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Youth

Craig Jennings



Optimism and Enthusiasm







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“If it was easy everyone would be doing it”

Denis Pagan







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Example of a day teaching youth - Relentless

- Pregnancy
- Conflict – girls
- Teach (4 hours)
- Complaints
- Teacher debrief
- Stolen phone
- Discipline procedure
- Letter to the court
- Bullying incident






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Distance of time – Ageing workforce

- What can be achieved in the next 10 years?
- You may have the same teaching time ahead as passed
- What were your defining moments? – Replicate them / recreate them





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Less barriers to achieve

- You are more experienced
- More credible
- More secure

Late Bloomers

- Colonel Sanders – 65
- John Glenn – 77
- Ray Kroc – 52
- George Foreman - 45





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## Ray Kroc



"I was 52 years old. I had diabetes and incipient arthritis. I had lost my gall bladder and most of my thyroid gland in earlier campaigns, but I was convinced the best was ahead of me."

Source: <http://www1.riles.k12.mi.us/hitbpa/1960a.htm>



## CGEA YOUTH



- Barriers
- Immaturity
- Low self esteem
- Drugs
- No Family Support
- Not enthusiastic
- Uncooperative
- Financial
- Social
- School History
- Failure
- Absenteeism
- Bullied / Bullier
- Poor listening skills
- Poor reading / writing skills
- Bored easily
- Not academic
- Told off 10,000 times

*They don't think their disaffected*



## Generation Y



- Largest generation group
- Impatient (Text)
- Choice – vote off, vote for, education options
- MTV (fast paced)
- Minimalists
- Comfortable with technology
- Latch key children
- Societal change (swearing etc) Credit dependant
- Loyalty to a company needs to be rewarded



*How are you rewarding Gen Y students?*



## Gen Y and teaching



Brought up on videos, computers and the internet

**Motivation** is at the core of teaching

Education is not so obvious a ticket to a successful future

Problem of **engaging** students

Lot of **old methods** are not working

Teaching delivery needs fine tuning

Being **innovative** is particularly important

Fear and guilt are not motivators



## Teaching Gen Y – Rule 1.



Focus on:

Rapport

Relationships

Communication



## Rapport - feedback



Spend 10 minutes asking students what they enjoy and what they are good at;

Once you get to know them more they will put more into it for you



## Gift of significance

Once you have given this gift, students will respond to you.



## Rapport - Initially



- "Each to their own ability".
- It is crucial that I understand immediately everyone's ability. To get the best out of every student it is important that I don't under or overestimate anyone's level.



## How to build rapport



- Smile
- Talk to students in the breaks
- Talk to students when you see them on campus
- "Are you enjoying class, what's happening on the weekend, hows hockey going?"
- Find a strength or interest of every student in the class.
- **Make them feel like the most important person in the class**



## What makes you want to learn?



### TOP 5

- The teacher likes us
- We get choice in what we do
- The teacher treats us as equals
- Teacher is relaxed / Laid back
- Listening to Music.



## Humour



- Increase understanding, attention and interest.
- Help deal with more serious topics
- Encourage people to be engaged and energised
- Free up the inner child
- **Allow students to see the human side of teachers**
- Open up minds to learning
- Create personal links to students
- Encourage creative and divergent thinking
- Release endorphins



It will make teaching enjoyable

## Strategies



- |                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                         |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>• WE approach (numbers)</li> <li>• Consistency</li> <li>• Flexibility / negotiating</li> <li>• Thinking outside the square</li> <li>• <b>Is it important / Does it really matter?</b></li> <li>• Rewards (inc S.o.t.Y)</li> <li>• Music</li> <li>• Understanding</li> <li>• Being firm on (5) boundaries</li> <li>• Teach outside the classroom</li> </ul> | <ul style="list-style-type: none"> <li>• Know something about every student</li> <li>• Variety (opportunity to excel)</li> <li>• Fast pace (multiple options)</li> <li>• Enjoy the class</li> <li>• Challenges (healthy competition)</li> <li>• Positive feedback</li> <li>• Greeting</li> <li>• Group work / Team work</li> <li>• Down time</li> </ul> |
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## Strategies (Empowerment)



Must listen first time  
Team approach  
Get students to teach a class

Minimises constant discipline  
Less stressful

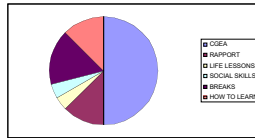
Initially  
They don't want to listen to us – don't automatically respect us

"We remember 95% of what we teach to someone else"

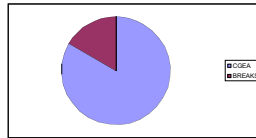
-William Glasser



## Strategies (Lesson Plan)



Great Results



Poor Results



## Strategies



- Try early starts
- Outreach program
- Work on your endings



## Term Reports



### Feedback on:

- Attendance
- Attitude to class work
- Punctuality
- Work Results
- Social behaviour
  - Students
  - Teachers
  - Property



