



MODULE CODE: ECPT6005

**ASSESSMENT COMPONENT: 1 –
Reflective Assignment**

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Managing Behaviour and Supporting Learner Engagement

Part 1

Managing Behaviour and Supporting Learner Engagement is critical in post-compulsory education as participation is often voluntary, but expectations are even higher (Rogers, 2011). According to Estyn (2025), a proportion of staff in Further and Higher education feel overwhelmed when approached with concerns, which negatively affects their ability to manage behaviour effectively. Furthermore, Estyn (2025) highlights that colleges in particular are at varying stages of introducing behaviour management strategies.

The Welsh government highlights five recommendations in relation to behaviour management and effective learner engagement (GOV.WALES, 2025). The guidance includes, firstly, collaborative work to ensure that mis-behaving students can learn from experienced and well-established systems and processes. MSecondly, management of social media and highlighting misuse through teaching and learning, and behaviour management processes. Thirdly, identify teachers who may be experiencing increased stress and require additional support, and fourth is increasing the awareness of behavioural support services to learners and teachers. The fifth recommendation is applying inclusive support for all learners, ensuring that behavioural support systems meet their unique needs (GOV.WALES, 2025).

The more supportive and collaborative approach in behaviour management has moved away from the traditional approaches of sanctions, warnings, and external regulation to control the classroom (Robinson, 2019). Furthermore, Robinson (2019) suggests that motivation theory, social relationships, and learner-centred pedagogy is the current approach to behaviour management. These new approaches focus on creating positive learning environments, which recognise affective, cognitive and

social levels of student participation, which is currently seen as critical to engagement.

Nevertheless, Senior et al (2018) conveys that behaviour management and learner engagement is complicated, although teachers should focus around behavioural, cognitive, and emotional components for best practice. Cognitive engagement links to learners' participation in learning tasks, emotional engagement is their affective responses to learning environments, and behavioural engagement is participation and conduct in learning activities (Senior et al., 2018).

Contrastingly, Dacre, Gkogkidis, and Jenkins (2021) highlights that engagement links to the learners' resilience and success in post-compulsory education. Also, innovative pedagogies such as inquiry-based learning, learning activities, and gamification have shown to improve engagement. Dacre, Gkogkidis, and Jenkins (2021) state that interaction Learning analytics is currently on the rise as a tool for understanding and supporting engagement, by identifying trends of disengagement. This process is tied with constructivist and self-determination theories that link engagement with intrinsic motivation, relevance of content, and social connection.

Similarly to the theorist Brophy (2010), which emphasises on teachers' strategies for overcoming factors affecting learners development and engagement. The author conveys that teachers should include concepts such as success seeking and avoidance of failure to bring about effective learning and increase teachers expectations. Additionally, suggestions of management strategies include building upon students' existing intrinsic motivation and cognitive skills, arranging rewards and other extrinsic incentives to reinforce development and using scaffolding techniques. Brophy (2010) also emphasises the importance of goal orientation and implementing strategies to help those disaffected by prior educational experiences to increase confidence and motivation of learners.

However, according to Mohamed, Mukherjee and Baad (2026), even with all these insights, study suggests that teachers should be cautious in relation to behaviour management and engagement strategies as they should be incorporated for learners with differences in culture, background, responsibilities, and learning reliance which

can affect how learners engage and behave with lectures. This emphasises that effective behaviour management and engagement, therefore, is creating an environment that enables purposeful participation and sustained commitment for all learners (Mohamed, Mukherjee and Baad, 2026).

According to the UK Quality Code (2025) learning and teaching is complicated within post-compulsory education. Both are affected by many factors, which is why the learning and teaching theme focuses on how teachers should give quality guidance and learning opportunities for all students. UK Quality Code (2025) emphasises that developing effective learning and teaching activities and an appropriate environment is critical for managing behaviours and creating effective learner engagement, which may include an environment that is accessible, relevant and engaging to all students.

