The Innovation Project
At Gunthorpe Primary School 2021
Facilitated by Geoff Hannan

Workbook

The aims of the Innovation Project are

- To develop a clear and shared understanding of excellence in teaching and learning within the context of Gunthorpe Primary School
- To enhance and develop existing best practices on an individual and a subject-based level
- To develop and explore new approaches to teaching and learning
- To be creative and have fun working with children and colleagues

The project involves

Six one-hour facilitation sessions with the whole group of innovators

One or more individual coaching sessions with each participant

$$H = p + P$$

Outcomes

During the project, participants will:

- Develop a best practice guideline sheet for their subject or teaching specialism by the end of the Summer Term
- Will initiate, trial and imbed an innovation in teaching and learning practice within their own teaching and subject auspices by the end of the Summer Term
- Lead the use of the subject best practice guidelines and the new strategy across the school during the Autumn Term 2021 and monitor efficacy
- Write a report on their innovation with photos for publication at the end of the Autumn Term 2021
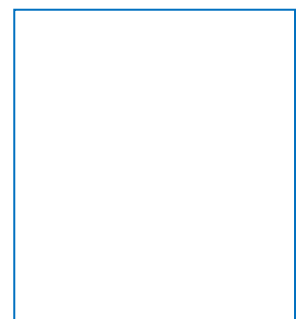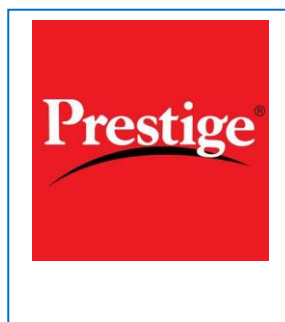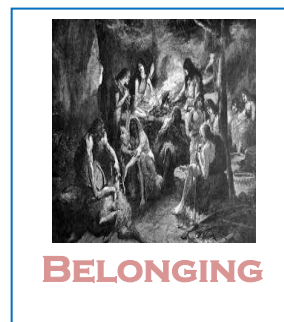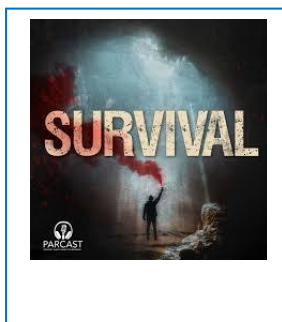
Working Contract

- Respect the feelings, experiences and perspectives of others
- Listen without interruption and ask questions to fully understand the ideas of others
- Be aware of differences and facilitate inclusivity
- Respect confidentiality
- Take responsibility for your learning including challenging the content of the training as appropriate
- Share your knowledge and experience
- Own your views and feelings
- Be prepared to take risks and make mistakes

NAME:

RESPONSIBLE FOR

A GOOD TEACHER IS

That's important because

It's story time

need

.!!?

Intuitive bio-chemical drives

Logic

EXPERIENCE
EXPERIMENT
THE EXPERIENTIAL LEARNING CYCLE
REFLECT
CONCEPTUALISE

SURVIVAL
PARCAST

SECURITY

BELONGING

CULTURE

Prestige®

SELF ACTUALISATION

OPPORTUNITY
THREAT

PRESTIGE

BELONGING

SECURITY

SURVIVAL
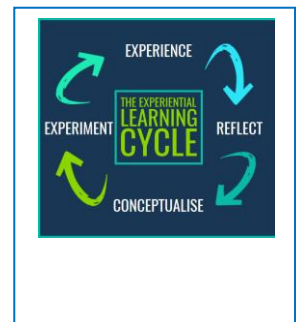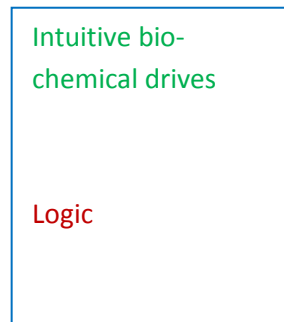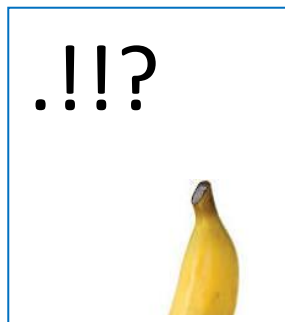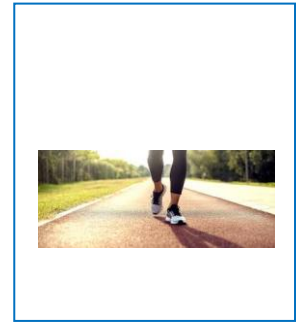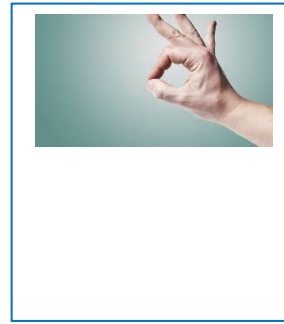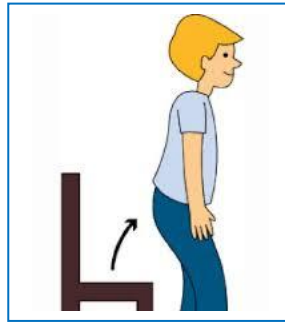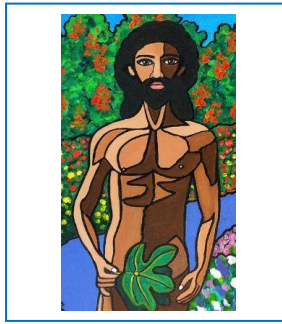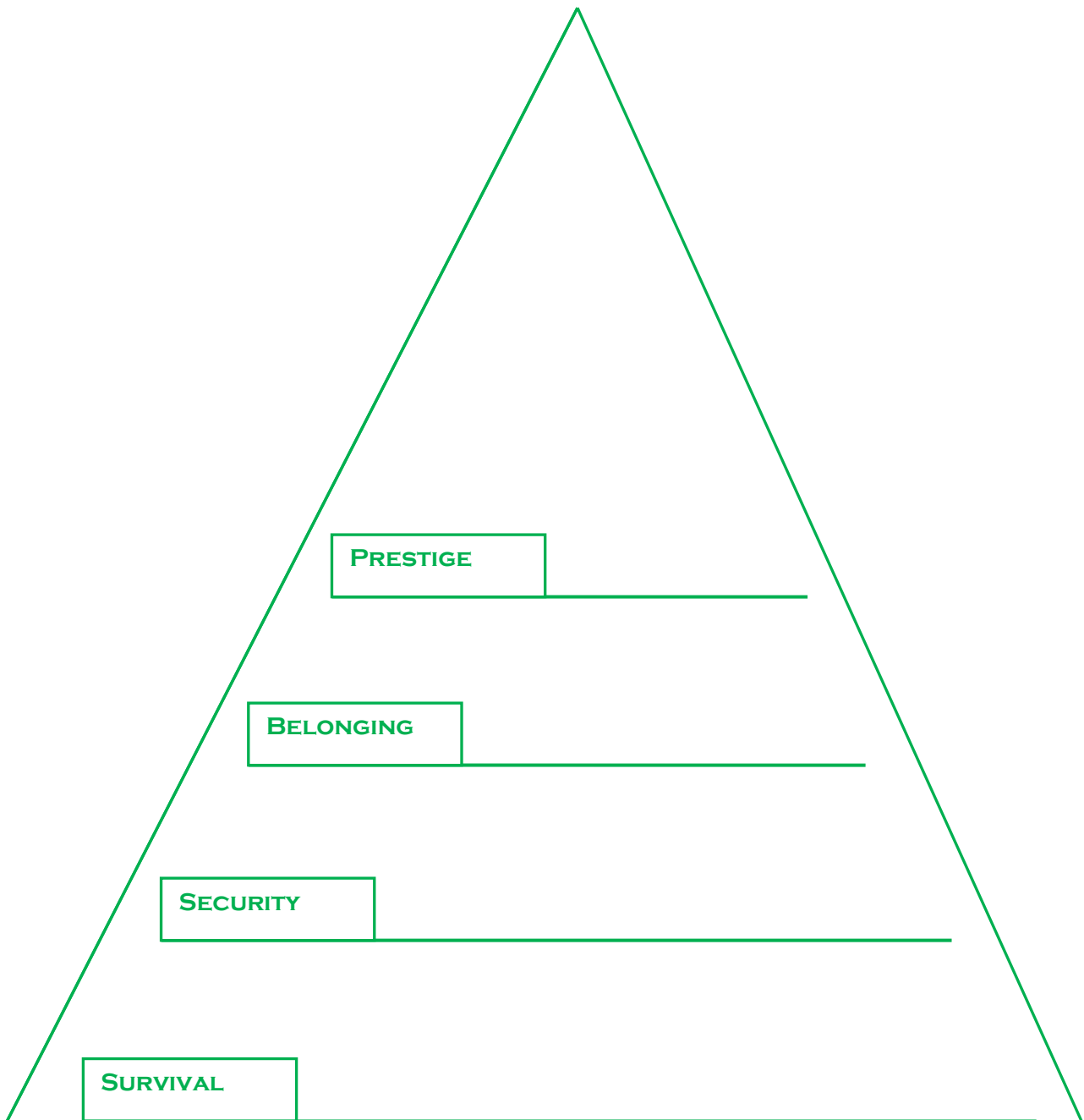
Abraham
Maslow
1908-1970

