

Content

Essay	2
Reflective Account	4
Reference List	9
Appendix A	10
Appendix B	14
Appendix C	17

Reflective Report

Essay

In order to be a successful teacher, you must have the conditions and resources that both enable you to teach and enable, your students to learn (Maslow, 1987 cited in Lebor, p.29). Those conditions do not happen by mistake; rather, they are developed through careful planning (Race, 2020). However, every teacher, student and subject is different. As such, this essay will summarise contemporary understanding and guidance in connection to managing behaviour and effective learner engagement from both an academic and a legislative viewpoint, so as to help develop a discipline plan for teaching as well as knowing how to adapt the plan for different situations.

Several models have been developed to deal with the management of student behaviour; a couple of which are examined in this essay. Each model is based on extensive observations of student and teacher behaviour, as well as a comprehensive understanding of psychology and human nature.

In his 2007 study, Fred Jones identified that most classroom discipline problems stem from unruly student behaviour. He defined this as absentmindedness, talking without permission, wasting time, or otherwise disengaging (Jones, 2007). He found that this type of low-level misbehaviour interferes with teaching and learning - creating his own model to reduce the likelihood of such disruptions. A key principle in his theory is the implementation of effective body language; in addition to incentive systems and individual help (Lebor, 2017, pp.28-29). According to Jones (2007) the use effective body language causes learners to stop misbehaving without disrupting teaching - examples of effective body language include eye contact, facial expression, posture signals and gestures, and lastly physical proximity. Jones (2007) argues that if students proceed to behave inappropriately, even after being confronted with appropriate action and instruction, and an immediate response to disruptive behaviour, a back-up plan should be implemented. This strategy aims to eliminate disruptive behaviour while creating a positive classroom environment that is conducive of all learners; in line with the the professional standards which state, further education teachers must 'demonstrate dignity, courtesy and respect toward others' and be committed to students' safety and wellbeing (Department for Education, 2017).

The Canter Model is a straightforward and effective approach that makes it possible for teachers to teach and learners to learn (Canter, 1992). The model is based on a number of key principles, including assertive discipline. According to Canter (1992), teachers should clearly state the expectations of their students at the start of each lesson, which should

never violate their best interests. However, this is just one aspect of assertive discipline - assertive discipline is comprised of: communicating expectations in a timely manner and repeatedly reminding students of expectations, practicing the broken record technique, and similarly to The Fred Jones model; the use of eye contact, clear-cut instructions, and non-verbal communication and gestures (Canter, 1992).

Canter (1992) argues that the assertive teacher is able to encourage and maintain a positive and productive learning environment - one that he argues produces effective learning and engagement. He states that this is achieved through the tactful employment of assertive discipline which replaces misbehaviour with positive demand - within the model, he outlines five steps to achieving assertive discipline in the classroom: recognising and removing barriers, practising using assertive response techniques, setting limitations, following through on limitations, and establishing a system of action (Bucher and Manning, 2013).

The Canter Model is concerned with setting expectations, positive and negative consequences, and assertiveness. In comparison to The Fred Jones Model, there are several similarities. Both theorists believe in positive reinforcements as a reward for good behaviour and make compelling arguments for the use of non-verbal communication. However, The Canter Model is more concerned with assertively taking charge of the classroom whereas, The Fred Jones model is more focused on positive discipline. When comparing and evaluating each of these models for post-compulsory learners, there are several strengths and weaknesses to consider. For example, The Fred Jones model has several positives such as teaching students responsibilities and enabling them to share responsibility for their learning (Department for Education, 2017). This approach is also preventive - stopping the misbehaviour before it occurs through the use of incentives and other techniques outlined in the model. But, there are also weaknesses for example, some students may not react to body language techniques - this could waste time if a teacher does not recognise or adapt their approach in accordance with the professional standards (Department for Education, 2017). Lebor (2017, pp.28-29) also argues that this approach might be 'counter-productive in terms of developing creativity, questioning or deeper level cognitive skills.'

The Canter Model, on the other hand, is an approach that focuses on improving the quality of student behaviour in the classroom (Canter, 1992). This enables teachers to be more productive and reduces disruptions, while rewarding good behaviour teaches the students what is expected, creating a better learning environment (Canter, 1992). However, there

are also challenges such as, increased control over students' actions by teachers and decreased self-esteem in students due to a lack of personal freedom.

