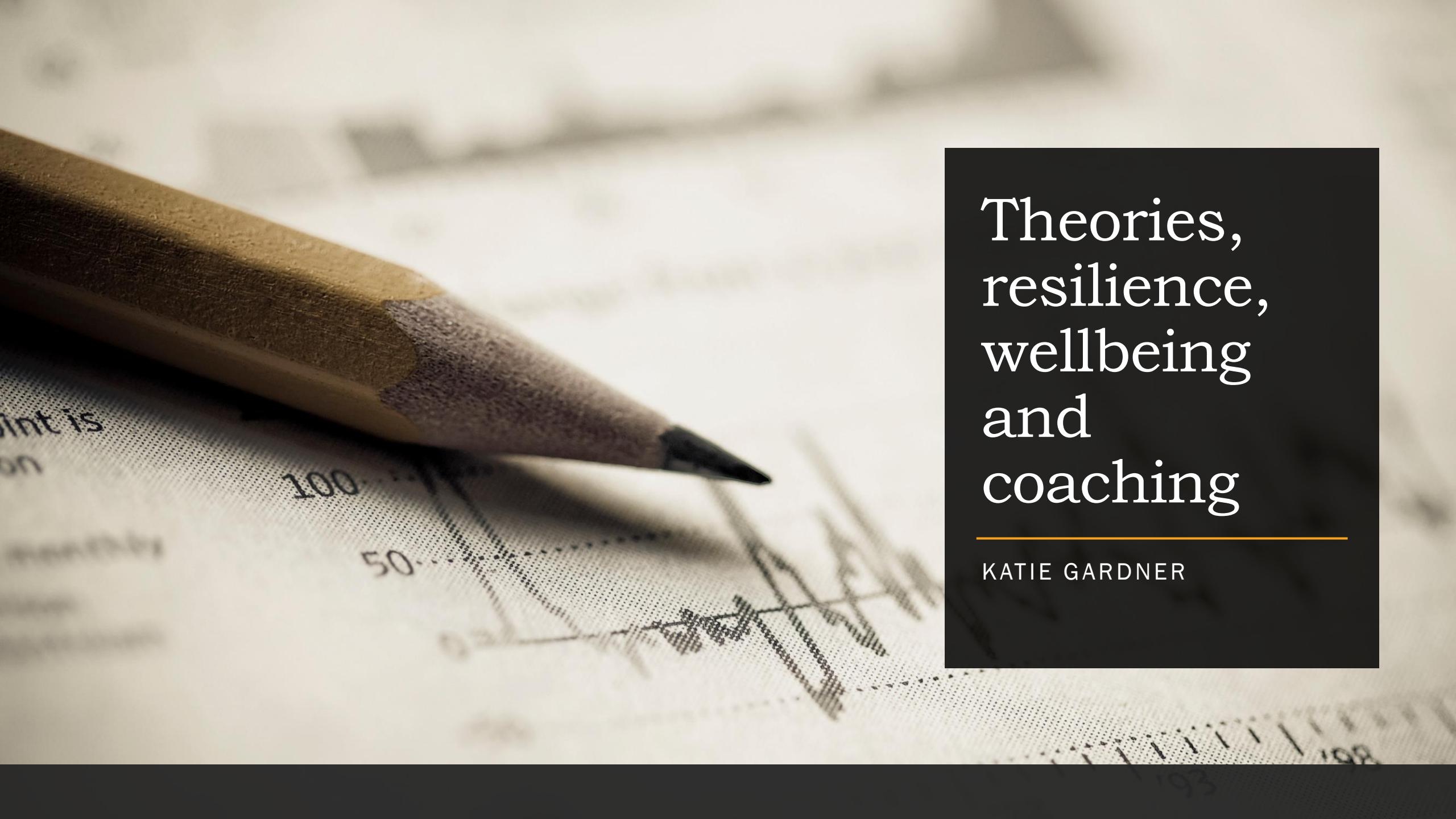




Theories, resilience, wellbeing and coaching

KATIE GARDNER

Aims

- Outline and critique learning behaviour theories
- To consider well-being and resilience in adult education
- To outline the theoretical principles behind coaching and mentoring as a supportive process
- To examine situations applicable for the use of coaching and mentoring

