



Day 1 4.9.25

**Managing the
Learning Environment**

Secondary Geography



Prifysgol Cymru
Y Drindod Dewi Sant
University of Wales
Trinity Saint David

Yr Athrofa
Centre for Education
Addysg i Gymru | Education for Wales



What are you thinking?



How are you feeling?

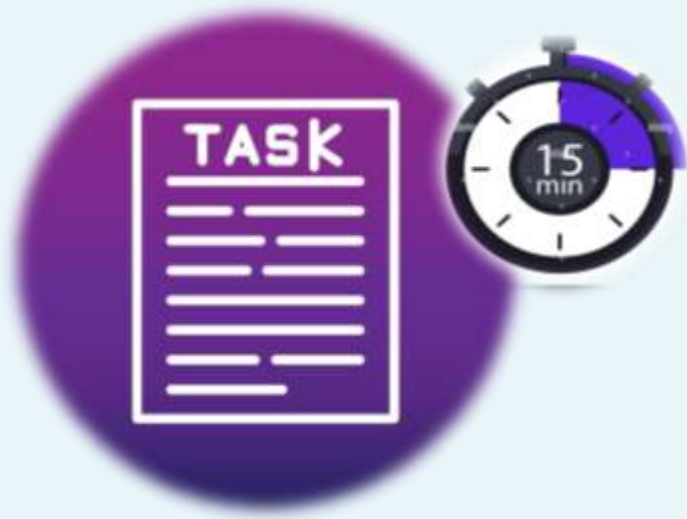


What are your next actions?

