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TEACHING YOUNG STUDENTS WORKSHOP



This resource is for you if you want to:

- ✓ Facilitate teaching capability and practice development with staff and colleagues working with young students
- ✓ Discover and share teaching strategies to support young students
- ✓ Evaluate and further develop teaching and learning strategies with colleagues

This workshop is for a facilitator (e.g. a staff developer) to encourage teachers to consider their own practice and share teaching strategies and ideas with each other about engaging young students and dealing with disruption and possible disengagement.

Workshop sessions

Session One (2.5 hours)

Content	Teaching Method/Activities	Resources
1. Introductions - Focus of the session	<i>Group round:</i> The first half of the workshop will address how to engage and connect with young student learners	'Bring two issues you have with regard to supporting young students' success'
2. Needs analysis	<i>Pair activity:</i> Complete a needs analysis to identify own practice when teaching young students	'Teaching young students: Needs analysis questionnaire'
3. What are the challenges when engaging with young students? What are the strategies to achieve engagement? Managing disengagement	<i>Small group activity:</i> <ul style="list-style-type: none"> • Spend 20-30mins working through the signs of disengagement, identifying their causes and generating strategies to address them • Each small group reports back to the larger group 	'Engaging young students: Managing disengagement'
4. Scenarios	<i>Small group activity:</i> <ul style="list-style-type: none"> • Work through each scenario and consider possible teacher approaches and reasons for the behaviours • Participants discuss what has/hasn't worked in their own experience 	'At-risk adolescents: Scenarios'
5. Setting the tone for the first day	<i>Group activity:</i> Brainstorm ideas about what the participants can do to set the right tone on the first day	Whiteboard

Session Two (2 hours)

Content	Teaching Method/Activities	Resources
1. Focus of the session	<p>The second half of the workshop will focus on adolescent risk-taking behaviours:</p> <ul style="list-style-type: none"> • Common risk-taking behaviours • What influences these behaviours? • How to manage these behaviours 	Whiteboard
2. Issues and challenges; strategies to manage	<p><i>Small group activity:</i></p> <ul style="list-style-type: none"> • Discuss challenges in own teaching context • Identify what could be influencing these behaviours • What strategies have you tried? 	Whiteboard
3. Corrective actions: Scenarios	<p><i>Pairs or small groups:</i></p> <ul style="list-style-type: none"> • What would you do to manage these situations? • Needs analysis 	<p>'Corrective actions: Scenarios'</p> <p>'Teaching young students: Needs analysis questionnaire'</p>
4. Action Planning	<p><i>Individual activity:</i></p> <p>Identify what strategies you will take away from the workshop and use in your own teaching</p>	<p>Own action plan to discuss with teaching team and line manager – what will you need to meet your plan?</p>

Teaching young students: Needs analysis questionnaire

1. How confident do you feel about meeting the learning needs of young students?
2. What do you do to get your students positively engaged in learning?
3. How do you promote communication between students of different backgrounds?
4. How do you identify students' learning needs and preferences?
5. What are the key challenges in your teaching of young students?
6. Which aspects of your teaching practice do you consistently achieve your desired outcomes?
7. What do you want to change in your teaching and learning environment to positively influence student learning?

Engaging young students: Managing disengagement

Sign of disengagement	Reason/Cause	Management strategy
Side conversations		
Digital distractions		
Inappropriate questions		
Minimal participation in the classroom/learning		
Lack of interest		
Constant lateness		

At-risk adolescents: Scenarios

1. Sarah hasn't been showing up for class the last week and has missed some important assessments. What actions could you take with her?
2. You have reason to believe a student in class is either under the influence of drugs or drunk. How do you go about handling the situation in keeping with your organisation's policy?
3. You have a student who you notice falls asleep in the back row of class regularly. To address this, how will you begin the initial conversation with them?
4. A student is being abusive to the tutor and other students during a class. What is your immediate course of action in keeping with your organisation's policy?
5. Ben has been away from class for several days on court hearings. He is awaiting sentencing, but it looks like he will not go to jail. What is your course of action with Ben?
6. Amy has had poor results in recent tests and is falling behind in theory work. She is the class clown and confident amongst her peers. She knows she needs help academically but hides it. How do you address the issue of her learning difficulties?
7. Billy has very poor class attendance. You find out that he is getting dropped off to class every day by his mother, but then disappearing into town. How should this attendance issue be handled?

