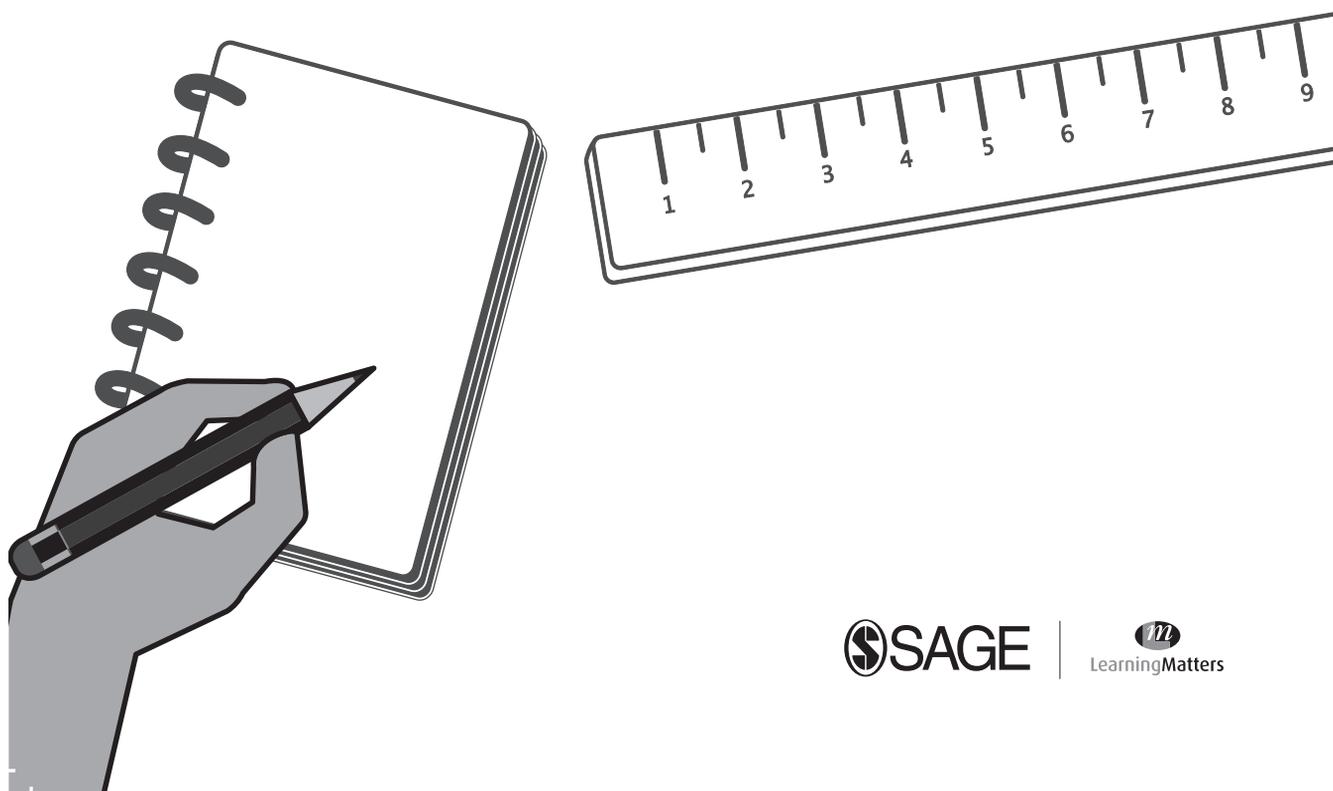


JUST TEACH! in FE

A PEOPLE-CENTERED APPROACH

JIM CRAWLEY



 **SAGE**

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SAGE Publications India Pvt Ltd
B 1/1 1 Mohan Cooperative Industrial Area
Mathura Road
New Delhi 110 044

SAGE Publications Asia-Pacific Pte Ltd
3 Church Street
#10-04 Samsung Hub
Singapore 049483

Editor: Amy Thornton
Copy Editor: Fabienne Gray
Proof reader: Brian McDowell
Production Controller: Chris Marke
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Dedication

To my eternally patient, beautiful and totally people-centred
Jan who makes every day worthwhile.