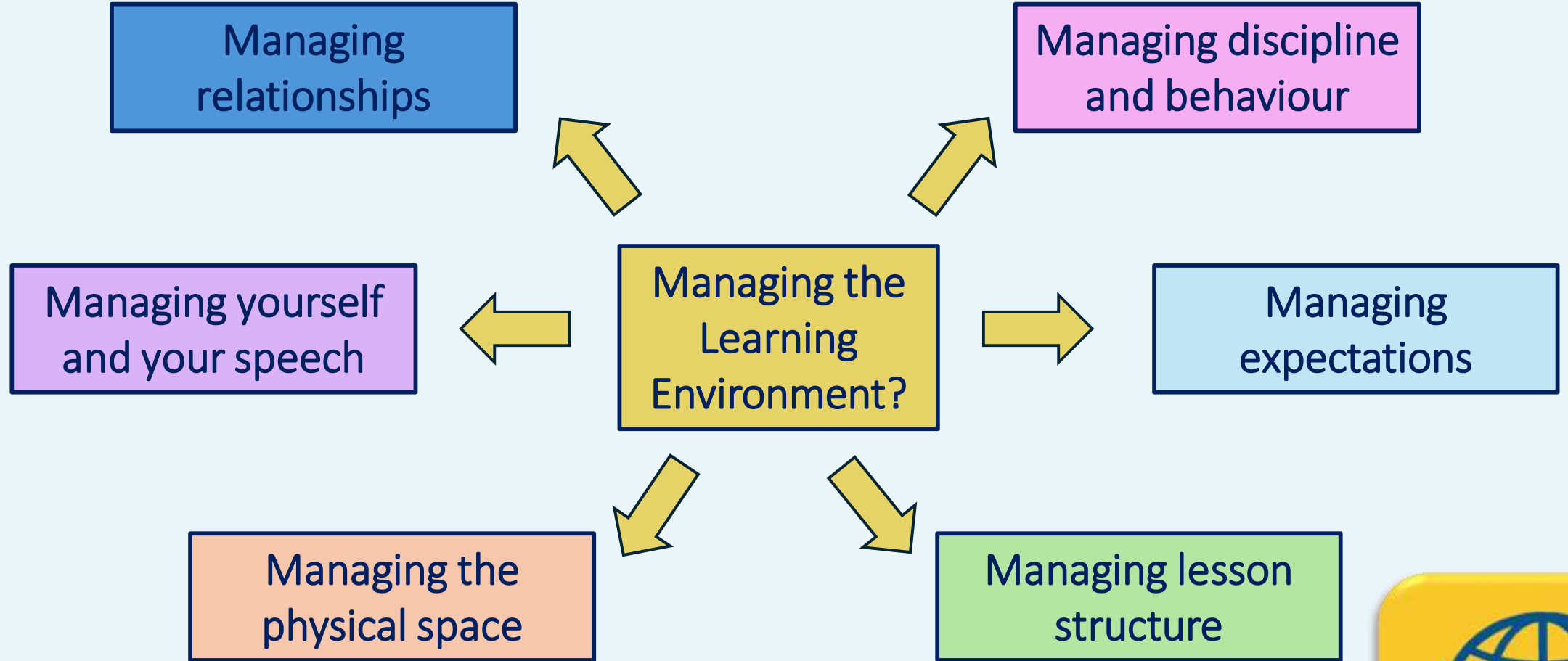




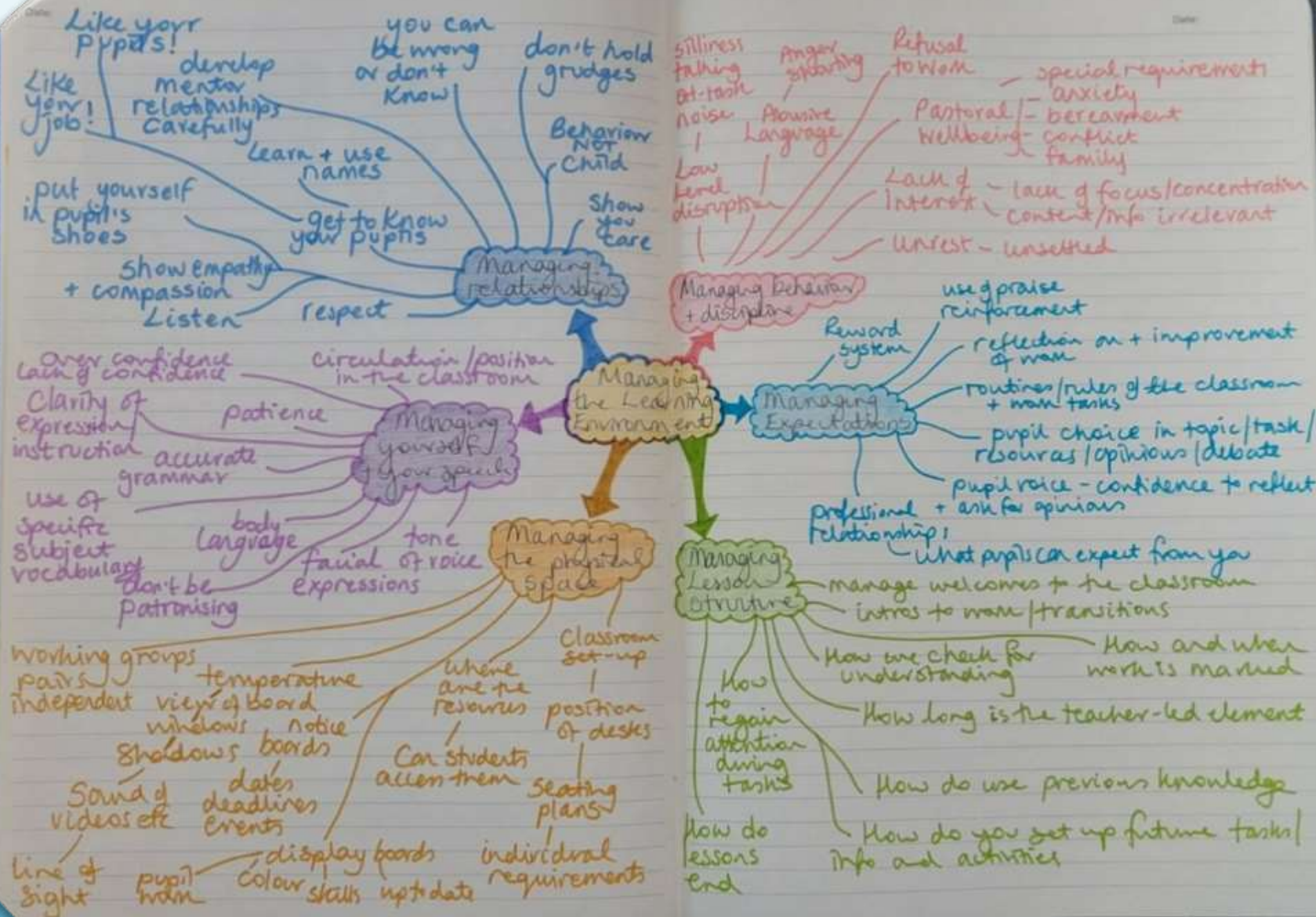
- plan to create conditions conducive to learning in your classroom
- analyse why pupils might display poor behaviour in our Geography classes
- evaluate behaviour/classroom management strategies



What does it mean to:
'manage the learning environment'?



