



Knowing what to do
when you don't know what to do...



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The Center for Pedagogical Contact

sets itself the task

that no child may be excluded!

**But
how?**



The text of this masterclass appears partly in the PPT.

So you can read it afterwards...



**Knowing what to do
when you don't know what to do...**

**I don't know you
and I don't know your children...**

How can I dare this?



My pedagogical strategy today is simple because it is based on our own intuition.

**And our intuition has a kind of strategy.
I'm going to explain that.**

**And you can use that strategy in situations
where things are not going well.**

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Let's get started...



The assumption is...

**Sometimes you are the teacher you want to be
and sometimes you're the teacher you don't want
to be**



What you need to know...



* What does not go well... usually lingers for a long time

You are aware of your INCOMPETENT REACTION

* What goes well you do intuitively and you quickly forget

Because... You are NOT aware of your



First I'm going to explain to you how your intuition works.

Then I offer you the strategy.

Imagine...





...You come into the
classroom and you feel that
children are going to do
things that are not okay...





...You come into the
classroom and you feel that
children are going to do
things that are not okay...

... and then you wink





...You come into the
classroom and you feel that
children are going to do
things that are not okay...

... and then you wink

... and they stop what they
were doing

What happend there?





Your wink tells the children 2 things

1. **I see you!**

- basic need:
develop good relationship

* For some it's nice (...the teacher sees me!)

* For some it's vitally important (trauma, stress, physical and sexual abuse, etc.)





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1. I see you!

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(trauma, stress, physical and sexual abuse, etc.)

2. Stop what you are doing!

- basic need:

develop good autonomy

*2 signals
at the same time*





But...

* You can't copy a wink...

* You can't train a wink...

Because: it comes from
your experiences
and it goes unconsciously.





We will use this strategy
(2 opposing forces at once)
later if things don't go
well...

But
first...



Question for now...

What happens when things don't go well?

*** What do children say then?**

or

*** What do they do then?**

**Tell your
neighbor (2
minutes)**



**If it doesn't go well
there are 2 typical situations.**



If it doesn't go well
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1. Children **don't do** what you want them to do.
(Don't start...)



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1. Children **don't do** what you want them to do.
(Don't start...)
2. Children **do** what you don't want.
(Don't stop...)



For example:

**You want to start the lesson
and a child starts asking for attention...**



(talking through you, wiggling, pushing, calling names, not responding, etc.)

- * What are you doing?**
- * What is your tendency?**

**Think for
yourself...**



...and if nothing works?



...and if nothing works?

Then.... most teachers keep trying.
But if nothing works,
the child has to get out...

**But that never
makes you feel
good**



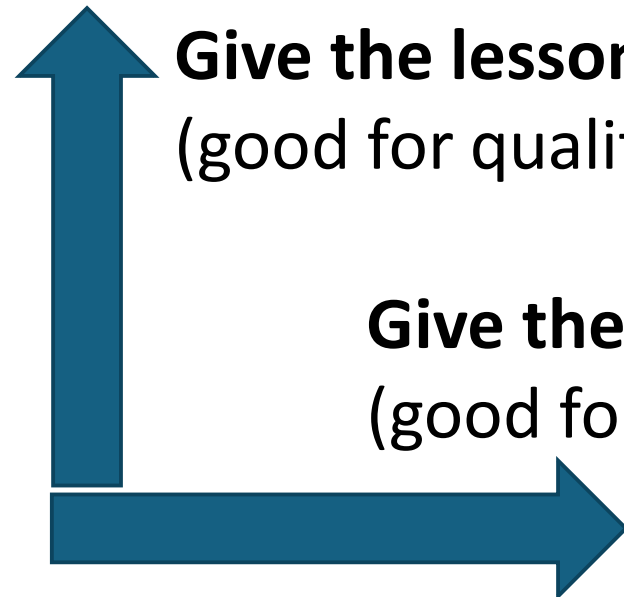
What's the problem?

Most teachers think they have a **problem...**
and then want **to solve** it.



What's the problem?

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and then want **to solve** it.



Give the lesson
(good for quality)

Give the child attention
(good for the relationship: challenge and correct)

*What happens then
(mostly)?*



Again...

**You do what you can... and if it doesn't work...
(for example) the child has to get out**

But... no one wants to lock out a child!

No one deeply tolerates being excluded



So...