Reflecting on the Learner Voice Wales report, there are several key points to consider in relation to the aforementioned models. Firstly, students in further education value being treated as adults and therefore welcome responsibility for their own learning and behaviour (Department for Education, 2015). However, recognising there is a compromise between treating students with respect and behaving responsibly - stating 'a relaxed, fun environment is dependent on doing their work and adhering to the agreed rules' (Department for Education, 2015). The report goes on to state that where teachers handle disruptive behaviour firmly, it is welcomed - with many students believing it makes the situation better for the whole class but, there are also instances where students feel that imposing discipline is unfair (Department for Education, 2015).

The Department for Education's (2022) behaviour policy states that when misbehaviour occurs, teachers should respond predictably, promptly and assertively. It states that the priority should be to ensure the safety of teachers and students and to restore a calm and productive learning environment. To achieve this aim, legislation outlines a number of key principles to follow: deter, protect and improve (Department for Education, 2022). In line with preventing misbehaviour, further education teachers and institutions should implement a variety of initial intervention techniques to help students manage their own behaviour; it is argued that this can be accomplished by helping students understand what the behavioural expectations are, how they can meet them, and by providing additional support for students who struggle to meet those expectations such as those with ALN (Department for Education, 2022). Though this guidance is aimed at secondary schools it can still be applied, as positive behavioural management is a crucial component of a good education, regardless of the level. Teachers and institutions should manage student behaviour well so that students are able to thrive in quiet, calm and supportive environments, as argued in the professional standards for further education teachers (Department for Education, 2017).

Reflective Account

In this critical reflection, I will analyse two professional observations and an episode from my own teaching in which I had the opportunity to work with a challenging group of students. As part of the cycle proposed by John Gibbs (1988 cited in Reece, 2007), I will evaluate the teaching methods and approaches, and identify areas for improvement in my own practice.

In the first observation, it was clear that the students were focused and engaged in their learning objective; to examine and explore micro-scenes. The teaching approach undertaken in this lesson was reminiscent of a constructivist approach e.g encouraging students to take responsibility of their own learning (Race, 2020, p.6). There was also an emphasis on small-group work; students worked independently for most of the lesson.

The teacher was assertive - she stated her expectations early, influenced students' behaviour without the use of threats or shouting, and implemented the broken record technique whereby she continued to repeat instructions to students who were not fully engaging in the activities. Canter (1992) argues that an assertive teacher is more effective than a nonassertive one because a lack of assertion leads to confusion, which ultimately results in a lack of engagement. This approach argues that assertive behaviour replaces nonassertive behaviour with a firm and positive insistence, including being insistent on the behaviour you expect of the students (Canter, 1992). The teacher was aware of the behaviour she expected from her students and also how she expected them to work; starting work on time and taking responsibility for their own learning - thus, meeting the professional standards for further education teachers (Department for Education, 2017).

Throughout the course of the lesson, students were generally engaged and listened to instructions. However, there were a few isolated incidents where students were not engaged in their learning and exhibited distracting behaviour such as talking or not paying attention. In these instances, the teacher was quick to intervene by reminding the students of their responsibilities both in the class and across the course as a whole. The teacher also held the students accountable when they refused to take responsibility for their own behaviour. This technique proved effective with some learners but not with others; therefore, it is important to consider who your learners are and employ different techniques when one approach proves ineffective. This is supplemented by the professional standards which state further education teachers should critically evaluate their own teaching practice and adapt in response to feedback (Department for Education, 2017). Additionally, The Canter Model recommends the teacher only use the broken record technique up to three times; following through with suitable action and consequences as needed, which did not happen (Canter, 1992).

I believe this lesson was very productive overall - I could sense the students' focus and enthusiasm for the work, despite the incidents of bad behaviour. I left the observation feeling positive about what I had learned and how this might be implemented into my own teaching. This observation has enabled me to see the value in assertion without creating a

hostile learning environment, and demonstrated the importance of self-reflection and adaption.

During the second observation, students were equally engaged in their learning objective. The teacher implemented a variety of activities into her lesson planning which meant the students remained engaged throughout, and did not become detached which, according to Labor (2017, p.72) creates a productive learning environment. In addition to providing a variety of activities, the teacher engaged the students physically by instructing them to move around the space. This was supported with smooth transitions between activities which enabled the students to maintain momentum throughout the class which - according to The Kounin Model - is key to effective group management (Labor, 2017, p.36). The students also displayed their work, which acted as an extra incentive for them to stay on task. However, it should be noted that the students occasionally became distracted - namely by engaging in unrelated conversations. The teacher allowed small discussions, but when these began to interfere with the students' work, she reminded them that they are responsible for their own learning which, according to the professional standards for further education teachers, empowers students (Department for Education, 2017). This had a ripple effect on the rest of the group, as moving forward students continued to engage in light conversation but ensured this did not take away from the activity or their overall learning.

