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Essay & Reflective Account
*Managing Behaviour and Supporting
Learner Engagement*

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Part 1: Essay

Introduction

Managing behaviour and supporting learner engagement are core responsibilities of teaching professionals within post-compulsory education (LSN, 2007). Unlike compulsory schooling, the post-16 sector is characterised by learner autonomy, diversity of background and experience, and increased concern for learner well-being (Ecclestone, 2002, pp. 14–19). Therefore, behaviour management in this context extends beyond controlling disruption and requires creating inclusive, respectful, and motivating learning environments that actively promote engagement.

This essay critically examines current practice and guidance relating to behaviour management and effective learner engagement from academic, legislative, and policy perspectives. Drawing on established behaviour management theories and available literature, it evaluates their effectiveness for post-compulsory learners. Sector-specific challenges are considered, alongside the implications of equality, safeguarding, and well-being policies for professional practice.

Behaviour Management in the Post-Compulsory Context

Behaviour management in post-compulsory education encompasses both proactive and responsive strategies that support learning rather than enforce compliance (Natspec, 2026). Challenging behaviour may manifest as disruption, conflict, or refusal to follow instructions. Still, it is more glaringly evident as passive disengagement, such as silence, avoidance, poor attendance, or lack of participation (Bergdahl *et al.*, 2024). These behaviours often indicate external pressures, such as employment, family responsibilities, fatigue, or prior negative learning experiences, rather than deliberate defiance (Peng, 2024).

Coles (2022) emphasises the importance of establishing firm but fair ground rules, reinforcing positive behaviour, and maintaining high expectations within a supportive learning environment. This preventative approach is particularly relevant in post-16 settings, where adult learners are more responsive to mutual respect and shared responsibility than to authoritarian discipline. Consequently, effective behaviour management is closely linked to relationship-building, clear communication, and purposeful teaching (Li and Xue, 2023).

Theoretical Ground

Indeed, a range of behaviour management theories guide contemporary teaching practice. However, their effectiveness depends on context and implementation. Fred Jones' model highlights the importance of classroom presence, physical proximity, and non-verbal cues as preventative tools to minimise disruption (Allen, 2010). In post-compulsory education, where explicit sanctions may undermine adult learner dignity, such “subtle” strategies can be highly effective in maintaining engagement without confrontation.

Similarly, Wong's emphasis on classroom organisation and consistent routines reframes behaviour management as an outcome of effective lesson design (Wong and Wong, 1997, pp. 83–91).

Moreover, clear expectations, structured activities, and well-paced sessions reduce the risk of disengagement. Wong's proactive behaviour management approach can help teachers become as efficient and effective as possible, underscoring the role of preparation and clarity in supporting positive behaviour.

Relational models such as Glasser's control theory support intrinsic motivation and learners' psychological needs for autonomy, belonging, and purpose (Charles and Senter, 2007, pp. 64–78). These principles align strongly with andragogy and engagement-focused pedagogy, suggesting that behaviour improves when learning is meaningful and relevant (Taylor and Hamdy, 2013). However, critics argue that overly learner-centred approaches risk inconsistency if boundaries are not clearly maintained (Biesta, 2009).

Mendler and Curwin's "Discipline with Dignity" model offers a balanced framework by combining prevention, intervention, and resolution while rejecting humiliation or coercion (Curwin and Mendler, 1988, pp. 11–14). This approach is particularly appropriate in post-compulsory education, where maintaining respectful adult-to-adult relationships is essential. Overall, the research revealed that no single model is universally applicable, as effective behaviour management requires professional judgement and contextual adaptation (Welsh Assembly Government, 2010).

Learner Engagement — The Foundation for Behaviour Management

Contemporary teaching practices increasingly position learner engagement as fundamental to effective behaviour management. Student engagement is understood as a multidimensional construct encompassing behavioural, emotional, and cognitive participation in learning. Bryson (2014a, pp. 1–16) describes engagement as dynamic and relational, shaped by learners' identities, experiences, and institutional practices.

