

ECPT5003/ECPT6005

Managing Behaviour and Supporting Learner Engagement

Welcome to the module



Why the need for this module?

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



Outline for today

- To introduce the module
- To outline the assessment
- To consider the significance of classroom presence
- Establishing the learning culture within the PCET classroom



Aims and outcomes of the module

Module Aim

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

Module Learning Outcomes

- Articulate a systematic understanding of a range of behaviour management models suitable for use with young people and adults
- Reflect on own skills and identify appropriate targets for future professional development

Structure of the module

Code	Session	Date/Time
	Session 1: Welcome to the module - Classroom presence and the role of the PCET professional - Establishing the learning culture - Module assessment	11.01.22 10.00 - 12.00 13.00 - 16.00 On campus, IQ building, SA1
	Session 2: Theoretical perceptions of behaviour management	13.01.22 10.00 - 12.00 On campus, IQ building, SA1
	Session 3: Communication - Effective communication strategies - Developing listening and awareness skills	13.00 - 16.00 On campus, IQ building, SA1
	Session 4: Strategies for supporting learners - Challenging behaviour models - Pivotal culture	18.01.22 10.00 - 12.00 13.00 - 16.00 On campus, IQ building, SA1
	Session 5: Well-being and resilience - Theories of well-being - Developing resilient learners - Embedding resilience within the curriculum	19.01.21 Teams meeting 9.00-12.00
	Session 6: Effective support mechanisms - Mentoring & Coaching - Action learning	20.01.22 10.00 - 12.00 13.00 - 16.00 On campus, IQ building, SA1



Module assessment (submission date 28.02.22)

Reflective Report (2500 words)

Part 1 Essay (1300 words)

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

Part 2 (1200 words)

Students will be required to undertake two observations of teaching professionals with a specific focus on how learner engagement was managed during the sessions and reflect critically on strategies and approaches used. Students are reminded to adhere to the professional protocol for observing and commenting on the work of other professionals. They will also be required to reflect critically on at least one episode of own teaching practice in relation to their own experienced of managing behaviour within the setting. There should be a focus on the teaching and learning approaches used and consideration given to best practice and implications for the student's own teaching practice.

A consideration of potential targets for future professional development in relation to behaviour management/learner engagement skills will also be required within the appendices and is not included as part of the word count.

Classroom presence

A photograph of a wooden bookshelf with vertical slats. In the foreground on the right, a black mesh pencil holder is filled with numerous sharpened colored pencils in various colors. On the left, a brown leather folder or book cover is partially visible. The scene is lit with warm, soft light, creating a professional and educational atmosphere.

The role of the PCET professional



Question

What do you see as your most important role within your classroom as a PCET practitioner?

Is teaching a profession?

- Distinction between 'professionalism' and 'professionality'
- Professionalism '*those strategies and rhetorics employed by members of an occupation in seeking to improve status, salary and conditions.*'
- Professionality '*knowledge, skills and procedures employed by teachers in the process of teaching*' (Hoyle 1974)

Fragmentation and the teaching professional



- Welfare approach to teaching pre-1980
- The effect of marketization
- Exacerbation of divisions within the teaching force
- Casualisation of the labour force

Is teaching a profession?

- 1950s and 1960s classification of occupations
- The emergence of 'semi' or 'quasi-professions' (Millerson 1964)
- 21st century – the de-professionalisation of the teacher
- The role of the state and professional autonomy



Task

- How does a post-16 tutor demonstrate professionalism in your view?
- Make a list of the qualities and actions in relation to how a post-16 tutors demonstrates professionalism.
- Rank them in order of importance as you see them.
- Now identify which qualities you feel that you need to improve upon for your own practice. Why?

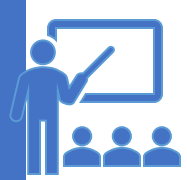


Establishing the learning culture

Motivation and learning

What is Motivation?