## Holy Grail



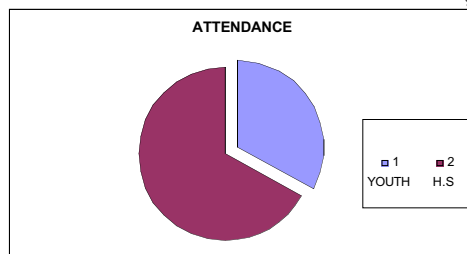
‘We have what they want, remind them’

- references
- contacts
- pass

WIIFM



## Holy Grail (Attendance)



Whole circle represents mainstream school attendance hours



## More Doing – Active



- Tell me and I will forget
- Show me and I will remember
- Involve me and I will understand

This doesn't have to be every class



## Important Work

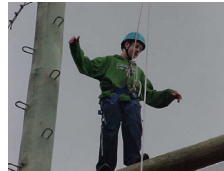
- Eye contact / Body language
- You are being assessed today
- The exercise will take 30 minutes
- I want to see intensity, self discipline, enthusiasm
- You have 3 minutes to break into 4 even groups
- Instruction number 1 is...
- After we have finished we will take a 12 minute break.
- I always stop if students are not listening.



## Annoying Behaviour

### Before Class Preparation

- Have you got a rapport?
- Have you got class leaders in place?
- Have you motivated before and after class?
- Is there a team solution?
- Show belief in the student
- Have rewards
- Are you well prepared?
- Is class innovative?



## Annoying Behaviour

### In Class Response

- Relax
- Does it matter?
- Do you want to pass?
- Show empathy about work requirement / negotiate
- Wiifm
- Is it fair that your disrupting the learning of others?
- What is your body language?



## Annoying Behaviour – Punctuality

- Negotiate
- Remind
- Explain
- Designate student
- Round up
- Re –send student
- Reward



## Pavlov

- Every student reacts the way I / they need to, to give maximum opportunity to succeed.

Discipline

Positive feedback, feedback, feedback.

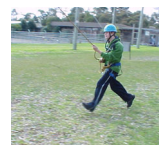


## Lessons from Jamie

- Don't be afraid to withdraw students. (Jamie Oliver)

All students have rights. No student has the right to disrupt the learning of others. Always remember we have an obligation to the whole class.

What is your culture?



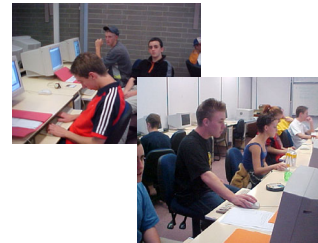
## WAR HISTORY (Innovate)



## ASX Game (Innovate)



Motivation  
Business  
Maths  
I.T  
Certificate  
Challenge  
Fun  
Prizes



## Diary – Email – Meeting – TEAM



## How is your network?



Library

Drug Use

- Youth magazines
- Student awards
- Headphones
- Teenage books
- PD

- Managed - 1 hour
- EDAS
- Student Union
- Management
- Facilities and Services



## Flexibility (confidence)



•Enjoy

•Form

•Feedback

•Be true / Strengths

•Role model

•Willing to make change

•Think of the whole program

•Reinforce your successes

•Don't doubt yourself / stay confident

## Teachers



•Team Approach

•Discipline Policy

•Boundaries

•Philosophy / Mission statement

•Debriefing opportunities

•Sharing Resources

•Networking

•Professional Development

•Recognition





## Course Motivations



- Funding (AWT / EDAS)
- Media
- Big Breakfasts
- Charities
- Guest Speakers
- Ropes Courses
- Art Day
- Inter Campus Sports Days
- Colours Program / Term Reports



## Guest Speakers



David Calthorpe

- 1993 AFL premiership player
- 1994 EJ Whitten Medallist (Vict. v Sth.Aust)

Topics

- Time management skills
- Consequences of actions
- Motivation / Opportunities



## Media



- Promoting your Program
- Positiveness within school
- Great experience for students



## Funding – Anna Wearne Trust



Student of the year awards



## Art show, Sports days, Ropes course & Graduation



**“Luck is all that is left after you’ve prepared and followed all the processes that you know work”**

**Denis Pagan**



## "Greatness sometimes springs from humble beginnings"



## Inspire



- Every morning in Africa, a gazelle wakes up. It knows it must run faster than the fastest lion in Africa or it will be killed.
- Every morning a lion wakes up. It knows it must outrun the slowest gazelle or it will starve to death.
- The moral:
- It doesn't matter if you are a lion or a gazelle. When the sun comes up, you better be running. (from successories poster)

## Other Views and Questions

