TERM 4 – ISSUE 1
2 November 2026

HARP OF THE SPIRIT

ST NARSAI
ASSYRIAN CHRISTIAN COLLEGE

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From the Principal

Edwar Dinkha



Dear Parents, Students and Friends,

Three weeks ago, we welcomed our students back to the College as we commenced Term 4 and entered the final stage of the 2026 school year. Students have now settled into their usual learning and study routines and are preparing for the important assessment period ahead, including end-of-year examinations.

During recent Year Meetings, students were reminded of the importance of consistent study habits, active engagement in classroom learning and maintaining the high standards expected at the College. As we approach the end of the academic year, every student is encouraged to make a concerted effort to strengthen their personal work ethic, remain focused and strive to achieve their very best across all subjects.

Student Leadership Team

It gives me great pleasure to announce our 2026–2027 Student Leadership Team.

The College Executive congratulates each of these students on their appointment to these important leadership positions. Their selection is both an honour and a responsibility, and we look forward to formally introducing and acknowledging our new student leaders to the College community soon.

I congratulate the following students on their appointments:

CAPTAINS

Anthony Dashto

Gloria Narse

VICE CAPTAINS

Isaac Al Ishaq

Michelle Kamber

FAITH AND HERITAGE PREFECTS

Ramsin Moshi

Arbeleena Sheba

Chelsea Camareno

Nicole Mareverwa

Zach Hormis

Ninous Qaqos

PREFECTS

Shameran Kelyana

Chloe Gewargis

I commend all our newly appointed student leaders and encourage them to embrace their roles with integrity, humility and a genuine spirit of service. I am confident they will lead by example and make a positive contribution to the life of our college throughout the year ahead. Y

Year 12 Class of 2026

On behalf of the College staff, I extend our very best wishes to our Year 12 Class of 2026 as they continue their HSC examinations. We are immensely proud of their commitment and perseverance throughout their final year, and we pray that their hard work and dedication will be rewarded with the success they deserve.

For our college students, the HSC examination period will conclude on Thursday, 5 November 2026. We now look forward with great anticipation to the release of the 2026 HSC results on Wednesday, 16 December 2026, and to celebrating the achievements of our graduating students.

Year 11

I extend my heartfelt congratulations to our Year 11 students on successfully completing their Preliminary HSC course requirements last term. As they now commence their Year 12 HSC courses for 2026–2027, I wish each student every success and encourage them to approach this important final stage of their schooling with commitment, determination and a strong work ethic.

On Tuesday, 20 October, the College hosted the 2026–2027 Year 12 Assessment Information Evening for our new Year 12 students and their parents in the Mar Meelis Zaia Sports and Performing Arts Centre. The evening provided students and families with important information about the academic expectations, assessment requirements and responsibilities associated with the HSC year.

Mrs Khina reminded students that success in Year 12 requires consistent and purposeful study beyond the classroom. Students were encouraged to dedicate approximately three to four hours each school day at home to studying, revising and summarising lesson content, practising examination-style responses and completing assessment tasks. I also emphasised the importance of beginning assessment tasks early, planning carefully and allowing sufficient time to produce work of a high standard by the required due date.

Mr Swid, Year 12 Coordinator, addressed students and parents on the importance of meeting the College's academic expectations. He encouraged students to establish strong study habits from the outset, reminding them that the commitment and discipline they demonstrate now can have a significant influence on their achievement over the next twelve months.

Mr Younan Moushi, College Head of HSC Studies, provided students and parents with important information regarding HSC course assessment requirements, NSW Education Standards Authority (NESA) requirements, and the College's school-based assessment procedures and protocols.

Students who attended the evening received a copy of the current HSC Assessment Information Handbook, containing relevant assessment information and schedules for subjects offered at the College. Students were also issued with a Year 12 Senior Student Agreement, which students and their parents are required to sign. The agreement reinforces the shared commitment between students, families and the College, while ensuring that students understand and accept their responsibilities in meeting the College's high academic expectations.

As our students begin this important final chapter of their secondary education, I encourage them to make the most of every lesson, every assessment and every opportunity for growth. Success in the HSC is built progressively through consistency, discipline, perseverance and a willingness to seek support when needed. I wish our new Year 12 students every blessing and success as they embark upon their HSC journey.