Behaviour management theories

Group Task

- In groups, research and prepare a PowerPoint to explain the work of one of the following in relation to behaviour management.
- 1. Fred Jones (2007)
- 2. Harry Wong (2009)
- 3. Jeanne Gibbs (2001)
- 4. Jere Brophy (2010)
- 5. Mendler and Curwin (2008)
- 6. William Glasser (1986)

Fred Jones (2007)

- "For teaching to be enjoyable, you must be able to simply relax and teach. Classroom management must be built from the ground up so that most problems do not occur." – Dr. Fred Jones
 - The need to create a positive classroom environment to limit negative behaviour:
 - teacher should move amongst the learners to create physical proximity
 - use of incentives, routines and rules as well as engaging students
- Criticisms?

Harry Wong (2009)

- Behaviour issues as a lack of class facilitation
- Offers methodologies to for structuring lessons and creating through organisation a safe environment for all learners
- Teachers need to be flexible but ultimately lesson preparation is key
- Not a model of behaviour management but a series of suggestions
- Teachers should work with students and manage the classroom

Jeanne Gibbs (2001)

- Developed as a school-based initiative to increase self-esteem in the classroom
- Is additionally a method of training staff and parents to facilitate small group engagement
- Two stage strategy –
 1. Teach in small groups to engage all learners
 2. Build long-term membership groups
- The focus of Gibbs' work is the development of young people as active citizens

Jere Brophy (2010)

- Work emphasises goal orientation, intrinsic motivation, plus cognitive skills
- The need to offer strategies to help those disaffected by prior educational experiences
- Building self-esteem
- Suggestions include self-regulating learning and scaffolding techniques
- The need for meaningful lessons and the effect of teacher expectations

Mendler and Curwin (2008)

- 'Discipline with dignity'
- Three dimensions – prevention, action, resolution
- Discipline should never be humiliating or impact the motivation to learn
- Consistency in application of methods to the students

William Glasser (1986)

- Control theory – closely linked to Maslow and based on love, freedom and power
- The need for teachers to focus on the intrinsic needs of their students
- Emphasis on the usefulness of assignments and tasks

Reflective exercise

- Individually consider –
- Which of these theories do you align yourself to most?
- Which behaviour management style is most natural to you?
- Why?
- Does this link to your favoured learning theory?
- Feedback to the group

Implications for teachers

- Teachers can perform well in one learning environment but may seem ineffective, incompetent or vulnerable in another
- What works in one setting may not necessarily be applicable in another, context is key
- Discuss...

Resilience in post 16

Important?

- What is the difference between resilience and academic resilience?
- Is it important in post 16 education? Why?
- Resilience is the capacity to adapt well when faced with adversity or stress. It helps students stave off the potential negative psychological effects of challenging experiences. It involves more than continuing to persist despite difficulty: resilient students interpret academic or social challenges in a positive way.

Why is resilience important for students?

- emotional regulation, or the ability to keep calm and express emotions in a way that helps the situation
- impulse control, which involves the ability to make a conscious choice to act on a desire (or not), as well as to delay gratification and persevere
- causal analysis, or the ability to analyse problems and identify causes
- empathy, or the ability to understand the feelings and needs of another person

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- realistic optimism, or the ability to keep a positive outlook without denying reality
 - self-efficacy, or the belief in one's ability to solve problems and handle stress
 - opportunity-seeking, or the ability to take new opportunities and reach out to others
 - In general, students with higher resilience tend to have more positive outcomes (including greater wellbeing) and exhibit fewer problem behaviours.

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- This is because resilient people display the courage and motivation to face problems and difficulties accurately (rather than denying or exaggerating them) and maintain a positive mindset and the confidence to persevere.
 - Resilience also leads to improved outcomes for students because it is related to students' beliefs that they have the ability to influence their environment.

Research in Colleges...

- Among the other forms of resilience we might possess is 'academic resilience'.
- When students receive grades below expectations or negative feedback on their work, some become motivated to work harder or identify areas in need of improvement whereas others become demotivated.
- Some students improve over time despite many setbacks while others plateau.
- Some students adapt quickly to the sudden and substantial changes between educational levels, such as the transition between GCSE and A Level study or between school and university
- whereas others struggle.