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Chapter 3

Just teach 1 – Building and keeping trust



Key learning points in this chapter

Building trust

What evidence is there that building trust works?

Building trust with colleagues

Golden moments and troubled times

Weare (2004: 10) advises that we should 'build up trust' as 'the bedrock of [learning] relationships'. This chapter provides more details on the approaches and practical strategies for building trust between teachers and students, between and among students, and between teachers and other teachers. This is the anchor of people-centred teaching and the techniques involved are central to the practical connection of a connected professional.

Building trust

Building trust with your students includes developing empathy, positive use of emotions, establishing and supporting positive self-concepts and engaging positive motivation. Building trust will help support participation in 'acts of connection' and can help our students to achieve 'golden moments'. That same trust can also help us to remember (if we needed a reminder) that we all (students included) have bad days, or 'troubled times' but that trust can help us all to better manage and survive the bad days. Also crucially, if the learners can't trust the teacher, they are less likely to take the risks or accept the challenges which lead to successful learning.



Spotlight on pedagogy

Rogers' core conditions that facilitate learning

Let's firstly remind ourselves of Carl Rogers' core conditions that facilitate learning. They are realness in the facilitator of learning; prizing, acceptance, trust; and empathic understanding. These are the 'attitudinal qualities that exist in the personal relationship between the facilitator and the learner' (Rogers, 1990: 305). To demonstrate those qualities you need to be able to:

- show yourself as a person to your students, not a distant figure
- respect, accept and value each of your students as a worthwhile human being, faults and all
- actively show that you are aware of, take account of and understand how your students feel, and what it is like to be in their shoes.

Some teachers will naturally possess some or all of these qualities, and others may not. I hope you have some of them, as teaching will be hard going without them! It is possible, with training and support, to develop and learn the skills and understanding needed to build trust with your students, and the next section of this chapter provides examples and activities to help that process.



Spotlight on pedagogy

The skilled helper - Gerard Egan

Gerard Egan is a professor of organization studies and psychology at Loyola University of Chicago. He describes the skills we as professionals need when supporting other people as 'helping skills'. Egan was influenced by Carl Rogers, and produced some really useful ideas and practical guidance which can help us to build a trusting learning relationship with our students. Egan (1994) produced a 'three stage model of helping', and the three stages are:

- 1 Exploration - where am I now?
- 2 New understanding - where would I like to be?
- 3 Action - how can I get there?

To successfully achieve your potential, Egan argues that you need to move through these three stages constantly, although you may not always successfully negotiate all of them every time. As a teacher, you can help your students to progress through these stages, but you need 'helping skills' to do so, and these are:

- Attending - showing visibly that you are paying attention to your students as individuals and as a group. This can involve making eye contact, being relaxed with them and making use of positive body language.

- Active listening - paying close attention to, and acknowledging the thoughts and feelings of your students.
- Reflecting - mirroring what your students are feeling in a way which helps them to recognise the consequences of their thoughts and feelings.
- Encouraging - actively helping your students to think for and understand themselves.
- Questioning - asking questions which will clarify and help students to focus on making their own choices and decisions, and acknowledging the possible consequences.

Developing helping skills – two examples

Active listening

When you are talking something over with your students, you can help first of all by really listening to what they have to say. By giving your full attention to that individual person, and concentrating on what they are saying, you help them to feel accepted and understood. This way of listening also stops you from taking on the burden of trying to find answers for them. Active listening is very different from normal social conversation, where we are often waiting for someone else to finish talking while planning what we are going to say next – and are mostly failing to hear what is being said in the meantime! This is quite often acceptable in everyday circumstances, but when someone is worried or unhappy, it can leave them feeling frustrated, left out, or even rejected. Really listening carefully to another person needs a great deal of concentration, and if you are thinking hard about your responses, only part of what they are saying can be taken in. So you need to try to hold back your own thoughts and judgements while listening, which is not always easy. The next act of connection gives you an idea of how difficult it can be, but also of how it is possible to learn active listening.