According to Duffy and Elwood (2013), disengagement often precedes behavioural issues in post-compulsory education. Passive behaviours such as withdrawal or silence may indicate anxiety, lack of confidence, or barriers to participation rather than intentional non-compliance. Bryson (2014b, pp. 23–64) identifies key principles for fostering engagement, including building trust, recognising learner diversity, promoting participatory learning, and fostering autonomy. These principles suggest that behaviour management should prioritise creating conditions that motivate learners to engage rather than relying on reactive discipline. Moreover, active and collaborative learning strategies can enhance engagement but require careful scaffolding. Without clear expectations and support, such approaches may increase the risk of disruption. Therefore, engagement-centred teaching must be underpinned by consistent routines, explicit norms, and skilled facilitation.

Wellbeing, Resilience and Behaviour

The growing importance of learner wellbeing in post-compulsory education is evident in recent guidelines for post-compulsory teaching practitioners (OECD, 2021). Preece (2023) demonstrates that teaching practices informed by positive psychology, particularly Seligman's PERMA framework, can support emotional well-being and indirectly reduce behavioural issues. Practices such as positive relationships, meaningful learning activities, constructive feedback, and recognition of achievement contribute to emotional regulation and sustained engagement.

Resilience is also a critical factor influencing learner behaviour (Castillo, 2024). Cassidy (2015) states that resilient learners are better equipped to cope with academic setbacks, regulate emotions, and persist in challenging tasks. Teaching practices that promote realistic optimism, self-efficacy, and supportive feedback can therefore play a preventative role in behaviour management. However, there is a risk that well-being-focused approaches place additional emotional labour on teachers without adequate institutional support (Gámez-Genovart, Oliver-Trobat and Rosselló-Ramon, 2025). Hence, well-being-informed behaviour management must be embedded within wider pastoral and organisational systems.

Legislative and Policy Frameworks

Behaviour management and learner engagement are shaped not only by pedagogy but also by statutory policy obligations and professional standards. The Equality Act 2010 places a duty on education providers to eliminate discrimination, advance equality of opportunity, and make reasonable adjustments for learners with protected characteristics (GOV.UK, 2013). In practice, this requires educators to consider whether challenging behaviour is linked to disability, mental health needs, or neurodiversity before applying behaviour-corrective measures, and to reinforce inclusive and other appropriate approaches.

Safeguarding legislation further influences behaviour management. Guidance such as Keeping Learners Safe and Keeping Children Safe in Education emphasises that behavioural changes may signal underlying safeguarding concerns (Welsh Government, 2022a). Consequently, behaviour management must be integrated with pastoral support and referral pathways, rather than treated as an isolated classroom issue.

Additionally, the Professional Standards for Further Education Teachers require educators to create inclusive learning environments, manage behaviour effectively, and promote learner well-being (Welsh Government, 2022b). Behaviour management is therefore framed as a professional competence grounded in ethics, reflection, and continuous development.

It is noteworthy that while legislative and policy frameworks promote inclusive and wellbeing-focused approaches, they also create tensions in practice. For instance, Kinman (2024) found that educators experience role strain as expectations for mental health support and safeguarding expand without corresponding increases in training or resources. There is a risk that behaviour management becomes overly cautious, leading to inconsistency or reluctance to challenge inappropriate behaviour.

Therefore, effective behaviour management in post-compulsory education requires not only compliance with professional standards and awareness of policies and legislation, but also critical engagement with their limitations, and a balance of compassion with accountability and inclusive practice. Inclusive and compassionate approaches are unequivocally essential. However, they must be accompanied by clear boundaries and consistent expectations to protect the learning experience of all students. Effective behaviour management requires educators to exercise professional judgement, adapting teaching strategies to the context while maintaining academic standards.

Conclusion

Current thinking on behaviour management in post-compulsory education emphasises proactive, relational, and engagement-focused approaches. The findings collectively suggest

that positive behaviour is most effectively supported through meaningful learning, respectful relationships, clear expectations, and professional communication. Legislative and policy frameworks further reinforce the need for inclusive and safeguarding-aware practice.

While challenges persist due to learner diversity and external pressures, evidence indicates that strategies centred on engagement and intrinsic motivation are more effective than punitive measures in adult learning contexts. Ultimately, effective behaviour management in post-compulsory education requires reflective practice that integrates theory, policy, and professional judgement to create learning environments in which learners are motivated to engage and succeed.