The father of humanistic
psychology and creator
of Maslow's Hierarchy
of Needs.

How Children Learn

Using Descriptive-Reflective-Speculative sequencing:

Effective Learning

USE

Practise   Consolidate   Extend

Show

ARTICULATE

Explain Teach   **Use Learning Partners**

Visualise   Create

Write Draw Paint Model Build Act Perform Dance Sing

Read-Think-Communicate

Think-Communicate-Do   **Think-Communicate-Write**

CONNECT

Create Schemas
Categorise
Conceptualise

Go for 5:
5 subdivisions of something
5 steps for doing something
5 facts about something
5 good things, 5 bad things,
5 unknown things about something

Use Descriptive-Reflective-Speculative Sequencing

Acquire

Skills   Facts   Understandings

Question Answer

See Hear Touch Taste Smell Feel

Acquisition

Experience   ←   Play   →   Imagination

(c) Geoff Hannan

We learn first and foremost through the six senses and their creative application.

Connection

We then learn to connect through the tool of schema creation: a pattern of repeated actions-Trajectory Transporting Rotation Connecting Enclosing Positioning Enveloping Orientation- which later form clusters and evolve into concepts- categorising is an important part of concept

Articulation

Is important to consolidate the schema (the how and the what) and the concept (the why).

Usage

Consolidates and extends skills, facts and understandings (the what, the how and the why)

Simultaneously emotional schemas are being formed...

Aiding the Development of Positive Emotional Schemas

Emotional Schemas

- An Emotional Schema is a strongly held belief that a person has about himself or herself, about other people, or about the world in general and the belief can be either positive or negative in nature. In all cases, the schema is accepted as being true, even if it's negative and causes harm or difficulties in the person's life. The theme of these problems often remains the same over time and repeats itself in different types of relationships, including romantic involvements, school/work relationships, and friendships.
- Most often, negative schemas develop at an early age. Children hold beliefs about themselves that they learn from their parents and other adults. For example, children who hear judgmental messages such as "You're lazy" or "You're stupid" or you are "Badly behaved" will begin to think that these things are true and grow up to be adults who think they are lazy, stupid, bad or generally incompetent.
- Similarly, children who are abused, mistreated, or criticized often think they've done something sufficiently bad to deserve their mistreatment—regardless of the fact that none of these cruel actions or unkind comments and actions is deserved. Nevertheless, these children often think badly of themselves as a result and may develop the belief that everyone will mistreat them.
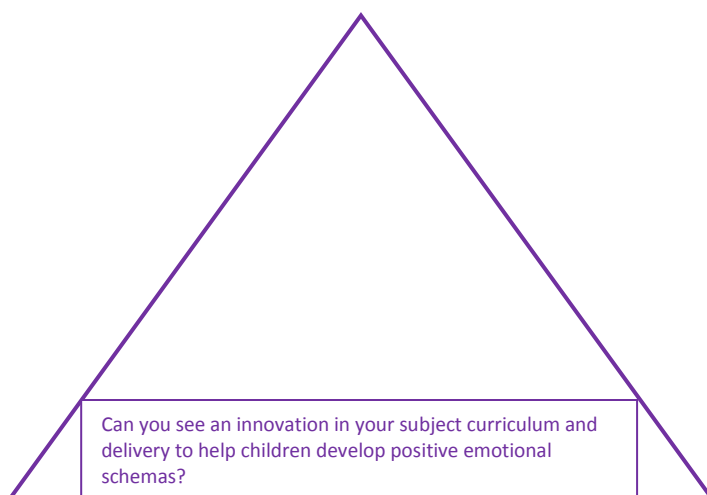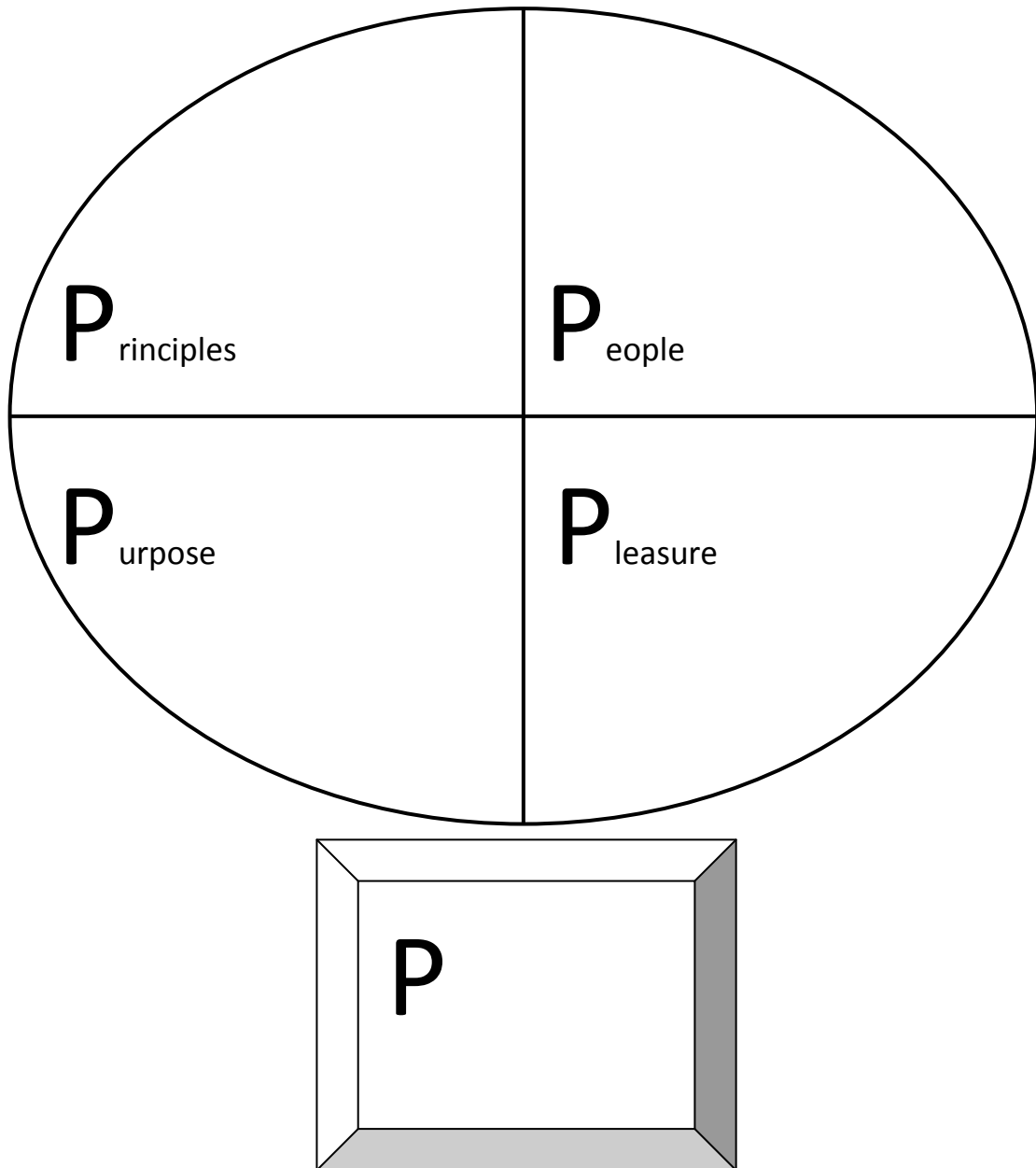
The Emotional Schemas

1. **Stability/ abandonment or instability:** children who have a negative schema might be constantly afraid of relationships ending. They may believe that their relationships will end easily due to fights, breakups, divorces, affairs, or death. Or they may believe that anyone who would want them must be physically, mentally, or emotionally unhealthy, and will therefore be unable to take care of them.

