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**A pedagogy of Inspiration:  
Coaching tools for  
Behaviour Leaders**

**Led by: James Aidoo**

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	<b>MODULE 12:</b> <i>A Pedagogy of Inspiration</i>	
<b><u>Session Aims:</u></b>  1. To know how to make use of an evidence-based approach devised to create sustainable impact in the area of intervention design and behaviour for learning.  2. To know how to make use of core coaching approaches that improve behaviour and attitude for learning.  3. To develop proficiency in a framework that makes resilience realistic for students.		

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**Together Transforming Behaviour**

**MODULE 12:**  
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**The ACADEMY for BEHAVIOUR LEADERSHIP**

**James Aidoo**  
Speaker | Executive Coach | Award Winning Youth Practitioner

**UNIVERSITY OF CAMBRIDGE** **KING'S College LONDON**

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### The Quest for sustainable Impact

How can we implement an approach that:

- Improves behavior and attitude for learning long term.
- Influences students to take ownership for their behaviour and learning.
- Enables students to make informed decisions about their behaviour and learning.

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Together  
Transforming  
Behaviour


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The ACADEMY  
for BEHAVIOUR  
LEADERSHIP

**Have you thought about *your* influence strategy?**

	Motivation	Ability
Personal	1 Make the Undesirable Desirable	2 Over Invest in Skill Building
Social	3 Harness Peer Pressure	4 Find Strength in Numbers
Structural	5 Design Rewards and Demand Accountability	6 Change the Environment



M.I.T Sloan Management Review  
Joseph Grenny, David Maxfield and Andrew Shimberg

How to have Influence

Influencer: The new science of leading change, 2013.

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## Definitions

Personal

- This aspect is comprised of initiatives and interventions **that align with the personal aspirations of students. Creating synergy in these areas contributes to leverage that can be used to manage behaviour.**

Social

- This aspect is comprised of Initiatives and interventions **that are owned, shared and maintained between students and staff.**

Structural

- This aspect is comprised of **shared rhythms and traditions that a school maintains to reinforce their values and behavioural expectations of students.**

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### The Research Conditions

		Motivation	Ability		
Students were allowed to have a free sample of any sweet they wanted.	Personal	1 Make the Undesirable Desirable	2 Over Invest in Skill Building	No Training provided.	
Older students who prompted them to spend.	Social	3 Harness Peer Pressure	4 Find Strength in Numbers	Accomplices were provided.	
Students were given credit cards	Structural	5 Design Rewards and Demand Accountability	6 Change the Environment	Bright pictures of other children eating sweets were placed in the room.	

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How much money on average did students leave with?



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	Motivation	Ability
Personal	1 Make the Undesirable Desirable	2 Over Invest in Skill Building
Social	3 Harness Peer Pressure	4 Find Strength in Numbers
Structural	5 Design Rewards and Demand Accountability	6 Change the Environment

No Free sample provided.

Peers were prepped to give positive prompts about saving money

Credit card was exchanged for cash.

Training on budget tracking was provided.

Peers were prepped to give positive prompts about saving money

Bright pictures of other children eating sweets were removed

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How much money on average did students leave with?



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The ACADEMY for BEHAVIOUR LEADERSHIP



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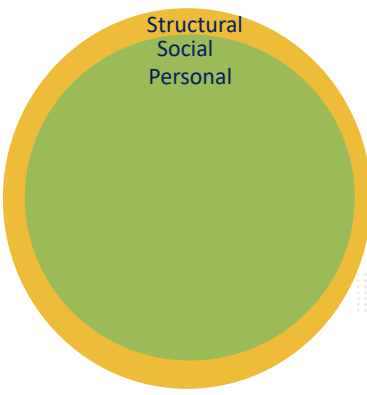
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**Intervention design:  
A sustainable approach**



**Joseph Grenny. Influencer:  
The New Science Of Leading Change**

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**Approaches to Personal Motivation**



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<p style="text-align: center;"><i>I want to be the first male in my family to go to university.</i> <b>Year 10 Student Newman Catholic College, Harlesden</b></p> <p style="text-align: center;"><i>My why is to make my family proud of what I have achieved and to motivate my little brother to do better.</i> <b>Year 11 Student, City Heights Academy, Tulse Hill</b></p> <p style="text-align: center;"><i>My sister is my inspiration. She used to get into a lot of trouble in school, but she turned it around and now she has a good job working for the government.</i> <b>Year 7 Student Hounslow, West London</b></p> <p style="text-align: center;"><i>I want to be known by others for the right reasons and to be a role model to others.</i> <b>Year 11 Student, Lambeth, South London</b></p> <p style="text-align: center;"><i>My why is to live a happy life with my family and provide for all of the people I care about, giving my mother and father the life they deserve.</i> <b>Year 8 Student, Stoke Newington School, East London</b></p>		

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<b>YOUR WHY INFORMS YOUR WAYS</b>		
		

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How can you help your students to identify their WHY?