Reflective learning exercise

Act of connection – say what?

This activity can be used to develop and discuss listening skills in teachers and in students. The activity below is as used with students.

- Students need to be in pairs, as well separated from other pairs as is possible. One student is A, the other is B.
- A has to talk to B for one minute on a subject of their choice, while B demonstrably does not listen.
- Then B does the same to A.

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- Then A talks to B for one minute on a subject of their choice, while B listens carefully and shows they are doing so.
- Then B does the same to A.

Note: the first part of this often ends in uproarious laughter!

- Then in pairs, discuss how you know when someone is listening/not listening, and what relevance that has to them as students, and to you as their teacher.

As always, try to make ongoing use of this type of activity, rather than as a one off. Points to follow up for students and teachers will always arise, so you need to make sure that you as teacher and your students take responsibility for any decisions taken and follow them through.

Questioning

Questioning can help to clarify matters and help people to think more carefully about what they have said and done. It can also help them move forward from that and find ways out of difficult situations or find solutions to difficult problems. The skilled helper can use questioning, combined with active listening, in a range of situations and circumstances, such as to identify positives where learning has taken place but students have not recognised this, and to help clear up misconceptions.



Reflective learning exercise

Act of connection – question time

- Give your students a topic to be a focus for questioning. This could involve big topics such as 'technology in the modern world' or 'world poverty', or smaller or more local topics such as 'last week's reading' or 'the college', or any topic which is part of the course of study.
- Split the students into groups, each with flipchart paper and pens.
- Students generate questions relating to the topic within a set time limit (five or ten minutes), and put them on the flipchart.
- No answers or opinions are allowed, just questions about the topic from different angles.
- Share and discuss the results, and use them to build some answers and/or courses of action.
- Ensure all students get copies of the results.

These two acts of connection can start to build trust from teacher to student, student to student and student to teacher, and using them is part of using helping skills. In addition, topics which are relevant for the subject being taught are being covered, but in a highly student-centred manner.



Pedagogic feature

Brandes and Ginnis – classroom management strategies for student-centred learning

Brandes and Ginnis have one particularly useful section in their 1996 book where they summarise 14 'basic management strategies which can form the foundation of a student-centred classroom' (Brandes and Ginnis, 1996: 32). I believe all teachers will find something useful in these strategies, so have included an adapted version of those strategies here. All of these strategies have principles for building trust embedded within them.

- 1 The circle - spend at least some time with your group sitting in a circle (a circle which includes you). See the act of connection following this section for more on this strategy.
- 2 The round - provide opportunities for each person in the circle to make a contribution, and for all to have done so before anyone comments on any of the contributions. Students are allowed to 'pass' if they do not wish to comment. This provides an opportunity to contribute in an atmosphere where all contributions are valued.
- 3 Listening skills - the use of active listening as already described earlier in this chapter.
- 4 Wordstorming (called 'brainstorming' in 1996, and long since changed) - the students are asked to come up with as many ideas as they can in a short time, and the person asking (teacher or student) writes them down as fast as they can until the pace of words being generated slows. This is a really good way of generating lots of ideas quickly.
- 5 The waiting game - when you want to gain the attention of your group, just sit quietly until everyone in the room also does so. You do need to have agreed this as a strategy with your students first, and it means that they are taking responsibility for paying attention.
- 6 Ground rules - work with the students to produce an agreed set of ground rules for your sessions, which all members of the group agree on. The intention is that students and teachers are more likely to stick to ground rules and self-manage their own group dynamic if they have agreed the ground rules themselves.
- 7 Sabotage - firstly ask students to share their thoughts on how they could sabotage the learning in your sessions if they wanted to, and discuss why, when and how this could happen. When students are disruptive or uncooperative, you can then ask the group who they think is involved in some sabotage at that time, and this can lead to self-management of disruption by the students and reduce the chances of sabotage over a period of time.
- 8 Assertiveness - use of the well-known 'broken record' technique with your students (although, of course, modern technology has rendered the term 'broken record' somewhat redundant) where you:
 - state your point of view or request
 - actively listen to the other person's point of view
 - calmly restate your own
 - actively listen as before
 - continue as with a 'broken record' with repetition of the idea and process.