2. **Trustfulness / mistrust or abuse:** children who have a negative schema may be constantly afraid of being physically or emotionally hurt by other people, through direct physical force, deceptions, or lies. They might even believe that other people do this to harm them on purpose.

3. **Emotional Supportedness/ deprivation:** children with a negative schema can believe that they will never get the care and support they need.

4. **Wholeness/ defectiveness or shame:** children with a negative schema can believe that they are physically, emotionally, or psychologically defective, and therefore unworthy of being loved or cared for by anyone.
   Sociability/ social isolation or alienation: children with a negative schema might believe that they are so different from everyone else in the world that they will never be able to fit in or be accepted.

5. **Independence / dependence or incompetence:** children with a negative schema often believe that they are incapable or not smart enough to do anything without great assistance from other people.

6. **Independence/ enmeshment or undeveloped self:** children with a negative schema can believe that they can't live or enjoy life without the constant emotional support of someone else, usually someone of great importance in their life, like a parent or a friend. In some

> You cannot do everything for every child but you can do one or two things really well for one or two children....

instances, the child doesn't even feel whole without that other person close by. **Inner Strength/ vulnerability to harm or illness:** children with a negative schema can believe that they are exceptionally at risk of getting hurt or contracting some type of disease or illness.

7. **Successfulness/ a failure:** children with a negative schema might believe that they have never succeeded, nor can they ever succeed, no matter what the task.

8. **Commonality/ entitlement or grandiosity:** children with a negative schema might believe that they are more important than other s and therefore more deserving of privileges and rewards not given to others. People with this schema may seek fame, power, or control at the expense of the safety and needs of others.

9. **Self Controlling/ insufficient self-control or self-discipline:** children with a negative schema might be unable to tolerate any type of discomfort or setback when trying to achieve something and so they simply give up. Alternatively, they may be unable to control their emotional outbursts and impulses.

10. **Self Assertiveness/ subjugation:** children with a negative schema might feel they are constantly forced to give up their own needs by others who threaten to do something or withhold something if they don't comply with their wishes. People with this schema willingly give up their own needs in order to meet someone else's needs. Often, they feel guilty and are afraid that if they don't meet the needs of the other person that person will suffer in some way or will not like them.

11. **Self-assuredness/ affirmation seeking or recognition seeking:** children with a negative schema may be constantly trying to gain the appreciation and support of others. As a result, they fail to develop a sense of valid self-worth because all of their value is dependent on what other people think of them.

12. **Positivity/ negativity or pessimism:** children with a negative schema may only pay attention to the sad and difficult parts of life, such as troubles, grief, pain, destruction, and the loss of life. They also fail to see, or purposely ignore, anything good that might be taking place.

Can you see an innovation in your subject curriculum and delivery to help children develop positive emotional schemas?

Principles

People

Purpose
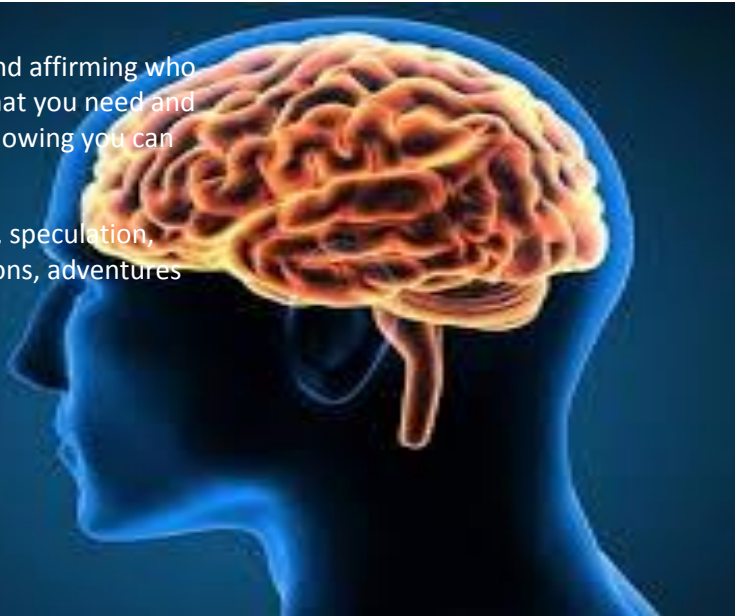
Pleasure

P

Well-Being and Happiness

Emotional Well-Being
Understanding, accepting and affirming who you are.   Understanding what you need and asking for it.   Coping and knowing you can

Intellectual Well-Being
Open to learning, reflection, speculation, new ideas, thoughts, emotions, adventures and others
Closed to conceit, bigotry , intolerance and prejudice

Some Key Questions on Well-Being

The satisfaction of needs
Self
Are you able and do you communicate your needs to others?
Do you ask for what you want?
Do you ensure you get what you need?
Do you think about and seek to address the needs of others?
The Classroom and the School
Are clear opportunities given for young people and adults to express individual and collective needs?
Are people empowered to express these needs? Do they feel safe to do so?
Do teachers, leaders and managers understand students' and colleagues' needs and seek to address them?
A belief in self-efficacy
Self
Do you feel you have a strong 'locus of control' in making choices for yourself and choosing your responses to others?
Do you know and focus activity upon your strengths rather than dwell upon your self-supposed weaknesses?
Do you make a point of trying new things?
Do you make a point of trying what you find difficult to do?
Do you take risks?
Can you fail well?
Do you see failure as a driver to future success?
Do you credit yourself with your successes?
The Classroom and the School
Is time given (for example, in classrooms and at staff meetings) to share successes?
Does it actively encourage and support innovation?
Do people feel safe to try new approaches and get things wrong?
Are people able to contribute positively to their own records by, for example, writing reports about their innovations and successes?
Do classroom observations formally affirm skills; for example providing evidence and records to support teacher competencies?
Does marking and assessment formally affirm students' skills and contributions to the classroom.
Problem Solving

