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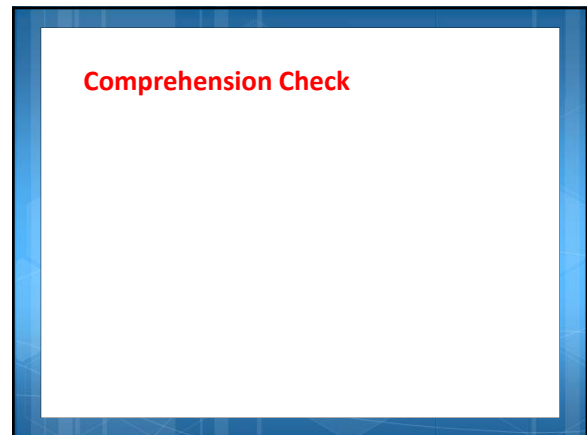
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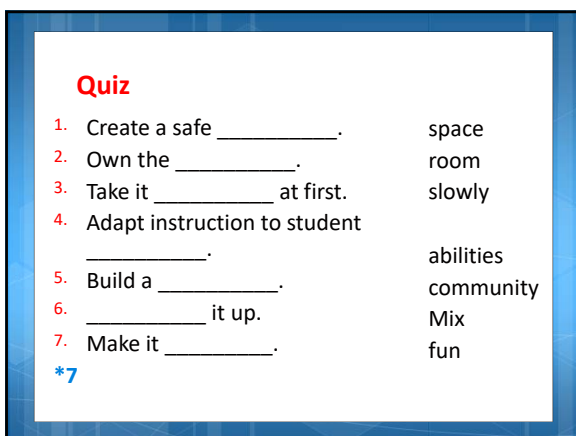
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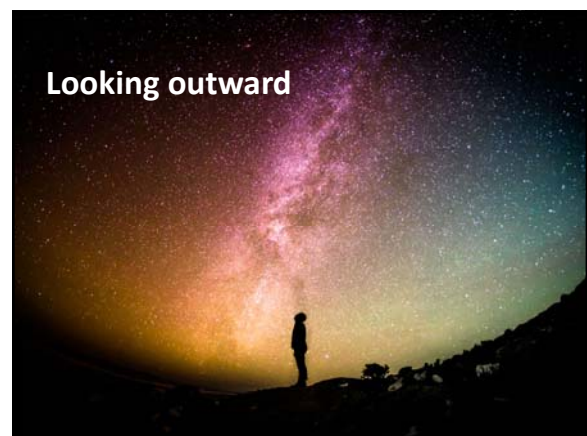
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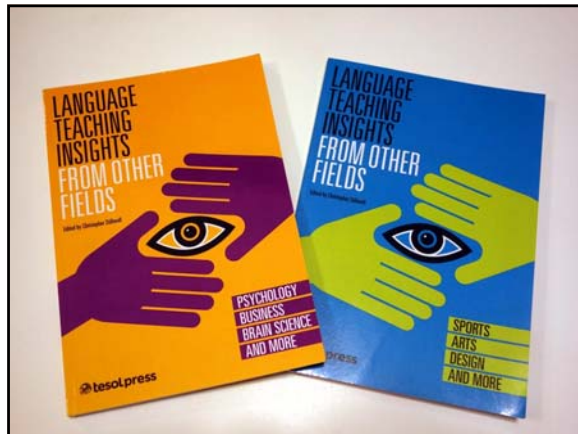
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How would a ...

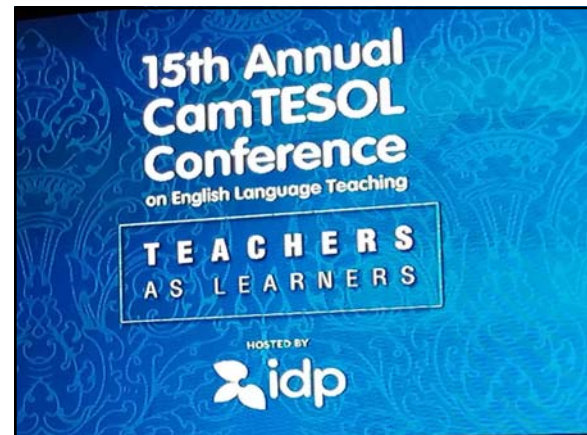
a project manager	plan a lesson?
a business school professor	teach discussion skills?
a bartender	create a safe, social classroom environment?
a restaurant reviewer	critique student writing?
a whitewater kayaker	teach a language class?

