



Managing Behaviour and Supporting Learner Engagement

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Today's lecture

- Explore module specifications
- Discuss module content
- Explore and discuss assignment question
- Consider what managing behaviour and supporting learner engagement are
- Outline what our concerns are regarding managing behaviour
- Consider case study examples

Module aim

- To develop an awareness of the underlying principles of effective behaviour management to support and promote learner engagement within a range of educational settings.

Module outcome

- Upon the successful completion of this module, the student should be able to:
- Articulate a sound awareness of a range of behaviour management models suitable for use with young people and adults
- Reflect on own skills and identify appropriate targets for future professional development

Indicative content

- Positive behaviour management models
- Coaching and mentoring for behaviour management
- Pivotal culture and practice
- Professional roles and responsibilities
- Safeguarding
- Intervention and support

Why this module?

- Often a neglected area of post-16 teaching and learning
- Diversity of the post 16 sector
- The role of the teaching professional to 'transform' knowledge rather than simply consume
- Increasing emphasis on pastoral welfare of students in recent years
- Proactive and reactive approaches to managing behaviour

What does it look like...

Date	Focus	Pre-sessional activity
28.1.25 Marion	Introduction to the Module Module Assessment Strategies for supporting learners Challenging behaviour models	Student-ready critical care pedagogy: a student-centred instructional approach for struggling students
04.2.25 Katie	Pivotal Culture Classroom presence and your role Behaviour management theories	
11.2.25 Katie	Developing resilient learners Embedding resilience within the curriculum Wellbeing Coaching for education Mentoring for education	Teaching practices that are conducive to supporting the positive emotional well-being of learners in post-compulsory education
18.2.25 AM – Wellbeing Training Team PM - Katie	Bystander Intervention Training Effective support mechanisms Communication Effective communication strategies Developing listening and awareness skills	

Assignment

LEVEL 5

Word count: 2000

Submission date: 20.02.2026 at
11.59

Feedback date: 20.03.2026 at
12.00

LEVEL 6

Word count: 2500

Submission date: 20.02.2026 at
11.59

Feedback date: 20.03.2026 at
12.00

Assignment part 1

- Part 1 Essay (1000 words or 1300 words)
- Students will be required to produce an academic essay that outlines current thinking and guidance in relation to behaviour management and effective learner engagement from an academic as well as legislative perspective. Students will need to consider the potential effectiveness of such strategies to post-compulsory learners as well as any challenges and ensure that they support their work with relevant reading and references throughout. A reference list will also need to be provided at the end of the work.

Assignment part 2

- Part 2 Reflective account (**1000 words** or **1200 words**)
- Students will be required to undertake two observations of teaching professionals with a specific focus on how learner engagement was managed during the sessions and reflect critically on strategies and approaches used. Students are reminded to adhere to the professional protocol for observing and commenting on the work of other professionals. They will also be required to reflect critically on at least one episode of own teaching practice in relation to their own experienced of managing behaviour within the setting. There should be a focus on the teaching and learning approaches used and consideration given to best practice and implications for the student's own teaching practice.
- A consideration of potential targets for future professional development in relation to behaviour management/learner engagement skills will also be required within the appendices and is not included as part of the word count

Some guidance

- Your final submission should include the following:
- Part 1 essay (1300 words total)
- Part 2 reflective account (1200 words)
- Appendices (not included in word count) – to include:
 - Copies of the teacher observation forms for the two observations undertaken.
 - Lesson plan for own teaching session that is being reflected on for Part 2
 - Action plan for professional development in relation to behaviour management/learner engagement.

Questions on assignment

- Do you have any questions?

What is behaviour management?

- What comes to mind when you hear the word behaviour management?
- Join at: vevox.com
- ID:

Reflective task

- What would you see as disruptive behaviour in a class-based session?
- Make a list and then feedback
- Now do the same for an online class

What worries you about behaviour management?

- Join at: vevox.app
- ID:

Challenging behaviours

- Disruptive behaviour
- Distracting behaviour
- Causing disturbance
- Passive or non-engagement in learning
- Intermittent patterns of attendance
- Anything that interferes with learning
- Conflict

What could this include?

