

# **Bringing negotiation into the classroom, a model for change**

- Negotiating content
- Model for change management



# Problems

## **Weekly planning system**

- Lack of intrinsic value
- Too short and disjointed
- Not shared with students

Problem as an **opportunity** for change...

or **innovation** (introduction of new ideas or practices, Audrey Nichols 1984)

## **Reframe the problem as an opportunity for innovation**

- Could we make it more valuable / valued?
- And more coherent?
- And could we engage students more in the process?
- Opportunity to challenge self / individuals / team

Reframe **your** problems as opportunities for innovation

## **Resistance to change**

- fear loss of status
- threatens expert identity
- stress avoidance
- support is vital

## **Change to Weekly Planners at St Giles**

- Problem, an opportunity for change
- Make a plan
- Limited pilot study
- Feedback and evaluation
- Extended pilot study
- Feedback and Evaluation
- Roll out across the school

## **Impacts of negotiating content**

- Higher intrinsic motivation (Ushioda, 2008)
- Metacognition - huge impact on student outcomes (EEF, 2018)
- Reflective learners make better progress
- Better understanding of achievement
- See real-world value of activities



## **The new plan**

- Improve motivation
- Encourage reflection
- Negotiation and self evaluation

## **Designed to be used in three ways**

- Plan course content
- Track coverage of content
- Evaluate learning

Two-week plan for				
Class:		Teachers:		
Topics	date	Language points	date	Confident
				1.2.3.4.5
				1.2.3.4.5
				1.2.3.4.5
				1.2.3.4.5
				1.2.3.4.5
				1.2.3.4.5
				1.2.3.4.5
				1.2.3.4.5
				1.2.3.4.5
Skills			date	Confident
Reading				1.2.3.4.5
				1.2.3.4.5
				1.2.3.4.5
				1.2.3.4.5
Writing				1.2.3.4.5
				1.2.3.4.5
Listening				1.2.3.4.5
				1.2.3.4.5
				1.2.3.4.5
				1.2.3.4.5
Speaking				1.2.3.4.5
				1.2.3.4.5
Pronunciation				1.2.3.4.5
				1.2.3.4.5
				1.2.3.4.5
				1.2.3.4.5
Functions			Done	Confident
				1.2.3.4.5
				1.2.3.4.5
				1.2.3.4.5
Projects / Trips			Done	Success
				1.2.3.4.5
				1.2.3.4.5

<b>Topics</b>	<b>date</b>	<b>Language points</b>	<b>date</b>	<b>Confident</b>
				1.2.3.4.5
				1.2.3.4.5
				1.2.3.4.5
				1.2.3.4.5
				1.2.3.4.5

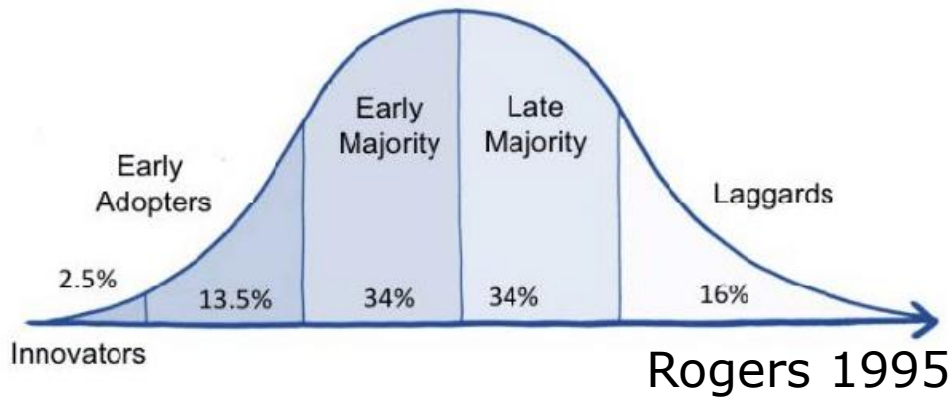
<b>Skills</b>	<b>date</b>	<b>Confident</b>
<b>Reading</b>		1.2.3.4.5
<b>Writing</b>		1.2.3.4.5
<b>Listening</b>		1.2.3.4.5
<b>Speaking</b>		1.2.3.4.5
<b>Pronunciation</b>		1.2.3.4.5

