

Teaching Style Matrix and Personal Value Structure

Excepted from the *Transformative Educators Guide to Mindful Practice*

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It is very likely that the principles (or references) that define our personal life will be mirrored in what we are trying to do, and actually doing in the classroom (or gym, or office, or wherever we engage in our work). So our process for moving up and over to higher levels of effectiveness, integrity, peace of mind and confidence will occur in each domain of our lives. Partly, because the same references (values, narratives, worldview, conditioning, etc) will be guiding each, and partly because we cannot really separate our life as an educator and our life outside that role. The Teaching Style Matrix introduced in *Transformative Classroom Management* is comprised of two axes. The first is related to the level of function and effectiveness in our classroom. The second is related to the extent that our teaching is defined by a more teacher-centered/controlling style or a more student-centered/empowering style (more about that in figure 3). Figure 1 below represents the basic Matrix Concept:

Teaching Style Matrix – Orientation by Function Level

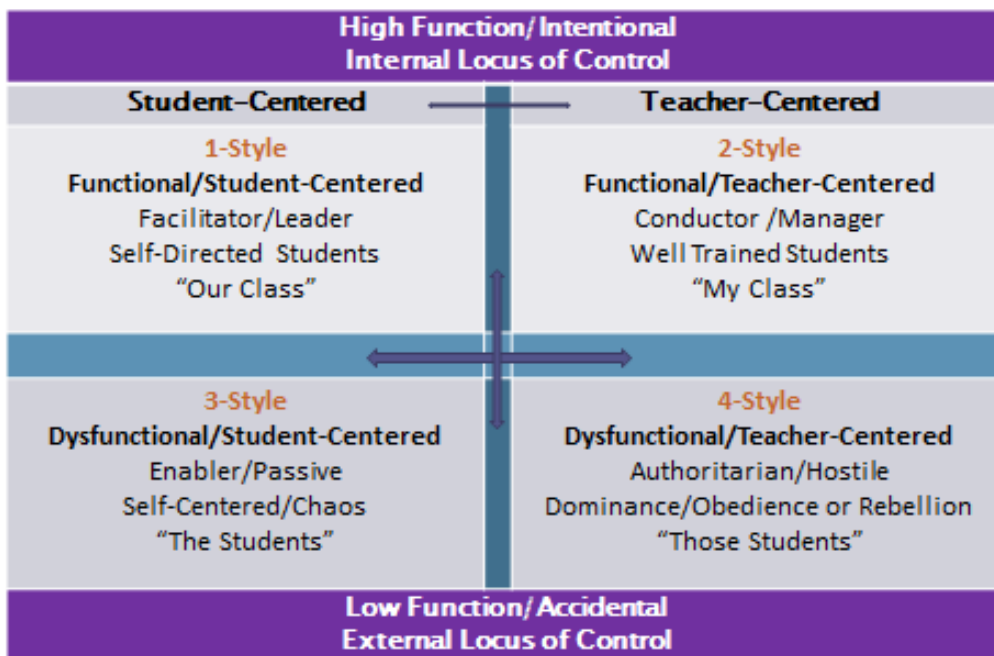


Figure 2 below provides some language and description for each of the styles:

Figure 2: Key Characteristics of Each of the 4 Management Orientations

	<i>Student-Centered</i>	<i>Teacher-Centered</i>
Effective/Intentional	<p>1-Style Approach</p> <ul style="list-style-type: none"> • Facilitator • Goal = self-directed students • Motivation = internal/ build sense of self-efficacy • Clear boundaries • Build students' collective responsibility • Answers "why we are doing this" • Long-term goals (may be more challenging at first, but eventually becomes self-directed) • <i>Our class</i> 	<p>2-Style Approach</p> <ul style="list-style-type: none"> • Conductor • Goal = on-task behavior • Motivation = external/positive reinforcement • Clear consequences • Build students' collective efficiency • Answers "what is expected" • Short-term goals (the management should be in good shape by the second week) • <i>My Class</i>
Ineffective/Accidental	<p>3-Style Approach</p> <ul style="list-style-type: none"> • Enabler • Goal = keep students happy • Motivation = student interests • Unclear boundaries • Students - increasingly self-centered • Chaotic energy • Goals are vague (management problems happen early and are still happening by end of the term) • <i>The students</i> 	<p>4-Style Approach</p> <ul style="list-style-type: none"> • Dominator • Goal = let students know who is boss • Motivation = to avoid punishment • Arbitrary punishments • Students – increasingly immune to coercion • Negative energy • Goals is to break students will (students respond out of fear, but slowly increase hostility and rebellion) • <i>Those students</i>

Connecting Teaching Style to Personal Life and the thinking that generates our lives

So as we examine where we would place ourselves on the teaching style matrix, we might reflect on the values that we are putting into action. How we define a successful teacher and classroom? What are our over-arching goals in our work as an educator?