- Chatting
- Ignoring the lecturer
- Refusing to engage in lesson
- Reading messages on mobiles during lecture
- Emailing other lecturers while in a lecture
- Swearing
- Putting on make-up, combing hair
- Calling out and interrupting
- Challenging the lecturers authority
- Racist or sexist abuse
- Physical threats
- Doodling?
- Fidget toys?
- Refusing to take part in an activity
- Not taking part in lecture at all
- Teasing or bullying other people

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- Reluctant learner
 - Eating and drinking in lessons
 - Not respecting other people's property
 - Substance abuse
 - Not finishing work
 - Avoiding the task set
 - Rude or inappropriate comments
 - Mobile phone use and texting

- Coming in noisily/late
- Constant talking
- Refusal to comply with reasonable instruction
- Poor attendance or persistent lateness
- Are there any additional or different challenging behaviours for online learners?

Important to...

- Establish firm and fair ground rules
- Reinforce appropriate behaviour
- Respond to undesired behaviour
- Create and maintain positive relationships with students
- Have high expectations about behaviour and achievement
- Establish procedures for responding to persistent behavioural difficulties
- Good learning environment – physical and psychological
- Role model

Who and what matters in managing challenging behaviour?

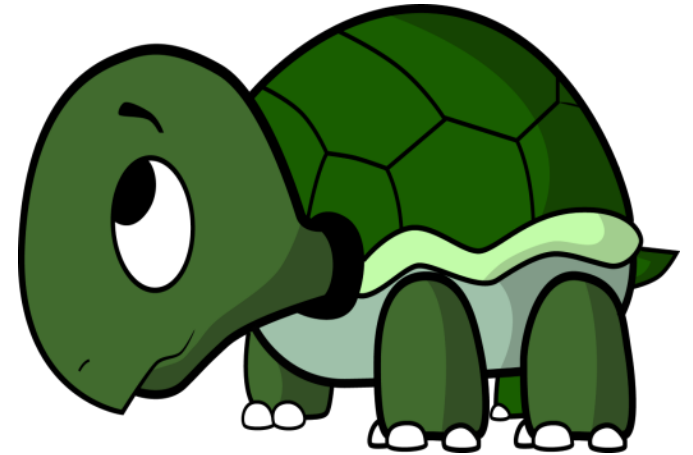
- What do you need to consider when managing challenging behaviour?
- Who do you need to consider?

What is conflict?

- In groups can you come up with a definition of conflict and feedback your definition.
- Conflict is...
 - conflict comes from the Latin word for striking, but it isn't always violent.
 - a serious disagreement or argument
 - a struggle or an opposition with someone
 - conflict can arise from opposing ideas.
- So... what conflict animal are you? (Based on Evert van de Vliert)

THE TURTLE - withdrawing

- Turtles withdraw into their shells to avoid conflicts.
- They give up their personal goals and relationships.
- They stay away from the issues over which the conflict is taking place and from the people they are in conflict with.
- Turtles believe it is hopeless to try and resolve conflicts.
- They feel helpless.
- They believe it is easier to withdraw (physically and psychologically) from a conflict than to face it.





THE SHARK -Forcing

- Sharks try to overpower opponents by forcing them to accept their solution to the conflict.
 - Their goals are highly important to them and the relationship is of minor importance.
 - They seek to achieve their goals at all costs.
 - They are not concerned with the needs of other people.
 - They do not care if other people like or accept them.
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- Sharks assume that conflicts are settled by one person winning and one person losing.
 - They want to be the winner - winning gives sharks a sense of pride and achievement.
 - Losing gives them a sense of weakness, inadequacy and failure.
 - They try to win by attacking, overpowering, overwhelming and intimidating other people.

THE TEDDY BEAR (Smoothing).

- To teddy bears, the relationship is of great importance, while their own goals are of little importance.
- Teddy bears want to be accepted and liked by other people.
- They think that conflict should be avoided in favour of harmony and believe that conflicts cannot be discussed without damaging relationships.
- They are afraid that if the conflict continues, someone will get hurt and that would ruin the relationship.
- They give up their goals to preserve the relationship.
- Teddy bears say “I’ll give up my goals and let you have what you want, in order for you to like me.”
- Teddy bears try and smooth over the conflict in fear of harming the relationship.