— Stillwell 2013, 2015

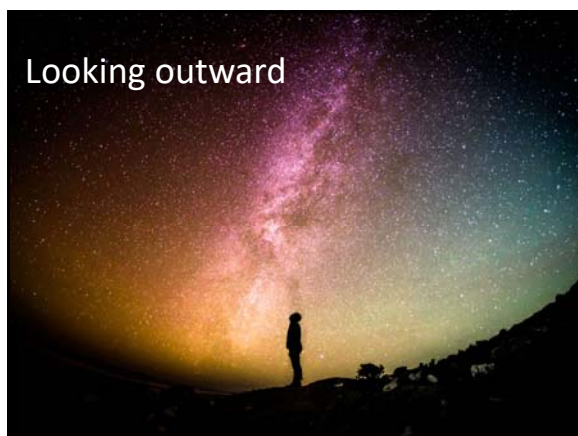
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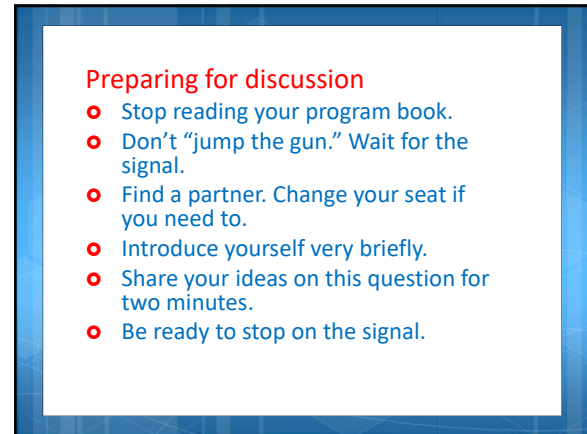
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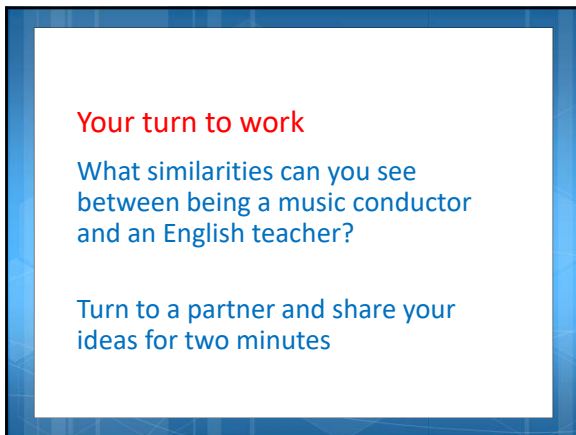
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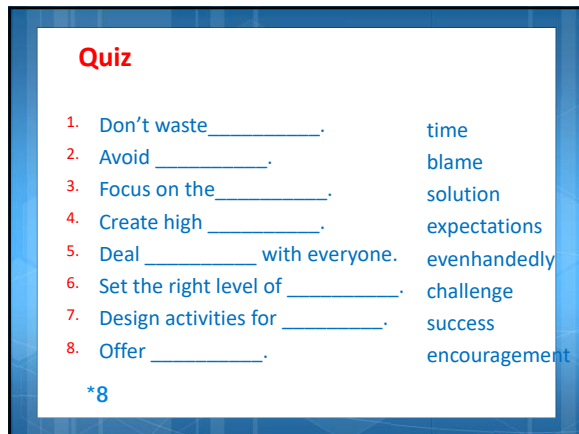
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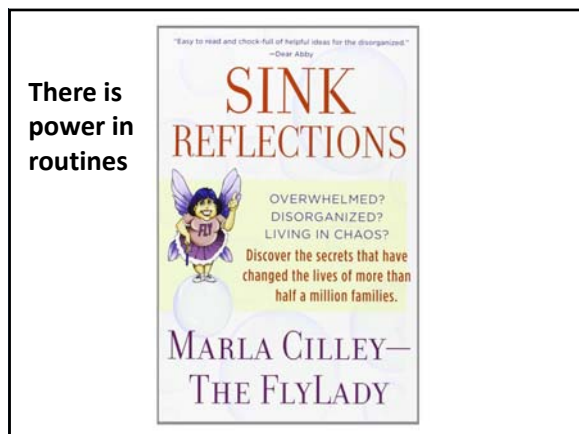
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Quiz

1. There is p_____ in r_____.
2. Celebrate s_____ s_____.
3. Sometimes you have to be a d_____ s_____.
4. Be k_____ to y_____.

