

<u>Meeting/Project Name:</u>	2018 NAN TIEN TEMPLE SRE WORKSHOP		
<u>Date of Meeting:</u>	20/1/18 - 21/1/18	<u>Time:</u>	10.00am - 5.00pm
<u>Minutes Prepared By:</u>	Renee Dyson	<u>Location:</u>	Nan Tien Temple

1. CHILD PROTECTION AND BEHAVIOUR MANAGEMENT

Alison Rourke – Principal of Buxton

Child Protection Training

Completed by workshop attendees.

Behaviour Management

- There should be no distractions: e.g. place any items to the side (i.e. fruit etc.) and they can collect when they leave. Do not be afraid to manage the classroom as you see fit.
- Note: You should not be left alone in the room – you are not a trained teacher. Someone should be monitoring.
- Be sure to speak to a supervisor if you have any issues – do not be afraid to speak up.

10 TIPS:

1. Strong Teacher Student Relationships Are Crucial

- Most important thing is building relationships with the children.
- Often in a class environment, you have one difficult child that will stand out. Discover this child and build a relationship with them. Ask them questions so they feel like you want to get to know them: How are you? How was your weekend? How was football? (or whatever they seem interested in).
- You don't often have time to manage bad behaviour. Feel confident to remove children from scripture classes if necessary. Don't be afraid to speak out.
- Be sure to maintain the class within the first two lessons specifically, otherwise things may get out of control.

2. With-It-Ness

- Constantly make eye contact, never turn your back on a child.
- Children are likely to misbehave if they don't think you can see them.

3. Structure Your Teaching

- Allow children to be part of lessons, involve them in learning to peak interest.
- Be sure you have an aim for that day's lesson.
- If you have a lesson that is structured and set, you most likely will not lose their attention.
- Important: Be organised. The lesson plans are concise and well-thought out – use this to your benefit.
- Option of having individual work books in class: Irene recommends to leave books with teaches, as they will be safest.
- There are about 7 minutes maximum of talking before you will lose a child's attention.

4. Nip Small Problems in the Bud

- Praise children who are doing well (good manners etc.). In time other children will follow.
- Important to nip even minor bad behaviour in the bud before it becomes worse, i.e. you may think to overlook a child swinging on their chair only slightly, but it's important to make a note of small things such as this to maintain cohesion and structure in the class room.
- Note: Kids misbehave because they want your attention!

5. Group Reinforcement

- Give group rewards to encourage disobedient children to be involved. Disobedient children will feel left out, and therefore be motivated to join in.
- Important to let children know 'these are the expectations that I have', reinforce them in every class so they become second nature.

6. Individual Reinforcement

- Positive behavior for learning – the best learning occurs when children are on task.
- If there is that one child doing the right thing, then they deserve to be recognised.
- Be aware of the habit of rewarding disobedient kids when they do something good. Do not focus on them, as you may fail to remember the children who have exceptional behavior all the time.
- Note: Option of prizes for good behaviour.

7. Routines

- The structure of the lesson plan will be the same every week, encouraging the smooth running of the lesson and cohesion with children who benefit from routine.
- Note: Entering the classroom is particularly important in terms of routine – encourage them to do the same action/s when entering the classroom each week.

8. Rules

- The school and classroom MUST have rules.
- Establish your own rules for the classroom, around three or four, i.e. use manners, don't run around the classroom, use 5 L's etc.
- Have those displayed in the classroom, make sure they are easy to see (piece of paper, cardboard at the front). Remind the children consistently.
- Ask children what they think the best rules would be for scripture class (remember to include them in all aspects of the session).

9. Emotional Objectivity

- It is standard that buttons will be pushed, the best option is to remain calm and peaceful and objective at all times.
- Don't be shy in asking other teachers for assistance.

10. Consequences or Punishments

- Extremely important to have a consequence side.
- Non Verbal cue to start with: Shaking head or finger etc.
- Give positive verbal feedback to another child in the hope that said misbehaving child will improve.
- Sending children out is not advisable due to lack of control of the situation.

- Ideally, the best consequence/punishment is to have them miss out on a particular activity etc.
- Note: If you don't follow up, if you don't put a consequence in place, they will continue, in addition to others that will end up joining in.

