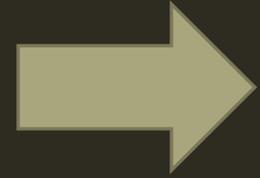




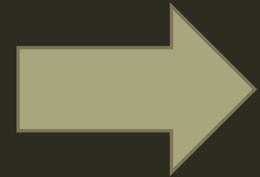
**HOW MODERN DAY FAMILY
LIFE HAS CHANGED.**

**Mrs Fey Cole
Early Years Lecturer -
SWC
Glenavon Theatre
22nd March 2017**

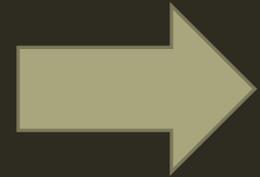
OUTLINE OF CONTENT:



To recognise how life is always evolving for families and the implications of this.



To examine why investment in the Early Years is so important.



To explore the way in which Parents and Professionals can work together to ensure Children get the best possible start.

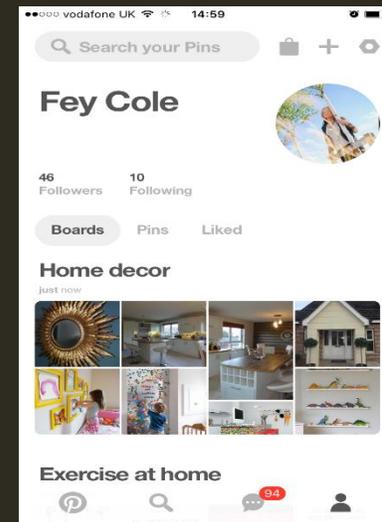
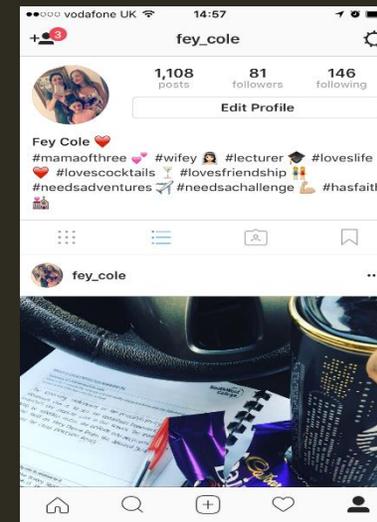
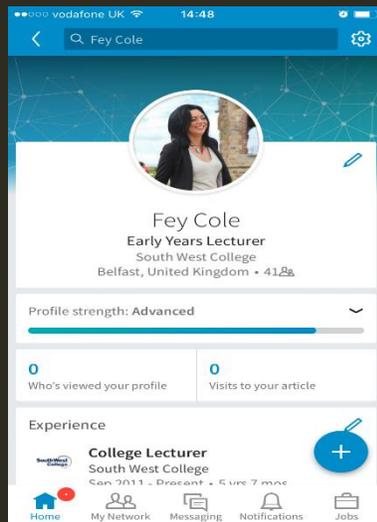


FIRSTLY — THERE IS NO JUDGEMENT HERE!

OFCOM report shows that a significant percentage of people in Northern Ireland (23%) perceive themselves as 'hooked' on social media. (2015)

In 2016 the internet was used daily or almost daily by 82% of adults (41.8 million) in Great Britain in 2016, compared with 78% (39.3 million) in 2015 and 35% (16.2 million) in 2006.

Source: Office of National Statistics.

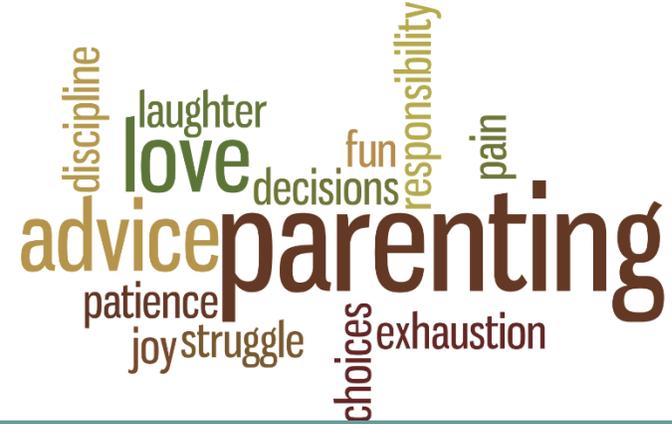


BUT THERE IS AN IMPORTANT MESSAGE TO SHARE

A white speech bubble with a tail pointing towards the bottom right, containing the text "90% of your child's brain is developed by age 5... Make the first 5 count." The background is a close-up of colorful stacking toys, including rings and cups in various colors like red, yellow, blue, and black, arranged in rows.

