

Conflict and Resolution in the Classroom

How we position ourselves in relation to others determines how they will respond to us.

The aim of the workshop is to enable teachers to explore their patterns of relating and find new ways of connecting and responding to their students. Therefore, this limits conflict and encourages positive resolutions for a healthier working alliance in the classroom.

The session has been designed with exercises such as partner work, role-play and theoretical presentations to create an opportunity for questions and analysis.

The structure is a balance of self-exploration, leading to practical advice in managing student's behaviour.

Self-Exploration (fixed patterns of relating)

Here we analyse the insight that we comprise of many different 'part-selves' and that we are constantly dynamic and responsive to others. With recognition and awareness of this concept, a person has a choice, and can re-write their life-script of fixed patterns of relating. We can then question how helpful are our patterns of relating in the classroom, what we are setting up and what can be done differently.

Managing behaviour (communicating expectation)

A forum to practice skills that enhance personality and positive communication, by increasing awareness between what we say and how we communicate verbally and non-verbally in tone, timing, eye-contact, postural cues, proximity and the expectation we convey.

Much of teachers' communication can be termed as non-verbal. This has powerful implications for teaching, learning, discipline and teacher/student relationships.

Students read all cues, not just words. It is the congruence between what we are seeking to say and how we convey the intention of the message that counts.