If we take a closer and more personal look at the horizontal axis of the matrix it may help us better recognize the values/references that we are using throughout the day. At the heart of the horizontal continuum of practice is a pervasive question of our basic intention. Are we more trying to be in control, or encourage the capacity of others? In Figure 3 below, questions are used to help illuminate the contrasting mindsets related to each side of the continuum by way of – our personal ethic for living, the kinds of emotions that are most common to us, who we

see ourselves serving in the day, the kinds of psychology that define our thinking (see ch. 7 in TCM or other readings on the website for more on this area). As you examine each set of questions, where do you place your current value structure on the horizontal axis?

Figure 3: The Elements of the Horizontal Axis: Personal Questions to Ask ourselves to determine our Current Location on this dimension at any Point

	Toward Empowerment	Mixed Motivation	Toward Control
Ethic	Empowerment – Does my positive intention project outward toward others?	Am I aware of my intention or do I let the situation dictate?	Control – Do I mistrust others and feel like I need to try to manipulate them into doing what I want?
Emotion	Trust – Do I feel open to possibility and trust myself and others?	Do I enter the room with a preconceived notion of how everyone will act?	Fear – Do I come into the room with a ready defense or a pervasive self-doubt?
Who is it about?	Those I serve – Do I see myself as a servant of the common good?	Do I try when I feel the love and shut it down when I feel unsupported?	Me – Am I primarily in self-preservation mode?
Relationships	Connection – When I look around do I mostly see people seeking the same basic things I do?	Do I just assume there are people who get me and others who just don't?	Comparison – Is what I see mostly people who are inadequate by my standards?
Psychology promoted by References and X's	Psychology of success (POS) Am I guided by a mindset defined by an internal LOC, a sense of belonging, and a Growth-Orientation?	Am I a mixture of both POS and POF R's and Actions?	Psychology of Failure (POF) – Am I guided by a mindset defined by an external LOC, a sense of alienation, and a Fixed Ability-Orientation?

Applying the Personal Matrix

In figure 4, I offer questions that may be helpful clarifying where you see you current value structure on the matrix.

My guess is that you found that much the same value structure guides your life in and out of school, and therefore, the quadrant that defines your teaching and your outside work living is very similar.

If this reading was interesting, you may want to read the longer entry on Vision and Values

Figure 4: Quadrants as it relates to one's personal experience

	Trust and Empowerment	Fear and Control
Function, Intention and Effectiveness	<p>1-Paradigm Personal References <i>Pulled by a vision of Excellence</i> I win the right way and with my team</p> <p>I trust the high quality processes I have found. The more I trust and focus on refining the process the better the outcomes get.</p> <p>Others are basically good if I let myself see them clearly. Everyone is on their own journey and is trying to get their needs met.</p> <p>I can feel a movement to a self-evident natural condition that feels internally right. Overall life is improving.</p>	<p>2-Paradigm personal References <i>Working hard to make it happen</i> I need to do whatever it takes to win</p> <p>I make it happen with effort, telling, selling and policy. It mostly "works" for me.</p> <p>Others tend to be really helpful one moment and then let me down the next, if others were a little better my life would be better.</p> <p>I feel like I am having to work hard to keep everything together and working right, with moments of success and relief.</p>
Dysfunction, Accidentalness and Ineffectiveness	<p>3-Paradigm Personal References <i>Letting life happen to me</i> One can't ever really win in the end</p> <p>There is really not a lot anyone can do to make things better.</p> <p>Others are doing their own thing. Who am I to judge, we all have to do what works for us.</p> <p>I feel like I can mostly just rely on myself and can't really relate to any definition of universal good or "the right way."</p>	<p>4-Paradigm Personal References <i>In Opposition to a resistant world</i> I win and you lose</p> <p>If you don't take to the offense you will get run over by the system and all the predators out there.</p> <p>Others tend to be mostly confused, brainwashed, prejudice, losers, etc, if they were smart they would see how great I am and respect me.</p> <p>I feel like life is a struggle against so many oppositional forces, and overall the world seems to be getting progressively worse.</p>