

## Chapter 1 : Classroom Management Strategies for Difficult Students

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There has been generally a growing awareness of the necessity to change and improve the preparation of students for productive functioning in the continually changing and highly demanding environment. In confronting this challenge it is necessary to consider the complexity of the education system itself and the multitude of problems that must be addressed. Clearly, no simple, single uniform approach can be applied with the expectation that significant improvements of the system will occur. Indeed, any strategy for change must contend with the diverse factors affecting the education system, the interactions of its parts, and the intricate interdependencies within it and with its environment. As we consider these problems, we become increasingly cognizant of the various possibilities of using concepts and methods of the study of complex systems for providing direction and strategies to facilitate the introduction of viable and successful changes. A key insight from complex systems is that simple solutions are not likely to be effective in cases such as the education system, and that providing a balance or coexistence of what seem to be opposites may provide the greatest opportunities for successful courses of action. In the following we consider Integrating the commonly polarized goals of education; i. Adapting teaching to different student characteristics by using diverse methods of teaching. Adaptation to the ability levels, patterns of different abilities, learning styles, personality characteristics, and cultural backgrounds. Integrating the curriculum by developing inter-disciplinary curriculum units that enable students to acquire knowledge from different disciplines through a unifying theme while having the opportunity to contribute in different and special ways to the objectives of the integrated units. Educational Goals The approaches to teaching can be categorized according to major educational goals that affect teaching strategies. On one hand the goal of education is viewed as the transmission of knowledge by the teachers to the students. The convergent approach is highly structured and teacher-centered; the students are passive recipients of knowledge transmitted to them and learning achievements are measured by standardized tests. The divergent approach is flexible, student-centered, where the students are active participants in the learning process and learning achievements are assessed by a variety of evaluation tools such as self-evaluation in parallel to teacher evaluation; documentation portfolios; and special projects see also Niche Selection link to be added soon. Still, the tendency in the education system of today is toward the convergent approach. In fact, among the current suggestions for implementing educational reforms to deal with the considerable problems of the education system, there has been a strong emphasis on setting convergent goals, an aspect of which is the use of across-the-board standardized testing. Testing has been commonly viewed as a prudent way to determine the success or failure of the teaching and learning process. There has been a relatively limited use of other means of evaluation which are more complicated and more demanding in terms of application and interpretation. Educators who stress the importance of the acquisition of specific knowledge as a useful way to prepare the students for productive future functioning, must come to realize that even for the purpose of this goal alone, a divergent approach is needed today. On the other hand, those who emphasize the importance of autonomous growth and creative self-expression, must realize that the students need academic skills such as reading, writing, calculating, etc. Since the creative process involves new ways of using existing knowledge, it is important to provide opportunities for students to acquire such knowledge which can be acquired by convergent teaching. Hence, convergent and divergent teaching strategies are both needed and the challenging question is how to find the balance between them within the complexity of the process of teaching and learning. It is likely that the two approaches may increasingly become not mutually exclusive but interrelated and interdependent. An important development is the growing awareness that academic achievement could improve by adapting teaching to students individual differences. In general, adaptation to individual differences under convergent teaching tends to be limited. The students are all expected to strive toward one goal of learning specified required knowledge; some may attain it and others

may fall by the wayside or be given some remediation with limited results. Nevertheless, there are various possibilities of effective adaptation to individual differences under convergent teaching. Even when all the students are taught the same material, teachers can use different methods, different techniques or different media, to cater to individual differences in abilities and personality characteristics. As the students experience success and consequently a sense of competence, their motivation is enhanced to pursue further learning. Such an approach has a better potential for success than the common reality of students with learning difficulties, who often struggle through remediation with a sense of inadequacy and discouraging experiences of failure. Adaptation to individual differences under divergent teaching may be expected to be productive because of its emphasis on student autonomous, active, self-reliant learning. Yet, there are students who may not function well under divergent conditions because of their strong need for guidance, direction, and structure. Divergent teaching can cater to such needs by individual guidance, along with ongoing assessment and subsequent modifications. Teaching Strategies and Students Characteristics Among the most difficult problems faced by the education system are those associated with teaching effectiveness. The current preparation of teachers for specific age levels, specific subject matter, specific academic skills, etc. There is a strong need to train teachers to adapt instruction to the diverse student abilities, learning styles, personality traits and needs by using more differentiated teaching strategies See also Complexity in the Classroom link to be added soon. In addition to the preparation of teachers to more differentiated teaching, there could be more divergent use of teaching resources. Worthwhile teaching can be done with advantageous results by persons other than the traditional classroom teachers. For example, valuable teaching can be done by peers of different ages and abilities. Also, parents, grandparents, and relatives could participate in and contribute productively to the teaching process. Furthermore, teaching can be enhanced by volunteers, retirees, people with various areas of expertise from the worlds of science, business, engineering, medicine, public service, entertainment, and others. Also, high-tech resources such as multimedia technology, computer programs, telecommunication, the Internet, audio-visual techniques, and others can provide beneficial options. Student learning can be greatly enriched further by traveling - near and far; interaction with people of different cultures; different geographical areas; different occupations, different ways of life; different outlooks. Ability levels and patterns of different abilities. Presently, the practice in some schools is to adapt teaching to different ability levels by forming classes or groups of students of similar levels usually based on achievement tests or psychological tests taught by teachers who tend to treat the students as if they were in homogeneous groups. Obviously, once a group of two students is formed, it cannot be considered homogeneous. The differences evident in rate of learning are only one aspect of the diverse effects of students with different abilities studying under different conditions. For instance, the type and manner of teaching has differential effects: Furthermore, the multiplicity and differentiability of mental abilities must be taken into consideration when teaching at any level of the education system. There has been a growing acknowledgement of the importance of adapting teaching to a variety of intelligences e. The diversity of patterns of mental abilities is well recognized today, yet little has been done to develop adequate conditions aimed at adapting teaching to this diversity. Thus, teaching strategies can be differentially facilitating various ability patterns. The interaction between specific aptitudes and specific teaching styles can be important in considering the various options of implementing changes in the teaching and learning process. Learning styles and preferences affect the way students approach any task and the way they function under different conditions and different learning environments. Some educators have begun to acknowledge the importance of adapting teaching strategies to students different learning styles, but no earnest efforts have been devoted to this promising endeavor. The adaptation of teaching to learning styles may include not only more appropriately differentiated teaching strategies but also may add to the dependability of the evaluation measures of what students have learned. To some extent there is recognition among educators that personality characteristics such as self-reliance, attitudes, anxiety, independence, emotional stability have differential effects on students learning achievements. There is some acknowledgement that attention should be paid to students personality needs and to particular aspects of students different cultural backgrounds. Nevertheless, while the effect of personality characteristics on learning is significant, very little has been done or even suggested regarding the adaptation of teaching to students different personality traits and needs.