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When you need to positively assert an idea or point in discussion or conversation but do not wish to lessen the value of a different perspective, this strategy can work well. Students can also use it to build confidence.

- 9 Games - there are many educational and other topics which can be enlivened by games, and they can also help build group cohesion at an early stage of working with a group. A game can address a theme from a different perspective; offer a ready-made opportunity for student participation; provide a burst of fun and energy to enliven your session; and can be another way of rapidly drawing together ideas, thoughts and understandings from a range of perspectives.
- 10 Open discussion - the word 'open' is crucial here, as the key point of this type of discussion is that it is student managed: that is the students decide and agree on the topic, prepare and carry out the discussion, and manage it themselves without any teacher intervention. Open discussions can sometimes be slow to get started, but can draw in those who often are too shy to contribute, and draw out what students really think, know or understand about a topic or theme.
- 11 Affective learning skills - this is about recognising the presence of emotion in and beyond the teaching context, acknowledging your and your students' attitudes and values towards the subject and other things, and allowing for these affective areas in your sessions. It does require the teacher, and indeed the students, to develop their helping skills, but it can result in a safe space for students to speak freely and receive support from each other and from the teacher in a way which powerfully builds trust.
- 12 Telling the truth - this is about realness and being yourself with your students, and in essence about honestly explaining why and how the teaching and learning works, and how they can get the best from it, including when you believe it will be more challenging and difficult.
- 13 Ask them - this is about asking your students, and features in one of the following acts of connection.
- 14 Valuing mistakes - mistakes always happen, and even teachers make them sometimes! This needs to be acknowledged, but also needs to be discussed and reflected on with and by your students, so that we can all learn from our mistakes, and be helped not to make them the next time.

These types of strategies and approaches can contribute significantly to developing trust and the more positive self-concept and motivation of students from the start of your interactions with them. They are all located within the practical connection of the connected professional, but are also relevant to the democratic and civic connection in their intention to develop a democratic learning community.



Reflective learning exercise

Act of connection - learning circles

Every now and again, depending on how often you see your students, ask everyone present to sit in a circle. The aim is for everyone to feel this is a safe place where people can express opinions and speak freely, with no right or wrong answers, and where everyone will let everyone else speak.

Contributions are encouraged but voluntary and all those in the circle (including the teacher) respect what everyone else says.

The advantages include:

- everyone can see each other, hear each other and make eye contact
- speaking to each other becomes easy
- listening to each other actively is more possible
- the teacher is visibly a member of the group
- all are equal with no barriers
- a group feeling develops
- non-attentive behaviour becomes difficult.

The disadvantages include:

- students may feel exposed and shy at first
- the way the learning space is configured may make rearranging the furniture difficult.

Act of connection – ask them

You should not make all the decisions about learning if you are a people-centred teacher. Some decisions should belong to the students, so ask them questions such as:

- How can we all manage this assessment?
- Who will tell us about the progress they are making?
- What parts of it are worrying you?
- What can we do to help with this problem?
- How can we help those who are not feeling safe enough to participate?

In order to help this strategy succeed, you need firstly to show your students that you do listen to and act on their ideas when they come up with their own answers, and that the trust in the group is strong enough to make asking them work. Once they recognise that you do value and take note of their opinions and ideas, students normally begin to take more responsibility for themselves and their learning.

