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The Reflective Classroom

Staff Development Presentations

Each presentation is a research-informed and psychologically grounded professional staff development workshop designed to invite educators to explore and reflect on their daily teaching practices.

Educators leave with new knowledge and a deeper understanding of these subtle, hidden dynamics, alongside practical strategies that can be applied immediately in the classroom. When educators deepen their self-awareness and understanding of the children in front of them, classrooms become spaces where both excellence and humanity are protected.

Intended outcomes include more reflective discipline practices, reduced behavioural escalation, improved classroom climate, increased teacher confidence, stronger alignment between pastoral care and academic culture, and greater emotional safety for learners.

When we understand the psychology beneath the classroom, we teach not only subjects — but people.

Topics include:

The Under-represented and Misunderstood: The Gifted Child

Gifted learners (vs High-Achievers) often present with emotional intensity, sensitivity, and asynchronous development. This topic explores the difference between high achievement and giftedness, the realities of twice-exceptional learners, and how to support advanced students without amplifying pressure or burnout.

The Psychology of “Attention-Seeking”

What we often label as “attention-seeking” is frequently a bid for connection, regulation, or belonging. This topic reframes disruptive behaviour through an attachment-informed lens - understanding connection-driven behaviours and responding effectively.

Emotional Contagion in the Classroom

Children co-regulate from the nervous systems of the adults around them. This talk explores how teacher tone, stress, and emotional rhythm shape classroom climate - and provides practical regulation and reset tools for both educators and learners.

Perfectionism & Performance Anxiety in Learners

The presentation explores various ways in which anxiety is prevalent as well as ways to support and helping learners building resilience. Anxiety is often overlooked and disguised as diligence in high achieving students and could lead to long-term mental health risks.

When “Good Behaviour” Is a Red Flag

Not all distress is disruptive. This talk focuses on recognising internalised anxiety, perfectionism, and “fawning” responses in compliant, quiet learners and offers strategies to better support those who struggle silently.

Growth Mindset & Building Academic Resilience

This session explores how language, feedback, and classroom culture influence learners’ tolerance of mistakes and academic risk-taking. Teachers gain practical tools for fostering effort-based praise and strengthening resilience.

Self-care and boundaries: Teacher Wellbeing & Burnout Prevention

Teaching requires sustained emotional labour. This session addresses compassion fatigue, boundary-setting, and practical micro-regulation techniques to support sustainable empathy and long-term professional wellbeing.

Being Mindful: Presence in the Classroom

Mindfulness in education is often reduced to breathing exercises. This session explores something deeper: what it means for teachers themselves to practice awareness, emotional presence, and intentional responding.

Personal Growth & Professional Growth: The Intertwined Path

Teaching is not only a profession - it is an identity. Who you are shapes how you teach. Our histories, attachment patterns, beliefs about authority and emotional thresholds inevitably enter the classroom with us. This reflective session explores the dynamic relationship between personal development and professional practice.

Managing Challenging Behaviour Effectively

Shifting the lens and moving beyond punishment, this session examines the function of behaviour through the ABC model (Antecedent–Behaviour–Consequence). Teachers learn to reduce power struggles, implement restorative practices, and respond with structure rather than control.

Executive Functioning in the Classroom

Executive functioning — working memory, impulse control, cognitive flexibility, and planning — underpins academic success. This presentation provides a practical understanding of executive functioning and classroom strategies to support learners who struggle with organisation and regulation.

Sessions can range from short talks (60 minutes) to 2–3 hour workshops and I am happy to focus on any topics most relevant to your staff, suggestions are welcome,

Each session is designed to leave educators with practical tools, reflective insights, and strategies they can integrate immediately, while also contributing to long-term cultural and relational growth within the school.

Length and fees are negotiable as this depends on the length of the presentation and whether there are any additional materials included.

Thank you for your interest.