If you solve a problem
and – at the same time –
you create a new problem
you can say it wasn't a problem
otherwise you could solve it...

What you need to
know...



Solving problems is only possible with matter/stuff

- * You can inflate a floppy ball.
- * You can replace a lamp.
- * You can take a toilet roll out of the toilet bowl.



But... solving problems cannot be done in human development.

- * You can't solve developments.
- * You can't solve experiences.



So... in those situations you have NO problem!

But... what is it, if it's not a problem?



It's a dilemma!

And this is not a
word game. It's a
different phenomenon.



It's a dilemma!

*** You want to do 2 things (lesson & attention to the child)
and you feel that they cannot be done at the same time...**

**What can you do
then?**



**Now comes the answer to the question
of what to do if you don't know what to do...**

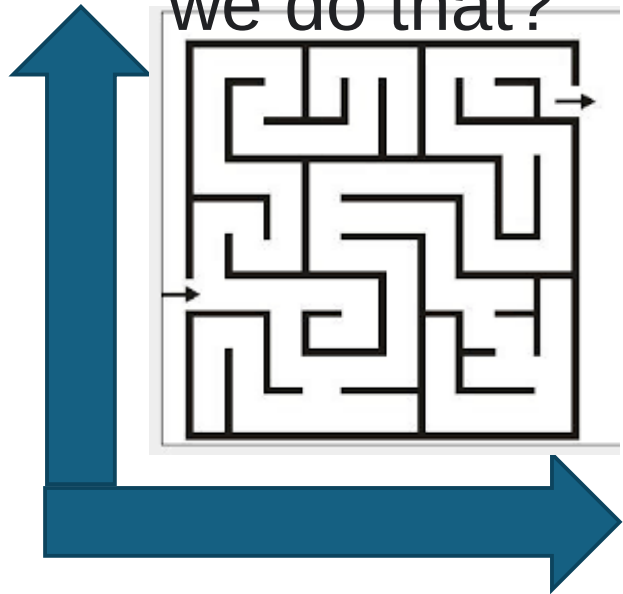
And it is the strategy of your own intuition...



Give your dilemma back to the children

Tell the children what your dilemma is and ask them what they think we can do.

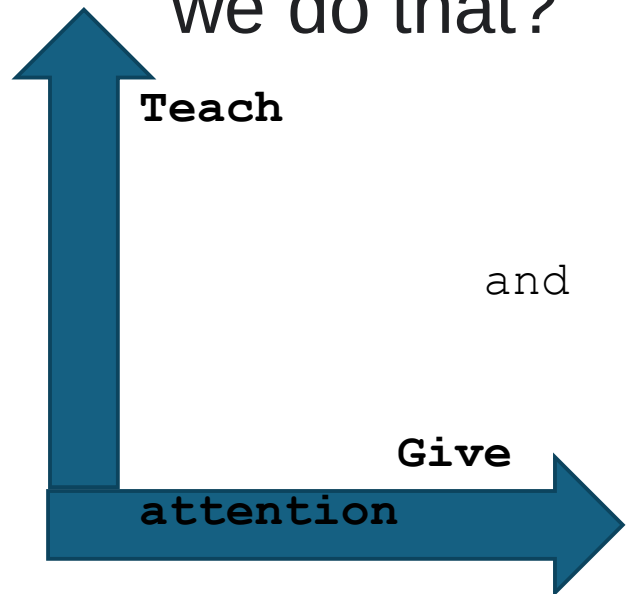
For example: "I have a dilemma. I want to teach **and** I want to give this child attention at the same time. How can we do that?"



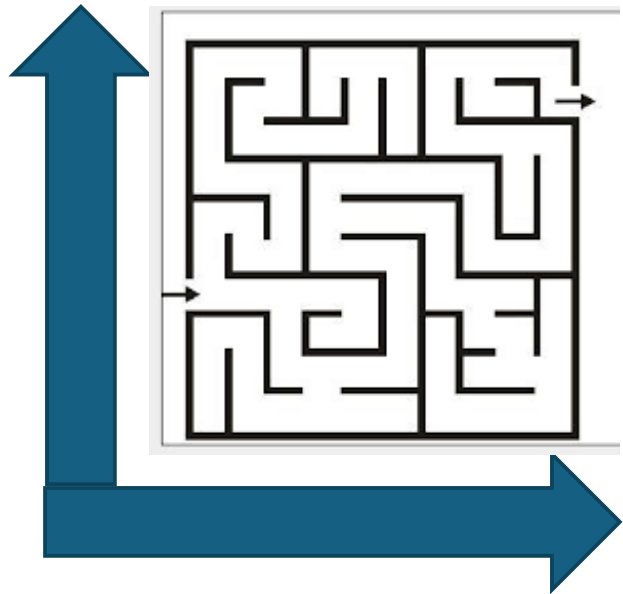
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For example: "I have a dilemma. I want to teach **and** I want to give this child attention at the same time. How can we do that?"



