



MODULE CODE: ECPT6005

**ASSESSMENT COMPONENT: 1 –
Reflective Assignment**

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Use of Generative AI in Assessment

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I confirm that I have not presented any AI generated materials as my own work.

I confirm that I have copies of my drafts, notes, and other resources I used, which I may be asked to provide in evidence.

Reflective Assignment

Part 1: Essay

Introduction

The purpose of this academic essay is to explore the theoretical, practical and legislative guidance surrounding managing behaviour and learner engagement relative to post-16 education.

Mervyn Lebor (2017) critiques the lack of managing behaviour theories specific to the post-16 setting. Stating that the challenges in post-16 education require different approaches to compulsory education (Lebor, M. 2017, p. 27). Denise Robinson (2019) contextualises the critique by highlighting the cultural shift of the education setting driving the challenge differences. Learners, Robinson (2019) suggests, are becoming independent in post-16 education which invites new behaviours for them to explore and educators to navigate (Robinson, D. 2019, p. 119).

Behaviour management

B. F. Skinner (1938) theorised that behaviour could be conditioned using stimuli, believing that with the correct influences a person could be conditioned to behave in a way that is desirable using operant conditioning (Skinner, F. B. 1938, p. 77). William O'Donohue (2001) summarised operant conditioning into a three-part formula that says the environment influences the response or behaviour which influences the consequence as a reward or correction (O'Donohue, W. 2001, pp. 87-88). This maintains the educator as the sole influence of behaviour in a passive learning environment by removing the student as an individual. Which conflicts with Robinson's (2019) ideas of students becoming individuals in post-16 education. Further reading suggests considering the Discipline with Dignity model developed by Richard Curwin and Allen Mendler (2008). The foundation of the model is that the better a lesson is the less likely students are to disrupt it, stating that...

when students are actively learning content that they can personally relate to, they usually have neither the time nor energy to create discipline problems. Conversely, when students feel that they are passive receptacles for irrelevant knowledge, they become bored, turn off, and find satisfaction in acting out (Curwin, R. and Mendler, A. 2008, p.168).

Carl Rogers (1969) work helps create a roadmap for achieving Curwin and Mendler 's (2008) suggestion for creating relatable lesson content through the humanist approach through student-centred learning. Rogers (1969) proposed that teacher's should move beyond trying to control behaviour and instead look to understand it to better facilitate learning (Rogers, C. 1969, p. 162). Saul McLeod PhD (2025) summarises this through the humanist theories of self-actualisation, which proposes that behaviour is sourced from how a person views or values themselves. Through the lens of self-actualisation, a display of negative behaviour derives from the situation not aligning with the goals set by the person (McLeod, S. 2025). Research suggests that in a post-16 education setting this looks at encouraging students to take responsibility of their own learning. Donna Brandes and Paul Ginnis (1994) provide context to this in their guide to student-centred learning. Brandes and Ginnis (1994) state that student-centred learning fosters trust between the facilitator or educator and the learner. It is through this trust and communication where an understanding is developed and the educator can facilitate the students learning to achieve their personal goals or self-actualise (Brandes, D. and Ginnis, P. 1994, pp. 2-3). Through this Brandes and Ginnis (1994) suggest behaviour is managed through the invitation for participatory power in which students take ownership of the classroom and therefore have a part to play in the atmosphere of the room. This shifts the sole responsibility from the teacher to all participating members of the classroom (Brandes, D. and Ginnis, P. 1994, p. 166). It is within this invitation to responsibility where behaviour is managed collaboratively, rather than forcibly.

Learner engagement

Research has suggested that part of managing behaviour is tied to creating engaging lesson content with meaning and purpose. Shaun Allison and Andy Tharby (2015) state that effective teaching to foster learner engagement should,

challenge students' expectations of achievement, explain in order to acquire new skills and knowledge, model the correct application of new knowledge and skills, engage in deliberate practice, question to encourage deeper thinking, and feedback for development (Allison, S. and Tharby, A. 2015, p. 7).

