

## Part 1

### Introduction

It is agreed amongst educators that behaviour management is vital in maintaining a productive atmosphere amongst teacher and students, strategies should be put in place by the practitioner to aid the appropriate response to unforeseen or anticipated events within the classroom. Parsonson (Parsonson, 2012, p.16) states “behaviour problems in a classroom increase the stress levels for both the teacher and pupils, disrupt the flow of lessons and conflict with both learning objectives and the processes of learning.” Emphasising drastically that student behaviour influences learning and impacts atmosphere within the classroom. Behaviour management is a complex process and not simply reference to student praise, nor is it about punishing unwanted behaviour or rewarding the desired behaviour (The Open University, 2017).

### Engagement

Engagement is essential when considering behaviour management strategies. According to a report from Lancaster University engaging students refers to the effort and relevant resources by both students and their institutions alongside the investment of time. Combined, help optimise the student experience and enhance learning outcomes and student development (ADVANCE HE, 2020). The Lancaster University report highlights three factors of engagement illustrated along an axis.

The first element discusses individual student learning, finding student engagement can improve students’ academic results (ADVANCE HE, 2020). This indicates practitioners should evoke student interest to learning and encourage active participation and involvement as well as fostering overall student centredness in lessons (ADVANCE HE, 2020).

The report further outlines structure and process that help integrate students into roles within governance and the processes affiliated with student feedback. Student engagement in university governance can help benefit students (ADVANCE HE, 2020). Giving students representation on committees surrounding the structures and processes of their education it offers students a voice which this report has proved to be effective for their education (ADVANCE HE, 2020).

The final component to Lancaster University’s findings surrounds identity, identifying that a sense of belonging must be generated each student and strategies on how to engage students coming from a range of different and diverse backgrounds. This point can be backed up by Maslow’s ‘hierarchy of needs’, a model for motivating learning, an explanation that highlights belonging as an essential factor to achieving another key human need in Maslow’s hierarchy of self-worth, both needed to generate motivation to learning (Kunc, 1992). A sense of belonging can aid engagement, this sense of belonging can link issues around student identities and representation that impacts engagement. Additionally, other key findings presented that engagement can benefit all students, but some more than others and mentioned

that others can experience engagement negatively which highlights how essential it is to understand students' needs individually (ADVANCE HE, 2020).

## Managing Behaviour

When referring to behaviour management it's important to understand what poor behaviour can look like and why it occurs within the classroom setting. Instances of poor behaviour are disruptive and distracting behaviour, may look like refusing to engage in activities, swearing, challenging or ignoring the lecturer, substance abuse, rude or inappropriate comments and so on (Yussif, 2021). To understand why these disruptive behaviours might occur a research report from The Department for Education on 'Pupils behaviour in schools in England' can be a useful tool for highlighting statistics around behaviour issues in pupils, stating that 5% and 8% of younger children in Britain have serious behaviour problems with a further 6% that borderline (Department for Education, 2012, p.22).

As a practitioner it is essential to deescalate these situations when they do arise and encourage more positive learning attitudes. To help defuse and refocus classroom atmosphere Transactional Analysis (TA) can be applied, a theory proposed by Berne. Berne stated various reactions of confrontation, management and authority fall into the three ego states: Parent, Adult and Child (Bullivant, 2021). One source provides a chart exploring gestures, expression and language associated with the various (educationalist04, 2018).

If one was to go about managing disruptive behaviour within a post compulsory setting it would be essential to carefully consider which category a practitioner falls into as to maintain the best outcome. Berne suggests the key to positive and successful transactions rest in the 'adult ego-state' (Bullivant, 2021) which is seen as using a tone that is clear, calm and even, equal eye contact and presenting with a thoughtful and open facial expression (educationalist04, 2018).

Berne's TA theory can be critically paired with Oxley who suggests punitive responses do not productively help individuals learn key skills (Oxley, 2023). Instead it creates senses of resentment and rejection which can result in more extreme behaviour. In the post compulsory setting, equal power relationships should be promoted, and Berne's 'adult ego-state' is preferred. The use of controlling tones particularly those that fall upon the 'parental ego-state' using abrupt, harsh or authoritative tones are based on unequal power relationships which diminishes student experience in this sector and can prove ineffective at building and maintaining collaborative work relationships within the classroom (Bullivant, 2021).

The Welsh governments legislative guidelines for 'Practical Approaches to Behaviour Management in the Classroom' states that when giving a student a response should maintain a more equal relationship between the questioner (practitioner) and questioned (learner) as this promotes future engagement, the response would be 'yes, I see what you mean' for instance. Whereas a response 'quite right' or 'well done' might indicate the practitioner as having higher power status which may result in a problematic and unproductive power imbalance in the post compulsory sector. It is essential to build positive and collaborative relationships in the field according to the Welsh professional standards for further education,

by using unequal power balance in the classroom does not meet this and harms relationships (Welsh Government, 2017).