What evidence is there that building trust works?

The Education Endowment Foundation (EEF)

Chapter 2 provided examples of some of the thinking used in people-centred teaching, how the ideas have been used in practice and how their benefits have been evaluated. There are two particularly good sources to reference when you are looking for evidence about different teaching approaches, strategies and methods. One is the Education Endowment Foundation (EEF), which is one of the best known educational organisations evaluating education and how it works. The EEF evaluates evidence of learning gains, publishes these evaluations, and funds research to find out and test what does work

in teaching, and what does not. There is much talk about ‘evidence-based practice’ in education, and much worry about reducing education to a set of toolbox principles, but the EEF takes a rigorous and thorough approach to its work, and is an excellent place to access evaluations about a wide range of aspects of school education. The EEF, as with many other large educational organisations, has largely neglected FE up until now, but it funded its first research into ‘post-16 education’ in March 2017, and this will hopefully increase its reach into FE.

The EEF aims ‘to raise the attainment of 3–18 year olds, particularly those facing disadvantage; develop their essential life skills; and prepare young people for the world of work and further study’ (EEF, 2017a). There is not as strong a human focus as would be hoped, and too strong a priority on education for work perhaps, but it is useful nevertheless. The EEF evaluates evidence from studies in particular themes and draw conclusions based on the cost of the intervention, the strength of the research evidence, and the impact shown from the evidence on student achievement. The EEF has a particularly interesting strand of work called their ‘Teaching and Learning Toolkit’ which is described as ‘an accessible summary of the international evidence on the teaching of 5–16 year olds’ (EEF, 2017b).

Evidence-based teaching (Petty, 2006)

The other source of evidence about different teaching approaches is Geoff Petty’s book ‘*Evidence-Based Teaching*’ (2006). The research used, again, mainly refers to schools, but I agree with Petty in arguing that the evidence is strongly relevant to FE. Even back in 2006, when this book was published (another edition was published in 2009), Petty was arguing that research into education had created ‘an avalanche of information on what works and why’ (Petty, 2006: ix). The book successfully marshals evidence relating to ‘the strategies that are known to have the greatest average effect on student achievement, and to understand why these efforts work’ (2006: 5). The more hard line approaches to evidence-based teaching have a lot to answer for, but Petty’s version as laid out below is one I would recommend to people-centred teachers.

Evidence-based teaching does not dictate what you should do: it just shows you how best to achieve your own values, priorities and goals. You will still need to provide the creativity and judgement needed to decide on the best methods, and how to apply them in the context of your own teaching (2006: 5).



Spotlight on pedagogy

Examples of people-centred teaching at work

The three examples of research reviews from the EEF Teaching and Learning Toolkit which follow have been selected because they are evaluations of approaches which are directly aligned to people-centred teaching. The EEF appoints teams of researchers to evaluate particular strategies and interventions, and reviews a significant amount of available research evidence, which are then evaluated against their cost, the security of the evidence and their impact on learner achievement. The selected examples all demonstrate a good balance between cost, evidence and impact. The examples are collaborative learning, peer tutoring, and social and emotional learning (SEL).

Collaborative learning

EEF (2017c: 1) defines collaborative learning as ‘learning tasks or activities where students work together in a group small enough for everyone to participate on a collective task that has been clearly assigned. This can be either a joint task where group members do different aspects of the task but contribute to a common overall outcome, or a shared task where group members work together throughout the activity.’ The achievement gain in studies reviewed by the EEF is ‘moderate’, the cost ‘very low’ and the evidence ‘extensive’. In EEF terms, this is a good example of what works. Collaborative learning though ‘requires much more than just sitting pupils together and asking them to work together; structured approaches with well-designed tasks’ and ‘approaches which promote talk and interaction between learners’ also lead to the best learning gains (EEF, 2017c: 1).