Year 7 2028

We are now approaching the final stages of our Year 7 2028 enrolment interviews, with interviews for current Year 5 students and their parents continuing over the next three to four weeks. It has been a pleasure meeting many prospective students and their families over the past two weeks and hearing about their aspirations as they consider joining the St Narsai College community.

I strongly encourage families of current Year 5 students who are considering Year 7 enrolment for 2028 to contact our friendly College Office staff as soon as possible for further information and to commence the enrolment process. With places in demand, families are encouraged to submit their applications promptly to maximise the opportunity of securing a place for their child.

Families seeking Year 7 enrolment for 2027 are also welcome to submit an application. However, due to current enrolment demand, new applicants are likely to be placed on a waiting list.

We look forward to welcoming our future students and families and sharing with them the many opportunities that await them as members of our college community.

Thank you.

From the Deputy Principal (Welfare and Wellbeing)

Mary Ismail

Presentation Day – Book the Date

The College Academic Presentation Day will be taking place at the Mar Meelis Zaia AM Sports and Performing Arts Centre (School Hall) on Wednesday 2nd December. Further details will be sent to parents closer to the date. Presentation evening is an auspicious event, to recognise students' academic achievement of students in Years 7 to 11. We acknowledge students who have come first and shown the most improvement in their courses in 2026.

End of School Year

Donation of textbooks

As the end of the 2026 school year approaches, I would like to ask parents if your child has any textbooks that they will no longer be using in 2027, please donate the textbooks to the school so we can support other students that may be unable to purchase textbooks. I ask that the textbooks are in good condition. Textbooks can be donated in the last week of this term.

Locker Clean-up

In the last week of this term, please ensure your child does not leave anything in their locker at school over the holidays as there will be no access to the college. Also, all students are to remove their locks at the end of the year as their locker will be allocated to other students in 2027. Any locks that remain on lockers will be cut and disposed of.

St Narsai College Uniform 2027

A reminder that the new St Narsai College uniform introduced in 2026 is compulsory for students in Kindergarten, Year 1, Year 7, Year 8, Year 11 and 12 in 2027.

The previous maroon uniform is no longer available. Therefore, other year groups will purchase the new uniform when the need arises (if the uniform they have gets small or damaged).

2027 Student Leadership Training Day

On Thursday 29th October, the newly elected student leadership team participated in a leadership work shop. The day started with prayer and a session with Father Shamuel about Faith in Leadership, and included sessions about the Principles of Leadership by the Principal Mr Dinkha, team building and leadership skills with Mrs Ismail.

Our leaders are ready to lead the college with a focus reflecting the College motto of Excellence, Commitment and Christian Values.





College social media sites – are you connected?

Facebook

St Narsai College Facebook Page can be viewed by clicking this link. Be sure to 'like' and 'follow' to keep up to date with what is happening at the College. https://www.facebook.com/StNarsai

School website

Visit www.stnarsai.nsw.edu.au for all required forms, information and policies.

St Narsai College Instagram

https://www.instagram.com/stnarsaicollege/

From the Deputy Principal (Curriculum)

Mary Khina

Dear Parents, Students and Community

I welcome all parents and students to the last term of the year. With the end of the academic year approaching, and with only 6 teaching weeks left before the last day on Wednesday 9th December, all teachers are busy preparing their students for end of year tasks.

Yearly Exams and Reports

Students in Years 7-10 have already started preparing for their yearly exams that will take place in Week 5 (Monday 9th November – Monday 16th November 2026). Exam timetables have been handed to students and posted on their Teams channels. We have also emailed them to all parents/carers.

Please discuss with your child the upcoming tasks that they have. Providing them with a quiet area and time to study and prepare for their final exams will help them to achieve their full potential. Some study tips to support your child with their exams are included below.

All reports will be emailed to parents in Week 9 of this term. If you need to update your email with the College, please email us at info@stnarsai.nsw.edu.au to notify us of your email and contact details.

HSC Exams

HSC Exams are continuing and will conclude on Wednesday 4th November for our College. We continue to wish our Year 12 students all the best with the remainder of their exams.

Year 10 and 11 Record of School Achievement

The Record of School Achievement (RoSA) is the official NESA credential that records a student's academic achievement throughout secondary school. For Year 10 students, grades awarded in each course, including electives, are reported to NESA and become a permanent part of their RoSA. Year 11 Preliminary course grades are also recorded and contribute to a student's HSC record.

