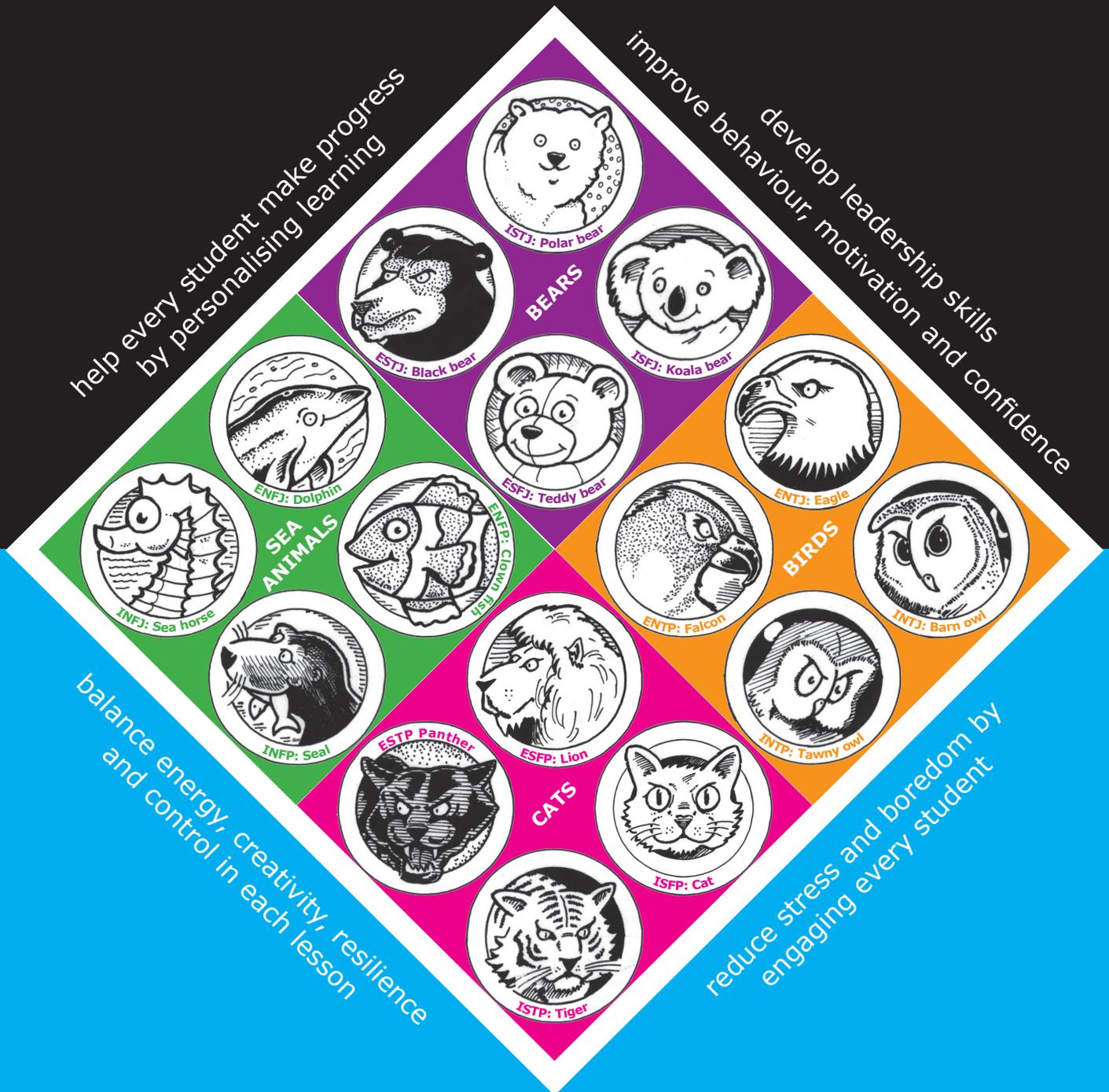


Personality in the Classroom



**Motivating and inspiring every
teacher and student**

David Hodgson

Foreword by Jane Kise

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Contents

<i>Foreword</i>	<i>i</i>
<i>Acknowledgements</i>	<i>iii</i>
Part 1	
Chapter 1 Personality Types and Preferences	1
<i>In this chapter:</i>	
<i>Learn about personality type theory</i>	
<i>Discover your own personality preferences and type</i>	
<i>Find out how type theory can be used to transform education</i>	
Chapter 2 Personality Types in the Classroom	25
<i>In this chapter:</i>	
<i>Explore your personality profile</i>	
<i>Understand your natural teaching style</i>	
<i>Identify your students' personality profiles</i>	
<i>Discover what works best for you and your students</i>	
Chapter 3 Recognising Personality Preferences	59
<i>In this chapter:</i>	
<i>Learn how to recognise and develop all eight personality preferences</i>	
<i>Understand how crucial they are in the classroom</i>	
<i>Introduce activities so you and your students can increase your behavioural flexibility</i>	
Chapter 4 Leadership Styles	95
<i>In this chapter:</i>	
<i>Learn about leadership styles</i>	
<i>Explore how type can help you lead and inspire staff, colleagues and students</i>	
<i>Apply the type temperaments model (Cats, Birds, Sea Animals and Bears) in school and beyond</i>	
Chapter 5 Teacher Resources	105
<i>In this chapter:</i>	
<i>Explore charts summarising type applications</i>	
<i>Find out how to use them as classroom resources</i>	
Part 2	
Chapter 6 Explore the One-to-One Relationships You Have with Each Student	119
<i>Discover tips showing you how to overcome personality clashes and difficulties</i>	
<i>Personalise learning to ensure every student progresses</i>	
<i>Navigation grid</i>	<i>120</i>
<i>Bibliography</i>	<i>257</i>