Peer tutoring

EEF (2017d: 1) defines peer tutoring as ‘a range of approaches in which learners work in pairs or small groups to provide each other with explicit teaching support . . . The common characteristic is that learners take on responsibility for aspects of teaching and for evaluating their success.’ The achievement gain in studies reviewed by the EEF is ‘moderate’, the cost ‘very low’ and the evidence ‘extensive’. In EEF terms, this is another good example of what works.

Social and emotional learning (SEL)

EEF (2017e: 1) defines social and emotional learning as seeking to improve ‘the social and emotional dimensions of learning, as opposed to focusing directly on the academic or cognitive elements of learning. SEL interventions might focus on the ways in which students work with (and alongside) their peers, teachers, family or community.’ The achievement gain in studies reviewed by the EEF is ‘moderate’, the cost ‘moderate’ and the evidence ‘extensive’. In EEF terms, this is another good example of what works. It can also clearly be seen to align well with people-centred teaching, and particularly with the work of Katherine Weare which has already been introduced in Chapter 2.

*Reflective learning exercise***Act of connection - using research evidence in your teaching**

- Think of a small improvement you feel you could make in your own teaching which might improve the confidence, capabilities and achievement of your students.
- Take a look at the EEF’s website and find one topic from their ‘Teaching and Learning Toolkit’ (<https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit>) which could help you to create your own small ‘act of connection’.
- By way of example, we’ll use ‘collaborative learning’. One of the courses you teach already has an assessed group presentation activity which you have wanted to update and refresh.

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- Carefully browse the evidence and examples on the EEF website and use them to help you in your redesign.
- Put the first version forward to your students and seek their opinions. Finalise the changed assessment activity, and include in the next run of the course. Evaluate once results are in to include feedback from students and yourself, analysis of the results and comparisons with last year's results.
- Share the results with at least one other colleague.

Learning gains should have taken place, and you will have just experimented with people-centred teaching.

Building trust with colleagues

Working with colleagues when it works well, has been described as 'a supportive alliance for the quest' (Wadkins et al., 2004: 77), and is itself a process of building trust and mutual respect, only it is taking place between teachers rather than students. Although teachers in FE rarely now team teach (that is more than one teacher collaborating to teach together – at the same time – on a single course), they are often part of a subject team or team for a particular qualification or cross-institutional function such as learning support or English and Mathematics.

Working in direct collaboration with colleagues does have its own particular advantages and disadvantages. The disadvantages include:

- the challenges of maintaining effective communication across a team
- creating, storing and accessing of resources used across the team
- students experiencing a mixture of weaknesses across a teaching team
- inconsistency of teaching approach and topic coverage and even, at times, teachers actively disagreeing about approach and content through their teaching.

The advantages include:

- a wider variety of teaching styles and viewpoints for the students to experience
- a richer learning experience for the students
- a mixture of experience and strengths across a team
- pooling of teacher expertise
- sharing of aspects of teaching responsibility and administration
- well moderated and more consistent teaching, assessment and achievement.

Although there is not as much research to support the value of collaborative teaching as there is for collaborative learning, it is reasonable, based on the evidence, to expect good quality collaboration to help teachers improve individually and across teams (as we will consider further in Chapter 6), and for good quality collaboration to improve student achievement. Overall, as Wadkins et al. (2004: 93) suggest, we work collaboratively with other teachers because we ‘enjoy the shared expertise, the interplay of teaching with another, having an alliance in the teaching experience, as well as the flexibility involved in sharing the duties.’ But the strongest reason is perhaps because we ‘enjoy the professional growth that occurs’ and that we become the ‘teacher as learner’ (2004: 93).



Reflective learning exercise

Act of connection - lets work together

Work with at least one other colleague:

- swap lesson plans for similar or the same teaching sessions
- identify the things you have, could or might use from the other person's plans and why
- consider one or two items you would not use and why
- produce another lesson plan together
- agree to visit and peer observe in the near future, and work together soon on another item.