For students who leave school before completing the HSC, the RoSA provides an official record of the courses they have completed and the grades they have achieved.

As upcoming assessments and examinations will contribute to the grades reported to NESA, we encourage all Year 10 students to maintain strong effort and commitment throughout the remainder of the term and to strive for their personal best.

Literacy and Numeracy

One of the priorities of the College is to improve students' literacy and numeracy skills. We are working with all students in all classes to ensure that they are meeting the required literacy and numeracy skills for their year group. Students in Years 7-10 have been given online work on Maths Online, Mathletics, Education Perfect and Lexia to complete in class and for homework.

Please discuss with your child the amount of work they have completed on both programs. It is essential that students bring their devices to class everyday so that they can utilise these programs and other online classwork.

NAPLAN tests for Year 7 and 9 students in 2027 will take place on Wednesday 10 March to Monday 22 March 2027. Even though there is no specific preparation for the tests, students can complete online practice tests through Mathletics, Education Perfect and Lexia as well as online through the website www.nap.edu.au.

Year 12 2026

The Year 12 class of 2027 have now commenced their HSC coursework. An information evening was held for all students and their parents with details provided about the HSC coursework and assessment policy. Thank you to all parents and students that attended the evening. Please discuss the contents of the assessment handbook with your child to ensure that they are prepared and following the course requirements. I wish all students the best as they commence the last year of their schooling career.

2027 Timetable

We are currently finalising the timetable for 2027. By Week 7 this term, students currently in Years 8 and 10 will find out which of their preferences they received and will study next year.

Study Tips to support your child with their exams

Source: https://www.studyskillshandbook.com.au/inside/tparent-faqs.php#home1

Top Study Tips for Parents to Support Their Child's Learning

Helping your child develop strong study habits is one of the most effective ways to support their academic success. The Study Skills Handbook offers practical strategies that parents can use at home to guide and encourage effective learning. Your child has the login and password details for the Study Skills Handbook on Teams.

1. Create a Consistent Study Routine

• Encourage your child to study at the same time and place each day.

• Eliminate distractions like TV, phones, and noise.

• Keep all necessary materials (pens, paper, calculator) in one organised spot.

2. Understand Learning Styles

• Children learn differently—some are visual, auditory, or kinesthetic learners.

• Tailor study methods to suit their style:

Visual: Use charts, diagrams, and color-coded notes.

Auditory: Encourage reading aloud or discussing topics.

Kinesthetic: Use flashcards, games, or movement-based learning.

3. Use Effective Study Techniques

• Preview, Read, Write, Recite (PRWR): A method to engage with material actively.

• Acronyms and Acrostics: Help with memorisation (e.g., "My Very Educated Mother Just Served Us Nachos" for planets).

• Verbal Repetition: Saying facts aloud can reinforce memory.

4. Encourage Healthy Habits

• Ensure your child gets adequate sleep, nutritious meals, and regular exercise.

• Promote short breaks during study sessions (e.g., every 50 minutes).

5. Prepare for Tests Effectively

• Avoid cramming—start early and review regularly.

• Help your child create study aids like flashcards or outlines.

• Practice with sample questions and encourage self-testing.

6. Build Confidence and Reduce Anxiety

• Teach relaxation techniques like deep breathing.

• Encourage positive self-talk and a growth mindset.

• Remind them that preparation leads to confidence.

7. Support Classroom Engagement

• Encourage active listening and note-taking.

• Discuss what they learned each day and help clarify confusing topics.

• Promote participation in class discussions and asking questions.

From the Head of Primary

Renia Isaac

Finishing Strong: Every Day Still Matters

Dear Parents and Carers,

As we move further into Term 4, there is a growing sense of excitement across our Primary School. The end of the school year is approaching, celebrations are on the horizon, and our students are beginning to look forward to a well-earned summer break. However, these final weeks remain an important part of the learning journey, and there is still much to achieve before the year concludes.

Every school day matters. Finishing the year well means arriving each day ready to learn, approaching challenges with perseverance, showing kindness and respect, and taking pride in our efforts. Maintaining these expectations helps our students remain focused, engaged and committed to their learning right through to the final day of the school year.

