

EXCESSIVE ENTITLEMENT: WHAT IS IT? WHY IS IT IMPORTANT TO MIRROR IT?

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Abstract

Purpose, background and key points: This workshop introduces the notion of “excessive entitlement” to provoke the participants to examine how entitled feelings are triggered in the discursive context of their practice. Excessive entitlement is expecting reward in excess of what one deserves hindering people from taking responsibility for their own actions, learning and change. This is a theme that has received scant attention in literature on teaching and teacher education although it is a very potent force that needs to be reckoned with (Ratnam & Craig, 2021). Feelings of entitlement among teachers and faculty make them hold rigidly to ‘inherited script’ and constrain the development of the kind of flexibility needed to respond to the emergent futuristic needs of learners in this globally and technologically disruptive era.

Methodology and outcome: Through thought provoking episodes and questions the workshop invites participants to uncover and name the sources of oppression that they experience in the workplace, sometimes as victims and at other times, as perpetrators of it and how excessive entitlement begets undesirable work behavior such as competitiveness, selfishness and aggression hampering relationships and health of the institution. This process is meant to bring to consciousness the presence of excessive entitlement in the self and others, its pernicious influence on social relationships, learning and wellbeing in the workplace and consider ways in which this malignant issue can be addressed.

Participants: 30-40 teachers, teacher educators, school administrators and company human resource managers.

Keywords: *Excessive entitlement, malignant issue, discursive context, teacher education, institutional health.*

References

Ratnam, T. & Craig, C.J. (Eds.) (2021). *Understanding Excessive Teacher and Faculty Entitlement: Digging at the Roots, Advances in Research on Teaching Vol. 38*. Bingley, UK: Emerald Publishing Limited.