If we all knew this stuff we would change the world.
Janice, head teacher, South Wales

This is the kind of Inset feedback I like. If you're not in teaching to change the world you shouldn't be a teacher. This book is designed to help you change the world, one child at a time, by helping you better understand yourself and your students.

Let's start by understanding yourself, by identifying your preferences and strengths using the personality type model.

How would you define personality?

You may like to think about it for a minute or two. The definition of personality best suited to appreciating the type model, and therefore the definition applied in this book, is: *The underlying characteristics that make us who we are that are pretty stable over time.*

Essentially, personality is the stuff about us that doesn't change on a day-to-day basis. Mood and behaviour can change quickly. Skills can be developed over hours, weeks or years. Personality is the stuff underneath that remains relatively stable: the qualities that are similar when we're 15, 30 or 65. Examples of stable traits include impulsiveness, shyness or daydreaming. We can change our behaviour. One day we can be adventurous and the following day play safe. By developing skill we gain more flexible behaviour and this is a fantastic thing to do, as it invites us to embrace more choice and control in our lives.

So think of personality as our default position – the core essence of who we are when we look beyond the weather and our mood. This is important because if there are bits of us that are pretty constant throughout our lives they can help us understand ourselves and others better. They can guide us to wiser decisions.

Climate is like our personality. Weather is like our behaviour. Sunshine or drizzle is like our mood. Climate doesn't predict the weather each and every day. It doesn't guarantee sun or rain. But it does provide a useful overall description that informs our wardrobe choices. We know to take more t-shirts than jumpers on holiday to Jamaica due to our knowledge of climate. Similarly, personality type will not predict the behaviour of each student during each lesson but it does help teachers prepare and perform most effectively in the classroom.

Are you ready to identify your own personality preferences?

Your mission is to identify which of the following opposites are your preferences. If you access a state of benevolent scepticism you can assess your preferences quickly using the word clouds that follow on pages 112–115. If you'd like a little more detail this is provided on pages 4–11. If this still isn't enough the frequently asked questions about type on pages 18–23 are designed to reassure you (or doubting colleagues you later seek to convert to using the type model within their work). If you are already familiar with type through the Myers-Briggs Type Indicator® (MBTI®) or the many other incarnations of Carl Jung's work on personality types you can skip merrily past this section altogether.

One who knows their opponent and knows themselves will not be in danger in a hundred battles. One who does not know their opponent but knows themselves will sometimes win, sometimes lose. One who does not know their opponent and does not know themselves will be in danger in every battle.

Sun Tze, c.500 BC

Personality in the Classroom

E
stand out confident exude
limelight action outside
assertive outgoing not quiet
contribute to breadth interrupt movement
show

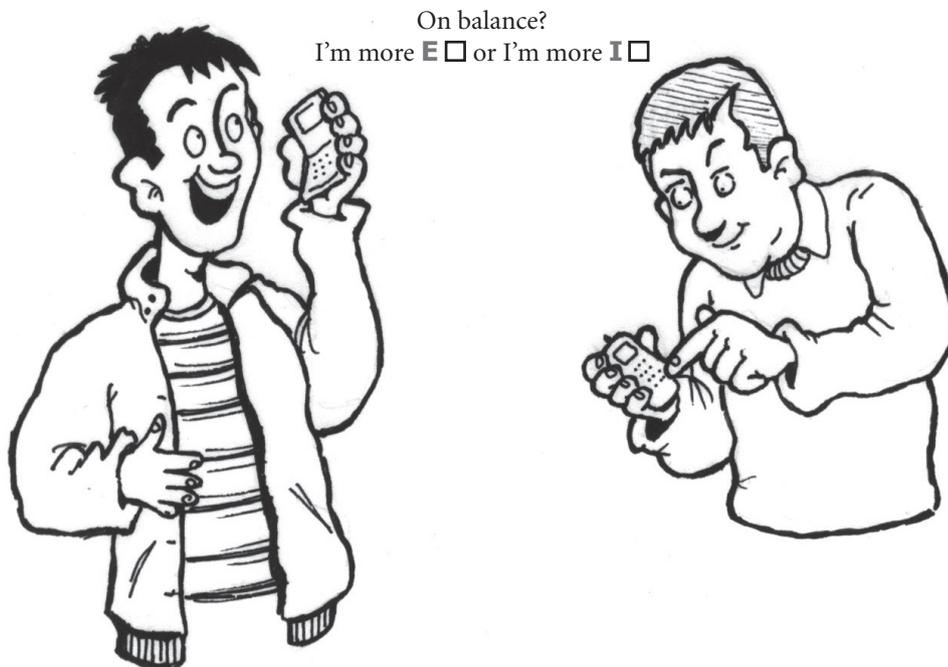
I
concentration reflection gentle
quiet calm inside serene
part of the crowd still depth
watchful good listener blend in
absorb take in careful

What are your personality preferences?