THE FOX - Compromising

- Foxes are moderately concerned with their own goals and about their relationship with other people.
- Foxes seek a compromise,
- They give up part of their goals and persuade the other person in a conflict to give up part of their goals.
- They seek a solution to conflicts where both sides gain something – the middle ground between two extreme positions.
- They are willing to sacrifice part of their goals and relationships in order to find agreement for the common good.

THE OWL - Confronting



- Owls value their own goals and relationships.
- They try to begin a discussion that identifies the conflict as a problem.
- They view conflicts as problems to be solved and seek a solution that achieves both their own goals and the goals of the other person in the conflict.
- Owls see conflicts as improving relationships by reducing tension between two people.
- By seeking solutions that satisfy both themselves and the other person, owls maintain the relationship.
- Owls are not satisfied until a solution is found that achieves their own goals and the other person's goals, and they are not satisfied until the tensions and negative feelings have been fully resolved.

Which conflict animal do you think you are?

- After hearing the descriptions place yourself where you think you naturally are when dealing with conflict.
 - Fox - Compromising
 - Teddy Bear - Smoothing
 - Shark - Forcing
 - Owl - Confronting
 - Turtle - Withdrawing
- None are right or wrong!

The Quiz...

- 5 = VERY typical of the way I deal with conflict
- 4 = FREQUENTLY typical of the way I deal with conflict
- 3 = SOMETIMES typical of the way I deal with conflict
- 2 = SELDOM typical of the way I deal with conflict
- 1 = NEVER typical of the way I deal with conflict

Score	Statement
3	1. It is easier to refrain than to retreat from a quarrel
1	2. If you cannot make a person think as you do, make him/her do as you think
5	3. Soft words win hard hearts
5	4. You scratch my back and I'll scratch yours
4	5. Come on now, let us reason together
2	6. When two quarrel, the person who keeps silent first is the most praiseworthy

Score sheet (example)

Withdrawing		Forcing		Smoothing		Compromising		Confronting	
Question	Score	Question	Score	Question	Score	Question	Score	Question	Score
1	3	2		3		4		5	
6	4	7		8		9		10	
11	4	12		13		14		15	
16	2	17		18		19		20	
21	4	22		23		24		25	
26	1	27		28		29		30	
31	5	32		33		34		35	
Total	23	Total		Total		Total		Total	

What did you find out?

- Are you the animal you thought you were?
- What are the implications for you as a teacher?
- Remember you will have people in your classroom from each of these categories – what are the implications of this?

Strategies for engagement

- Get into groups and consider:
- How do you think we can engage students?
- What motivates students and why?
- Feedback to group

Strategies for engagement

- Be Mindful of Your Own Reaction
- Maintain Rational Detachment – remember its not about you
- Be Attentive
- Use Positive Self-Talk
- Recognize Your Limits
- Debrief
- Try again

-
- Model ideal behaviour
 - Let students help establish guidelines
 - Encourage initiative
 - Use non-verbal communication
 - Use EdTech – can you think of any suggestions?
 - Address inappropriate or off-task behaviour quickly
 - Develop a positive relationship with the students

Promoting responsible behaviour

- How would you do this?
- ensuring your lesson is well planned and prepared
- explaining things clearly
- familiarising yourself with students' names, their strengths and areas for development
- treating all students fairly and equally
- being friendly and humorous
- ensuring that support is offered to students lacking basic skills or those for whom English is not their first language

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- quickly establishing a climate of praise
 - ensuring that responsible behaviour is noted (through tutorials, reports and references)
 - valuing opinions and showing respect to your students – not using put downs or sarcasm or allowing others to
 - encouraging effective listening from the outset
 - developing ‘positive noticing’ to reinforce the idea that responsible behaviour is the norm
 - keeping order by being firm but not intimidating if needed

What would you do?

- You have a student who never speaks in lectures. They attend every lecture, sit at the front on their own and take constant notes but never take part in discussions, group work or pair work.
- What would you do?
- Consider warning that you're coming to them next
- Tell people if they make eye contact you're coming to them

Lets practice...

