

Michael Auden's Teaching Boys

Interactive Training Modules

Winning Ways with Wayward Boys



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The Village Teacher

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Michael Auden's Teaching Boys Self-paced training modules

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1. Your teaching brain – his learning brain
2. Is he ready/equipped to learn?
3. His learning styles/preferences
4. Words and images
5. How much noise and movement can you stand in your classroom?
6. Setting boundaries for his energy, aggression, humour and language
7. Walk and talk – communicating with boys
8. Balancing everyone's gender preferences
9. Some winning ways with wayward boys
10. Your boy-friendly strategies
11. Mums and Dads are Important
12. Be an empowering teacher – Ways to give your boys confidence and higher self-esteem
13. Boys and Books – boys' literacy
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15. Masculinity – the grow of boys and the role of males in their development
16. Ask a man – getting the inside word on male behaviour and motivation
17. Dangerous lives – explore why boys are at risk
18. Identity – we explore the importance of personal identity to growing boys
19. Testosterone Tsunami – together, we explore the behaviour of boys going through puberty
20. His tender side – a close look at a boy's emotional development

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How effective are you as a teacher?

If you think you're an effective educator, you experience less stress than those who aren't sure that they are making a difference. Are you an effective educator? Think about the teachers you had in school - the ones you liked as well as those you didn't.

Did some manage to involve you in the subject they were teaching and make you want to learn?

Did some exude warmth and compassion?

Did some exude vitality and excellence?

Did certain ones make you feel that you could ask them anything you wanted about their subject?

Did the best teachers make you think and participate in class rather than allow you to hide between the boy sitting in front of you and sneak peeks at the clock on the wall to see how much time was left in the period?

Were some teachers so exciting that you looked forward to their classes?

Did a few teachers even talk with students rather than lecture at them day after day?

Did you notice that in some classes time flew by because you were busy every minute rather than playing with your pencil and daydreaming while you waited for the class to start or the teacher to hand out and collect homework?

Did the best teachers treat all students as part of the class rather than ignore the slow students because they were going to do poorly and the smart ones because they could take care of themselves?

If you can answer yes to many of these questions, then you are remembering effective teachers - those who helped you get "a real education," and to learn the "real stuff."

Effective educators come in a variety of sizes and shapes, and they possess different personalities and teaching methods and styles, but they share certain characteristics.

Effective educators:

- Don't write off any student. Good teachers don't have one set of standards for good students and lower standards for others.
- Know the importance of praise as a motivator. Effective educators don't take good behaviour or success for granted, nor do they comment only on misbehaviour or failure
- Create an atmosphere conducive to learning. Warmth and enthusiasm for the subjects taught often go together. Good educators make subjects come alive and simultaneously make all students feel appreciated and cared about.
- Use class time well. Good teachers have a commitment to learning, not just teaching.
- Establish clear boundaries for students. Good teachers make only those rules that are conducive to keeping students physically and emotionally safe, and they are consistent and fair when reinforcing them.

- Seize learning opportunities. Good teachers encourage all of their students to contribute, and are willing to move the class in a new direction that seems to be more understandable and interesting to the students.
- Have a clearly defined philosophy. Good teachers know that in order to focus on those things that are of most value, they need to have a philosophy to guide their actions.

The Importance of Modelling

We teach rules through modelling and practice. Let's focus on the critical strategy of modelling expectations.

The more we show (not just tell) children what we expect and then give them opportunities to practice getting on line, using their walking feet, demonstrating their "indoor voices," making eye contact as good listeners, or exhibiting friendly and respectful words with peers, the more we set them up for success.

Mostly, children want to do what we want them to do. Sometimes, as teachers, we forget that in this time of fast paced, multi-tracked, high-pitched media, the effort just to not call out is huge. So we model and practice.

MODELLING EXPECTATIONS

Modelling is a way to teach our rules. It involves demonstrating the specific behaviours and language patterns of an expectation in a way that grounds the rules in day-to-day experiences.

We then give students the opportunity to also model, naming as a group the desired behaviours we observed. Remember, words alone do not suffice. Often children know the right words to say, but struggle in the moment to actually follow through on the expectation.

SUMMARY...

Teachers matter

As a teacher, you do make a difference.

You will have an impact on the lives of your students and the staff around you.

An Effective Teacher ...

1. Engages in a process of learning.
2. Acts as a coach.
3. Understands that teaching is a high-risk endeavour.
4. Experiences less stress
5. Doesn't write off students.
6. Knows the importance of praise.
7. Creates an atmosphere conducive to learning.
8. Uses class time well.
9. Establishes clear boundaries for students.
10. Seizes learning opportunities.
11. Has a clearly defined philosophy.
12. Understands the importance of modelling good behaviour.

Encouraging Class Participation

Class participation is an important aspect of student learning. When students speak up in class, they learn to express their ideas in a way that others can understand. When they ask questions, they learn how to obtain information to enhance their own understanding of a topic.

As a teacher, you will have greater success spurring a student to speak up if you can figure out why he is reluctant to participate. Whatever the reason for his reticence, your role is not to force him to speak; doing so will more likely make him clam up than open up. Your role is to provide a supportive, encouraging climate that helps him feel more comfortable, more confident, and less fearful of speaking up.

WHAT YOU CAN DO

Create a climate in which students are encouraged to ask questions. Make it clear to students that you want them to ask questions. Point out that their questions help you by indicating where you might not have been clear.

Take the student's questions and comments seriously. The student's reluctance to ask a question or volunteer an answer might be due to a lack of confidence.