Among the reasons for that is the very large number of traits with a wide variety of tests to measure them and the problem of their lower validation than the ability tests. Also, the complexity of the interactions of personality characteristics with various other factors affecting learning seems too difficult to tackle. Many educators and educational administrators are convinced that it is very difficult to implement multi-dimensional teaching strategies in the classroom. For example, students of higher ability levels who are also self-reliant, independent, with lower anxiety tend to do better under divergent teaching and self-directed learning conditions, while students of lower ability levels who are also dependent, and anxious, tend to do better under convergent teaching with clear structure and much direction. Such interactions need to be explored further to find more about the various factors affecting the teaching learning process. The outcomes of such exploration can be very helpful in the search for enhancing teaching effectiveness and students achievements. In sum, the attempts to match teaching strategies with students characteristics may become critical steps toward dealing with some of the particularly difficult problems of the teaching and learning process. Admittedly, many difficulties are faced not only by teachers but also by administrators and policy makers in the endeavor to adapt instructional strategies to students characteristics, but the methods and concepts of the field of complex systems can provide ways of implementing such changes in the attempts to introduce reforms to the education system.

**Inter-Disciplinary Curriculum** One of the most exciting developments in the world of science today is the growing involvement of researchers in interdisciplinary collaborations, and the increase in cross-fertilization of ideas and research endeavors of people in different fields of science.. The benefits for cross-disciplinary scientific work are invaluable and the various application possibilities are promising not only for science but for many aspects of daily living. These developments have direct implications for the education system. The tendency in our schools is to teach bits and pieces of information related to particular disciplines. In view of the cross-disciplinary trends, the curriculum can be integrated around topics that reflect the patterns, interactions, and interdependencies of the different fields. This can provide students with ways to study and attempt to comprehend the world around them through concepts and ideas that are less disparate or disconnected. The growing inter-disciplinary collaborations and cooperative sharing of information from different fields and the efforts to find pragmatic solutions to global problems have further implications for education. There are important implications for the preparation of students to function and be productive in a world with diverse populations, different economic conditions, multitudes of cultural, religious and ethnic groups, and many other different factors. Furthermore, it is highly beneficial to begin early in the educational process to organize learning around problem solving, critical thinking, and dealing with issues arising from different fields of study and different aspects of real life conditions. An integrated, inter-disciplinary curriculum links a variety of learning subjects as they are related to the topics of integrated curriculum units. The emphasis on connecting and synthesizing information around topics of interest to the students provides favorable conditions for the acquisition of knowledge from different disciplines through congruous concepts and ideas. Integrated curriculum units are chosen by the students with the teacher and involve teams of students working cooperatively toward common goals. Small groups, pairs, or individuals can work on relevant tasks and materials that can be shared with the other students and yield peer-to-peer learning. Experiencing the benefits of contributing to the goals of the unit by members of the team is empowering and gratifying and is also a beneficial way of preparing them for future functioning in the world. In terms of teaching strategies, an integrated curriculum encourages a multi-dimensional approach to the educational process and tends to combine regularly multi-convergent and divergent strategies of teaching. There are also various options in the way teachers are assigned to classroom teaching. They can also organize various teaching experiences with the assistance of volunteers, specialists, peers and others who could contribute to the teaching process. In terms of the structure and settings adapted to different teaching and learning conditions, there can be alternative places for learning, e. The structure and organization of the student body can be in the form of small and large groups; study pairs; and individualized study arrangements. Social alternatives are possible in heterogeneous groups with a great deal of interchange within them and between them and other groups. Clearly, student groups may vary in age, cultural and socioeconomic background, special interests and special needs. There are various alternatives in the types of learning that an integrated