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Answers

1. There is power in routines.
2. Celebrate small successes.
3. Sometimes you have to be a drill sergeant.
4. Be kind to yourself.

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Your turn to work

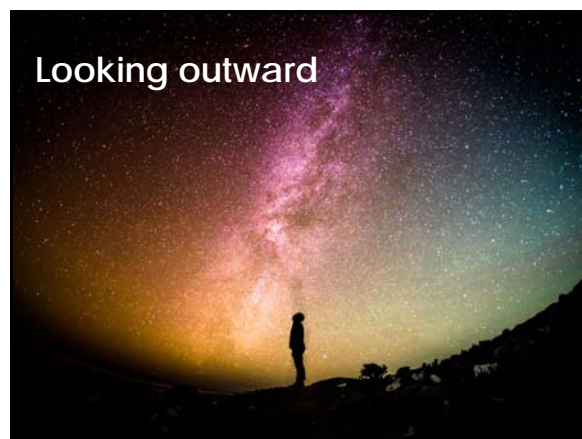
Think of a person from another field whose work you admire....

- What do they do?
- What makes them effective in their work?
- What could you use in your classroom?

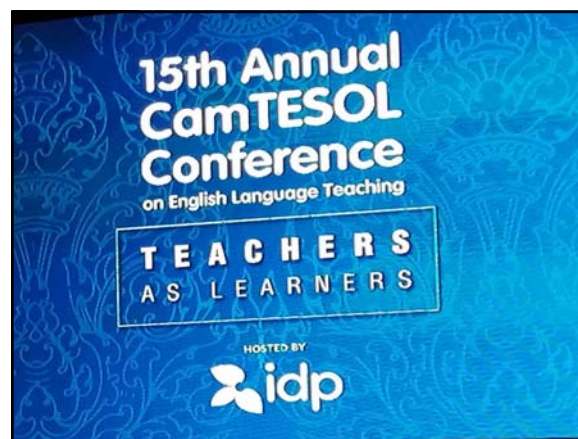
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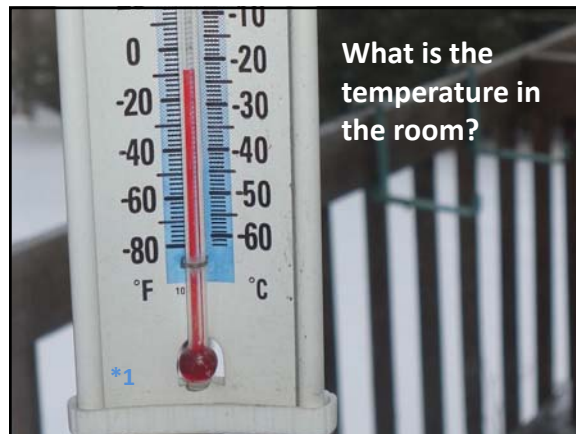


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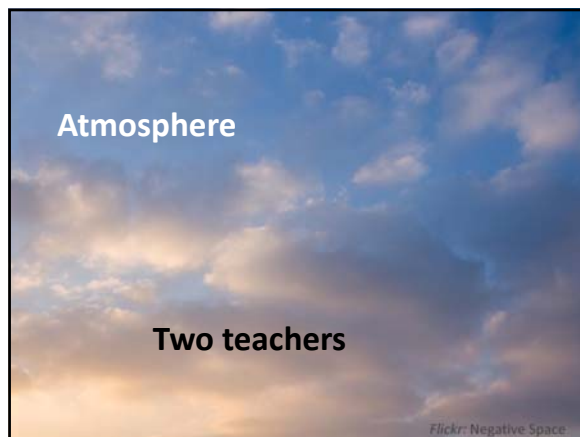
Looking
inward

43



What is the
temperature in
the room?

