

# The Daily Needs of Calm, Connected & Creative Classrooms

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A WiseLearn Framework for  
Meeting Human Needs in the Classroom

# **The Daily Needs of Calm, Connected & Creative Classrooms**

A WiseLearn Framework for Meeting Human Needs in the Classroom



This guide is part of the WiseLearn Educator Series, supporting calm, connection, and creativity in schools through neuroscience-informed practice.

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# Contents

## **Foundations**

- Why I Created This Guide
- Helping People Need Us Less: The Paradox of Care and True Leadership
- The Enchanted Place We Lost and What Children Are Losing Now
- Understanding the Brain–Body Connection
- The WiseLearn Framework within Social and Emotional Learning (SEL)
- Before We Begin

**Page 5**

## **The Neuroscience of Stress and Calm**

- The Brain’s Three Friends
- Stress Hormones and the Meerkat
- How This Connects to the Zones of Regulation
- A Compassionate Reframe
- The Upstairs and Downstairs Brain
- Cognitive Load and the Overwhelmed Brain
- The Nervous System Shapes Every Classroom Moment
- The Vagus Nerve: The Body–Brain Connector
- Rest, Digest, and the Role of the Vagus Nerve
- Teaching the Brain’s Three Friends and the Vagus Nerve

**Page 18**

## **Introducing the Daily Needs**

- Understanding the Daily Needs
- Meeting the Daily Needs at School
- How the Needs Work Together
- A Helpful Side Note for Educators
- Meeting Your Needs Too
- What Teachers Can Control

**Page 28**

## **Regulation Gears**

- What the Gears Represent
- Gears Are a Rhythm, Not a Ratio
- Teaching Against the Gears
- Age and Regulation Awareness
- Typical Rhythm Patterns (Flexible, Not Fixed)
- Planning for the Expected (and the Unexpected)
- Brain Chemistry: The Feel-Good Feedback Loop
- Side Note: Bringing Brain Chemistry to Life
- Dopamine and the Rewards Dilemma
- From Rewards to Rhythms
- When Reward Loops Begin Early
- Reflection and Practice

**Page 36**

# Contents

*continued*

## **One Routine: Many Needs**

- One Routine: Many Needs - Examples for Each Daily Need
- Why One Routine: Many Needs Works
- How to Start Creating Combined Routines

**Page 48**

## **Bringing It to Life in Your Classroom**

- Teach Students About Their Brains, Needs, and Gears
- From Correction to Co-Regulation
- The More We Do Together, the Easier It Gets
- Mirror Neurons and Shared Routines
- Screens, Stimulation and Classroom Regulation
- Extending Co-Regulation Beyond the Classroom
- How Schools Can Support Parents
- Three Micro Ways to Build Parent Partnership

**Page 51**

## **Neuroplasticity: The Brain's Ability to Change**

**Page 61**

## **Where to Next**

**Page 63**

## **Reference List**

**Page 64**

## **About the Author**

**Page 66**

## **Copyright and Usage Notice**

**Page 67**



# Foundations

## Why I Created This Guide

I have worked in schools for most of my adult life, as a teacher, a leader and a learner alongside children and colleagues. I have always cared deeply about my work and I have never been afraid of effort. I believe in purpose, contribution and doing meaningful things well. However, over time, a quiet discomfort began to emerge.

I watched classrooms become faster. I watched expectations quietly multiply. I watched teachers carry more emotional load with less space to recover. I felt it in myself too, the subtle but constant pull to stay switched on, responsive, productive and available. Calm became something we talked about, but rarely had time to feel.

The system rewarded momentum, measurement and output. Being busy looked like being effective. Slowing down felt risky, even indulgent. Rest became something you earned rather than something that sustained you.

None of this came from a lack of care. Quite the opposite. It came from caring deeply in a system that did not fully understand how human nervous systems actually work. I was not struggling because I did not work hard enough. I was struggling because I was living in high 'gear' most of the time and calling it dedication.

Over the years, I became increasingly aware that many of the challenges we were trying to manage in classrooms were not behavioural problems to fix, but nervous systems under pressure. Children were dysregulated, yes, but so were adults. No amount of strategies could compensate for a system that asked humans to operate outside their natural rhythms.

This guide was born from that realisation.

Not as a rejection of hard work, ambition or growth, but as an invitation to examine how we work, how we care and how we sustain ourselves and each other.

There is a difference between effort and overdrive. There is a difference between fulfilment and exhaustion. There is a difference between alignment and constant activation.



**Being switched on all the time can start to feel normal.**

I created this guide because it became clear that what we are currently doing, despite our best intentions, is not working for many teachers or children. I believe we can do better, not by pushing harder, but by understanding more.

I am still an educator. I still teach the way I always have, through stories, analogies, humour and curiosity. What has changed is my understanding of how deeply calm sits at the centre of everything: learning, relationships, creativity and leadership.

Calm is not passive. It is not disengaged. It does not exist in isolation. Calm lives in connection. It grows through safety and it makes creativity possible.

This guide brings language, structure and practical understanding to something many of us feel intuitively but were never taught explicitly: the brain body foundations of regulation and how meeting our needs allows us to lead, teach and care more sustainably.

It is written for teachers and also for leaders, parents and changemakers, because classrooms do not exist in isolation. They sit within a wider ecosystem. When that ecosystem begins to understand how humans actually function, everything has the potential to shift.

Not all at once. Not magically. But meaningfully.

One thing I want to acknowledge from the outset is that with guides and books like this, it can be tempting to skip the opening pages and move straight to the strategies or tools. I recognise that impulse because I feel it too. When something feels hard or overwhelming, our own inner meerkat wants to fix, solve and move quickly to action.

This section is not simply an introduction. It is the foundation beneath everything that follows. It invites you to pause before doing, to reflect before fixing and to consider the broader conditions shaping behaviour, learning and wellbeing in today's classrooms.

Before we look at regulation and what it really means, this space matters. It asks us to notice what is often rushed past, the pace we are teaching within, the load we are carrying and the moments of connection, rest and reflection that are quietly being missed.

Slowing down here is not a delay. It is the beginning of understanding what is really going on and why this work matters.

What follows in the guide deepens this foundation by exploring regulation as the thread that connects calm, connection and learning before gradually translating this understanding into shared language, practical structures and daily classroom rhythms.



**calm does not arrive through effort,  
it grows through awareness.**