curriculum can include: For example, different intelligences may be emphasized such as, linguistic intelligence, logical-mathematical intelligence, spatial intelligence, musical intelligence, bodily-kinesthetic intelligence, and others. A major part of the program can be devoted to integrated inter-disciplinary curriculum units chosen by teachers and students together. These units enable students to acquire knowledge and skills associated with different disciplines through congruous meaningful learning revolving around a topic of interest to the students. The work on the units is undertaken by groups of students who are encouraged to take active part in the decision-making process and focus on aspects of the units in which they can best develop their capabilities, satisfy their interests, and fulfill their needs. Each student is given the opportunity to use their strengths academic or non-academic to contribute to the common goals of the group. In working on these integrated units, guided divergent teaching is used as needed. At the end of a period of work on the unit, the group can celebrate with other students, parents, administrators and others involved in the school, the conclusion and accomplishments of the work on the unit. Each student in the group is encouraged to contribute whatever they can to such celebrations by presenting their work through various performances, presentations, exhibits, videos and other contributions to the festive activities. Students can be encouraged to present their work on their project to the group in any way compatible with their tendencies. The students can present their work to their peers and teachers as an exhibit, as an oral presentation, as written material, as a play, a video, or any other means of communicating and disseminating information.

## Chapter 2 : Teaching Strategies for Facilitating Collaboration, Change

*Strategies for Educational Change: Redefining the Gifted and Talented for Improving Quality and Equality in Urban Education [James Marks] on blog.quintoapp.com \*FREE\* shipping on qualifying offers.*

Engaging Exercises to Teach Change J. DeLayne Stroud 14 Successful initial implementation and ongoing maintenance of process improvements requires overcoming the resistance to change. Green Belts are change agents who need to recognize, understand and interpret resistance to change and develop skills to manage it effectively. Managing change resistance is often covered in training, yet a primary learning issue facing most organizations is the lack of engagement and motivation in lecture-based training. By using simulations, exercises or games, practitioners can enliven their learning environments and improve knowledge retention, skills and applications. This will keep the audience members interacting with each other and with the content. Games are a great way to illustrate teaching concepts for several reasons. First of all, games are intrinsically motivating. It is no secret that kids like games, but people of all ages like to win or out-strategize the other team – and as long as there is a good tie-in to the teaching subject, this results in people practicing and using Lean and Six Sigma concepts. Standing up and moving around also provides variety and can save a long class from boredom. Finally, traditional classroom activities cater to visual and sometimes audio learners, but kinesthetic learners benefit from more physical activities. Overall, games can make a fun and helpful addition to class. The following exercises and games were designed to increase participant understanding of the emotional barriers that are part of resistance and how to deal with them. In addition, they increase participant understanding of the support needed to keep changes in place.

**Cross Your Arms** Duration: For practitioners facing a large class and not a lot of time, this exercise really gets the point of change across. I guarantee that 90 percent of the class will struggle with it. Discussion Questions How did it feel when you were asked to cross your arms the other way? Did it come naturally or did you have to stop and think about it? Were you comfortable with doing this differently from your normal process? What are some things that make people resistant to change? What can you do to make it easier for people in your organization to accept the changes associated with Lean and Six Sigma? What kind of support is necessary to maintain the changes associated with Lean and Six Sigma? Facilitator Notes When people cross their arms, they do so naturally, without even thinking about it. When they are asked to fold them the other way they, for the most part, stop, refold their arms again and then try to figure out which arm was on top, which arm moves first and so on. Try this yourself and see. Encourage participants to consider and share their own personal emotions related to making changes.

**Change Your Seat** Duration: This is another quick and easy game. Participants are asked to change where they are sitting so they can experience the emotions and feelings often associated with change. After the class gets situated and comfortable, the facilitator should ask participants to change seats. Discussion Questions How did it feel to be asked to change seats? Did you view changing seats as an opportunity to sit with someone new or as an uncomfortable or undesirable change? What can you do to make it easier for people in your organization to accept the changes associated with Lean and Six Sigma? If participants move back to their old seating arrangements after the exercise is over, ask the following questions: Why is it difficult to maintain changes once they are made? What kind of support is necessary to maintain the changes associated with Lean Six Sigma? Facilitator Notes Encourage participants to consider and share their own personal emotions related to making changes. This is what makes the exercise powerful. Another twist to this game might be asking participants to change seats frequently, which also can help them enhance their personal ability to deal with change.

**Change Your Look** Duration: Tell participants that they are going to assist in an experiment about making changes. I would not mention that it is a game. Obtain their buy-in ahead of time with their agreement to live with the changes made until the experiment is over. Reassure them that the experiment only lasts 30 minutes, and they will not have to do anything that they feel uncomfortable with. Number participants off in groups of two and have each pair stand facing each other. Ask the participants to determine which one will observe and which one will make the changes. Tell the observer to study their partner closely because their partner will be making a few changes. Next, the observer from each pair should turn their back or close their

eyes and ask the other person to make five changes to their physical appearance. This could mean moving their watch from one wrist to the other, removing a shoe, taking off jewelry or a tie, or removing their glasses. Give participants 30 seconds to complete the changes. Participants may face each other again, all eyes open and ask the partner who did not make changes to identify as many changes as possible. Allow about 30 seconds for this. Do a couple more rounds of steps 5 through 7. Finally, ask participants to make 10 changes in 20 seconds. You will likely get some resistance at this point. When you start to get verbal resistance, stop and move to the discussion questions.