As we reflect on the progress our students have made, it is important to recognise that growth extends beyond academic achievement. We see it in their increasing confidence, developing independence, stronger friendships, resilience when faced with challenges and willingness to keep trying when something feels difficult. These are important milestones that deserve to be recognised and celebrated.

As parents and educators, we share the responsibility of helping children understand that success is not simply about how we begin a task, but also about the commitment, attitude and perseverance we demonstrate along the way.

I encourage all families to continue supporting positive routines at home, including regular school attendance, punctuality, daily reading, completion of learning tasks and ensuring children receive adequate rest. These simple but consistent habits make a significant difference to students' engagement, wellbeing and continued progress, particularly during the busy final weeks of Term 4.

There is still so much to look forward to as we approach the end of the year. Let us continue to encourage our children to make the most of every learning opportunity, celebrate their progress and approach each day with enthusiasm, gratitude and purpose.

As we move through these final weeks, we are reminded of the words of Scripture:

"Let us not become weary in doing good." Galatians 6:9

May we continue to guide and encourage our children to persevere, show kindness, embrace challenges and finish the year with pride in how far they have come and a commitment to keep growing.

From the K-2 Curriculum Coordinator

Mary Khano

Dear Families,

Welcome to Term 4! It is hard to believe we have reached the final term of the year. Our K-2 students have settled back beautifully and are approaching their learning with enthusiasm and energy. This term is full of exciting events, meaningful learning and opportunities to celebrate how much our students have grown. Below is an overview of what is coming up and what your child will be learning.

We were delighted to welcome our 2027 Kindergarten students and their families to our Kindergarten Orientation program on Thursday 22nd of October. During the session, our future students met their teachers, explored the classroom, enjoyed fun learning activities and began building friendships, while parents receive helpful information about starting school. Our current Kindergarten students are excited to act as friendly helpers and show our newest learners what a wonderful place school is.

Our students also got ready and pulled out their wackiest, brightest and most mismatched socks! On Friday 23rd of October, students were invited to wear crazy socks with their school uniform for a gold coin donation. All funds raised were to support our Year 6 students as they prepare for their Year 6 Formal, a special celebration of their final year of primary school.

On Thursday 5th November, students will take part in our Well-being Day, a day dedicated to caring for our minds, bodies and hearts. K-2 students will rotate through engaging activities that may include mindfulness and calming strategies, movement and play, healthy eating, friendship building and exploring ways to express their feelings. This day reminds our students that looking after ourselves and each other is an important part of learning and growing.

Year 6 students will also be hosting a Gelato Day on the 16th of November. Students can purchase a delicious gelato for $4.00, with all proceeds going towards the Year 6 Formal. Please send money in a labelled envelope or bring it on the day. Thank you in advance for supporting our senior students!

Learning in K-2 this term:

Students continue to build strong foundations in reading, writing, speaking and listening. Through explicit phonics and spelling lessons, they are developing confidence in decoding and encoding words. Students are exploring quality picture books, building vocabulary and comprehension, and learning to write imaginative, informative and persuasive texts with increasing detail, correct punctuation and neat handwriting.

In Mathematics, students are strengthening their number sense, including counting, place value, addition and subtraction strategies, and (in Years 1 and 2) multiplication, division and fractions. They are also exploring measurement, time, 2D shapes and 3D objects, position, and collecting and representing data. Hands-on materials and problem-solving tasks help students explain their thinking and apply their skills to real-life situations.

Children are investigating the world around them by asking questions, making predictions and conducting simple investigations. They are also engaging in design and production tasks, where they plan, create and evaluate solutions, building curiosity, creativity and critical thinking.

In HSIE, students are learning about people, places and communities, past and present. They are exploring how families and communities have changed over time, and how we care for and connect with the places that are special to us.

During student's Creative Arts Drama lessons, students are expressing their ideas and creativity. They are performing for others through movement and expression to show emotions as well as preparing joyfully for end-of-year celebrations.

In PDHPE, students are developing fundamental movement skills through games and sport, while learning about healthy choices, safety, positive relationships and managing their emotions. This learning connects closely with our Well-being Day focus.

Thank you for your ongoing partnership and support. Please keep an eye on the school calendar and notes home for further details about each event. We look forward to a wonderful final term together as we celebrate the growth and achievements of every K-2 student.