The teacher's most effective tool for engagement was the setting up of a safe space therefore, meeting the professional standards which state that further education teachers should demonstrate commitment to their learners, their safety and wellbeing (Department for Education, 2017). Further evidence supporting the importance of creating a safe space for education and learning can be found in Maslow's Hierarchy of Needs (Pichère, Cadet and Probert 2015) and The Kounin Model (Lebor, 2017, pp. 34-36). In order to engage students, the teacher established a positive relationship with them, making the classroom feel more relaxed and friendly. She also planned the lesson carefully and prepared activities thoroughly so that students could understand them. All students were treated fairly, regardless of their performance or ability - for example, if a student required additional support or clarification, this was provided to them in a safe and supportive learning environment.

This was a very engaging and productive lesson - the quick turn around of actives meant that students never got bored and focus was maintained throughout, irrespective of minor disruptions. Following the observation, I felt inspired by the methods and approaches used

by the teacher. This observation has allowed me to better understand the importance of relationships in managing and engaging a class of students. It has also provided me with a better understanding of how to plan for engagement and create a healthy balance between the socialising and the learning that takes place inside classrooms.

Reflecting on an example of my own teaching; the students' engagement, motivation and effort to complete the lesson objectives fell short of what they are capable of. As in my other practice, the students were encouraged to work autonomously - this is recommended in the professional standards which state that further education teachers should 'enable learners to share responsibility for their own learning' (Department for Education, 2017). For some students in the group, this was effective but for others, it was overwhelming because they had to take accountability for their own learning. Rather than ask for help, these students disengaged and exhibited distracting and inappropriate behaviour. This was particularly disappointing in a lesson centred on professionalism and best practice.

Despite most students' efforts, the lesson itself was marred by some misbehaviour on the part of several other students - for example, one student's inability to focus on an activity while other students were distracting him - a problem that needs to be addressed going forward. Nevertheless, the students contributed some excellent work in the lesson and even acknowledged areas they could improve in their own professional practice, with student even noting how they become easily distracted in class. This was a positive step that demonstrated a willingness to develop.

Reflecting on the teaching approach detailed at the start of this reflection, it is clear that an alternative approach must be taken going forward - much like the first professional observation undertaken for this study. I think it would benefit this group of students to work with them more closely. Additionally, I think it would greatly benefit student engagement to implement some of the ideas outlined by Dreikurs and Grunwald (2013). For example, by helping the students to impose limits on themselves and understand that inappropriate behaviour has negative consequences - especially as this is an extra curricula class. I believe this approach will be effective because it emphasises the importance of identifying the goals behind students' misbehaviour and acting in ways that do not reinforce those goals (Dreikurs and Grunwald, 2013, p.14).

In conclusion, this critical reflection has provided insight into the different behavioural challenges that can occur inside the classroom. It has also demonstrated the different actions and approaches that can be undertaken to address these issues and highlighted

the importance of understanding your students, and reflecting and adapting accordingly. An action plan outlining targets for my professional development can be found in the appendices.

Reference List

Alvernia University (2018) *4 Types of Communication Styles*. Available at: <https://online.alvernia.edu/articles/4-types-communication-styles/> (Accessed: 17 February 2023).

Bucher T.-K. and Manning, M.-L. (2013) *Classroom Management: Models, Applications and Cases*. 3rd edn. Boston: Pearson.

Canter, L. and Canter, M. (1992) *Lee Canter's Assertive Discipline: Positive Behaviour Management for Today's Classroom*. Santa Monica: Lee Canter.

Department for Education (2022) *Behaviour in Schools: Advice for Headteachers and School Staff*. Available at: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1101597/Behaviour_in_schools_guidance_sept_22.pdf (Accessed: 13 February 2023).

Department for Education (2015) *Learner Voice Wales Research Briefing 02: Managing Challenging Behaviour*. Available at: <https://www.gov.wales/sites/default/files/publications/2018-11/learner-voice-wales-research-briefing-02-managing-challenging-behaviour.pdf> (Accessed: 13 February 2023).

Department for Education (2017) *Professional Standards for Further Education Teachers and Work-based Learning Practitioners in Wales*. Available at: <https://hwb.gov.wales/professional-development/professional-standards> (Accessed: 15 September 2022).

Dreikurs, R. and Grunwald, B. (2013) *Maintaining Sanity in the Classroom*. Sussex: Taylor & Francis.

Jones, F., Jones, P., & Jones, J. (2007) *Tools for Teaching; Discipline, Instruction, Motivation*. Santa Cruz: F.H. Jones & Associates.

Lebor, M. (2017) *Classroom Behaviour Management in the Post-School Sector: Student and Teacher Perspectives on the Battle Against Being Educated*. London: Springer International Publishing.