**Discussion Questions** How did it feel to be asked to make so many changes? Begin with the preceding questions. At some point participants will begin to refer to the changes made during the exercise. When this starts to happen, ask the following questions:

**Facilitator Notes** When providing instructions for this exercise, obtain agreement from the participants that they will maintain whatever changes are made until the exercise is over. Prompt the group to think about and share their own personal emotions related to making changes. Some participants may make the point that these changes are not like changes being made in the organization. Use Games to Keep Class Moving Change is one of the most difficult things for humans to readily accept. If we can utilize games to better illustrate change, why not use them? While some adults see games in class as childish, as long as the games are not too ridiculous, many adults are willing to give them a try.

### Chapter 3 : What is an Educational Strategy? A Guide of Strategies To Deliver Education

*Prakash Nair is an exceptional visionary and leader who is effectively driving change in education practice internationally. His document, '30 Strategies for Educational Innovation' comprises a.*

Another common way of utilizing the fishbone diagram is to write a current problem or consequence at the fish head. The vertebrae are used by the team to list different areas of causation and brainstorm what specific elements are creating the problem. So often we pay attention to the symptoms of the problem rather than the root causes of it. To really fix problems, your team has to attack the causes of the problems themselves. On the green prongs you write as many possible causes of the problem as you can conjure. Force-Field Analysis The sci-fi title for this tool comes from the way the diagram looks as your conversation progresses. This diagram helps you visualize both those factors at the same time. Imagine change as a horizontal line on an x-y graph that you want to try and raise. There are forces that help push that line up, and forces trying to push it down. For every element your team brainstorms that might impede your change, put an arrow above your line pointing down. For every element that might promote your vision, put an arrow under your line pointing up. What are the areas you need to reinforce for promotion, and what obstacles are the strongest that need confrontation? Innovation Configuration Maps Once you get over the fancy name, the tool is self is relatively simple to use. Sometimes it looks like a spreadsheet, sometimes like a flowchart, and sometimes like a web. What makes an innovation configuration map is the presence of two items: A specific outcome or objective, and a hierarchical list of variations toward achieving that outcome. This tool is most commonly made on a spreadsheet; each row represents a portion of the strategy and each column is a variation of how implementing or working towards that strategy might look. Teachers creating this tool might see similarities between it and a rubric. Flowcharts Flowcharts are great for displaying relationships, hierarchies, and processes. Anything with structure or progression can be displayed through a well-organized flowchart. When working in groups, it may be helpful to collaboratively produce a flowchart that depicts what the different steps and decision points are for your team. Decision Matrix When we go to make any decision, we automatically weigh the pros and cons, balancing our choice with alternative options. When making important decisions in groups, it might be helpful to quantify this decision making with a decision matrix. For such a matrix, picture a spreadsheet where the left hand column is populated with various options, and the top of each column to the right lists different desired outcomes. The option with the highest score is likely the option that will best suit your purposes. Venn Diagram This simple diagram of two overlapping circles is fun to use in the classroom, but we can use it in ourselves as well! So when it comes to collaborating with fellow professionals, consider how you might use any of these seven tools for visually depicting your conversation. Education is a complex topic with an often-overwhelming array of problems, consequences, root issues, objectives, techniques, and resources. Sometimes using one of these tools may help your team work together and better understand the multiple facets of your conversation. What are your favorite tools listed in this article? What others have you used that you could share with us, too! Jordan Catapano is a high school English teacher in a Chicago suburb. You can follow him on Twitter at BuffEnglish, or visit his website [www.](http://www.)

### Chapter 4 : Seven Strategies for Building Positive Classrooms - Educational Leadership

*Four Categories of Change Strategies p. 2 typically situated in a departments of educational leadership in a college of education and, sometimes, in university administration.*

What is an Educational Strategy? In this article we explain this term, examine other similar terms which are sometimes used and the different strategies that can be used to educate children. In simple terms, an educational strategy is a certain approach to teaching children new things. It is usually used in relation to teaching children academic subjects or the national curriculum. There are several different strategies which can be adopted as part of an educational strategy – these are explored below.

**Teacher-Led** The first educational strategy is teacher led. This means that a teacher, or educational board, will decide which subjects will be taught to children and which learning resources will be used such as text books, worksheets or computer programs for example. A teacher-led strategy is put together to meet a list of goals which typically include outcomes of the national curriculum. A teacher decides to teach an individual child or group of children in a certain way. The advantage of a teacher-led educational strategy is that the teacher only has to do one batch of preparation and can tailor their teaching plans specifically to what they need to teach children in a way that works for the teacher. This can lead to some children not being challenged enough in their learning whilst others might be challenged too much, resulting in ineffective learning. A teacher-led strategy usually meets a list of specific goals

**Source:** The subjects chosen and method in which they are delivered is tailored to the specific needs of the pupil. Some children learn better with more hands-on learning such as experiments and games, whilst others learn better in a more traditional theory based approach. One of the main advantages of a student-led approach is that learning resources and exercises can be tailored to the preferences of the child. Another advantage is that in a student-led approach, the learning can be done at a rate to suit the child too. The main disadvantage of a student-led educational strategy is that the planning is more time-consuming for teachers as lessons and activities have to be planned on an individual basis – thus creating more work. A student-led approach allows children to learn at their own pace

**Source:** A combined approach to educational strategy usually involves a teacher drawing up lesson plans based on the goals of the curriculum but then tailoring them slightly for the needs of specific students. Usually this is done by splitting a class of students up into groups and then tailoring the work to fit the abilities and skill levels of the group, however occasionally a combined approach will also allow for specific students to have a more unique learning experience. In reality, children do better in a student-led environment where their specific educational needs are met. The reality is usually down to the time and budgets that teachers have to adhere to so a combined approach to educational strategy is usually adopted in most cases. If you have high quality, useful information to share with students, send us an email or click Write For Us to learn more.