Spotlight on pedagogy

Building leadership trust

Among the many leadership approaches which have been researched, advocated, demonstrated and debated, one which has particular relevance to people-centred teaching is ‘relational leadership’. This is not an entirely new idea, and is based on the notion that leadership is not just about individual leaders, but about a process which all are involved in. Relational leadership is about creating positive relationships and interactions within an organisation. Stephens and Carmeli (2015), in their study of relational leadership and creativity, argue that good workplace learning, creativity and productivity are fostered through ‘mutually co-constructed interactions, rather than through the top-down influences’ of leaders. They suggest that the positive, trusting and collaborative approaches used and fostered by relational leaders through ‘respectful engagement’ and ‘readiness to learn’ across all levels of the organisation are what motivate teams and individuals (Stephens and Carmeli, 2015: 6-7).

Stephens and Carmeli also found evidence that the respectful engagement involved fostered a greater sense of meaning for workers and greater motivation through greater autonomy. They conclude that, at its best, relational leadership results in ‘mutual empowerment and growth’ (2015: 27). Essentially this is applying the same thinking as we are proposing is used with students to get the best results, but applying it to FE organisations. Treat the staff as if you value, respect and listen to them, and they are much more likely to work well than if you don’t.



Reflective learning exercise

Act of connection – one thing leads to another

By now you are probably thinking 'this sounds great, but how does it fit into the harsh environment of FE?' The answer is probably not at the top of your organisation. Where it can (and indeed does) fit, is within and across the subject team, learning support team, other cross organisational teams and administration teams. If and when you get the chance to lead a team remember the following advice. Remember Egan's helping skills? Why not use them with each other?

- In a staff or team meeting, or an informal get together of your team, propose an 'active listening' session. (Don't forget you have to listen actively too!)
- Each person in turn has two minutes to explain 'one thing they would like to change in the team'.
- The other participants listen carefully then ask clarifying questions.
- The group then has a general discussion to consider accepting the change, and it is then added either to the list of 'accepted changes', or list of 'changes not accepted'.
- All then discuss and agree what to do with the agreed change.
- The next meeting reviews changes accepted to see how they have worked.
- The not accepted list is reviewed periodically to see if any items should be moved to the list of accepted changes.

Golden moments and troubled times

Lunenberg et al. (2007) use the term 'golden moments' to describe incidents within the day-to-day work of education which can help to demonstrate just what can be achieved from excellent teaching. This can happen in any teaching session and can be a golden moment from the teacher or the student. It is important to recognise and, if possible capture, those moments, as they can help teachers and students to reflect more deeply on their own teaching and learn from that reflection. There is some debate about the value of emphasising and capturing golden moments. Research from Freedman et al. (2005) finds evidence that this sharing and reflecting on moments to support reflection is not always productive, and that it also does not necessarily always lead to action from the teachers or students which will enhance or transform their practice or learning. Reale (2009) on the other hand, emphasises that modelling through golden moments is a two-way process where all learn from each other, and found a range of benefits with shared expertise and understanding between students and other students, students and teachers, and teachers and other teachers.

Overall I believe that highlighting golden moments, particularly student golden moments, is a good thing, but you do need to be aware of the sensitivities of those who perhaps do not have golden moments as often as others.



Reflective learning exercise

Act of connection - golden moments

- Propose early in your course as part of the ground rules, that you will promote the idea of sharing golden moments during the year, and agree what this may mean (i.e. personal golden moments; learning golden moments; family golden moments etc.).
- Regularly ask your students for their golden moment/s of the week (ensure all students over a period of time do have opportunities to talk about their golden moments), and keep an informal record (perhaps on a cumulative PowerPoint) of the results.
- Towards the end of the year, review them all and celebrate what they meant then and what they now mean.

