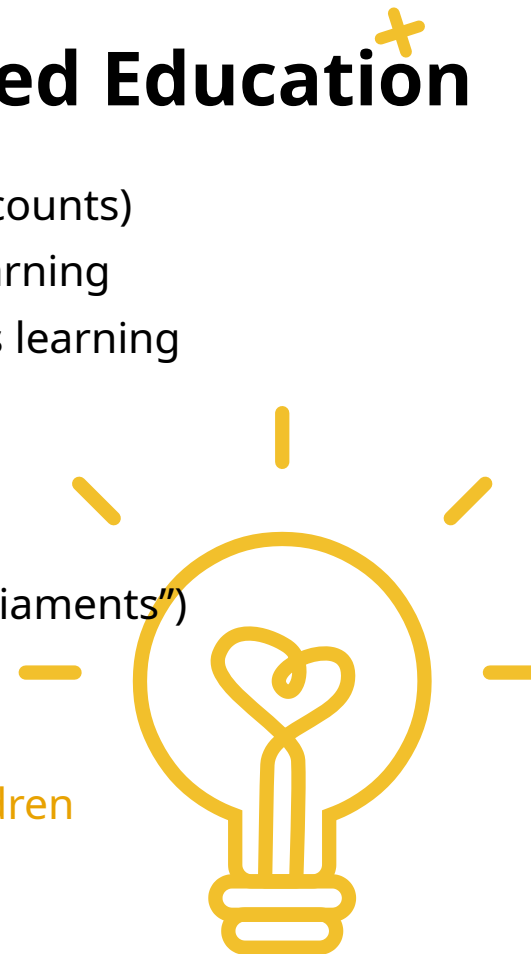
04 – Past → Future

HOLISTIC*: Mental, Emotional, Physical, Social, Environmental
INTEGRAL: Physical, Vital, Mental, Psychic, Spiritual

Traditional Education

Needs-Oriented Education

- | | | |
|----------------------------------|--------|--|
| • Standardised (all the same) | —————▶ | • Adaptable (individuality counts) |
| • Overemphasis on knowledge | —————▶ | • Emphasis on holistic* learning |
| • Outdated in Internet era | —————▶ | • Encourages autonomous learning |
| • Performance stress normalised | —————▶ | • Stress-free environment |
| • Quantitative ratings | —————▶ | • Qualitative feedback |
| • Hierarchical: rules from above | —————▶ | • School as community:
everyone has a say (“parliaments”) |
-
- Did you enjoy going to school?
 - What did you enjoy about school?
 - How much was useful later in life?
- ◀ Use it or lose it





Gardner's Theory of Multiple Intelligences





Approaches to developing intelligences

- Maximise (skewed) or balance out (rounded)?
- The case of the “gifted” child



01



Vision

Choosing a compass for planetary flourishing:

* **Connection:** love and understanding.

* **Diversity:** every child is unique; personalized teaching.

◀ * **Collaboration:** the student becomes the teacher.

* **Abundance:** innovation and creativity, no limits to learning.



02

+

Future

First, **we** become our vision!

- * Envision and embody the future
- * Eliminate obstacles: heal; Social / emotional / awareness education
- * Never stop learning
- * Start today





What we can do for kids

Parenting

- * Safety & Attachment
- * Connection & Acceptance
- * Emotional adaptation
- * Rest & Play
- * Healthy Autonomy
- * Reasonable Limits
- * Realistic Standards
- * Universal respect
- * Space to imagine and create
- * Skills
- * Knowledge

Education

- * Safety
- * Emotional adaptation: emotional support
- * Knowledge
- * Skills-interest
- * Universal respect
- * Space to imagine and create: Encourage creativity
- * Rest & Play: Acceleration / Advanced studies to eliminate boredom
- * Connection & Acceptance: Developing social skills
- * Healthy Autonomy
- * Reasonable Limits: Foster Independence
- * Realistic Standards



04 - Past → Future



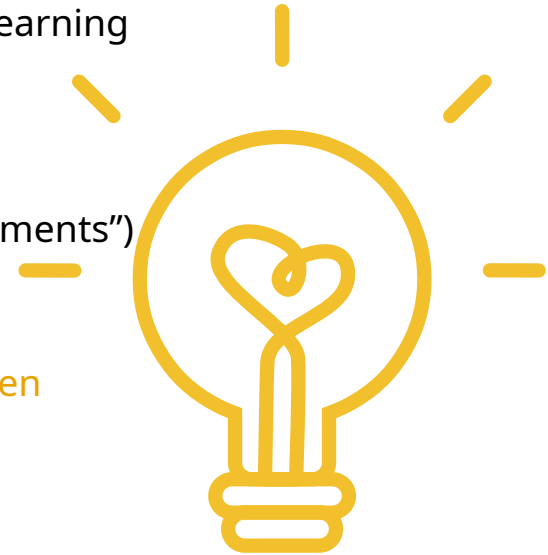
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Traditional Education

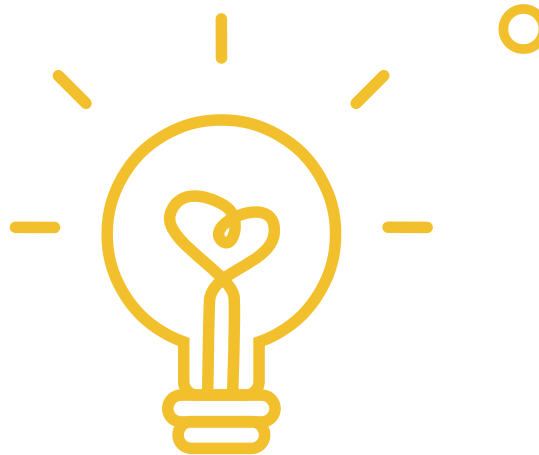
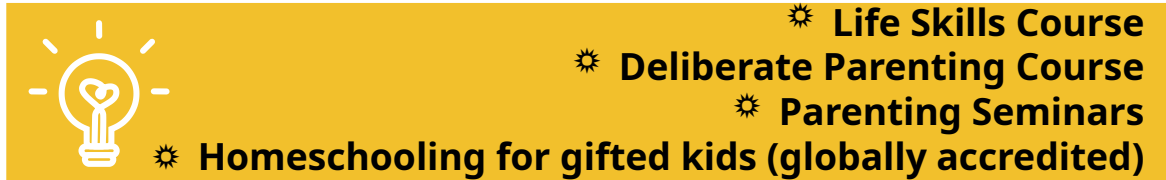
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- Hierarchical: rules from above →
- Did you enjoy going to school?
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- How much was useful later in life?
- Use it or lose it

Needs-Oriented Education

- Emphasis on holistic* learning
- Encourages autonomous learning
- Stress-free environment
- Qualitative feedback
- School as community: everyone has a say ("parliaments")
- Triangular communion:
 - Teachers-Parents-Children



Our CONTRIBUTION TO THIS **FUTURE VISION**





THANK YOU

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