
Contents

Preface	7
Introduction	8
How to Use ENVoY.....	10
Glossary.....	12
Chapter One: The Seven Gems	15
Freeze Body	18
Above (Pause) Whisper	20
Raise Your Hand vs. Speak Out	24
Exit Directions.....	29
Most Important Twenty Seconds	32
OFF/Neutral/ON	34
Indirect Approach	36
Chapter Two: Getting Their Attention	40
Freeze Body Refinements	42
Opening Visual Instructions.....	44
Incomplete Sentences	50
Positive Comments	53
Decontaminating the Classroom	55
Break and Breathe	58
Amber Light	62
Chapter Three: Teaching	65
Raise Your Hand vs. Speak Out Refinements	67
Increasing Non-verbal Signals.....	72
Overlap.....	76
Body Close and Eyes Far	78
Verbal Rapport with “Hard to Reach” Students	80
Use Action Words Last	87
Chapter Four: Transition to Individual Classwork	90
Exit Direction Refinements.....	92
Advanced Exit Directions	95
Maintaining the Productive Atmosphere: Private Voice	97
Maintaining the Productive Atmosphere: Walking Speed	99
Maintaining the Productive Atmosphere: Mini MITS	101
Chapter Five: Individual Classwork	104
Direct to Indirect Approach	107
OFF/Neutral/ON Refinements.....	119
Positive Reinforcement: One-to-One	127
Positive Reinforcement: Group Feedback	130
3 Before Me.....	133
Phantom Hand	135
Introduction to Peer Forms	140

.....

Chapter Six: The Seven Gems	144
Freeze Body	146
Above (Pause) Whisper	149
Raise Your Hand vs. Speak Out	152
Exit Directions	156
Most Important Twenty Seconds	158
OFF/Neutral/ON	160
Indirect Approach	162
Chapter Seven: Getting Their Attention.....	165
Freeze Body Refinements	167
Opening Visual Instructions	169
Incomplete Sentences	172
Positive Comments	175
Decontaminating the Classroom	178
Break and Breathe	181
Amber Light.....	185
Chapter Eight: Teaching.....	188
Raise Your Hand vs. Speak Out Refinements	190
Increasing Non-verbal Signals	194
Overlap.....	197
Body Close and Eyes Far	198
Verbal Rapport with “Hard to Reach” Students	200
Use Action Words Last	204
Chapter Nine: Transition to Individual Classwork	206
Exit Direction Refinements	208
Advanced Exit Directions	211
Maintaining the Productive Atmosphere: Private Voice	213
Maintaining the Productive Atmosphere: Walking Speed	216
Maintaining the Productive Atmosphere: Mini MITS	217
Chapter Ten: Individual Classwork.....	219
Direct to Indirect Approach	222
OFF/Neutral/ON Refinements.....	230
Positive Reinforcement: One-to-One.....	238
Positive Reinforcement: Group Feedback	241
3 Before Me.....	243
Phantom Hand	243
Chapter Eleven: The Last Chapter	248
Appendix.....	249
Overview Checklist for the Chapters	250
An Alternative to Clinical Supervision	267
Index	270

Introduction

*“We are inadvertently in love with the
Influence of Power,
and we need to be in love with the
Power of Influence.”*
ENVoY

Educators have always been surrogate parents, but now for some students we are their only adult role model. Increasingly, these students seek attention at any expense. Attention, even if it is negative, is better than no attention at all.

How does this affect the way we manage? More than ever the child needs to have consistent and fair parameters while preserving the relationship between the teacher and student. In the past, a teacher could manage with **Power** to set parameters. An increasing portion of our students will not be motivated to behave and learn if we operate with the old authoritarian way of **Power**.

Only if we stop executing from **Power** and start building relationships based on **Influence** can we begin to understand this type of student and find ways to have the student both behave and learn. **ENVoY** is based on **Influence**. It preserves respectful relationships. A master of our art recently remarked,

*“Before the students care what you know,
they need to know that you care.”*

This book extends beyond the classroom to a much broader realm. In our past practices, we have rewarded teachers on the premise that **wisdom** comes from experience and knowledge. If this were true, then a master’s degree makes one a better teacher and university professors are our best communicators. The institutional acceptance of this premise is evidenced in every school region that has a pay scale based on experience and the number of degrees earned. However, knowledge is not the same as effective delivery and experience tends to create habits both good and bad. I recently saw a sign that partially summarised **ENVoY’s** paradigm shift,

*“Practice doesn’t make perfect,
practice makes permanent...”*

Is our professional experience getting us the permanence we desire? We need to turn our focus beyond the **content** level of what we teach to the **process** level of how we deliver the knowledge. The NEA* published research which indicates that 82% of all teacher’s communications are non-verbal messages. Our traditional emphasis has been on the verbal level.

As this applied research shows, the systematic use of non-verbal messages is the single most important skill that any professional uses. By employing the full range of the non-verbal skills found in **ENVoY**, we can learn to manage with finesse and thus nurture the powerful relationships of **influence** with our students. This book will assist you in two ways: it delineates the strategies for

* National Education Association (USA)

***** Introduction *****

becoming a master of non-verbal management while preserving relationships; and secondly, it embraces collegial professional support.

The professional development pendulum has swung towards collegial coaching. Initially, the contention was that a peer could enter a colleague's classroom to observe, support and offer suggestions and the teacher would become more competent. In those schools that reached the level where the teachers wanted peer feedback, it seemed that coaching was the vehicle for professional development. Staff members were enthusiastic. However, in time the collegial involvement waned. A closer examination revealed an interesting pattern: the teacher still wanted the input, but the coach shied away from the invitation to observe. We learned that it wasn't the coaching in and of itself that made the difference but the abilities and comfort level of the coach. The abilities are at least two-fold: a format for knowledgeable observations and secondly, respectful feedback. Therefore, while the first half of **ENVoY** allows for self observation and reflection, the second half is formatted for structured observation and non-judgmental feedback. **ENVoY** offers a template for respectful and ecological reinforcement of non-verbal management skills.

As the poetic bard might rhetorically ask, "From whence cometh professional **wisdom**?" The answer is from our collective insightful reflection on experience. We absolutely need to share the wealth that is locked inside our closed-door classrooms... and the way to do it is through voluntary peer-structured observations and non-judgmental feedback. Visiting our colleague's rooms will allow us to see the **process** forest from the **content** trees. In your hands is our collective wisdom about classroom management as well as the ability to influence the students through positive relationships. These are the prerequisites for effective teaching.

Oh, by the way, the third line on the sign mentioned earlier that completes the paradigm shift is,

"...perfect practice makes perfect."

Michael and Gail Grinder
Battle Ground WA USA
12 July, 1993