From the Science Department

Elias Atto

Dear Parents/Caregivers,

As we begin Term 4, I'm excited to share some of the wonderful learning experiences happening in our Science classrooms. Our students have been engaging deeply with their studies, and we're proud of the progress they have made throughout the year. This term is particularly significant, as final examinations begin in Week 5. We encourage students to make the most of their time at home to revise and reinforce what they have learned in class. These assessments are key indicators of their academic development and will help prepare them for the year ahead. We appreciate your continued support in helping students build strong study habits and maintain a healthy balance between school and home life.

Our junior Science students in Years 7 to 10 continue to be immersed in a variety of exciting and hands-on learning experiences. Year 7 students are currently exploring states of matter and separation techniques, building their understanding of the properties of different substances and investigating practical methods that can be used to separate mixtures. Year 8 students are investigating the topic of energy, with a focus on sustainability and renewable resources. They are developing critical thinking skills as they explore how energy is generated, transferred and conserved in everyday life. Meanwhile, Year 10 students are captivated by the world of forensic science. They are actively engaging in activities such as fingerprint analysis, chromatography and crime scene investigations, which are helping them develop analytical and problem-solving skills.

Our Selective Stream students from Years 7 to 10 also had the opportunity to participate in a special incursion relating to sustainability as part of our Science Week celebrations. The experience encouraged students to consider important environmental issues and explore how scientific knowledge and innovative thinking can contribute to a more sustainable future. Throughout Science Week, students across the College also contributed to a variety of Science Week activities, with prizes available for successful participants. These activities provided an enjoyable opportunity for students to challenge themselves, demonstrate their scientific knowledge and celebrate Science beyond the classroom.

Our junior students have also continued to contribute to the development and growth of the **Garden Club**, with the support and guidance of Mr Parker. Students have been actively involved in maintaining, planting and further developing the garden, providing them with another valuable opportunity to engage with Science in a practical setting. The initiative continues to encourage students to develop an appreciation of sustainability, plant growth and environmental responsibility while contributing positively to the school community.

Year 11 Biology students headed to **Kurnell, Botany Bay,** for a hands-on fieldwork excursion exploring local wetland and coastal ecosystems. Students investigated the plants and animals found throughout the area, observed how different species are distributed across the environment, and considered how changes in these abiotic factors can influence where organisms live and how they are distributed within an ecosystem. A highlight of the day was the opportunity to get up close with some of the local wildlife, including safely observing and handling crabs. It was a valuable opportunity for students to bring their Biology learning to life and experience authentic scientific fieldwork outside the classroom.

Our senior students have begun their HSC journey with dedication and focus. They are actively participating in class, completing their coursework with diligence and demonstrating a strong commitment to their learning. As they navigate this important stage, it is essential that they continue to develop healthy study habits, manage their time effectively and maintain a balanced lifestyle. We also encourage them to continuously challenge themselves, as this mindset will not only support their success in the HSC but also prepare them for future academic and career pathways.

As we near the end of the year, we thank you for your ongoing support and for allowing us to be part of your child's educational journey. It is a joy to witness their growth, curiosity and achievements. We look forward to finishing the year on a high note and welcoming our students back next year, ready to continue their scientific exploration.







From the Faith and Heritage Department

Jessica Kako

Dear St Narsai Parents, Guardians and Students,

As we step into Term 4, we pause with grateful hearts to reflect on the ways God has been present within our College community. The closing weeks of Term 3 offered many opportunities for our students to encounter Christ through prayer, worship and service, while strengthening the bonds of faith that unite us. Each celebration and act of compassion reminded us that we are called not only to profess our faith, but to live it with humility, courage and love. We now look forward to the term ahead, trusting in God's guidance and giving thanks for the journey we continue to share.

Feast of the Holy Cross

Towards the end of Term 3, our College community commemorated the Feast of the Holy Cross. Students reflected on the Cross as a sign of Christ's love, sacrifice and victory, deepening their understanding of this important feast through prayer and Christian Studies activities. The commemoration encouraged students to place their trust in Christ and to carry His love into their daily lives.

Whole School Liturgical Service

To conclude Term 3, students and staff gathered for a whole-school Raza Qadisha (Liturgical Service). This sacred celebration provided an opportunity for our College community to give thanks for the blessings of the term, pray together and entrust the holidays and the term ahead to God's care. Gathering in worship strengthened our shared faith and reminded us of the importance of remaining united in Christ.