Although we can write with both hands we tend to just use one – our preference. It is the same with four chunks of personality. We could use both opposites but we don't, we mostly use just one. Of the five pairs shown here, which one is your preference, the one you tend to use most? Remember, neither is better or worse – just different.

1. From where do you gain your energy – inside or out?

E	Your Preference	I
I think out loud	<input type="checkbox"/> or <input type="checkbox"/>	I think before I speak
I generally act quickly	<input type="checkbox"/> or <input type="checkbox"/>	I generally act carefully
I'm a good talker	<input type="checkbox"/> or <input type="checkbox"/>	I'm a good listener
I prefer to stand out	<input type="checkbox"/> or <input type="checkbox"/>	I prefer to blend in
I tend to work best in groups	<input type="checkbox"/> or <input type="checkbox"/>	I tend to work best alone



At their best **E**'s tend to be

- confident
- assertive

Famous **E** preferences

- Victoria Beckham
- Homer Simpson

At their best **I**'s tend to be

- careful
- good listeners

Famous **I** preferences

- David Beckham
- Marge Simpson

E = External

Gain energy from people or things around them – recharge their batteries by being around people or being involved in activities.

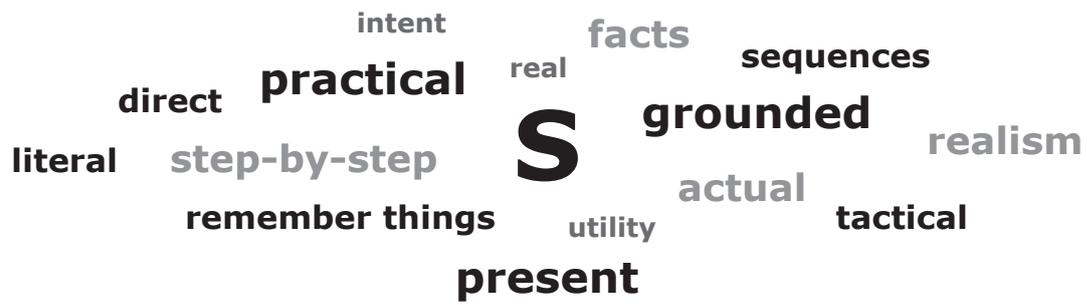
I = Internal

Gain energy from inside themselves – recharge their batteries by spending time alone.

How to spot an **E** or **I**?

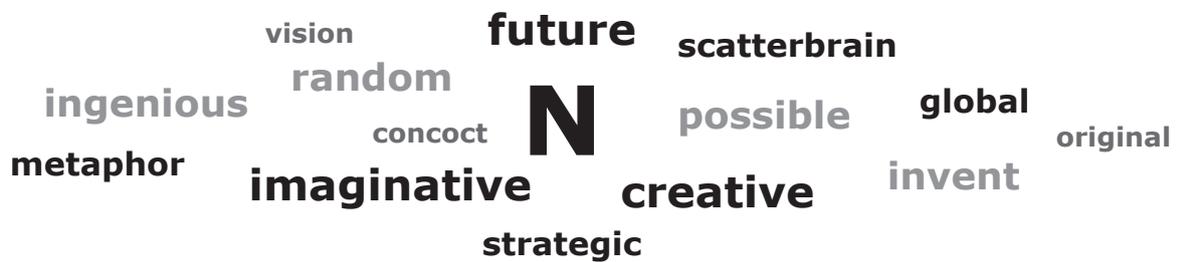
Listen to someone in a conversation. If they often interrupt they're probably **E**. If they are often interrupted they're probably **I**.

Personality in the Classroom



A word cloud centered around the letter 'S'. The words are arranged in a roughly circular pattern around the central letter. The words include: intent, facts, sequences, grounded, realism, actual, tactical, utility, present, remember things, step-by-step, literal, direct, practical, and real.

intent facts sequences
direct **practical** real **grounded** realism
literal **S** actual tactical
remember things utility
present



A word cloud centered around the letter 'N'. The words are arranged in a roughly circular pattern around the central letter. The words include: vision, future, scatterbrain, possible, global, original, inventive, creative, strategic, imaginative, metaphor, ingenious, random, and concoct.

vision **future** scatterbrain
ingenious **N** possible global original
metaphor **imaginative** creative **invent**
random concoct
strategic

2. How do you take information in – detail/facts (S) or big picture/ideas (N)?

S	Your Preference	N
I look for the facts	<input type="checkbox"/> or <input type="checkbox"/>	I look for possibilities
I look for details	<input type="checkbox"/> or <input type="checkbox"/>	I look for patterns
I focus on what works now	<input type="checkbox"/> or <input type="checkbox"/>	I focus on how to make it different
I prefer applying what I've learned	<input type="checkbox"/> or <input type="checkbox"/>	I prefer learning new things
I tend to go step-by-step	<input type="checkbox"/> or <input type="checkbox"/>	I tend to join in anywhere

On balance?

