



# Presence, Engagement, and Authority for NQTs

Working confidently with pupils, colleagues and parents.

## Why Attend This 3-Day Programme?

All teachers can lack confidence in delivery at times and can be concerned about how to maintain control and discipline. Perhaps there are certain classes or pupils that you find more difficult to manage than others? Remaining assertive, calm and in control can be very difficult at times. How do you motivate pupils who just don't seem to want to listen, engage and behave? What are some of the key skills of successfully managing classes and developing positive teacher-pupil relationships at the same time?

Being successful as a newly qualified teacher is also about achieving excellence outside of the classroom. You are required to successfully communicate with parents, teaching and non-teaching colleagues within school. All of us have difficult conversations from time to time. Sometimes we manage to resolve misunderstandings or disagreements without too much effort. At other times it's not so easy. What are the key skills that you could learn that would reduce the likelihood of misunderstandings or disagreements arising in the first place? How should you prepare for a conversation where you anticipate a potential difficulty?

These three days will focus on key skills to firmly set you on the path to becoming an outstanding teacher in the classroom and a confident communicator in and out of the teaching environment. They will enable you and your pupils to gain greater enjoyment from lessons and get more out of your time together! They will allow you to work successfully with parents and others connected with the school, ensuring that you achieve excellent results through holding crucial conversations effectively when necessary.

## What will you learn?

By the end of the programme you will know how to:-

- Demonstrate confidence and presence in class and other situations to help establish your authority
- Achieve excellence in communication that will enable you to be successful in individual or group discussions
- Use a range of skills to effectively turn potentially difficult situations into successful discussions and excellent outcomes
- React calmly and confidently in the face of challenging behaviour from pupils or when handling challenges from adults

## Topics will include:

- Effectively prepare for potentially difficult lessons, discussions and meetings to ensure maximum chances of success
- Getting into the 'mindset' of other people to ensure that you can gain and maintain rapport in potentially hostile situations
- Communicating assertively by making use of the impact of non-verbal communication when faced with antipathy
- Asking powerful, precision questions to encourage engagement and quality of thinking in both pupils and adults
- Using the technique of 'Pacing and Leading' to ensure that you keep people 'on board' during discussions
- Challenging ideas and contributions and giving feedback to others without alienating them and while protecting their self-esteem
- How to demonstrate to others that you really have understand their viewpoint, especially when they think you don't want to listen
- Communicating successfully with different types of people, even when they have strong objections or awkward questions
- How to communicate potentially difficult messages with confidence and impact to pupils, parents and colleagues
- Responding assertively to tricky questions or difficult behaviours from pupils, thereby enabling good outcomes for all
- Handling different types of pupil, including 'difficult' pupils, and how to get them and their parents on track to achieve success

## How Will You Learn?

The programme is highly practical and will enable you to apply the principles easily to your own situations. It will involve a combination of inputs with opportunities to practice skills and receive feedback.

## Programme Trainers/Coaches: Chris McCloskey & Ian Palmer

Chris and Ian started their educational careers as NQTs. They have been working within the education sector for more years than they would care to admit. Chris is now an international trainer and executive coach with specialist experience and knowledge in advanced inter-personal communication skills. His past working roles include being an educational psychologist and a senior director in a local authority (LA), working at a strategic level and leading diverse teams.

Ian has been a consultant and trainer for more than a decade. Previously, Ian had 18 years of school and LA experience. He is an expert in the areas of coaching, conciliation and conflict resolution. He is experienced in training front-line staff in the full range of communication and presentation skills. Ian has an MBA, was a trained Ofsted inspector and is an accredited mediator.

Chris and Ian share core values. They are passionate in wanting to help teachers positively transform their lives and those of their pupils. They believe that they can make a difference by helping teachers to discover or recover choice in their lives. They look to do this by enabling teachers to safely confront blocks to their development and take risks. They believe that learning best occurs in an environment that is light, supportive and often fun. Finally, they value being in the moment and going with the flow!

**Achieve  
Excellence**

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Welcome!

to

Presence, Engagement,  
and Authority  
for NQTs

Chris McCloskey  
and  
Ian Palmer



# When difficulties can occur

Situation	When?	Where?	Possible reasons - be specific
11N3	Normal (3 times a week) lessons.	3 diff rooms. 901, 902, 914	Pupils unfocused, can be difficult, wandering around, rude, eating & drinking (diff pupils each lesson.)
9J1 Italian	Every lesson! P5 + P6	My room	They had negative Italian experience last year, so hate it / P6 / they don't respect me
9J1 RE	Thurs P2	My room 814	<ul style="list-style-type: none"> <li>- They still see me as a cover teacher still,</li> <li>- Rude, unfocused, disruptive</li> <li>- feel RE is forced upon them</li> <li>- Do not want to engage</li> <li>- I do not feel good about the lesson</li> </ul>

# Perceptual Positions

3rd Position:  
'Objective  
Observer'



1st Position:  
You being  
you.