44



Atmosphere

Two teachers

Flickr: Negative Space

45

And have not love . . .

If I speak in the tongues of men or of angels, but do not have love, I am only a noisy gong or a clanging cymbal. If I have the gift of prophecy and can understand all knowledge and if I have faith that can move mountains, but do not have love, I am nothing. If I give everything I have to the poor, but do not have love, I gain nothing.

—1st Letter of St Paul to the Corinthians, Chapter 13

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And have not love . . .

If I speak a foreign tongue
With near-native pronunciation
With impeccable grammar
And a rich idiomatic vocabulary,
But have not love . . .
If I have sophisticated discourse strategies
And intercultural competency,
But have not love . . .

—Smith & Carvill, (After 1st Corinthians 13)

47

I love Spanish !

—Nunan, quoting his daughter in Arnold & Murphy, 2015

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Atmosphere

"My conclusion is that we teachers create a personal atmosphere in our classes, that it is perceivable to everyone except ourselves, that it makes a difference to the learning that takes place there, and that it is difficult to get a strong impression of what our own atmosphere 'tastes' like to others." —Underhill in Arnold & Murphy, 2015

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Your turn to work:

- Recall a classroom you've been in as a student. Think about the teacher. What sort of an "atmosphere" did that teacher give off? Was it positive or negative? How did it help or hinder your learning?
- Share your experience with a partner.

50



51

Atmosphere

".. . we seem to have a blind spot for our own personal psychological atmosphere, though not for the other's, albeit seen through our own filters."
—Underhill in Arnold & Murphy, 2015

52

Class observations and performance appraisal

What is on the class observation checklist ?

53

Language study as a human experience

"Language study is inevitably a total human experience; writers and teachers ought therefore to act as though it is." —Stevick, 1971

54

Sending unconscious messages

"... I believe that the most important teaching we do is that which is often called modeling—the unconscious messages we send merely by acting the way we act."

— Clarke, 2003

55

Looking inward



56

Who is the self that teaches?

- The question we most commonly ask is the "what" question – what subjects shall we teach?
- When the conversation goes a bit deeper, we ask the "how" question – what methods and techniques are required to teach well?
- Occasionally, when it goes deeper still, we ask the "why" question – for what purpose and to what ends do we teach?
- But seldom, if ever, do we ask the "who" question – who is the self that teaches? How does the quality of my selfhood form – or deform – the way I relate to my students, my subject, my colleagues, my world?

*4

—Palmer 1997

57

Truthful Tuesday



58

On being screwed up

"Everyone is screwed up, broken, clingy, and scared, even the people who seem to have it more or less together. They are much more like you than you would believe. So try not to compare your insides to their outsides." — Anne Lamott, 2015

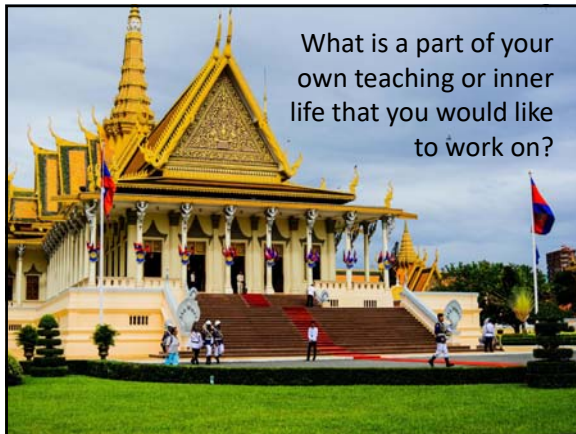
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Resistance to change

"Dedicated and hard-working teachers attend conference workshops and pursue advanced degrees in order to improve their teaching, but they avoid taking risks in their classrooms to try out new techniques, observe other teachers, or work with coaches to explore new ways of engaging students. "

—Clarke in Arnold & Murphy, 2015

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Complex problems and simple answers

"For every complex question there is usually a simple answer
—and it's usually wrong." —H.L. Mencken

63

Are you focusing more on the problem or on the solution?

64

Solution focused questions

- 1) What are your best hopes?
- 2) What difference would that make?
- 3) What is already working in the right direction?
- 4) What would be the next sign of progress?
What would the next step be?