These six principles draw heavily from scaffolded learning deriving from Lev Vygotsky's Zone of Proximal Development (ZPD) (1978). The model looks at including students in the learning, by allowing the space for lived experience to inform what they

need to learn for development. The educator serves as a guide to bridge the gap between what a learner cannot do, what they can do with support (ZPD) and what the learner can now do without support. It is suggested that within the zone of proximal development is where learners engage the most when pursuing new skills and knowledge to bridge gaps in development (Vygotsky, S, L. 1978, p. 79). Conversely, what happens if the suggested steps have been achieved and there are still behaviour and engagement issues. Research suggests returning to the idea of self-actualisation through the deeper context of Abraham Maslow's Hierarchy of Needs (1943). The needs hierarchy states that there are five stages of requirements humans need to achieve in order of physiological, safety, belonging, self-esteem and self-actualisation (Maslow, A. 1943, pp. 370-396). In 2011, Frances Anne Freitas PhD conducted research on student nurses to ascertain the impact of the hierarchy of needs on academic success. Freitas (2011) concluded that if base level physiological needs are absent, students' ability to cope with the demands of educational stress diminishes (Freitas, A, F. 2011, pp. 9-13). The conclusion from this research suggests that students' individual needs have a significant impact on their ability to engage with lessons. While educators cannot directly assist with every aspect of the hierarchy, teachers can help with safety needs by creating a safe environment for learners to attend which can support in engaging students.

Legislation

There are legislative responsibilities that inform the requirements of educators regarding behaviour management and supporting learner engagement.

The Equality Act 2010 in 2014 under the Department for Education released guidance of the application of the Act (2010) within education settings. The Acts (2010) states in chapter 1, section 1.5 which states,

The Act makes it unlawful for the responsible body of a school to discriminate against, harass or victimise a pupil or potential pupil ... in the way it provides education for pupils (Department for Education, 2014, chapter 1, sec. 1.5).

By adhering to this, educators can ensure that a lack of learner engagement or behaviour management issues are not derived from discrimination or a non-inclusive practice. This leads to the safeguarding of students. The Welsh Government under the Education Act (2002) have the Keeping Learners Safe statutory guidance (2021). The

guidance is specific to further and compulsory education, however, much of the guidance is applicable to post-16 education. Guidance such as, requiring educators to have the ability to recognise concerns of well-being in learners and creating and maintaining safe learning environments (Education Wales, 2021, pp. 3-4). Lebor's (2017) critique becomes more apparent when looking at legislation specific to higher education. However, Medr, the body responsible for funding and regulating the tertiary education in Wales has set out guidance for higher education in its 2025-2030 strategic plan (Medr, 2024). The plan lays out strategies for creating environments across education settings to enhance learner outcomes and experiences which is supported by motivated educators (Medr, 2025, p. 16). The hierarchy of needs (1943) are a prominent part in the design of legislation by adhering to the requirements of keeping learners safe to allow access to higher self-achievement.

Conclusion

In conclusion, the research undertaken supports the ideas presented in the introduction of this exploration. Lebor's (2017) critiques hold merit in that specific theories and models tend to overlook the challenges that post-16 educators and students face, especially regarding legislation. However, Robinson's (2019) observation on the cultural shift of the education setting, provides a strong foundation for identifying and addressing the behaviour issues that students exhibit and their impacts on learner engagement. Based on the research, behaviour will often have an underlining cause which suggests that with effective approaches, educators can make meaningful differences in the education of their students by pursuing a deeper understanding and respect for the student as an individual.

Part 2: Reflective Essay

Observation 1: Teacher A

Teacher A delivered this session to Level 5 BA Film & TV students at the start of the module. Although the cohort has a good rapport with Teacher A, they are typically quiet during discussions, which can make checking engagement challenging. Some students became distracted by digital devices, but when Teacher A asked for laptops to be closed and phones put away, the request was respected. To encourage deeper responses, Teacher A used prompts such as “tell me more” when answers were unclear and consistently praised contributions. When students talked over others, Teacher A addressed it by saying “Sorry, I can’t hear over the talking”. If disruptive talking was persistent then it was dealt with more directly. With a hearing-impaired student present, Teacher A persistently reminded students to unmute microphones, ensuring inclusivity and equitable participation throughout the lesson.

