

GRADUATE DIPLOMA IN EDUCATION

EDGD801  
Learning and behaviour

**Behaviour management strategies**

Lecture 7 – Glasser 's Choice Theory and Quality Schools  
May 5

*Presented by Ray Handley*

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GRADUATE DIPLOMA IN EDUCATION

**Overview of this week**

- ⇒ **Glasser on education**
- ⇒ **Choice Theory**
- ⇒ **Quality schools**
- ⇒ **Changing paradigms – Ken Robinson**

*Presented by Ray Handley*

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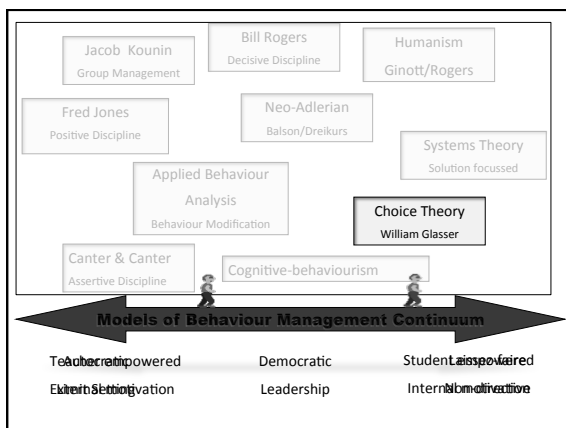
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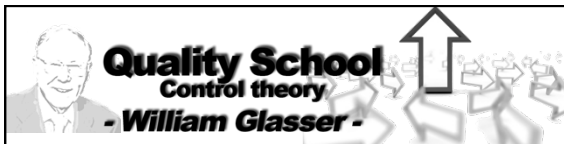
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**Quality School**  
Control theory  
- William Glasser -

**Quotes . . . on behaviour change**

What we have to understand is that the only life we can control is our own and, in almost all instances, we can choose to change.  
Good or bad, everything we do is our best choice at that moment.

It is almost impossible for anyone, even the most ineffective among us, to continue to choose misery after becoming aware that it is a choice

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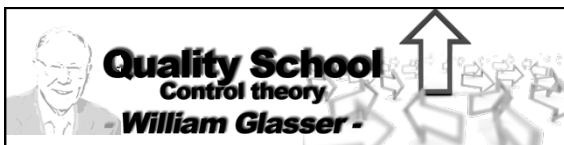
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**Quality School**  
Control theory  
- William Glasser -

**Quotes . . . on behaviour change**

Never let anyone control you with the pain and misery he or she chooses.

What happened in the past that was painful has a great deal to do with what we are today, but revisiting this painful past can contribute little or nothing to what we need to do now.

The brain physiology associated with depressing is no more its cause than sweating is the cause of running.

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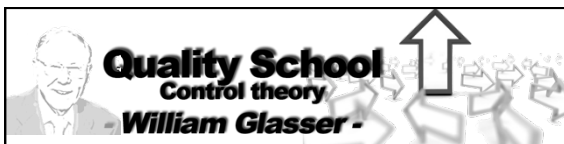
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**Quality School**  
Control theory  
- William Glasser -

**Quotes . . . on Quality Schools**

There are only two places in the world where time takes precedence over the job to be done. School and prison.

The difference between school and life? In school, you're taught a lesson and then given a test. In life, you're given a test that teaches you a lesson.

To counter the avoidance of intellectual challenge and responsibility, we must reduce the domination of certainty in education.

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After the results of a maths test were returned a student approached the teacher and asked why a particular answer was marked incorrect. The question concerned the best value from several options on the price of flour. The options were:

- a) 1kg bag for \$1.50
- b) 5 kg bag for \$6.00 or
- c) 10 kg bag for \$10.00



The teacher explained that c) was the best value as the flour only cost \$1 per kg as opposed to \$1.20 per kg in for the 5kg bag and \$1.50 for the 1kg bag.

The student then politely corrected the teacher and explained that in their household they did not use much flour and a 10kg bag would only end up being thrown out when the weevils got into it or it went mouldy. So a 1kg bag would be the best value for their situation.

The teacher gave the student the mark for that question.