The UK Quality Code (2025) conveys key areas for effective teaching and learning in practice. They include enabling students to take an active role in their studies and manage their own learning development, supported by opportunities for meetings or tutorials with teachers which focuses on student achievement and outcomes. Also, according to the UK Quality Code (2025) creating effective learning and teaching activities, facilities and resources make the learning environment accessible, relevant and engaging to all students.

Similarly, Bennett and Richards (2018) states that establishing positive relationships are vital for managing behaviours but more importantly creating an inclusive and engaging setting. However, the study highlights that all relationships take time to build, and getting people to respond well to your teaching or delivery can be difficult.

According to Bennett and Richards (2018) teaching can be challenging, regardless of how positive, calm, kind and assertive the teacher, they will have to react to negative behaviour ,which can range from irritating to threatening. Various strategies available depending on the circumstances, including recording and reporting to other members which can support the teacher before it becomes essential and out of control (Bennett and Richards, 2018). Additionally, all colleges or universities should have a behaviour policy that outlines good, expected and prohibited conduct, with consequences, sanctions and responses for each.

It can be argued that staying calm and reflecting upon the best action can help teachers develop the skills and requirements to handle different circumstances. Bennett and Richards (2018) stated “what you permit, you promote” conveys that what the teachers accept or unaccept as appropriate or inappropriate behaviours in their environment will outline how the learners learn, behave and develop. Highlighting that teachers should never tolerate, ignore or laugh off negative behaviour as that encourages unacceptable behaviour within the environment to repeat and get out of control.

Wilson, Broughan and Marselle, (2019) suggest that despite a lot of studies having researched behaviour management and learner engagement there is no concrete definition of what is best practice. Also, highlighting engagement involves students having responsibilities and motivation as learners, rather than considering themselves as listeners. Additionally, Wilson, Broughan and Marselle, (2019) conveys that the teachers are in charge and attempt to promote engagement, but states in the post-compulsory education many factors that predict learners success are within the student’s control, such as attendance and study hours.

In contrast, Thomas (2012) contends that the curriculum should be created with engagement in mind and that all engagement activities should be comprehensive, with the organization's culture and delivery style being just as significant as the lecture's content.

The behaviour change wheel (BCW) offers a comprehensive framework for assessing student engagement as a collection of behaviours influenced by various factors, such as the environment or student motivation (Wilson, Broughan and Marselle, 2019). Additionally, the BCW framework provides further guidance on which intervention and policy options would be the most effective in altering behaviours and increasing engagement (Wilson, Broughan and Marselle, 2019).

To conclude, managing behaviour and supporting learner engagement in post-compulsory education is complex, particularly as participation is voluntary and expectations are greater. Estyn (2025) and GOV.WALES (2025) highlight that while

colleges are developing behaviour strategies, some staff feel overwhelmed. Key recommendations include collaborative practice, managing social media misuse, supporting stressed staff, raising awareness of behavioural services, and embedding inclusive systems that meet diverse learner needs.

Traditional behaviour management approaches based on sanctions have shifted towards learner-centred strategies that emphasise motivation, relationships, and positive learning environments (Robinson, 2019). Engagement is widely understood as behavioural, cognitive, and emotional participation (Senior et al., 2018), and is linked to resilience and success (Dacre, Gkogkidis & Jenkins, 2021). Innovative pedagogies, such as inquiry-based learning and learning analytics, support intrinsic motivation and early identification of disengagement.

Brophy (2010) stresses the importance of scaffolding, goal orientation, and building intrinsic motivation, while Bennett and Richards (2018) emphasise clear expectations, consistent responses, and positive relationships. The UK Quality Code (2025) reinforces the need for active learning, accessible environments, and student responsibility. In conclusion, effective behaviour management requires inclusive, reflective and approaches that promote purposeful participation and sustained learner commitment.

