



ECPT5005/ECPT6005 Managing Behaviour and Supporting Learner Engagement

Session 2 – Theoretical
perspectives of behaviour
management

Learning Outcomes

To develop a critical awareness of key theories relating the managing behaviour within the classroom

To consider the applicability of such theories to the post-compulsory classroom

Adult Behaviour

Question - What assumptions and beliefs do we hold about adult learners within the teaching environment?

Doubts and lack of confidence in abilities can be easily hidden and can result in avoidance tactics, disengagement or disruption.

'The adult learner may be feeling more vulnerable and less confident than they appear to be' (Wallace, 2013, p. 70)

Transactional analysis

Links to the work of psychologist Eric Berne and the need for adult-to-adult communication.

Basic theory outlines that when we communicate with others, we adopt one of three modes of relating – Child, Parent, Adult

Question: How might this look in practice?

Task

Discuss the following scenarios and consider how would you categorise them according to the Parent, Child or Adult mode of interacting.

Scenario 1

An adult learner asks to leave the class early because he needs to take his child to the dentist. The teacher tells him he should make dental appointments outside college time. The learner packs up his laptop and leaves.

Scenario 2

A teacher suggests that the group of adult learners might like to help her move the tables to make one large table because this will feel more appropriate than sitting in rows. One learner folds his arms and says he hasn't come to college to move furniture. The teacher tells him she quite understands and that of course he doesn't have to help if he doesn't want to. After a moment or two he gets up and starts helping.

Scenario 3

A teacher is trying to set up the data projector before class begins. An adult learner who has arrived early stands at his elbow repeatedly asking questions about last week's work. Exasperated, the teacher finally says '*Look. Can this wait?*'. The learner sits down but refuses to answer any questions during the lesson.

Scenario 4

A group of adult learners have been given the trainee teacher a bad time. She walks out in the middle of a lesson and goes to see her mentor and tells him she doesn't want to teach them anymore. She says, '*They're horrible and I hate them.*' Her mentor tells her she's being silly and unprofessional. So, she goes to see her tutor and complains her mentor isn't up to the job.

Adult learning theory – implications

Adults...

will not want to feel their time is being wasted

have complicated lives and multiple responsibilities

need to feel a sense of ownership over their learning

may be taking away from other commitments for assignments

Group Task

In groups, research and prepare a PowerPoint to explain the work of one of the following in relation to behaviour management.

1. Fred Jones (2007)
2. Harry Wong (2009)
3. Jeanne Gibbs (2001)
4. Jere Brophy (2010)

The work of Fred Jones (2007)

"For teaching to be enjoyable, you must be able to simply relax and teach. Classroom management must be built from the ground up so that most problems do not occur." – Dr. Fred Jones

The need to create a positive classroom environment to limit negative behaviour

Teacher should move amongst the learners to create physical proximity

Use of incentives, routines and rules as well as engaging students

Criticisms?

The work of Harry Wong (2009)

Behaviour issues as a lack of class facilitation

Offers methodologies to for structuring lessons and creating through organisation a safe environment for all learners

Teachers need to be flexible but ultimately lesson preparation is key

Not a model of behaviour management but a series of suggestions

Teachers should work with students and manage the classroom

Jeanne Gibbs (2001)

Developed as a school-based initiative to increase self-esteem in the classroom

Is additionally a method of training staff and parents to facilitate small group engagement

Two stage strategy -

1. Teach in small groups to engage all learners
2. Build long-term membership groups

The focus of Gibbs' work is the development of young people as active citizens



Jere Brophy (2010)

Work emphasises goal orientation, intrinsic motivation, plus cognitive skills

The need to offer strategies to help those disaffected by prior educational experiences

Building self-esteem

Suggestions include self-regulating learning and scaffolding techniques

The need for meaningful lessons and the effect of teacher expectations

Mendler and Curwin (2008)

'Discipline with dignity'

Three dimensions – prevention, action, resolution

Discipline should never be humiliating or impact the motivation to learn

Consistency in application of methods to the students

William Glasser (1986)

Control theory – closely linked to Maslow and based on love, freedom and power

The need for teachers to focus on the intrinsic needs of their students

Emphasis on the usefulness of assignments and tasks

Reflection on learning outcomes

To develop a critical awareness of key theories relating the managing behaviour within the classroom

To consider the applicability of such theories to the post-compulsory classroom

Implication for teachers

Teachers can perform well in one learning environment but may seem ineffective, incompetent or vulnerable in another

What works in one setting may not necessarily be applicable in another, context is key

References/further reading

Lebor, M. (2018) *Classroom Behaviour Management in the Post-School Sector: Student and Teacher Perspectives on the Battle Against Being Educated*. London: Palgrave Macmillan.

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Stewart, I., & Joines, V. (2012) *Transactional Analysis Today: A New Introduction to Transactional Analysis, 2nd edition*. Chapel Hill, NC: Lifespace Publishing.

Wallace, S. (2013) *Managing Behaviour in Further and Adult Education: Third Edition*. Exeter: Learning Matters.