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Mathematical literacy

Country/Economy	Mean score	S.E.	Confidence interval	Difference between 5 <sup>th</sup> and 95 <sup>th</sup> percentile
Shanghai - China	600	2.3	595-605	305
Singapore	592	1.4	589-595	342
Hong Kong - China	565	2.7	549-560	313
Korea	546	4.0	538-554	292
Chinese Taipei	543	3.4	537-550	295
Finland	541	2.2	536-545	270
Liechtenstein	536	4.1	528-544	266
Switzerland	534	3.5	527-540	276
Japan	529	5.3	525-536	309
Canada	527	1.6	524-530	286
Netherlands	526	4.7	517-535	267
Macao - China	525	3.3	523-527	251
New Zealand	519	2.3	515-524	316
Belgium	515	2.3	511-520	340
<b>Australia</b>	<b>514</b>	<b>2.5</b>	<b>509-519</b>	<b>308</b>
Germany	513	2.9	507-518	319
Estonia	512	2.6	508-517	265
Iceland	507	1.4	504-509	300
Denmark	503	2.6	498-508	286
Slovenia	501	1.2	499-504	314
Norway	498	2.4	493-503	283
France	497	3.1	491-503	331
Slovak Republic	497	3.1	491-503	311
Austria	496	2.7	491-501	312
<b>OECD average</b>	<b>496</b>	<b>0.5</b>	<b>496-497</b>	<b>300</b>
Poland	495	2.8	489-500	290
Sweden	494	2.9	489-500	304
Czech Republic	493	2.8	487-498	308
United Kingdom	492	2.4	488-497	267
Hungary	492	3.5	483-497	323
Luxembourg	489	1.2	487-491	319
United States	487	3.6	480-494	300

East Asian countries: Shanghai - China, Singapore, Hong Kong - China, Korea, Chinese Taipei

Not significantly different from Australia: Finland, Liechtenstein, Switzerland, Japan, Canada, Netherlands, Macao - China, New Zealand, Belgium, **Australia**, Germany, Estonia, Iceland, Denmark, Slovenia, Norway, France, Slovak Republic, Austria, **OECD average**, Poland, Sweden, Czech Republic, United Kingdom, Hungary, Luxembourg, United States

Significantly higher than Australia: Singapore, Korea, Chinese Taipei

Significantly lower than Australia: Estonia, Iceland, Denmark, Slovenia, Norway, France, Slovak Republic, Austria, **OECD average**, Poland, Sweden, Czech Republic, United Kingdom, Hungary, Luxembourg, United States

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Scientific literacy

Country/Economy	Mean score	S.E.	Confidence interval	Difference between 5 <sup>th</sup> and 95 <sup>th</sup> percentile
Shanghai - China	575	2.3	570-579	270
Finland	554	2.3	550-559	294
Hong Kong - China	549	2.8	544-554	267
Singapore	542	1.4	539-544	342
Japan	539	3.4	533-546	325
Korea	538	3.4	531-545	266
New Zealand	532	2.6	527-537	349
Canada	529	1.6	526-532	292
Estonia	528	2.7	523-533	277
<b>Australia</b>	<b>527</b>	<b>2.5</b>	<b>522-532</b>	<b>333</b>
Netherlands	522	5.4	512-533	311
Chinese Taipei	520	2.6	515-526	294
Germany	520	2.8	515-526	330
Liechtenstein	520	3.4	513-527	286
Switzerland	517	2.8	511-522	314
United Kingdom	514	2.5	509-519	324
Slovenia	512	1.1	510-514	306
Macao - China	511	1.0	509-513	251
Poland	508	2.4	503-513	286
Ireland	508	3.3	502-514	315
Belgium	507	2.5	502-512	340
Hungary	503	3.1	496-509	288
United States	502	3.6	495-509	321
<b>OECD average</b>	<b>501</b>	<b>0.5</b>	<b>500-502</b>	<b>308</b>

East Asian countries: Shanghai - China, Hong Kong - China, Singapore, Japan, Korea

Not significantly different from Australia: Finland, New Zealand, Canada, Estonia, Netherlands, Chinese Taipei, Germany, Liechtenstein, Switzerland, United Kingdom, Slovenia, Macao - China, Poland, Ireland, Belgium, Hungary, United States

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### What it takes to score well – an example from China

“Since my daughter began 7th grade, she has had extra evening classes. At that time, the class ends at 6:50pm and I accepted it. But ever since she entered 9th grade, the evening class has lengthened to 8:40pm.

For the graduating class, the students have to take classes from 7:30am to 8:00pm on Saturdays. There are also five weeks of classes during the winter and summer school vacation...