Part 2

Teacher A

Teacher A delivered a lesson on Governing Bodies to 15 Business and Technology Education Council (BTEC) Sport students. Clear authority and structure were established from the outset, as all learners were required to place their mobile phones in a drawer upon entering the classroom. This demonstrated strong classroom management and a proactive approach to minimising potential disruption before it arose (Alter & Haydon, 2017). Additionally it comes under the professional standard for demonstrating dignity, courtesy and respect towards others by behaving professionally at all times and treating everyone the same (Educators Wales, 2025).

Teacher A further showed commitment to learners' progress, safety and wellbeing by applying a range of teaching and assessment strategies to effectively support learning. The teacher moved around the classroom while delivering content, ensuring all learners remained attentive and reducing opportunities for off-task behaviour, particularly at the back of the room. Circulating the room also enabled the teacher to monitor learners' screens, ensuring laptops were used safely and appropriately in line with professional standards (Educators Wales, 2025).

The classroom was set up as groups of four students sitting facing each other, which Gremmen et. al (2016) recognises as a positive approach in promoting student collaboration and can be used as a classroom management tool. Students who misbehaved by not taking interest or continuously taking and being disruptive in the lesson, would be forced to move down the front of the classroom and sit on the end of the teachers desk away from their friends. This immediately set boundaries, and encouraged positive behaviour from students.

The lesson provided valuable and professional development. Acknowledging the importance of removing distractions, such as mobile phones, from students is a simple yet effective strategy for encouraging positive behaviours and improving engagement. This approach helps to strengthen collaborative relationships, while promoting meaningful discussions, debates and problem-solving activities

(Educators Wales, 2025). Additionally, developing the confidence to project a clear and assertive voice helps to convey authority and maintain effective control of the lesson without being destructive and discouraging to students. Also, having a question and answer period in the lesson kept the students engaged and participating, which helped prevent inappropriate behaviour, but more importantly the strategy helped the students gain valuable time in education for learning.

Teacher B

Teacher B delivered history for a class of four students. Similarly to teacher A, the lesson was an hour long, although the lesson was not catered to sport psychology as it was part of the psychology A-Level module.

The teacher demonstrated effective non-verbal and verbal communication skills by maintaining strong eye contact, circulating around the room, and using purposeful hand gestures during explanations. Also, used a calm and measured tone when communicating and displayed excellent subject knowledge throughout the session. According to Korte et al. (2012), these characteristics are identified as some of the most impactful traits a teacher can demonstrate. This demonstrates a similar authority to teacher A which increased student attention and decreased students opportunities to misbehave.

Teacher B closed the door precisely at the scheduled start time of the lesson, meaning that any students who arrived late had to knock and wait outside until the introduction had been completed. When the teacher later opened the door to the three late students, they asked, "Why is the door closed?" and "What does that mean?". This approach reinforced authority, as well as the rules and boundaries within the classroom, while clearly communicating expectations and promoting standards that reflect those required in wider educational and professional contexts (Etherington & Boyce, 2017). Additionally, the students were warned if they were late again this term they would not be allowed to enter the classroom. This was clearly

addressed to the whole class, this signalled that inappropriate behaviour isn't tolerated and actions will be taken.

Similarly to Teacher A, the session incorporated a range of teaching strategies, including direct instruction, question and answer, visual images, video clips, and case study examples. The use of varied approaches is essential in maintaining learner engagement and supporting sustained focus throughout the lesson. Westwood (2008) emphasises the value of presenting knowledge through a structured and balanced approach to enhance understanding. This practice also aligns with the professional standards for planning and delivering effective learning, teaching and assessment outlined by Educators Wales (2025).

The lesson commenced with a question and answer (Q&A), designed to engage learners and revisit content from the previous session. Almeida (2010) suggests that beginning a lesson with Q&A strategies can capture learners' attention and encourage higher thinking skills. This was evident in practice, as each learner was individually questioned and was able to accurately identify and justify their responses. This approach reflects the professional standard of supporting learners to take shared responsibility for their own learning and assessment (Educators Wales, 2025).