Part 2: Reflective Account

Introduction

I believe that effective management of learner behaviour and engagement is central to teaching practice within post-compulsory education, where learner autonomy, diverse cultural and economic backgrounds, and external pressures shape classroom dynamics.

Reflective practice is essential for enabling teaching professionals to reflect on their experiences, evaluate the effectiveness of their approaches, and identify areas for professional development. This reflective account draws on two structured observations of experienced teaching professionals within a postgraduate MBA context, focusing specifically on how learner behaviour was managed during in-class sessions.

Driscoll's reflective model (What? So What? Now What?), chosen for this part of the assignment, provides a systematic framework for analysis. Following the model structure, I focus on the observational component of reflection, critically evaluating the strategies used to support engagement and manage behaviour.

A reflection on my own teaching practice, my experience with challenging learners' behaviour, and a SMART action plan for future professional development and lesson plan (see Appendix C) are also provided to meet assignment requirements.

WHAT?

Observation 1:

The first observation took place during the second lecture of the MBA Finance for Business Managers module, which was delivered over a three-hour session. The lecturer began by greeting students and sharing brief administrative updates, which served as an effective icebreaker and established a positive learning atmosphere. Despite some disruption caused by late arrivals due to transport issues, the lecturer addressed this behaviour directly and assertively by reinforcing punctuality expectations. This intervention was calm, respectful, and proportionate, setting clear behavioural boundaries without escalating tension (see Appendix A).

Additional low-level disruption occurred through side conversations and inappropriate use of mobile phones. These behaviours were addressed immediately, with polite but firm verbal reminders, and the lecturer explained the rationale for the behaviour expectations. The lecturer's effective emotional regulation and composed delivery ensured that behavioural corrections did not interrupt lesson flow or undermine learner dignity.

In terms of engagement, the session combined theoretical explanations with practical activities focused on balance sheet calculations. Learners were guided step-by-step through calculations, with frequent justification of results and relevant, real-world examples. This proactive approach appeared to sustain attention and encourage participation, particularly during problem-solving tasks. The lecturer adapted their teaching style responsively, adjusting the pace and explanations in response to learner reactions and questions.

Observation 2:

The second observation took place during the sixth lecture of the same MBA module and focused on external financial regulations and limited companies. The lecturer began with a structured recap of prior learning before transitioning into new content, supporting continuity and cognitive engagement. Behaviour management was embedded implicitly within teaching practice, with expectations reinforced through humour, storytelling, and positive reinforcement rather than explicit correction (see Appendix B).

A mixed teaching strategy was employed, combining lecture input, whole-class discussion, and question-and-answer segments. The lecturer actively encouraged participation by directing questions to individual learners, including quieter students, thereby promoting inclusivity and shared responsibility for learning. This approach appeared to create a psychologically safe environment in which learners felt comfortable contributing, even when unsure of their responses.

Real-life business case examples were used consistently to contextualise abstract concepts, strengthening relevance and sustaining engagement. The session followed a circular structure, revisiting key concepts through explanation, discussion, and application. The session concluded with formative assessment of understanding and clarification of assignment expectations, reinforcing learner focus and maintaining engagement until the end of the lesson.

Episode of Own Teaching Practice

I had one instance during a teaching session in which I had to challenge MBA students' disengagement and ask them to remove their outer garments to stay awake and engaged. Previously, the module lecturer had unsuccessfully challenged the same students, and I have decided to step in as the trend of students wearing the coats became more pronounced — other students in the class started copying this behaviour.

After ensuring the classroom air temperature was comfortable for every student, I asked students wearing coats at the beginning of the lecture to take them off. I was assertive and delayed the lecture until the students had taken off their coats. I was assertive and polite, and I provided logical reasoning behind my request. This strategy was successful, without negatively affecting students' dignity or feelings.

SO WHAT?

Reflecting on my own teaching episode alongside the observed sessions has reinforced the effectiveness of proactive and relational behaviour management in post-compulsory education. In my session with MBA students, I intervened when disruptive behaviour began to spread across the group. I recognised that failing to address the issue risked normalising disengagement and undermining expectations for active participation.