## Chapter 5 : Fullan's Educational Change

*Choosing Strategies for Change. John P. Kotter tailor the speed of their change strategy to the situation. see the need for and the logic of a change. The education process can involve one.*

Continuation Continuation is a decision about institutionalization of an innovation based on the reaction to the change, which may be negative or positive. Continuation depends on whether or not: Fullan provide eight basic lessons about thinking about change: Fullan commented that "effective change agents neither embrace nor ignore mandates. They use them as catalysts to reexamine what they are doing. Problems are our friends: Vision and strategic planning come later: People learn about the innovation through their interactions with the innovation and others in the context of innovation. Deep ownership comes through the learning that arise from full engagement in solving problems. Individualism and collectivism must have equal power: What a group comes to share in the way of culture and philosophy emerges from individual personal beliefs through a learning process that builds up over years. Successful changes require a dynamic two-way relationship of pressure, support and continuous negotiation. Connection with the wider environment is critical for success: Every person is a change agent: The ability to work with polar opposites: To deal with such complexity is not to control the change, but to guide it. Fullan provides eight new lessons about guiding change. Moral purpose is complex and problematic Theories of education and theories of change need each other Conflict and diversity are our friends Understanding the meaning of operating on the edge of chaos Emotional intelligence is anxiety provoking and anxiety containing Collaborative cultures are anxiety provoking and anxiety containing Attack incoherence connectedness and knowledge creation are critical There is no single solution. Craft your own theories and actions by being a critical consumer. A survey of Educational change models. The meaning of educational change. The complexity of the change process. Probing the depth of educational reform, pp. The new meaning of educational change.

**Chapter 6 : 8 Culture Change Strategies | Kevin & Jackie Freiberg**

*Within the world of education, we often hear the term 'educational strategy' used but very few people actually know what it means. In this article we explain this term, examine other similar terms which are sometimes used and the different strategies that can be used to educate children.*

Every day as millions of students go to school, their parents and caretakers hope these young people will be treated with care, valued, inspired, and educated. Students hope they will get along with their peers and teachers, have their work measure up, and enjoy the process of learning. These hopes define positive classrooms for parents and students. Unfortunately, the accountability requirements of No Child Left Behind have created a different definition of positive classrooms for many educators. For them, positive classrooms have come to mean places where students arrive at school ready to learn; work diligently to master academic standards particularly math and reading ; go home and accurately complete homework; and return to school the next day eager to learn more. Education has to work for all stakeholders. By implementing the following seven strategies, we can combine the need for positive classrooms that support the whole child with the need for accountability and improved academic performance. The Positive Action program [www. Make Learning Relevant](http://www.MakeLearningRelevant.com) Students are more engaged in learning and retain knowledge better when they see that it is relevant and vital to their own success and happiness. Create a Classroom Code of Conduct A positive and productive classroom requires a common understanding of positive and negative behaviors. To establish this understanding, teachers ask students to identify the ways they like to be treated. This discussion elicits lists of behaviors that are respectful, fair, kind, and empathetic. Together, teacher and students conclude that treating others the way you want to be treated is the best code of conduct, and they agree that this code will dictate the behaviors that are appropriate for their classroom. Teach Positive Actions We need to teach students positive behaviors in a thorough, consistent, systematic way; we cannot assume that students just know them. The Positive Action curriculum covers the following concepts. The importance of doing positive actions to feel good about yourself. Positive actions for a healthy body such as nutrition, exercise, and sleep. Positive actions for the intellect such as thinking, decision-making, and problem-solving skills. Positive actions for self-management such as managing time, energy, emotions, and other personal resources. Positive actions for getting along with others such as treating others fairly, kindly, and respectfully. Positive actions for being honest with yourself and others such as taking responsibility, admitting mistakes, and not blaming others. Positive actions for improving yourself continually such as setting and achieving goals. Instill Intrinsic Motivation People need to feel good about themselves. In the Positive Action program, teachers help students understand that people are likely to feel good about themselves when they engage in positive actions. The program explains a three-step process for choosing positive actions: First, we have a thought; second, we act consistently with the thought; third, we experience a feeling about ourselves based on the action. That feeling leads to another thought, and the cycle starts again. With practice, students learn that if they have a negative thought, they can change it to a positive one that will lead to a positive action and a positive feeling about themselvesâ€”a powerful intrinsic motivator. With repeated reinforcement by the teacher, this simple explanation helps students understand and improve their behavior in any situation. Reinforce Positive Behaviors Teachers can strengthen intrinsic motivation by recognizing and positively reinforcing positive actions when they see them. Recognition activities and itemsâ€”such as tokens, stickers, and certificatesâ€”can be effective. When students make the connection between their performance and feeling good about themselves, intrinsic motivation is enhanced and positive behaviors continue. Educators can integrate them into many classroom and school activities, such as curriculum activities, assemblies, committees, after-school events, and homework. Always Be Positive Perhaps the most important strategy, yet often the most difficult to carry out, is to be positiveâ€”from classrooms to playgrounds, during school and after. There is always a positive way to respond to a situation. A positive attitude is the change agent that will create positive classrooms and schools that produce happy and successful students. A Research-Based Program It is challenging to implement all of these seven strategies continuously and well. For schools

looking for a tool, the Positive Action program is one proven approach. The program provides an easy-to-use curriculum for teachers at each grade level; a principal component for developing school climate; and kits to facilitate the involvement of counselors, families, and communities. Positive Action has been rigorously evaluated in longitudinal randomized studies with students from a range of backgrounds and in a range of community types. The many schools using Positive Action stand as testimony that focusing on positive reinforcement and intrinsic motivation in the classroom results in a positive environment for teaching and learning and enhances academic rigor.