Fredrike Bannink: 1001 Solution-focused questions

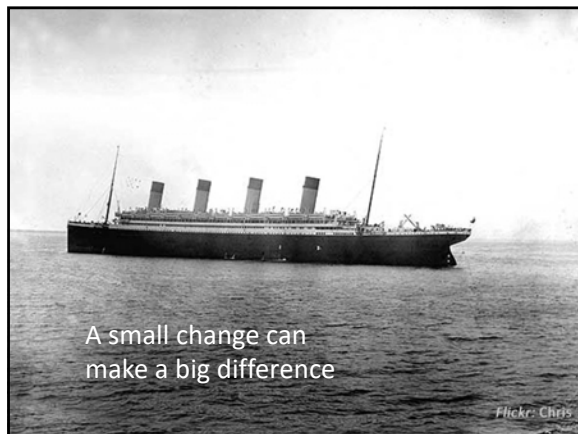
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Problem focused vs. solution-focused

Problem-Focused	Solution-Focused
Looking for faults is important	Designing solutions is important
The past is important	The future is important
Big changes are needed	A small change is often enough
Resources must be acquired	Resources are already present
Insight into or understanding of the problem is a precondition	Insight into or understanding of the problem comes with or after the change

—Bannink

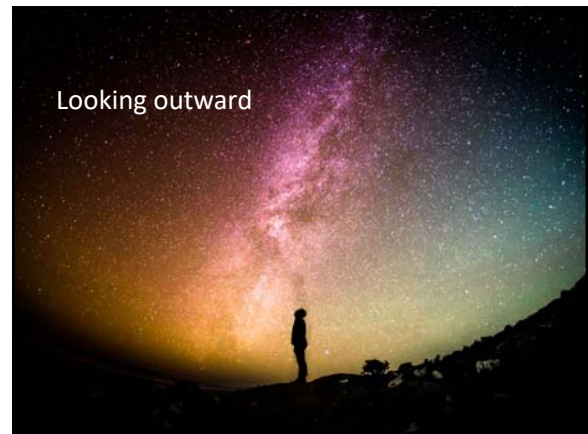
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A small change can
make a big difference

Flickr: Chris

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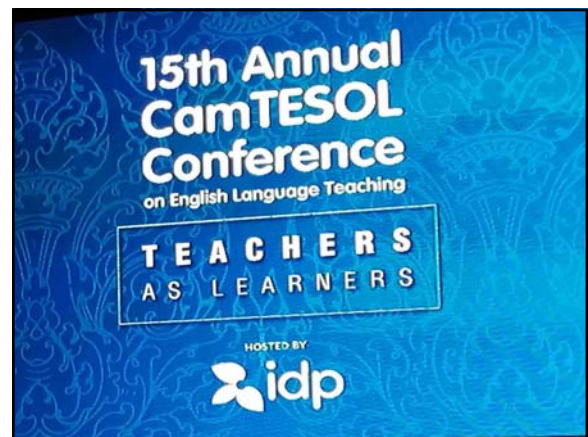
Looking outward

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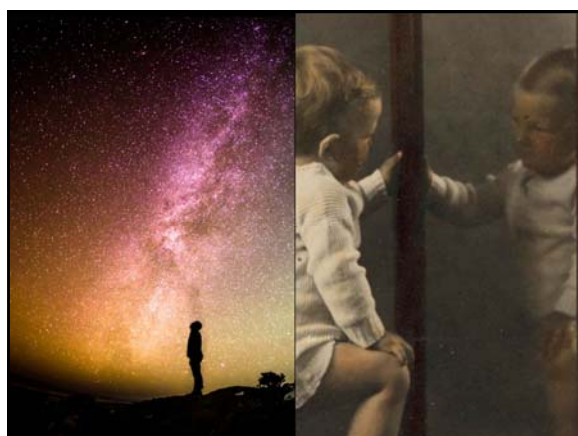


Looking inward

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Solution focused questions

- 1) What are your best hopes?
- 2) What difference would that make?
- 3) What is already working in the right direction?
- 4) What would be the next sign of progress? What would the next step be?

