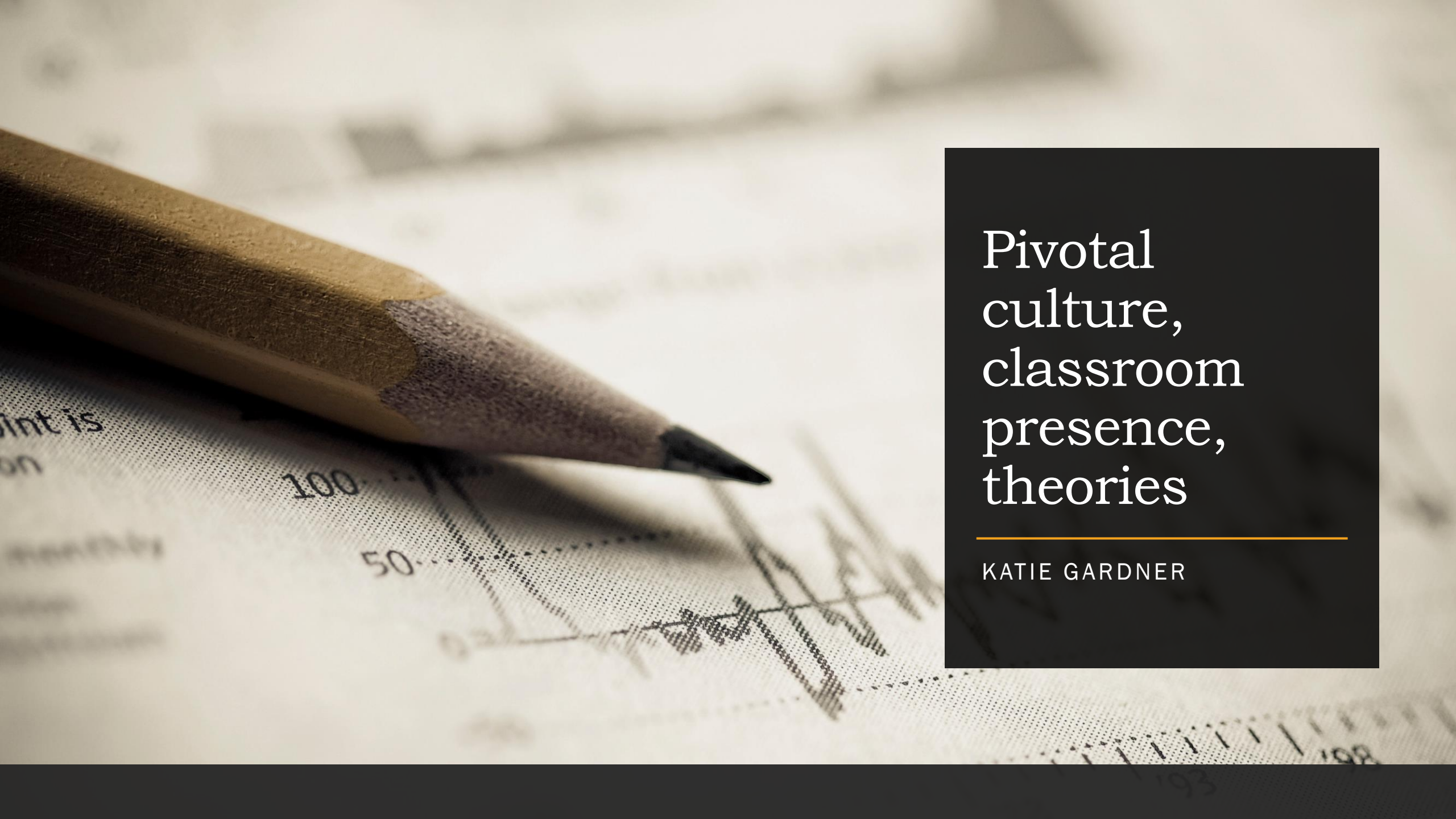




Pivotal culture, classroom presence, theories

KATIE GARDNER

Aims this week

- Consider student engagement
- Discuss specific scenarios in relation to behaviour management and student engagement
- Explore the concept of pivotal culture in your classrooms
- Outline the importance of classroom presence
- To develop a critical awareness of key theories relating the managing behaviour within the classroom
- To consider the applicability of such theories to the post-compulsory classroom

Student engagement

- What is student engagement?
- Student engagement is the investment of time, effort and other relevant resources by both students and their institutions intended to optimise the student experience and enhance the learning outcomes and development of students, and the performance and reputation of the institution.
- Student engagement describes the extent to which students are motivated, passionate and curious about their programme of study, their educational community and their immediate surroundings.