I'm more **S** or I'm more **N**



At their best S's tend to be

- practical
- realistic
- sensible

Famous S preferences

- Shrek
- James Bond

At their best N's tend to be

- imaginative
- creative
- dreamers

Famous N preferences

- Cinderella
- Dr Who

S = Facts

Take information in by looking at the detail. Tend to have 'their feet on the ground'. Good at thinking 'inside the box'.

N = Ideas

Take information in by looking at the big picture. Like to think about how things could be changed. Good at thinking 'outside the box'.

How to spot an S or N?

Ask someone to look out of a window and describe what they see. If they describe with details and facts they're probably **S**. If they describe by interpreting and making stories about the scene they're probably **N**.

How are we energised?

E
stand out confident exude
limelight action outside
assertive outgoing not quiet
contribute to breadth interrupt movement
show

I
concentration reflection gentle
quiet calm inside serene
part of the crowd still depth
watchful good listener blend in
absorb take in careful

Our energy is either generated internally (Introvert: **I** preference) or externally (Extravert: **E** preference). The general understanding of the terms extravert and introvert do not reflect the preferences as described by Jung. In the personality type approach both preferences are equally valid. In some cultures **E** preference is considered 'better'. This can be seen on TV programmes like *The Apprentice* and *X Factor* where **E** preference characteristics are lauded at the expense of **I** preference characteristics. Cultural and religious bias exists in the promotion of one approach over the other when in reality both are equally valuable to society. The US culture generally praises **E** preference behaviour, whereas Buddhism extols **I** preference behaviour. This idea can form the basis of an interesting classroom discussion. Do schools, subjects and different teachers promote one preference above the other? If so, why?

From where do you gain your energy – inside or out?

Clues for E preference:

- I think out loud.
- I generally act quickly.
- I mostly talk more than I listen.
- I prefer to stand out.
- I tend to work best in groups.

Clues for I preference:

- I think before I speak.
- I generally act carefully
- I mostly listen more than I talk.
- I prefer to blend in.
- I tend to work best alone.

Energy in the classroom

Effective teachers control the energy in their classroom. We are all stimulated either by paying attention to things happening inside our body (thoughts, ideas, feelings) or by paying attention to things happening outside our body (the buzz of activity at a fun fair, watching a stray dog chase an Ofsted inspector across the playground). Although we all experience both, these internal and external stimuli are distinct. People do seem to have a preference for being fired up either by one or the other.

This aspect of personality has the biggest impact in the classroom (and beyond). Most problems between people are caused by poor communication – research suggests as much as up to 80%! Listening to the words, interpreting their meaning and replying (internally and/or externally) is more difficult than we think and is at the root of so many problems between individuals and communities.

There are basically two ways to communicate: we're talking *or* listening, giving *or* receiving. Both are crucial but we have a preference for one or the other. Although we all talk and listen at different times it is really useful to identify your underlying preference. It will tend to be the approach you favour in your classroom and the approach you prefer your students to use. During most of your lessons you will be expressing your preference without even knowing it. Neither is better. Neither is right or wrong. Both preferences are important and need to be expressed. An inclusive classroom is balanced and allows both preferences to contribute and flourish.

To ride or hide?

I have an **E** son and an **I** daughter. Before her last week at primary school my daughter said she didn't want to go to school for the whole week. She didn't appear to be ill so my wife and I sent her to school. By Wednesday she confessed the cause of her reticence. She had been told she would be receiving a reward from the head teacher on Friday at a whole school assembly and would be required to go up to the front to collect it with everyone looking at her. Then she'd have to shake hands with the head and walk all the way back to her seat. You could feel her fear and dread as she imagined the horror of this conspicuous public performance. Imagining the penetrating, burning gaze of 150 pairs of judging eyes! **I** preferences

Personality in the Classroom

tend to dislike being pointed out in an assembly or in classrooms. They'd rather blend in. The event was organised by a well-meaning **E** preference head who wanted every student to be publicly displayed and praised. For many **I** preferences this represents a nightmare not a celebration.

My son, an **E** preference, would have loved such an occasion. He'd stride confidently up to greet and thank the head, acknowledging his mates in the crowd with raised thumbs and a wide grin. He is in a rock band and was deciding whether to be lead singer or lead guitarist. He eventually decided to be both so he will receive maximum attention and adulation. Not all **E** preferences are as attention-seeking as this but they do prefer to be seen and heard than melt away from the action.

