

Workshop Title: teachers are human beings too!

I'M A **GOOD TEACHER** WHO
DOESN'T WANT THE WEEKEND
TO END. IT'S PERFECTLY OK, I'M
HUMAN.



Who am I ? What is my **connection** to the **topic**?

- Teacher at **Pilgrims** since 1993 (Coaching +NLP, Teaching “difficult learners”).
- Former school teacher and **governor**.
- Language **teacher and coach**.
- Worked in many places and situations.
- Management education.
- **Method** ‘s help teachers.
- **Teachers’ development** really important to school and life’s success.



Why this talk will help your humanistic approach

We will discuss and discover:

- What is **humanistic** teaching?
- How can we make our classrooms more **human**?
- Why we need to **stay fresh as teachers** and how to do it.

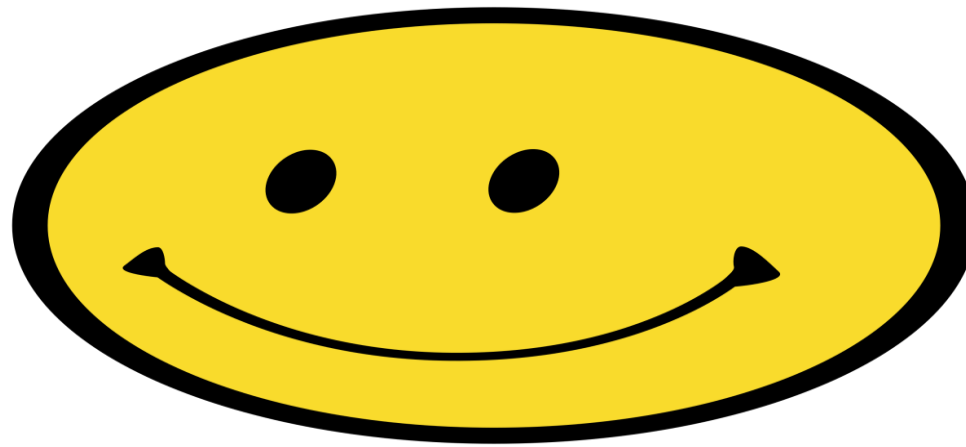
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Please discuss

- What is **humanistic** teaching?
- What does **it mean to you?**
- What is **not** humanistic teaching?



Scott Thornbury

- Cartesian view = “I **think** and then I learn.”
- I think, feel and desire, therefore I learn “ Scott Thornbury on the humanist position.
- “Success depends less on materials, techniques and linguistic analyses and more on **what goes on inside and between** the people in the classroom.” Earl Stevick

Implications for the humanistic classroom

- Know the person to enable learning.
- Teacher works with body, mind and soul.
- Teacher works to **encourage harmony** in the social group.
- The content is selected to have **emotional significance**.
- Therefore the learning process involves **meaningful action** to the group.
- Learning is **intrinsically motivating**.

Values and assumptions to operate a humanistic approach: the teacher

- Gives a vision and meaning.
- Models the **importance of the work emotionally** and through actions.
- Values **the individual** and **encourages collaboration** in a team.
- Raises **awareness** of how you learn.
- Teaches how **you learn best**.
- Gives a **positive optimistic** alternative.
- Creates **belonging**.

Values and assumptions to operate a humanistic approach: the teacher


- Is able to be their best most of the time.
- Acts on **humanistic** psychology.
- (we are **more than** our genetic, social or neurological starting point and can change and modify ourselves) Feuerstein.
- Children cannot just respond to stimuli but require **the mediation** of a human being.

Psychology of humanism

- How we **view** the human being.
- “**Between stimulus and response** there is a **space**. In that **space** is our power to choose our **response**. In our **response** lies our growth and our freedom. “Victor E Frankl
- S-R
- S- G-R
- S-H-G-H-R
- The goal of teaching is for the **learner to learn how to learn**.
- Mistakes are beneficial

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How can we as the teachers “humanise” the classroom and is there a method or does it just happen?

What do you need to...

- ...Stop?

- ...Start or Continue?

Sense of belonging –some ideas

- **Open** discussions that are not teacher led. (**connects to community**)
- **Lower distance** between subject and teacher and student – CLIL? Discovery methods?
- (Katherine Ellis **idea of teacher confirmation**) congratulates verbally and non-verbally, shows interest in potential.
- Recognises **prior knowledge** as the starting point of learning even when it is misplaced.
- **Overcomes lack of relevance** Find texts that speak to our students that create feelings **of joy and happiness**.
- Builds a “classroom brand” that **values everyone, allows mistakes**, uses classes experience as learning opportunities.
- Uses a **lighter touch in materials** (not necessarily earnestly authentic).
- Nurturing groups.
- Involve parents.
- .

