

Behavioural Expectations

Although BIS is focused on intrinsic motivation as a core principle, we cannot fight the need for immediate consequences for this group. This means we need a way to help the Big Cat understand that some behaviours work for them in the group and some don't.

Unlike other age-groups, they get no behaviour success out of conflict resolution and discussion as they don't remember what happened at break, they don't remember who was standing there or what they did. These time dependent strategies give them no immediate feedback. They need a response to what happens that is based on a classic consequence system that happens as soon as the issue emerges, without it being a fear-based consequence, merely something that works as a currency for them to measure against. Both the child who receives the consequence and the child who was hurt by the incident can get instant results and feel heard and safe. At the same time the teacher verbally resolves the conflict, modelling a second person perspective, demonstrating for them the next mode of development, that caring and negotiating works better.

This example of the teacher taking second person perspective allows the child to have their behaviour reflected through the needs-based filter that they respond to whilst allowing them to start to explore how other people involved in the drama feel.

“If you had asked Tom to give you the ball instead of pushing him would you be stuck here talking to me or would you be over there with him playing?”

Completing Focused Tasks

With no understanding of “15 minutes” or even “this afternoon”, the Big Cats need their teacher to map the day out clearly with them and help them to get through their tasks by clearly flagging the activities. This flagging involves notion of “now”, “next”, “later” so they know clearly what they need to be doing now and what comes next. This group is not yet ready for self direction, they cannot see any long term reason for learning maths or spelling so the experiences need to be quick, experiential, play based or full of instant gratification, “I did it!”. Their Self Directed Characteristic focus is on Intrinsic Motivation and Openness to Experiences.

Transitioning to Caring and Sharing

The Big Cats are at an ego and moral development level that makes it hard for them to feel empathy. For example, although they may say all the right things if they see it makes us happy, they then repeat the same action again straight away. The Big Cat classroom organisation is very focused upon helping these precious egos begin to perceive that their inherent need for gratification can best be served by considering others.

“Pushing Tom got me in trouble but asking Tom meant that everyone smiled at me.”

This cause and effect process is a very exciting core to the Big Cat teaching and learning experience as the awareness of these perspectives tells us the Big Cat is ready to be a Kestrel.