**Chapter 7 : Changes in the Teaching and Learning Process in a Complex Education System | NECSI**

*Change managers aren't just the strategy people â€” though that's a very important part of the job â€” they also need to exemplify the change and be incredibly effective communicators so they can spread the word, bringing pride to the strategy.*

Here are five strategies to help you advocate for better education policies. It feels like a Sisyphean task -- teaching biology, a science loaded with complex vocabulary such as mitosis, protein synthesis, replication, cohesion, ecosystem, commensalism. At the end of the year, my students take the standardized state test for biology that assesses their ability to recall vocab-laden details, such as the differences between archaebacteria and protista. Is this an insurmountable challenge? I see this as an opportunity to learn more and then work to make sensible policy-level changes, in this case this means changing the policies that define a credit-bearing science course and the policies that affect the content and structure of the end-of-year exam for ELLs. As teachers, we have an invaluable vantage point on how policies impact students. Here are five strategies to help you advocate for better education policies: Go to the source who knows. This source could be your district office or the state department of education. The more I learned about the state biology test, the more I wanted to know how to fix it. I called the state department of education and spoke with the head of assessment and the head of science curriculum. Both were more than willing to talk with a teacher interested in learning how to help improve the quality of the exam, and recommended that I apply for a summer institute where teachers vet a new set of test questions. At that institute, I learned how test questions are piloted, vetted, and approved. Importantly, I also found out that the biology standards are up for revision in . This means that there is opportunity between now and then for teachers to recommend revisions. Be stubborn and creative in your search for solutions. Too often, we think that a fix to the problem is impossible. We need to question our assumptions and the assumptions of others. If we ask adults how many uses there are for a paper clip, we get a handful of predictable answers from picking locks to organizing papers. We need to keep coming up with creative new answers to the challenges facing students. Use data and concrete examples to move from "I think" to "I know. One teacher had given her students a short survey on how standardized testing impacts classroom instruction. The students reported that classes with an end-of-year assessment were more rigorous. That one data point got Congressional staffers to listen more closely and ask questions. Search out other viewpoints. Instead of children being so terrified of the MRI that they needed to be sedated, they were now asking if they could come back and try the machine again tomorrow. This strategy of looking at a problem from a wholly different perspective also works in education. A top advisor to Secretary Arne Duncan told me that what he really appreciated about a roundtable conversation with Teach Plus teachers that I participated in was that all of us had different viewpoints. It is these differences that help make policies stronger. My classroom experience is important, but inherently limited. My ideas get stronger when I seek out different, even contradictory perspectives. Apply the WH questions to dig deeper. Ask yourself who, what, when, where, why, and how: There is tremendous diversity in student needs, teacher experience, and classroom structure. The more questions we ask, the more we talk with more teachers, students, parents, and school leaders, the likelier we are to come up with policy solutions. As classroom teachers working with students, we see clearly when policies have unintended consequences. These five strategies help provide a starting point for teachers to begin fixing the system-level problems we encounter. This way, even when a problem seems insurmountable for one teacher to change, we can do something to make change happen.

Chapter 8 : From strategy to change : implementing the plan in higher education (eBook, ) [blog.quintoapp.

1 "General Strategies for Effecting Changes in Human Systems" () by Robert Chin and Kenneth D. Benne, Section of Chapter 1 in *The Planning of Change (2 nd Edition)*, Warren G. Bennis, Kenneth D. Benne and Robert Chin (Editors).

Avoid them at your own peril! Creating a new culture calls for new methods. If existing culture dictates the way changes will be implemented, then change will be very difficultâ€”you must blow up the old rules! Creating a new culture will be extremely difficult if you insist on doing it by playing with the old rules. This is because the existing culture significantly influences what people consider permissible and appropriate. You may have to turn the volume down on political correctness in order to get things done. Think about it, the old culture is designed to protect itself! Remember the definition of insanity: Well, trying to change the culture using the old rules is taking a step toward insanityâ€”the rules themselves are part of the problem! Champion the vision and re-channel the energy. When change hits an organization, people get disoriented. There is a heightened sensitivity, awareness and energy that fills the air. Energy gravitates toward clear goals and determinationâ€”away from uncertainty and fuzzy objectives. Start by communicating the vision as clearly as you know it. Give people something to aim at! Be specific and avoid generalities! Make your early moves bold, dramatic, and unwavering. Consequently, your early moves must be strikingly bold, lightning fast, and out of character as far as the old rules are concerned! You must gain momentum quickly. Surround yourself with talented, tough-minded nonconformists. Organizations tend to hire in their own image. You must avoid the trap of surrounding yourself with people who fit in nicely with the old way of doing things. Surround yourself with people who are as passionate about the vision for a new culture as you are The key is to look for risk takers who are not afraid to think outside the box and who are willing to stand up to the heat for doing so. Re-engineer the reward system to reinforce the behaviors you want. Buying into the new culture must feel good and holding on to the old culture must start to hurt. Customers reward resultsâ€”quality, speed, innovation! Be conscious of the way you spend your timeâ€”devote your time to those change agents and vision champions who add value. Track progress, measure results, and hold people accountable. You get what you measure and you get what you reward. Holding people accountable means paying close attention to what you feel is important. Like a rubber band, if you relax the pull of the new culture, then the old culture will influence people to revert back to old comfortable patterns. Tracking progress enables you to know where the resistance lies and where you should be allocating rewards. Remove obstacles and bureaucratic practices. You will gain respect and credibility by breaking the chains of bureaucracy. By freeing people from unnecessary rules and procedures, you clear the way for them to show initiative. Establish concrete evidence and tangible results quickly through small wins. Tangible pay-offs fuel the fires of motivation and contain the skeptics. Advertise the success of your efforts just like you would bring a new product to market.