E talkers:

- Do you tend to interrupt?
- Do you generally share what's on your mind?

Do you stop yourself halfway through a sentence and then move off in another direction, with an additional point to offer or story to share?

E teachers tend to have noisier classrooms with more talking from the teacher, who asks more questions, has more discussions and group activities and seeks feedback from the whole group.

I listeners:

- Do you think through your thoughts before blurting them out?
- Do you tend to lose the opportunity to share your thoughts because others speak before you?
- Do you sometimes switch off as people verbally spar around you?

I teachers tend to have quieter classrooms, they talk less, they encourage their students to talk less and think more, they offer more opportunity for quiet working alone or in pairs and seek less feedback. An **INTJ** teacher recently commented: 'I'm an **I** preference but an **E** in the classroom.'

Remember, no one is always behaving exclusively in **E** or **I** mode. Great teachers move between the two during each lesson (and the other six letter preferences too). All are needed to ensure every student is catered for. Lessons flow best when all eight preferences are present, just as a really effective workout at the gym exercises all muscle groups. Going to the gym and simply sitting in the hot tub for an hour would be the same as a lesson comprising of only one activity, such as reading from a textbook or watching a DVD.

*My son James is **E** preference and my other son Matthew is **I** preference. I noticed when they were toddlers that almost from the moment we left the house and the front door shut behind us that James would come alive. He was being energised by the world around him; the traffic, the park, observing and meeting new people. Matthew was the opposite; he'd come alive when we got back inside the house and the door closed behind us. He would relax and look forward to playing with his familiar toys, books and computer games! They're both brilliant boys but very different.*

Sarah, a mum understanding and embracing the differences in the preferences of her sons

I recently delivered an Inset day at a primary school. During a coffee break two job-share teachers approached me. One was **E** preference and the other **I** preference. The **E** spoke first – they usually do: 'On days we work together and I take the class straight after Jan, it takes me fifteen minutes to get the class going, to wind them up ready for my lesson.' Jan then reported the opposite experience: 'After they've been with Diane it takes me fifteen minutes to calm them down, to get them quiet and focused.' They asked if this was partly a result of their different preferences. I think so. I suggested they observe each other and record all examples of **E** and **I** they noticed, from big stuff like 'Let's have a discussion' (**E**) or 'Let's meditate' (**I**) to small stuff like the teacher interrupting a student mid-sentence (**E**) or a student interrupting the teacher (**I**). Jan emailed me a couple of months later (Diane would have talked about it but Jan would be more likely to communicate via email) to report an 80%/20% bias in their classrooms in the direction of their preference. She asked if this was dangerous! What do you think?

An **I** preference teacher recently told me he has a thirty second egg-timer he uses after every question he asks in class. Everyone then has thirty seconds to prepare an answer. I'd guess this will be really useful to the 50% **I** preferences in his class but a form of torture to the 50% **E**'s! A study by Rowe (1986) in over 300 lessons discovered that teachers ask a question and pause on average just less than one second (yes, one second!) before taking an answer from a student or rephrasing the question. When teachers were taught to wait for three seconds the impact was dramatic. The length of response tripled and less discipline was required because more of the students took part.

The **F** stands for Feeling and the **T** for Thinking. These labels can knock people off the scent of what this chunk of personality is all about. We all think and feel but there is a distinct variation around how we prefer to decide: objectively or subjectively. The **T/F** preference is the only one with a distinct gender difference. Around two-thirds of males report a **T** preference and one-third an **F** preference. For females the proportions are reversed: two-thirds **F** preference and one-third **T** preference.

Clues for **T** preference:

- I'm concerned first for the task.
- I ask 'Is it the right decision?'
- I usually think of comments as feedback.
- I'm seen as firm-minded.
- I'm more objective than subjective.

Clues for **F** preference:

- I'm concerned first for the people involved.
- I ask 'How will it affect people?'
- I usually think of comments as criticism.
- I'm seen as warm-hearted.
- I'm more subjective than objective.

My daughter is an **F** preference and my son a **T** preference. At the end of Year 7 I asked my daughter which subjects she liked best. As she replied I realised there was a direct link between the subjects she liked and the teachers she liked and liked her. This is typical of **F** preferences – people and relationships come first. For an **F** preference student, the relationship they have with their teacher will determine their attitude towards the subject and lesson. If they like the teacher they will like the subject. Many teachers, especially **T** preference, ignore this at their peril. If the personal relationship isn't strong, it doesn't matter how interesting you make a lesson or how brilliant your preparation.

Equally relevant is the different focus of **T** preference students. My **T** preference son has liked the same subjects through Years 7 to 11. For a **T** preference it is the content, task and process that are their focus, not relationships. To half of the students in your class content is the key. Touchy-feely stuff will put off **T** preferences. They will interpret this as weakness! They'd prefer you to be assertive and candid.

Football managers often use the cliché that good management is based on knowing which players need a kick up the backside and which players need an arm around their shoulder. This dichotomy of approach is as valid in the classroom (and staffroom) as it is in Sir Alex Ferguson's dressing room. Discovering a student's preference for **F** or **T** provides a powerful insight into how best to build a relationship and motivate individual students.