Before intervening, I ensured the classroom temperature was comfortable, allowing me to frame my request as reasonable and learning-focused rather than arbitrary. I then paused the session and asked students to remove their coats, remaining polite but assertive and providing a clear rationale. The success of this approach confirmed for me that adult learners are more likely to respond positively to transparent expectations and logical reasoning than to punitive or confrontational measures.

This experience closely aligned with the first observed session, where assertive communication was used effectively to address low-level disruption without confrontation. In both cases, clarity, consistency, and calm delivery helped secure compliance and re-establish behavioural norms. My willingness to delay the session also signalled seriousness and consistency, particularly in contrast to previous unsuccessful attempts to challenge the same behaviour.

The second observed session highlighted a different approach, where behaviour management was embedded through engagement, humour, and inclusive dialogue. While this was effective for a postgraduate cohort, reflecting on my own practice has made me more aware that such strategies depend heavily on existing relational capital and lecturer confidence. In my situation, where disengagement was already evident, a more explicit intervention was necessary before engagement-focused strategies could be effective. This comparison reinforced my understanding that behaviour management strategies must be responsive to context, cohort maturity, and group development.

Across both the observations and my own practice, learner engagement emerged as a key preventative factor. Once expectations were clarified in my session, learners appeared more alert and responsive, supporting the view that addressing disengagement early can prevent escalation into more disruptive behaviour. I believe, therefore, that behaviour management is inseparable from teaching practice and plays a central role in creating conditions for learning.

Reflecting on the observed practices and my own experience, I see the importance of adaptive practice. Rather than relying on fixed rules or sanctions, we must use situational judgment in response to classroom dynamics. I now recognise this adaptability as an indicator of professional competence — competence embedded in every professional standard for further education teachers.

NOW WHAT?

From now on, I will prioritise clear expectations, assertive communication, and varied teaching strategies to sustain engagement and reduce the likelihood of disengagement or disruption. The theories learned in the Managing Behaviour and Supporting Learner Engagement module provide a useful framework for me when dealing with disruptive behaviour and reinforcing expected norms, alongside the Professional Standards for further education teachers.

My reflection has confirmed the need for adaptability, emotional regulation, and confidence when responding to behavioural challenges in post-compulsory settings. In future sessions, I will remain attentive to early indicators of disengagement and intervene proportionately, using situational judgement to balance clarity with relational sensitivity. These commitments will inform my ongoing professional development and are outlined in the SMART action plan in Appendix D.

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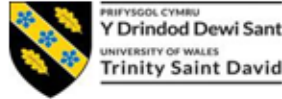
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Appendices

Appendix A — Teacher Observation Form 1

Teacher Observation Form



Teacher	Lecturer 1
Date	10/10/2025
Group	MBA module BMMB7005 Finance for Business Managers
Topic/Context	2nd lecture Introduction to the module (From 10h00 till 13h00 – 3 hours)
Notes on the lesson: <i>The Finance for Business Managers lecture took place on the Denyver campus in Swansea on October 10th from 10:00 to 13:00.</i> <i>Lecturer 1 started the lecture by greeting everyone and reminding them about upcoming field trips and other business management-related events. It was a nice, smooth beginning to the session, serving as an icebreaker, setting a productive mood, and providing a smooth transition to today's lecture.</i> <i>Some students were late (due to the train issues) and entered the auditorium gradually. Lecturer 1 handled this situation by speaking directly to the late student (reinforcement) and asking them to be on time, demonstrating no tolerance for lateness. I think this is good pedagogy—setting expectations and outlining what can be accepted straight away to correct students' behaviour and achieve the required outcomes, such as attendance and punctuality.</i> <i>Additionally, some students were conversing during Lecturer 1's delivery, disrupting the teaching session with background noise. This behaviour was also corrected in a very polite and assertive manner — another good example of emotional regulation, class management and positive reinforcement. Disruptive behaviour can negatively impact class morale and the flow of the lecture, and can affect the quality of other students' learning experience.</i>	

The interconnection of modern society can also be disruptive for in-class teaching – mobile phones are indeed marvellous tools that can assist and distract at the same time, especially when phones are not in silent mode and ring at random. Lecturer 1 assertively asked students to put their phones on/silent mode, explaining and reasoning why they must comply. It was one of those days when the lecturer had to respond accordingly and correct the students' unwanted behaviour.

