

The building blocks of self-esteem (Borba, 1989)

Security

Pupil:

- can handle change or spontaneity without undue discomfort
- feels safe
- knows there are people he/she can count on
- can trust and depend on the teacher, LSA, key adult
- comprehends the roles and limits expected in situations

A high level of security conveys a strong sense of assuredness

It is essential for healthy emotional development

It is the foundation - child must feel secure in their setting and be able to trust the adult who is attempting to enhance their self-esteem

Selfhood

Pupil:

- has good sense of self-knowledge - accurate and realistic description of his/her roles, attributes and physical characteristics
- identifies and expresses emotions and attitude
- has a strong sense of individuality
- feels adequate and worthy of praise

Affiliation

Pupil:

- feels good about their social experiences, generally feels connected to others and accepted
- has a sense of belonging - in a relationship - family, classmates, peers, friends
- is able to maintain friendships
- is able to co-operate and share and show compassion to others

Friends have an enormous bearing on a pupil's feelings about who he/she is

Mission

Pupil:

- sets realistic and achievable goals
- can follow through on plans
- takes initiatives
- is responsible for his/her actions
- seeks alternatives to problems
- evaluates him/herself according to past performance
- is highly motivated
- is willing to take risks

Pupil is aware of what they want to achieve and goes through the process of getting there

Competence

Pupil:

- is aware of strengths and can accept weaknesses
- views mistakes as valuable learning tools

Feelings of success must come from experiences that the individual sees as valuable and important. Feelings of being capable lead to a willingness to take risks, as well as to share opinions/ideas.