Fredrike Bannink: 1001 Solution-focused questions

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The Journey

"It's like driving at night with the headlights on. You can only see a little ways ahead of you, but you can make the whole journey that way." — E.L. Doctorow

75

Easy / Hard

"Even in a lesson that looks perfectly simple to you, the number of new things to trouble a beginner is surprising." —Stevick

76

Unplugging

"Almost everything will work again if you unplug it for a few minutes, including you." —Lamott, 2015

77

The most important words

The four most important words in any organization are . . .

"What do you think?" —Peters

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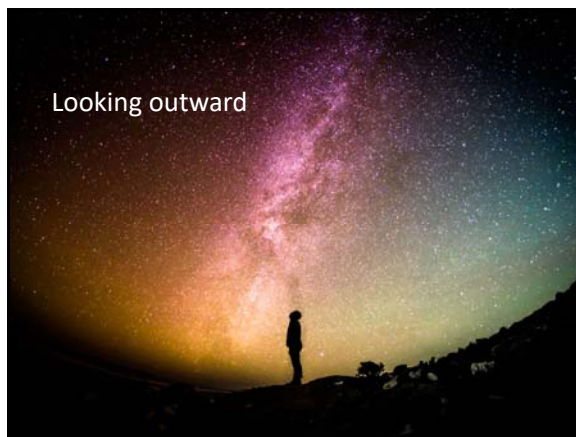
Advice

If you try to pull a stamp off of an envelope
You are likely to tear it.
But if you hold the stamp, and pull the envelope away from it,
The stamp will not tear.
This really works.
Try it sometime!

People are like that, too.
You can take a lot away from me
If you will leave me as I am,
But if you try to pull me away
From something that I have stuck myself to,
It will be hard for you, and very hard on me.
I hope you won't forget this next time.

—Stevick, 1977 *Short Texts for Intermediate and Advanced Students of English as an Additional Language*

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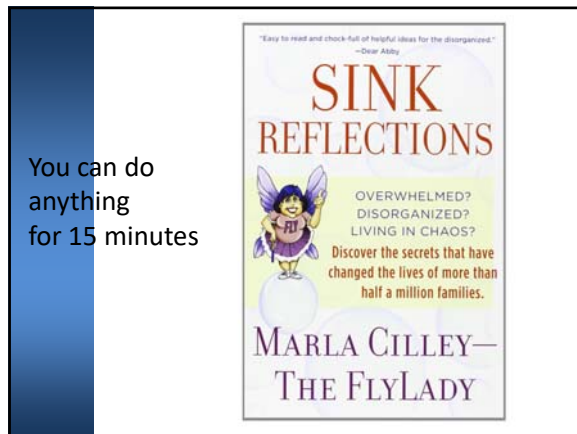
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You can do anything for 15 minutes

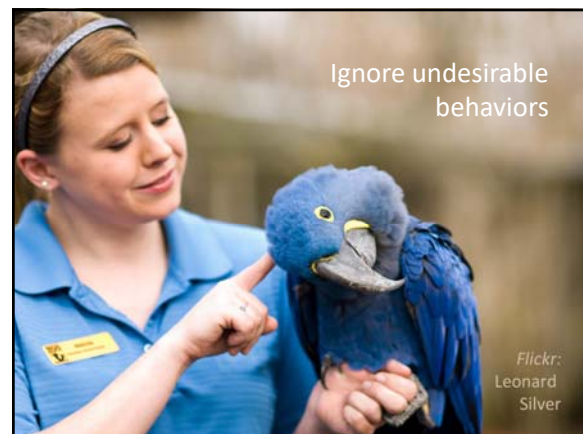
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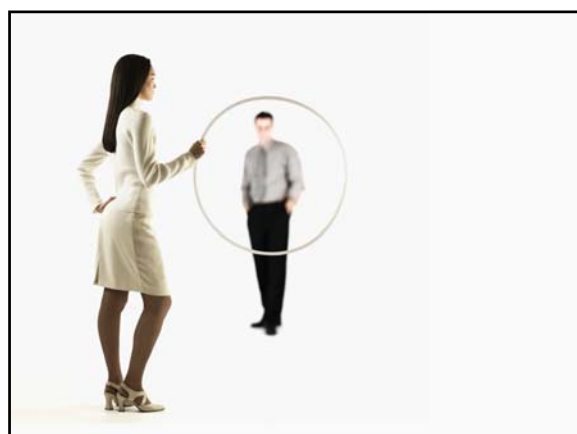
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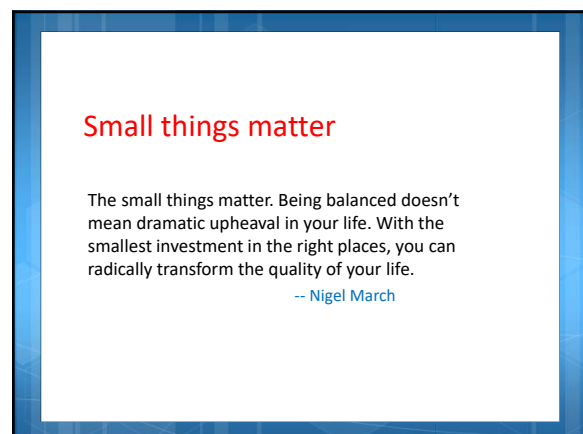
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Teacher as psychologist