In today's session, Lecturer 1 used a mix of digital and physical teaching materials for the activities, which were engaging and appropriate for the topic – Balance Sheet. The practical aspect was guided throughout by Lecturer 1, supporting the student's learning. Calculations and explanations of the meaning behind the numbers are an effective way to learn, especially when real-life business examples reinforce understanding of the subject.

Practising as you learn is a good strategy that can help students deepen their knowledge. Experimenting with calculations in a safe classroom environment can build their confidence in using financial formulas in real life.

Lecturer 1 justified and explained each calculation result, demonstrating subject-matter expertise and fostering a supportive, inclusive learning environment for students.

Lecturer 1's teaching style is very agile, adapting to the learning objectives and classroom dynamics.

The conclusion part focused on evaluating today's topic and completing the attendance form—a good way to ensure all students stay until the end of the lecture.

What I have learned:

Today, I learned an excellent technique for transitioning from the Introduction to Development part of the lecture. This technique uses real-life examples to connect with theoretical models while introducing the topic—a very organic, engaging transition.

Additionally, through the Lecturer 1 demonstration, I learned when and how to use reinforcement techniques to control and influence students' in-class behaviour – an important skill to master that required EI proficiency and the development of a high level of competence and confidence when dealing with similar situations.

I also learned that no single teaching style can be employed—the agility and adaptability required to facilitate students' learning, keep them interested and engaged (variation of process and product models in action).

Also, I have noticed that the majority of students prefer to learn through practical examples and experiences, such as practical activities (calculations) or business examples (case study and interesting facts related to the subject). They responded positively and had a proactive presence during these activities.

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

After this observation session, I aim to improve my own teaching practice by integrating the following techniques and strategies, which are aligned with professional standards:

Build positive and collaborative relationships &

Demonstrate dignity, courtesy and respect towards others:

I must strengthen classroom management and positive reinforcement skills, and develop greater confidence and consistency in applying these strategies to handle similar disruptions effectively while maintaining rapport.

I will practise assertive communication (clear tone, posture, and language) and prepare short “classroom scripts” to respond to common disruptions with composure and professionalism.

Critically reflect on own values, knowledge and skills to improve learning:

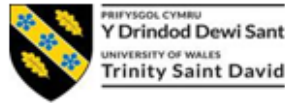
I have to learn how to transition smoothly between lesson stages. Also, I must continue developing the lesson flow and transitions skills so that each section naturally connects to the next — ensuring my learners remain focused and see the logical progression of learning.

I have to learn and practise “signposting language” (e.g., “Now that we’ve discussed X, let’s apply it to Y”). I have to consider including mini-recaps at transition points to reinforce knowledge acquisition.

Critically reflect on own values, knowledge and skills to improve learning:

I have to be creative and innovative when teaching and to develop/improve my ability to adapt to real-time challenges — modifying delivery pace, activities, and tone based on learners' feedback, grasp of the subject, or classroom dynamics.

I can practice after each teaching session, briefly reflect on what I adapted/implemented successfully and what could be adjusted further to support learners' engagement — constant self-reflection in any form and shape.

