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SWINBURNE  
UNIVERSITY OF  
TECHNOLOGY  
TAFE

# Youth

Craig Jennings



# Teaching Youth – personal benefits

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Tas

Post Grad

NT

2 x Dip Bus

CGEA support

2 x Cert IV

Wangaratta

2 x Swin exc

AWT

Vic Award

Nat conf

4 new youth pro.

2 state conf

50 PD

House

# Books

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River God

As the Crow Flies

Da Vinci Code

Power of One

Harry Potter

Green Mile

SBS

Warren Buffet

Ray Kroc

Stephen Hawking

Daniel Easterman

Bill Bryson

Jeffrey Deaver

Michael Connolly

Wilbur Smith

Jeffrey Archer



# Optimism and Enthusiasm

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“If it was easy everyone would be doing it”

Denis Pagan





# Distance of time

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- What can be achieved in the next 10 years?
- You may have the same teaching / work 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

# Ray Kroc

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“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.”





# CGEA YOUTH

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- 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
- Told off 10,000 times

*They don't think their disaffected*



# Not Academic

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# Generation Y

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- 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**

# Reward Reward Reward



# Power

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- Gen Y do not always respect authority



# Rapport / relationships / communication



■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**

■**Be patient**

# Teachers





# AGE ARTICLE (key points)

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- “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”





# Age Article (message)

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- “10 minutes asking students what they enjoyed and what they were good at”
- “Once I got to know them more they put more into it for me”



## Gift of significance

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



# Rapport - Initially

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- “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

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- Smile
- Talk to students in the breaks
- Talk to students when you see them on campus
- “are you enjoying class, whats 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?

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## 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**

# Pavlov

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

Discipline

Positive feedback





# Strategies

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- WE approach (numbers)
- Consistency
- Flexibility / negotiating
- Thinking outside the square
- **Is it important / Does it really matter?**
- Rewards (inc S.o.t.Y)
- Music
- Understanding
- Being firm on (5) boundaries
- Teach outside the classroom





# Strategies



- Know something about every student
- Variety (opportunity to excel)
- Fast pace (multiple options)
- Enjoy the class
- Challenges (healthy competition)
- Positive feedback
- Greeting
- Group work / Team work
- Down time

# Strategies (Empowerment)



## Must listen first time

Minimises constant discipline

Team approach

Less stressful

Get students to teach a class

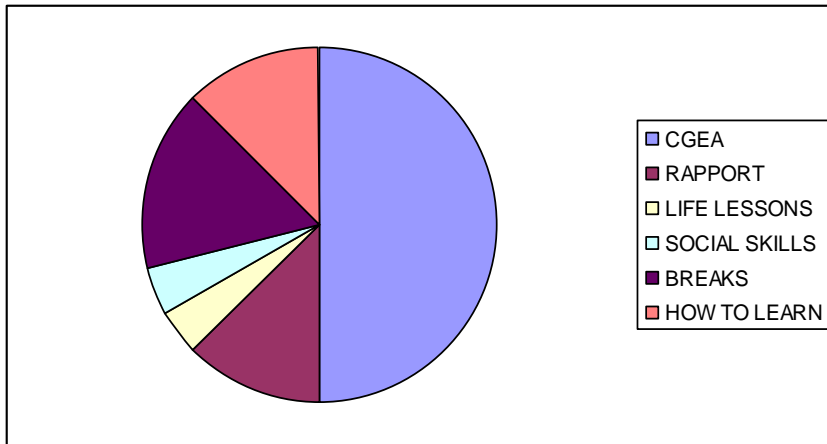
Initially

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

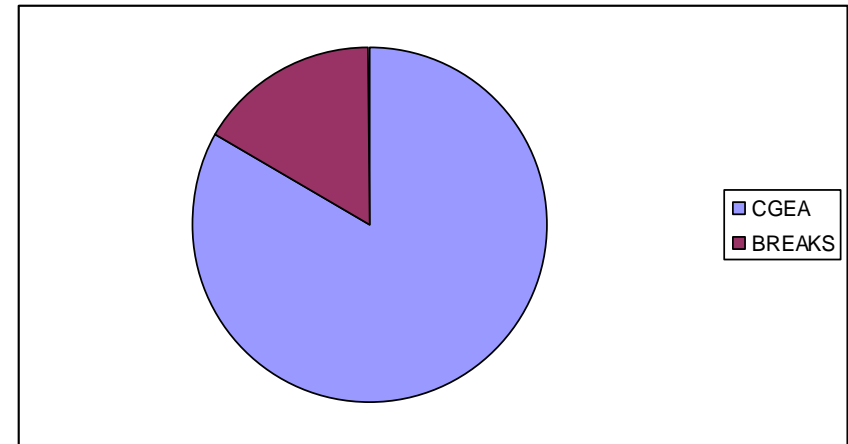
“We remember 95% of what we teach  
to someone else”

-William Glasser

# Strategies (Lesson Plan)



Great Results



Poor Results

# Strategies

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- Try early starts



# Strategy - Work on your endings

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# Doesn't Work (Teaching)

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- Lecturing
- No hands on
- Using whiteboard
- Long instructions
- Not giving them space to express themselves

# Holy Grail

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“We have what they  
want....remind them”

(references / contacts / pass)

WIIFM



# More Doing – Active

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- 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

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- 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

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## 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?



# Lessons from Jamie

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- 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 (Outside the Square)



Make students feels safe and they will take risks.

# WAR HISTORY



# WAR HISTORY



# WAR HISTORY





# Diary – Email – Meeting - TEAM

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# Flexibility (confidence)

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# Management & Teachers

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- **Team Approach**
- **Discipline Policy**
- **Boundaries**
- **Philosophy / Mission statement**
- **Debriefing opportunities**
- **Sharing Resources**
- **Networking**
- **Professional Development**
- **Recognition**

# Course Motivations



- Funding (AWT / EDAS)
- Media
- Charities
- Guest Speakers
- Ropes Courses
- Art Day
- Inter Campus Sports Days
- Colours Program / Term Reports
- **Library – be involved**

# Media

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



# Funding – Anna Wearne Trust



# Library – Why are teachers using the library?

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- Communicate with teachers
- Lack of resources - management
- Baby sitting
- Lets work together





# Improvements

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- Small rooms – sectioned off
- **Library awards**
- **Youth magazines**
- **Young adult book section**
- **Headphones**
- **TV / Movie room**





# Library teaching

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- Build rapport whenever you can
- Tell them once
- Make it fast paced – variety
- Get some leaders to assist the teaching
- WIIFM
- Have rewards in place
- Debrief
- Work together – the whole school
- Stay confident and enjoy



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**“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

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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. (successories poster)

# Other Views and Questions