Homework was clearly explained, with key points outlined on the whiteboard to support understanding. Learners were encouraged to ask questions and offered additional support after the lesson if needed. Perlman (2013) highlights that supportive teaching promotes motivation and positive learner achievement, which was evident in Teacher B's approach.

Interestingly at one point the teacher was unsure of an answer to a question asked, but professionally remained calm and composed and found a reliable and valid case study done on the specific topic to strengthen the correct answer. Reassuringly, identifying that teachers can not retain all the knowledge, but with calmness the teacher responded proficiently and provided excellent support for the students. The teacher's skills were valued, respected and trusted, which also encouraged positive behaviour and engagement in the classroom. This skill will greatly improve my own personal and professional practice.

Teacher B recognised the value of ongoing questioning during the lesson to promote engagement and class discussion, as this helps to strengthen learners' understanding (Wiggins & McTighe, 2013). Being open about not knowing every answer, while demonstrating a willingness to research information using reliable and valid sources, is an essential teaching skill. This approach clearly reflected the teacher's respect for learners, as well as their professionalism and experience.

Own teaching performance

I taught a lesson on the BTEC module of professional sports performers. There were 15 students present and I introduced them to module 'E' which was focused around media pressures of professional athletes. There were a few students who arrived late but I did not address them. Next time I should use the method by teacher B to set clear rules and boundaries, but clearly this time I lacked the confidence and assertiveness to show authority.

Nevertheless, I did ask each student to place their mobile phone in the desk drawer, this limited their distractions from social media and games. According to the Department of Education (2025), taking mobile phones increases academic performance, focus, and social interaction, and banning phones can lead to improved test scores, particularly for underachieving students.

In my practice and with others I demonstrated commitment to learners, their learning, safety and well-being by having a positive body language, enthusiastic tone of voice and engaging with the students through the lesson (Educators Wales, 2025).

Then the students were placed into groups to complete a research task, which encouraged group and class discussions and developed student engagement in lessons. Then the groups had to present and feedback the information gathered. I challenged and questioned the information to test their knowledge and understanding of the topic. I followed everyone's answers with "Diolch" or/and

“Thank you” to demonstrate dignity, courtesy and respect towards others by behaving professionally at all times and respecting and listening to everyone's opinions and views (Educators Wales, 2025). This encouraged more answers and opinions to be expressed which increased the class engagement.

Additionally, using Welsh words along the way promoted the importance of the Welsh culture and language as a bilingual nation by involving an opportunity for the Welsh language to be spoken which encouraged the Welsh speaking students to answer in Welsh (Educators Wales, 2025).

To conclude, I need to be more authoritative and direct with misbehavement or inappropriate actions. I should focus on the three steps of actions that were included in the lesson plan. The first action should be a warning, second action a de merit, third action should be removed from lesson or letter/email sent to parents. Also, next time greater movement around the class as this would increase the concentration and engagement levels of all students. However, I need to keep presenting bilingually and praising appropriate or good behaviour to set the level of what is expected.

Word Count - 2735

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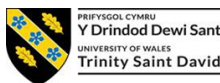
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Appendices

Teacher Observation A



Teacher	A
Date	3/10/25
Group	15 students
Topic/Context	BTEC Sports (Governing bodies)
Notes on the lesson:	
- Everyone has to put their mobile phone in a drawer by the lecture before they can sit down in the class. - Classroom set up as table groups of 4. - Strong, powerful and clear voice - Word and Powerpoint presentation - Bullet points, important word in bold - Highlighting the grade boundaries - Wearing College kit - 10 minutes - Start with a question and answer / discussion about the assignment handed in from the previous lesson. - Lecture what they could have done to get a better grade and what they did well. - Lecture - what the next few weeks look like. Starting the new module, explaining and identifying what is needed for each grade. - Continuously moving from the front to the back of class. - Asking questions to individuals to challenge the learning, making sure everyone is listening and can identify what is needed. - 10 minute group work to identify and give examples of different governing bodies.	