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 <p data-bbox="454 750 726 817"><b>Hurstpierpoint College, Hassocks</b></p>	<p data-bbox="869 481 1133 548">COMMON USE CASES FOR SCHOOLS:</p> <ul data-bbox="869 571 1133 806" style="list-style-type: none"><li>• ASSEMBLIES</li><li>• TUTOR TIME</li><li>• PSHE/CIRCLE TIME</li><li>• DAY TO DAY USE DURING A SCHOOL DAY</li></ul>	

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<p><b>Ben's Story</b></p> 		

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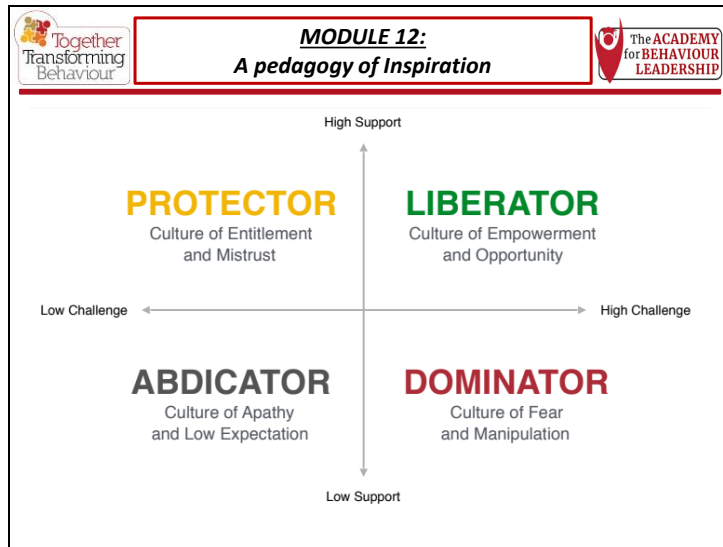
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<b><u>Support in Practice</u></b> <ul style="list-style-type: none"><li>• Verbally affirming and intentionally acknowledging progress.</li><li>• Assisting in problem solving and solution finding.</li><li>• Providing relevant resources and information that is useful for students.</li><li>• Friendly but not a friend</li><li>• A strong relational rapport that contributes to progress</li></ul> 		

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<p><b><u>Challenge in Practice</u></b></p> <ul style="list-style-type: none"><li>• Clear and consistent enforcing of school policies and values.</li><li>• Clearly communicating behavioural expectations.</li><li>• Holding students accountable for their behavior and approach to learning.</li><li>• Clear relational boundaries.</li></ul> <div data-bbox="869 779 1145 882" style="text-align: right;"></div>		

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<h2>Questions &amp; Reflections</h2> <ul style="list-style-type: none"><li>• Where would you place yourself on the support &amp; challenge matrix?</li><li>• What has proven to be an effective means of bringing challenge to your students?</li><li>• Are there new ways that you can bring support to your students this year?</li></ul> <div data-bbox="438 741 580 882"></div> <div data-bbox="863 779 1142 875"></div>		

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Breakout Room



**10mins**

**Fight for the highest possible good in the lives of those they lead.**

- 1 What specific support and challenge do they need from me?
- 2 What role do they need to play on the team?
- 3 Are expectations clear?
- 4 What is the tendency or pattern that is undermining their influence with others?
- 5 How do I help them get to the next level?

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<h2>The social component Definition:</h2>		
<p><u>Social</u></p> <p>This aspect is comprised of Initiatives and interventions <b>that are owned, shared and maintained between students and staff.</b></p>		
<ul style="list-style-type: none"><li>• A peer coaching approach</li><li>• Shared discussion or support among students and staff.</li><li>• Buddy systems</li><li>• Goal partners / Accountability pairs</li></ul>		

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<p><b>Resilience Defined:</b></p> <p>The ability of people or things to recover quickly after something unpleasant, such as shock, injury, etc.</p> <p><i>He showed great courage and resilience in fighting back from a losing position to win the game.</i></p> <p><b>Innerscope Definition:</b> The ability to bounce back</p>		



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<p><b>Responsibility</b> What does it look like when you are at your best? What are you doing right now that is working well for you as a student? What can you work on this week? Is there a subject area in your learning that you are avoiding that needs your attention?</p> <p><b>Reach Out</b> Where do you need support right now as a student What does support look like for you? Who can help you make the next step of progress? Do you know some one that has faced this challenge before? Can they help?</p> <p><b>Reframe</b> Is there another way that you can approach this challenge? What learning opportunities are available to you? What is great about this challenge?</p> 		

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<b>Structural Component:</b>		
<p>This aspect is comprised of <b>shared rhythms and traditions that a school maintains to reinforce their values and behavioural expectations of students.</b></p>		
<div style="border: 2px solid red; padding: 10px; display: inline-block;"><b>What You Celebrate Replicates</b></div>		
		

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### Coaching Tools To Create Sustainable Impact:

- CONNECT:**  
A peer coaching approach: The 3Rs
  
- CELEBRATE:**  
A Culture of Celebration:
  
- REFLECT:**  
Identifying core drivers: WHY

Structural  
Social  
Personal

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 <p>Working with Teachers &amp; Parents to Transform Children's Behaviour</p>	 <p>Training Behaviour Leaders to Transform Behaviour Culture</p>
<p><b>Who's next?</b> <b>Wednesday 26<sup>th</sup> March @ 4pm</b></p>	
<p><b><u>Module 1:</u></b> <b><i>Behaviour Leadership:</i></b> <b><i>The Realities of the Role</i></b></p>	
<p><b>Presented by: Tracey Campbell</b></p>	

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