- In groups of 3 take it in turns to be a student, teacher and observer
- As the teacher you are going to have a conversation with the student about their engagement within lectures and what is stopping them – observer take notes. Swap roles 3 times so everyone gets a chance to practice or try something different.
- We will then feedback to the group, how did it feel? Would you approach this in this way? What other ways could you approach this issue or concern?

What would you do?

- You have two students in your class disagreeing on something. It starts to become heated and they start arguing, calling each other names and shouting.
- What do you do?
- When the lecture finished the argument continues onto social media
- What do/can you do?
- Are there any policies that would support you here?

What would you do?

- You have planned an activity for the whole class but one student is refusing to take part because 'it is childish'
- What do you do?

What would you do?

- You have a group of students at the back of the room watching something on their phones
- What do you do?
- Other students have commented that it is distracting them
- What do you do?
- Another lecturer has said that the students are now watching their phones in their lectures too and they are not happy
- What do you do?

What would you do?

- You are teaching in a room with large glass windows and something starts happening outside
- All students are distracted by the commotion and watching everything instead of taking part in the lecture
- You have tried to engage the students but they remain distracted.
- What do you do?

Over to you...

- Do you have any examples/situations you want to practice or talk about?

How we manage these

- How we speak to people, quite often, can determine how well tricky conversations will go.
- Why?

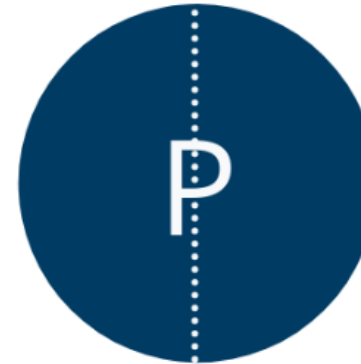
Transactional analysis

- Transactional Analysis (TA) is a psychoanalytic theory and method of therapy wherein social interactions (or “transactions”) are analysed to determine the ego state of the communicator (whether parent-like, childlike, or adult-like) as a basis for understanding behaviour.

The Transactional Analysis Parent-Adult-Child Model

Controlling Parent

- Directive, critical, and patronising
- Behaviours may be angry or impatient, or gestures like finger-pointing
- Can provide useful structure and direction



Nurturing Parent

- Caring, supportive, encouraging
- Behaviours may be non-confrontational and protective
- Sometimes over-protective and smothering

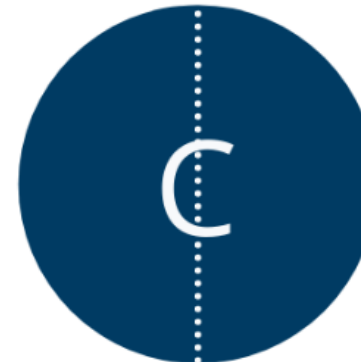
Adult

- Rational thought, balance and perspective
- Attentive, interested, non-threatening
- Behaviours include asking questions, listening and seeking to understand



Rebellious/Free Child

- Emotional response
- Behaviours may be uncooperative, rebellious, and inflexible
- Often challenges or questions



Adapted Child

- Emotional response
- Behaviours may be cooperative, eager to please, and spontaneous
- Rarely challenges or questions

Clues from	Controlling Parent	Nurturing Parent	Adult	Free Child	Adapted Child
Words	Should, must, don't, good, bad	Don't worry, let me help you, there there	How, when, where, I understand	I wish, wow, love, hate	Please, sorry, I can't, try
Tones	Harsh, abrupt, authoritative	Soothing, consoling, loving	Calm, clear, even	Joyful, noisy, energetic	Complaining, surly, monotone
Gestures/ mannerisms	Finger pointing, arms crossed	Pat on arm, nodding encouragingly	Level eye contact, absence of fidgeting	Exaggerated movements, uninhibited	Head tilted to one side, fidgeting, slouching
Facial expressions	Rolling eyes, furrowed brow, scowling	Smiling, proud eyes	Open, thoughtful	Bright-eyed, smiling freely	Pouting, downcast, not engaged

Student engagement

- What is student engagement?
- Student engagement is the investment of time, effort and other relevant resources by both students and their institutions intended to optimise the student experience and enhance the learning outcomes and development of students, and the performance and reputation of the institution.
- Student engagement describes the extent to which students are motivated, passionate and curious about their programme of study, their educational community and their immediate surroundings.

What influences engagement?