- Each group feedback to the class
- 10 minute individual task and feedback to the class on what could be done to improve the WRU.
- 20 minutes at the end of the lesson to start to write up what they learned in the lesson and start the assignment.
- Walking around the class every 5 minutes (3/4 times) to check that everyone is on task and if anyone needs help/support/guidance.
- However, wifi is awful, the lecture allows the students to hotspot / connect their laptops to their phone to get a signal to do their work. But, the phone must go back in the drawer immediately.
- Everyone is allowed to have headphones or ear pods / ear phones on to work for the next 20 minutes.

What I have learned:

- Taking everyone's phones at the start of the lesson will reduce distractions from learning.
- Also, having a clear and powerful voice will help control and give authority over the class and everyone is more likely to listen.
- As well, asking questions throughout the lecture will keep every student focused and listening as they might have to answer a question.
- Additionally, moving about when delivering the lecture so everyone must follow, but also students at the back can't be playing about. It also helps the lecturer to see the white board which they're presenting from and also see what the students at the back see.

- Setting clear tasks like the group research task, individual research and written assignment.

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

Demonstrate commitment to learners, their learning, safety and well-being by using a range of teaching and assessment methods, making best use of knowledge and skills to support learners.

- Value and promote diversity, equality of opportunity and inclusion by individually asking each person for a different answer and they must identify and give an example to show their understanding.
- Demonstrate dignity, courtesy and respect towards others by behaving professionally at all times and treating everyone the same (taking phones, ear phones or head phones if they want)
- Know how to use evidence and research to improve my practice by sharing best practice and research findings with colleagues to support continuous improvement
- Plan and deliver effective learning, teaching and assessment by moving about when delivering the lecture so everyone must follow, but also students at the back can't be playing about. It also helps the lecturer to see the white board which they're presenting from and also see what the students at the back see.
- Build positive and collaborative relationships by taking everyone's phones at the start of the lesson which reduces distractions from learning and promotes individual and group discussion / problem solving.
- Enable learners to share responsibility for their own learning and assessment by continuously questioning the group throughout the lesson and setting group tasks for learning.

Teacher Observation B



Teacher	B
Date	30/09/25
Group	4 students
Topic/Context	History (Psychology)
Notes on the lesson:	
- 1 hour - good timings. - Year 11 / 1st Year College - Eye contact, covered the room, hand movements in presenting, soft tone of voice - Presenting through Powerpoint - Lecture, q&a, videos, pictures, case study examples - Bullet points, clicker, colours, examples, backing up the videos with real life examples and identifying what the video conveyed. - 3 Students were late, closed the door and asked them as they walked in why is the door closed, what does that mean? Setting the standards. - Question and answer to start the lesson - Past paper - Individually asking each person for a different answer - Students must Identify and give an example. - White board to show an example of what is expected - Clearly setting homework - Due next Tuesday, complete these pages - Constantly asking questions to have the students engaged but also requiring the	

	students to test their knowledge and personal understanding of the subject. - Have everyone write down at the end of the session everything they learned / remember in today's lesson and then can they give an example / explain what it is / the findings. - Didn't know the answer to a question asked, but reacted and said I will find out for you know and brought up a case study done on that specific topic to convey their answer.
What I have learned:	
	- Continuously question the group throughout the lesson. - Have a variety of examples for all students to identify the subject. - Not being afraid of not knowing everything, but being ready to find out the answer through reliable and valid sources. - Question and answer to start the lesson - Past paper / exam peppers or previous work to show examples and students can use to identify the format. - Individually asking each person for a different answer and must identify and give an example to show their understanding. - Videos and question and answer to break up the lecture.
Targets to improve my own practice (mapped to professional standards):	
	- Demonstrate commitment to learners, their learning, safety and well-being by finding out any unanswered questions and researching any answers the teacher doesn't know. - Value and promote diversity, equality of opportunity and inclusion by individually asking each person for a different answer and

they must Identify and give an example to show their understanding.