Student motivation is also essential to aiding engagement and ideal student outcomes. There are two types of motivation known as intrinsic and extrinsic which refer to whether a student is self-motivated or motivated by external factors like rewards or punishment (Oxley, 2023). Some learners lack intrinsic motivation due to “getting caught in a cycle of extrinsic motivators” (Oxley, 2023). Studies regard how extrinsic motivators can decrease upcoming intrinsic motivation from students as it is beneficial for learners to develop their own interest in the topic as opposed to relying on rewards (Oxley, 2023). This is backed up by Locke’s 1968 article “Toward a Theory of Task Motivation and Incentives” where he suggests that motivation is driven by personal goals or objectives and the goal itself is the driving force and can improve learner performance (Locke, 1968, pp. 157-189). It is essential for students to discover self-motivation in their learning journeys.

The legislative government ‘Engagement Model’ helps aid schools to help support pupils who are working below the level of national curriculum. This model can help those who may be struggling from intrinsic motivation toward their learning and focuses on five interrelated areas: Exploration, Realisation, Anticipation, Persistence and Initiation. The legislative source states that effective use of the model should be based around regular observational assessment and reflective pedagogy and the five areas focal to assessing students who are not engaged in their learning which helps to build a reliable means to identify pupil progress. Though this model is useful and centres student learning through offering support, in post compulsory sectors, students have a freedom of choice to select the subject choices and pathways themselves and the direction they take their studies are not compulsory, so students are more likely to have a higher level of self-motivation as they have selected subjects of interest. Moreover, research shows that choice is a key element in strengthening intrinsic motivation (Oxley, 2023).

## Conclusion

Behaviour management strategies and understanding of student engagement emphasise how important it is for post compulsory practitioners to implement and assemble relevant elements from management strategies and models. It is important to critically consider appropriate legislative guidelines and how best to incorporate them into classroom atmospheres.

## **Part 2**

Using Gibbs’ reflective model (The University of Edinburgh, 2022) I will reflect upon instances of my own teaching practice and two observations conducted to develop my awareness of managing learner behaviour and the different strategies.

## Description

I observed two teachers, the first session being a AS-level history from teacher A, a 1-and-a-half-hour lesson to nearly 15 students about The Third Reich. The second session from teacher B, an English lesson for the Neath College ‘Junior apprenticeship programme’ consisting of three students on the topic of persuasive writing.

From my own teaching I will reflect upon two instances. The first (lesson plan 1) I faced was rude comments from pupils who commented about my age stating, “how old even is she?”. This caused me to be upset and leave the room for a few minutes to compose myself. The second (lesson plan 2) two GCSE pupils disengaged from the task, expressing issues with the sociological theory of feminism. I told them to continue working on the activity at hand for now but that they could later be the ‘feminism’ group for the class debate later in the session to allow them to express their ideas, they struggled to contribute their ideas in the debate.

### Feelings

I felt Teacher A took a very different approach to Teacher B. During Teacher A’s lesson I felt awkward due to the tense atmosphere of the room. While teacher A was confident in their authority, I felt they took an authoritative tone with the students which in turn reproduced quite challenging behaviour from the pupils. Professional standards surrounding collaborative relationships were quite negative as opposed to being maintained (Welsh Government, 2017). On the other hand, I felt comfortable in Teacher B’s classroom as it had such an intimate and productive atmosphere with only 3 students. Teacher B supported learners and engaged each of them personally, meeting professional standards by enabling learners to share responsibility for their own learning as they worked with learners to empower them to set challenging goals and targets (Welsh Government, 2017).

During my own sessions, particularly session 1, I felt anxious in the session’s behaviour issues occurred. Though feeling prepared due to meeting professional standards of planning and delivering effective learning and teaching (Welsh Government), I feel it was my teacher presence that initiated the students’ behaviours.

### Evaluation

Teacher A utilised breaks to reengage students in the topic, but discussions lacked engagement and motivation techniques as they frequently dismissed students ideas and comments even when they were engaging in the topic. Evaluating this it seemed Teacher A had a presumptions of student behaviours during the lesson frequently stating to me during the observation “This is the quietest they’ve been!”, meaning the student then challenged them further. Moreover, teacher B had excellent rapport with students, being such a small group they were able to develop an understanding of their individual needs and identities to best cater to their learning. As stated in the first half of the assignment, teacher B inclusively implemented a strong sense of belonging in the classroom, essential to meeting learning needs (Kunc, 1992) as well as increasing engagement (ADVANCE HE, 2020).

Due to my complete lesson plans I was able to allow for my lessons to run smoothly but lacked flow in between my prompts. It may have been a lack of introduction that caused students to gossip about me, as a result the building blocks to establishing relationships suffered due to not incorporating an icebreaker which would help build rapport (Cornell University, 2023). Furthermore, in my other session, students struggled with engaging in the tasks at hand due to trouble with intrinsic motivation, mentioned in part one (Oxley, 2023).