90% of your child's
brain is developed by
age 5... Make the
first 5 count.

The experiences we provide and encourage our children to participate in now, will shape the opportunities they will have in their later life.



THE CHANGING FASHIONS OF PARENTING

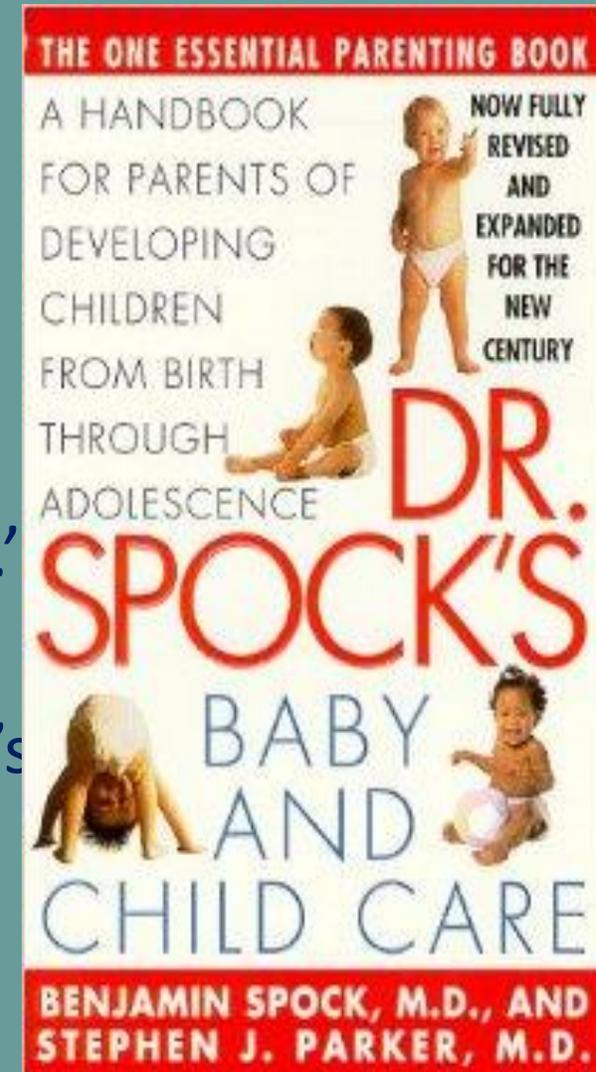
Sir Frederick Truby King – ‘Feeding and the care of baby.’
Enforcement parents. 1920’s to 1930s

Dr Benjamin Spock – ‘Common sense of babies and childcare.’
Passive parents. 1940’s to 1970’s

Penelope Leach – ‘Your baby and child: From birth to five years.’
Child-Centred parents. 1970’s to 1980’s

Gina Ford – ‘Contented little baby.’ Authoritarian parents. 2000’s

So what’s the fashion now?



CURRENT TRENDS IN PARENTING

Tiger Parenting

Strict and demanding, pushes child to be successful academically.

Helicopter Parenting

Prevents child's independence, pays a lot of attention to a child's academic achievements.

Lighthouse Parenting

Gives unconditional love to the child and allows them to fail in order to learn from this.

Drone Parenting

Monitors the child remotely, has an over-protective and excessive interest in child's life.

Free Range Parenting

Encourages child to function independently, allows realistic appropriate risk-taking.