Maidservant Food Run

Our Year 12 students continued to live out the College theme, Called to Serve, by participating in a food run for people experiencing hardship. This meaningful outreach marked their final act of service representing the College before graduation. Through this experience, students offered practical support and kindness to members of the wider community, demonstrating compassion, generosity and respect for the dignity of every person.

Year 12 Final Liturgical Service

We also marked a significant milestone for our Year 12 students as they gathered for their final Raza Qadisha as students of St. Narsai Assyrian Christian College. Their families joined the College community for this special occasion, surrounding the students with prayer, love and support as they gave thanks for their journey and reflected on the faith, friendships and experiences that have shaped their years at the College. We pray that God continues to guide and strengthen them as they begin the next chapter of their lives.

Called to Serve: Faith and Service

On Sunday 18 October, we proudly celebrated a sacred milestone in the faith journey of five St Narsai students. Jonathan Andry and Joshua Andry were elevated to the rank of Sub-Deacon, while Ramsin Moshi, Gianni Shlimon and Christian Zaya were ordained as Lectors. Their commitment to serving the Church reflects our College theme, Called to Serve, and offers an inspiring example of faith, humility and devotion. We congratulate these students and pray that God continues to guide and strengthen them as they faithfully serve His Church with love.

As we continue through Term 4, we pray that our students remain strengthened through prayer and worship, inspired to serve others and encouraged to grow in their relationship with Christ each day.







From the English Department

Amy Kurver

A Celebration of Words: Literacy and Learning in Term 4

As we enter the final term of the academic year, the English faculty continues to foster a love of language, literature and learning. While Term 4 brings a strong focus on examination preparation and consolidating knowledge, it also provides an opportunity to reflect on the many ways our students are developing as confident readers, thoughtful writers and critical thinkers.

Across our English classrooms, students have continued to explore the power of literature to broaden perspectives, challenge assumptions and deepen our understanding of the human experience.

Year 8

Our Year 8 students have been immersed in the beauty and diversity of Australian landscapes through poetry, exploring how poets use imagery and figurative language to communicate their connection to place. Meanwhile, Year 9 students have turned their attention to the poetry of the First World War, examining the contrasting representations of patriotism, sacrifice and the devastating realities of conflict in the works of Rupert Brooke and Wilfred Owen. These studies encourage students to look beyond the words on the page and consider the historical, cultural and emotional experiences that shape literature.

Senior Students

For our senior students, Term 4 marks the beginning of an exciting new chapter. Our incoming Year 12 cohort has commenced its HSC English studies, exploring the complexities of human experiences and the ways literature invites us to see the world differently. Through thoughtful discussion, close textual analysis and increasingly sophisticated writing, students are laying the foundations for a successful final year of schooling.

Beyond the English classroom, our commitment to strengthening literacy continues through a range of whole-school initiatives. Our Word of the Week and Punctuation Mark of the Week programs encourage students to expand their vocabulary and develop greater accuracy and confidence in written expression. These initiatives complement the ongoing use of Writer's Toolbox, which provides regular opportunities for students to practise and refine their writing skills, and Lexia PowerUp, which supports the development of essential reading and language skills.

These programs reflect an important belief at the heart of our approach to literacy: strong communication skills are developed through consistent practice, meaningful engagement and a willingness to improve. Every new word learned, every paragraph refined and every text explored contributes to the development of capable, articulate young people.

Final Exams

As students prepare for their final examinations, we encourage them to approach this period with confidence and pride in the progress they have made throughout the year. Examinations are an opportunity not simply to demonstrate knowledge, but to showcase the critical thinking, creativity and communication skills developed through their studies.

We thank our dedicated English teachers for their continued commitment to supporting and challenging students throughout the year. We also congratulate our students on their efforts and look forward to seeing them finish the academic year with determination and a sense of achievement.

From the College Counsellor

Berta Rasho

Regulated or Dysregulated: Dealing with Feeling

If you've looked at anything parent-related on TikTok or Instagram in the past year or two, you've heard about emotion regulation. Everyone's stressed (dysregulated) because their kids are having BIG feelings (dysregulated) and it's creating this cycle of emotional challenge for everyone.