Pichère, P., Cadiat, A.-C. and Probert, C. (2015) *Maslows Hierarchy of Needs*. Edition. Namur: Lemaitre Publishing.

Race, P. (2020) *The Lecturer's Toolkit: A Practical Guide to Assessment, Learning and Teaching*. 5th edn. London: Routledge.

Reece, I. (2007) *Teaching, Training and Learning : A Practical Guide*. Tyne and Wear: Business Education.

Appendix A

First Observation Form

Teacher Observation Form



Teacher	Jo Richards
Date	08/02/23
Group	UAL Performing Arts
Topic/Context	To examine and explore micro-scenes in the play text: <i>Is My Microphone On?</i>
Notes on the lesson:	
- Students were encouraged to take responsibility for their own learning i.e working in small groups with little to no intervention by the teacher. - The teacher was very assertive - she outlined her expectations early and ensured the students were meeting these. - Used repetition when students weren't engaging in the activity i.e talking or not paying attention. - The teacher interjected when students began exhibiting distracting behaviour to remind them of their responsibilities. This was effective for some students but not all.	
What I have learned:	
- It is good to be assertive and if done correctly, it will not create a hostile classroom environment. - It is important to recognise when a teaching technique or behaviour management approach is not working. This might not always mean adapting your approach in the moment but, perhaps the next lesson; even if the approach you are currently using works for the majority of students, if the behaviour of those it does not work for is disrupting others it is crucial to address how you can better meet the needs and manage the behaviour of the disruptive students.	

Targets to improve my own practice (mapped to professional standards):
- Continue to demonstrate dignity and respect towards others and acting as a role model for students to do the same - do not let disrespectful behaviour go unnoticed/unaddressed. - Continue to allow learners to share responsibility for their own learning by working with them to set their own goals and evaluate their progress. Moreover, ensure I am communicating effectively with students to make sure they understand what it is that I am asking of them. - Ensure that I am critically reflecting on my knowledge, skills and practice to improve my teaching and learning. Remember to adapt following reflecting and feedback - including feedback from students. - Plan and deliver effective teaching and learning by researching approaches to behaviour management and student engagement, and identifying where these can be implemented into my teaching.

Second Observation Form

Teacher Observation Form



Teacher	Kayleigh Adlam
Date	09/02/23
Group	AS Theatre and Drama
Topic/Context	To introduce and explore <i>A View from the Bridge</i> .
Notes on the lesson:	
- The teacher implemented a variety of activities and engaged the students physically by getting them to move between different stations across the classroom. - Each activity ran smoothly into the next which ensured the students didn't lose momentum. - The students displayed and frequently shared their work throughout the lesson which I think impacted their engagement and motivation in class. - Occasionally, the students went off task and engaged in small conversations. However, the teacher reminded them that they are responsible for their own work which ensured that the students didn't let non-work related conversations distract them from their work for the remainder of the lesson. - The teacher has created a relaxed and safe learning environment, and has established a positive relationship with her students which I believe has impacted engagement levels. - All students were treated fairly and provided the support they needed so that they were able to fully engage in the lesson.	
What I have learned:	

- Your relationship with the students and the classroom culture you set up is equally important as teaching methods and approaches when trying to engage students and manage behaviour.
- Engagement comes just as much from planning as it does from delivering - think about how to plan for the most engagement.
- It is possible to strike a healthy balance between socialising and learning in the classroom.

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

- Continue to allow learners to share responsibility for their own learning by working with them to set their own goals and evaluate their progress. Moreover, ensure I am communicating effectively with students to make sure they understand what it is that I am asking of them.
- Plan and deliver effective teaching and learning by implementing a variety of activities into my lesson planning.
- Build positive and collaborative relationships with my students.
- Demonstrate commitment to students, their safety and their wellbeing by ensuring they are fully supported.

Appendix B

Lesson Plan



Lesson Plan

Topic: Professional Practice		Class: Theatre Glo	
Date: 08/02/23	Length of lesson: 2 hours		Number of students: 6
Resources required: • Pens • Paper			
Aim of Lesson To introduce students to professional practice and begin to explore the research and development process.			
Learning Outcomes – The Learners Should Be Able To: • Define professional practice and identify the required skills of a theatre practitioner and performer. • Demonstrate an awareness and understanding of research and development processes.			
Previous student knowledge required for the session: Students should have an understanding of professionalism and best practice in the theatre and performance industry.			
Anticipated difficulties (if applicable): • A lack of concentration • Students coming to the lesson unprepared			
Professional Standards (where are these being met within the session) • Demonstrating commitment to the students and their learning by supporting and stretching them to work at a professional standard. • Demonstrating courtesy and respect toward others by listening to and respecting other peoples opinions and ideas, and acting as a role model for students to do the same. • Enable the students to share responsibility for their own learning by assigning them independent and small group activities.			