Self
Are you able to analyse problems effectively and seek solutions rather than dwell on issues?
Can you confront problems sooner rather than later?
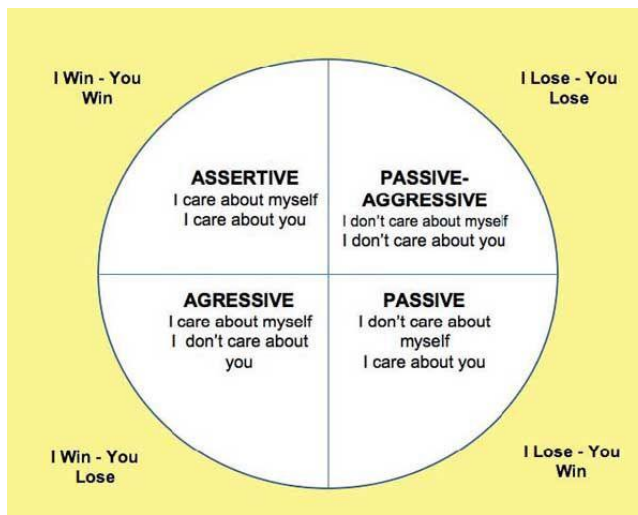Do you know from whom to get support and do you ask for it when needed?
Values
Self
Are you able to articulate and do you express your values?
Do values guide your actions?
The Classroom and the School
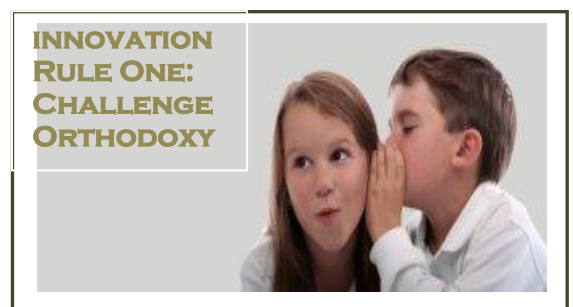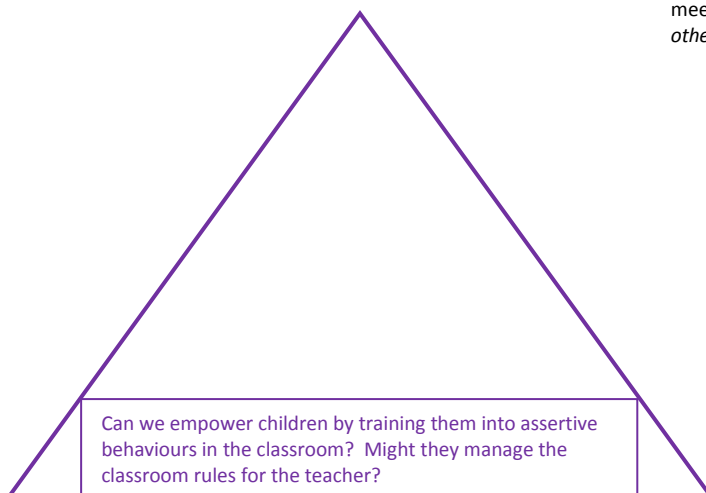Are values expressed, *regularly* communicated and do they inform every aspect of day-to-day operation?

I Win - You Win	I Lose - You Lose
ASSERTIVE I care about myself I care about you	**PASSIVE-AGGRESSIVE** I don't care about myself I don't care about you
AGRESSIVE I care about myself I don't care about you	**PASSIVE** I don't care about myself I care about you
I Win - You Lose	I Lose - You Win

Assertiveness

Assertiveness is not about domination or about getting your own way. It is about being clear, open and honest in your dealings with other people. To be assertive requires you to be calm and considered in any situation.

In harmony
• Find time to express your feelings of satisfaction with other people. Make the expression personal: *Thank you for letting me see your lesson. You really taught it well.* (NOT *It was a good lesson.*)
• Express how the other person made *you* feel. *Thank you for arranging the show for parents' evening. I felt really proud of what you achieved with our students.*
• Find ways of ensuring that the other person trusts your compliments and does not view them as being manipulative. When you want something from them is *not* the time to compliment someone.
• Be as specific as possible in your compliments: *You really handled that situation with Jimmy Smith well. He was fuming and you calmed him down wonderfully by the quiet way you spoke to him!*
• Do not shrug-off other people's compliments to you, learn to accept them totally. *Thank you, I appreciate you telling me that! I find it reassuring that you think this way too!*

In discord
• Plan and mentally rehearse what you are going to say and how and when you are going to say it.
• Use the word 'feel' as opposed to 'think'.... *I feel your work is deteriorating.*
• Be sensitive to the other person's problems and show this sensitivity: *I feel your work is deteriorating, have you got problems? How can I support you?*
• Ensure that the other person knows it is their behaviour you have problems with and not them personally, by separating them from their mistake: *I feel angry that the report you promised me isn't in yet. You're an important member of this team whose views I really value!*
• Express openly how the other person's behaviour affects you: When you speak to me like that in front of others in the staffroom, it embarrasses me.
• Try to be as specific as possible, and avoid general labelling, i.e. NOT You are insensitive BUT At times during staff meetings I feel you tend to be insensitive to the feelings *of others.*

Can we empower children by training them into assertive behaviours in the classroom? Might they manage the classroom rules for the teacher?

INNOVATION RULE ONE: CHALLENGE ORTHODOXY
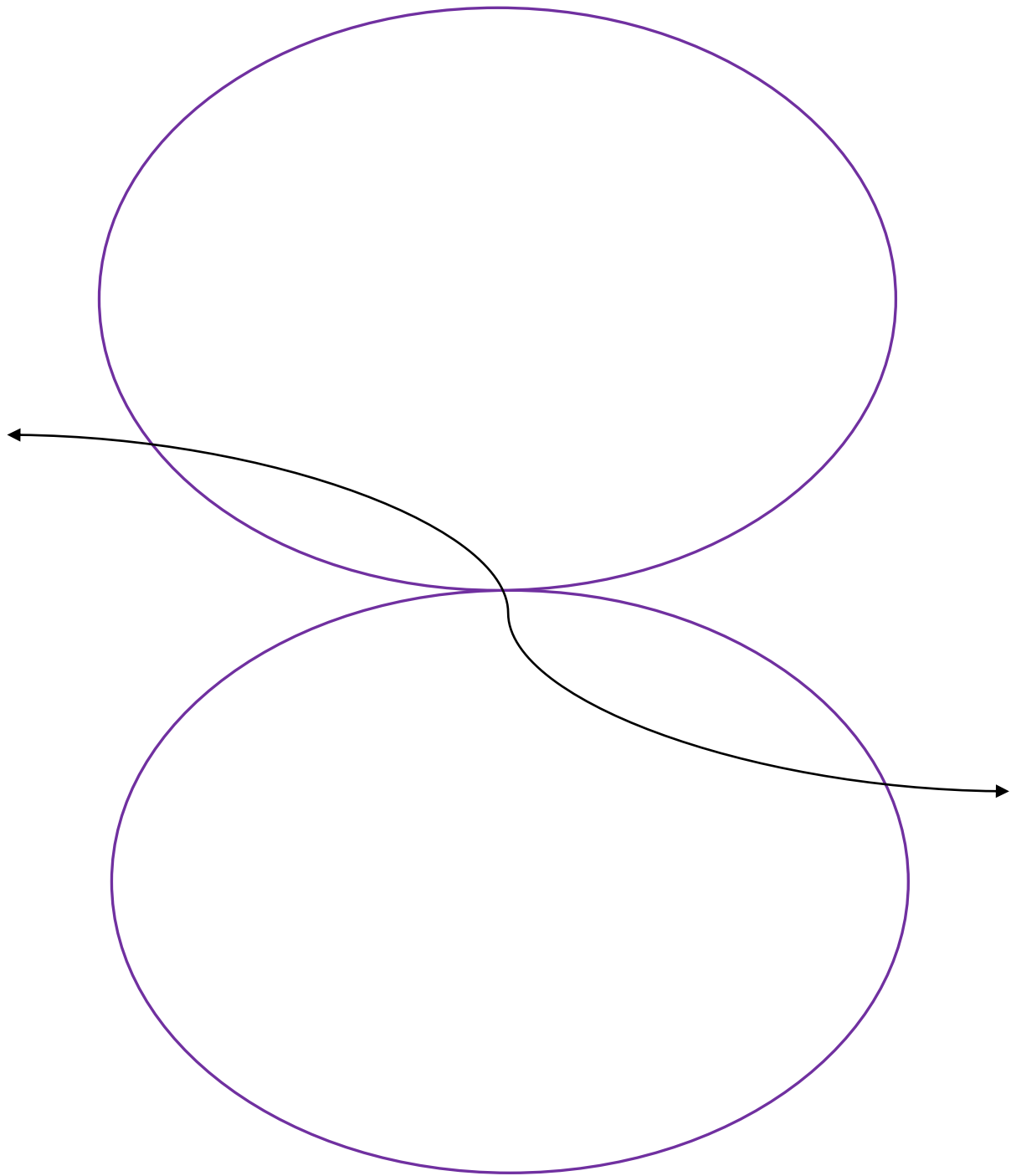
Specific-General-Specific

INCREMENTAL INNOVATION

Excellence in Everyday Teaching and Learning

What are the key components for excellence in the following?

