



The Teacher's Playbook: Practical Pedagogy for Classical Educators with Jerilyn Olson

Lecture 5: Responding in Love

Outline:

How teachers respond to mistakes will affect the classroom culture. Responding in love allows for the correction of the mistake and a reinforcement of trust with the student.

Harvest and Prune

- Precise praise or expressing gratitude can help call a class to order.
- You should lead with and acknowledgement of what is good.
- Mistakes are opportunities to grow but it is dependent on how the teacher reacts.

Response

- Responding to behavior in love should focus on what is right and good rather than pointing out what is wrong.
- Responses for addressing misbehavior in love include:
 - Positive framing
 - Simple interventions
 - Seek to understand
 - Respond with empathy
 - Appropriate and consistent consequences

Positive Framing

- It is more effective to use positive word; for example: instead of do not hit say use gentle hands

The diagram consists of two vertical panels. The left panel is light gray and labeled 'Negative Framing' in white text. It contains two examples of negative teacher responses. The right panel is dark blue and labeled 'Positive Framing' in white text. It contains two examples of positive teacher responses. A white arrow points from the negative framing panel to the positive framing panel, indicating a shift in perspective.

Negative Framing	Positive Framing
<p>You're being too loud!</p> <p>"I need three people. One more student doesn't seem to understand the directions, so now I need four. Some people aren't listening. I'm waiting, boys. Don't make me give detentions."</p>	<p>Please use indoor voices</p> <p>"I need three people. Make sure you fix it if that's you! Now I need two. We're almost there. Ah, thank you. Let's get started..."</p>
<p>"Not everyone has begun yet. Do you need me to help you think of a topic, Jamie? Marcus, I asked you not to stop. Class, this is not an optional activity."</p>	<p>"Ok, here we go! I see pencils moving. I see those ideas rolling out. Jamie's ready to roll. Keep it up, Marcus!"</p>

Simple Interventions



- If a student needs additional intervention use the lowest powered level of action

Corrective Interventions

1. Walk toward the student.
2. Stand close to the student.
3. Make eye contact and give a shake of the head.
4. Place a gentle hand upon the student's shoulder.
5. Make a short statement indicating disfavor.
6. Change the student's location with a whisper.
7. Make a clarifying statement.
8. Use an I-message.
9. Set limits.
10. Provide choices.



- When giving student choices either choice should be acceptable to the student.
- If we use every experience as a teaching moment the student will start seeing everything as a learning opportunity.

Behavior requiring more than a simple correction

- Try to understand more about what is happening.
 - Are the directions clear?
 - Does the task make the student uncomfortable so they avoid it?
 - Is the child sick, hungry or tired?
 - Is there a problem in the child's home?
- Children have a strong sense of justice and they want to know they have been heard and will be treated fairly.

Empathy

- Empathy can diffuse a situation and should be the first response after gathering more information
- Teachers should keep their response short, simple and repetitive.

De-escalation Training

- Proxemics: being aware of the student's space. Do they need to be held close or do they need space?
- Kinesics: how is our body language, stance position or movement conveying openness or trust.
- Haptics: communication through trust
- Paraverbal cues: our tone, volume or cadence of our speech
 - It is not just what we say but how we say it.



- This can either create a sense of trust/love or it could create a sense of anxiety.

Consequences for behaviors

- Consequences should be closely tied to the action as possible.
- Natural consequences from the action would be ideal if not a logical consequence.
- An effort should be made to have the student make amends for the action.
- Put the thinking of a response on to the student and allow them to come up with one. The teacher does need to determine the appropriateness of that response.
- Conversations concerning discipline should always be done in private and with a loving tone. Do not publicly humiliate the child.
 - “Punishment and correcting should never be insulting. It should be undertaken in accordance with what is useful to the republic, not to the one who administers the punishment or reprimand....

Our prayer should be that those in charge of the republic be like the laws which are led to punish not through anger but through fairness.” - Cicero De Officis

- Consequences should be fair but recognize they may need to vary by the student and the situation.