The observation on Teacher A demonstrated the effectiveness of a calm and direct word to manage behaviour. Teacher A role modelled their expectations. I observed that technology presents both opportunity and challenge. Laptops can enhance learning and support students with additional learning needs, but they can also become distractions when used unproductively. It is entirely appropriate to ask students to put devices away if they interfere with the session, and setting clear expectations about their use from the outset can prevent many issues. I have also found the importance of affirming contributions and inviting students to clarify or expand their ideas. Ultimately, behaviour management is about sustaining engagement and mutual respect, ensuring students listen to one another and feel heard, while understanding the cohort well enough to anticipate and respond thoughtfully to emerging behaviours.

Moving forward, I want to establish clear expectations for behaviour by defining the learning environment I want to create and involving learners in shaping shared standards, particularly around purposeful technology use. In my practice and with others I will “Establish and maintain strategic processes and approaches which enable learners to share responsibility for their own learning and assessment” (Educators Wales, 2023), by communicating and holding a standard of expectations in which students will be invited to contribute to and hold each other accountable.

Secondly, I will aim to apply behaviour management theory to my practice by exploring engagement as a preventative strategy, using the research in part 1 and further to inform my approach. In my practice and with others I will “Know how to use evidence and research to improve my leadership” (Educators Wales, 2023), by utilising current and future research to enhance my practice.

Observation 2: Teacher B

Teacher B delivered this session to level 4 BA Film & TV at the start of the academic year back in September 2025. I chose this account as I felt it was a fantastic experience I could recall of a professional engaging learners. Teacher B's lesson content demonstrated an awareness for the mixed skill levels of the cohort ranging from beginner to intermediate. The lesson's activities were designed to bridge this gap, ensuring all learners could find value from the content, which supported both engagement and behaviour management. The cohort was energetic and passionate, and discussion-based tasks were utilised to channel this positively within the lesson. Teacher B showed short films to illustrate key points, following a clear sequence of introducing, showing, discussing and then analysing. This allowed learners to contribute their own interpretations before critical analysis, strengthening critical thinking. When noise levels rose, Teacher B firmly refocused the group with a clear verbal cue. A gamified task counting story beats further enhanced participation and attention.

This observation highlighted that behaviour management is closely linked to effective and appropriate lesson planning. When learning is designed effectively and students can see value in the content, engagement increases and the likelihood of disruption decreases. It also reinforced that not all behaviour is inherently negative; in this case, the cohort's energy reflected enthusiasm but could still escalate to disruption if not addressed. Attempting to suppress this through lectures may have been counterproductive. Instead, Teacher B incorporated structured discussion and interactive elements, working with the cohort's natural behaviour rather than against it. The varied delivery methods, moving between lecture, video, discussion and analysis, created regular engagement checkpoints, which enhanced engagement and appeared to support a productive learning environment.

Firstly, I will explore methods for the use of scaffolded learning to better support mixed-ability cohorts, recognising the importance of the Zone of Proximal Development (Vygotsky, S, L. 1978, p. 79) in shaping meaningful engagement. By considering each learners personal gap between what they can do independently, what they can achieve with guidance and achieving the students goals for development. In my practice and with others I will “Value and promote diversity, equality of opportunity and inclusion” (Educators Wales, 2023) by learning the goals of my students to better plan lessons of value for them.

Secondly, I will deepen my understanding of which behaviours can be constructively incorporated into lessons. Drawing on Discipline with Dignity’s 8th principle to “Legitimise misbehaviour that you cannot stop” (Curwin, R. and Mendler, A. 2008, p. 23). Opting instead to channel it productively where possible and practical. In my practice and with others I will “Build positive and collaborative relationships” (Educators Wales, 2023) by respecting my students as individuals and working with them to create a productive learning environment.