Give your dilemma back to the children



2 arrows / forces

with

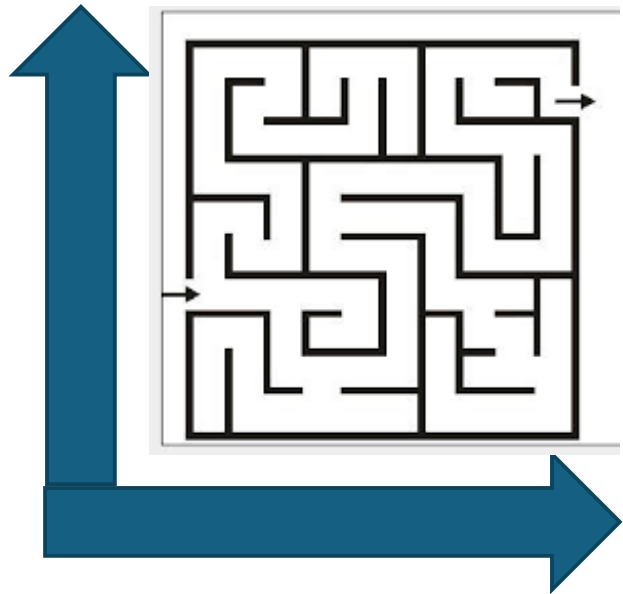
Labyrinth / consciousness playing field



The experience is that children start doing what they always do.

For example:

They say: Send the child out!



Then say:

- * No, I don't want to shut him out.

- * I want a good relationship with him.

- * I want him to take the lesson.

- * I want to know why he does



So...

**You are not going
to problematize the child
but normalize it.**



A problem is a question that you can solve (matter/stuff).

A dilemma is a field of tension where two things demand priority.

*** The first guideline is:**

If you don't know what to do (with children),
there is never a problem, but always a dilemma.

Return that dilemma to the children
and ask how they can deal with it.





We explored our own
intuition...



I was a young and inexperienced teacher of group 6,7,8 (primary school)

We went to the gym twice a week.

Everyone had to take a shower after the gym.

That was the school rule.

At one point the boys didn't want to shower anymore.

A child said that his father did not allow him to take a shower.

Because he couldn't get wet.

I told him not to get wet, but to take a shower.

And then I left.

The children began to discuss.

After 2 days we went to the gym again.

Afterwards I walked into the boys' locker room...



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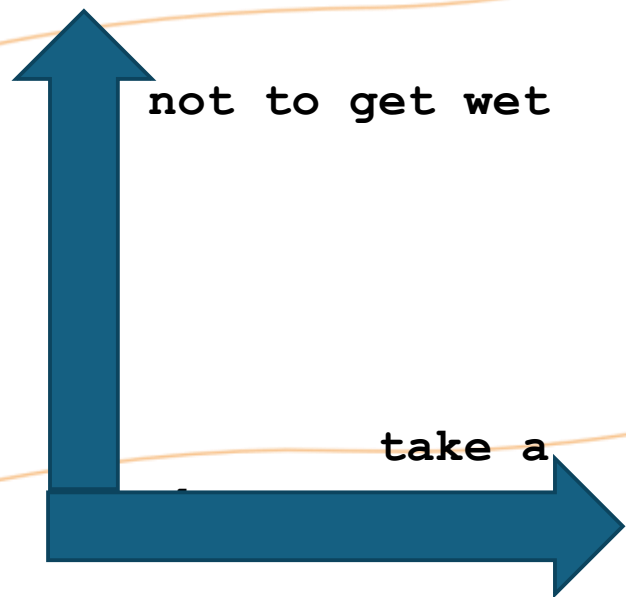
Afterwards I walked into the boys' locker room...

All the children had brought an umbrella.

You can imagine the party.