- You have been discussing some of the issues with engagement already, what are the barriers for education for adult learners?
- Motivation
- Lots happening at home
- Tired
- Fear
- Understanding
- Habit?

What does disengagement look like?

- Can you give examples of what disengagement looks like?
- Where can disengagement happen?
- What does engagement look like?

Principles of student engagement

- Student engagement is about what a student brings to Higher Education in terms of goals, aspirations, values and beliefs and how these are shaped and mediated by their experience whilst a student. Student engagement is constructed and reconstructed through the lenses of the perceptions and identities held by students and the meaning and sense a student makes of their experiences and interactions.
- As players in and shapers of the educational context, educators need to foster educationally purposeful SE to support and enable students to learn in constructive and powerful ways and realise their potential in education and society. (Bryson et al, 2014 p.17)

10 principles of engaging students

- How would we do each of these?
- Foster student's willingness and readiness to engage by enhancing their self-belief.
- Embrace the point that students have diverse backgrounds, expectations, orientations and aspirations – thus different 'ways of being a student', and to welcome, respect and accommodate all of these in an inclusive way.
- Enable and facilitate trust relationships (between staff: students and students: students) in order to develop a discourse with each and all students and to show solidarity with them
- Create opportunities for learning (in its broadest sense) communities so that students can develop a sense of competence and belonging within these communities.
- Teach in ways to make learning participatory, dialogic, collaborative, authentic, active and critical.

-
- Foster autonomy and creativity, and offer choice and opportunities for growth and enriching experiences in a low risk and safe setting.
 - Recognise the impact on learning of non-institutional influences and accommodate these
 - Design and implement assessment for learning with the aim to enable students to develop their ability to evaluate critically the quality and impact of their own work.
 - Work in partnership at all opportunities by seeking to negotiate and reach a mutual consensus with students on managing workload, challenge, curriculum and assessment for their educational enrichment – through a partnership model – without diluting high expectations and educational attainment; by developing mechanisms for all students to democratically participate in all aspects of the university that impact directly or indirectly on them.
 - Enable students to become active citizens and develop their social and cultural capital.

Why is student engagement important?

- Discuss in groups why it is important that students engage in lectures, assessment, group work, the culture and life of post 16 education?
- Present back

Case Study Session

- We are going to be exploring a number of scenarios relating to managing behaviour within a variety of post-16 settings. For each scenario please consider it from the following perspectives:
 1. Behaviourist (has a focus on fixing behaviours)
 2. Humanist (has a focus on removing negative influences)
 3. Democratic (has a focus on empowering students)
 4. Psychoanalytic (has a focus on unconscious thoughts)
 5. Cognitive (has a focus on thoughts and not behaviours)

Post-16 settings

- Industry
- Further education
- Higher education
- Community education
- Work-based learning

Case Study 1 – Industry

- Field based training. Training on a new software package. Client learner kept interrupting the session to answer the phone or deal with clients.
- Client was negative about the need for the new software as their paper system worked.
- End of quarter and commission payment was reliant on deals being closed.
- What would you do, why and what approach would you take:
 1. Behaviourist (has a focus on fixing behaviours)
 2. Humanist (has a focus on removing negative influences)
 3. Democratic (has a focus on empowering students)
 4. Psychoanalytic (has a focus on unconscious thoughts)
 5. Cognitive (has a focus on thoughts and not behaviours)

Case Study 2 - Industry

- Client wanted to cancel training 30 minutes in as software did not have a feature they wanted.
- A work around had been offered and rejected.
- The sales team had promised the client the feature existed in the software.
- What would you do, why and what approach would you take:
 1. Behaviourist (has a focus on fixing behaviours)
 2. Humanist (has a focus on removing negative influences)
 3. Democratic (has a focus on empowering students)
 4. Psychoanalytic (has a focus on unconscious thoughts)
 5. Cognitive (has a focus on thoughts and not behaviours)

Case Study 3: Further Education

- In a practical module some students were refusing to attend, despite the skills gains being significant and it being a core unit.
- The students were required to wear PPE. Some students refused.
- For some of the students the PPE available did not fit.
- What would you do, why and what approach would you take:
 1. Behaviourist (has a focus on fixing behaviours)
 2. Humanist (has a focus on removing negative influences)
 3. Democratic (has a focus on empowering students)
 4. Psychoanalytic (has a focus on unconscious thoughts)
 5. Cognitive (has a focus on thoughts and not behaviours)