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- There are many reasons for these differences,
 - Students have in managing this transition is that A Level study requires some different skills to pre-A Level study, and certain skills need to be cultivated to a much higher level.
 - Independent learning skills must be developed to greater degrees as students move further through education,
 - Such changes also take place between school and university, and between undergraduate and postgraduate study;
 - Developing some of the skills required to succeed in A Level study are vital for higher education, too.

Increasing resilience

- the key to resilience is the use of positive coping strategies that promote internal wellbeing in times of stress, risk, and adversity
- Coping strategies can be problem-focused, where individuals seek to address the source of the issue and implement actions aimed at a solution – e.g. a student who has performed poorly on a test or assignment might work with their teacher to identify and address the gaps in their knowledge
- Alternatively, coping strategies can be emotion-focused, and involve processing, acknowledging, expressing and understanding the emotions the student is experiencing – e.g. a student who has performed poorly on a test or assignment might talk to a teacher or peer about their feelings of frustration, disappointment or even shame at receiving the test results

Coping strategies - Activity

- Not all coping strategies are equally effective, nor do they all promote the development of resilience. Some coping strategies undermine student resilience, while other positive strategies build resilience
- In pairs consider the following questions and feedback to the group:
- What do you think might be some coping strategies for enhancing resilience might be?
- What do you think negative coping strategies that undermine resilience could include?

Coping strategies - positive

- Strategies that are resilience-enhancing include:
- Positive reinterpretation: reinterpreting a stressful event in positive terms
- Humour: finding aspects to laugh at in order to minimise stress
- Active coping: initiating direct action to mitigate the stress
- Planning: selecting a series steps to best handle the problem
- Seeking help and social support: seeking advice, assistance or information, moral support, empathy or understanding

Coping strategies - negative

- Focusing on, and venting, emotions: emphasising what is distressing or upsetting and releasing those feelings
- Mental disengagement: choosing activities which distract the student from thinking about the stress
- Behavioural disengagement: reducing the effort applied to dealing with the stressful event
- Denial: denying or acting as though the stressor isn't real
- Acceptance: being resigned to the situation

Wellbeing

Wellbeing?

- Well-being is a positive outcome that is meaningful for people and for many sectors of society
- it tells us that people perceive that their lives are going well.
- Good living conditions (e.g., housing, employment) are fundamental to well-being – what else?

5 steps to mental wellbeing

- Connect with people
- Be physically active
- Learn new skills
- Give to others
- Pay attention to the present moment (mindfulness)

Question...

- Who is resilience and wellbeing important for?
- Who is responsible for students' wellbeing and resilience?
- What can impact these?



Coaching

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What is coaching



coach

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Where does coaching come from?

- 1830 term developed to mean an instructor or trainer
- 20th century – adopted by the workplace,
- Typically, a more experienced employee supervising and feeding back to a more junior colleague.
- Development of coaching to a more intrinsically focused set of activities
- How does coaching link to concepts of adult learning?

What is coaching

- Coach requires expertise/knowledge of the coaching process
- Driven by the coachee's agenda
- Coachee self-actualization (becoming)
- Capability development (building insight and self-knowledge as stepping stones to more substantive change)
- Meeting standards set by the coachee

Different approaches to coaching

- Cognitive behavioural coaching
- Solution focused approach
- Person-centred approach
- Skills and performance coaching
- Developmental coaching
- Transformational coaching

Models of skills and performance coaching

- GROW – Goals, Reality, Options, What you will do
- IMPACT – Identify Life Chapters, Make sense of Transitions, Plan, Act, Consider, Track
- OSKAR – Outcome, Scaling, Know-How, Affirm and Action, Review
- CLEAR – Contracting, Listening, Exploring, Action, Review

Task

- In groups go and research one of the models of skills and performance coaching and feedback to the group:
- What is it?
- How is it used?
- What questions might you use in each section to help students asking for support to improve

