

# Motivational Listening Skills: 2 day course outline

## 1. The provider



*in association with*



## 2. The trainer



Peter, a past Chair of the British Association of Social Functioning, is a qualified counsellor and psychotherapist. His career has encompassed counselling and psychotherapy in private practice, the state sector with the UK's National Health Service and in schools both in the UK and overseas.

His extensive international practice over the last 20 years has helped teachers in the UK, Asia, the Middle East and Mexico transform their support for students. Peter has shown in the often transient world of international education that when teachers use active listening skills as form tutors and homeroom teachers, students quickly find the confidence to work out their own solutions to the social and emotional issues that face them. Peter also advises on effective school – wide counselling and pastoral care systems: he has no doubt that a properly coordinated approach has a significant and positive effect not only on student happiness, but also on academic achievement. A central proposition is that by training the majority of staff in the skills of empathetic active listening, comparatively minor issues can be addressed quickly before they escalate. This in turn relieves the caseload pressure on specialist counselling staff, who are then more able to focus on students facing more complex issues and who simply require more time.

Peter founded The School Counselling Trust in 1999, an organisation that later evolved into the Motivated Learning Trust, which aims to help teachers improve academic results by focusing on the social and emotional issues of students. One outcome of this work has been the development of the Student Motivation Questionnaire (SMQ), a powerful analytical tool, which gives a snapshot of the emotional health of students and enables them, under the guidance of their teachers, to examine the most urgent issues affecting their motivation for learning. The SMQ can also pinpoint those students in any cohort most in need of support.

Peter also works with business and the professions, helping organisations to develop the kind of listening skills that improve company performance by enhancing relationships with clients. He runs similar courses for school leadership teams.

## 3. The programme at a glance

Theme	Development of Motivational Listening Skills; how these skills are used in both pastoral work and academic coaching to increase student motivation.
Provider	Consilium Education with Motivated Learning Trust
Trainer	Peter Hudson
Target audience	Secondary teachers and leaders; school counsellors
Number of days	Two with possible extension to three if required



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## 4. The programme

Time	Session
<b>Day 1</b> 9.00 to 9.45	Introductions through the use of Listening (start as you mean to continue!) What attendees hope to gain from the course.
9.45 to 9.55	Other introductions. Aims of the programme.
9.55 to 11.30	The Motivational Listening Model (Work through a five step approach flexibly over about 1.5 hours)
11.45 to 12.00	The Motivational Listening Model -Summary
12.00 to 13.00	Practising the model – the whole thing (first set of interviews)
13.45 to 14.00	‘Peter’s Potted Freud’ some theoretical background: why listening is crucial
14.00 to 15.00	The use of questions within Motivational Listening; exercise using effective questions
<b>Day 2</b> 9.00 to 9.20	Creating an Agenda – so we can work on specific needs of participants, particularly on matters of application of the skills
9.20 to 10.00	Demonstration Interview
10.00 to 11.00	Working on a topic from the Agenda
11.15 to 12.05	Practising the model – the whole thing (second set of interviews)
12.05 to 13.00	Working on a topic from the Agenda
13.45 to 14.05	Working on a topic from the Agenda
14.05 to 14.20	Reflection Exercise
14.20 to 15.00	Evaluation through Listening

## 5. Aims

To impart a form of active listening that is applicable in a range of settings with students, colleagues and parents:

1. 1:1 support for students
2. Academic tutoring/motivational coaching
3. Mutual support with colleagues
4. Meetings with parents

## 6. Intended learning outcomes

Attendees will:

- Learn a practical set of skills that support students both pastorally and academically
- Become more aware of the vital role of listening in a range of settings in the motivation of students



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- Be able to use listening skills with increasing confidence in appropriate situations
- Be re-motivated themselves in their work with students
- Have a set of skills valuable for a wide range of problems faced by students

## 7. Who should attend?

Secondary school teachers and leaders; school counsellors

## 8. Testimonial

“I participated in two different Listening Skills Courses for teachers in my capacity as a Pastoral Head of Year at Bangkok Patana International School from 2003 to 2007. These courses were seminal in developing my approach to conversations with students, parents and colleagues and have informed my practice over the past decade in my subsequent roles as Housemaster and Dean of Students in Sydney.

“Peter is a compassionate and empathetic educator who offers teachers practical, life-long skills in a supportive and nurturing atmosphere. He is an outstanding teacher and I would recommend his courses unreservedly to all teachers involved in pastoral care. The courses I attended have been without doubt the most influential and useful professional development in my twenty years as a teacher and I would classify them as essential teacher training for a healthy and functional school which has the wellbeing of its students as its central priority”.

Robin Nagy: Dean of Students, Redlands School Sydney, former Pastoral Year Leader at Bangkok Patana School.

## 9. Confidential referees

The names of confidential referees able to comment on the quality of my training are available upon request.

## 10. Materials and support

Full handouts on all aspects of the listening model: seven in all

## 11. Background and further reading

A good starting point is Peter’s regular column in International Teacher Magazine: **Listening Bench**. See

<http://consiliumeducation.com/itm/listening-bench/>

## 12. Further information

[www.motivatedlearningtrust.co.uk](http://www.motivatedlearningtrust.co.uk)

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