The Curriculum

A.

B.

The Learning Objectives

A.

B.

The Organisation of Individual Lessons

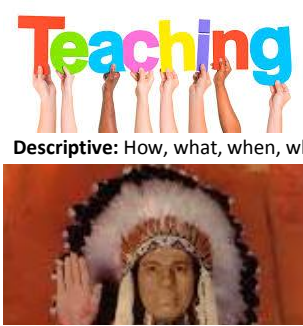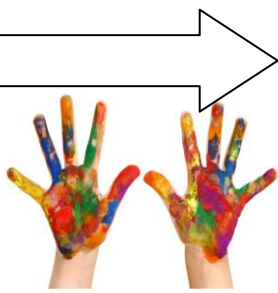A.

B.

Teacher Inputs

A.

B.

Pupil Responses

A.

B.

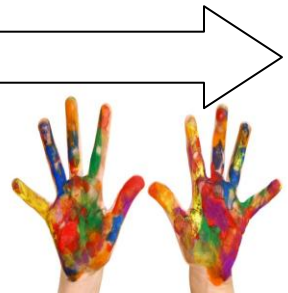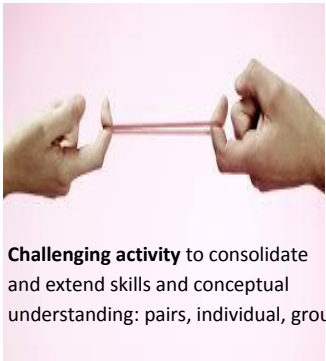# Monitoring

A.

B.

Other

| |

Check the previous skills, facts and understandings needed to make progress this lesson. Revisit as necessary. |

Descriptive: How, what, when, who |

Descriptive activity individual/pairs |

|

Reflective teaching that explains and explores the concept |

Reflective activity to consolidate conceptual understanding |

Challenging activity to consolidate and extend skills and conceptual understanding: pairs, individual, group |

Pupils give plenary to one-another on what they have learnt |

LATER

|

Pupils log skills, facts and understandings |

S, F and U in different contexts |

Quizzing and low stakes testing for recall, assessment, self-assessment and target setting |

Subject:
Delivery and observation checklist

VISION
MISSION

OBJECTIVE
AIM

LEADERSHIP
MANAGEMENT

STRETCH TARGETS

Things I see and like	Things I see and don't like	Things I don't see and want to see
More		

Principles	People	If you can't measure something you can't manage it
Purpose	Pleasure	

Descriptive: What When How

Mission Statement

A	B	C	D
Thruster Achiever Lots of ideas person Charismatic Over-the-top at times Problem solver Autocratic Not a good team player	Consistent Sensitive Careful Efficient A plodder Reliable Co-operative	Adaptable Dynamic Wanting to please Sophisticated A mind changer Flexible Democratic A good team player	Systematic Hyper-efficient Bureaucratic Precise Punctual Tidy Shy Self-effacing

The Leadership Styles

Fundamentally there are four leadership styles: directive, supportive, consultatory and delegatory.

Study the following and choose the leadership style best suited to each of the career stages below-

Stage One: "When I first started teaching my motivation was high but my skill levels were low."

Leadership style best suited to Stage One=_____

Stage Two: "As I got more skillful I found that things got a bit dull and routine. My motivation seemed to drop."

Leadership style best suited to Stage Two=_____

Stage Three: "A few years in, I found things very easy and I became increasingly bored by what I was doing. It was like I was losing all my motivation."

Leadership style best suited to Stage Three=_____

Stage Four: "Then I got promotion and suddenly my motivation was back!

Leadership style best suited to Stage Four=_____

Time Management

Important and urgent	Important but not urgent
Not important but urgent	Not urgent or important

Eating fruit and vegetables
Spending time with family and friends
Exercising
Improving Teaching and Learning
Where you should be spending most of your time

What are your top strengths?

What are your top skills?
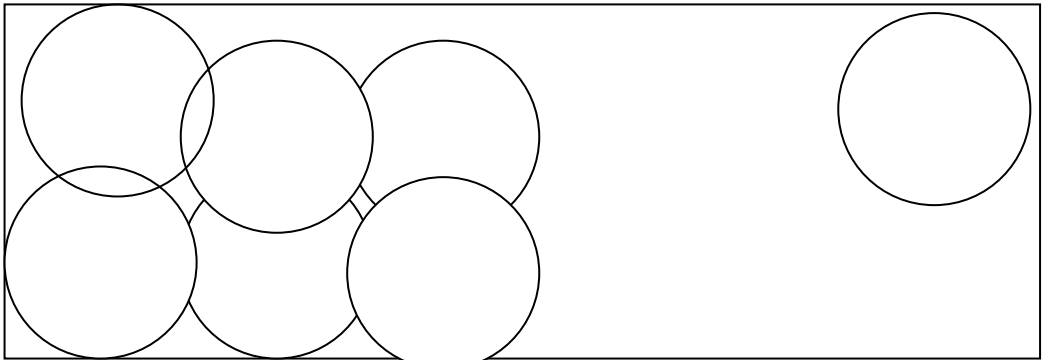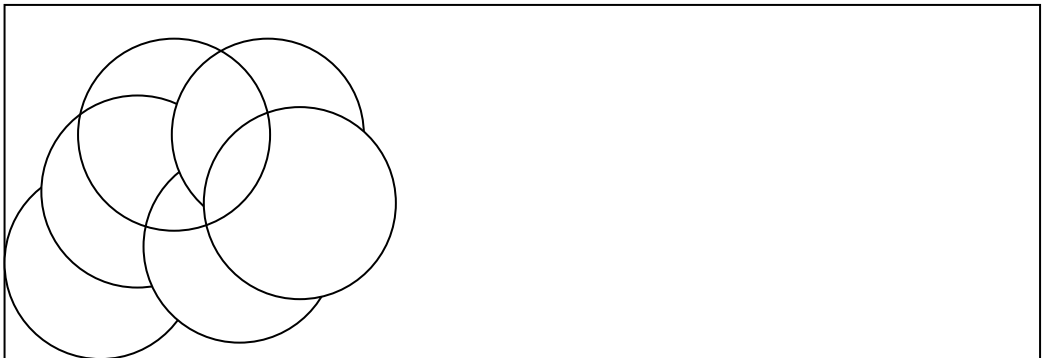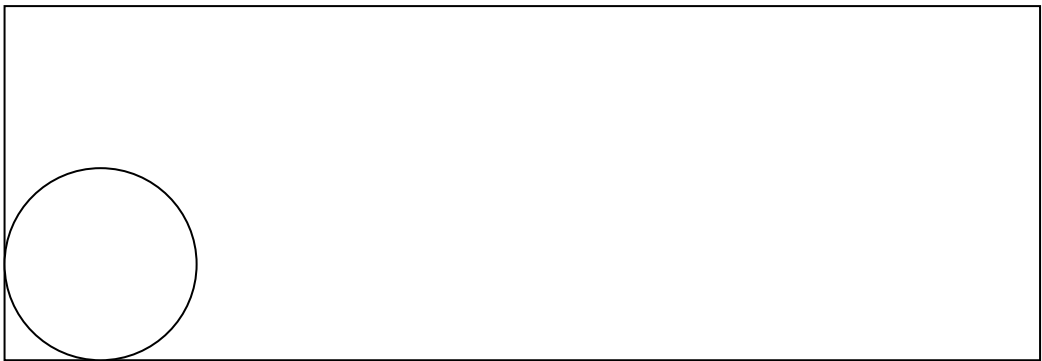
What motivates you?

What is the best use of your *important but not urgent time* at work?