GROW

OSKAR

CLEAR

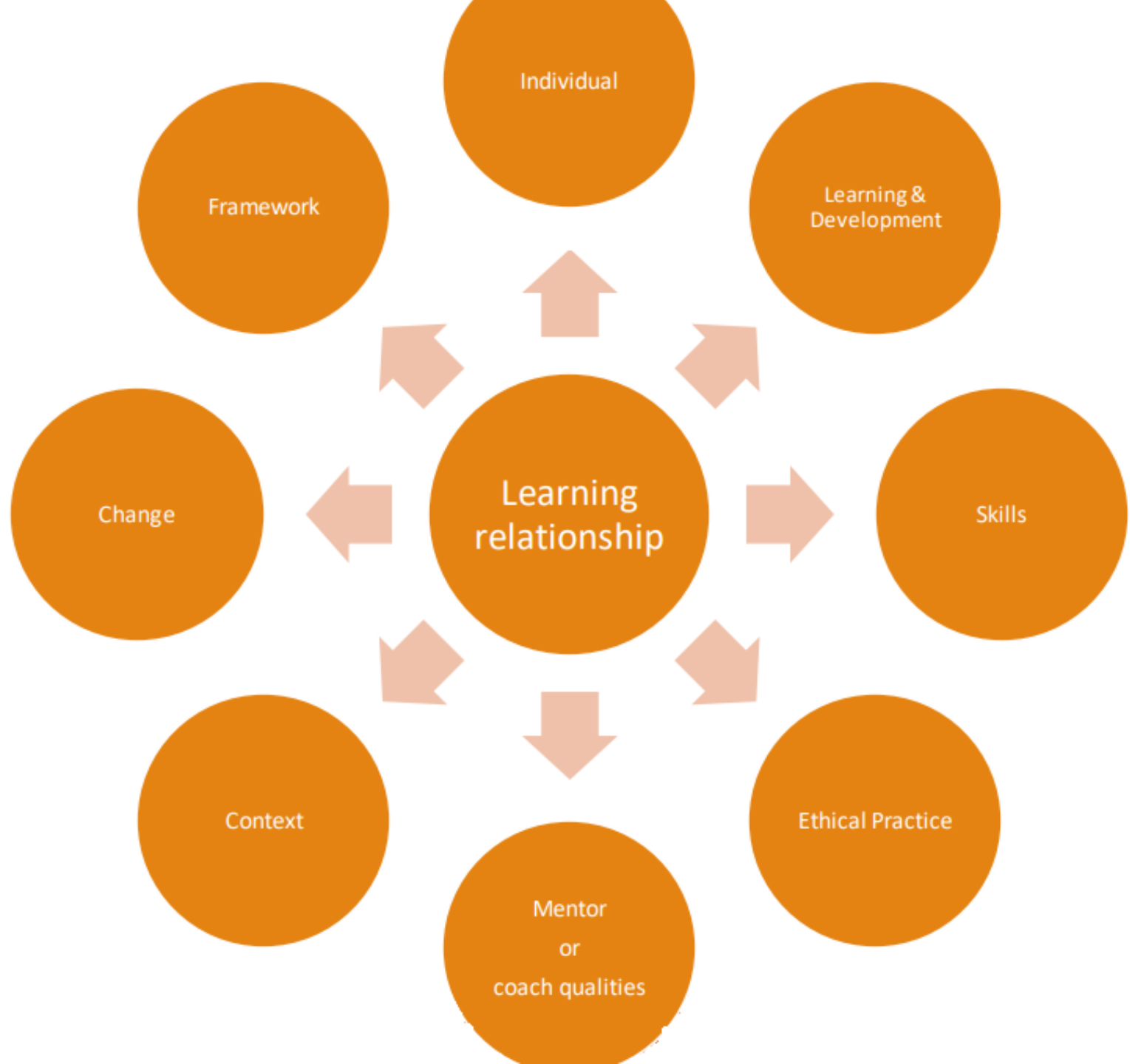
IMPACT

Lets practice

- Which of the coaching models did you like the sound of the most?
- GROW
- OSKAR
- CLEAR
- IMPACT
- Get into groups for each
- From the group you are in get into pairs, practice using the coaching model.

Key Principles for effective coaching

ADAPTED FROM CONNOR & PAKORA (2007)





Mentoring

LECTURE 4

What is Mentoring

- On your tables, what is your definition of mentoring?
- How is it different to coaching?

Concept of mentoring

- In Greek Mythology, Mentor was the friend, adviser and protector of Telemachus, son of Odysseus in Homer's *Odyssey*
- Depicted as a reliable advisor who is endowed with wisdom.