Reflection of my own practice

I delivered this lesson to level 5 BA Film & TV. I requested that the students arrive at a specific time so that everyone can be ready to start at 10am to finish the presentations continuing from the previous lesson. I set this expectation as to avoid the prior lesson taking time away from the current session. The majority of the cohort respected this, and I made sure to thank them for it. During the lesson, two instances of obvious disengagement occurred. Several students were clearly distracted by their devices such as playing computer games, instead of listening or contributing to the class discussion. I addressed both instances by acknowledging the issue, requesting that laptops be closed or used appropriately and provided a reason why. Furthermore, I experimented with using video examples in my lecture which was effective and helped engage the cohort in discussion despite typically being a quiet group. And finally, I gave the students a 15-minute break, to which several students returned still eating and not ready to start. I addressed the situation and added 5 more minutes to the break to allow people to finish eating.

Overall, the lesson was a successful exploration into putting theory into practice. I believe the cohort responded to my requests with respect because I treated them with

respect. I aimed to provide reasons behind my requests which removed ambiguity from the situation and allowed them to understand why I was addressing an issue. In terms of engagement, the students showed apprehension when prompted with a question, however, contributions seemed to come easier with the use of the videos. The use of a visual example enhanced the context of the discussion and allowed the students time to put their thoughts together before being questioned. This was great in developing my knowledge on how the cohort can inform your teaching strategy. Furthermore, on a more self-critical note regarding the break. While in the moment I was frustrated, I am glad I did not react impulsively, but rather taking a moment to calm myself in order to respond instead. With research, I now appreciate how the hierarchy of needs (Maslow, A. 1943, pp. 370-396) looks in practice. I do not know the students experiences prior to entering my classroom and for many they may not have had time to eat and were now taking the time to do so. In taking time to respond, I then showed my students the respect that they had shown me by turning up early for the lesson. However, I acknowledge that this is at my discretion and should not be taken advantage of.

From this reflection I have identified practices that I would like to continue the development of.

I want to continue to set clear expectations prior to and during my lessons to ensure that students know what to expect. In my practice and with others I will “Demonstrate leadership, integrity, courtesy and respect towards others” (Educators Wales, 2023), by committing to ownership and consistency to the standards and expectations I set for myself and the lesson.

I will continue to develop my ability to respond rather than react to situations so that in my practice and with others I will “Demonstrate commitment to learners, their learning, safety and well-being” and “Critically reflect on own values, knowledge and skills to improve learning and leadership” (Educators Wales, 2023), by creating and role modelling a safe learning environment.

The learning achieved through the three reflections will inform targets for my SMART action plan for my professional development.

Word count (excluding direct quotes): 2,627.

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Appendices

- A. Copies of teacher observation forms for the two observations.
- B. Lesson plan for own teaching that is being reflected on for part 2.
- C. SMART Action plan for professional development in relation to behaviour management and learner engagement.

Appendix A: Copies of teacher observation forms for two observations

Teacher Observation Form one



Teacher	Teacher A
Date	02.02.26
Group	BA Film & TV, Level 5
Topic/Context	Designing the Story: Biopic timelines
Notes on the lesson:	
- Teacher A noticed that she had lost the attention/ engagement of several students because they were distracted by their digital devices (laptops and phones). To manage this Teacher A acknowledged that she has lost them and then requested that laptops be closed and phones put away. The students respected this and did as they were asked. - The cohort is quiet and were difficult to engage them during classroom discussions. A key thing that Teacher A did was use phrases like “tell me more” when a student gave an answer. This was effective in drawing more out from the student. Every contribution was followed with praise from Teacher A. - While several students did not engage with the classroom discussion, that did not stop them from talking in among themselves. At times, they did this over those who were answering Teacher As questions. Teacher A addressed this sharply but keeping the address simple. “Sorry, but I can’t hear over those talking over there”. This was effective. - While not a disruptive behaviour, but one that did require consistent management was the use of the microphone’s students are required to use to support a peer who has hearing impairment. Students would often forget to unmute their microphones which required Teacher A to prompt gentle reminders, which students always respected. It was just a case of forgetting as it is a new requirement for them but after a few reminders the flow of using the microphones was good.	