Appendix B — Teacher Observation Form 2**Teacher Observation Form**

Teacher	Lecturer 1
Date	24/10/2025
Group	MBA module BMMB7005 Finance for Business Managers
Topic/Context	6th lecture Sources of External Financial Regulations & Limited Companies (From 10h00 till 13h00 – 3 hours)
Notes on the lesson:	
<i>The Finance for Business Managers lecture took place on the Denyer campus in Swansea on October 24th from 10:00 to 13:00.</i> <i>Lecturer 1 started the session with a quick recap, then smoothly transitioned to the main topic presentation: the definition of a Limited Company and the legalities associated with this business type.</i> <i>I have noticed that Lecturer 1 uses an effective technique to ensure compliance with the class rules (student code of conduct/accepted behaviour norms), using positive reinforcement through jokes and personal life stories. I think this is a good technique to use as a positive, straightforward way to set boundaries for mutual respect and define acceptable behaviour, adjusting students' psychological contract.</i> <i>Lecturer 1 has chosen a mixed teaching strategy incorporating lecture, discussion, and Q&A sections in the main part of the lecture—a very effective strategy for this cohort of students, given their knowledge level and abilities.</i> <i>Another interesting technique to create an inclusive learning environment is to ask individual students a direct question about the activity's topic, ensuring even quieter students are involved in the discussion. This inclusiveness is very important for fragile learners, helping them feel included and part of the group — a safe learning environment supports their learning.</i>	

The real-life business case examples used by Lecturer 1 made the teaching material connected to real corporate practices — a demonstration of impressive depth of knowledge and expertise in the teaching subject and related areas.

Also, the circular lesson structure of presenting the topic, explaining the concept, and engaging in activities to solidify the knowledge is evident and highly effective in this setting.

The final part of the lecture was used to assess students' comprehension of the teaching topic and to answer questions about the upcoming assignments—the organic transition and finalisation of the teaching session. Also, due to the start of reading week, Lecturer 1 assigned a homework task for students to complete during this period — a good tactic to keep students busy and connected to the module, especially when the task is tied to the assignment.

What I have learned:

From today's session, I learned the importance of classroom management and the use of positive reinforcement when adjusting students' in-class behaviour to the accepted standards of mutual respect.

Additionally, I observed an effective use of mixed teaching strategies to facilitate learners' comprehension of the introduced concepts.

I have learned new inclusivity/and engagement techniques to target fragile learners, helping them participate in discussions by directly asking individuals for their opinions and perspectives.

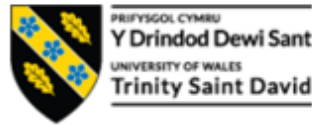
Targets to improve my own practice (mapped to professional standards):

Several areas, aligned with the professional standards, I need to improve after this session:

Plan and deliver effective learning, teaching and assessment:
I must include a mixed teaching strategy in my practice, tailoring it to the teaching setting and learners' needs. The following teaching session on the 5th of November could be suitable for such an integration.

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

I must try to use the newly learned engagement techniques and integrate them into my practice where suitable, of course.

Appendix C — Lesson Plan**Lesson Plan**

Topic: Introduction to Accounting		Class: MBA (Level 7) – Finance for Business Managers	
Date: 30/01/2026	Length of lesson: 2 hours (120 minutes)		Number of students: 25
Resources required: ➤ Functioning and connected presentation equipment ➤ Wireless Presentation Remote (clicker) ➤ Microsoft Office 365 (Teams, PowerPoint, Excel/OneDrive) ➤ Internet access and student devices (laptops preferred) ➤ PowerPoint slides: Introduction to Accounting, Financial & Management Accounting			
Aim of the Lesson: This session aims to introduce MBA learners to the fundamental principles of accounting, enabling them to understand the purpose of accounting information, key financial statements, and how accounting supports managerial decision-making in business contexts.			
Learning Outcomes – The Learners Should Be Able To: 1. Explain the purpose and role of accounting in business management. 2. Distinguish between financial accounting and management accounting. 3. Identify and describe the main financial statements (Income Statement, Balance Sheet, Cash Flow Statement). 4. Interpret basic accounting information to support managerial decisions. 5. Apply introduced accounting concepts to simple business scenarios.			
Previous student knowledge required for the session: ➤ No specialist accounting knowledge is required. ➤ General business awareness and managerial experience are expected at the MBA level.			

Anticipated difficulties (if applicable):

- Learner anxiety around numerical or financial material.
- Time constraints when balancing explanation with discussion.
- Other eventualities outside of the remit of control.

Mitigation strategies include step-by-step explanations, real-world examples, and opportunities for clarification through questioning.