Some of the descriptions offered, not definitive

- Someone “who guides and teaches” (as opposed to a supervisor who oversees) (Wilkins 1990)
- A mentor is “an experienced adult who benefits and guides a less experienced adult.” (Fagan and Walter)
- "Mentoring is a protected relationship in which learning and experimentation can occur, potential skills can be developed, and in which results can be measured in terms of competencies gained". (Audrey Collin)

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- "Mentoring is a supportive learning relationship between a caring individual who shares knowledge, experience and wisdom with another individual who is ready and willing to benefit from this exchange, to enrich their professional journey" (Faure).
 - "Mentoring involves primarily listening with empathy, sharing experience (usually mutually), professional friendship, developing insight through reflection, being a sounding board, encouraging" (Clutterbuck).

-
- Can you list as many mentoring relationships as possible that you are familiar with. These can be from film, television, famous celebrities, wherever!
 - What do the mentors all seem to have in common?

Why become a mentor?

- Why might someone want to become a mentor?
- To confirm value of experience through sharing
- To clarify knowledge
- Altruistic reasons – to support another person
- Challenge
- A sense of ‘giving something back’
- to help develop your leadership and managerial skills

Why would someone want a mentor?

- To develop their understanding and awareness of a specific area
- To bridge a gap in knowledge or skills
- To help their own professional maturation
- To overcome an obstacle or roadblock in their career path
- To seek the support of another person

Criteria for mentoring

- An intentional process
- A nurturing process which fosters the growth and development of the protégé towards full maturity
- An insightful process in which the wisdom of the mentor is acquired and applied by the protégé
- A process in which the mentor serves as a role model for the protégé

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- A supportive and protective process in which the mentor guards the interests and wellbeing of the protégé.
 - Hence, key aspects of the relationship are encouraging, counselling and befriending
 - Mentoring relies on people developing their own solutions
 - Experiences of a mentor should enable the mentee to become self-reliant, to grow.
 - Effective questioning skills to allow reflection
 - Personal reflective space

How do organisations use mentoring?

- To develop individuals in specific areas such as leadership
- To support individuals who may be new to a role or who are transitioning
- To develop talent and broaden understanding
- Succession planning
- To help an individual after a challenging experience
- Learning and professional development in the absence of other options
- Does anyone have experience of this?

Mentoring process

Exploration

New Understanding

Action Planning

Types of mentoring approaches

- One-to-one
- Group
- Peer
- Non-peer
- Electronic/online
- Volunteer or paid
- Reverse mentoring
- Face-to-face

- Can you think of any advantages/disadvantages of these types of mentoring approaches?

Reflection

- What are the key skills that someone engaged in a mentoring role requires?

Self –awareness
(understanding self)

Communication
competence

Sense of proportion/good
humour

Interest in developing
others

Business/professional
savvy

Conceptual modelling

Behavioural awareness
(understanding others)

Goal clarity

Commitment to own
learning

Relationship management

Emotional Intelligence

Top mentor competencies

Mentoring – what works research?

- Clear rationale and purpose
- A good understanding of the developmental climate within the organisation
- Establish a formal structure to administer the programme where possible
- Effective participant selection
- Effective measurement and review

Important factors

- Some important factors which have been found to be important when engaged in mentoring
- These are all activities in which you engage when mentoring anyone from a pupil to a colleague.
- It is what you do:
 - Building trust
 - Showing empathy
 - Active listening
 - Using influence tactics
 - Helping others set goals
 - Monitoring performance
 - Giving feedback

Next Week - Wednesday

- Wednesday -
- 10-12 Bystander Training...
- Explore the causes and impacts of biases, learn safe and effective strategies to challenge discriminatory behaviours, and build confidence in responding to difficult situations. This session will also highlight how the bystander approach aligns with university procedures to foster a more inclusive and supportive community.

Next week – Thursday (PDD)

- 10 - 11 – Gamification in teaching (concrete experiences)
- 11 - 12 – Barod drugs awareness
- 1 - 4 – SafeTalk...
- At a SafeTALK workshop, you'll learn how to prevent suicide by recognizing signs, engaging someone, and connecting them to an intervention resource for further support.

A skilled, supportive trainer will guide you through the course, and a community resource will be on hand to support your safety and comfort.

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