What I have learned:

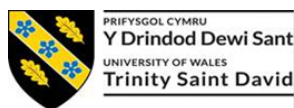
- Addressing undesirable behaviour does not always need to be a big display. Simple and direct addresses given directly can be extremely effective.
- Technology is a hurdle to overcome with regards to managing behaviour. While laptops are a great tool to enhance learning and allow for inclusivity for those with ALN, they can also pose as a major distraction when used incorrectly. Several students were messing around or playing games instead of engaging with the lesson and class discussions. It is however completely acceptable to ask students to put them away if they are interfering with the lesson. Beyond taking notes and assisting with ALN, there is little reason to have a laptop out during the lecture portion of the laptops. Perhaps setting clear expectations on how you want devices being used could mitigate some of this behaviour.
- Be positive when students contribute and if unsure on their meaning, prompt them to expand.
- Managing behaviour is just as much about maintaining engagement and respect towards yourself as it is about maintain respect for their peers. Talking over each other is unproductive.
- Understanding your cohort allows you preparation for anticipated behaviors.

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

- Create clear expectations for learner behaviour. Based on this observation, I feel for my own development that I need to decide what sort of environment I would want in my lessons which will inform my expectations for the cohort. This point has come from the observations of technology usage becoming a distraction rather than purposeful. I feel this links to the professional standard of "Establish and maintain strategic processes and approaches which enable learners to share responsibility for their own learning and assessment" by holding the cohort to a collective standard but also I could explore including them on the expectations of the room to share responsibility and accountability for the learning environment.

- Explore the relationship on engagement and behaviour management practically. By the end of this module, I will have explored the theocratical aspects of behaviour management in part 1 of the essay, going forward for my own development will be to explore managing behaviour through maintaining learner engagement in a practical setting. Put theory into practice. This links to the professional standard of “know how to use evidence and research to improve my leadership” by utilising the learning I will have achieved through the research element of this assignment and apply it to my practice.
- Behaviour management starts with myself. Based on how calmly and effective Teacher A was in their approach to addressing has led me to reflect on my own behaviour and how well manage my approach to negative behaviour. Addressing this on a personal note can help me in role modelling the expectations of my lessons. This I feel strongly links to the professional standard of “critically reflect on own values, knowledge and skills to improve learning and leadership” as I plan to critically reflect on myself to better understand my own behaviours to ensure that role model positive behaviour, commitment to learning and respect towards others.

Teacher Observation Form two



Teacher	Teacher B
Date	26.09.25
Group	BA Film & TV, Level 4
Topic/Context	Applied Storytelling 1: Short film and story beat analysis
Notes on the lesson:	
- The cohort is first year film students with a mixture of experience and knowledge from beginner to intermediate. The lesson's activities were effective in bridging this gap and being of value to all the cohort. This was effective in enhancing engagement and managing behaviour as there was something to be learned regardless of starting point. - The cohort is also energetic and passionate about the subject so having activities that encourage discussion was a great way of working the behaviour into the flow of the lesson rather than fighting against it. - Teacher B had several short films and clips that each supported the point they were making better than choosing to describe. Teacher B had a great flow of setting the point, showing the point, discussing the point and then analysing the point. This system was effective in engaging and re-engaging the students by allowing time for them to get their opinions out first which then invited them in on the analysis section. They were no longer analysing just what the tutor said but now their own input, which was fantastic in developing their ideas and critiques. - There was one notable point where Teacher B needed to refocus the cohort to which they raised their voice with a firm tone saying, "Level 4, let quieten down please". This worked in getting the cohort to fall into silence and refocus. - Teacher B also had an element of gamification when making the point of how many beats and points of story information happen. We watched a 5-minute film clip, and students and staff had to keep a tally of story beat information. We all fed back our answers which	

was a major contrast to what Teacher B had. Building on the shock value, we re-watched the clip and Teacher B called out the beats along with the clip. This was a fun way of illustrating their point.

What I have learned:

- Behaviour can be managed or mitigated with effective learning planned that is appropriate for the cohort. This also can help enhance engagement if the student can find the value in what is being taught.
- Not all behaviour is necessarily negative but can still be disruptive. If possible, finding ways to incorporate it into the lesson could be an effective method for managing the behaviour. In this case, they are chatty and energetic so the likelihood of them being able to sit in silence for a lecture is low, but by creating an interactive lesson which engages the more active learners in the room could be a better route.
- Mixing up how you deliver your lesson is an effective way of maintaining engagement. Teacher B switch between lecture, to video, to discussion and then back to lecture which meant that students had almost like checkpoints in the lesson which would cater to different interests.