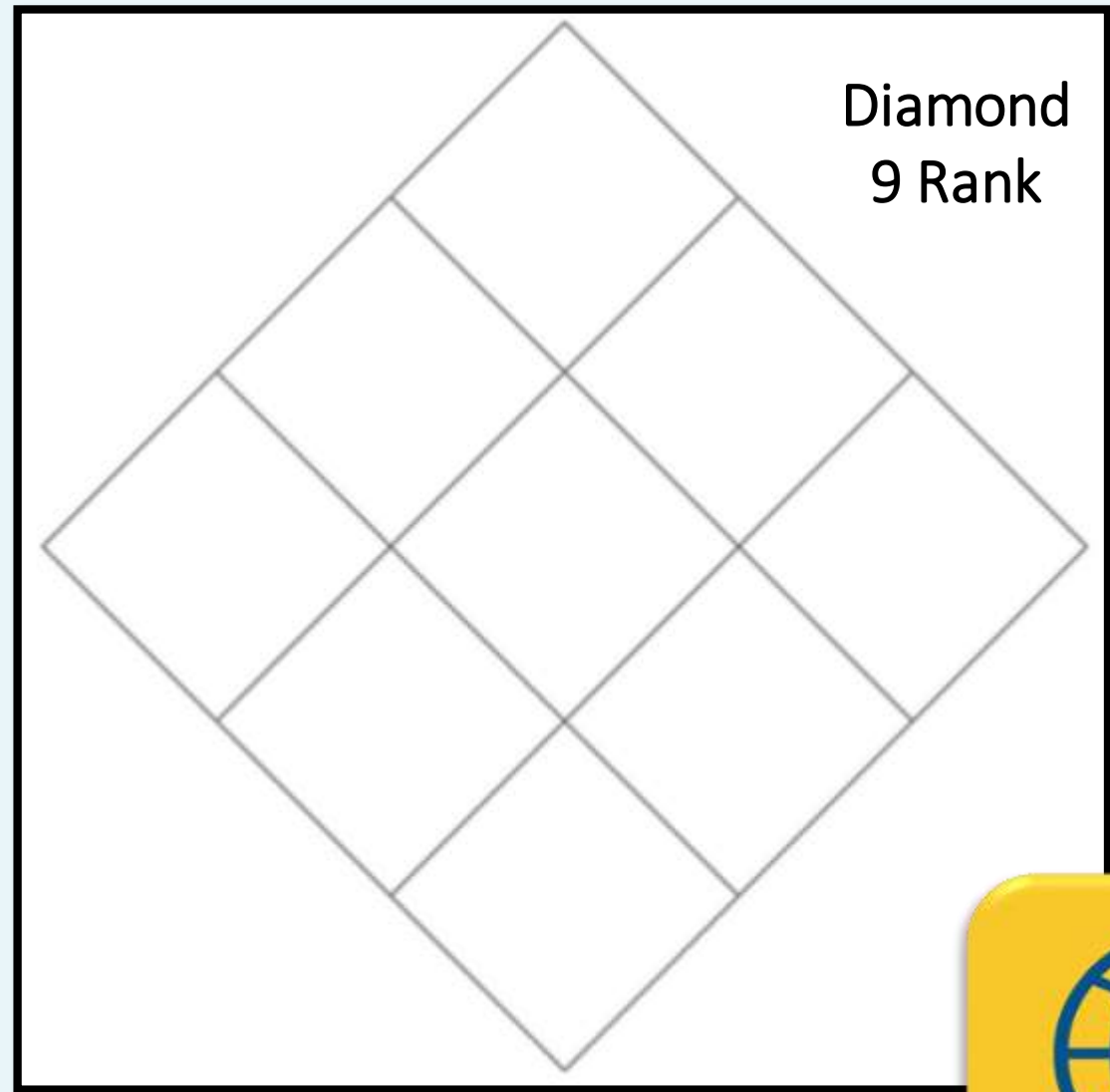
What are you managing?





Do you have priorities
among these ideas?

Justify which might be
the top 9 for you.



Professional Standards for Teaching and Leadership – 10 Central Strands

Pedagogy



Managing the Learning Environment



Differentiation



Assessment



Four Purposes for learners



Exploiting subject disciplines in areas of learning

Collaboration



Seek advice and support

Professional Learning



Wider reading and research findings



Cymraeg
Welsh Language Skills

Leadership



Taking responsibility for self



Exercising corporate responsibility

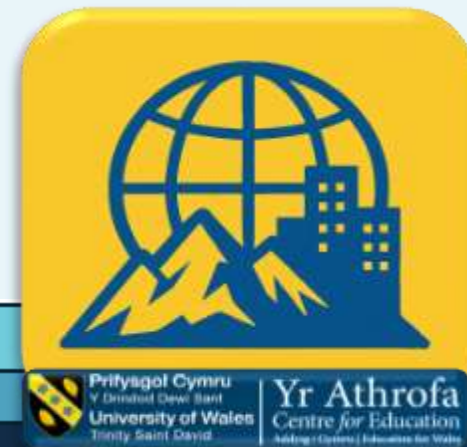
Do these match some of your priorities?

[professional-standards-for-teaching-and-leadership-interactive-pdf-for-pe.pdf](#)

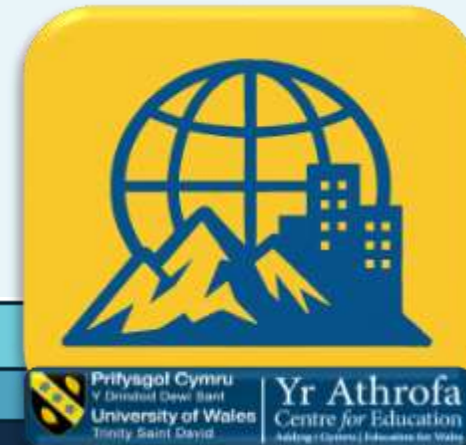


Pedagogy Refining			Pedagogy Advancing	
Managing the learning environment	Assessment	Differentiation	Four purposes for learners	Exploiting subject disciplines in areas of learning
The student teacher understands the importance and demonstrates the effective establishment and on-going management of the learning environment, in promoting positive learning habits and behaviours that meet the four purposes and are understood by learners in that context.	The range of purposes and practices for assessment is understood and articulated.	The student teacher demonstrates knowledge, understanding and experience of high expectations and effective practice in meeting the needs of all learners, whatever their different needs.	The student teacher demonstrates a knowledge and understanding of the needs of all learners in planning, preparation and teaching, ensuring that the four purposes are the drivers for learners' experiences	The student teacher demonstrates a knowledge and understanding of relevant pedagogies and disciplines within and across subject content, areas of learning and cross-curricular themes, and plans appropriately.