### Analysis

Teacher B exhibited confidence in their authority and felt comfortable with leadership, taking “controlling parent” or “adapted child”. This is because they dismissed the students in a controlling, authoritative manner. While some students were a bit rowdy in the session the way it was addressed with a harsh and abrupt tone. From the Transactional Analysis theory, it can be identified that the key to successful and positive interactions equate being in the ‘adult ego-state’ (Bullivant, 2021). Furthermore, the criticisms from teacher A meant students were likely to take on the ‘child ego-state’ as they were made to feel less like equals and further challenged the teacher with behaviours such as shouting out, interrupting, arriving late (Bullivant, 2021).

On the other hand, teacher B used a persistent, non-judgemental, attentive and non-threatening tone can defuse situation and allow students to engage in the set activities, frequently encouraging and motivating pupils through intrinsic motivation. Teacher B purposely held this persuasive writing session to help a student prepare for a job interview. This session allowed the students to express their interest in hairdressing (their chosen vocational subject) and put their academic skills to use. As a result, students were intrinsically motivated by their own interest in the subject alongside the encouragement of the teacher (Oxley, 2023).

However, at times one student did go off track, demonstrating disruptive behaviours such as swearing, using their phone. These issues were dealt with accordingly from teacher B, offering encouragement and motivation when needed but also using leadership during instances when students were swearing but still maintain the use of the ‘adult ego-state’. Teacher B used straight forward, measured language which resulted in students listening and responding positively due to not feeling threatened by requests. Furthermore, Teacher B often let some instances of minor disruptive level behaviour go due to the level of rapport. In these events students would correct themselves due to the positive and productive atmosphere created over time. This reflects how the inclusivity of embracing students’ individual identities in a intimate classroom setting can positively impact their learning and self-motivation, sense of belonging and acceptance of identity is crucial for evoking engagement (ADVANCE HE, 2020).

Upon reflection of my practice, I acknowledge the lack of an icebreaker to introduce myself inhibited my students learning through diminished engagement. not incorporating an icebreaker students were not able to establish a sense of belonging or trust in my lesson. For Maslow, the sense of belonging is essential to creating a successful learning atmosphere and establishing self-esteem (Kunc, 1992). Learner self-esteem seemed to present itself again in my second session when students failed to voice their opinions in the planned debate. The nature of their behaviour seemed to come from a place of a lack of intrinsic motivation (Oxley, 2023) and a lack of confidence in their ideas. I aimed to give them a safe environment (Kunc, 1992) to voice their ideas in the class debate. Promoting confidence as they continue to understand my student-centred approach to learning and hopes to create a safe space, abiding by professional standards of listening and respecting other peoples’ views, opinions and ideas and signposting them to when the appropriate time is to discuss their ideas.

## Conclusions

From reflecting upon my own practice and observations conducted on two different lecturers I had learned effective strategies to manage behaviour issues and dilemmas that may occur

in lessons. For instance, building and maintaining effective collaborative relationships through balancing power appropriately in the post compulsory sector (Welsh Government, 2017). Furthermore, planning and delivering effective lessons and teaching are essential for a professional practitioner.

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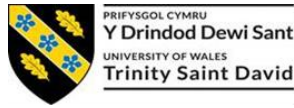
## Appendix

### SMART Action Plan:

| Action to improve                                | How to achieve this?                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Date                                                                                                                                                                                                   |
|--------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Use 1-to-1 feedback more often                   | Sit with students when they are carrying out independent or group work as it helps to support learners more closely – meeting professional standards<br>‘Demonstrate commitment to learners, their learning, safety and well-being’<br>(Welsh Government, 2017)                                                                                                                                                                                                                              | Improve this over the course of a two-week period: 27 <sup>th</sup> Feb -10 <sup>th</sup> Mar 2023                                                                                                     |
| Work on student engagement                       | Stand closer to the student nominated to answer question, for those who struggle with speaking in front of everyone, make it more “intimate” by “blocking out” the rest of the class through teacher presence e.g. back to other students. This helps monitor individual student progress and decreases anxiety surrounding student participation and promotes a safe space – meeting professional standards<br>“Build positive and collaborative relationships”<br>(Welsh Government, 2017) | During the week starting the 27 <sup>th</sup> put this into practice and work on effective strategies that will help implement this > discuss with mentor. Progress update 6 <sup>th</sup> March 2023. |
| Initiative                                       | Be more flexible with lesson plan, its important to be comfortable with adaptation and minor or significant changes no matter how prepared you were initially > remain calm and assess the situation – meeting professional standards<br>“identifying, preparing, delivering and assessing learning programmes”<br>(Welsh Government, 2017)                                                                                                                                                  | Assess reaction to any unforeseen changes over the next month starting February 27th, where did you succeed? How can you improve next time?                                                            |
| Challenge disruptive and disrespectful behaviour | Employ the ‘adult-ego state’ discussed in the first half of the essay and use the                                                                                                                                                                                                                                                                                                                                                                                                            | During the week starting the 27th put this into practice and work on effective                                                                                                                         |

|  |                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                         |
|--|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------|
|  | <p>gestures, language and tone recommended.</p> <p>Address behaviour either through body language, gestures or language immediately when it occurs instead of some time after – meeting professional standards “exercising leadership through all aspects of professional practice” and “Build positive and collaborative relationships”</p> | <p>strategies that will help implement this &gt; discuss with mentor for advice on specific groups. Progress update 6th March 2023.</p> |
|--|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------|