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

- Explore and implement appropriate scaffolded learning to accommodate mixed ability cohorts. This I feel plays into the ideas of the zone of proximal development in that, learners will engage when the gap between what they know, can do unaided (the ZPD) and can then do unaided, plays a significant role in creating engaging lessons. This links to the professional standard of “value and promote diversity, equality of opportunity and inclusion” by learning how to create lesson content designed to accommodate multiple levels of skills and knowledge to ensure that every learner in my cohort is finding value to reward their commitment to their professional development.
- Analyse and develop the knowledge and skills surrounding what behaviors are acceptable to incorporate into the lesson and how to incorporate them. Based on both the observation of Teacher B and principle 8 of the discipline with dignity model (legitimise

misbehavior that you cannot stop), I think if done meaningfully and correctly, can have a positive impact on managing behaviour and maintain engaged learners by understanding how to incorporate who they are into the learning. This is supported by the professional standard of “build positive and collaborative relationships” by respecting my students as individuals and nurture their natural interests and personalities where possible and practical to do so.

- Develop multiple information delivery skills to ensure there is a variety of ways I can engage and maintain engagement in. my lessons. Inspired my Teacher B’s approach of utilising video paired with point, discussion and analysis, as well as finding a way to gamify a learning point. This adheres to the professional standard of “develop and implement effective policies and strategies to support the delivery of effective learning, teaching and assessment” by diversifying my delivering methods to create engagement with the lesson content to ensure the students are developing as professionals and achieving their goals.

Appendix B: Lesson plan for own teaching that is being reflected on for part 2

Lesson Plan Template



Lesson Plan

Topic: Biopic Story Decisions		Class: Level 5 Film & TV
Date: 16.02.2026	Length of lesson: 2.5-Hours	Number of students: 16
Resources required: - PowerPoint - Laptop/ computer - Projector/ large display - Film example clips		
Aim of Lesson: - For the students to start making story decisions with their biopic projects.		
Learning Outcomes – The Learners Should Be Able To: - Define your decisions as a filmmaker. - Analyse how real events are dramatised.		
Previous student knowledge required for the session: - Their project development.		

Anticipated difficulties (if applicable):

- Technical difficulties (staff computer/ laptop not working): should this happen, this will make delivering the lesson a challenge, however, it is still possible to deliver without visual aid.
- Student engagement: the cohort are generally quiet and getting them to contribute can be a challenge. Minimising the class discussions in favor of pair/ group discussion followed by feeding back to the class may help with this.

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

- Demonstrate commitment to learners, their learning, safety and well-being by encouraging the use of the hearing aid support to ensure all students can engage with the learning.
- Demonstrate leadership, integrity, courtesy and respect towards others by role modelling the behaviour and standards that should be upheld by staff and students.
- Build positive and collaborative relationships by integrating a peer review activity for the students to engage with.

Lesson Detail:

Stage	Focus	Strategy	Time
Introduction	Finish the pitches.	Due to running out of time, several of the students need to present their pitch to the class. I need to be efficient in this as to avoid eating further into the current lesson.	25-minutes for the pitches.
	Introduce today's lesson and aims and objectives.	Introduce today's lesson, go through the aims and objectives and then recap the module so far (warm-up activity).	5-minutes for the introduction and recap.
Development	Perspectives and task.	Constructivist (slides 5-13): use the film clips for slides 8,9, and 11 to provide context and to launch discussion. If class is quiet, have them discuss in pairs/ groups and then feedback to the class.	30-minutes for perspectives and task.
	Break.		15-minutes for break.