Case Study 4: Further Education

- During a module looking at IT and setting up an event on social media a student consistently avoided participating in the session to the point where they unplugged the PC they were using.
- The student did not have any social media accounts.
- The student had experienced cyberbullying in the past and experienced anxiety when they were required to go on-line.
- What would you do, why and what approach would you take:
 1. Behaviourist (has a focus on fixing behaviours)
 2. Humanist (has a focus on removing negative influences)
 3. Democratic (has a focus on empowering students)
 4. Psychoanalytic (has a focus on unconscious thoughts)
 5. Cognitive (has a focus on thoughts and not behaviours)

Case Study 5: Community

- 17 year old male, general history of being disruptive during sessions. Disruption had led to some risk to themselves and others.
- Peer mediation had not resulted in a change of behaviour.
- He had been diagnosed with ODD, this had not been disclosed to the group.
- What would you do, why and what approach would you take:
 1. Behaviourist (has a focus on fixing behaviours)
 2. Humanist (has a focus on removing negative influences)
 3. Democratic (has a focus on empowering students)
 4. Psychoanalytic (has a focus on unconscious thoughts)
 5. Cognitive (has a focus on thoughts and not behaviours)

Case Study 6: Community

- Community setting included games and physical activities with an element of winning as a method of team and confidence building. 16 year old often refused to take part.
- Rules were often set arbitrarily by setting leaders and could be changed at will, 16 year old struggled with this and would often become agitated at any rule changes.
- 16 year old is on the autistic spectrum.
- What would you do, why and what approach would you take:
 1. Behaviourist (has a focus on fixing behaviours)
 2. Humanist (has a focus on removing negative influences)
 3. Democratic (has a focus on empowering students)
 4. Psychoanalytic (has a focus on unconscious thoughts)
 5. Cognitive (has a focus on thoughts and not behaviours)

Case Study 7: Work-based learning

- Learner was consistently late to taught sessions and offered no explanation. Learner refused to apologise for disturbing the rest of the group
- Learner was counselled on the importance of attending on time and the effect her behaviour was having on the rest of the group and agreed to be on time.
- Learner disclosed that she was acting as a carer for her mother and was taking her younger siblings to school.
- What would you do, why and what approach would you take:
 - Behaviourist (has a focus on fixing behaviours)
 - Humanist (has a focus on removing negative influences)
 - Democratic (has a focus on empowering students)
 - Psychoanalytic (has a focus on unconscious thoughts)
 - Cognitive (has a focus on thoughts and not behaviours)

Case Study 8: Work-based learning

- Learner attended work based learning but refused to participate in any sessions or activities. Learners behaviour was not specifically disruptive to the group.
- Learner was asked repeatedly what their interests and goals were but their answer was “nothing”
- What would you do, why and what approach would you take:
 1. Behaviourist (has a focus on fixing behaviours)
 2. Humanist (has a focus on removing negative influences)
 3. Democratic (has a focus on empowering students)
 4. Psychoanalytic (has a focus on unconscious thoughts)
 5. Cognitive (has a focus on thoughts and not behaviours)

Case Study 9: Work-based learning

- Setting policy was mobile devices were not to be used in taught sessions unless the tutor had set a task for research. Learner consistently refused to stop answering text and snapchat messages despite agreeing to policy.
- Learner complained loudly about another member of the group using their phone in taught sessions.
- Learner disclosed to another member of staff that their partner would get angry if they didn't answer straight away.
- What would you do, why and what approach would you take:
 1. Behaviourist (has a focus on fixing behaviours)
 2. Humanist (has a focus on removing negative influences)
 3. Democratic (has a focus on empowering students)
 4. Psychoanalytic (has a focus on unconscious thoughts)
 5. Cognitive (has a focus on thoughts and not behaviours)

Today's lecture

- Explore module specifications
- Discuss module content
- Explore and discuss assignment question
- Consider what managing behaviour and supporting learner engagement are
- Outline what our concerns are regarding managing behaviour
- Consider case study examples