# Teacher Observation Form 1



|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |            |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|
| <b>Teacher</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Teacher A  |
| <b>Date</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | 09/02/2023 |
| <b>Group</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | AS Level   |
| <b>Topic/Context</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | History    |
| <b>Notes on the lesson:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |            |
| <ul style="list-style-type: none"> <li>• Very loud yet jokey comment<br/>&gt; teacher sent them onto break to allow them to come back into a fresh atmosphere.</li> <li>• Lateness was addressed very quickly and directly in front of the rest of the class when a student walked in 6 minutes late.</li> <li>• Very direct communication and signposting</li> <li>• Teacher used authoritative language to manage students<br/>&gt; meant behaviour continued for this particular group as to challenge her</li> <li>• Another student walked in 10 minutes late after break and teacher directly addressed this and told them what they'd missed. Continued to challenge student as they challenged teachers authority</li> <li>• Another student walked in 11 minutes late after break and teacher also told them what they'd missed, and signposted them to the content &gt; student</li> </ul> |            |

seemed a lot more quiet and less disruptive than the others

- When giggling occurred at the back of the room the teacher addressed this immediately and asked where student was up to in their work to diminish any off track behaviour
- Students went off track quite often > same 3 > they were often questioned.
- When students went off topic, teacher asked them to focus on the current topic and perhaps discuss this another time.

**What I have learned:**

**Addressing disruptive or undesired behaviour immediately is effective at ensuring it does not continue any further and become a bigger issue > perhaps use a less authoritative tone when talking with pupils**

**Using breaks can effectively refocus the atmosphere with certain groups.**

**Targets to improve my own practice (mapped to professional standards):**

**Improve teacher presence > more confidence needed and rely more on gestures, presence rather than language.**

**Challenge disruptive or disrespectful behaviours immediately to ensure they do not go unnoticed and students are accountable for their learning > professional standards**

## Teacher Observation Form 2



|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                    |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Teacher</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <b>Teacher B</b>                                                                                                                                   |
| <b>Date</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <b>13/02/23</b>                                                                                                                                    |
| <b>Group</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <b>Year 11</b>                                                                                                                                     |
| <b>Topic/Context</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <b>Junior apprenticeship programme – GCSE Maths and English and a vocational subject of choice</b><br><br><b>This session – persuasive writing</b> |
| <b>Notes on the lesson:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                    |
| <ul style="list-style-type: none"> <li>- Great rapport with students</li> <li>- Able to manage students joking and giggling well &gt; bouncing back but maintaining consistent signposting throughout to keep on track of lesson</li> <li>- Small group of 3 pupils &gt; a lot have dropped out. Nature of group &gt; prefer this format of education as mainstream wasn't the right fit due to either family troubles, behavioural issues, etc</li> <li>- Moved between activities promptly and gauged when activity wasn't suited or appropriate at the time &gt; i.e. blinds were broken so sun made it tricky to see the board &gt; teacher moved on from this activity due to this and came back to it later when it was appropriate</li> </ul> |                                                                                                                                                    |

to do so (i.e. when the sun went down and students could see the board).

- One student struggled at one point with motivation and so teacher kept them on track by going through their work with them and made suggestions with them as they completed the activity (they were covering ways you could incorporate creative writing with hair dressing)
- When student interrupted another teacher asked them to wait a moment while the other student continued to finish what they were saying
- When student got something wrong teacher positively suggested other ideas instead of saying they were wrong – allowed student to continue without losing motivation/flow with their contributions and changed the direction of the students thinking
- Established norms and expectations in the classroom e.g. contribution and consistent engagement and focus
- Got off to a good start > positive atmosphere.
- Managed unmotivated behaviour > jokingly empathised with student and shut down behaviour positively without direct and negative impact
- Can you see any [reward systems](#) in place? How do the pupils respond to this?
  - encouragement and