<b>Functions</b>	<b>Done</b>	<b>Confident</b>
		1.2.3.4.5
		1.2.3.4.5
		1.2.3.4.5
<b>Projects / Trips</b>	<b>Done</b>	<b>Success</b>
		1.2.3.4.5
		1.2.3.4.5

## Limited pilot study

- Ran at two of our centres (Highgate and Central)
- Seven teachers
- Negotiate content every 2 weeks
- Pilot ran for two cycles (4 weeks)

## Adoption / innovation curve



- Ambassadors for change
- Informal social networks
- Engineer a tipping point
- Stickiness of messages (Gladwell 2000)

## **Characteristics of innovation which impact adoption (Rogers 1995)**

- Compatibility
- Complexity
- Observability
- Relative advantage
- Trialability



## **Potential problems**

- Students won't agree
- Unrealistic about achievement
- Want weird stuff!
- Waste of precious time
- Unaware of real needs
- Cultural expectations

**Solutions?**

## **Feedback and evaluation**

Change is a journey not a blueprint (Fullan 2001)

### **Constructive criticism**

I think it would maybe need more than 4 weeks to develop a habit and routine of, say, finishing the plan every mon/tue then referring back to it regularly and discussing student progress in certain areas

With the skills section - reading/speaking etc - I was sometimes unsure exactly what to write

Week 1				
Mon	Tue	Wed	Thu	Fri
Agree on plan for two weeks ahead			Review 2WP, encourage reflection and evaluation	
Week 2				
Mon	Tue	Wed	Thu	Fri
	Review 2WP, encourage reflection and evaluation			Discuss needs, objectives and coursebook content

### **READ INSTRUCTIONS**

I can follow simple instructions, for example for a game, using familiar types of equipment or cooking a meal.

### **SUMMARISING**

I can relate the main content of short texts I have read.

## **CEFR and the action oriented approach EAQUALS Bank of Descriptors**

### **CORRESPONDENCE**

I can write emails, faxes or text messages to friends or colleagues, relating news and giving or asking for simple information.  
I can write a short formal letter asking for or giving simple information.

### **LISTEN TO TV, FILM**

I can understand the main points in TV programmes on familiar topics when the delivery is relatively slow and clear.

<b>Speaking</b>	
Brilliant uses for everyday things	1.2.3.4.5
What do you like doing?	1.2.3.4.5

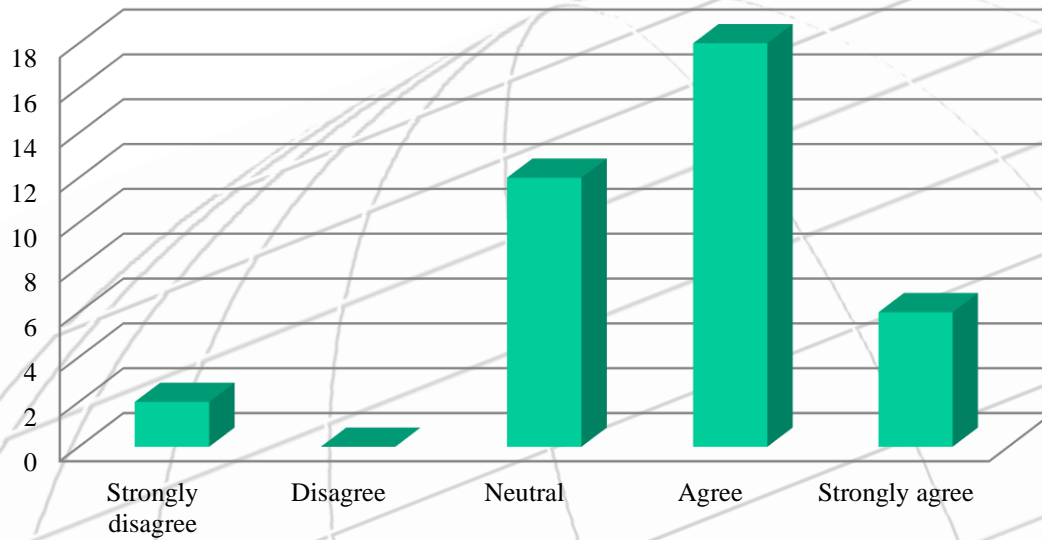
<b>Speaking - I can...</b>	1.2.3.4.5
Give my opinion and take part in discussions	1.2.3.4.5
Summarise and relate a story in my own words	1.2.3.4.5
Initiate, develop and break conversations	1.2.3.4.5
Explain a process, what to do, and check understanding	1.2.3.4.5
Give advice and ask questions	1.2.3.4.5