Collaboration	Professional Learning		Leadership	
Seek advice and support	Wider reading and research findings	Welsh language skills	Taking responsibility for self	Exercising corporate responsibility
The teacher actively seeks and engages with support from a range of formal and informal sources. This includes observation and team teaching, whilst demonstrating increasing levels of independence	The teacher demonstrates an increasingly confident understanding of the theories and research about assessment, pedagogy, child and adolescent development and learning relevant to planning and day-to-day practice.	There is a commitment to incremental development of personal skills in the use of the Welsh language.	The teacher demonstrates professional attitudes and behaviours, developing positive relationships with learners, parents/carers and colleagues, which illustrate a personal commitment to the fundamental principles of equity and of maximising the potential of all learners.	Contractual, pastoral, health and safety, legal and professional responsibilities are known and understood by the teacher.



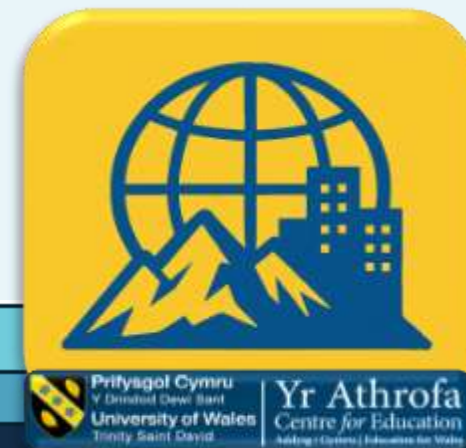
First
impressions?





Seven seconds or less. That's all the time you have to make a first impression. From studies where viewers saw a microsecond of political candidates and predicted who would win the election to studies measuring the impact of eye contact, first impressions are a well-dissected human interaction.

Susan Springer
10 Best Ways to Make a Great First Impression



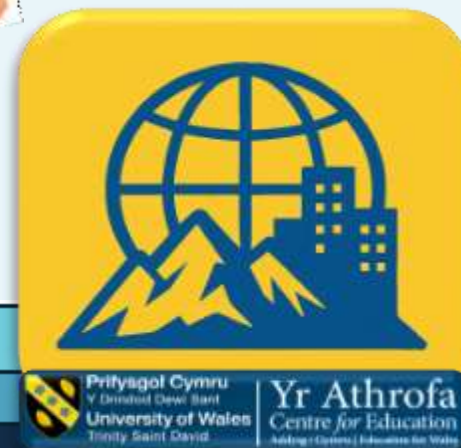
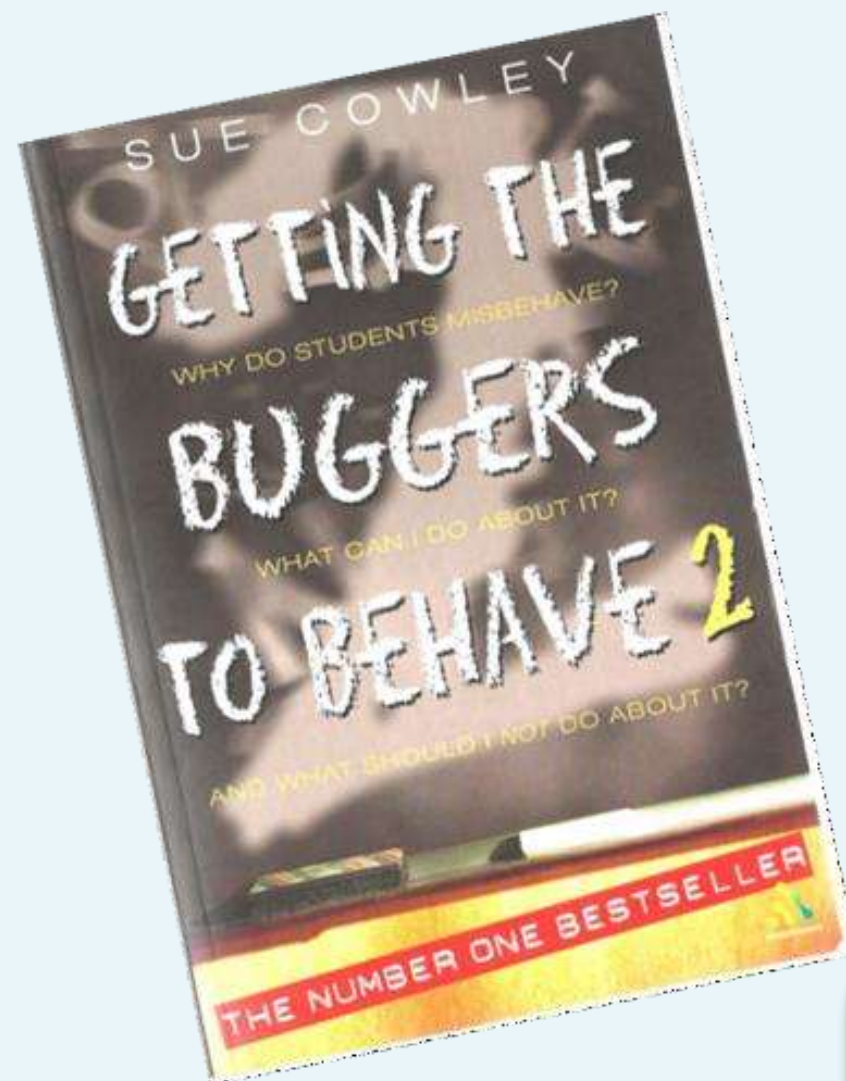
2 Managing the first meeting