Positive alternatives



Some tools

- Teacher believes in **power to change**(Growth Mindset).
- **Use of language** to encourage.
- Feuerstein and children born with Downs Syndrome-had much higher expectation.
- **Social and economic** background is not a barrier but an advantage
- Bears in mind gap between **performance and potential**
- **Positive gains** from difficult situations

- Valuing people
- People are just as **wonderful as sunsets** if you let them be. When I look at a sunset, I don't find myself saying, "Soften the orange a bit on the right hand corner." I don't try to control a sunset. I watch with awe as it unfolds. Carl Rodgers

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Apply to self- how can I be more humanistic to my self?

Discussion

What do I have to belong more in my class?

How can I be more my best version?

How do I create more balance in my life?

- Best state
- Breathing
- Physical
- Brain relaxed
- Change context

Exercises

Exercises for strengthening teachers

- Metaphor
- Bruce lee
- Challenge
- Strengths
- Being at best

Exercise Adapted from Unlocking Self- expression through NLP by Mario Rinvolucris and Judith Baker

building



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In pairs

If your teaching were a building , what kind of building would it be when you are at your best?

Describe 3 rooms in that building

Draw the building

THE ALPHABET GAME CHART

a l	b r	c t	d t	e l
f r	g l	h t	i r	j t
k l	l r	m t	n l	o r
p l	q t	r l	s l	t t
u l	v l	w t	x r	y t

l = left

r = right

t = together

Developed by John Grinder and Roger Tabb

Adapted from *Whispering in the Wind*, Carmen Bostic St Clair and John Grinder (2001)




Staying fresh:

- Conferences
- Less is more
- Work on mindset (example)
- Meditation
- Mentor
- Network



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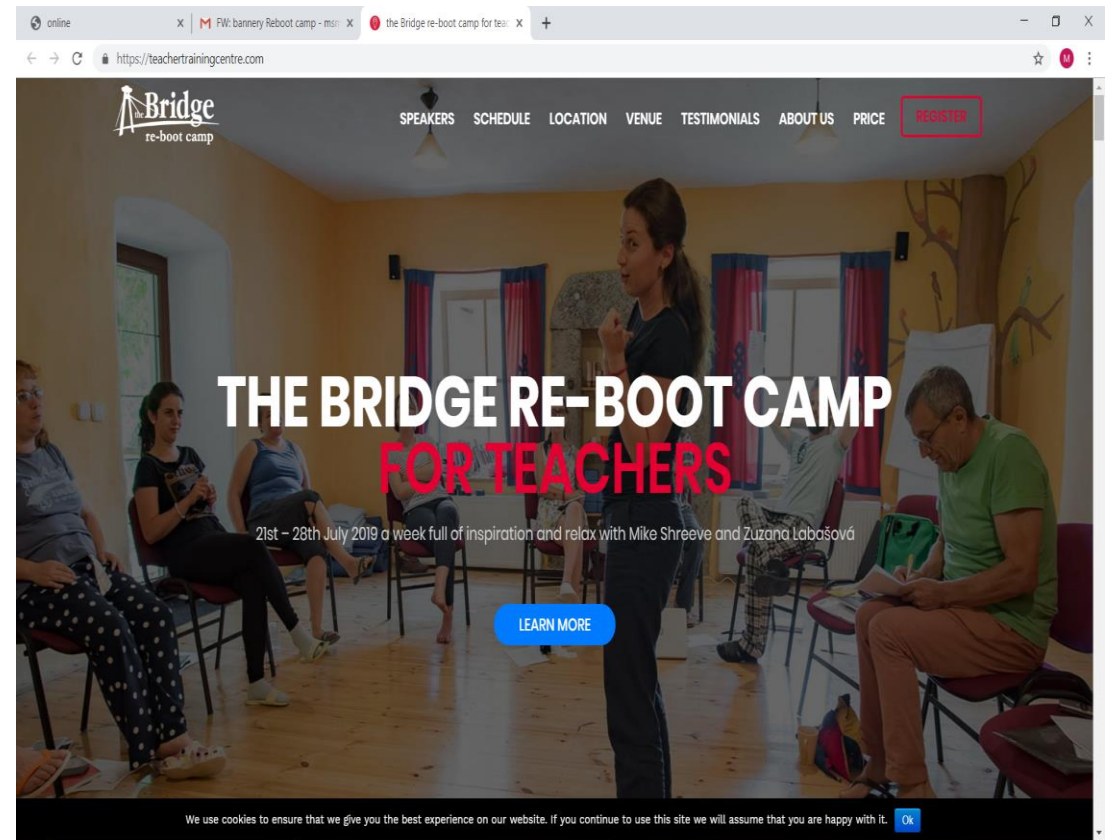
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References and follow-up

Sources

- **Meaningful action** Earl Stevick's influence on Language Teaching—Jane Arnold and Tim Murphey
- **Changing minds and brains** by Reuven Feuerstein
- Heartmath's quick coherence method - youtube

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Thank

You

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