

March 2021

Contact Us

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A message from our Director

How can we accommodate you further?

Dear Colleagues,

Critical Agendas takes pride in offering a variety of top of the range workshops and conferences.

However, we know we can still do more. If there are some areas that you believe we are not covering, please contact me via email rick@criticalagendas.com.au and I will investigate that area further.

Critical Agendas is always interested in providing a diverse range of topics that can cater to all sections of the Education sector. On that note, if you know of an A-Grade presenter who is energetic, gifted, goal –driven and has something interesting to deliver in a public speaking forum, Critical Agendas would love to speak with them.

Alternatively, if you believe you are that person, please make yourself known to me and we can have a chat. As teachers we must always remember; “ I alone cannot change the world, but I can cast a stone across the water to create many ripples”. Nothing gives me more pride and joy than when I come across some of those ripples.

Have a fantastic Term 1 and may good health remain with you.

Rick Vagnoni
Director
Critical Agendas

Greg Mitchell



If enthusiasm is infectious then Greg Mitchell is a great person to catch it from. Even after 40 years as a teacher Greg is still eager to engage whoever his audience is in the excitement and pleasure of learning new ideas. As an expert in new mindset creation and developmental learning, Greg has a wealth of teaching knowledge and the ability to present challenging new concepts in an entertaining, motivating and humorous ways that stimulates even the most difficult of audiences.

Highly skilled in classroom teaching strategies and conceptual development Greg creates Stunning

From the Presenters Desk

BEHAVIOUR COACHING?

“Hi, how are you this morning?”

This is called a greeting and it is the one of the most powerful teaching tools teacher can ever use. It is usually slightly provocative question designed to conversation.



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Here's five good ones...

- If you were made a teacher for a day, which subject would you want to teach?
- Is there anyone at school that you would like to get to know better? Who is it?
- On a scale of 1 to 10, how strict are your parents?
- If you could have an unlimited supply of any food for the rest of your life, what would it be and why?
- If someone gave you \$1,000 and said you had to give it to charity, which charity would you choose and why?

I know it's back-to -front.
You can only read it when you look in the mirror!

My question for you today is “How good are you at behaviour coaching?”

This seems like a weird question to ask a teacher because as soon as you ask it, your mind swings to sport. This type of coaching does not involve sport at all.

Behaviour coaching is what you do one on one with complex students when you are not teaching.

Put it this way when you teach you impart knowledge, deliver lessons interpret a curriculum, control the class, and make assessments on how well a student has done when they are learning the curriculum. Usually, we teach on mass or with a small group. When we teach we have a lesson plan or an agenda or some content or a curriculum to work with.

keynote addresses,
Interactive
workshops, Engaging
student
presentations and
Totally absorbing
classroom
demonstration
lessons.

Behaviour coaching is distinct from that in that it looks at what teachers do to ensure that the students in their care develop a set of positive behaviours that enable them to succeed.

Good behaviour coaching begins well before students reach the classroom. It happens when teachers greet students before school, or in the playground or in the corridor and it always revolves around a simple conversational sequence which goes...

GREET..... SERVE RETURN VALIDATE

That is noticing a student and engaging them, starting a conversation, actively listening to their response and sometime later, validating the conversation by returning to the conversation and acknowledging what they said.

This is one of the big building blocks of neural development.

Harvard's Centre for the Developing Child says of it...

"Serve and return interactions shape brain architecture. When an infant or young child babbles, gestures, or cries, and an adult responds appropriately with eye contact, words, or a hug, neural connections are built and strengthened in the child's brain that support the development of communication and social skills."

This phenomenon should not stop or slow down as student's age, as it is absolutely essential when we are looking at how to intervene with students who struggle.

Often teachers become upset when students lack participation in lessons and become irritated by the student's inability to participate in group activities and the fact that discipline and punishment fail to work.

These teachers become disappointed by the fact that they put a lot of effort into great lessons and get extraordinarily little in return for the effort.

This is where behaviour coaching comes in.

