

ECPT5003/ECPT6005
Behaviour Management
& Supporting Learner
Engagement

Communication

Communication strategies

- List the ways in which you communicate with others
- What are the most important skills in terms of communication do you think?
- What might be the problems that occur which can affect communication?



Roadblocks to Effective listening Gordon (2000)

- Comparing
- Mind reading
- Rehearsing
- Filtering
- Judging
- Dreaming
- Identifying
- Sparring
- Advising
- Derailing
- Being right
- Placating

The thinking environment – Nancy Kline

Attention

Equality

Ease

Appreciation

Encouragement

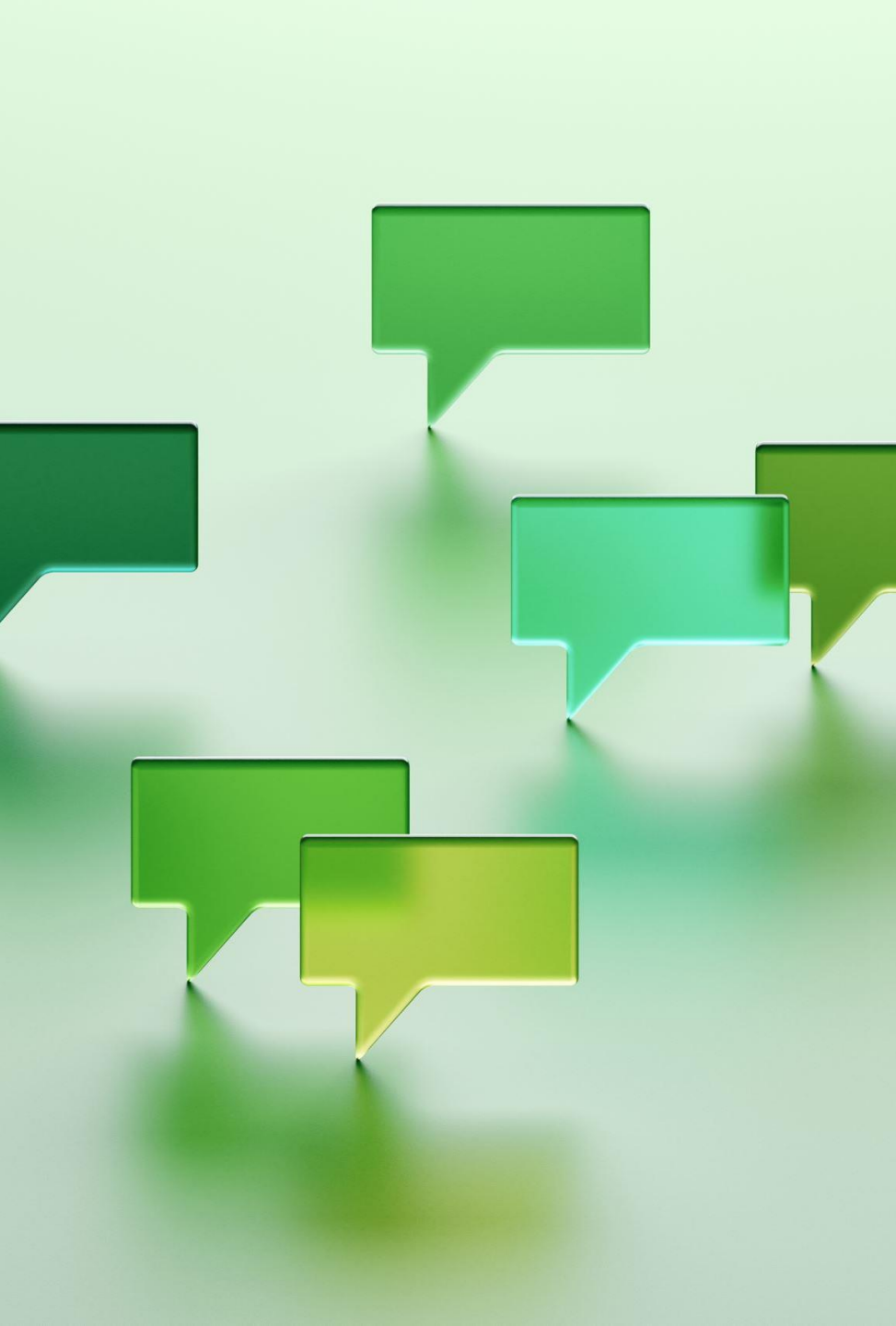
Feelings

Information

Difference

Incisive
questions

Place



Communication case study

- Communication is a multi-faceted process and goes beyond the words that are used
- Read through the case study provided in groups and note your response