**Chapter 9 : Five Strategies for Teachers to Affect Education Policies That Impact Our Students | HuffPost**

*Change initiatives also flounder, according to 48 percent of the respondents, because companies lack the skills to ensure that change can be sustained over time. Leaders might set out eagerly to raise product quality, but when production schedules slow and the pipeline starts looking sparse, they lose heart.*

They are expected to know content and pedagogy, develop engaging lessons that meet the needs of diverse learners, and use a variety of instructional strategies that will boost student achievement while they simultaneously develop positive relationships with, on average, students each day who are experiencing the personal, social, and cognitive challenges and opportunities of early adolescence Carnegie Council on Adolescent Development, ; Schmakel, Teaching is complex and cannot be reduced to discrete tasks that can be mastered one at a time. As Haberman suggested, this winning of the hearts occurs through very personal interactions, one student at a time. How can teachers engage students through enhanced personal interactions while simultaneously managing classroom climate and instruction? The purpose of this article is to suggest specific strategies that integrate knowledge and skills from education, counseling, and psychotherapy to help teachers develop a strong management system based on the development of personal relationships with students. These techniques are specifically adapted for use by teachers and more clearly delineate the nature of developing relationships and deepening them for the purpose of making education more effective. When surveyed about their goals, adolescents have claimed that academics and the completion of their education are important to them. However, repeated studies of sixth through ninth graders have shown interest in academics, motivation for academics, and academic achievement levels decline dramatically during early adolescence, and especially during seventh grade Carnegie Council on Adolescent Development, One of the keys to effective classroom management is the development of a quality relationship between the teacher and the students in the classroom. This significant statistic justifies further investigation into developing relationships. A critical component of developing relationships is knowing and understanding the learner. Teachers must take steps to learn and understand the unique qualities of middle grades students, who are at a crucial time in their development. Although they are good at disguising their feelings, they have been described as actually craving positive social interaction with peers and adults; limits on behavior and attitudes; meaningful participation in families, school, and community; and opportunities for self-definition Wormeli, Teaching middle grades students is unique in its demand for unconventional thinking; therefore, middle grades teachers must be willing to break the rules and transcend convention. The strategies that will be described for dealing with the most difficult of students are in many ways just that—unconventional. Teachers who adopt a relationship-building approach to classroom management by focusing on developing the whole person are more likely to help students develop positive, socially-appropriate behaviors. Research indicates that the most effective classroom managers do not treat all students the same. It is often these very students who create the most daunting challenges for teachers. Strategies for building relationships Teachers who truly understand young adolescent learners are best able to build strong relationships with students. Photo by Alan Geho According to Wolk , "Teacher-student relationships permeate the classroom, with relationships both helping and hindering learning and affecting everything from curriculum to choice of teaching methods. These strategies, though helpful, may still leave teachers struggling with the most difficult students. Ideas from the fields of counseling and psychotherapy can be applied to these classroom struggles. Rogers and Renard asserted that we need to understand the needs and beliefs of our students as they are—not as we think they ought to be" p. What follows are specific strategies from the fields of counseling and psychology that teachers can apply in classroom settings when dealing with difficult students. The strategies of empathy, admiring negative attitudes, leaving the ego at the door, and multicultural connections will be explored. In actual practice, empathy on the part of the teacher results in the student feeling understood. Empathetic relationships are especially important for difficult adolescents Bernstein, ; Mordock, Unfortunately in education, empathy is a concept largely misunderstood and even trivialized as a form of affection or caring. To the contrary, caring and empathy are not at all the same. Adler defined empathy as "seeing with the eyes of another, hearing with

