





High Impact Teaching:
start with the relationships

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That special something ...

- There's something more to teaching than theory, and planning, and pedagogy, and assessment. And that something is hidden in the relationship between the learner and their teacher (Bahr, 2016; Bahr and Mellor, 2016).
- It is something that is crafted, and sensible, and real, and it has everything to do with the development of self-respect in learners.



Our typical professional approach



Let's challenge that ... start with a self respecting learner perspective

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Self respect vs self concept vs self esteem

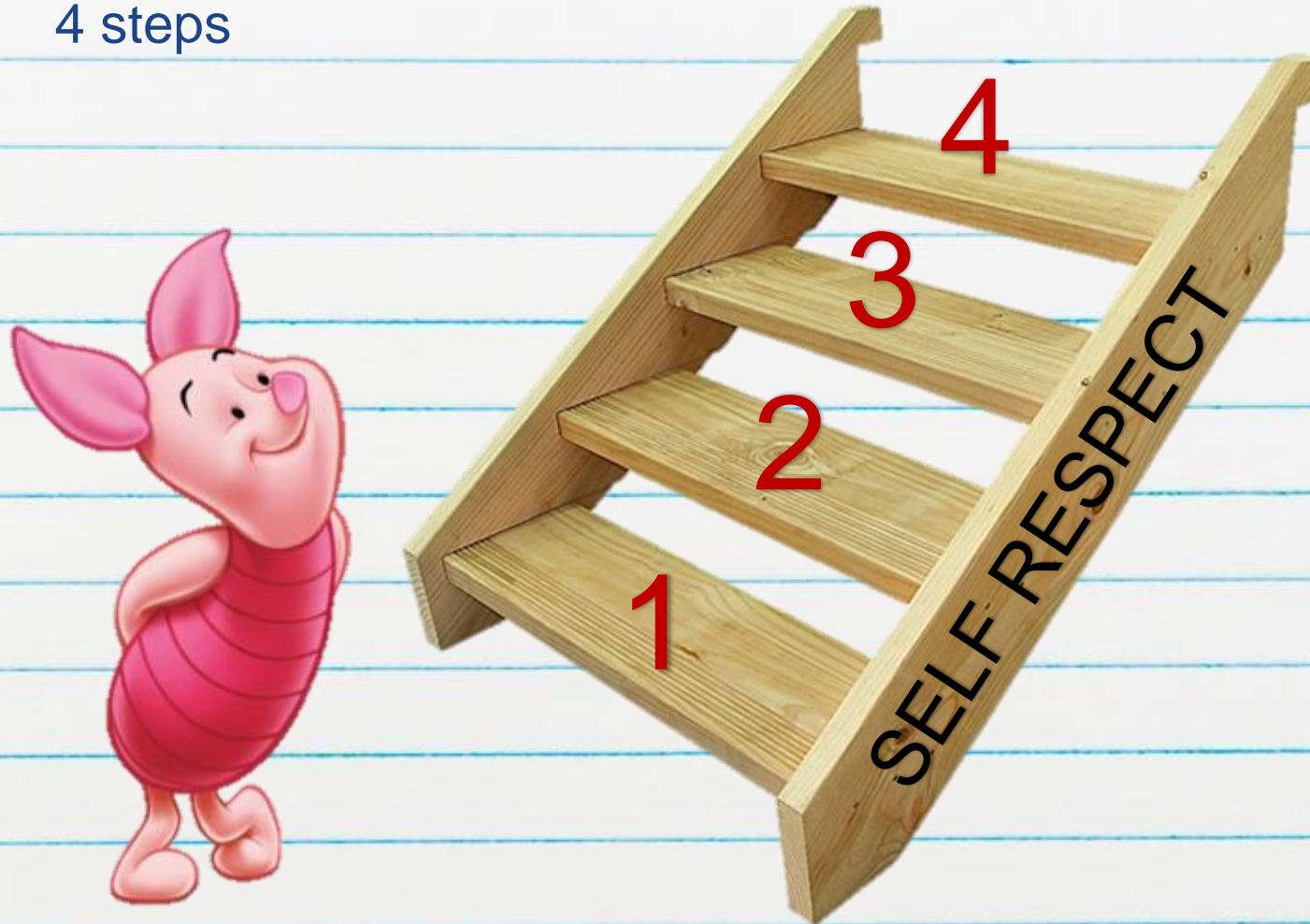
- Fred is really happy with how his efforts in maths have been rewarded with high grades. He really likes maths, it makes him feel very capable generally and he has high regard for himself as a learner as a result: **this is self-esteem.**
- Fred feels awkward when he tries to dance, as a result he doesn't really consider himself as a dancer and he's okay with that: **this is his self-concept for dance.**
- Fred quite likes himself, he's happy with who he is and his general worthiness and value as a person: **this is self-respect** and it is a deep and all-encompassing sense of positivity. (Langer, 1999)



The steps and stages of self-respect according to Piglet

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- 4 steps



Step 1: Fearful

'Piglet wasn't afraid if he had [unclear] with him, so off they went.'



Step 2: Pretence

'And Piglet said nothing. He had tried to think of something to say, but the only thing he could think of was, "Help, help!" and it seemed silly to say that, when he had Pooh and Rabbit with him.' ... 'What? Said Piglet with a jump. And then, to show that he hadn't been frightened, he jumped up and down once or twice more in an exercising sort of way.'



Step 3: Self satisfaction

'And I know it seems easy', said Piglet to himself, 'but it isn't everyone who could do it.'



Step 4: Self respect

‘And the Piglet did a Noble thing, and he did it in a sort of dream, while he was thinking of all the wonderful words Pooh had hummed about him.’



... and so to High Impact teaching (Noble piglet effect)

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- teachers have an important role in the development of self-respect working professionally with an expressed purpose to develop self-respect is essential in high impact teaching.
- learner experiences their growth in self-respect as spirals within spirals.
- Each spiral comprises the four stages of the Noble Piglet effect. The teacher must be aware and juggle
- Therefore ...the relationships between student and teacher are fundamental to the learning, and they are intentional, and rely on the teacher's wily cunning.



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So, what does this mean to us as teachers?

- There is a kind of hierarchy that needs to be applied when identifying considerations in a learning context, and it goes like this.
 - First: The relationship
 - Next: The learner
 - Last: the learning
- 1. We need to start by understanding and crafting a productive relationship between the teacher and the learner, appropriate to their age and stage of development, social needs, and personal identity needs for both parties.
- 2. Then we need to understand and respond to the way the learner engages with their learning, motivations, prior knowledge, goals for learning.
- 3. And then, with these first two still in mind, we need to design the approach to curriculum, pedagogy and assessment.



In our typical approach ...We have this hierarchy completely upside down!

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- In the transactional form of teaching and learning ...The relationship is left to chance.
- The result is the deeply personal construction of a learner's self-respect is also left to chance.
- We must turn our approach on its head, to lead our teaching with considerations and crafting of the personal dynamics in play. The careful management of these interpersonal dynamics are first amongst many elements for high impact teaching.



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The background is a light blue surface with faint horizontal lines. A large, hand-drawn thought bubble in dark blue ink is centered on the left side. To the right of the bubble is a hand-drawn compass rose with eight points, also in dark blue ink. The text 'WHAT NEXT?' is written in a bold, hand-drawn, dark blue font inside the thought bubble.

WHAT

NEXT?

WHAT ARE YOU GOING TO DO DIFFERENTLY?

- <https://www.teachermagazine.com.au/articles/high-impact-teaching-the-noble-piglet-effect>