reassurance when pupils  
engage with class  
discussion

- Are the children grouped?  
How are they grouped  
together? (e.g. ability,  
behaviours, motivators) –  
small group > worked  
closely together > intimate  
session allowed students  
to engage much better  
and learn more effectively  
> recap demonstrated that  
they understood previous  
concepts well, working  
together in allowed  
effective recall working  
together and with the  
teacher > this method of  
intimate learning is more  
effective for the nature  
and background of this  
class as the atmosphere  
and format of classwork is  
different and more closely  
suited to their needs
- Do you see any examples  
of [behaviour  
management](#)? How was it  
done, and what was the  
impact? -
- Observe the timings of the  
lesson? What time did it  
start? How long were the  
children doing certain  
tasks? How long were  
they given? – started on  
time/slightly late by a  
minute while we waited a  
short while for one of the  
students to arrive > this  
students walking in slightly  
later than the others made  
more of an impact since  
the group is so small so  
demonstrated to me how  
behaviour is monitored  
much more closely, for the  
nature of the group i.e.  
behavioural issues, family  
troubles) this is necessary  
since it allows for more  
support and closer  
management of keeping  
students on track

- Was the classroom/lesson set up in a particular way to support the lesson? – students were all sat next to each other on a table in the middle, the teacher spoke very directly to each student and work very closely. Body language was open, direct and forthcoming rather than open to a whole class and standing by the whiteboard
- Instead of continuing questioning students for answers when they were doing an activity together on the board, when the students stated they were unsure she paused and allowed them to work it out for a second before offering support > showed students needed to gain their own motivation and help comes after
- Students began walking out before teacher said to go to break – this wasn't addressed
- Teacher and I discussed how they picked their battles with certain behaviours such as swearing > unless it became prominent and disrespectful the teacher allowed for some low level swearing
- Used students names when addressing them either when managing behaviour or when asking them questions – personal, direct and assertive
- Stayed incredibly calm at all times and very professional presence
- Showed understanding and empathy when student expressed that they were tired instead of dismissing it

- When student was on their phone and continued to play music and showed further disengaged behaviour the teacher understood the pupil was close to their end point in the lesson and requested a little bit more work. They sat with the student and supported them 1-to-1. Since it's a small group this meant the teacher could help the others at the same time
- Maintained a positive attitude throughout and showed persistent enthusiasm.
- Sat with them with the last task as teacher knew motivation was dropping.
- Rewarded students with their hard and completed work by playing a game at the end of the lesson
- Told student off for harder swearing

**What I have learned:**

- **Sitting with disruptive or challenging students can be extremely effective.**
- **“pick your battles” – students are old and have established their own identities > not all of these meet the “ideal student” and it can be excessive and dehumanizing to pick on every single slightly disruptive behaviour > its important to accept students as they are and be thankful they can be themselves around you > belonging > maslow**

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <b>Targets to improve my own practice (mapped to professional standards):</b>                                                                                                                                                                                                                                                                                                                                                                                                                |
| <ul style="list-style-type: none"><li>• Sit with students 1-to-1 more frequently</li><li>• Work on rapport and how I ask students questions &gt; stand closer to students when asking questions and make it more “intimate” by “blocking out” the rest of the class through teacher presence &gt; less anxiety surrounding student participation</li><li>• Be more flexible with activities and ok with change if lesson plan doesn’t go cohesively &gt; still an effective lesson</li></ul> |



## Lesson Plan 1

|                                                                                                                                                                                                                                                                                                                                              |                                                  |                        |  |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------|------------------------|--|
| Topic: Postmodernism and Social Inequality                                                                                                                                                                                                                                                                                                   |                                                  | Class: A2 Sociology    |  |
| Date: 15 <sup>th</sup> December 2022                                                                                                                                                                                                                                                                                                         | Length of lesson: 2.3 hours with 15-minute break | Number of students: 11 |  |
| <b>Resources required:</b> <ul style="list-style-type: none"><li>• Electronic whiteboard, powerpoint, laptop, pens, booklets, padlet links</li></ul>                                                                                                                                                                                         |                                                  |                        |  |
| <b>Aim of Lesson</b> <ul style="list-style-type: none"><li>• Revise postmodern views surrounding social inequality</li></ul>                                                                                                                                                                                                                 |                                                  |                        |  |
| <b>Learning Outcomes – The Learners Should Be Able To:</b> <ul style="list-style-type: none"><li>• Recall postmodern concepts and ideas</li><li>• Develop knowledge on Postmodern viewpoints around social inequality</li><li>• Evaluate other sociological theories such as Functionalism and Marxism with Post-Modern viewpoints</li></ul> |                                                  |                        |  |
| <b>Previous student knowledge required for the session:</b> <ul style="list-style-type: none"><li>- Sociological theories: particularly Functionalism and Marxism</li><li>- Surface knowledge idea of Post-Modern views</li></ul>                                                                                                            |                                                  |                        |  |
| <b>Anticipated difficulties (if applicable):</b> <ul style="list-style-type: none"><li>• Time management, focus, keeping calm</li><li>• New person to students so could be strange seeing new face</li><li>• Describing postmodern ideas in relation to exams</li></ul>                                                                      |                                                  |                        |  |

