



Cambridge Assessment
International Education

Including the hard to teach

Cambridge Schools Conference

Dawn Harris
Education Consultant

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Namaste مرحبا Willkommen Bem Vindo Selamat Datang
Bienvenidos Namaste Bienvenue Croeso Welcome Bienvenidos أهلا وسهلا
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Bienvenue مرحبا Welcome Welkom Croeso
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Καλώς ήλθατε

Including the hard to teach:

In our classrooms we see a whole range of behaviours:

- ▶ *Wanted behaviours* in the classroom
- ▶ *Unwanted behaviours* in the classroom

On your tables use the paper provided to make a chart / mind map identifying the “wanted” and “unwanted” behaviours you may see in your classroom.

Objectives:

This workshop is going to share with you some reframing strategies which may help you when faced with unacceptable behaviour in the classroom.

We will focus on solution focussed approaches and explore how these approaches can help guide learner conversations.

We will explore personalised planning to support behaviour change which encourages the learner to lead on the changes that need to be made.

By the end of the session you will have some strategies which will help to provide a way forward towards achieving greater progress for those we find most challenging.

Focussing on solutions: A positive approach to improving behaviour:

- ▶ A positive problem solving model.
- ▶ This model encourages teachers to adopt a positive stance in which energy is directed towards finding ways forward rather than focussing on what is going wrong.
- ▶ These ideas can be used with whole classes, groups or individuals, they can also be used with adults or children.
- ▶ The model was first introduced in the 1970s following research exploring effective behaviour change following therapy.
- ▶ At the heart of this approach is:
 - Finding out what works and doing more of it.
 - Stopping what doesn't work and doing something else instead.

We can do this through problem free conversations:

4 conversations we find in a solution focussed approach:

- ▶ Building on Success
- ▶ Exception finding
- ▶ Preferred future
- ▶ Rating scales.

Activity - Building on success:

Hand out 1

- ▶ Discuss a successful lesson with a partner.
- ▶ Ask questions to discover why the lesson was successful.
- ▶ How could these model be transferred to another situation?

Share your thoughts with the group.

Activity - Exploring exception finding:

Hand out 2

- ▶ Have a go at the Exception finding activity.
- ▶ As a group of 3 agree a scenario you want to work on throughout this workshop.
- ▶ Some are provided at the front of your booklet or use one of your own.

Have a conversation using the “Exception finding questions”

Activity - Preferred future:

Hand out 3

- ▶ Listen to the preferred future script.
- ▶ Spend a few moments visualising your preferred future.
- ▶ Have a go with a partner, explore your preferred future using the questions.
- ▶ Have a go with your scenario.

What do you notice about this approach?

Rating scales:



Hand out 4

Use the rating scale descriptor to have a conversation about your scenario.

Use the rating scale questions to explore more about the current rating.

Use the rating goal setting questions to help formulate a goal.

Have a go.....

The personalised conversation. What next?

Hand out 5

Person centred thinking tools. A 1 page plan for change:

*Appreciation, communication,
Good day/ bad day, my miracle,
My goals ,who can help me?*

Have a go.....

Person centred thinking tools:

Hand out 6: the 1 page review

- ▶ Try using these tools in your review
 - ▶ “4 + 1 questions”
 - ▶ “Working not working”
-
- ▶ Have a go!



▶ To conclude:

Finding the time to have a conversation with a student or colleague about a hard to teach class or student will achieve more impact if you focus on:

- **Identifying and achieving the wanted behaviours in your classroom**

You can more effectively do this if you “build on success”

- By using problem free talk, exception finding, preferred futures
 - By using rating scales to set goals
 - By using person centred planning tools to help you focus on their perspective.
- ▶ I hope you have an opportunity to try this out back at your school.



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THANK YOU