Behaviours and strategies for supporting planning and action

<p>What is the behaviour? Write a clear and focused statement that you could say to a student</p>		
<p>What is the situation? What are your concerns/why are you concerned?</p>		
<p>When does it happen? Any specifics?</p>		
<p>What is going on before, during and after the behaviour? Any contributing/associated behaviours?</p>		
<p>Who is involved? Who is affected?</p>		
<p>Is the behaviour harmful to the student, the teacher, or other students?</p>		
<p>How do you feel about the behaviour? Clarify your own interpretation, bias, and assumptions in order to be clear about the issues</p>		
<p>What changes would make the behaviour or situation more acceptable? What does your organisation's policy say? Who will support you? Develop plan/contract with timelines and expectations with manager</p>		
<p>What did you do? What worked? What didn't/doesn't work? Reflection and lessons learned</p>		

Corrective actions: Scenarios

Scenario One

The student is continually late for class and falling behind in their work.

Student: Possible reasons

Teacher: Possible approach

What could you do?

Scenario Two

The student regularly interrupts the teacher and other students during class, asking inappropriate questions. This is causing a lot of disruption and other students are getting annoyed.

Student: Possible reasons

Teacher: Possible approach

What could you do?

Scenario Three

The teacher has discovered that one of the students is sleeping with another student's partner. This has created a lot of aggressive behaviour between the two students and each student has now encouraged the class to 'take sides'.

Student: Possible reasons

Teacher: Possible approach

What could you do?

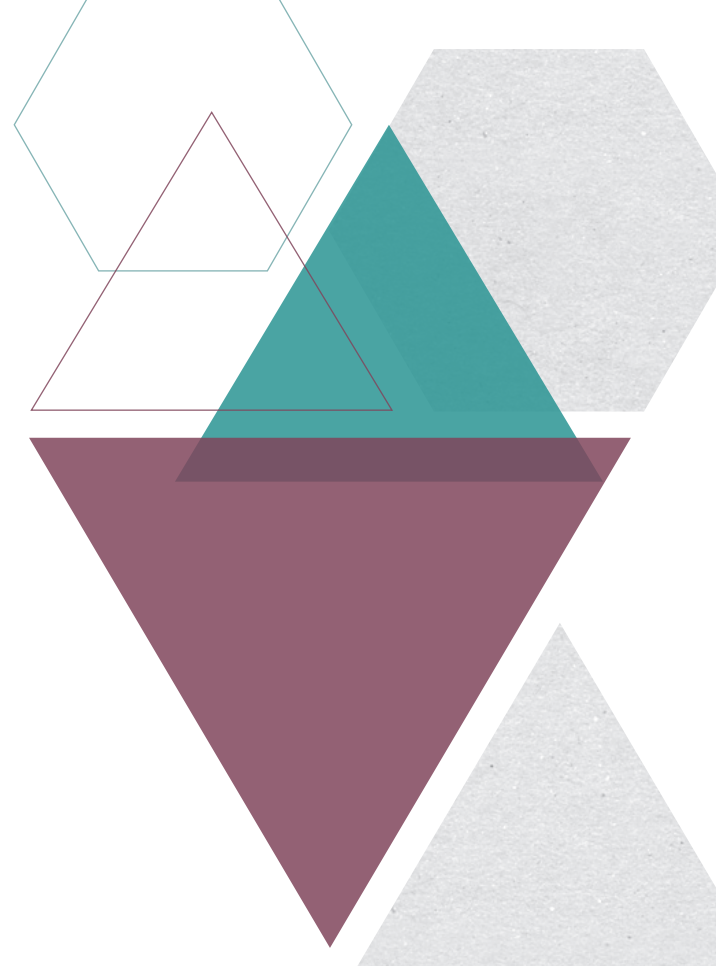
Scenario Four

Digital disruption – the student is constantly using their cell phone (checking messages, texting, etc.). When asked to stop doing this, they refuse.

Student: Possible reasons

Teacher: Possible approach

What could you do?



About this resource

This work was supported through the Ako Aotearoa National Project Fund 2012. This resource is one of eight developed as a result of the study by Honeyfield et al (2016). *Research Report: Professional Development Decision-making to Support Under-25 Student Success*. These resources, the research report and a literature review can be downloaded at www.ako.aotearoa.ac.nz/projects/professional-development-improve-outcomes-under-25-learners. The resources are also available for purchase at www.shop.ako.aotearoa.ac.nz.

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