What influences engagement?

- You have been discussing some of the issues with engagement already, what are the barriers for education for adult learners?
- Motivation
- Lots happening at home
- Tired
- Fear
- Understanding
- Habit?

What does disengagement look like?

- Can you give examples of what disengagement looks like?
- Where can disengagement happen?
- What does engagement look like?

Principles of student engagement

- Student engagement is about what a student brings to Higher Education in terms of goals, aspirations, values and beliefs and how these are shaped and mediated by their experience whilst a student. Student engagement is constructed and reconstructed through the lenses of the perceptions and identities held by students and the meaning and sense a student makes of their experiences and interactions.
- As players in and shapers of the educational context, educators need to foster educationally purposeful SE to support and enable students to learn in constructive and powerful ways and realise their potential in education and society. (Bryson et al, 2014 p.17)

10 principles of engaging students

- How would we do each of these?
- Foster student's willingness and readiness to engage by enhancing their self-belief.
- Embrace the point that students have diverse backgrounds, expectations, orientations and aspirations – thus different 'ways of being a student', and to welcome, respect and accommodate all of these in an inclusive way.
- Enable and facilitate trust relationships (between staff: students and students: students) in order to develop a discourse with each and all students and to show solidarity with them

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- Create opportunities for learning (in its broadest sense) communities so that students can develop a sense of competence and belonging within these communities.
 - Teach in ways to make learning participatory, dialogic, collaborative, authentic, active and critical.
 - Foster autonomy and creativity, and offer choice and opportunities for growth and enriching experiences in a low risk and safe setting.
 - Recognise the impact on learning of non-institutional influences and accommodate these

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- Design and implement assessment for learning with the aim to enable students to develop their ability to evaluate critically the quality and impact of their own work.
 - Work in partnership at all opportunities by seeking to negotiate and reach a mutual consensus with students on managing workload, challenge, curriculum and assessment for their educational enrichment – through a partnership model – without diluting high expectations and educational attainment; by developing mechanisms for all students to democratically participate in all aspects of the university that impact directly or indirectly on them.
 - Enable students to become active citizens and develop their social and cultural capital.

Why is student engagement important?

- Discuss in groups why it is important that students engage in:
- lectures,
- assessment,
- group work,
- the culture and life of post 16 education?
- Present back

Strategies for engagement

- Get into groups and consider:
- How do you think we can engage students?
- What motivates students and why?
- Feedback to group

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- Model ideal behaviour
 - Let students help establish guidelines
 - Encourage initiative
 - Use non-verbal communication
 - Use EdTech – can you think of any suggestions?
 - Address inappropriate or off-task behaviour quickly
 - Develop a positive relationship with the students

Strategies for engagement

- Be Mindful of Your Own Reaction
- Maintain Rational Detachment – remember its not about you
- Be Attentive
- Use Positive Self-Talk
- Recognize Your Limits
- Debrief
- Try again

Promoting responsible behaviour

- How would you do this?
- ensuring your lesson is well planned and prepared
- explaining things clearly
- familiarising yourself with students' names, their strengths and areas for development
- treating all students fairly and equally
- being friendly and humorous
- ensuring that support is offered to students lacking basic skills or those for whom English is not their first language

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- quickly establishing a climate of praise
 - ensuring that responsible behaviour is noted (through tutorials, reports and references)
 - valuing opinions and showing respect to your students – not using put downs or sarcasm or allowing others to
 - encouraging effective listening from the outset
 - developing ‘positive noticing’ to reinforce the idea that responsible behaviour is the norm
 - keeping order by being firm but not intimidating if needed

What would you do?

- You have a student who never speaks in lectures. They attend every lecture, sit at the front on their own and take constant notes but never take part in discussions, group work or pair work.
- What would you do?
- Consider warning that you're coming to them next
- Tell people if they make eye contact you're coming to them

Lets practice...