## **Extended pilot study**

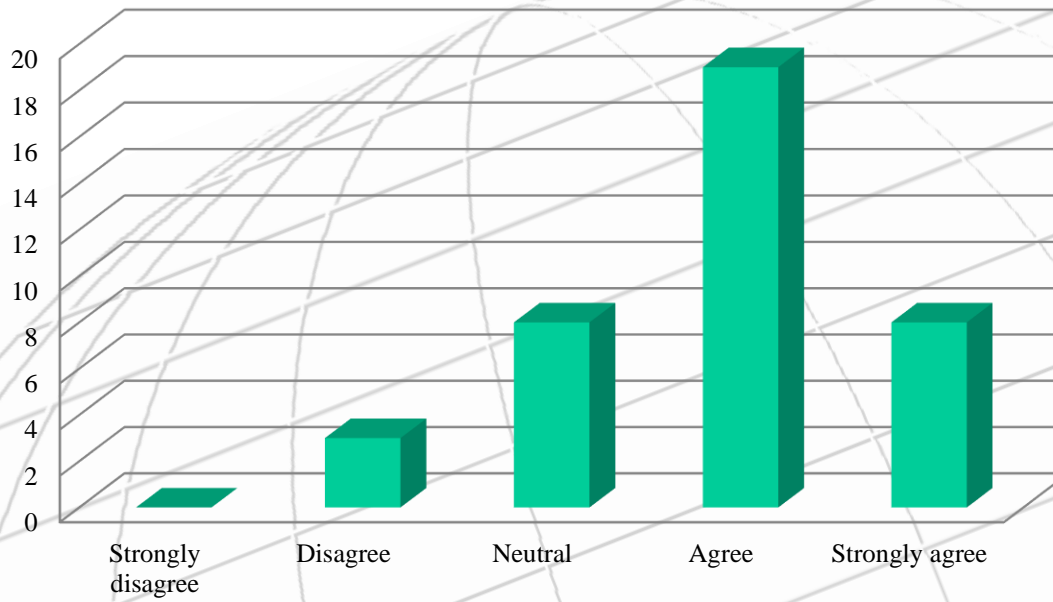
- Twelve teachers
- Training from early adopters
- Early majority