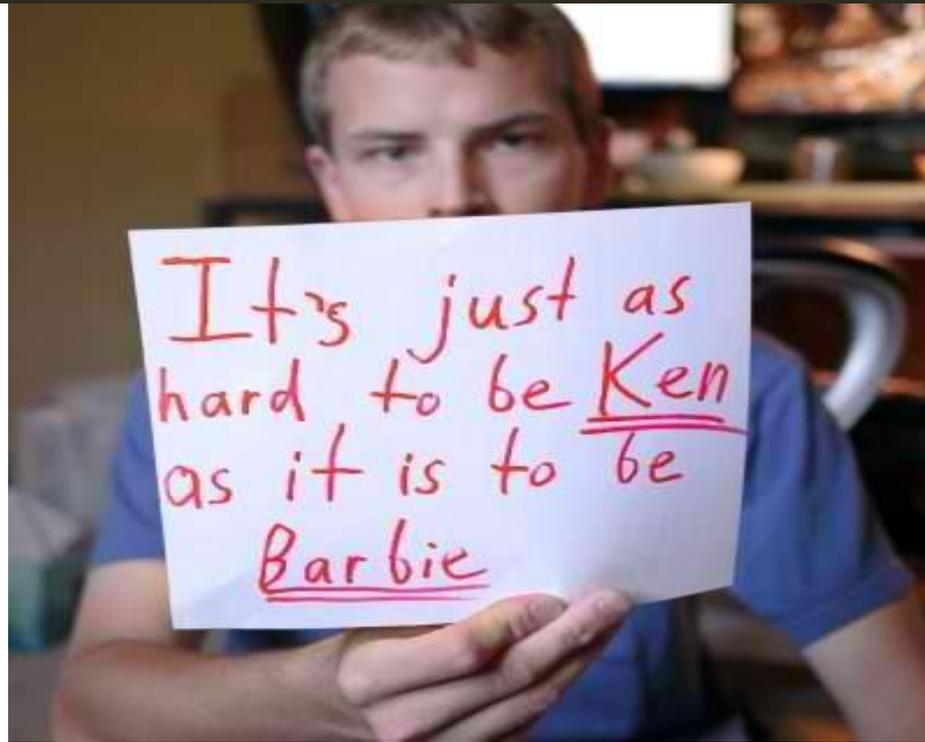
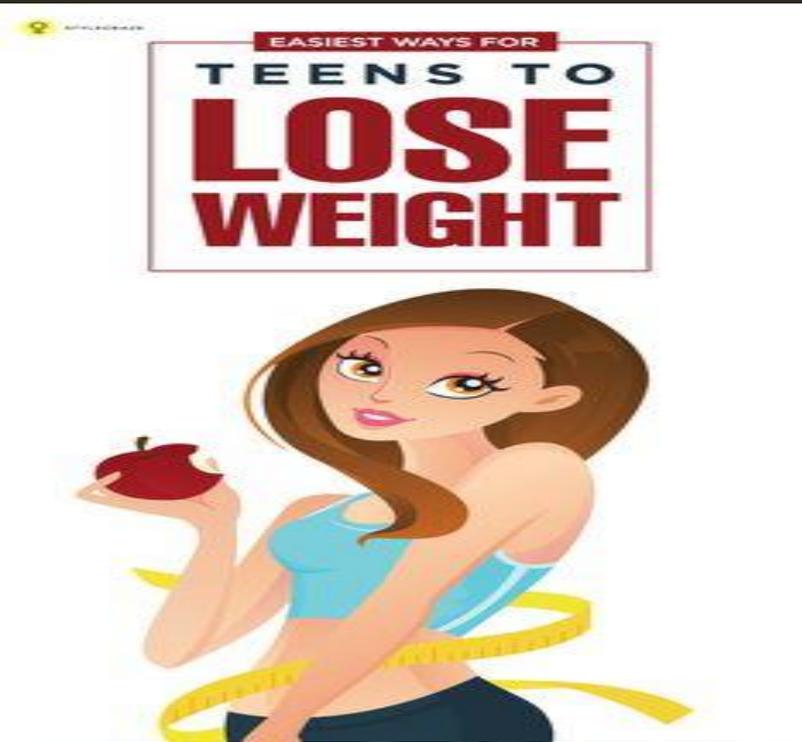
AS PARENTS HOW DO WE KNOW WHAT TO DO FOR THE BEST?



Behind every
great kid
is A MOM
WHO'S
PRETTY SURE
she's
SCREWING IT UP.



IF WE FEEL THE PRESSURE, ARE OUR CHILDREN FEELING IT TOO?