After coming home after 10pm, she has to spend at least one hour on her homework. She has to get up at 5am. She is still a child. May I ask how many adults can endure this kind of work?”

Source - [http://news.xinhuanet.com/edu/2010-12/09/c\\_12863806\\_3.htm](http://news.xinhuanet.com/edu/2010-12/09/c_12863806_3.htm)

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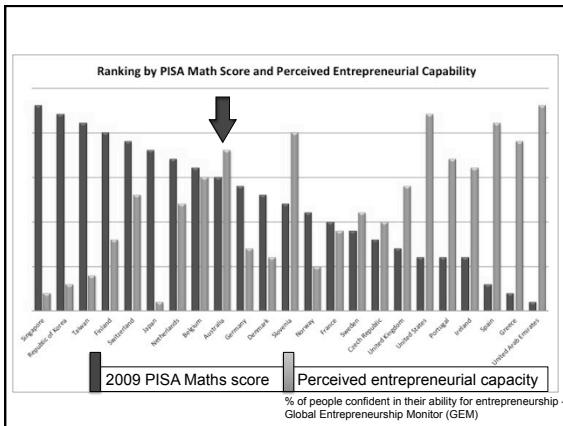
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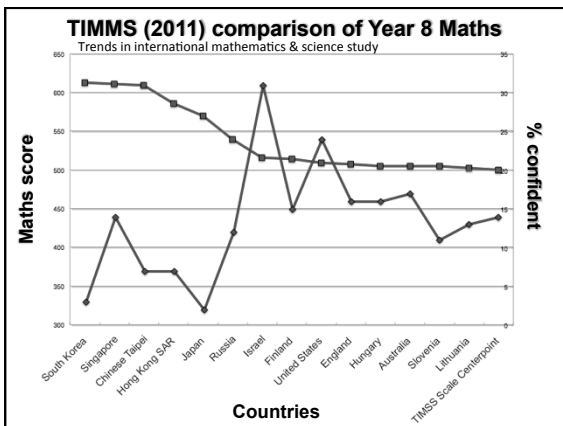
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**Quality School**  
Control theory  
- William Glasser -

"It has become clear that trying to force students to learn or behave responsibly is hopeless. Schools would do far better if they emphasized three things that have been shown to produce the results we want"

1 Provide a curriculum that is genuinely attractive to students	2 Use non-coercive discipline to help students make responsible choices that lead to personal success	3 Strongly emphasise quality in all aspects of teaching and learning
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(Glasser, 2000)

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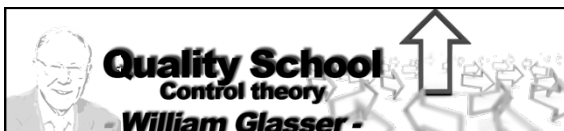
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**Quality School**  
Control theory  
- William Glasser -

**Quotes . . . on Quality Schools**

Running a school where the students all succeed, even if some students have to help others to make the grade, is good preparation for democracy.

We can pay teachers a hundred thousand dollars a year, and we'll do nothing to improve our schools as long as we keep the A, B, C, D, F grading system.

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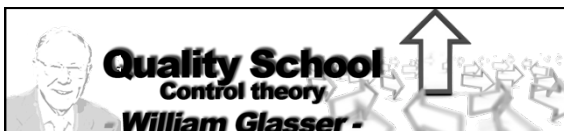
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**Quality School**  
Control theory  
- William Glasser -

**Quotes . . . on Quality Schools**

In a Glasser Quality School there is no such thing as a closed book test.

Students are told to get out their notes and open their books.

There is no such thing as being forbidden to ask the teacher or another student for help.

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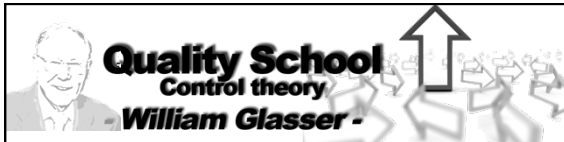
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Quality School  
Control theory  
- William Glasser -

Glasser has 6 conditions describing a quality school. These have been reworded below by Hoglund and Lindsey ([link](#))

1. Quality occurs in a warm, supportive environment
2. Quality Work is useful.
3. Everyone does their best. *This is about achieving, performing, bettering NOT attempting, trying, effort.*
4. Constant Improvement.

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5. Quality Work feels good
6. Quality is never destructive.