**Schoolwide!**

### helps me to learn more quickly

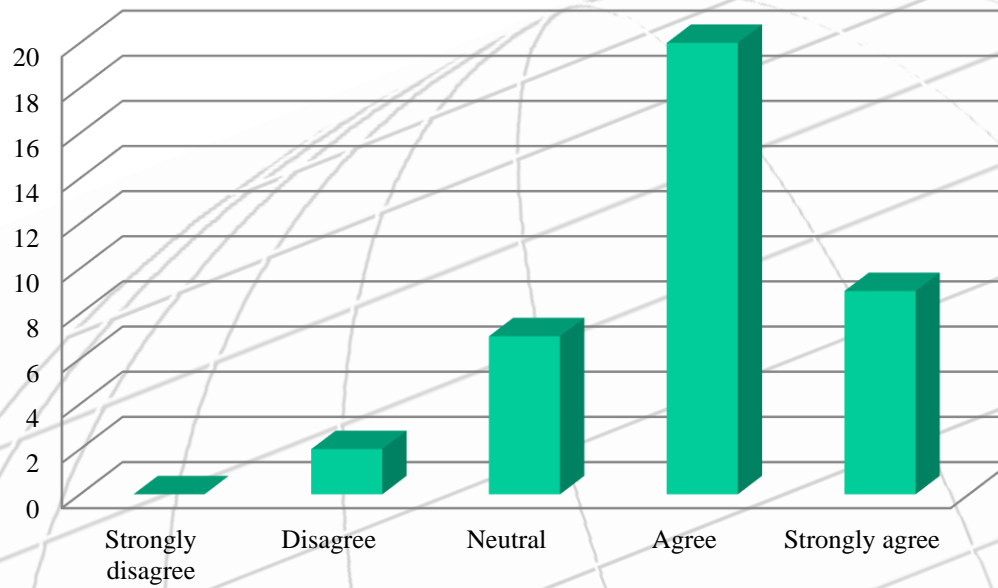


### helps me to set personal goals

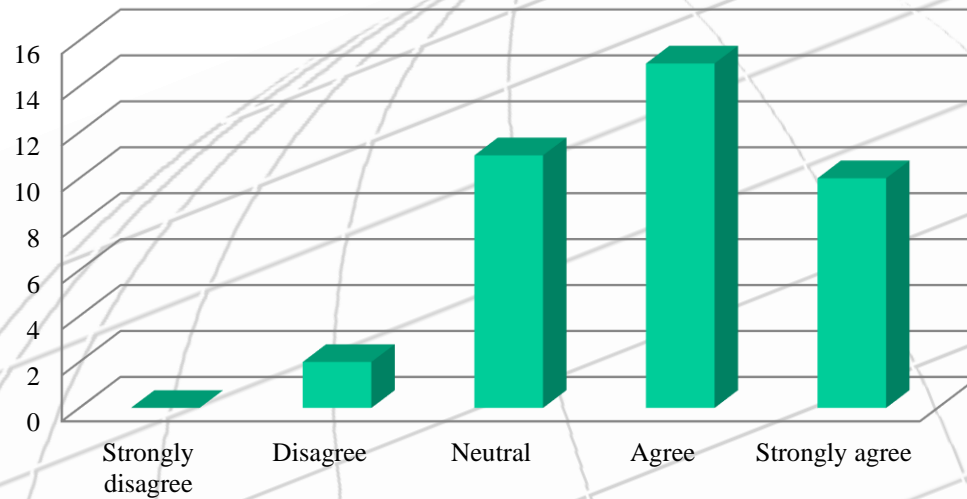




