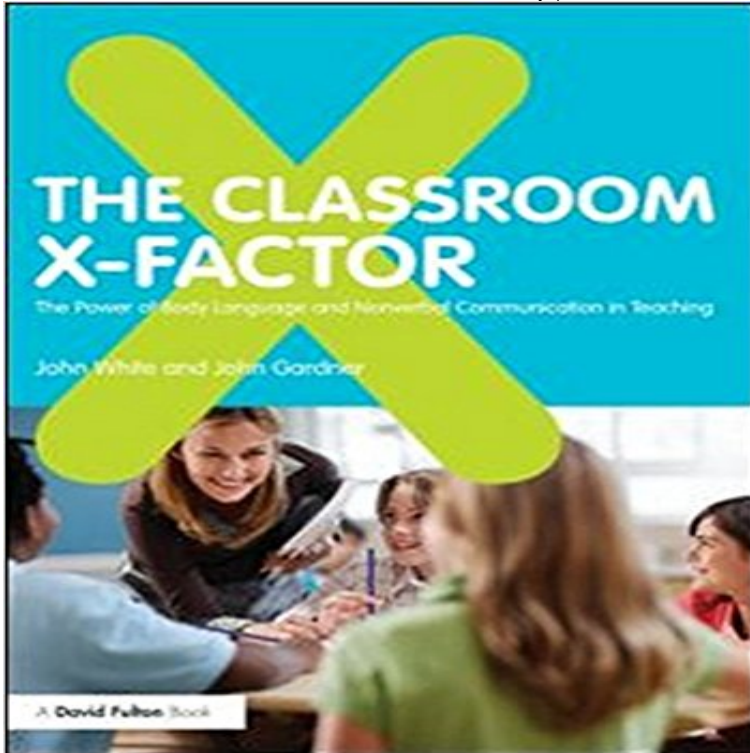


The Classroom X-Factor: The Power of Body Language and Non-verbal Communication in Teaching



Why is it that some teachers have a kind of magical charisma and charm which sets them apart from their peers? This book gives us a fresh and exciting answer – “They have the classroom X-Factor!” White and Gardner’s gripping text, *The Classroom X Factor*, examines the notion of having what the public has come to call the “X-Factor” from the perspective of the teacher, offering fascinating insights into the use of non verbal communication in the classroom. Using classroom and curricular examples, this book sets out to show how both trainee and practising teachers can identify their own “X-Factor” in order to help transform their perspectives and perceptions of themselves during the “live act” of teaching. The book demonstrates how teachers can transform the way in which they connect with their students, whilst also creating meaningful and potent learning experiences for them. White and Gardner show that by following simple methods borrowed from psychology and cognitive science teachers can develop their own “X-Factor” and in so doing increase their enjoyment and efficacy as professionals. The techniques described include some of the following: Facial and vocal expression Gesture and body language Eye contact and smiling Teacher attire, colour and the use of space Nonverbal communication and pedagogical approaches In addition, the book provides a section containing fictional stories that aim to contextualise the

findings detailed throughout the text. The inclusion of chapter summaries, questions aimed at identifying the readers' own 'X-Factor', lesson exemplars and a user-friendly self-evaluation framework all work together to make the book a stimulating and easy read where reflective learning and the practical application of classroom techniques are the order of the day. This comprehensive guide to developing the classroom X-Factor within you will be of value to teaching and learning and is of immense use to both practising and student teachers and to schools seeking to develop models of reflective practice. It will also be of interest to curriculum and assessment agencies, policy makers, academics and others whose roles involve the design, provision, support and evaluation of teachers' efficacy in the classroom.

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