Lesson Detail:

Stage	Focus	Strategy	Time
-------	-------	----------	------

Introduction	Students will get a brief introduction to the lesson aims and outcomes .	Teacher-led: I will outline the structure of the lesson as the students take notes.	5 mins
Development	Task 1 Students will explore what it means to be a professional. What is professionalism? Students should try to define professionalism in a single sentence. How does an actor/theatre maker demonstrate professionalism? Students should create a list of the qualities and actions they believe demonstrates professionalism. Students would then rank them in order of importance.	Activity: this is about understanding what the students think of when thinking about professionalism. Activity & Discussion: this will enable the students to identify areas for improvement	5 mins 15 mins
	Warm-up Students should move together as a group without touching, so that from the outside you can't tell who is leading. Students should move across the room with one person not being able to touch the ground. How easy or difficult is it for the group to make a decision? When is the group united?	Activity: this will allow the students to think about how the skills required to complete this warm-up relate to professionalism.	15 mins

Plenary/ conclusion	Task 2 Students will be given a handout with key words and questions to assist them in researching performance venues. This activity will be completed in small groups. Students will then share their findings in a Dragons Den style activity whereby they will pitch their ideas for possible performance venues.	Activity: this will provide the students with an opportunity to develop their research skills.	1 hour
	Task 3 The session will conclude with a discussion and re-cap of the lesson.	Discussion: this will be used to inform the following lesson and assess whether the lesson aims and outcomes were met.	20 mins

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

Assessment of the work students contribute and produce in class will be used to determine whether the lesson **aims and outcomes** were met, in addition to a **formative assessment** in the way of a group discussion and feedback session at the end of the class.

Informal reflection (to be completed after the session)

Several students in the group failed to take the tasks seriously - specifically the 'Dragons Den' activity. Eventually, the other students grew tiresome of the lack of engagement and destructive behaviour which meant the lesson **aims and outcomes** were not the standard this group is capable of. This was very frustrating as at the start of the lesson the students outlined what it means to be a professional; however, they did not apply these skills throughout the lesson. Nevertheless, they were able to produce some very good work. Moving forward, it think it would be beneficial to work more closely with the students to ensure they are completing tasks properly and to avoid disengagement and disruptive behaviour.

Appendix C

Action Plan

Moving forward, I will strive to maintain a consistent level of assertiveness in my lessons. As I have noticed on occasion, that I become passive - possibly to please students or to avoid confrontation. However, this is holding me back and on more than one occasion has resulted in a lack of discipline among students and a lack of engagement on their part. Alvernia University (2018) conducted a study on the effectiveness of different communication styles. According to the study, the key aspects of assertive communication include honesty, directness, self-confidence, and being empathetic to the emotions of others (Alvernia University, 2018). As a teacher, I need to more assertive in communicating with students. Thus, I will take ownership of the situation, learning, and my own needs through the use of 'I' statements such as 'I need you to..' or 'I feel that...' and voice my desires confidently. I will also maintain eye contact and practice active listening skills. Finally, I will learn what it is I want to achieve by clarifying my intentions when speaking with others (Alvernia University, 2018).

As identified during the second professional observation undertaken for this report; building positive relationships with students and colleagues will also help to increase learner engagement in the classroom. The professional standards suggest that it is important for teachers 'to build and maintain relationships' with students and colleagues, as these interactions create mutual respect that in turn should help improve communication (Department for Education, 2017). Also, they note that teachers should exercise leadership by demonstrating confidence in their authority over learners who are disruptive (Department for Education, 2017). This will take time to achieve and implement into my practice and as such, I will set myself a target of **April 2023**.

I will continue to ensure that I am implementing techniques used in my other teaching and those observed in the teaching of two professionals, into my lessons with this group. This includes planning and delivering effective teaching and learning by planning for student engagement and taking into consideration the types of activities, teaching styles and methods that the students find most engaging, and researching and practicing different approaches to behaviour management and student engagement (Department for Education, 2017). Lastly, I will continue to critically reflect on my knowledge, skills and practice in line with the professional standards and in relation to managing behaviour and enhancing student engagement (Department for Education, 2017).

I will set a target of **May 2023** to achieve each of the goals outlined in this action plan. However, I will review my progress in appropriate intervals throughout the remainder of the academic year and adapt accordingly. To measure my progress and identify whether targets have been met, I will evaluate student engagement and behaviour and make note of any developments.