**Professional Standards (where are these being met within the session)**

- as an inspiration for specific training inputs
- as a framework for progression
- improving own skills and keeping them up to date to promote benefits to self and learners
- reviewing a sample of own lesson/assessment plans regularly to assess and measure the impact of each session on learners
- creating and taking opportunities to discuss and peer assess own work with other colleagues and practitioners
- seeking to share things that work well and collaboratively sharing good practice with peers to support improved learning outcomes
- guiding learners to manage and lead their own learning
- working collaboratively with peers to review the impact of teaching, learning and assessment on learner outcomes and own performance
- taking responsibility for own development and seeking opportunities to extend knowledge to the network

**Lesson Detail:**

|              |                      |        |                                                                                                                                                                                                                                                                                                                                             |                                          |
|--------------|----------------------|--------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------|
| Introduction | Introduce objectives | lesson | powerpoint                                                                                                                                                                                                                                                                                                                                  | <b>3 mins</b>                            |
| Development  | Starter activity     |        | Georgina Meek 2206822 Word Count: 2,510<br>Padlet > TASK 1 – summarise functionalism and marx = assessment on current knowledge                                                                                                                                                                                                             | <b>10 min – depending on responses</b>   |
|              | Test                 |        | Tracy host Kahoot quiz                                                                                                                                                                                                                                                                                                                      | <b>15 min</b>                            |
|              | Independent work     |        | Use this time to revisit post modern ideas > independently highlight and revise the content on page 2, 3, 4, and 5 recapping on the knowledge around...                                                                                                                                                                                     | <b>20 mins &gt; see where they're at</b> |
|              |                      |        | Postmodern concepts and views around society                                                                                                                                                                                                                                                                                                | <b>Check in after 5, 15, 25, etc</b>     |
|              |                      |        | Stacey (1996) Choice in the Postmodern family                                                                                                                                                                                                                                                                                               |                                          |
|              |                      |        | Beck and Beck Gernsheim (1992, 1995) Risk Society and Individualisation                                                                                                                                                                                                                                                                     |                                          |
|              |                      |        | Table on matching correct definitions to the concepts                                                                                                                                                                                                                                                                                       |                                          |
|              |                      |        | <a href="https://www.youtube.com/watch?v=xH_tKz8gN2c">https://www.youtube.com/watch?v=xH_tKz8gN2c</a>                                                                                                                                                                                                                                       | <b>12 mins</b>                           |
|              |                      |        | EXPLAIN > watching the video and making key notes > this will help you to answer pages 6 and 7 in your booklets                                                                                                                                                                                                                             | <b>2 mins</b>                            |
|              | Watch youtube video  |        | In pairs work together to complete TASK 2 > Add some thoughts into the same Padlet page as before, summarising Postmodernism and how we might use it to evaluate Functionalism and Marxism > (A01, A02, A03). > <a href="https://padlet.com/GeorgieMeek2206822/julr06nsf7pumevx">https://padlet.com/GeorgieMeek2206822/julr06nsf7pumevx</a> | <b>15 mins &gt; check in</b>             |
|              | Application practice |        | Laptops > post link in teams                                                                                                                                                                                                                                                                                                                | <b>15 mins</b>                           |

|                    |                                               |                                                                                                                                                                                                                                 |                                            |
|--------------------|-----------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------|
| Plenary/conclusion |                                               | <p>This slide summarises what we covered in the video? Tracy cover this 😊</p> <p>Finishing these, if not quite finished please complete for homework.</p> <p>Tracy covers this section &gt; summarising post mod viewpoints</p> | <p><b>7 mins</b></p> <p><b>15 mins</b></p> |
|                    | Steve Bassett PowerPoint summary              | Apply viewpoints via PowerPoint slide                                                                                                                                                                                           |                                            |
|                    | Booklets                                      | <p>Debate activity – modern vs postmodern – what are your thoughts? In tables discuss which society would you prefer to live in? &gt; Modern or Postmodern?</p> <p>Why/why not? Try to use sociological terms 😊</p>             | <p><b>10 mins to cover both slides</b></p> |
|                    | RECAP postmodern ideas                        |                                                                                                                                                                                                                                 | <b>10 mins</b>                             |
|                    | Postmodern views applied to social inequality | PowerPoint – lesson objectives recap                                                                                                                                                                                            |                                            |
|                    | Discussion/debate time!                       |                                                                                                                                                                                                                                 |                                            |
|                    | Recap lesson objectives – check in            |                                                                                                                                                                                                                                 | <b>3 mins</b>                              |

**Assessment Strategies: when and how are they included within the lesson?**

**Debate activity**

**Recap post modern views > checks understanding**

## Padlet activity at the beginning

### Informal reflection (to be completed after the session)

Trying to “recover” from last lesson (with GCSE) too much > appears to be too strategic/formal  
Must refamiliarise myself with content

