

Summer Newsletter 2014

'Treat people as if they were what they ought to be, and you help them to become what they are capable of being.'

(Johann Wolfgang von Goethe German Philosopher and Author 1749- 1832)

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Achieving school harmony and answering tough questions through experiential learning

Tough questions facing educators today are how do we ensure the best learning environment for high achievement in primary school without setting aside playfulness and other values we hold dear? How can we do this and ensure pupils' learning skills are fit for purpose as they make their transition through each phase of their school life and onto further or higher education, training and employment? We all want the best for the young people in our care, but sometimes it is difficult to know what is 'best' or how to achieve it.

Take behaviour as an example. Traditionally we expect teachers to manage and control all aspects of classroom behaviours.

"Every teacher needs to manage behaviour effectively to ensure the best learning environment for all pupils." (Times Ed Behaviour management resources)

Calm classrooms are vital for effective learning, so behaviour is important. Popular methods of behaviour management include; report cards and notes home, star charts and behaviour ladders coupled with 'sanctions and rewards', to control and modify pupils' behaviours. They focus the pupil's attention on what will happen to them if they fail to behave as expected, or fix their attention on rewards for good behaviour.

It is important children learn to develop their own sense of what is acceptable behaviour, manage the emotional competences and take responsibility for their actions or inactions. Experiential Learning offers effective tools for this. Well deployed creative thinking and problem solving activities can tackle the root causes of low-level classroom disruption and help pupils to develop life-long learning skills; not least of these being a growth mindset..

"At the heart of what makes the "growth mindset" so winsome, Dweck found, is that it creates a passion for learning rather than a hunger for approval." "Fixed vs. Growth: The Two Basic Mindsets That Shape Our Lives" Maria Popova.

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The Problem Solving Box

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£460 including p & p

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“One looks back with appreciation to the brilliant teachers, but with gratitude to those who touched our human feelings. The curriculum is so much necessary material, but warmth is the vital element for the growing plant and for the soul of the child.”

Carl Jung

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Experiential learning offers tools to overcome the challenge of low-level disruption in a positive way. It can enhance engagement in learning, promote a culture of achievement, and develop important thinking skills.

'Any approach to discipline is judged to be a failure not only on the obvious criterion that it fails to establish and affect appropriate standards of behaviour, but also if, in establishing such standards, it does so primarily by teaching children to obey rules rather than to make reasoned judgements about what actions are desirable, and about how actually to decide to act in those desirable ways'.

(John Covalenski 'Discipline and Morality: Beyond Rules and Consequences 1992 cited in 'Punished by Rewards' Alfie Kohn 1999)

Sanctions and rewards are transactional rather than transformational and can lead to resentment and even anger amongst some pupils and where low level classroom disruption persists could be deemed to have exhausted their natural benefits.

Creativity, learning and growth require us to be confident enough to risk failure and make mistakes. Reducing low-level classroom disruption is more effective when;

The class develop collective responsibility for their actions and/or inactions

The class is open, supportive works as a team, cooperating and collaborating.

Individual class members and the class as a whole have a 'Growth Mindset'.

Pupils and teacher are involved in fun with a creative problem-solving purpose.

**“Education is the most powerful weapon which
you can use to change the world.” Nelson Mandela**

ReachOut2Schools is an exciting new project, which brings together educators and consultants to provide high quality professional development for teachers in impoverished schools overseas. Our objective is simple, but challenging; to facilitate the creation of learning environments that teach children the skills they need today to make for themselves better tomorrows.

Make a donation <http://www.reachout2schools.com/donate/>

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“It is the supreme art of the teacher to awaken joy in creative expression and knowledge.”

Albert Einstein

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In our Autumn Term Newsletter

Using Premium Funding to support pupil's growth through experiential learning.

Experiential learning activities as a tool to support the transition from a fixed mindset to a growth mindset (Carol Dweck).

'Fixed v Growth Mindset' theory correlates particularly well with experiential learning programmes and action research methodology.

In our Autumn Term Newsletter

Recognising and meeting the needs of upper primary boys to enhance their social, emotional and educational development.

Removing the antecedence to interpersonal and classroom conflict.

In our January Term Newsletter

The use of the outdoor classroom as a tool to improve pupil teacher relationships, reduce challenging behaviour and enhance experiential learning programmes intended to reduce low levels of classroom disruption.

“Children will usually live up to our expectations.”

Steve Biddulph, author of *'Raising Boys'*, *'Raising Girls'* and *others*

Tackle low-level disruption

Our Custom designed programmes for schools, which includes pupil diaries as supporting evidence of progress; teachers have their own handbook.

Also included in the package is the 'Team building and problem solving kit' in a rucksack value £380 to support the school's ongoing programme. The school will also receive a copy of 'Positive Images – Positive Effect' and 'The Pocket Facilitators Handbook, along with 2 hours of telephone consultancy.

To discuss your needs, contact Paul on.... info@positiveimages-positivetheeffect.com