But the idea of being dysregulated - and the concept of emotion regulation - isn't a new fad. It's a well-researched phenomenon that, when understood, can help our kids fl ourish (and us survive).

Emotion Regulation

In simple terms, emotion regulation is how well someone can manage their emotions – whether they're delightful ones like excitement and joy, or challenging and uncomfortable ones like jealousy and anger. If we go a little deeper, emotion regulation is the ability to turn our emotions up or down in a way that is appropriate for the context/environment, and that is in line with our values and goals.

That's a lot… so let's talk about what this really means.

There are some times and places where we want to allow our emotions free reign - we can turn them up. In a positive sense, this could be at a birthday party or at the park with friends. Our kids are in a context where it's fun to express joyful emotions and be big and loud about it if that works for them. On the more challenging side of things, expressing anger at injustice might be appropriate. And crying - even sobbing - at a funeral (or even when things don't go the way you'd like) would probably be ok.

Emotion Dysregulation

Things get dysregulated when those emotions (the positive ones or the negative ones) are too big for the place you're in. Anger at being asked to turn off a screen and come to dinner… not so good. It's unhelpful for the context, and it's bad for long-term relationship goals. A meltdown in a shopping centre aisle because you can't have a treat? This isn't going to work well for anyone. Mega-excitement at a party that leads to property being damaged or someone being hurt… again, too much for the context and bad for long-term goals.

How it Develops

Emotional regulation isn't something people are born with. It develops over time, starting around age two and continuing until around age nine or ten. At this age, most kids can regulate their emotions most of the time under most conditions. They're not perfect. Even adults still struggle if they're hungry, tired, or stressed. But this is the age psychology researchers think is a developmentally appropriate time for most kids to pull things together (including neurodiverse kids, although there's some variability here).

Now for the great news. Emotion regulation can be strengthened with instruction and practice.

There are two types of emotional regulation: self-regulation, or managing your own emotions, and co-regulation, which involves helping others manage their emotions.

Becoming More Regulated: Identify Emotions

Learning emotional regulation strategies begins with identifying your feelings and building a vocabulary to describe them. If you can name it, you can tame it. If it's mentionable, it's manageable. The more detailed we can be about the emotion we are feeling, the greater our emotional literacy. And the more granular we can be, the easier it is to regulate our emotions because they make sense. This is especially true for children.

Model it

Children learn emotional regulation skills by watching people around them. You can help your children by serving as an "emotional container," naming emotions and modeling how to express them in a healthy way. As an example, in the moment emotional regulation strategies could include breathing, pausing, stepping outside, or doing something as simple as a body scan or grounding technique. These strategies help calm the body's nervous system and turn down the intensity of emotions.

Understanding that emotions are like waves - they rush in (and sometimes wet our towels and bags), and then they recede, only for another wave to rush back in when we're not expecting it. But they always go back out to sea again. You're not feeling the big emotion right now that you were feeling yesterday or this morning. They come and they go. Understanding this makes emotions far less scary or challenging.

We're not trying to avoid or eliminate difficult feelings. That's not realistic. Life is complex and emotions can hit like a tidal wave, even when things are going relatively well. Instead, the goal is to notice those emotions and allow them. Pushing against them usually only creates frustration.

Feelings aren't Facts

One more valuable thing to teach your kids: your emotions are not always accurate refl ections of reality. I often teach parents that feelings are not facts. They provide you with information, but then you get to choose how to respond.

Lastly, your child is most likely going to regulate well if you are there to co-regulate with them. Your steady, caring presence during your child's difficult emotion helps them feel understood, see things from a fresh perspective, and respond to their challenges thoughtfully rather than reactively.

What to Say When Your Child is Dysregulated

Here's a simple script next time your child feels overwhelmed and dysregulated:

1. Make sure you are calm when you approach your child

2. Say what you see: "Looks like things are pretty tough for you today?"

3. Give them an easy choice: "Do you want space, or do you want a hug or a chat?"

4. Give them time to process their emotion a little (either with you there or with some space)

5. Problem-solve the situation together.

For healthy long-term emotional regulation skills, practicing matters. You get to practice responding well to their emotions - and modelling your own regulated responses to big emotion moments. And they get to practice regulating by working through those moments with you by their side.

Just like any skill, the more you practice, the better you get at it.