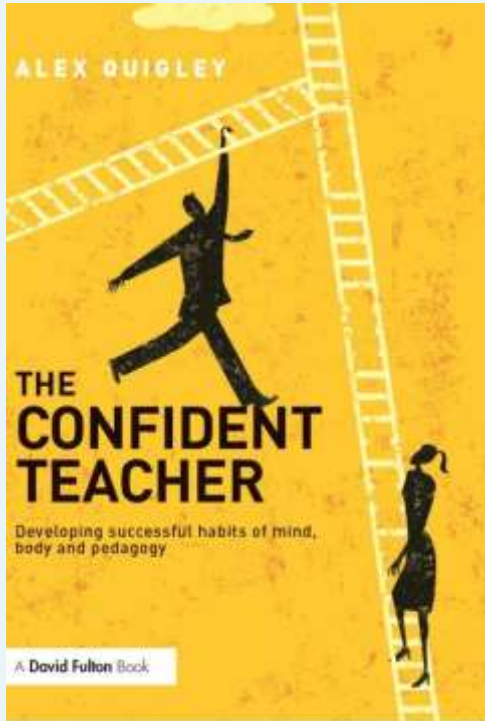
Why is the first meeting so important?

Your first meeting with any class offers you the chance to sow the seeds for an easy year, or to take the first step on the road to disaster. Every teacher must surely know that hollow feeling in the pit of the stomach, as you let a new class into your room, aware that what you do in that very first meeting will have such a long-term impact. Often, both the teacher and the students will be feeling at their most defensive in the first lesson together. You may be anticipating poor behaviour from a 'difficult' class; they may be expecting you to dislike them if they know that other teachers feel negatively towards them.

With many classes, the first few meetings offer you a 'honeymoon period', where your students are getting to know you, 'checking you out' before revealing their true colours. If this is the type of class you have, make sure you don't start out with an overly relaxed attitude. If you do, you may find that a few lessons into the year, when the students have made a decision about your style and personality as a teacher, they start to take advantage of your relaxed approach and begin to misbehave.

On the other hand, you may find yourself in a school where the students will misbehave for new teachers, testing them to see whether they can withstand the ordeal! This is obviously the more difficult situation to be in, and if you do find yourself at this type of school, you should very quickly turn to others to help and support you. Some ideas about how you might do this are given in Chapter 11.

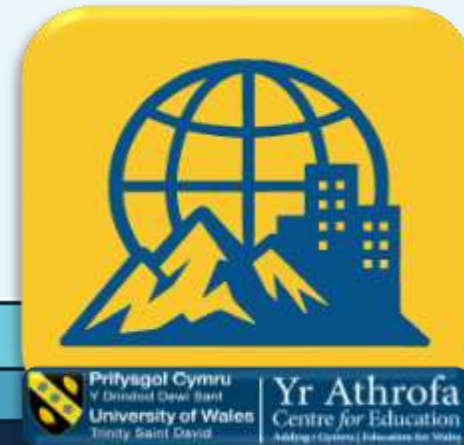




Quigley, A (2016). The Confident Teacher. Developing successful habits of mind, body and pedagogy. New York: Routledge

What do our learners want from us, their teacher?