- Challenging behaviour is a form of communication. It tells us the learner is experiencing a problem, even if it doesn't tell us what that problem is.
- We can't begin to help a learner to learn until we know where they are coming from.
- When considering a learner's starting point we shouldn't be thinking of it only in terms of their current knowledge and skills, but also in terms of their level of motivation, their state of mind, and their prior experience of learning.
- The challenging behaviour of just one learner can affect our ability as teachers to give sufficient support and attention to the other learners in our class.
- It is our professional responsibility, therefore, to seek some solution, although this does not necessarily mean we must solve the problem ourselves.

A basic model



Know the learner



Present positive model of teacher



Establish parameters of acceptable behavior



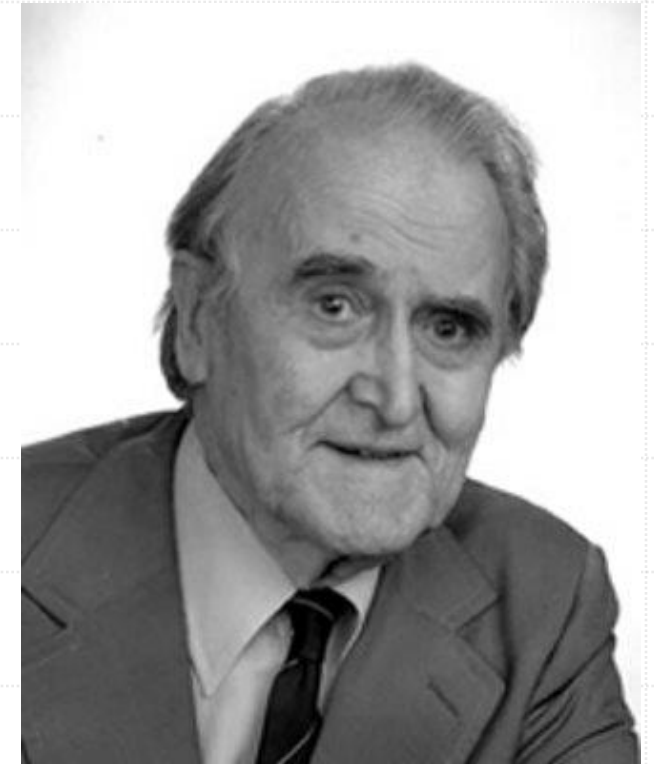
Teach and support learners in achieving learning outcomes

Action Learning

An introduction

What is action learning?

- Reg Revans 1907 - 2003
- University of Cambridge
- "If you think you understand a problem, make sure you are not deceiving yourself." (Einstein)
- The role of 'non-expert' in problem solving
- Director of Education for the National Coal Board from 1945 to 1950.





Key features

- Emphasis on reflection, listening and non-directive questioning
- No one person more important than another
- Not about advice giving, solving people's problems for them, being an expert
- Participants solve their own problems/work with their own dilemmas either in relation to own issue or organisational issue



The role of non-directive questioning

- Asking a question which is free from:
 - Advice
 - Opinion
 - Solution
 - Idea
 - Your point of view



Conventions of action learning

- The issue
- An action learning set
- Questions
- Action
- Learning
- An action learning facilitator