And... with an umbrella you get even wetter than without an umbrella!





What is happening here?

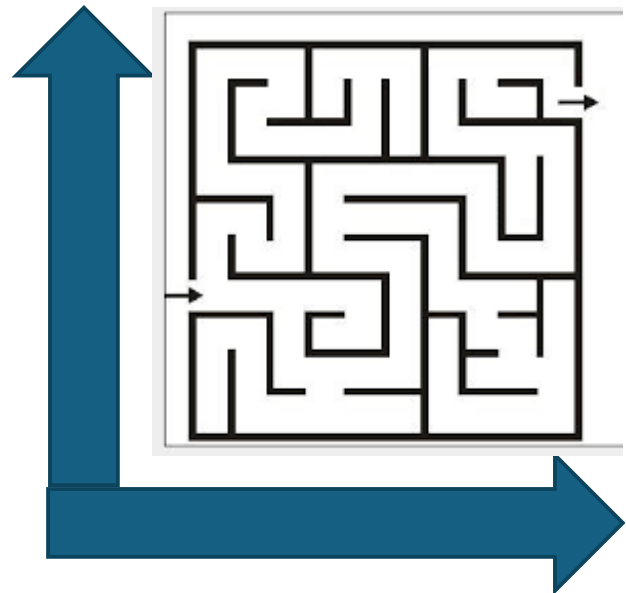
The children were presented with a dilemma/paradox.

2 things:

They take into account themselves and the other (school) **AT THE SAME TIME.**

They come out of the labyrinth...
It's a fun and creative process.

So... They learn to stand up for



• Case



- A teacher told me the following story:
- At her school, the 12-year-old children always wanted to play soccer on the playground during the break.
- But that was dangerous for the toddlers.
- The teachers made a soccer field behind the playground for these children.
- There was 1 rule:
- You have to hold the ball in your hands when you walk across the playground.
- If you do shoot the ball, you have to go inside.

- One day this teacher stood in the doorway.
- **(And imagine you are this teacher).**
- She saw a child shoot the ball and she knew I must send him in.
- But... there were no other children. No toddlers.
- It wasn't dangerous. And she thought if I send him in now he thinks I'm childish.

**Think for yourself what you would do
(2 seconds)**



What would you do?

- 1. The child has to go in (rules are rules)
- 2. I understand the kid (I turn a blind eye)
- 3. I ask him a question
- 4. Something else...



What would you do?

- 1. The child has to go in (rules are rules)
- 2. I understand the kid (I turn a blind eye)
- 3. I ask him a question
- 4. Something else... **the dilemma**



**This is the most important
moment
of the masterclass...**

**check with
yourself**



- More than **90 percent** of the people (teachers) don't do what I told them,
but do what they always did.
- When you get into your emotion, you're going to do what you've always done.
- And you're not going to do what might be better.
- So you have to be aware that you have **to prepare for unpredictable situations.**
- Like soldiers...
- Always ready to execute the right strategy and not be overwhelmed by your emotions.



**If we're not aware of it,
we'll keep doing
what we've always done...**



- **What the teacher told me:**



- **What the teacher told me:**

- She said to the child: I have a dilemma.
- I have to send you in (you shot the ball on the playground),
- but I think you think that's very childish (because there were no toddlers).

- **What would you do if you were me?**

- The child thought for a few seconds...
- And said: If I were you I would allow it one more time.



- **What the teacher told me:**
- She said to the child: I have a dilemma.
- I have to send you in (you shot the ball on the playground),
- but I think you think that's very childish (because there were no toddlers).

- **What would you do if you were me?**
- The child thought for a few seconds...
- And said: If I were you I would allow it one more time.
- **Imagine if you were that teacher and you had done that.**
- **And imagine if this kid went out for the break the next day.**
- **What would you say/not say?**
- **What would you do/not do?**



• **The 3 most frequently given answers are:**

• I do nothing.

• I give a wink.

• I say: "do you remember?"

After this
experience you
usually act
from your
intuition again



So...

Solving problems is only possible with matter/stuff.

Dilemmas arise in interaction with the children.

You can return it to the children.



You can use dilemmas in unpredictable situations.

But there are also predictable situations.

What can you do then?



There are many predictable situations

For example:

- * You already know when you want to start the lesson, a child starts talking.**
- * Or when you turn to the blackboard, a child pushes another child.**



What can you do then?