CHANGES TO CHILDHOOD: COMMERCIALISM

- Children are exposed to about 10,000 adverts every year on television, in addition to hundreds of "pop-ups" on the internet. The average 10-year-old is aware of between 300 and 400 different brands
- Children are bombarded with "unrealistic and unachievable images" of what they should look like, leading to an increase in anorexia, bulimia and eating disorders.
- About 70 per cent of children say there is too much pressure to look perfect and wear the latest fashions.

Source: National Union of Teachers.





CHANGES TO CHILDHOOD: JUNK FOOD

Potential risks associated with energy drink consumption include:

- caffeine overdose (which can lead to a number of symptoms, including palpitations, high blood pressure, nausea and vomiting, convulsions.
- Type 2 diabetes – as high consumption of caffeine reduces insulin sensitivity.
- Neurological and cardiovascular system effects in children and adolescents sensation-seeking behaviour.
- Use and dependence on other harmful substances.
- Poor dental health.
- Somewhat ironically, given their association with sportiness, obesity.





CHANGES TO CHILDHOOD: TOYS

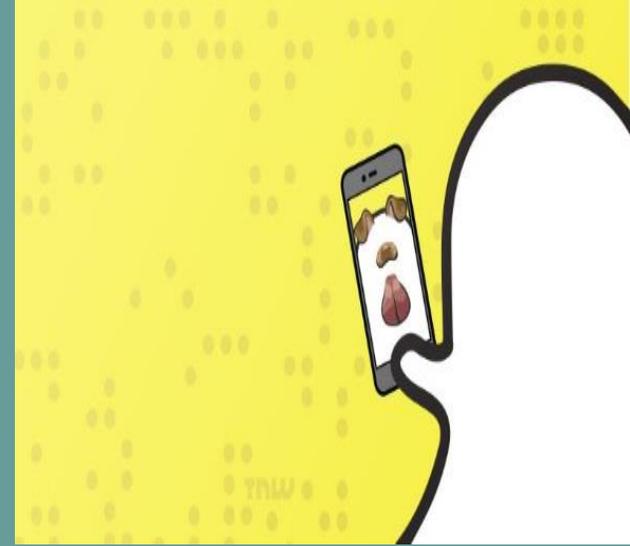
According to a report by uSwitch, parents will collectively splashed out over £3 billion on tech gifts for their children last year, spending an average of £243 each.



Colleagues “talk of pupils who come into their classrooms after spending most of the previous night playing computer games and whose attention span is so limited that they may as well not be there”.

He added: “I have spoken to a number of nursery teachers who have concerns over the increasing numbers of young pupils who can swipe a screen but have little or no manipulative skills to play with building blocks or the like, or the pupils who cannot socialise with other pupils but whose parents talk proudly of their ability to use a tablet or smartphone.” Colin Kinney, Teacher from Northern Ireland – ATL Conference.

CHANGES TO CHILDHOOD: SOCIAL MEDIA



- 28% of 11-16 year olds on social networking sites had experienced something that had upset them.
- The most common upsetting experiences were trolling (experienced by 40% of those who had had an upsetting experience), feeling excluded from a social group or friendship (22%), aggressive or violent language (18%) and pressure into looking or acting a certain way (14%)
- Findings showed a correlation between social media usage and levels of depression and anxiety, which it links to poor sleep quality.

Source: House of Commons Library.

OUR ROLE AND INVESTMENT IN EARLY YEARS IS VITAL.

We need to be aware that changes are happening. Exploring and understanding these allow for us to support the vital brain development that takes place in those first five years in the best possible way.



GETTING BACK TO BASICS



LESS IS MORE — TAKING ACCOUNT OF SYSTEMS THAT WORK

- Education is free to all.
- Every pupil has the right to educational support.
- SEN education is provided in conjunction with mainstream education.
- Efforts are made to support language minorities and migrants.
- Life-long learning is a focus.
- Educational autonomy is high at all levels.
- Quality assurance is based on steering rather than control.
- Early childhood education supports children's development and learning.
- The core curriculum leaves room for local variation.
- Assessment is part of daily school life.