- In groups of 3 take it in turns to be a student, teacher and observer
- As the teacher you are going to have a conversation with the student about their engagement within lectures and what is stopping them – observer take notes. Swap roles 3 times so everyone gets a chance to practice or try something different.
- We will then feedback to the group, how did it feel? Would you approach this in this way? What other ways could you approach this issue or concern?

What would you do?

- You have two students in your class disagreeing on something. It starts to become heated and they start arguing, calling each other names and shouting.
- What do you do?
- When the lecture finished the argument continues onto social media
- What do/can you do?
- Are there any policies that would support you here?

What would you do?

- You have planned an activity for the whole class but one student is refusing to take part because 'it is childish'
- What do you do?

What would you do?

- You have a group of students at the back of the room watching something on their phones
- What do you do?
- Other students have commented that it is distracting them
- What do you do?
- Another lecturer has said that the students are now watching their phones in their lectures too and they are not happy
- What do you do?

What would you do?

- You are teaching in a room with large glass windows and something starts happening outside
- All students are distracted by the commotion and watching everything instead of taking part in the lecture
- You have tried to engage the students but they remain distracted.
- What do you do?

Over to you...

- Do you have any examples/situations you want to practice or talk about?

How we manage these...

- How we speak to people, quite often, can determine how well tricky conversations will go.
- Why?

Transactional analysis

- Links to the work of psychologist Eric Berne and the need for adult-to-adult communication.
- Basic theory outlines that when we communicate with others, we adopt one of three modes of relating – Child, Parent, Adult

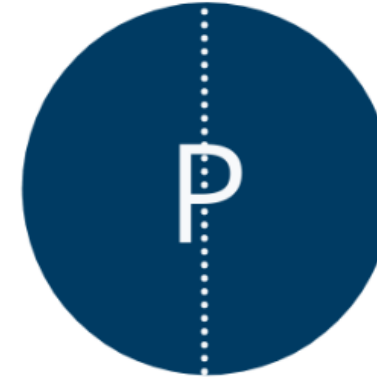
Transactional analysis

Transactional Analysis (TA) is a psychoanalytic theory and method of therapy wherein social interactions (or “transactions”) are analysed to determine the ego state of the communicator (whether parent-like, childlike, or adult-like) as a basis for understanding behaviour.

The Transactional Analysis Parent-Adult-Child Model

Controlling Parent

- Directive, critical, and patronising
- Behaviours may be angry or impatient, or gestures like finger-pointing
- Can provide useful structure and direction



Nurturing Parent

- Caring, supportive, encouraging
- Behaviours may be non-confrontational and protective
- Sometimes over-protective and smothering

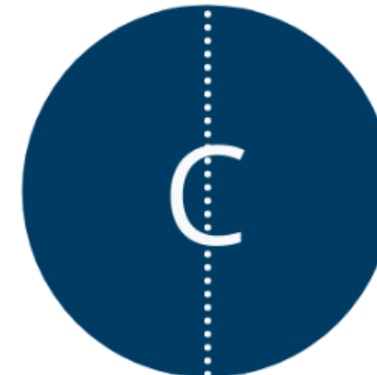
Adult

- Rational thought, balance and perspective
- Attentive, interested, non-threatening
- Behaviours include asking questions, listening and seeking to understand



Rebellious/Free Child

- Emotional response
- Behaviours may be uncooperative, rebellious, and inflexible
- Often challenges or questions



Adapted Child

- Emotional response
- Behaviours may be cooperative, eager to please, and spontaneous
- Rarely challenges or questions

Clues from	Controlling Parent	Nurturing Parent	Adult	Free Child	Adapted Child
Words	Should, must, don't, good, bad	Don't worry, let me help you, there there	How, when, where, I understand	I wish, wow, love, hate	Please, sorry, I can't, try
Tones	Harsh, abrupt, authoritative	Soothing, consoling, loving	Calm, clear, even	Joyful, noisy, energetic	Complaining, surly, monotone
Gestures/ mannerisms	Finger pointing, arms crossed	Pat on arm, nodding encouragingly	Level eye contact, absence of fidgeting	Exaggerated movements, uninhibited	Head tilted to one side, fidgeting, slouching
Facial expressions	Rolling eyes, furrowed brow, scowling	Smiling, proud eyes	Open, thoughtful	Bright-eyed, smiling freely	Pouting, downcast, not engaged

So...