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

In my practice and with others, I:

- Plan and deliver structured learning aligned to clear Level 7 outcomes.
- Build positive and collaborative relationships by creating a welcoming atmosphere, encouraging questions, and organising group work.
- Demonstrate a commitment to sustainability by using digital resources (PowerPoint, online articles, collaborative spreadsheets) instead of printed handouts.
- Critically reflect on my own values, knowledge and skills by monitoring learner engagement throughout the session and noting areas for improvement.
- Embedding formative assessment through questioning and applied discussion.
- Demonstrating reflective and adaptive teaching practice.
- Demonstrate dignity, courtesy, and respect towards others by following the University's code of conduct and Equality Act 2010, using inclusive examples and offering additional support where needed.

Lesson Detail:

Stage	Focus	Strategy	Time
<u>Introduction</u>	Context setting, topic introduction	<u>PowerPoint Slides 1–14</u> ➤ Session aims and relevance to managerial practice <u>Q&A:</u> “What is accounting? Why does it matter for managers?”	10 min
<u>Development</u>	Core distinctions	<u>Lecture:</u> Interaction with questioning ➤ Financial vs Management Accounting ➤ Accounting, strategic, and operational decisions linkage	20 min
	Financial Statement overview	Key statements and their purpose ➤ Guided walkthrough of Income Statement, Balance Sheet, Cash Flow Statement with simplified examples	15 min 25 min
	Interpreting accounting information	<u>Activity:</u> In a small-group, analyse a short, simplified set of figures and identify financial and managerial insights.	20 min
	Accounting for decision-making	<u>Discussion:</u> ➤ Whole-class discussion ➤ Learners share interpretations and questions	15 min
<u>Plenary/conclusion</u>	Consolidation and reflection Recap key concepts.	<u>Q&A:</u> ➤ Link to the next topic and further reading	15 min Total: 120 min

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

- Diagnostic questioning at the start to gauge prior knowledge.
- Ongoing questioning during explanations to check comprehension.
- Observation of group discussion during the activity.
- Plenary discussion to consolidate learning and identify gaps.

Informal reflection (to be completed after the session)

Following the session, I will reflect on learner engagement, clarity of explanations, pacing, and the effectiveness of applied activities. I will pay particular attention to how confidently learners engage with accounting concepts and whether additional scaffolding is required in future sessions.

I will also reflect on an incident in which I needed to challenge visible learner disengagement, specifically where some learners wore coats and appeared disengaged during the session. I will evaluate the effectiveness of my assertive but respectful intervention, including the clarity of my rationale, the impact on learner dignity, and whether the response helped to re-establish expectations and improve engagement.

Appendix D — SMART Action Plan for Professional Development

Development Area	SMART Objective	Actions	Measures of Success	Timescale
Embedding behaviour management into lesson design	By the end of the next teaching block, I will consistently integrate behaviour management strategies into lesson planning rather than addressing behaviour reactively.	• Explicitly plan engagement points (questioning, activities, discussion) • Set clear behavioural expectations at the start of sessions	• Reduced instances of disengagement • Smoother lesson flow with fewer interruptions	Next 6–8 teaching sessions
Early identification of disengagement	I will improve my ability to identify early signs of disengagement and respond proactively within sessions.	• Monitor body language, participation, and energy levels • Intervene early using questioning or activity shifts	• Faster re-engagement of learners • Fewer behaviours escalating to disruption	Ongoing, reviewed monthly
Assertive and proportionate intervention	I will develop confidence in using assertive, respectful interventions when behavioural expectations are not met.	• Use calm, clear language with rationale • Apply consistent responses to repeated behaviours	• Increased learner compliance without negative relational impact • Greater confidence in managing low-level disruption	Within current semester
Balancing engagement and boundaries	I will refine my relational strategies to ensure boundaries remain clear and consistent.	• Reflect after sessions on clarity of expectations • Seek informal peer feedback where appropriate	• Clear behavioural norms maintained • Reduced ambiguity in learner expectations	Ongoing, reviewed mid-semester
Professional reflection and development	I will continue reflective practice to evaluate and improve my behaviour management approach.	• Maintain reflective notes after sessions • Review progress against this plan	• Clear evidence of reflective development • Adjustments made to practice where required	End of semester review