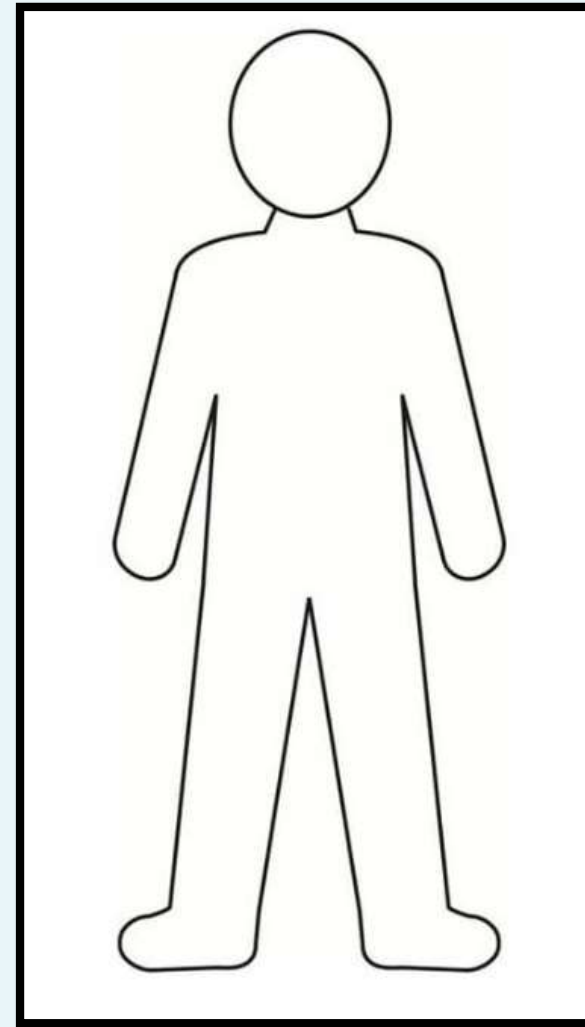
‘Our students crave confidence and trust in their teacher. They seek it out, listening for it in the words we speak and looking to read it in our every gesture and movement’ (page 138)





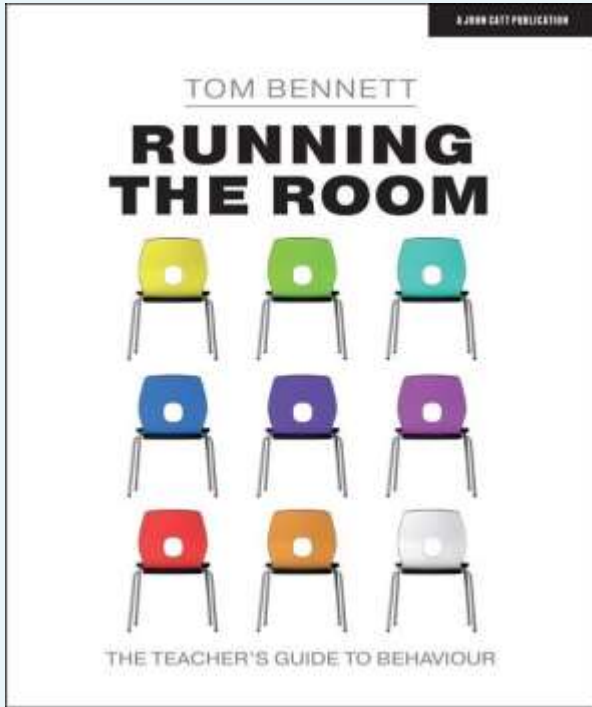
How do we demonstrate
the behaviour we wish
to see from the
learners?

Annotate the teacher





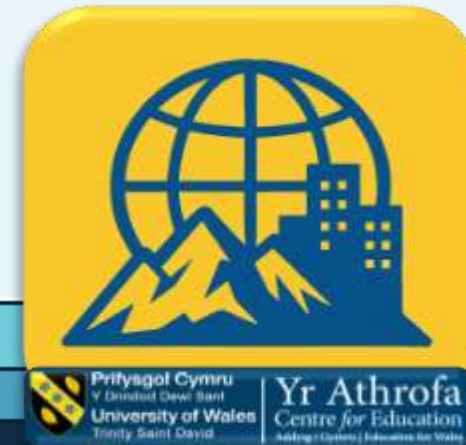
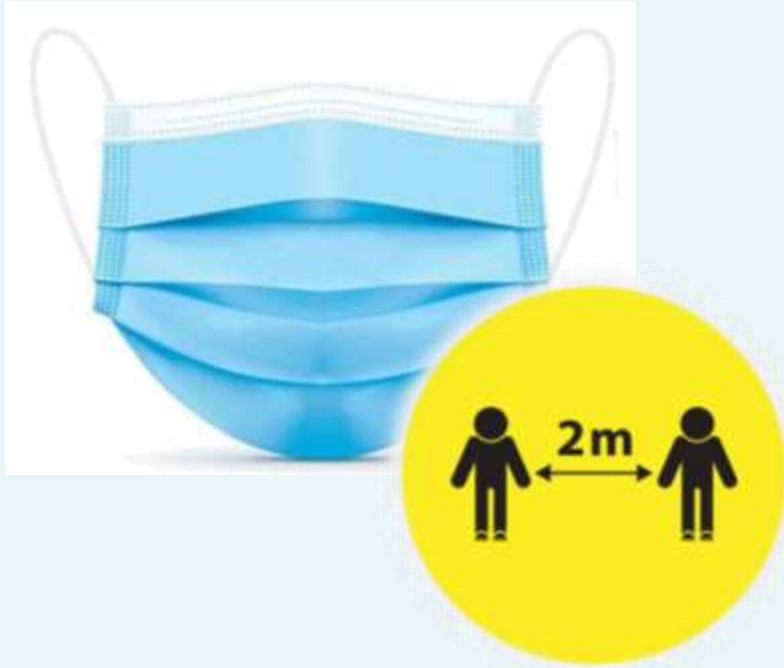
Why do pupils misbehave?