- Question: How might this look in practice?
- Does anyone have any examples?

Activity

- Discuss the following scenarios and consider how would you categorise them according to the Parent, Child or Adult mode of interacting.

Scenario One

- An adult learner asks to leave the class early because he needs to take his child to a pre planned dentist check up appointment.
- The teacher tells him he should make dental appointments outside college time.
- The learner packs up his laptop and leaves.
- How could this be dealt with more positively?

Scenario Two

- A teacher suggests that the group of adult learners might like to help her move the tables to make one large table because this will feel more appropriate than sitting in rows.
- One learner folds her arms and says she hasn't come to college to move furniture.
- The teacher tells her that she quite understands and that of course she doesn't have to help if she doesn't want to.
- After a moment or two the student gets up and starts helping.

Scenario Three

- A teacher is trying to set up the computer and lesson resources before class begins.
- An adult learner who has arrived early stands at his elbow repeatedly asking questions about last week's work.
- Exasperated, the teacher finally says 'Look. Can this wait?'
- The learner sits down but refuses to answer any questions during the lesson
- What could have been done differently?

Scenario Four

- A group of adult learners have been given the trainee teacher a bad time.
- She walks out in the middle of a lesson and goes to see her mentor and tells him she doesn't want to teach them anymore.
- She says: 'They're horrible and I hate them.'
- Her mentor tells her she's being silly and unprofessional.
- So, she goes to see her tutor and complains her mentor isn't up to the job.
- How could this be done in a more positive way?

Over to you...

- Does anyone have their own examples from placement of how transactional analysis has or could have been used?

So...

- What can we do to ensure that we are communicating from a place of ‘adult’ as far as possible?
- If we are not able to do this, what should we do?

Pivotal culture

Pivotal culture

- Culture and personality of your classroom
- Behaviours that are implicitly set out within your classroom
- Values set out with the people within the classroom
- How interactions within the lectures are held
- Attitudes of the classroom
- Who sets this culture?

5 pillars of pivotal education

- Consistent, calm adult behaviour.
- First attention to best conduct.
- Relentless routines.
- Scripted interventions.
- Restorative follow up.

Consistent, calm adult behaviour

- consistency
- adult behaviour
- emotional control
- clear teacher expectations

- How can you ensure this in your lectures?

First attention to best conduct

- rewards
 - recognition
 - praise
 - motivation
 - engagement
-
- What are some examples of this for post 16 learners?

Relentless routines

- Rules
 - routines
 - follow-up
 - teacher habits
 - non-verbal cues
-
- What might this look like in your lectures?

Scripting difficult interventions

- De-escalation
 - Disruption
 - Delivering sanctions
 - Confrontation
-
- Do you have any examples of this?

Restorative conversations

- Restorative practice
- Structuring sanctions
- Working with the most troubled
- Developing relationships
- How can you ensure this in your lectures?

Classroom presence

Activity

- What do you see as your most important role within your classroom as a PCET practitioner?
- Discuss and feedback

Is teaching a profession?

- Distinction between 'professionalism' and 'professionality'
- What is it?
- Take 5 minutes in pairs to find a definition of each
- Professionalism 'those strategies and rhetoric's employed by members of an occupation in seeking to improve status, salary and conditions.'
- Professionality 'knowledge, skills and procedures employed by teachers in the process of teaching' (Hoyle 1974)

Fragmentation and the teaching profession

- Welfare approach to teaching pre-1980
- The effect of marketization
- Exacerbation of divisions within the teaching force

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- 1950s and 1960s classification of occupations
 - The emergence of 'semi' or 'quasi-professions' (Millerson 1964)
 - 21st century – the de-professionalisation of the teacher
 - The role of the state and professional autonomy

Activity

- How does a post-16 tutor demonstrate professionalism in your view?
- Make a list of the qualities and actions in relation to how a post-16 tutors demonstrates professionalism
- Rank them in order of importance as you see them
- Now reflect upon which qualities you feel that you need to improve upon for your own practice
- Why?

Behaviour management theories

Adult Learning Theory – Implications

- Adults...
- will not want to feel their time is being wasted have complicated lives and multiple responsibilities
- need to feel a sense of ownership over their learning as it may be taking away from other commitments for assignments
- What happens if this post 16 learners do not feel the above?

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...

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