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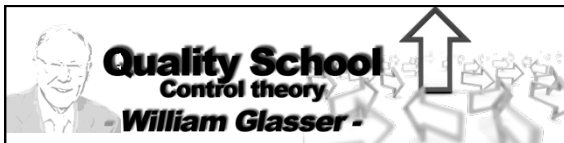
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Quality School  
Control theory  
- William Glasser -

1. Quality occurs in a warm, supportive environment

**Continually focus and work on having a positive, supporting, trusting classroom and school environment.**

*This condition is one of the most difficult tasks to accomplish. To create the type of environment that is described requires individuals and groups to align perceptions and expectations.*

*It also requires a commitment to working hard toward accomplishing this goal.*

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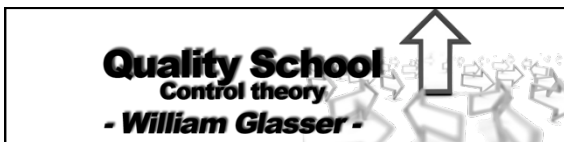
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Quality School  
Control theory  
- William Glasser -

1. Quality occurs in a warm, supportive environment

Reality Therapy is a method of working with others that is consistent with Choice Theory and essential for creating this environment.

When used consistently, these questions have been proven to increase responsibility, and ultimately - happiness!

<b>Want</b>	What do you want?
<b>Doing</b>	What are you doing?
<b>Evaluate</b>	Is it working? (helping / hurting?)
<b>Plan</b>	What else can / will you do?.

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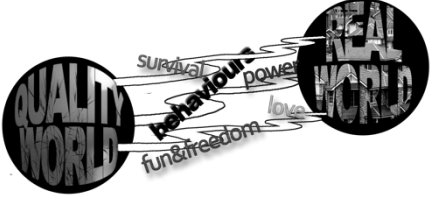
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**Choice Theory (Glasser)**

Our behaviour is directed at meeting our basic needs:



Students can be focused on being aware of their behaviour and how best it can meet their needs.

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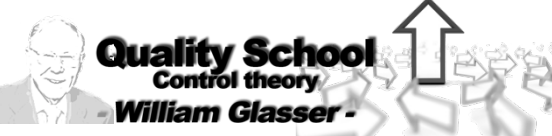
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2. Quality Work is useful.

**Everyone should be asked to do useful work.**

*This applies even beyond the work that students are asked to do in class. It applies to the expectations and requirements of district and school administration, certified and classified personnel.*

*Educators are continually challenged to determine what is and what is not worth learning.*

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2. Quality Work is useful.

**Everyone should be asked to do useful work.**

*While some of the challenges are attempts to avoid work by students and/or faculties, many of the questions and their underlying premises are valid.*

*Some of the questions are:*

- What is useful? - How will it be useful? - What is important? -
- What do you (the teacher/administrator) see as useful? Why?

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## Quality School Control theory - William Glasser -



3. Everyone does their best.

**Everyone is asked to give their best effort.**

*The concept of doing one's best is confusing at times. The problem arises because there are two distinct and different uses of the word "best". We propose that "best" does not always equate to quality.*

*"Best" as defined in the conditions of quality means more than first effort. It implies the evaluation and revision of work, depth of knowledge and the realisation of its usefulness to the learner.*

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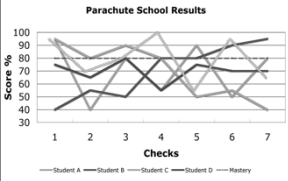
### PARACHUTE SCHOOL QUALITY CHECK RESULTS




This example using results from a parachute school course that teaches how to fold parachutes illustrates the significance of mastery learning and highlights many of the inadequacies of our assessment systems.

In this school students learn to fold parachutes for 7 weeks. Each week is assessed and a score given. The graph shows the results for 5 students over the 7 weeks.

Students A, B, C and D all averaged around 70% for the course. Student E averaged 80%. Have a look at the patterns in these results and see which student you would want to be packing your parachute.