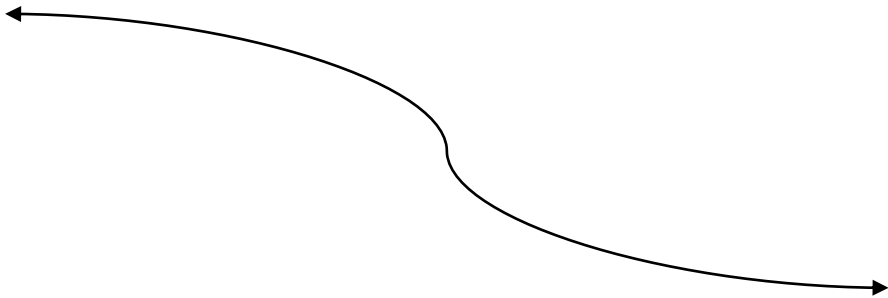**What are your needs from colleagues and leaders?**

Best performance and Innovation comes from working from your strengths and skills set. Motivation comes from purposefulness. Happiness comes from purposefulness and pleasure.
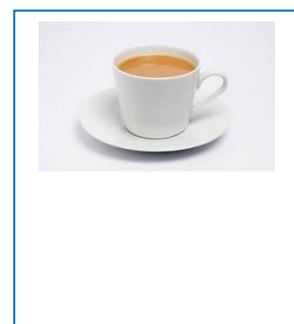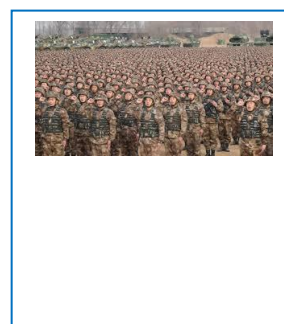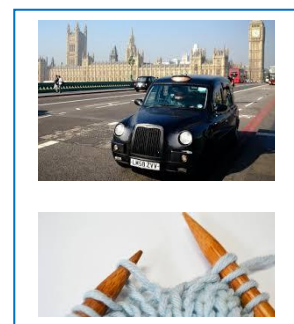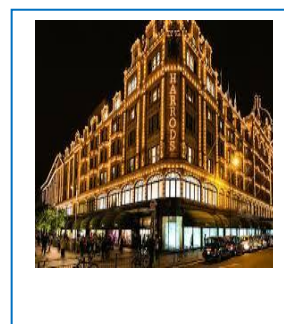
Diversity

The Team

What was Rule 1?	KARL MARX	THE FAMOUS FIVE (Enid Blyton)	

INNOVATION RULE TWO: RECOMBINATION

Political Socio-economic			
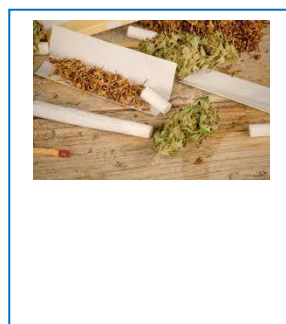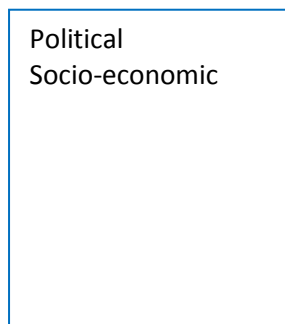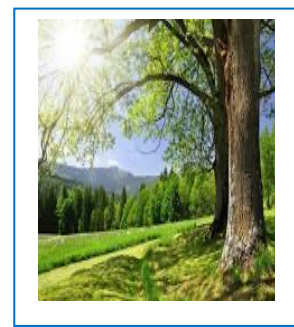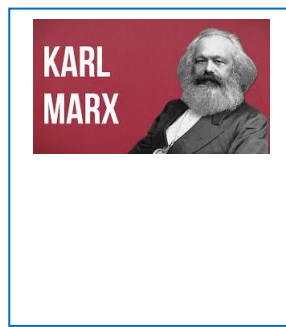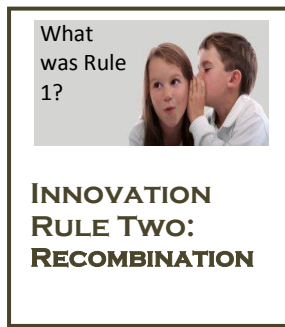
Metacognition and recall - We recall things best in pictures rather than words* Reduce complex ideas into three words* Think **SEMANTIC, PROCEDURAL AND EPISODIC**

DESCRIPTIVE **REFLECTIVE** **SPECULATIVE**	**GO FOR FIVE**	**THINK** **COMMUNICATE** **WRITE**	**READ** **THINK** **COMMUNICATE**
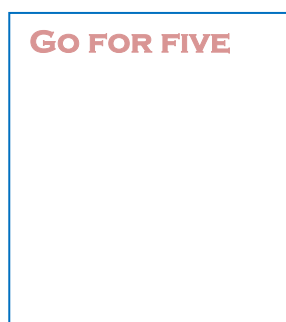
LOGIC

METAPHOR

DREAM

REASON

PRECISION

HUMOUR

CONSISTENCY

AMBIGUITY

PLAY

WORK

EXACT

APPROXIMATE

DIRECT

FOCUSED

FANTASY

REALITY

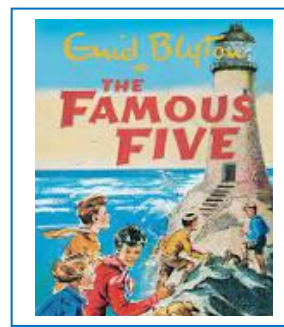PARADOX

DIFFUSE

ANALYSIS

HUNCH

GENERALISATION

SPECIFICS

CHILD

ADULT

There are two types of people in this world: those who divide everything into two categories and those that don't.

Shifting Paradigms

What was Rule 2?