Lesson did not go to plan > misunderstood type of lesson > should have been more  
communication between myself and mentor > was a chill type of revision session as students  
were about to break up for Christmas and mocks had just finished

Had a cry/breakdown but came back in with snacks for students and said they could continue  
their revision however best suited them > told them to work through the booklet and that I was  
here to help to support them if they needed > later did Christmas quizzes with mentor once she  
had finished speaking with students from her access group who were completing UCAS  
applications

Had to take a break from the lesson and step outside > Spoke privately with my mentor about  
worries about feeling overwhelmed and anxious about a quarter of the way through > Had been  
feeling very anxious after confidence knock last lesson with GCSE group (day before), taking this  
group and it not going quite to plan made me go panic and further worsened my anxiety  
After breakdown I was able to refocus and joined the lesson after some guidance from my mentor  
> host a revision class and students can use the time and space to get homework and revision  
done if they CHOOSE (choice was the key lesson here) > just because students choose not to  
participate at all times does not necessarily reflect upon my teaching or abilities but thought at  
the time it did and it was the be all or end all > students were just tired and the original plan for  
this lesson I had misunderstood > realised this session was about helping mentor with their  
responsibilities so she could focus on her access group while I provided a helping hand and host a  
chilled revision session rather

The issues that arose were due to my anxiety > next time its essential I properly introduce myself  
to the students > forgot to introduce myself due to nerves and anxiety so this probably didn't help  
> didn't understand the context of the class and what they had previously covered as it wasn't a  
typical day I went in for placement (Thursday instead of a Friday) so routine was a bit muddled  
and I felt quite scattered > be more comfortable with silence during individual work > I felt very  
self conscious after some comments students had made about me > Student comments two girls  
were gossiping and whispering about my age and I overheard comments like “how old even is  
she?!” I should have answered and introduced myself properly and why I was taking their lesson  
instead of my mentor > behaviour management would have come into play if their disrespect  
continued further but it had stopped

For future I need to relax, take a breath and trust intuition with lesson approach and small talk >  
nerves didn't allow me to focus on small talk because I felt too inexperienced and worried I would  
say something wrong > overall for this lesson, despite how much I had prepared I generally just  
wasn't in the right headspace and didn't take the time to calm myself down before the lesson >  
this is key for me in future and managing anxieties



## Lesson Plan 2

|                                                                                                                                                                                                                                                                                 |                                                       |                                 |                                     |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------|---------------------------------|-------------------------------------|
| <b>Topic:</b><br>Sociology – Introduction to Education                                                                                                                                                                                                                          |                                                       | <b>Class:</b><br>GCSE Sociology |                                     |
| <b>Date:</b><br>11/01/23                                                                                                                                                                                                                                                        | <b>Length of lesson:</b><br>3 hours (15 minute break) |                                 | <b>Number of students:</b><br>10-15 |
| <b>Resources required:</b><br><br>Booklets, Padlet, pens & paper, PowerPoint                                                                                                                                                                                                    |                                                       |                                 |                                     |
| <b>Aim of Lesson</b><br><br>Introduce education topic (component 1 section 3)                                                                                                                                                                                                   |                                                       |                                 |                                     |
| <b>Learning Outcomes – The Learners Should Be Able To:</b><br><br>1 Refamiliarise ourselves with the conflict vs consensus debate<br>1 Define different theories views on the role of education<br>1 Begin to apply and evaluate Functionalist, Marxist and Feminist viewpoints |                                                       |                                 |                                     |

**Previous student knowledge required for the session:**

**Functionalist, Marxist and feminist perspectives on family**

**Key sociology concepts (values, norms, etc)**

**Anticipated difficulties (if applicable):**

**Technological issues due to cyber-attack – restricts IT access**

**Explaining concepts clearly**

**Disengaged students**

**Professional Standards (where are these being met within the session)**

**Particular focus to:**

Demonstrate commitment to learners, their learning, safety and well-being

E.g. supporting learners to achieve their potential by setting challenging work/tasks. – setting stretch and challenge tasks and creating education topic booklet for sessions

Value and promote diversity, equality of opportunity and inclusion

e.g. creating an environment in which learners feel safe to challenge discrimination

Demonstrate dignity, courtesy and respect towards others

e.g. Treating all learners and colleagues equally and fairly, ensuring all have an equal opportunity to be heard. Listening to and responding positively to others' views. Reviewing own professional and personal attitudes and beliefs.

Maintain and update knowledge of my subject(s) and how best to teach and assess them

e.g. Keeping abreast of my subject or vocational area and of effective teaching and assessment methods. Using assessment of and for learning to support learner progress.