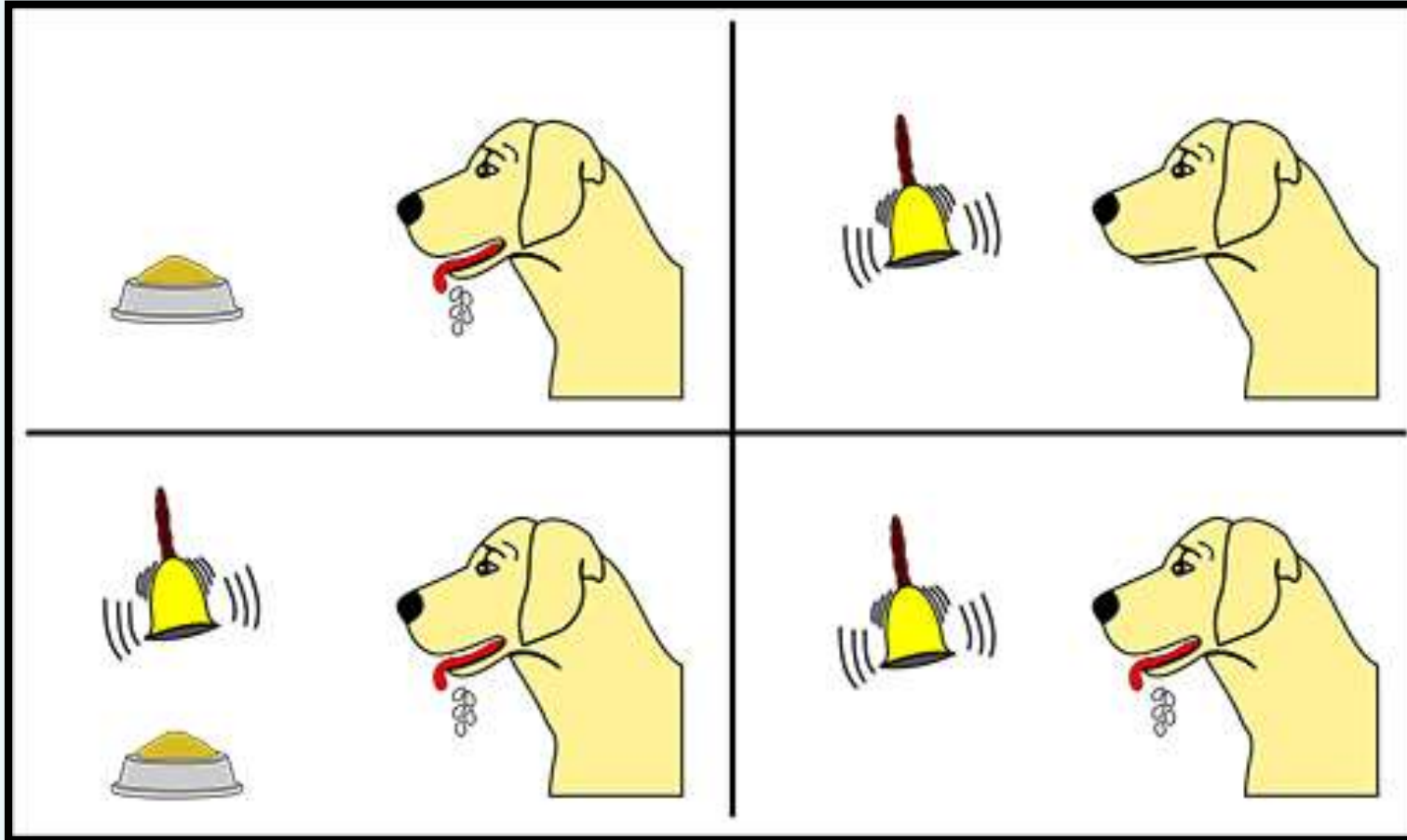
'Behaviour is a curriculum. Being well-behaved is a combination of skills, aptitudes, habits, inclinations, values and knowledge. These can be taught' (page 26)

Bennet, T (2020). Running the Room. The teacher's guide to behaviour. Woodbridge: John Catt Educational Ltd.

How do we change behaviour?