2. PLANNING A SUCCESSFUL LESSON-THEORY AND PRACTICE

Carolyn Minchin – Education and Wellbeing Coach

- Reference Book: Park J Palmer – ‘The Courage to Teach’.
- Teaching is a very unpredictable and brave profession.
- Scripture class is an opportunity to step aside from the rigorous expectation in the classroom – you have the opportunity to bring the heart of Buddhism into the classroom.

Acceptance and Commitment Therapy:

“Acceptance and commitment therapy (ACT) is a form of counselling and a branch of clinical behavior analysis. It is an empirically-based psychological intervention that uses acceptance and mindfulness strategies mixed in different ways with commitment and behavior-change strategies, to increase psychological flexibility. The approach was originally called comprehensive distancing. It was begun in 1982 by Steven C. Hayes and was first tested by Robert Zettle in 1985, but was built out into its modern form in the late 1980s. There are a variety of protocols for ACT, depending on the target behavior or setting. For example, in behavioral health areas a brief version of ACT is called focused acceptance and commitment therapy.

The objective of ACT is not elimination of difficult feelings; rather, it is to be present with what life brings us and to "move toward valued behavior". Acceptance and commitment therapy invites people to open up to unpleasant feelings, and learn not to overreact to them, and not avoiding situations where they are invoked. Its therapeutic effect is a positive spiral where feeling better leads to a better understanding of the truth. In ACT, 'truth' is measured through the concept of 'workability', or what works to take another step toward what matters (e.g. values, meaning).”

The Four Immeasurables: Loving Kindness, Compassion, Appreciative Joy, Equanimity.

- **Outcomes:** provide clear statements of the knowledge, understanding and skills expected to be gained by most students as a result of effective teaching.
- **Indicators:** of learning in religious education: 'A student's personal faith is not the subject of assessment or reporting within religious education'.

Cognitive Indicators – Examples:

The student can explain...

The children can interpret...

The children can apply...

Affective Indicators:

The student can justify as personal position with...

Quality Teaching Framework:

1. Intellectual Quality

Deep knowledge

Deep understanding

Problematic knowledge

Higher-order thinking

Metalanguage

Substantive communication

2. Quality Learning Environment

Explicit quality criteria

Engagement

High expectations

Social Support

Students' self-regulation

Student discretion

3. Significance

Background knowledge

Cultural knowledge

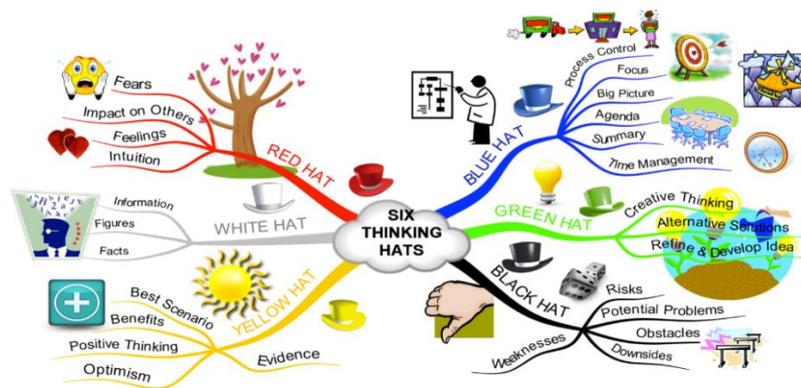
Knowledge integration

Inclusivity

Connectedness

Narrative

Integration – De Bono’s Hats:



- Remember, there are different ways of learning: consider the lesson as there are diverse cognitive styles in the class.
- **Mindfulness in education:** Everything that happens to us affects the way the brain develops. The wire-and-rewire process is what integration is all about: giving our children experiences to create connections between different parts of the brain” – ‘The Whole Brain Child’ – Dr. Dan Siegel.
- Note: always refer to Scope and Sequence when completing a lesson plan – it will be very difficult to achieve what is needed without.
- Note: draw on children’s experiences and relate it back to the Scope and Sequence.

3. INTRODUCTION TO SCOPE AND SEQUENCE

- A 40 week program.
- Interactive, enquiry-based learning – teaching children how Buddhism can change their lives.
- Syllabus documents give us an overview, the Scope and Sequence is created for depth and fluidity – each term is structured and flows from one week to the next.
- Important: Scope and Sequence can be used as a guideline, you can introduce your own activities.
- It’s vital to realise that the outcome is a process that develops over many years.
- The outcomes and indicators are not perfect. Revision and feedback are necessary. In this sense the scripture leaders will be teaching and learning at the same time.