The 2nd
guideline



What can you do then?

*** Just before a child starts to do it!!!!**

Predict what the child usually does and ask him not to do it.

For example, say: I'll start class in a minute. Usually that's when you start talking. I ask you not to do that this time.

Or... I'm going to turn to the blackboard in a moment. Usually you give him a push. I ask you not to do that this time.



What then happens in the child's head?

He's confused.

He has to decide in a split second what he's going to do...

YES or NO?



**You break a reflex
and you bring it to the child's consciousness**

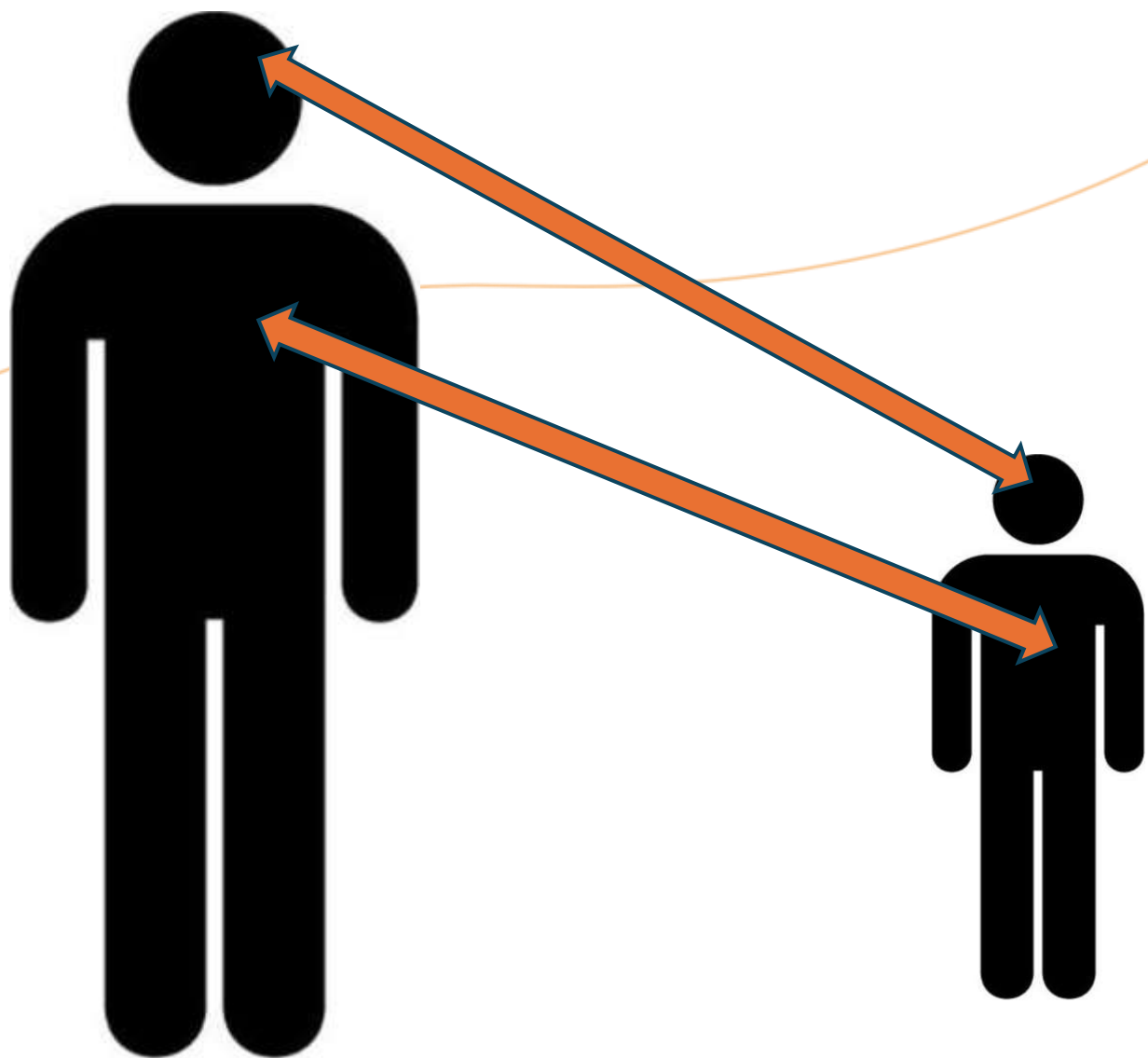
**And... if the child is confused, you can stay
relaxed longer.**



Predictable situations

This is the 2nd guideline by analogy with the dilemma...