 Explaining this example

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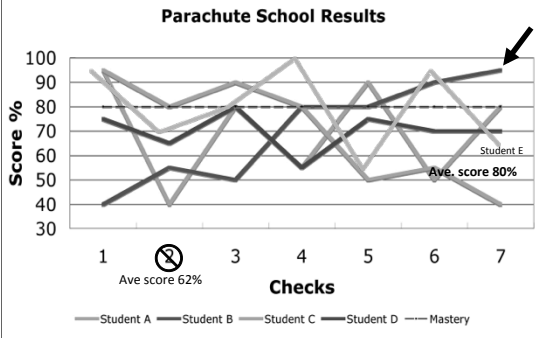
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### Parachute School Results



<b>Student E</b>	95	70	80	100	55	95	65
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**Quality School**  
Control theory  
- William Glasser -



4. Constant Improvement.

Ask everyone to evaluate and improve their own work when it is important to do so.

*One of the most valuable skills that anyone can have is the ability to evaluate their own work and effort and continue to improve whatever they are doing.*

*While students are not the sole evaluators of all of their work, it is important to help them learn what quality work is, how they can best achieve it and how to evaluate their progress along the way.*

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**Quality School**  
Control theory  
- William Glasser -



5. Quality Work feels good  
6. Quality is never destructive.

*These indicate the degree of quality work that we do. In addition, these points assess how well the other four conditions have been met.*

*Assessment of quality work may be as simple as the positive feelings that one experiences prior to, during or upon completing goals, tasks, work, etc.*

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**Quality School**  
Control theory  
- William Glasser -



**The role of the teacher in a Quality School**



Glasser looks at the role of the teacher in 2 ways:

1. Communication style
2. Leadership style

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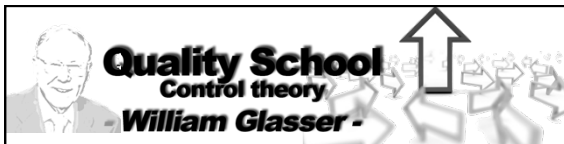
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**Quality School**  
Control theory  
- William Glasser -



The role of the teacher in a Quality School

1. Communication style

<b>7 caring habits</b>	<b>7 deadly habits</b>
1) Supporting	1) Criticising
2) Encouraging	2) Blaming
3) Listening	3) Complaining
4) Accepting	4) Nagging
5) Trusting	5) Threatening
6) Respecting	6) Punishing
7) Negotiating differences	7) Bribing or rewarding to control



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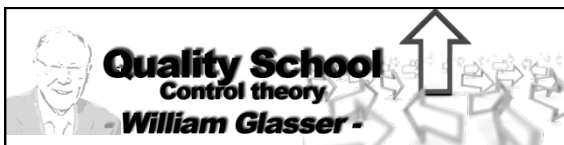
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**Quality School**  
Control theory  
- William Glasser -



The role of the teacher in a Quality School

2. Leadership style

<b>Boss managers:</b>	<b>Lead Managers:</b>
<ul style="list-style-type: none"><li>Set tasks and standards without consultation</li><li>Tell rather than show</li><li>Designate, inspect, grade</li><li>Use coercion</li></ul>	<ul style="list-style-type: none"><li>Engage workers in discussion of work</li><li>Show or model the job</li><li>Ask workers to evaluate their own work</li><li>Facilitate rather than coerce</li></ul>



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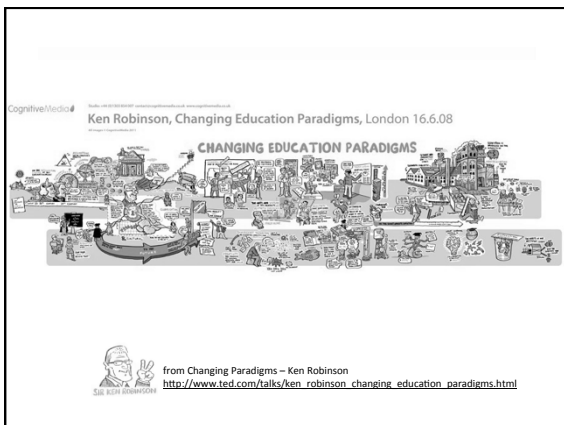
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CognitiveMedical# Ken Robinson, Changing Education Paradigms, London 16.6.08

**CHANGING EDUCATION PARADIGMS**



from Changing Paradigms - Ken Robinson  
[http://www.ted.com/talks/ken\\_robinson\\_changing\\_education\\_paradigms.html](http://www.ted.com/talks/ken_robinson_changing_education_paradigms.html)



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Creativity, diversity  
and the changing needs of education



Ken Robinson

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Glasser, W. (2000) School violence from the perspective of William Glasser. *Professional School Counseling, Special Issue: School Violence and Counselors*, 4, pp. 77–80.

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