WELCOME
Engaging the dis-engaged:
We don’t need no education.

The following is the opinion of the author only, and is a collection of beliefs and ideas he maintains, and is supported by essays and journals by numerous researchers.

It is intended to explore possible causes for non-engaged students. How those causes might effect the learner, and how one might need to reconsider the content, direction and or intensity of a school curriculum.
“Education is the key that opens the door to all life has to offer. The benefits of a good education are enhanced vision, increased motivation, and improved performance”.

Ronald K. Claiborne

The Paradigm.
The challenge of engaging the disengaged student, learner, participant, contributor, social member ..........
“Who gives a ..............!”. This is not a question.

The acquisition of knowledge is best acquired when the recipient is engaged in its purpose.
What are the ‘Norms’ as a Learner?

- Learning comes through experience.
- No two people react to an experience the same way.
- Previous experiences condition a person to respond to some things and to ignore others.
- The learner's goal or purpose is of primary importance in the act of learning.
- A student brings his or her goals into the classroom.
- Most goals are similar, even when they appear very different.
- A student will learn best what will help them meet their goals.

- Why is it they consistently lack achievable goals that aim to improve their quality of life?
- When it comes to our students, what do they mostly have in common?
the Ashley School Purpose

The Hidden Curriculum:
• To develop within each student the skills and values to function effectively......
• To have our students develop and maintain a belief that education is to be valued......
• To improve our students’ academic skills whilst empowering them with the talents to engage in behaviours socially appropriate, striving for ........
• The Strong Arm of Ashley —
  ▪ Attitude
  ▪ Respect
  ▪ Manners

Many of our concerns had more to do with the “self” (affective), because that appeared to be the barrier slowing down the mind (cognition).
You can tell a lot about a person by their shoes.

You Are What You Eat

You Live What You Breath

Etc, etc,....
Who is “Me”?

The elements that make us who we are, are extremely complex, yet when considering the learner can be characterised into three domains, as with Bloom’s Taxonomy.

Cognitive – the mind

Psychomotor – the body

Affective – the self
Who is Me, or rather, What Makes Me, Me?

The cognitive domain allows us to reason the fact that we think, yet the affective domain determines how accepting we are of those thoughts.
We grow and mature through observation, modelling and imitation.

Children learn what they live and the family is the first port of call.

• It directs our beliefs.

• It influences our values.

• It gives us the tools and suggestions necessary to (successfully) participate within the wider community.
“The family is a class institution and gives us each our initial class position”

Barry Wellman,

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SO WHAT! HOW DOES WHAT HAPPENS AT MY HOME AFFECT MY KID AT YOUR SCHOOL?

"HOW MANY KIDS WE GOT NOW, DORIS?"
Juveniles who live in unstable homes and unstable social environments are deemed to be at-risk ..... to detrimental influences. Depending ...... unstable environments can induce antisocial behaviour in children, ..... Juvenile deviance is influenced .......... by family, socioeconomic class, and educational experiences.“

What is it, that promotes behaviours that are not consistent with behaviours considered “the norms”? 
Do our clients have the following?

Sound co-operation skills
Effective communication skills
Problem solving skills
Effective negotiating skills
Conflict resolution skills
Assertiveness
Sound self esteem
Social Skills

And with these well developed skills, comes maturity, Social Maturity. A sense of what it is to do good, to understand success and to value the many variables within our community and world.
Social Maturity.

Personal and Social development is important as it is the **foundation for other types of learning.**

Social maturity does evolve or develop in successive layers just as does cognitive maturity, progressing from the most simple understanding to more complex understandings of the social world.

As babies grow into adults, they progressively develop more objective and accurate appreciations of the social world. They do this by progressing through five or more states.

Social Maturity is not to be confused with Social Skills, for one can have well developed skills, yet their social maturity may not be fully developed.
Social Maturity Growth

• Incorporative - The sense of self has not developed,
• Impulsive - not clear that other people exist as independent creatures,
• Imperial - The child as "little dictator" is born. The child now starts to become aware that "it" is the very thing that has the needs.
• Interpersonal - when the child comes to understand that there are other people whose needs need to be taken into account.
• Institutional - As the child's sense of self continues to develop, it becomes aware that a guiding principle can be established which helps determine which set of needs should take precedence under particular circumstances. This is the first moment that the child can be said to have values.

Few people ever become more socially mature than the majority of their peers.
Recap.

The essence of the...
Social Immaturity: does any of this impact on the learner?

Social immaturity either plays an important role in maintaining multiple mental disorders or is in fact what defines those disorders.

Narcissism - Traumatic childhood undercutting true sense of self-esteem, no need to be considerate of others, lacks values; easily bored; often changes course, devalues and exploits others without remorse.

Borderline - Many individuals with BPD report to have had a history of abuse and neglect as young children. The suicide rate is approximately 8 to 10 percent. Self-injury attempts are highly common.

Histrionic - People with HPD usually have good social skills, but they tend to use these skills to manipulate others. Their self-esteem depends on the approval of others and does not arise from a true feeling of self-worth.

Social immaturity is also quite frequently associated with long term alcoholism and/or drug abuse which began in youth....
Addressing Social Maturity Poverty

What we know based on the research shown:

- We grow and mature through observation, modelling and imitation.
- The family is a class institution and gives us each our initial class position.
- Personal and Social development is important as it is the foundation for other types of learning.
- Social maturity does evolve or develop in successive layers.
- As babies grow into adults, they progressively develop more objective and accurate appreciations of the social world.
- This appreciation is determined by progressing through five or more states.
- Social Maturity is not to be confused with Social Skills.
- Few people ever become more socially mature than the majority of their peers.
- Values are the strongest predictors of behaviour, whereas cognition made a minor contribution.
- Social immaturity either plays an important role in maintaining multiple mental disorders or is in fact what defines those disorders.
What do we do as educators?

The question might not be what do we do, but how should we think, plan and deliver to those still developing social maturity?

Values are not taught as values, but they are a consequence. Values are known, learnt and chosen through daily life actions.

Three different domains of values education:
• articulating values in the school’s mission/ethos;
• developing student responsibility in local, national and global contexts and building student social awareness and resilience; and
• incorporating values into all school policies and practices, including teaching programmes across the key learning areas.

In all instances, schools respond to anti-social behaviours by altering the student’s behaviour, yet it is documented that values are the strongest predictors of behaviour, whereas cognition made a minor contribution.
Life has so many options.......
"When writing your essays, I encourage you to think for yourselves while you express what I'd most agree with."
Fathers talking in playground

**INSANITY STREAK**

It was a messy divorce, but at least Luigi sees the little maggots on weekends.
Reference.


Dombeck, Mark PhD, 2007, Essays Concerning Mental and Emotional Health. 

Educating the Whole Child: Personal and Social Development in Primary Schools and the Primary Stages of Special Schools. A Report by HM Inspector of Schools


World Association of Early Childhood Educators. *A Project in Values Education for Children 2 to 6 Years of Age*. 