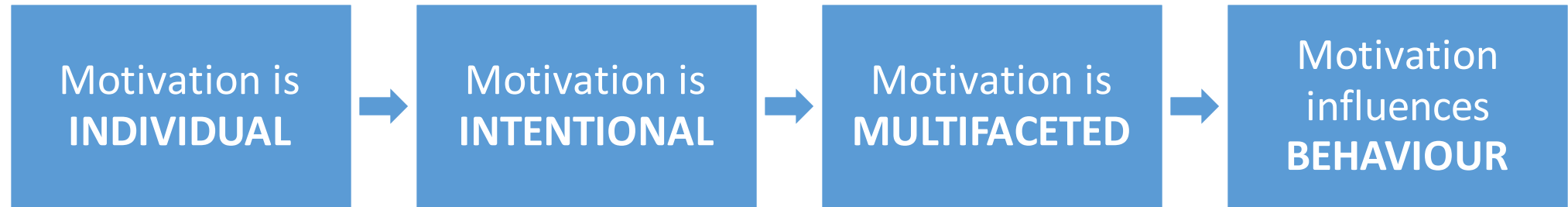
- 'The underlying concept of motivation is some driving force within individuals by which they attempt to achieve some goal in order to fulfil some need or expectation'. (Mullins, 1993)
- 'The study of motivation is the study of all those pushes and prods – biological, social and psychological – that defeat our laziness and move us, either eagerly or reluctantly, to action.' (Miller, 1962)
- Motivation refers to why people think and act as they do. It is what makes people 'tick'. (Gross, 1996)



Activity

- What are the specific needs and expectations which are most important to you as a learner?
- What do you think are the specific needs and expectations of those you teach?
- How might teachers assess whether learners are satisfied and motivated or not?

Motivation and Performance



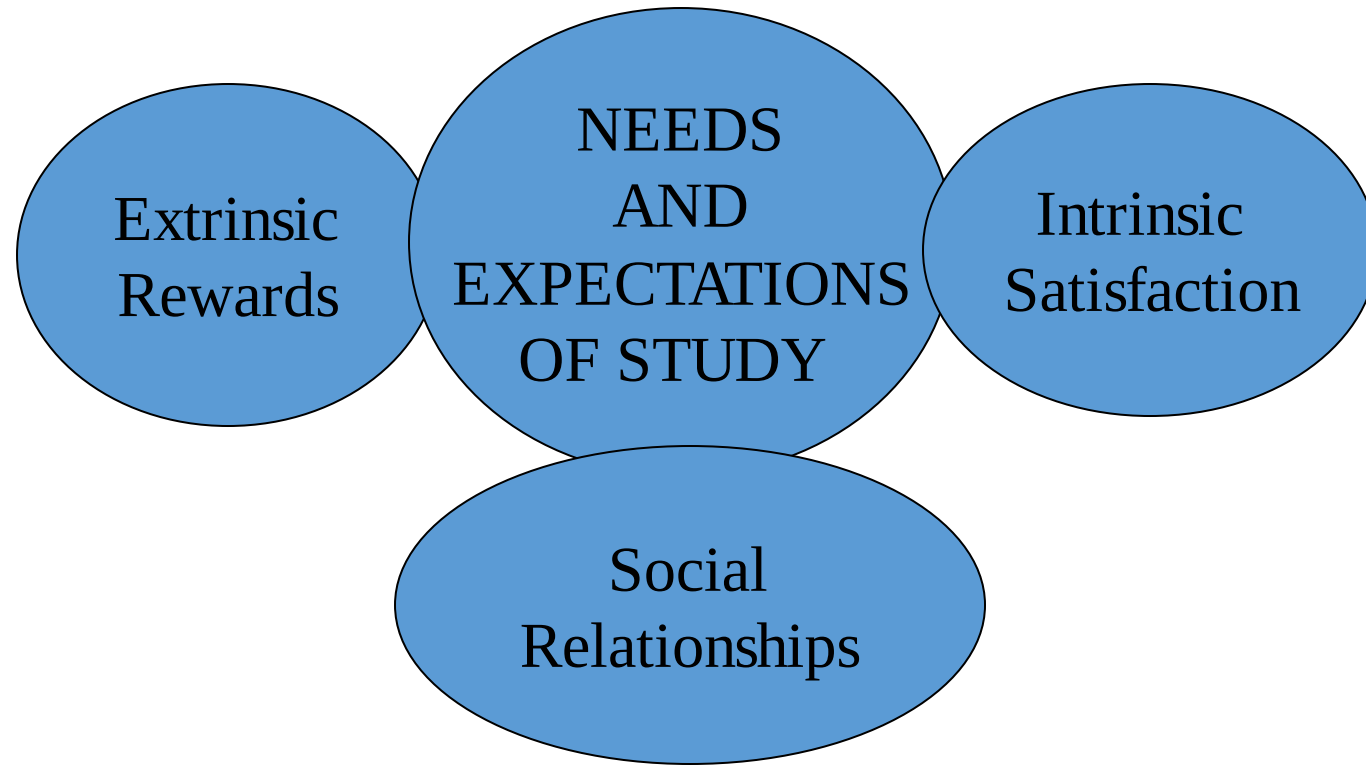
Motivation may be:

EXTRINSIC
related to
TANGIBLE
rewards

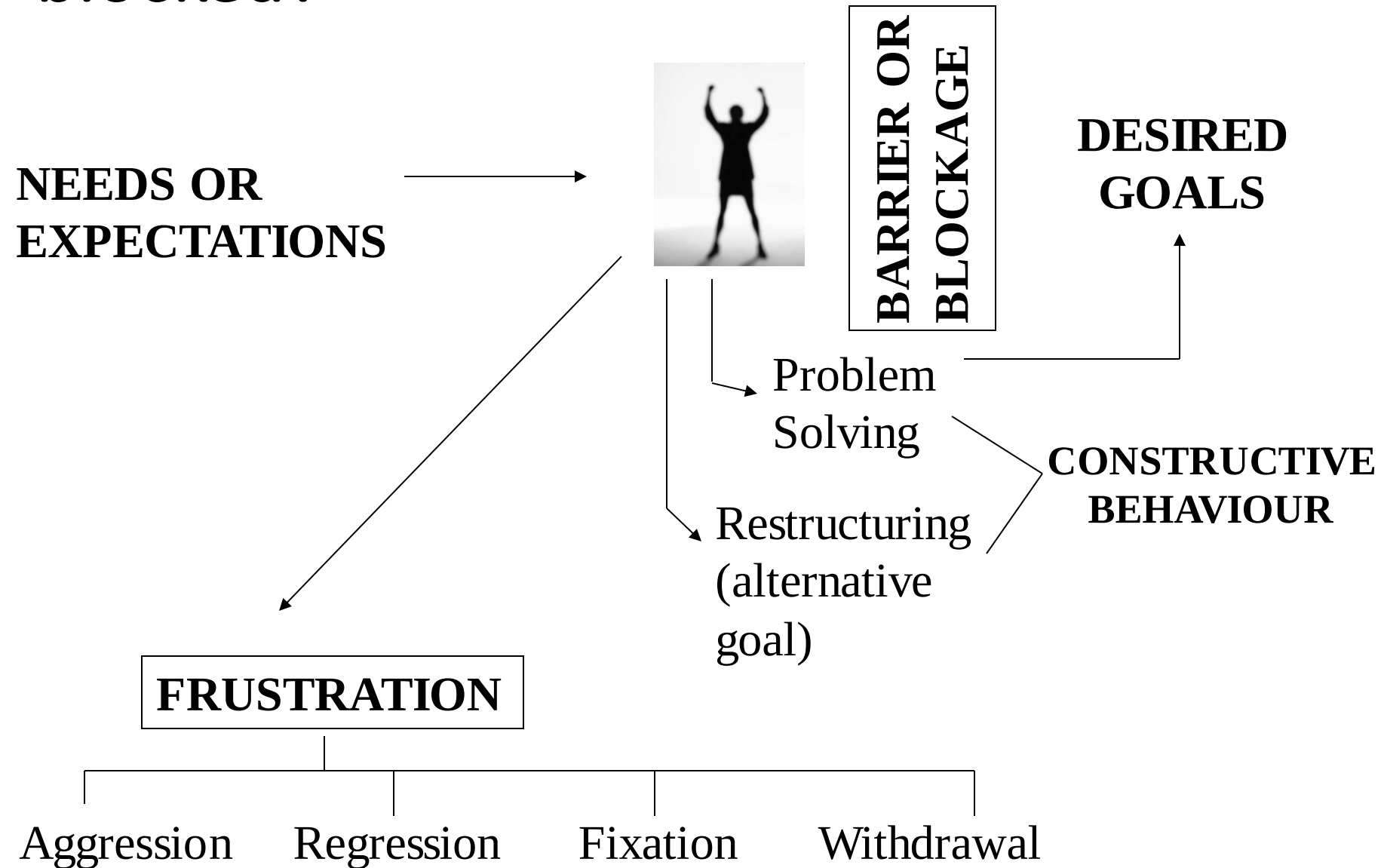
- Attendance
- Examinations
- Rewards and/or punishment
- Expectations
- Style of instruction

INTRINSIC
related to
PSYCHOLOGICAL
rewards

- Fear of failure
- Feeling of accomplishment
- Confidence
- Happiness
- Social relationships



What happens when motivation is blocked?