In most of the schools I visit the vibe is **F** in primary and **T** in secondary. The question of **F** or **T** as an organisational culture is interesting. What is the culture in your school? What impact does this have (on you, the students, staff and parents)? Research suggests that most businesses have a **T** preference culture and the majority of bosses have a **T** preference. Around 80% of head teachers have a **T** preference.

In the classroom, in my experience, many males will claim their preference is **T** due to peer pressure and the macho culture in which they live. Interestingly this effect is present among some groups of girls too, especially if a group leader is **T** (often Panther or Falcon) and the rest of the group will want to show they are the same as their leader. This effect also happens in organisations when staff model or copy their boss. It is important to attempt to dissipate the impact of peer pressure and other factors that can prevent someone accurately recognising and accepting their underlying preference.

Emphasising the difference between type preference and behaviour helps; we can all behave in an **F** or **T** style which doesn't undermine our preference. Describing (or showing clips) of TV advertisements can be revealing. For example, adverts for children's toys tend to be very stereotypical. An **F** style ad for a doll will tend to feature two smiling girls at the kitchen table gently combing the hair of a pony as soft twinkly music plays in the background. A **T** style ad for a doll will feature two shouting boys, outside in the rain with mud on their faces, crashing two action figures against each other, as loud thumping music blasts. Some TV programmes are very macho. You can almost smell the testosterone in an episode of *Top Gear* as the **T** preference presenters run amok in expensive cars and on pointless laddish challenges.

Personality in the Classroom

ly to have a business-like, purposeful atmosphere. Students are given clear guidelines on what is expected in terms of behaviour, homework and so on. If the student challenges the teacher it is likely to debate terms! At best this means everyone knows where they stand and how to behave. At worst the classroom can resemble a sanitised production line. For the teacher to get the best out of their fundamentally task-focused student they need to:

- Work in ways that test their skill and knowledge competitively (they raise their game for competitions, challenges, quizzes, measuring and beating personal bests).
- Help them understand that 50% of people are **F** preference and can interpret feedback as criticism.
- Focus on what the student has achieved and what comes next.
- Be prepared to compromise occasionally.
- Avoid trying to fix something without considering potential underlying emotional causes.

The Barn Owl teacher takes pleasure in scheduling their time. They are organised and decisive. They work out a plan and stick to it, often aided by an impressive to-do list. Their classroom is usually an organised place. The subject will probably be broken down into lesson-sized chunks and the year planned out with Newtonian precision. The **P** student will either respond:

- Positively by accepting your expertise and understanding the long-term benefits they'll reap.
- Passively by just accepting your structure/plan for an easy life without really buying into the content or process you are offering.
- Negatively by rejecting you, your structure/plan and subject completely (even if they're physically in your room they will not engage and participate).

For the teacher to get the best out of their naturally laid-back student they should note the student doesn't just like options and choice; they need them or they start to itch, squirm and rebel. The secondary school environment is difficult enough for **P** preference students so teachers can help soften the pressure. To help:

- Provide as much flexibility as possible (multiple choice homework tasks, choice within the lesson).
- Shake things up now and again to prevent predictability becoming boredom. Introduce random surprises and changes.
- Help the student identify simple effective strategies to ensure they can succeed.
- Avoid giving out detailed schedules (they'll just lose it anyway!).
- Don't be more picky with detail than is absolutely necessary; it will just antagonise and agitate the Falcon.

253 Barn Owl teacher and Black Bear student INTJ and ESTJ

Barn Owls and Black Bears are both natural leaders. But there can be only one boss in the classroom and the Barn Owl needs to make sure they seize the role. This is best achieved when leading the resolute Black Bear by example. Show the Bear how competent and organised you are and the Bear will concede control. Morsels of appeasement in the form of responsibility will oil the wheels and contribute to a positive relationship. For the teacher to get the best out of their naturally lively student they need to:

- Listen patiently and enthusiastically to the student's ideas and suggestions.
- Stay open to 'silly' ideas to see where they lead – the student is thinking out loud and this is how they learn best.
- Also offer your own thoughts; if you need a timeout ask for one.
- Encourage the student to think things through before talking otherwise they'll hog the lesson.
- Steer the student away from controversial subjects/topics, especially in group discussions.
- Build in plenty of opportunities during lessons for **E** students to talk things through with other **E** preferences.

Barn Owls can inspire all students with their vivid imaginations, but they do need to respect the need for Black Bears to be provided with structure, facts, details and procedures; otherwise they will be lost. For the teacher to get the best out of their grounded student they need to:

- Demonstrate how learning can be applied in the real world.
- Allow the student opportunities to repeat and practise until satisfied they are competent.
- Encourage the use of imagination as a useful process (it's not wasting time).
- Be careful not to look like you're favouring **N** students to the detriment of **S** students. Every student needs to be able to contribute in their preferred way.