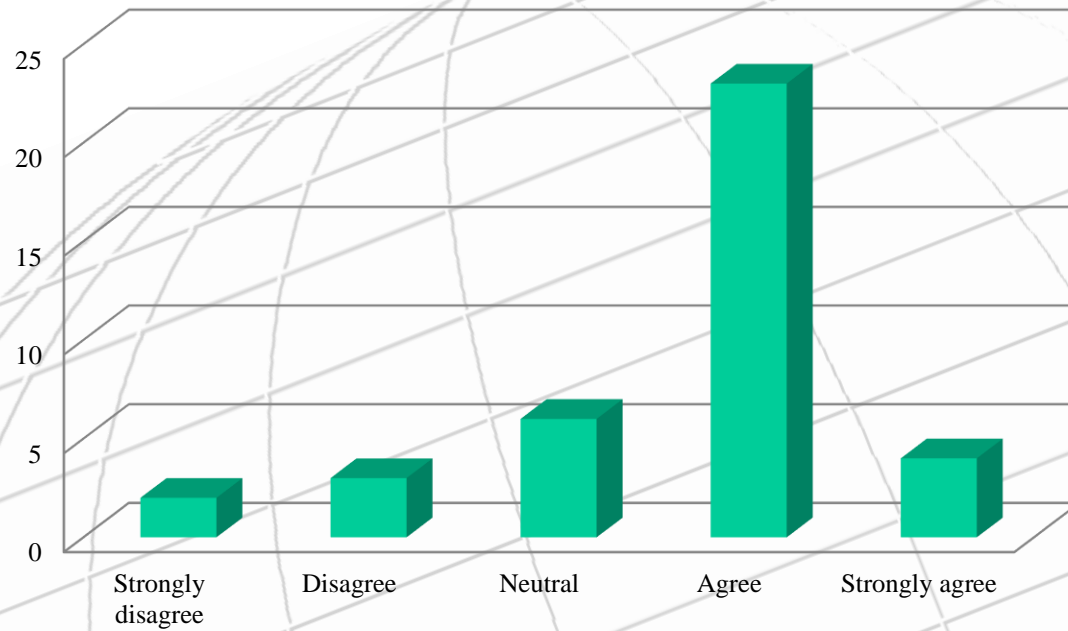
## helps me to see my own progress



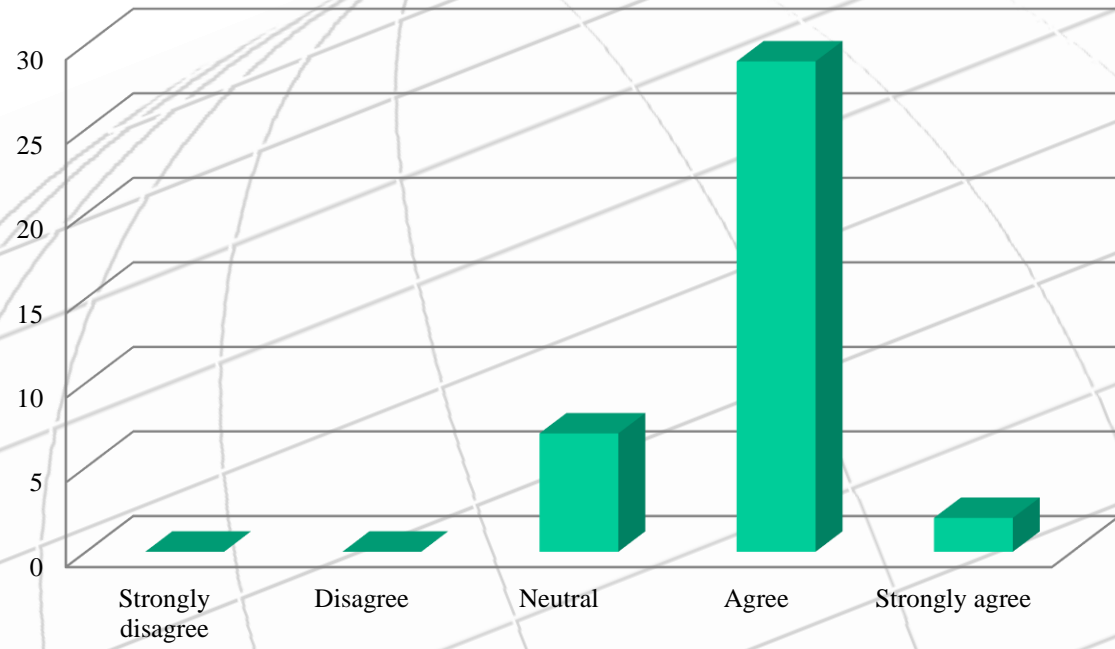
**means I am learning about things that  
are really important to me**