the ears of another, and feeling with heart of another" p. The end result of having been shown empathy is that the person "feels understood. Teachers can best develop empathy for students when they are aware of their own personal and cultural biases. For example, a female middle grades student once told a disappointed teacher that things were really hard at home and studying was difficult. The teacher responded by saying, "Well, you have to get past it and study anyway. The teacher could have easily encouraged the student with an empathetic response such as, "It must be really difficult trying to study while listening to your parents fighting and wondering what is going to happen with your family. Such a response also would have encouraged the student to communicate with the teacher so that the teacher and student could brainstorm ways to keep the student on task with her various assignments. Admiring negative attitudes and behaviors At first glance, this approach would seem to violate all that we know about behavior modification, but it is based on a well established area of research called "positive psychology" Seligman, This approach looks upon negative student behavior as a skill he or she has been practicing and refining for many years. In the case of a manipulative female teen, for example, being manipulative might have been the only or best way of getting her needs met in her family. It is to be entirely expected that she would bring these same skills to school in an effort to meet her needs there as well. Rather than engage in a power struggle with such a student, a teacher should acknowledge the skill that the student has worked so hard to develop and then redirect it. Give her credit for all of the years she has practiced the skill. After acknowledging the skill, reframe the skill and then redirect it. It is important that this skill be applied with sincerity. Any hint of sarcasm could lead to further alienation between the student and the teacher. Let us extend the example of a manipulative, young adolescent girl. She is engaged in a behavior that, in all likelihood, annoys both adults and her peers. However, there is a skill that may be present in the girl that can be reframed as the "ability to influence people. If you used it in other ways, you may find more successful ways of getting your needs met. This skill could be valuable in certain careers, such as corporate management, sales, or even counseling. Another example of the application of this approach would be the case of a young adolescent who consistently displays the infamous "bad attitude. The goal is to display and announce defiance and, to a certain degree, independence. Instead of fighting the attitude, punishing it, or even ridiculing it, try admiring it, putting aside any disgust or exasperation. It is very well constructed, and I can tell you have been working on it for years. However, a large percentage of young adolescents respond to this tactic with a smile and a greater willingness to continue the discussion. Admiration is extremely rare in the lives of young adolescents, and we dare say, much rarer than love. To receive it from an adult is precious indeed, and it often inspires immediate loyalty and respect toward a teacher. When communicated genuinely and honestly, it also increases the level of perceived empathy from an adult. Disruptive behaviors, when displayed by a student who takes charge in his or her own way, can sometimes be reframed as great leadership skills. The teacher can ask the student to use those abilities to help lead the class. In the case of the disruptive class clown, the reframe would be along the lines of admiring the student, then reframing the clown act as natural comedic skill. A possible redirect could consist of a challenge to the student to use that skill in a creative way and in an appropriate setting that can be set up by the teacher according to the personality of the student. Leaving the ego at the door It is readily apparent that to follow this relationship approach, a teacher or school administrator must have the capacity to suspend the flaring up of his or her own impulses, issues, and negative reactions. Young adolescents are highly skilled at reading teachers and identifying the things that make them impatient, rigid, angry, and upset. Young adolescents often share insights with each other about what annoys teachers and school administrators. It is also an assessment of truly effective relationship-based teaching. Once a professional gives in to emotions such as anger, exasperation, or displeasure, his or her ability to function becomes impaired to a degree. It seems no one knows this better than some young adolescents, who may be quite aware of the effects they have on adults. When a teacher takes the comments and manipulations of students personally, interpersonal chaos is likely to follow. Thus, it is a good idea for a teacher to learn to suspend his or her own issues as they arise to "place them on the shelf," so to speak, to be addressed later. One of the hidden advantages of working with young adolescents is that they have much to teach us about our own reactions and habitual ways of interacting. All too often, the student becomes the teacher of lessons that may not be learned in any other context Hanna, Leaving the ego at the

door of the classroom is perhaps the most valuable suggestion we have to offer, along with showing empathy. Without this, however, empathy may never get a chance to emerge. Young adolescents closely watch the reactions of adults to see if they practice what they preach. For example, if Tom, a seventh grade student, erupts in class one day because he is being teased for being a "suck-up," a very typical teacher response is, "Just try to ignore what the other kids are saying. Demanding respect is not as effective as earning it, and how the teacher comports himself or herself has much to do with how he or she is viewed and respected by students. To successfully build relationships and apply the skills mentioned in this article, leaving the ego at the door can be viewed as a prerequisite. At various times, leaving the ego at the door can be connected to issues of culture as well. It is human nature for teachers, or anyone for that matter, to get upset when an adolescent pokes fun at a personally sensitive topic or issue. This is especially true when it comes to the topic of authority. Many teachers believe that they must have absolute authority in the classroom. They also believe that this authority comes automatically with their status as the teacher and does not necessarily have to be earned. When students question this authority by being non-compliant or engaging in disruptive behaviors, they may easily trigger an emotional reaction from the teacher see Dooner, et al. For example, Sammy, an eighth grade student, might say, "Why should I listen to you? I know a lot more than you do, and I know you have detention today. See me after school. This usually happens when the adult does not take the opportunity to examine his or her own vulnerabilities on a regular basis. If the teacher had taken the time to examine his or her own vulnerabilities, he or she might have said, "You sound like my mother. She wanted me to wear a starched shirt and tie every day and work in a big law firm. But I tell her I get to be a part of the lives of more than seventh graders" including yours, Sammy. What more power do I need? For example, a teacher who knows he is sensitive to students questioning his authority can anticipate that middle grades students will, in fact, question his authority. Such awareness can lead to the use of empathy or the admiration of negative behaviors, as previously discussed. Multicultural connections Developing relationships with students who come from culturally different backgrounds can be challenging and requires specific skills from new and experienced teachers alike Nieto, a, b, The recommendations for forming relationships made earlier in this article are essential when cultural differences are present. The challenges within the cross-cultural encounter lie in overcoming the additional barriers that prevent teachers from letting down their guard to empathize and develop stronger relationships with students. These barriers exist due to a fear of the culturally different, a lack of knowledge about the differences and similarities between cultures, persistent negative stereotyping, and general intolerance. To overcome these barriers and develop multicultural competence, a teacher must overcome his or her fears and unresolved issues regarding cultural difference.