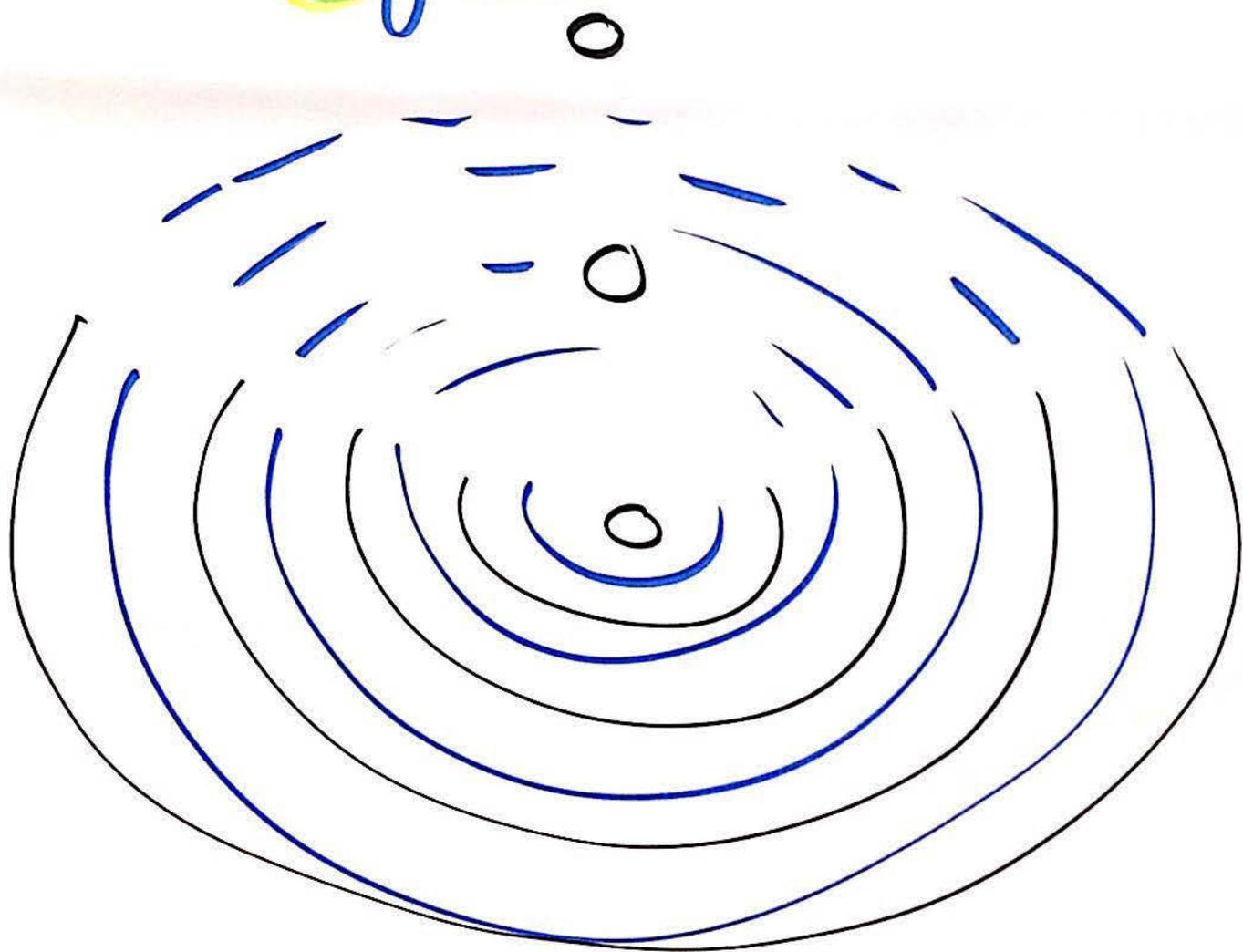


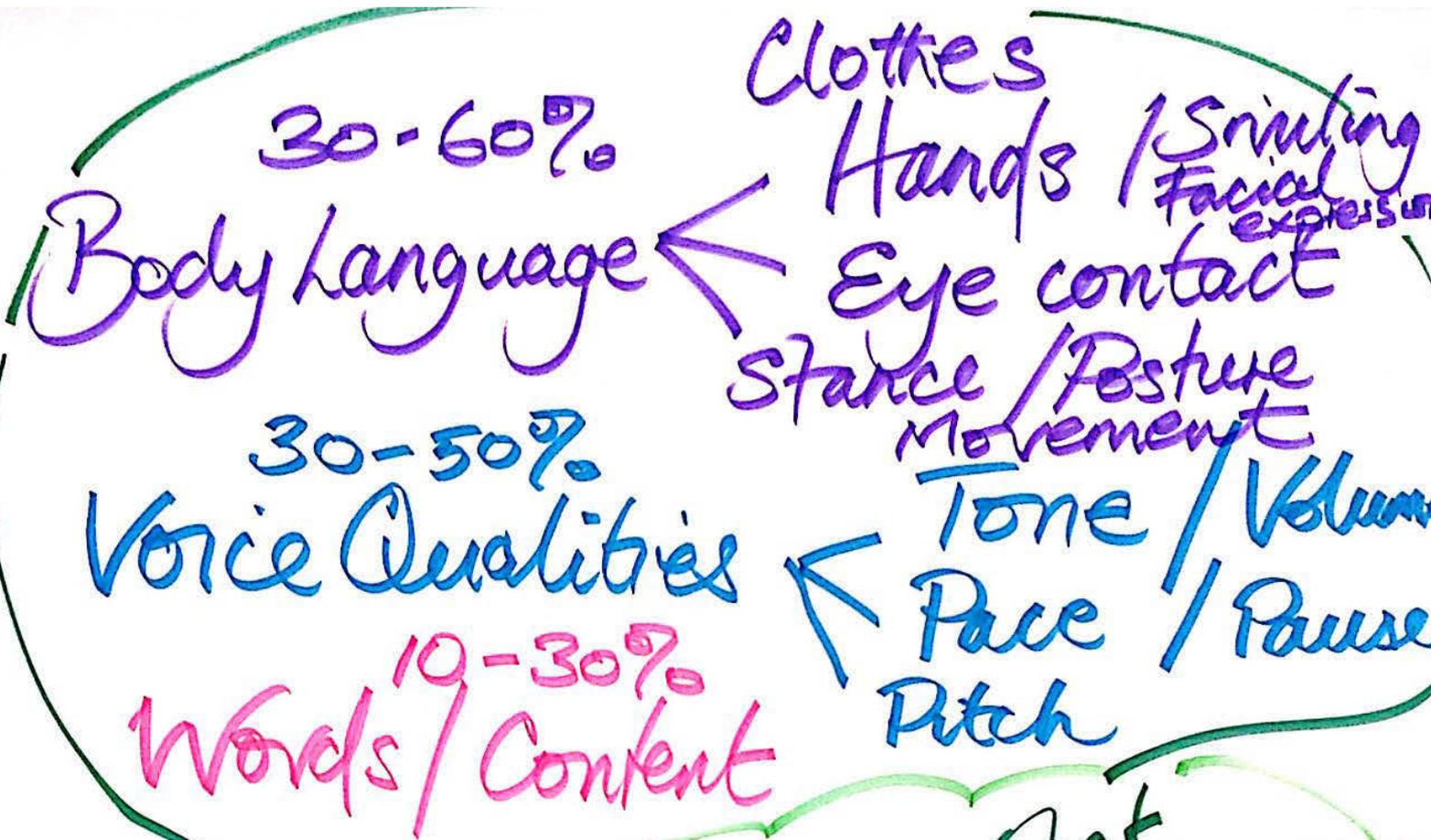
2nd Position:  
You being the  
other person.