Both teacher and student are task-focused, direct, consistent and objective. The classroom is likely to have a focused atmosphere. Students are given clear guidelines on what is expected in terms of behaviour, homework and so on. If the student challenges the teacher it is likely to be for clarification. At best this means everyone knows where they stand and how to behave. At worst the classroom atmosphere can be stern and stifled. For the teacher to get the best out of their fundamentally task-focused student they need to:

- Work in ways that test their skill and knowledge competitively (they raise their game for competitions, challenges, quizzes, measuring and beating personal bests).
- Help them understand that 50% of people are **F** preference and can interpret feedback as criticism.
- Focus on what the student has achieved and what comes next.
- Be prepared to compromise occasionally.

- Avoid trying to fix something without considering potential underlying emotional causes.

The Barn Owl teacher takes pleasure in scheduling their time. They are organised and decisive. They work out a plan and stick to it, often aided by an impressive to-do list. Their classroom is usually an organised place. The subject will probably be broken down into lesson-sized chunks and the year planned out meticulously. Many **J** students are reassured by their teacher's organisational zeal. They simply adopt the schedule and deliver their side of the bargain, generally completing all tasks on time. Interestingly, some **J**'s will balk at their teacher's well-intentioned thoroughness. They would like to create their own plan and work to it rather than adopt someone else's. This is due to the **J**'s desire for control. So two **J**'s together can spar, though at least all the work will be done. Most secondary schools require students to be so organised that two **J**'s are the best combination. For the teacher to get the best out of their naturally controlled student they need to:

- Enjoy your shared desire for order, neatness and respecting deadlines.
- Allow the student independence in planning their work in their own way if they really want to.
- Be prepared to adjust your own plans if external events interfere with your careful preparations (and encourage the student to also embrace flexibility occasionally).
- Shake things up now and again to prevent predictability becoming boredom; learning to take things in our stride rather than become flustered is a useful life lesson for both teacher and student.
- Avoid making quick decisions about what needs to be done before considering all of the options.

254 Barn Owl teacher and Teddy Bear student INTJ and ESFJ

The Barn Owl teacher can work well with Teddy students. Teddy Bears are keen to please teachers they respect and this can be gained when the teacher uses their shared preference (**J**) for being organised and clear. To get the best out of their naturally lively student the Barn Owl needs to:

- Listen patiently and enthusiastically to the Teddy's anecdotes and ramblings. They need to socialise before they can settle down to work.
- Also offer your own thoughts; if you need a timeout ask for one.
- Encourage the student to think things through before talking otherwise they'll hog the lesson.
- Steer the student away from controversial subjects/topics, especially in group discussions.
- Build in plenty of opportunities during lessons for **E** students to talk things through with other **E** preferences.

Praise for *Personality in the Classroom*

Personality in the Classroom is another inspirational text from David Hodgson. As a Higher Education and Careers Adviser involved in providing individual guidance, I found Chapter 6 on one-to-one relationships particularly interesting and relevant to my own work with students in a sixth form college.

In this book Hodgson extends the work he started in his first book *The Buzz*, which I use on a daily basis when helping students to choose degree courses and careers. As a Clownfish preference I shall use David's tips when dealing with students of other preferences (we administer the questionnaire with the majority of our students). Knowing their own personality preference is often the first step in helping them make sense of their future path and motivating them towards their goals.

This book encourages teachers to consider their own personality preference in order to understand their pupils. It is a 'must read' for teachers of every age range and I feel that the subtitle describes it in a nutshell: 'Motivating and inspiring every teacher and student'.

**Stella Barnes, Higher Education and Careers Adviser,
Queen Elizabeth Sixth Form College, County Durham**

Personality in the Classroom is a great text for both new and experienced teachers alike. What I found particularly refreshing was the entertaining and often humorous style in which the author's messages are conveyed. Emphasis is placed on the 'how' rather than the 'what' in teaching, which is so important when dealing with today's teenagers if effective teaching is to be achieved.

Hodgson's book encourages both personal and professional development and improvement in a clear and structured way. It positively enforces personal focus and reflection, honing one's awareness of others and the significance of being open-minded and receptive in the classroom.

There is a wealth of fun and interesting activities to utilise in the classroom which will assist teachers in achieving their aims and objectives by using personality types to enhance their teaching outcomes and achieve best practice.

Kam Stylianou, Deputy Headmistress, The Grammar School, Nicosia, Cyprus

Attending David Hodgson's 'Buzz' training was one of the most eye-opening development experiences I've ever had – not just for me, but for the young people I work with who have benefitted from the training indirectly. I regularly refer to *The Little Book of Inspirational Teaching Activities* and *The Buzz Book* on a regular basis, and I intend to make good use of *Personality in the Classroom* to become a more effective educator.

Sam Kalubowila, Widening Participation Coordinator, University of Manchester

David Hodgson's *Personality in the Classroom* has helped me to appraise my own learning preferences. As a direct result I have modified my teaching style to forge stronger relationships with my students. His work has helped explain why some students embrace independent learning tasks whilst others need more support and encouragement to undertake them. Also, why some students crave an opportunity to discuss the topic they are working on whilst others literally groan at the prospect.