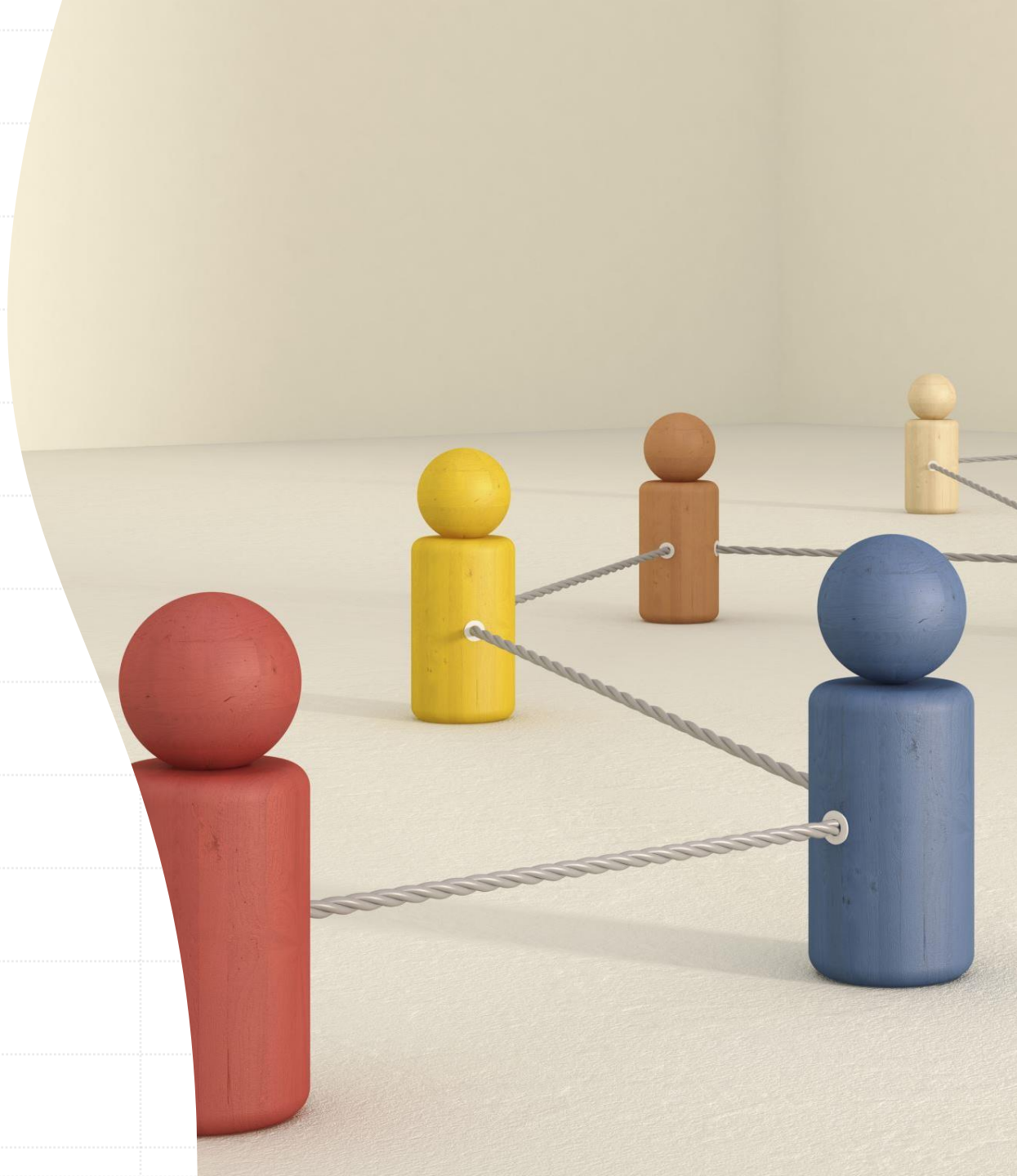


Ground rules

- Timing
- Confidentiality
- One person presents at a time for a specified time
- No advice
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- Everyone is equal
- Continual learning
- Maximum attendance is crucial

Two models of action learning

- Individual issue
- Shared issue



Shared Issue format

- Refresh ground rules.
- Group check in and feedback from the actions of previous session.
- Group either chooses a shared issue from a pre-determined list or agrees on a shared issue that they all speak about at the check in stage that effects them all.
- Write up the shared issue in a 'nutshell' on the flipchart
- Each person speaks about the issue from their own perspective and opinion using 'I' and 'me' for no more than 2 minutes.
- A different member of the set summarises each presentation.

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- After everyone has spoken the facilitator asks the group “what questions do we need to ask ourselves about the issue”
 - Everyone writes down two questions to him or herself about the issue.
 - Everyone then takes it in turn to respond to their own questions.
 - On the last turn around the group each person comes up with an action to go away with.
 - The facilitator writes down the actions on a flipchart and each person keeps a record of the actions.
 - The group reflects on the process and any learning is identified and recorded.