Plan and deliver effective learning, teaching and assessment

e.g. Making use of digital teaching and learning platforms to support teaching, learning and assessment. Ensuring all learners have regular, constructive feedback to support progression. Using learner data to track and review learner progress to inform planning, ensuring effective program/subject delivery. Creating and planning learning environments where learners are active participants as individuals and as members of collaborative groups

Build positive and collaborative relationships

E.g. taking responsibility for own development and seeking opportunities to extend knowledge to the network. Willingly sharing experiences to promote excellent teaching, learning and assessment locally and nationally. Guiding learners to manage and lead their own learning

Enable learners to share responsibility for their own learning and assessment

e.g. Working with all learners to empower them to set challenging goals and targets and to evaluate their own progress against these. Communicating effectively with all learners, employers and others as appropriate. Supporting learners to achieve their potential by setting challenging work/tasks

**Lesson Detail:**

| Stage               | Focus                               | Strategy                                                                                                                                                                                                                  | Time                  |
|---------------------|-------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|
| <b>Introduction</b> | Lesson objectives                   | Introduce lesson objectives and intro to new topic (education) – powerpoint<br><br>Hand out booklets                                                                                                                      | 5 minutes             |
|                     | Starter activity<br>(icebreakerish) | (see powerpoint) experience on education, is it fair, why isn't it? Elaborate and discuss in pairs – if comfortable discuss and share with class                                                                          | 10-15 mins            |
|                     | Mini lecture                        | Functionalist views on education<br><br><b>Meritocracy video -</b><br><a href="https://www.youtube.com/watch?v=fVHm-M_UScY">https://www.youtube.com/watch?v=fVHm-M_UScY</a>                                               | 5-10 mins             |
|                     | Activity                            | What are your thoughts on functionalism? Try to think of some evaluations. Padlet activity<br><a href="https://padlet.com/GeorgieMeek2206822/x6c4ge6ylbp01a1y">https://padlet.com/GeorgieMeek2206822/x6c4ge6ylbp01a1y</a> | 3 mins<br><br>10 mins |
|                     | Mini lecture                        | Marxist views on education<br><br>1. Work together in pairs to create mind maps briefly defining <b>Functionalist</b> views on education<br>2. Then add <b>Marxist</b> evaluations to each point                          | 5-10 mins             |

|                           |                      |                                                                                                                             |                                |
|---------------------------|----------------------|-----------------------------------------------------------------------------------------------------------------------------|--------------------------------|
| <b>Plenary/conclusion</b> | Activity             | Feminist views on education                                                                                                 | 20 mins                        |
|                           |                      | On your mind maps add feminist evaluations to both Marxist and Functionalist views on education                             | BREAK 15 mins                  |
|                           | Mini lecture         | Class debate to help practice evaluation and application skills                                                             | 10 mins                        |
|                           | Activity             | Booklet activities (see powerpoint)                                                                                         | 10 mins                        |
|                           | Activity             | <a href="https://padlet.com/GeorgieMeek2206822/tow5xhmadi5qxpkI">https://padlet.com/GeorgieMeek2206822/tow5xhmadi5qxpkI</a> | 10 mins prep<br>10 mins debate |
|                           | Prep for next lesson | see powerpoint                                                                                                              | 30-45                          |
|                           | Check in 😊           | see powerpoint                                                                                                              | 5-7 mins                       |

**Assessment Strategies: when and how are they included within the lesson?**

**Class debate**

**Mindmaps**

**Activity (opinions on functionalism) padlet page**

**Informal reflection (to be completed after the session)**

**Started off nervous due to confidence knock before Christmas break**

**Managed to deliver and host activities really well but students struggled with activities**

**A few instances of distracted/disrespectful behaviour – need to call this out there and then, perhaps be a bit firmer – Mentor pointed this out to me but I was also aware of my very gentle approach**

**Need to hold student accountable for their work and how much they get done > consider how to do this authentic to your teaching style**

**Perhaps alter activities, more independent work?**

**Independent learning seemed more productive at the end**

**I can become distracted; time ran out and wasn't able to complete plenary > stick to lesson plan and times (keep an eye on clock)**

**Set extension tasks for higher level students to avoid them causing disruption**

**Addressed disruptive behaviour really well > particular students kept trying to distract me during activity by repeatedly asking about my personal thoughts on feminism (hoping for a distraction from activity), I am usually quite chatty with this class and open to discussion but in this instance I saw they were using it as a ploy for not getting on with work and testing my boundaries. They continued to joke and mess around, particularly voicing their ideas on the social theory of feminism. I stated that we were going to be doing a class debate later on and they could be the feminism group as they seemed to have very strong views on the topic – this drew my boundaries very clearly and allowed them a space to express their thoughts on the topic productively. I made sure there was a range of abilities in their group so they could bounce ideas between each other with a range of skill levels – those that had a higher ability could share and help the lower ability peers articulate their points. During the debate the two that had previously tried to go off task didn't participate and handed over the debate to their teammate. I pushed each student to participate, making a conscious effort to hear each opinion and keeping everything respectful. The class as a whole seemed a bit nervous but still gave it a good go.**

END.