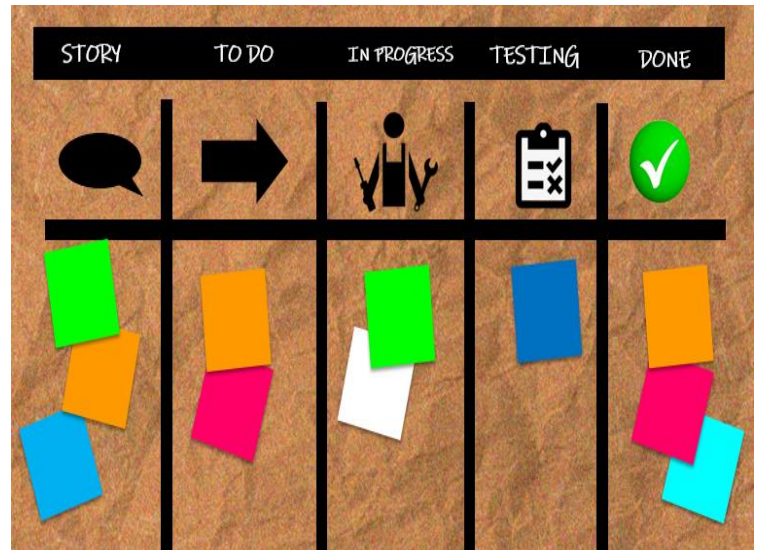
Good behaviour coaching is a proactive and organised strategy to target hard to reach students. It involves focussing in on complex kids that you believe could change and improve - you know the type; poor behaviour /lots of potential/drives some teachers mad.

Make a list and summarise their story on a post it note. Order them in terms of strategic importance. (Usually driven by how many teachers they are driving crazy!)

Put them on a Kanban Board (Japanese for Billboard) so you can track their progress.

Then start the coaching process.

First engage the student and establish the Greet /Serve/Return/ Validate procedure as often as you can wherever you can.



Believe that their behaviour...

- Is a symptom.
- Is communication.
- Has a function.
- Occurs in patterns.
- Can be changed.

Then look, think, influence, and follow through.

Behaviour coaching works, particularly when it is coordinated across a year level and focusses on what students can do rather than being failure driven.

So try these questions out.

- What are your best hopes for today?
- What needs to happen for you to leave school thinking it was worthwhile?
- How will you know things are “good enough”?
- What needs to happen so your relatives/ friends/other students can say, “I’m really glad you went to school today?”

Have an awesome day - COACH.

Greg has scheduled [Coaching the Complex Boys in your Class](#) for the 29/04/2021 He also has more of his amazing programs available in the list below for Term 1

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Upcoming March Webinars

- 02/03/2021 [Behaviour Management for New and Beginning Teachers](#)
- 03/03/2021 [Effective Strategies for Teaching Students with Dyscalculia](#)
- 04/03/2021 [Restorative Practices - An Introduction](#)
- 04/03/2021 [Effective Strategies to Maximise Learning for ASD Students](#)
- 05/03/2021 [Understanding Anxiety and Resilience in your School](#)
- 09/03/2021 [Concept based learning in IB Language A: Language and Literature courses](#)
- 09/03/2021 [Positively Better Behaviour in your School](#)
- 11/03/2021 [Managing and Responding to Extreme Behaviours](#)
- 11/03/2021 [Making Maths Dyslexia Friendly](#)
- 12/03/2021 [How to inspire the best writing from your students](#)
- 12/03/2021 [Developing Indonesian speaking and writing skills in the Middle School](#)
- 15/03/2021 [Brilliant Strategies for Early Career Teachers](#)
- 15/03/2021 [Systematic Synthetic Phonics](#)
- 16/03/2021 [Developing your Front of Office Communication and Relationship Skill](#)
- 16/03/2021 [Developing assessment tasks in Languages](#)
- 17/03/2021 [Creating Purposeful Individual Education Plans](#)
- 17/03/2021 [The Tools for a Superb Essay](#)
- 18/03/2021 [Year 12 English: Practical Strategies for Improving Student Essay Writing](#)
- 18/03/2021 [Supporting EAL students in mainstream Secondary Science and Maths classes](#)
- 19/03/2021 [Are you struggling to engage middle school students in the maths classroom?](#)
- 19/03/2021 [Building Classroom Discipline in the Wake of New Challenges](#)
- 22/03/2021 [VCE English Literature 2021](#)
- 22/03/2021 [Achieving Quality in Drama](#)
- 23/03/2021 [Emotional Intelligence: The Secret to Superior Leadership](#)
- 24/03/2021 [Tech for Teachers](#)
- 24/03/2021 [Behaviour Management for Middle Managers and Coordinators](#)
- 25/03/2021 [Attitudes, activities and assessments that move 'Beyond the text response essay!'](#)
- 25/03/2021 [Increasing Student Learning Using Metacognition](#)
- 26/03/2021 [Set up your students early to perform brilliantly in exams](#)
- 26/03/2021 [Making Differentiation Manageable in English](#)
- 29/03/2021 [Catering for the Most Gifted Students across the Curriculum](#)
- 30/03/2021 [Managing Front of Office Conversations, Conflict & Cranky People](#)
- 30/03/2021 [Spelling Made Easier](#)
- 31/03/2021 [Dyslexia - Practical Skills and Ideas to use in the classroom](#)
- 01/04/2021 [Making Languages memorable: Activities to improve students' memory](#)

You can register at www.criticalagendas.com.au