- Demonstrate dignity, courtesy and respect towards others by presenting in a soft and open tone of voice, welcoming everyone.
- Plan and deliver effective learning, teaching and assessment by presenting through Powerpoint - Lecture, q&a, videos, pictures, case study examples. Also, bullet points, clicker, colours, examples, backing up the videos with real life examples and identifying what the video conveyed.
- Enable learners to share responsibility for their own learning and assessment by continuously questioning the group throughout the lesson and setting group tasks for learning.

Lesson Plan

Topic: Professional Sports Performer		Class: Llandovery College	
Date: 09/02/26	Length of lesson: 1 hour	Number of students: 15	
Resources required: Laptops / Pen and paper,			
Aim of Lesson - Introduction to module E - Identify current knowledge. - Identify key terminology associated with this learning aim.			
Learning Outcomes – The Learners Should Be Able To: (Remember) - Identify lifestyle factors, behaviours and media pressures of professional athletes - Q&A / Lecture (Apply) - Presentation - Lecturer + Research task / Group work - Discussion (Analyse) - Analyse each students current knowledge - Q+A / Discussion (Evaluate) - Assignment linked task and Question + Answer (Create) - Reflection, what could be done differently - Debate, Discussion.			
Previous student knowledge required for the session: The students don't require any previous knowledge for this session. The learning aim A,B, C and D would help.			
Anticipated difficulties (if applicable): Wifi Laptops / Technology Trigger warnings Inappropriate behaving (Take appropriate actions- Warning, de merit, remove from class)			

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

In my practice and with others I demonstrate commitment to learners, their learning, safety and well-being by being enthusiastic and engaging through my body language and tone of voice in the delivery.

Value and promote diversity, equality of opportunity and inclusion by challenging unacceptable behaviour and creating a safe environment to learn while everyone has an equal opportunity to speak in the question and answer.

Understand the importance of the Welsh culture and language as a bilingual nation by involving an opportunity for the Welsh language to be spoken and applying a few Welsh words in the presentation / lecture. e.g. ‘Shwmae’, ‘Diolch’

Demonstrate dignity, courtesy and respect towards others by behaving professionally at all times and respecting and listening to everyone's opinions and views.

Plan and deliver effective learning, teaching and assessment by creating and planning learning environments where learners are active participants as individuals and as members of collaborative groups.

Lesson Detail:

Stage	Focus	Strategy	Time
Introduction	- Introduction to the topic - Introduce the aims of the session. - Delivering the assignment brief.	- Lecture Slide 1-5	5 min
Development	- Group Work - What is lifestyle? - Feedback to class (Thank / Diolch for every answer) - Give the students the definition and linking to their answers. - Give examples - Individual task (research involved) - Give 5 points from their own lives. - Back up points with research - Feedback to class (Support learners - applaud for feedback) - Give some key information for the assignment. - Group task / discussion - Feedback to class - Then link to the assignment - Highlighting the key information needed in the assignment.	- Lecture - Discussion - Debates - Group Work Slide 6-8 - Research - Lecture - Discussions Slide 9-10 - Lecture - Question and Answer - Discussions - Group work Slide 11-15	53 min
Plenary/conclusion	- Highlight key information covered today - Linking back to the aims - Conclude the session. - Assess the level of skill gained by students. - Recap and feedback main points.	- Lecture - Question and Answer - Discussion - Recap Slide 16-End	2 min

	- Give an insight into next session		
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Assessment Strategies: when and how are they included within the lesson?

Formative - Question and Answer - During the course of learning, assessing the knowledge and learning of students.