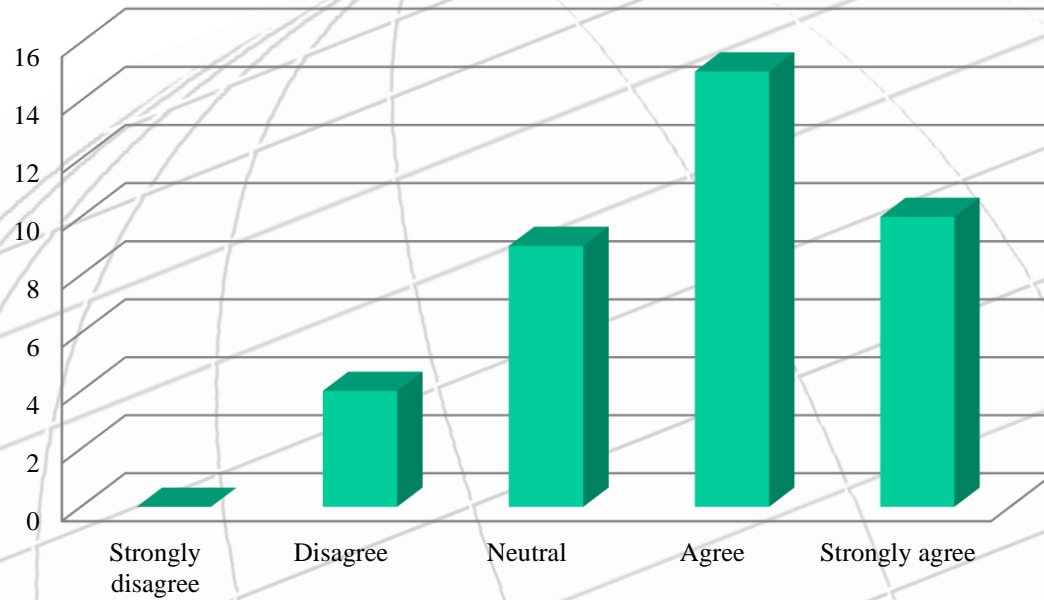
### motivates me to work harder



### helps me to reflect on my own learning



## is a useful language learning activity



## **What was easy/difficult about completing the 2-week plan?**

Easier due to student participation with requests and the clear demarcation of skills/ grammar etc.

The plan was more flexible in terms of the format: I entered topics and subtopics more like bullet points, which made it easier to follow

The difficulty was in separately breaking down sub-skills: usually some of the target language e.g. vocabulary is extracted from reading texts, so it seemed a bit superfluous to then add that 'Ss would be reading to understand vocabulary in context' in a different section of the plan

## **How did the format of the 2-week plan help to clarify what you were going to teach?**

Splitting the plan into skills and topics was useful.

Helps to plan more of a balance because you can see exactly how much of each skill/ system you're aiming for.

The format helped both the students and myself to have an overview to refer to on an ongoing basis. This made any fillers or shorter activities more relevant as we could all connect them to an overarching plan.

## **How easy/difficult was it to involve students in negotiating lesson content?**

I found that getting students involved was a bit of a struggle at first. After a couple of attempts I started to use the B1 CEFR sheet and got them to decide together using that. We voted and then set it in the plan. I think students really enjoyed doing it that way as they could tangibly see that the things that they were choosing were getting them closer to their goal of being a B1/B2 student that 'can do' these things.



## **Developing learner autonomy/reflection**

Yes, it was beneficial. Some updated it on a daily basis at home (I always set it as one of the homework tasks)

Yes - because during the learner reflection we share online and other resources that can help with any areas where they're still not confident.

There was a marked improvement in learner autonomy and reflection as students had ongoing reminders to check their progress, as well as a clear structure for monitoring class content.

Students actively ticking and reflecting on activities was a very visible example of learner reflection.

## **Do you think we should adopt it as the planning system at St Giles?**

I have really loved using the 2-weekly planner and I'm going to continue doing so.

Overall, I found it really useful and I think we should totally adopt it

## Reframe the problem as an opportunity for innovation

- Could we make it more valuable / valued?
- And more coherent?
- And could we engage students more in the process?
- Opportunity to challenge self / individuals / team

Reframe **your** problems as opportunities for innovation

## **Supporting successful change management (Fullan 2001)**

- Change is a learning process
- It is natural that problems will arise
- Change is resource hungry
- Change is a journey not a blueprint

# Thank you!

- Josh Round
- Robert Hunter
- The teachers!

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