Individual issue format

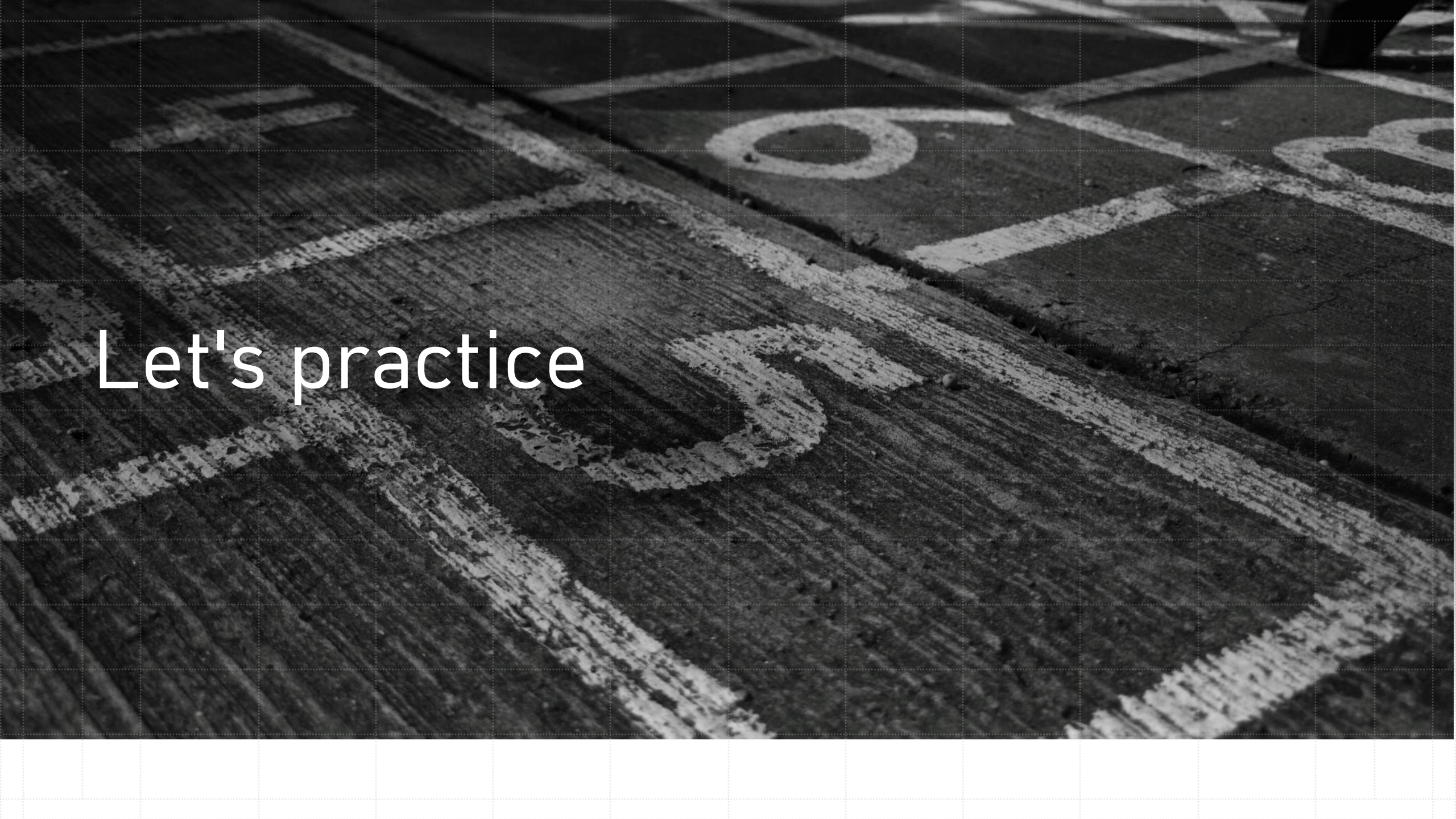
- Refresh ground rules.
- Group check in and feedback from the actions of previous session.
- Group decides who will present or refers to previously agreed list.
- Presentation of project/issue.
- Member of set summarises issue.
- Presenter writes down the issue in a sentence or 'nutshell' using the negative e.g. 'I am not managing my workload effectively at the moment'.

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- Presenter chooses questioning technique.
 - Carry out technique.
 - Facilitator asks the presenter 'How close are you in resolving your issue, in the process so far?'
 - Depending on answer, presenter may request another questioning technique or may be ready to talk about actions.
 - Presenter makes a note of actions.
 - Process review.



Five techniques for action learning

- Questions on flip chart
- Questions on post-its
- Ping-pong questions around the room
- Questions around the room
- Goldfish bowl



Let's practice