I have since modified the teaching activities I use to introduce more role play and I've used a mock trial to add variation and fun. The students were very positive about this. In some instances I have used differentiated learning tasks but with the same core content. Introducing choice can increase cooperation and can have a positive effect on behaviour management, if this is an issue. I have also modified the assessment feedback I give to personalise it as much as possible and to tailor targets to fit the individual. Some students have remarked that they have found this particularly useful.

Finally, I have set up a mentoring group to encourage peer group learning. David comments on how effective peer group learning can be in improving a learner's motivation and achievement. Setting up this group has improved my relationship with the learners. We meet at lunchtimes and the students have a chance to discuss topics more informally and learn from other students nearer their own age.

Lynn Hards, Law Teacher at a sixth form college

David Hodgson's book has helped me understand my own personality type as well as the different personality types of my students and how they interact in the classroom. He explains, with plenty of practical ideas to incorporate in my daily practice, how I can use this understanding to improve my teaching and be able to better respond to all students' needs. He also suggests how one can use the personality type approach to better lead colleagues, whether as a middle leader or head teacher.

**Julia Huber, History Teacher and NQT/PGCE Coordinator,
Southfields Community College, Wandsworth**

I have found reading this book enjoyable and surprisingly quick and easy to relate to. Don't we all love to find out more about ourselves! This is what the first part of the book is about. We then move on to the question of the perfect teacher and then to everyone else. We realise that finding out about ourselves is also about finding out about others.

The best features of this book are the wonderful metaphors and comparisons which make every personality type accessible to the other. We can all relate to someone as an animal – from celebrities to cartoon characters. We can all see, understand and feel where the other is coming from through these comparisons.

This book is not a one-hit wonder; it is a reference book that I will use at all stages of my career. It will be beneficial for NQTs and more experienced classroom teachers as well as senior management teams. I see this book as a quick answer to some complex questions: How do I deal with a student or colleague with a personality type different to mine? How do I teach a group in such a way as to reach successfully as many students as possible? This book provides an almost never-ending wealth of resources and ideas to use in order to become not only the best teacher but also the best human being I can be. It is all too easy to give in to personal learning preferences; it takes more effort to actually understand how others learn and cater for each and every one of them. This book has taught me it is possible.

The most interesting aspect for me is the chapter on playfulness. As adults, play is often considered as childish; however it forms an important part of teaching and learning. The fun activities outlined in Chapter 3 can be used in any subject classroom, but the techniques suggested for developing creative thinking fitted perfectly with teaching students to talk about the world around them in a foreign language. Many of the activities create the perfect learning environment effortlessly and students learn without even noticing they are learning. I have transferred the same techniques used in the classroom into my departmental meetings, and the same thing happened. Instead of being viewed as long and boring they became more fun and everyone gets a chance to shine, whatever their personality type.

In the MFL classroom the Snowman activity was a hit! Not only did students get to write a creative essay as per syllabus but they also found out about themselves and each other. The Story by Numbers activity worked in a similar way. I also found the teacher–student personality type comparison in Chapter 6 extremely helpful. As a quick reference guide on a daily basis or giving feedback to a certain personality type student I found it easy to use and effective.

This book has been an invaluable resource to developing a more personal type of teaching by tailoring my teaching and management style to each and everyone's needs. As a Black Bear myself, prone to offending people around me and also to intolerance (having high standards and expecting everyone else to work to the same standards!) I have learnt to soften some of the harshest features about myself, thus making the most of my relationships.

David simply is a facilitator. He opens our eyes about personality types – making the 'other' less scary and more accessible. We learn about ourselves and each other in an effortless way, thus making us more tolerant of other people and getting the best out of all our relationships. This book does not stop in the classroom. It helps us become tolerant human beings as well. I cannot wait to share it with my students, colleagues, friends and family.

**Malika Power, Head of Modern Foreign Languages, Duke of Kent School, Surrey;
GCSE and A level examiner at a major examination board**

Also by David Hodgson



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A practical confidence builder for teenagers

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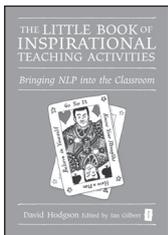


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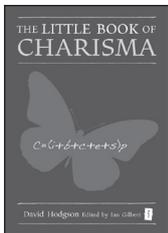


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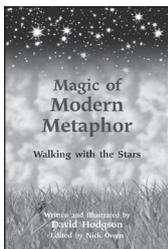
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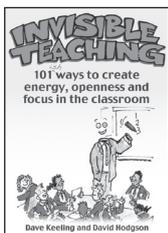
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Personality in the Classroom helps teachers understand themselves and their students: the foundation of success in every classroom.

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David Hodgson is a Master Practitioner and Trainer of NLP, has the British Psychological Society Level A&B, a Diploma in Careers Guidance and a Diploma in Management. He is a Training Consultant working with young people and those who work with them on motivation, goal setting, life skills and employability.
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