Motivation theories



Hertzberg's Motivation – Hygiene Theory

Hygiene or Maintenance Factors



Qualification



Conditions of the learning environment



Level and Quality of Teaching



Assessment and Submission procedures and regulations



Relationship with Teacher

THE DISSATISFIERS

Motivators or Growth Factors



Sense of Achievement

Recognition

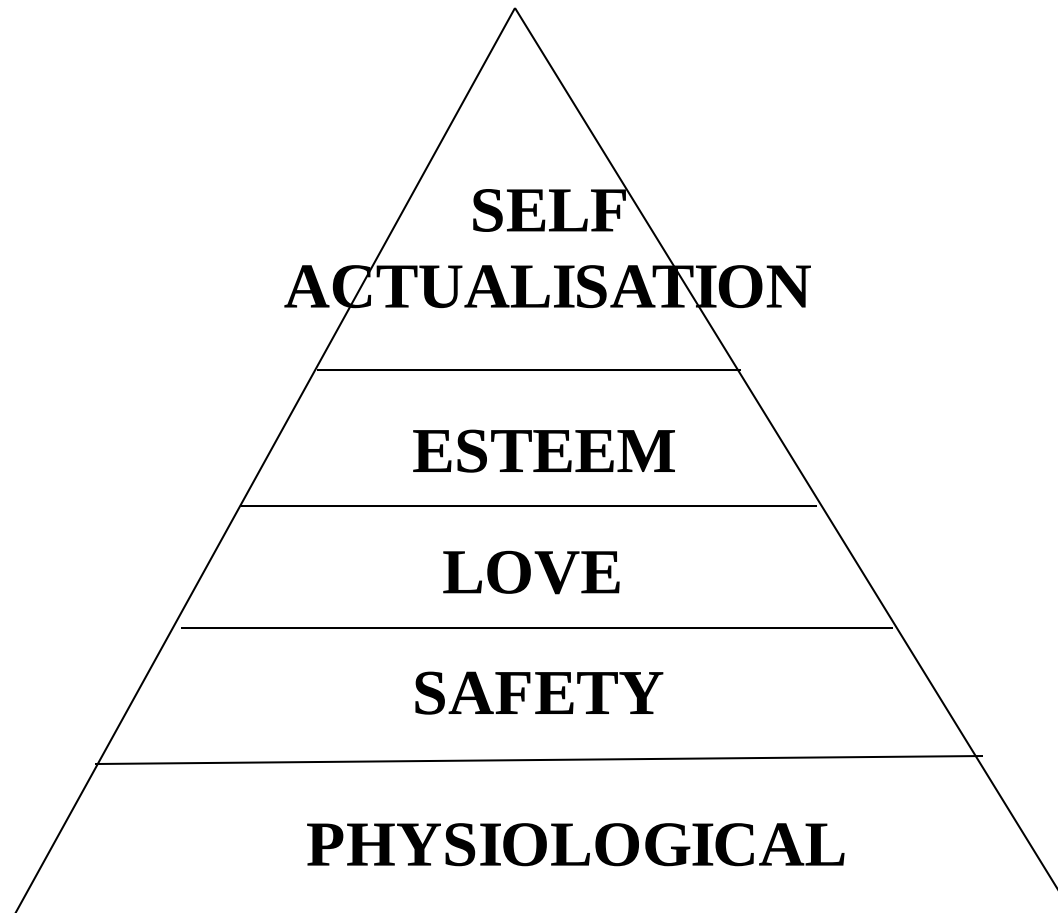
Autonomy

Nature of the Work/Task

Personal Growth and Advancement

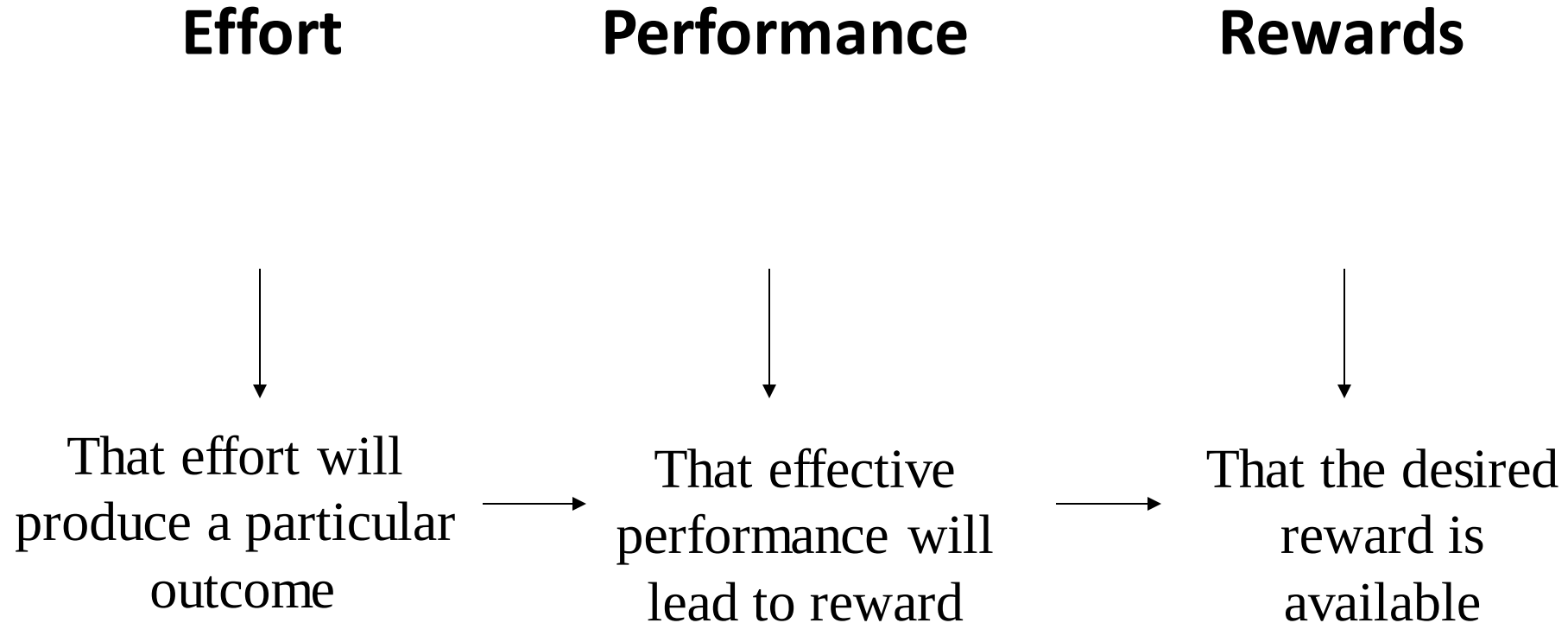
THE SATISFIERS

Maslow's Hierarchy of Needs



V. H. Vroom (1960) Expectancy Theory

- Relates to how a person perceives the relationship between three things:



Robbins (1993) Equity Theory

- Basis of this theory is that people make comparisons between themselves and others in terms of:

INPUTS



**WHAT THEY INVEST
IN THEIR WORK**

OUTCOMES



**WHAT THEY RECIEVE
FROM THEIR WORK**



- When people perceive an unequal situation, they experience ***equity tension***
- This motivates them to behave either **positively** (e.g. to improve performance) or **negatively** (e.g. working more slowly)
- This suggests that people are motivated not only by rewards but also by the ***comparative nature*** of rewards.



Locke (1968) Goal Theory

- This theory suggests that motivation is driven by personal goals or objectives
- The goal itself provides the driving force
- Goals need to be specific and demanding to achieve maximum performance
- Feedback enhances achievement.



Jablonsky & De Vries (1972) Reinforcement Theory

- Specify desired behaviour in quantifiable terms
- Positively reinforce desired behaviour as soon as possible
- Ignore undesirable behaviour, so far as possible
- Avoid using punishment.

Task



Considering all that we have looked at in relation to motivation in teaching, make a list of all the factors that you think affect motivation.



Key factors affecting motivation:

- Resources available
- Image of learning
- Rewards associated with any learning activity
- Availability of information about learning opportunities
- Availability of appropriate learning environments
- Climate in which the learning takes place.

Internal factors affecting motivation:

- Intellectual capacities
- State of health
- Attitude
- Dominant needs
- Level of interest in the topic
- Emotional state
- Personal values and attitudes
- Past experience.



External factors affecting motivation

- Other people
- Effectiveness of communication
- The immediate learning context
- Teaching/learning methods used

Task

- In groups, read the case studies provided and prepare a response for each of them.
- Consider what factors may be impacting on the motivation of each of the learners and if there are any factors that may contribute to potential behavioural issues.
- How might you create a supportive learning environment for these individuals?