Informal reflection (to be completed after the session)

Positive

- **Bilingual**
- **Professional throughout (appropriate language)**
- **Timings**
- **Taking mobile phones**

Work on

- **More authoritative.**
- **Move around the room (present from back / front / middle)**
- **Stricter / telling off for students who turned up late**

Action Plan

Action No.	Target / Goal	Action steps	Professional standards	Resources	Target Date	Comments/ Progression
1	Making sure everything on the presentation is working before delivery.	- Have a second backup option in the lesson plan if videos or links don't work. - Double check all videos / links beforehand. - Have someone neutral (father / mother / friend) check videos and links. - Allow enough time in setting up to check each slide in the classroom before anyone enters. - Limit time in lessons for students to play around and discuss irrelevant topics for that lesson. - Increase engagement time, limit opportunities for inappropriate behaviour.	In my practice and with others I demonstrate commitment to learners, their learning, safety and well-being by applying and presenting a professional lesson. Build positive and collaborative relationships by being committed and professional to each lesson by arriving at least 15 minutes before the lesson starts and checking that everything is working before delivery.	- Wifi - Signal - Projector screen - Computer / Laptop - Sound / Speakers	2/3/26 (Every lesson from this day forward)	Monitor after each teaching session
2	Movement around the room	- Lecture / teach in different environments - Have different experiences (different ages, gender, ability, knowledge, group size, room size) - Present the lesson from the back of the classroom, front,	Critically reflect on your own values, knowledge and skills to improve learning by creating and taking opportunities to discuss and peer assess your own work with other colleagues and	- Llandovery College - Lampeter RFC - Students (BTEC / A-Lecels) - Pitches, astroturfs, classrooms,	20/05/26	Challenge and push myself to experience different scenarios and gain the confidence to feel free to present and teach anywhere.

		middle and challenge moving in different areas. - keep moving around the class to keep everyone engaged in the lesson. - Present slides from back to have a view point of every student's laptop screen to see if they are on task and or playing games.	lecturers.	lecturing halls. - Pushing myself out of the comfort zone e.g. Walk around the classroom every 10 minutes to begin, then build up until I do it naturally without thinking.		Aim to walk more around the classroom each lesson. Build the confidence of presenting on my own.
3	Tasks must incorporate more students engagement	- Set tasks that break up the lesson and I am not always lecturing - Set appropriate tasks for the topic. e.g. Group work / Discussion looking at positives and negatives. - Have at least 1 or 2 tasks every 30 minutes of teaching. - Less of myself lecturing and creating a safe environment where discussions / debates / Q&A are encouraged. - Setting research tasks / problem solving / Quiz / Games to encourage enjoyment and engagement.	Plan and deliver effective learning, teaching and assessment by creating and planning learning environments where learners are active participants as individuals and as members of collaborative groups.	- The lesson plan has at least 1 or 2 interactive tasks per 30 minutes:- e.g. Group work, Research Individual or group, Discussion, Debates, Workshops, Quiz (Kahoot). - Encourage interactions through Q&A.	2/3/26 (Next teaching date)	(Every lesson from this day forward)
	Remove all distractions	- Take everyone's phone before the lesson starts. - Only allow laptops for research tasks or work.	Demonstrate dignity, courtesy and respect towards others by creating a lesson in which everyone has	- Wi-Fi - PowerPoint / Google slides	2/3/26 (Next teaching date)	Every lesson from this day forward.

4		- Only allow phones for hotspot if Wi-Fi is poor / to make an emergency phone call. - Decrease technology usage to increase engagement and appropriate behaviour.	the equal opportunities to learn and develop without distractions.	- Drawer / folder to keep phones		
5	Authoritative / Set the scene	- Show authority - Challenge inappropriate behaviours - Praise and encourage appropriate behaviours. - Get to know the students to understand what they like doing, what teaching strategies / methods they prefer / dislike. - Increase engagement by having a balance of practical and theory lessons.	Plan and deliver effective learning, teaching and assessment by creating and planning learning environments where learners are active participants of tasks that they enjoy / increase motivation. Critically reflect on your own values, knowledge and skills to improve learning by creating and taking opportunities to discuss my own lesson plans with other colleagues and students to increase engagement.	- Wi-Fi - PowerPoint / Google slides - Sport hall - Astro turf - Balls, cones, bibs - Whistle	20/05/26	Get to know the students to get a better understanding of what works best for their development, engagement and motivation.