It is important that children start thinking for themselves **(head)**

and at the same time feel that the teacher has good intentions **(heart)**



If you can predict a child's behavior,
he will **feel** that you have looked closely
and **being seen** is a basic need.



Problem: Solve that problem (matter / stuff)

Human interaction:

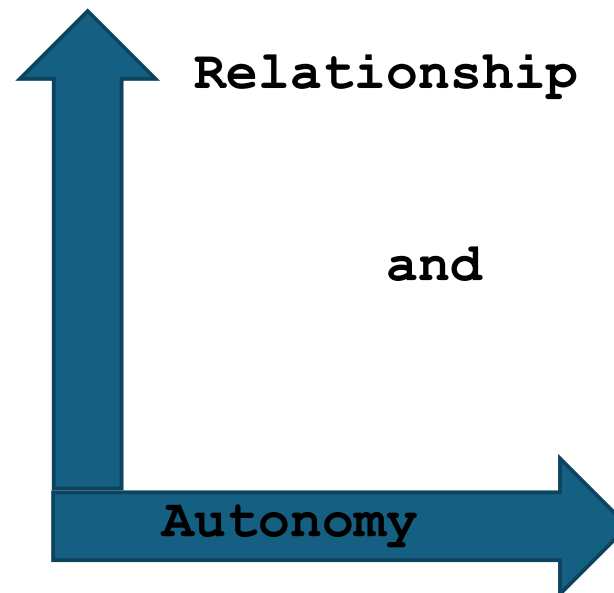
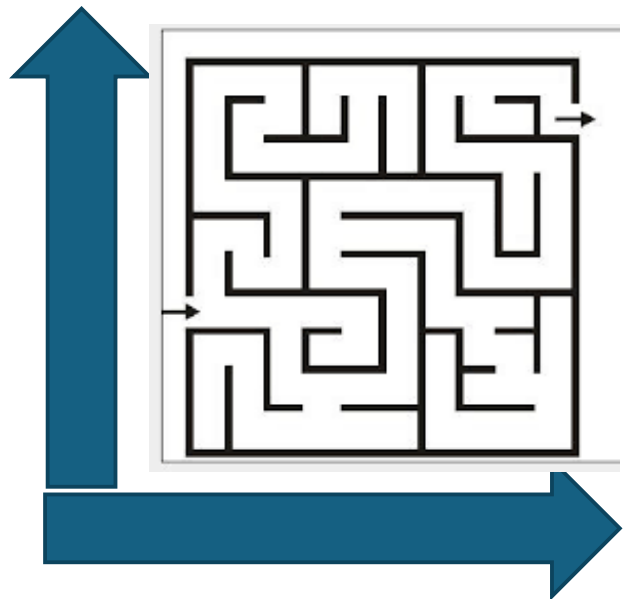
1. The situation is unpredictable:

Share your dilemma with the children and ask what they think.

2. The situation is predictable:

Predict what the child usually does and ask him not to do it.

Resume





- **The most important thing is that you are aware that you are inclined to do what you have always done.**
- **So you have to prepare for predictable/unpredictable situations (every day).**



**If you work with young children,
you may not always be able to use
this language.**

**But you can show children in a conflict
that there are always 2 perspectives...**

Acknowledge them both.



2 Pedagogical 'laws'...

- **I close...**



**You need a relationship
to be able to estimate the
degree of autonomy...**

If you don't know kids
you don't know how free
you can leave them



But how free???

**Give children the
freedom what they can
take responsibility
for...**



What happens then...

1. Children who can handle a lot of responsibility are given more and more freedom.

2. Children who see this also want more freedom and take more responsibility.

So... Everyone becomes more motivated when you combine freedom with responsibilities.



How can you differentiate more pedagogically by giving children more freedom if they can handle more responsibility?

Examples:

- * Children are allowed to work outside the classroom if they...
- * Children can decide for themselves where they sit when they...
- * Children are allowed to check their own work if they...
- * Children can give a lesson to the class themselves if they...



- I hope you will never forget that you are tempted to keep doing what you have been doing.
- But that your intuition's strategy can help you act better.

**For now:
Thank you for your attention and good luck
with all the children you guide!**



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