Source: Ministry of Education and Culture Finland

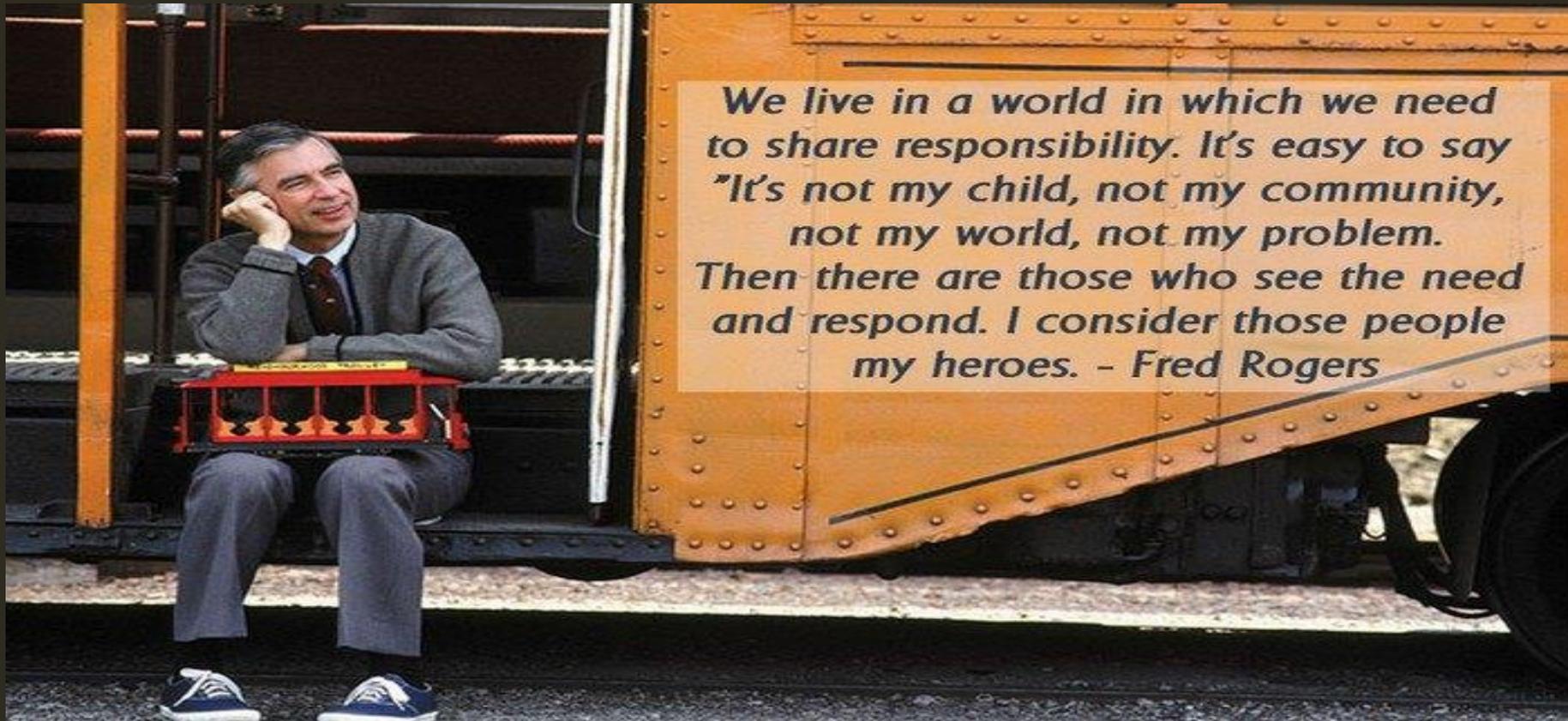
WE HAVE GOT TO WORK ON OUR CHILDREN'S EMOTIONAL HEALTH, RESILIENCE AND PHYSICAL WELLBEING

- ❖ Listen
- ❖ Teach that it's ok to fail
- ❖ Provide opportunities to teach life skills
- ❖ Spend time in the elements
- ❖ Teach them to help others



- ❖ Love
- ❖ Turn the media off
- ❖ Spend time reading together
- ❖ Get the brain engaged
- ❖ Promote the community spirit
- ❖ Live

COLLABORATION TO SUPPORT THE CHILD AND THEIR FAMILY



REMEMBERING THE CHILD AND THEIR CHILDHOOD IS AT THE CENTRE



"What if I fall?"
Oh, but my darling
What if you fly?"



"Sometimes the questions are complicated and the answers are simple." Dr. Seuss