INNOVATION RULE THREE: BEWARE THE BOX

ALL RULES CAN BE BROKEN EXCEPT THIS ONE

Bernard Sadow

PROS

CONS

INTERESTING

PARENT

CHILD

ADULT

Incremental
Recombinant
Lasrever

Analysis:
PCI PCA

New Paradigm

Work on your strengths* Find the purpose* Challenge orthodoxy*Recombine* Shift paradigms
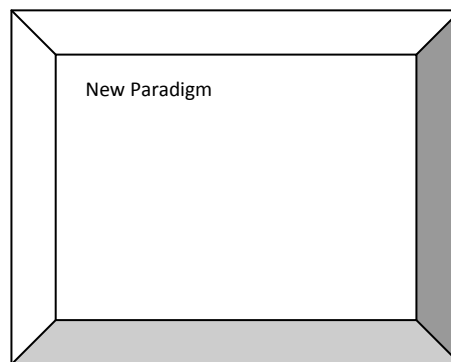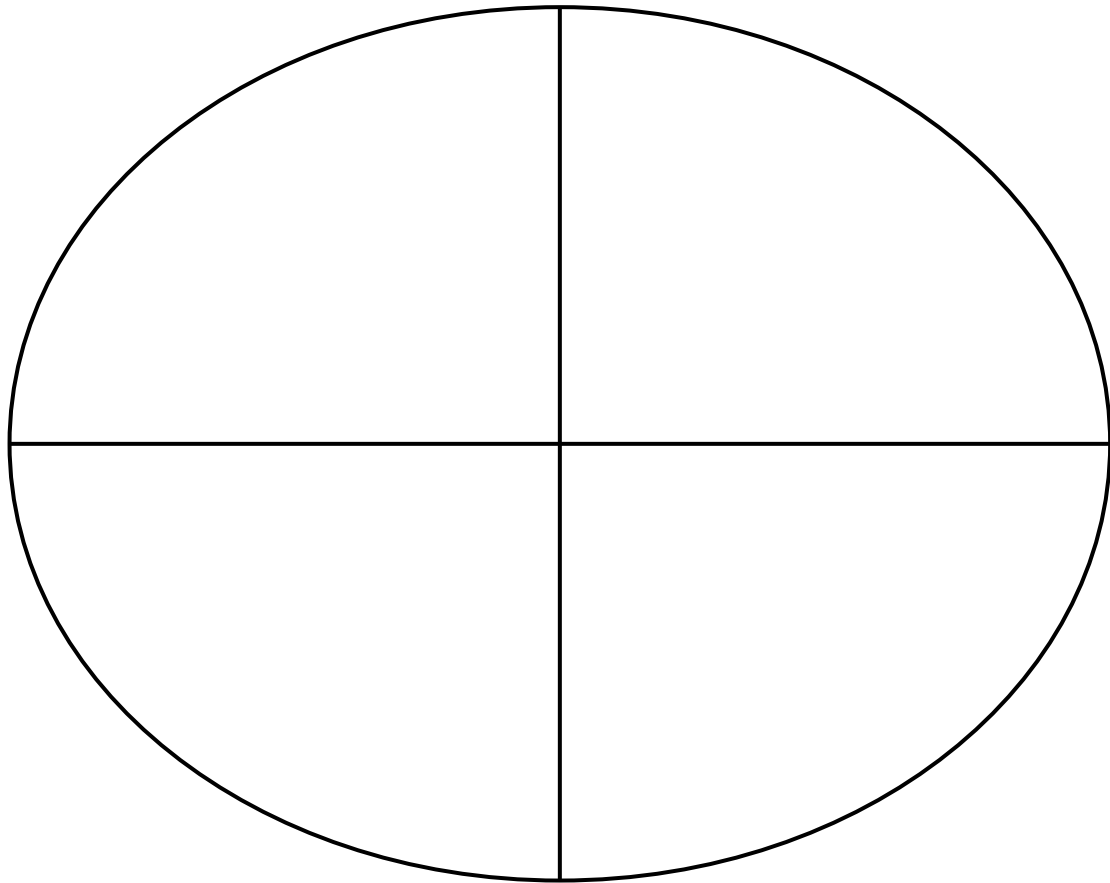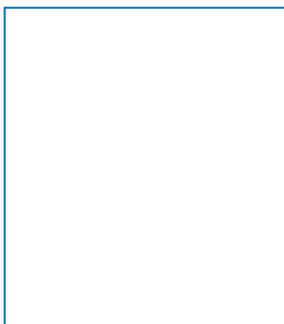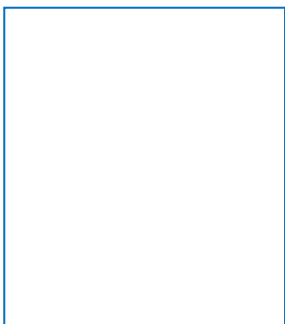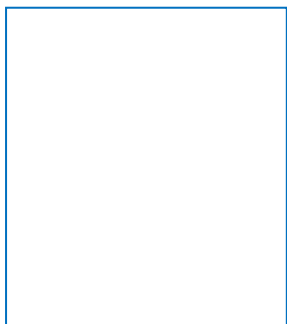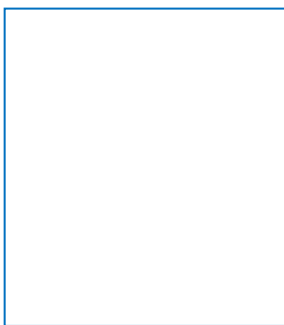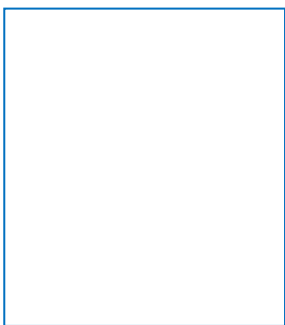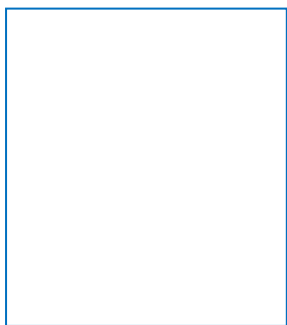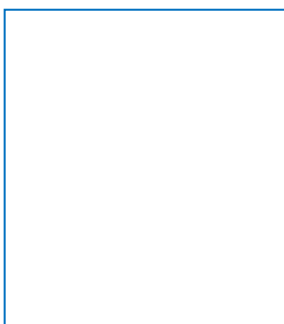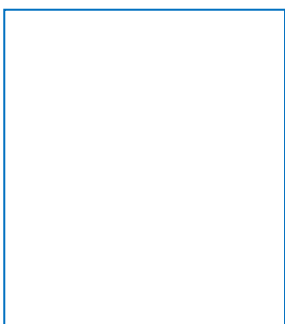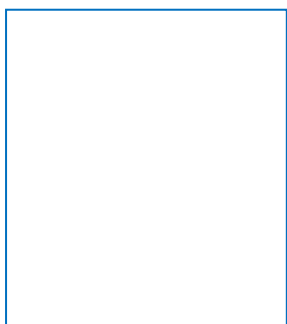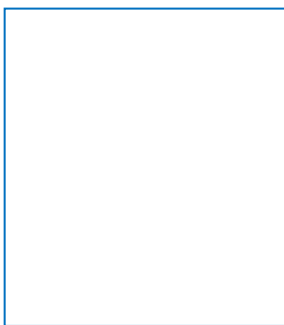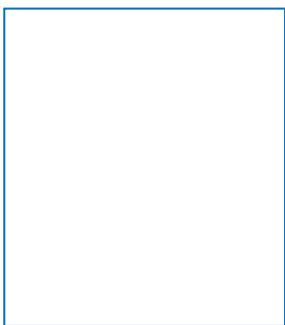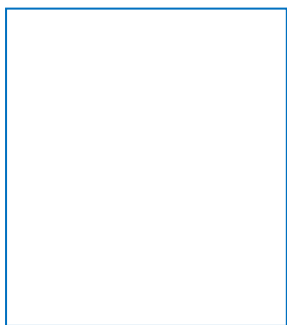
NOTES

Differences

Your Vision is how the organisation/your life etc. could and should be, i.e. the Aim.

Your Mission is the steps you take to ensure that the organisation/life etc. becomes how it could and should be, i.e. the Objectives.

Your Leadership Function is to lead the vision.

Your Management Function is to manage the mission.

You do this by pro-activity in the management of time through concentrating energies on important actions rather than urgent reactions.

Vision

You can usefully apply this process to anything you want to improve, e.g. walking around a school or any organization…

What do you see that you would wish not to see?

What do you see that you would wish to see more of or see improved upon?

What are you not seeing that you would wish to see?

Mission Statement

An important aspect of effective leadership/personal development is clarity.

In your mission statement, explain simply what you want to achieve and why you want to achieve it.

Be clear about and communicate your "bottom lines" e.g. I do not want to see X because….

In a school lead through strategies that are devised to improve the quality of performance and practice.

Different Folks/DifferentStrokes

A INNOVATORS and probably work optimally:

· To short rather than medium or long-term targets

· With lots of encouragement and praise

· With public recognition of your achievements

· With plenty of opportunities to develop new skills and interests

· With sensitive monitoring and course correction from others

B CAUTIOUS ONES and probably work optimally:

·   To longer-term targets.

·   With careful and periodic review processes

·   When people tell you exactly what they want from you

·   When others give you time to explore your real feelings

·   When others treat you sensitively

·   Within a stable environment with plenty of time to adapt to change

C SYNERGISERS and probably work optimally:

·   To medium-term targets

·   With consultatory guidance

·   With a consistent managerial approach

·   When you are involved in lots of different activities

·   When you are involved with lots of different people

D THE SYSTEMS PEOPLE and probably work optimally:

·   To fully negotiated long-term targets

·   With harmony around you

·   With a detailed brief and clear understanding of its reasons

·   With plenty of delegated responsibilities

·   When given plenty of time to do things

WE NEED EACH

Whether or not the categories fit you or the colleagues you lead, the bullet points above are useful considerations when analysing your own and others' optimal working conditions and for applying "different strokes to different folks."

Leadership Styles

Career Development (and indeed any personal development) might be tracked through the following stages:

Stage 1	LOW SKILLS	HIGH MOTIVATION
Stage 2	MEDIUM SKILLS	MEDIUM MOTIVATION
Stage 3	HIGH SKILLS	LOW MOTIVATION
Stage 4	HIGH SKILLS	HIGH MOTIVATION

The teacher quoted in the activity went on to say:

(At Stage 1) " I wished that someone would tell me exactly how to do things. Whilst being kind and supportive, no one ever actually gave me any ideas and I felt that I had to learn everything for myself."