Troubled times

Just as often as we may have 'golden moments' (or even more often sometimes) there are also 'troubled times', when someone, something or some group just didn't quite work out as all had hoped or intended. You've prepared your session well, using activities which have worked well before, but it just doesn't work. Your students are just about to get their results for their last assessment, and their minds are clearly not on the class; one student in particular is grumpy, uncooperative but not quite disruptive. These are all examples of 'troubled times' and of course there can be much more severe troubles than the ones mentioned here, including major disruption and even violence. I have found very little research on this area, but what little there is seems to agree that this can happen at times. Teaching and learning are not exact sciences, and one person's golden moment may even be another person's troubled time. The advice generally is to reflect carefully on the troubled time in the same way as a golden moment, and to include the students in that reflection, and for all concerned to learn from it. When it happens, you may have enough confidence in your capacity to adapt your teaching to change the session and perhaps even convert it to a 'golden moment'. Even Ofsted do not expect outstanding teachers to be outstanding all the time, and no one could be. When I have been a student myself I have also experienced troubled times, but have not let them stop me learning.



Reflective learning exercise

Act of connection - troubled time

- Ask your student for their own examples of troubled times (be prepared to share your own).
- Why do they think they happened?
- What effect did they have?

(Continued)

(Continued)

- How could they have been different?
- How much difference do they make?
- How can they be avoided or positively managed?

Overall, with luck, you will have more golden moments than troubled times.

This chapter

This chapter has taken us further into one of the key building blocks of people-centred teaching with a detailed consideration of building trust. A series of strategies and techniques, from thinkers including Gerard Egan and Brandes and Ginnis, which teachers can use were introduced and explained, and acts of connection are provided for you to make use of in your own teaching. There is good evidence that these strategies and teaching interventions do help to build student confidence, motivation, creativity and trust and impact on student achievement, and some of this evidence was explored in this chapter. Building trust through teacher collaboration and relational leadership are suggested strategies and ideas which teachers and their leaders could make positive use of, and the chapter closed by considering the value of golden moments in teaching and learning, and how to positively manage troubled times.

Notes on further reading

Brandes, D. and Ginnis, P. (1996) *A guide to student-centred learning*. Leicester: Nelson Thornes.

Another classic teaching text you should be able to access either online or via a second hand purchase. It should release your inner progressive teacher, and contains many ideas, activities and strategies which still very much have their place in the current version of FE.

Education Endowment Foundation (2017b) 'Teaching and Learning Toolkit'. [online] at <https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/> accessed 02/08/17

Despite the current almost complete absence of FE research, this organisation and website does have much content which is worth regularly returning to. Browse and compare what you think works with what they think works, and see their approach as a rigorous and highly professional way of developing and carrying out research, and evaluating its benefits and disadvantages.

Geoff Petty – his own website: <http://geoffpetty.com>

Geoff is one of the best known and respected names in FE, and his website provides some very useful downloads and resources which you will find useful. The message from Geoff on the home page is for teachers to 'enjoy experimenting with these methods but don't expect to use them perfectly straight away. Make sure you understand why they should work, and adapt your use of them until they begin to work well' (Petty, 2017).

National Standards which are addressed by this chapter are:

1. Reflect on what works best in your teaching and learning to meet the diverse needs of learners.
2. Evaluate and challenge your practice, values and beliefs.
4. Be creative and innovative in selecting and adapting strategies to help learners to learn.
6. Build positive and collaborative relationships with colleagues and learners.
8. Maintain and update your knowledge of educational research to develop evidence-based practice.
9. Apply theoretical understanding of effective practice in teaching, learning and assessment drawing on research and other evidence.
10. Evaluate your practice with others and assess its impact on learning.
11. Manage and promote positive learner behaviour.
13. Motivate and inspire learners to promote achievement and develop their skills to enable progression.
17. Enable learners to share responsibility for their own learning and assessment, setting goals that stretch and challenge.
20. Contribute to organisational development and quality improvement through collaboration with others.