"Every teacher is in his own way, a psychologist. Everything he does, says, or teacher has . . . a psychological impact. What he offers helps children to discover their resources and their limitations. He is the central figure in countless situations which can help the learner to realize and accept himself or which may bring humiliation, shame rejection, or self-disparagement." —Jersild, 1955

97

A larger purpose

Somewhere in those deep recesses of your mind and emotion you are guided by a sense of mission, of purpose, and of dedication to a profession in which you believe you can make a difference. Your sense of social responsibility directs you to be an agent for change. You're driven by convictions about what this world should look like, how its people should behave, how its governments should control that behavior, and how its inhabitants should be partners in the stewardship of the planet.

—Brown 2007

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A "living contradiction"

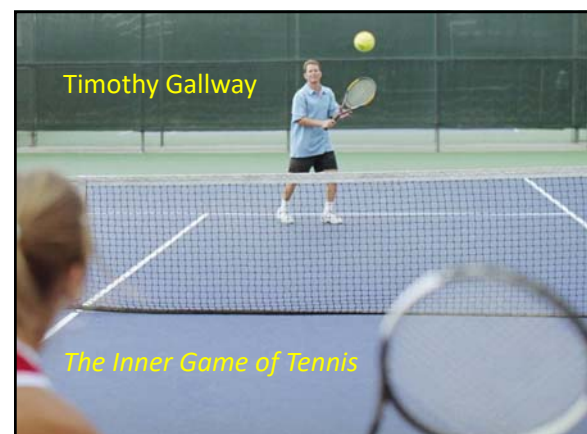
"It is one thing to see and articulate one's values as they develop and move in and out of view, and another to connect them with one's practice in life. Whitehead (2005) writes of the moment when we find that our practice contradicts our values, and of the consequent experiencing of our selves as a 'living contradiction', a potentially creative state and an impetus for inquiry." —Underhill in Arnold & Murphy, 2015

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Resistance to change

"There is really only one riddle – why do we resist change? Or perhaps we should say, 'How do we manage to resist changing even when we are currently engaged in promoting change?' In spite of the fact that we are sincere in our resolve to change, we nevertheless sabotage our own efforts and frustrate ourselves and others as we fall short of proclaimed goals." —Clarke in Arnold & Murphy, 2015

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Gallway – Inner Game of Tennis

- Watch it change; don't do the changing.
- Self 1: the critic
- Self 2: the do-er
- Self 2 doesn't actually listen very well to self 1

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Gallway – Inner Game of Tennis

The Usual Way of Learning	The Inner Game Way of Learning
Criticize or judge past behavior	Observe existing behavior nonjudgmentally
Tell yourself to change, instructing with word commands repeatedly	Picture desired outcome
Try hard; Make yourself do it right	Let it happen! Trust yourself!
Critical judgment about result leads to a vicious cycle	Nonjudgmental, calm observation of the results leading to continued observation and learning

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The riddle of mixed methods

"Stevick put forth a riddle, which I can summarize as follows: you can have two quite different methods, Method A and method B, based on different assumptions about how people learn, yet one teacher gets excellent results with A and another gets comfortable results with B. How is this possible?" —Underhill paraphrasing Stevick, 1976 in Arnold & Murphy, 2015

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Atmosphere

- Two approaches . . . same outcome but . . .
 - Same lesson . . . different outcomes
- Adrian Underhill

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