(At Stage 2) "I felt that I was beginning to have things to offer and ideas to give to others but no one seemed interested in my contributions."

(At Stage 3) "I felt that I needed new challenges and also felt very undervalued by those around me.

(At Stage 4) "I had new challenges to rise to and my motivation was raised to meet them."

Leadership….when skill levels are low and motivation high: be directive. Don't be too supportive. Tell people how to do things and send them away to do it. Let them try things and make their own mistakes. Help them to learn from these.

When skill levels are medium and motivation OK: be supportive. Coach them into appreciating their strengths and help them to build upon them.

When skills are medium or high and motivation low: be consultatory and delegatory. Seek their advice, decide on actions together and delegate the leadership of the task to them.

Time Management

Whilst we must inevitably engage in the "Important and Urgent," the "Not Important but Urgent" and the "Not Important and Not Urgent" activities, a route to happiness and success in life is to ensure that a good deal of our energies fall under the heading IMPORTANT BUT NOT URGENT.

Leadership

There are three central components to leadership: team building; development of individuals; managing yourself.

1   Build the team to achieve the task
- Concentrate on *motivation*: remember that different people are encouraged and motivated by different things ('Different Strokes for Different Folks').
- Be sure to thank people. Some people need praise in private, others publicly
- Ask for opinions and wherever possible consult before reaching important decisions; especially if they are to do with others' core roles.
- Praise good work and initiative.
- Be honest and open in your dealings with the team and demand the same from them.
- Challenge.
- Negotiate and clearly define roles within the team whilst encouraging cross-fertilisation and role exchange.
- Negotiate and clearly define 'mission'.
- Negotiate and clearly define aims *and* objectives.
- Set achievable targets with deadlines.
- Build a team culture: *This is how we do things here.*
- Negotiate and clearly define criteria for success.
- Set up a system for evaluating and appraising team performance.
- Ensure that working conditions are good.
- Ensure that resources are adequate.
- Encourage team members to join unions.
- Deal with gripes and grievances quickly.
- Manage by wandering around: observe, listen, praise.
- Assess the whole team's developmental needs and provide training.

Remember that teachers are likely to need training in partner work and teamwork just like the students!

2   Develop individuals
- Assess each individual's developmental needs and provide training.
- Negotiate and set individual targets for development.
- Be directive to the inexperienced, consultatory especially with the experienced.
- Be supportive to everyone, but not over-supportive as this may discourage autonomous action and initiative.
- Openly invite people to share their problems with you.
- Delegate as much as possible, and equitably.
- Ensure that each individual knows their function in the team and their specific responsibilities.
- Install a system for positive appraisal of each individual's performance.
- Understand each individual's particular motivation.
- Get them to work through their strengths.
- Reprimand promptly and sensitively when required, always separating the person from the mistake.
- Encourage innovation.
- Encourage individual interests.
- Become holistic in your approach to everyone, manage the person first and the professional next.
- Praise!

3   Managing yourself
- Lead by actions, not words.
- Don't say one thing and do another.
- Manage your time efficiently.
- Make sure you give yourself time to listen to people.
- See yourself as a coach as well as a boss.
- See yourself achieving results *through others.*
- Be sensitive to your own needs and communicate them.
- Work on your strengths and develop others to compensate for your weaknesses.
- Never allow yourself to become aggressive.
- Define and communicate your perceptions of your role.
- Define the things about which you and you alone make decisions and communicate them.
- Define your 'needs to know' and communicate them.
- Admit mistakes.

Give yourself credit!

Teamwork

Effective teamwork is the working together of like-minded individuals towards shared objectives. It is about knowing *who* is going, *where* you are going, and how you are going to get there! Members of high-performing teams trust each other, know and understand each other and have highly developed team-working skills. The leader of high performing teams rewards teamwork.

•	Know the individual strengths within your team and utilize these strengths to the full.
•	Know the weaknesses of the team as a whole and organise training to compensate.
•	Seek to develop a team 'culture' and 'identity': *We work in such-and-such* a way.
•	Closely define functions within the team and ensure each person understands their own role and function(s).
•	Where possible, delegate decision-making as well as action to individuals within the team.
•	Know and use the resources of the 'invisible teams'... the other teams your individual team members belong to.
•	Separate tasks effectively and without duplication.

•	Discuss and consult at regular intervals.

Remember the '4 Ps':
1 How the **people** in the team are working together, what problems they have, etc.
2 and 3 **Policy** and **progress**, reviewing how the team is progressing towards its shared objectives.
*4 **Points*** — the pressing and specific issues that need to be addressed now to keep everyone happy and on course.
•	Monitor action effectively to learn from successes and failures.
•	Spend as much time together as possible

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Change

Change is a garden. It is made up of individual plants tended separately towards a vision of the whole.

Planning
•	Define and sell a compelling and attractive vision of the organization after the change.
•	Write out simply and concisely the benefits of the change.
•	Work backwards — plan for the long-term but target for the short-term. Set short- term goals in 'real' timescales.
•	Assess likely negative effects and plan steps to counter them.
•	Define areas of least resistance (people likely to be in favour of the change straight away etc). Plan to involve them from the outset.
•	Plan to involve important people on the 'periphery' of the organization /Governors etc.
•	Set out your criteria for success from the outset.
•	Set out a method for evaluating how the development is progressing.
•	Set a realistic timescale.

Implementation
•	Initiate the change process from the top but *also* manage it from the bottom to develop ownership.
•	Consider a staff consultatory process early on.
•	Select members of staff and delegate specific responsibilities to them.
•	Consider delegating the overall responsibility of the change management to one member of staff under your guidance.
•	Consider introducing the change in the most receptive areas of the organization first, perhaps on a trial basis.
•	Solicit feedback from the outset.
•	Deal with any problems encountered immediately as they occur.
•	Don't expend too much of your energies on disapproving minorities! Give them your support and encouragement but move the majority forward.
•	Give carrots and let people know what's in it

Listening

Effective listening is active. It is about communicating willingness to listen, finding and giving time to listen, and asking questions. It is about seeking first to understand rather than to be understood!

• State that you see it as part of your job to listen to the views, ideas and problems of others. Reinforce this regularly.

• Try to set aside specific times for listening to people's views and feelings. Let them know when these times are.

• For a variety of reasons we may avoid listening to certain people; ensure that these people also get your ear.

• Avoid, where possible, listening when you haven't really got the time. Instead, make alternative arrangements. "*Can I come and see you after school for a few moments? I'm really keen on hearing your views but I'm too rushed now."*

• Don't try to listen to someone standing up or across a desk from you. Sit *with* them.
Maybe go to their home ground (classroom etc).

Active listening

• Be aware of your body language and expression (don't shuffle feet, tap fingers, yawn! etc.)

• Maintain easy eye contact with the person while they are speaking.

• Reinforce the fact you are listening by nodding, by saying 'Yes, I see.' etc.

• Repeat back in paraphrase what the person has just said prior to asking for further explanation. This shows that you really **heard** what they said!

• Ask questions that 'open the person up'. *Open* questions explore feelings: "*Tell me more about how you're getting on with 9-Z."* Closed questions demand simple factual responses: "*So you find it hard to control 9-Z?"* Open questions may seem quite threatening at first, so progressing from closed to open questions is a useful technique.

• Use your questions to help the other person stay on track. 'Descriptive, Reflective, Speculative' is a useful sequence here, e.g. "*Can you describe the problem to me? Can you tell me why it's difficult? Can you think of some ways we could get round it?"*

• Try to assess the individual's 'sub-textual' needs in speaking to you, so you can address these as well as the verbal content. Ask yourself, What is this really about? Is this person (for example) really just asking for information? Or are they expressing their *feelings of not being able to cope?*

• Do not allow outside interruptions to the process.

• Let the other person finish their sentences and line of thought before you say something. Be open-minded and avoid any temptation to complete the speaker's sentence by predicting what they say.