Plenary/conclusion	Biopic as real-life adaptation and task.	Behaviourist lecture (slides 14-21): less interactive but where mark in the slide, open a question to the class. If a point feels as though it may not have landed, open a question to the class to assess learning/ understanding.	30-minutes for biopic as real-life adaptation and task.
	For the remainder of the lesson.	With the time left, students are to continue either their script, pitch or essay.	30-minutes (leaving room for discussion, questions, pitches).
	Conclude the lesson.	Regroup the class, recap the day and what was achieved, set expectations to continue work and remind them of the deadline.	5-minutes to conclude. 15-minutes spare for pitches running over, discussions, and questions.

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

- Discussions and tasks will be used through the lesson to measure the learning undertaken and learner engagement.

Informal reflection (to be completed after the session)

The lesson went very well. The feedback given through my observation was fantastic and overall, it was a very successful experience.

There were 2 moments that required behaviour management, but it was great to get to put what I have been learning during the behaviour management module into practice.

Using video examples was a great exercise for getting the cohort to engage with class discussion as they are generally a quiet group when it comes to discussion activities.

I am happy with the progress that I am making and enjoying the process. I am also happy that the lesson went as well as it did as this was a lesson that I was anxious about. My priority was to create value for the students, and I feel this was achieved.

Appendix C: SMART Action Plan for professional development in relation to behaviour management and learner engagement

Target	<i>Specific</i>	Measurable <i>What</i>	Achievable <i>How</i>	Realistic <i>Why</i>	Time-bound <i>When</i>	Professional Standard
Develop behaviour expectations and learner responsibility	Establish and maintain clear, shared expectations for behaviour and purposeful technology use by involving learners in shaping the standards.	Achieve a verbal agreement with each cohort on expectations at the start of the first lesson.	Facilitate a productive discussion and have regular check-ins.	Having shared expectations can enhance consistency and accountability.	At the start of the next lesson with each cohort.	In my practice and with others I will Establish and maintain strategic processes and approaches which enable learners to share responsibility for their own learning and assessment.

Apply behaviour management practices through learner engagement.	Apply behaviour management theories to my practice by developing skills for using engagement as a preventative strategy.	Choose 3 theories to use during different lessons and reflect on behaviour, engagement and outcomes.	Trial one strategy per fortnight for fair reflection data.	I want to explore to what extent engaging lessons manage behaviour.	Complete research over 6-weeks when I am leading Level 4s next module.	In my practice and with others I will Know how to use evidence and research to improve my leadership.
Develop a scaffolded practice to better support mixed-ability cohorts using the zone of proximal development (Vygotsky, S, L. 1978).	Design differentiated tasks that include scaffolds through guided practice.	Host tutorials with students to ascertain personal goals, then tie the module requirements to their goals.	Have regular tutorials with students to monitor progress.	Scaffolded learning invites students to establish person development goals through the module assessments.	Over 6-weeks when I am leading Level 4s next module.	In my practice and with others I will Value and promote diversity, equality of opportunity and inclusion.

Develop strategies to channel unavoidable behaviours productively drawing from discipline with dignity (Curwin, R. and Mendler, A. and Mendler, B. 2008).	Identify recurring minimal disruptive behaviours and design strategies for incorporating them into productivity where possible and practical to do so.	Start by identifying one behaviour and strategise its incorporation into the lesson through an activity such as a debate or discussion for a talkative cohort.	Weekly reflections and class discussions on the outcomes and adjust on a weekly basis if needed, attempting to find a productive and sustainable solution.	By developing my understanding on what an avoidable and unavoidable disruptions are and ideate strategies for minimise them and maintain engagement and productivity.	Over 6-weeks when I am leading Level 4s next module.	In my practice and with others I will Build positive and collaborative relationships.
Strengthen professional consistency by developing responses over reactions through the hierarchy of needs (Maslow, H, A. 1943).	Establish a consistent lessons routine and a personal method for responding to situations professionally.	Establish and share my expectations for the lesson at the start of the lesson.	Critically self-reflect to understand personal trigger points to develop my awareness of them and therefore be better prepared for them.	Consistency and calm assertiveness will help me in creating a safe learning environment.	Long-term.	In my practice and with others I will Critically reflect on own values, knowledge and skills to improve learning and leadership and

						Demonstrate leadership, integrity, courtesy and respect towards others.
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