# Reasons from other perceptual positions

Situation	Pupils perspective	Observer perspective
9J1 Ital. negativity	<ul style="list-style-type: none"> <li>Miss R spends too much time on naughties / should send them out so we can learn / should praise us more</li> </ul>	<ul style="list-style-type: none"> <li>Walks around lots, but spends too much time talking to naughties</li> </ul>
9J1 RE	<p>I don't want to do RE - I'm not religious therefore it has no relevance to me.</p>	<ul style="list-style-type: none"> <li>Circulate well - go to every pupil + making sure they're on task + not noisy. behaviour control.</li> <li>Given tasks straight away</li> <li>Too focused on naughty + noisy ones.</li> </ul>
11W3.	<p>No one has cared about us doing well before. I want to do well in my other subjects so I don't care. Miss M tries to encourage us.</p>	<p><del>lets them</del> Picks the battles encourages them to try but allows them the choice (their future.)</p>

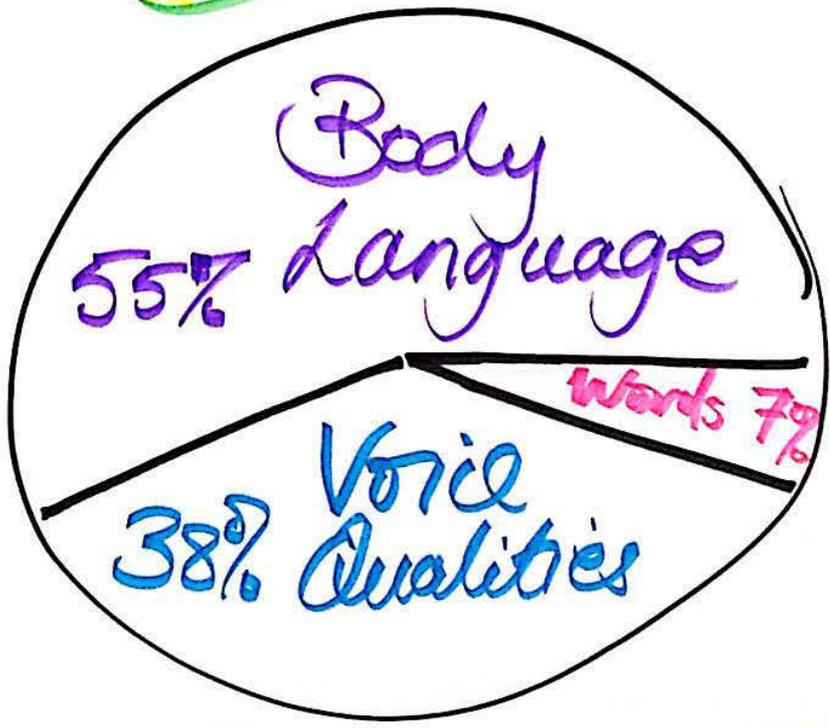
You never know how  
far a change will  
go!





Focus on what you CAN CHANGE!

Race  
Gender  
Age  
Physical Attributes



# The POWER of Gestures

## Descriptive



## Rapport

Stimulation  
Reinforce a  
message  
Visual picture  
Emphasis

Invite  
Welcome  
Include

# VOICE QUALITIES

Add variation!



Vary the pace

Vary the VOLUME!

Use the power of the ..... PAUSE!

Link with Gestures

# Influential Behaviour $\Delta$

Meaning  
(Learning)



FEELING  
(STATE)



PHYSIOLOGY  
(BODY LANGUAGE)

BEHAVIOUR

Pick your battles



YOU ARE HERE: THE ROAD TO SUCCESS TERM 1.

You're not alone! Don't be afraid to ask for help/ build support networks

Have confidence in your abilities

It's ok to make mistakes! They are part of the learning process

Don't get bogged down with survival - remind yourself frequently of your motivators.

It is essential to make time for yourself, something can be dropped!!



Make time to observe others - Get off your NOT island!



By Angharad + Kathryn

YOU SURVIVED WELCOME TO TERM 3

★ PRAISE your success, don't dwell on the negative.

Don't Personalise

... it's not about you...

# TOP TIPS!!!

The holidays make it all worth it... !!

The effectiveness of 'yes' sets...

Stay calm

☺  
↓  
Kids will feed off your frustrations

~~It's difficult~~  
"It's not easy"

Prioritise tasks

NQT's... use each other as a support network.

Make time for yourself - have a social life... otherwise you will go mad!

"20/20"

Don't underestimate the power of seating plans

Always  
have  
weekend  
plans!  
(Fun ones)

You <sup>may</sup> never know  
the impact you  
have had!  
(Do the teachers who  
have helped you or  
inspired you know it?)

Keep Calm,  
& carry on!

You're not  
alone!  
Someone else  
is feeling the  
same.

# NQT Survival!

Pick  
your battles!  
It doesn't matter if you  
let things slide or abandon  
things occasionally, you can  
return to them when the  
time is right and it  
will be easier!!

No one  
is perfect!

You are who you  
are .... don't try  
and be someone  
else!

A teachers  
job is never  
done but you  
have a limit  
on what you  
can do!