Orchestrate his speaking experiences to ensure success. Consider the following strategies:

- Ask questions you are confident he can answer.
- Let him know before class that you will be calling on him for a specific question so he can prepare an answer.
- When he does respond, reinforce his comments with positive statements and an encouraging smile.

- If you ask a question and he blanks out or says nothing, restate the question (perhaps in a yes or no format), or lead him toward the right answer by providing a clue.
- Be patient when waiting for a response. The student might need more time than normal to organize his ideas and formulate a response.
- Monitor class participation. Monitoring will help you determine who is and who is not participating, and learn whether a particular student is improving.
- Provide opportunities for the student to practice his communication skills by taking the time to talk with him privately. The idea is to help the student feel more comfortable talking with one person so, in time, he will feel more confident speaking up in front of a group.
- Give the student responsibilities that require communication. You might have to nudge the student to assume those responsibilities, but don't hesitate to push a little if you are confident he can do them successfully.
- Observe the student for evidence of a speech or language problem. A student might be reluctant to speak up in class because he has a speech defect or difficulty putting his thoughts into words.

How to improve classroom discipline

The first few weeks of class are the most crucial to establishing yourself as someone that your students can not walk on. You must maintain discipline in order to teach.

Be Consistent

You must be consistent, be consistent be consistent.

Post Your Rules

Post your classroom rules where it is attractive and everyone can easily read what is posted. Keep it simple.

Show the Consequences

Now you need to make a neat poster that shows consequences. The first time you are corrected that is considered a warning.

The next listed warning will be to contact the parent by phone.

The third step is to contact the principal or counsellor.

I was always upset with the teacher who had so little control that her classroom management skills were MASS punishment. What a terrible infringement on someone's rights.

I usually keep the essays about chewing, outburst in class, cheating in a folder on my desk. This seems to help students think twice before breaking the rules.

Cheating

Cheating is becoming a major problem in schools. There are some teachers who turn their head or walk out of the room while students are being tested. This makes it easier for "John Soccer" or "Susie Personality" to put guilt trips on someone who has prepared for the test. Unless you stay in control of your classroom, you are helping the students to cheat.

Have Definite Goals

My students saw that I had definite goals that they could easily accomplish by staying on task each day. The minute they entered the classroom, work began.

I allow the students to work for about ten to twenty minutes on the classwork/homework sheet before I start teaching. I keep repeating this fact because I want you to see that I want the students to settle down so that when I start teaching; they will be calm enough to hear what I have to say.

How to increase student involvement and outcomes

Self-Esteem: A Way Of Being

If we took a cross-section of the students at risk in our society (substance abuse, teenage pregnancy, dropouts, low achievement scores, etc.) and compared it with successful students, one character trait would be dramatically different. It's not income, race, sex or geographical location. It's self-esteem.

Self-esteem is made of two components: intellectual and emotional - that is, being capable and lovable. It is experiencing yourself as being "capable" as in "I am able to do many things now or at least have the capacity to learn them." It also means feeling loved as in "I know I am a unique, special and care-about-able person who is worthy of attention, affection and love."

Self-esteem is really an attitude about yourself and attitudes are a critical part of the learning process. If your students believe they can, the job is half done. If you teach curriculum instead of people, you'll always have problems with motivation, self-esteem and performance.

Students who feel good about themselves, value who they are, what they do, and where they're going are a real joy to teach. These students generally contribute more, learn more, are better behaved and easier to get along with. They get along well with other students and they usually have more useful and fulfilling lives. Because you are an important person in each student's life, what you do can and will make a difference in his or her life.

Establishing a Positive Learning Climate

Let's take a look at the experiences and feel of the classroom. The climate of the classroom—the people, how they relate to each other and the learning activities—will affect the total learning experience, positively or negatively, for everyone.

There are five important characteristics that contribute to a healthy classroom. They include: a sense of value and worth; a sense of respect; a sense of security and safety; a sense of engagement; and a sense of humour, enjoyment and fun.

A sense of respect

Students have rights in the classroom—the right to respect, the right to opportunities to learn and the right to privacy. They also have responsibilities—responsibilities to participate and contribute to class discussions and activities.

Teachers' responsibilities include offering the best possible instruction and demonstrating respect toward students. Teachers also have rights, the same rights as the students—the right to respect, the right to opportunities to learn and the right to privacy.

A sense of security and safety

Students need a safe and caring environment in which to explore feelings, ideas and issues surrounding personal choices. A classroom must be physically and emotionally safe. Setting expectations and limits are critical to the emotional safety of students. Students should feel free to speak without ridicule, teasing, taunting or other humiliation.

A sense of engagement

Engagement begins with teachers projecting a sense of anticipation about the topic and activities, and sharing that enthusiasm with students.

When students feel that their learning needs are being met, they have a sense of excitement about what they are doing.

A sense of humour, enjoyment and fun

Humour is a life-management skill, and students who can see the lighter side of things manage stress more effectively. Teachers can use cartoons, word play, and humorous observations and stories to provide humour. Teachers need to be willing to acknowledge and enjoy spontaneous humour as it happens in the classroom.

Teachers should also be aware of humour that is inappropriate.

Teachers can use incidents of inappropriate humour as teachable moments.

There are situations in which humour in the classroom is inappropriate and unwelcome. Be straightforward and tell students when that is the case.

My Two Page Plan

Step 1 Analyse yourself on the techniques discussed above.

Step 2 List the techniques you need to improve on.

Step 3 Then for one week practice these winning techniques until they are a habit with you.

Concentrate on these Better Teaching Skills

1

2

3

4

5

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