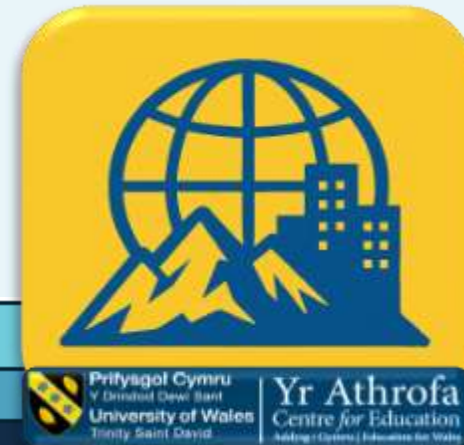
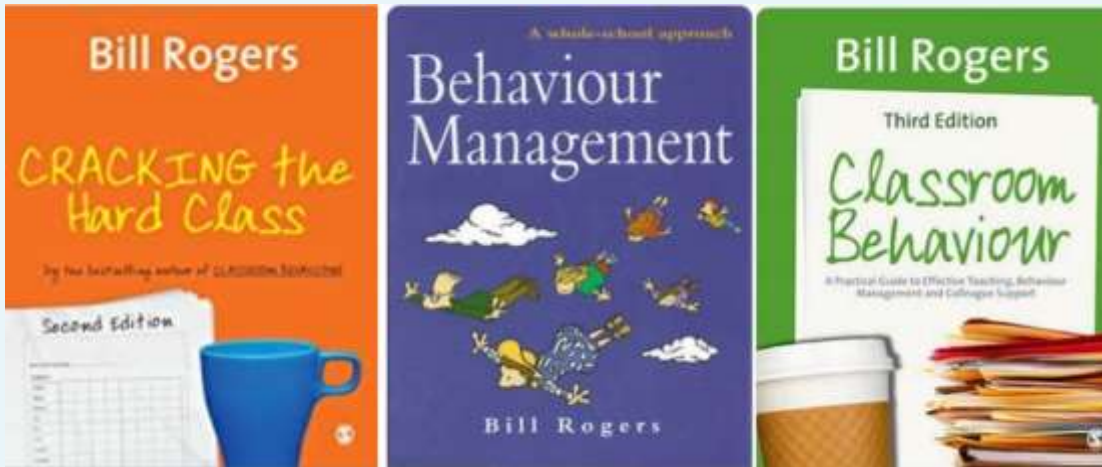
Ivan Pavlov (1927) – Classical Conditioning





Read the article

Behaviour Management: A
Bill Rogers Top 10 –
teacherhead



BEHAVIOUR MANAGEMENT



1

CALMING & SETTLING THE CLASS

- positive language & descriptive cues

2

TACKLING DISRUPTIVE BEHAVIOUR

- primary behaviour
- tactical ignoring

3

DEALING WITH LOW LEVEL DISTRACTIONS

- directed choice
- partial agreement
- take up time

4

REPAIRING AND REBUILDING

- follow up conversations

DR. BILL ROGERS

You establish what you establish

positive language

and descriptive cues



It is the teacher's role to communicate a sense of calmness, order and focus. We must calm ourselves before we calm our students. Instead of making requests or make demands, it is better to describe what we see and direct the expected behaviour. This positive approach must be maintained throughout.

descriptive cue

1 *A number of students are talking.*



2 *Settling down now everyone. Thanks.*

positive language



focus on
**primary
behaviour**



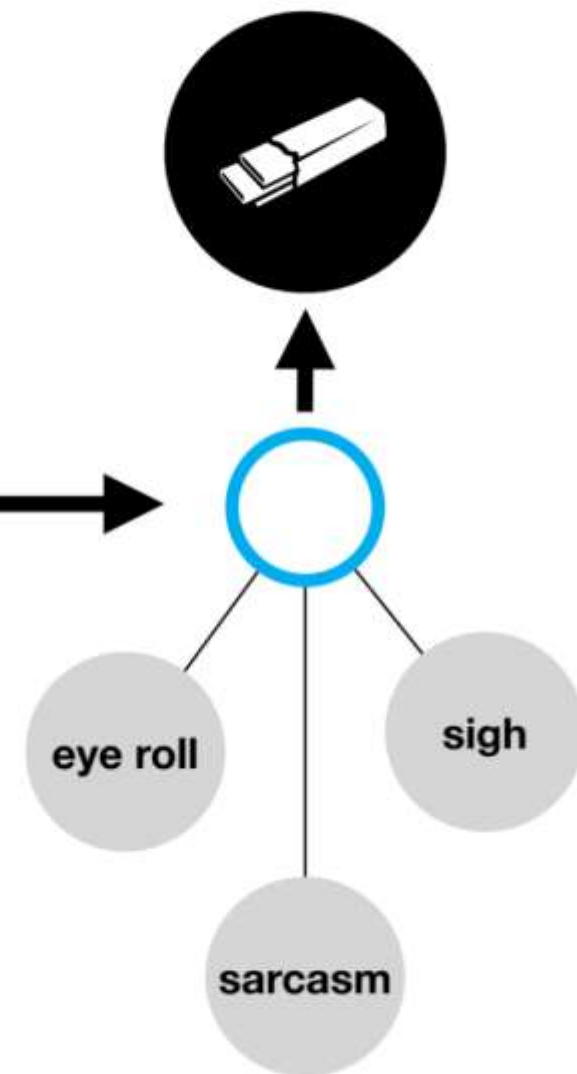
Going 'walk-about' around the room helps to calm and settle students before beginning the lesson formally. When circulating, keep the level of intrusion low unless it is necessary to intervene with more serious behaviours. When interacting, always keep the focus on the primary issue.

briefly address rudeness

Excuse me. Now, I'm not speaking like that to you in that tone of voice.

Thank you, now please put your chewing gum in the bin.

focus on primary behaviour



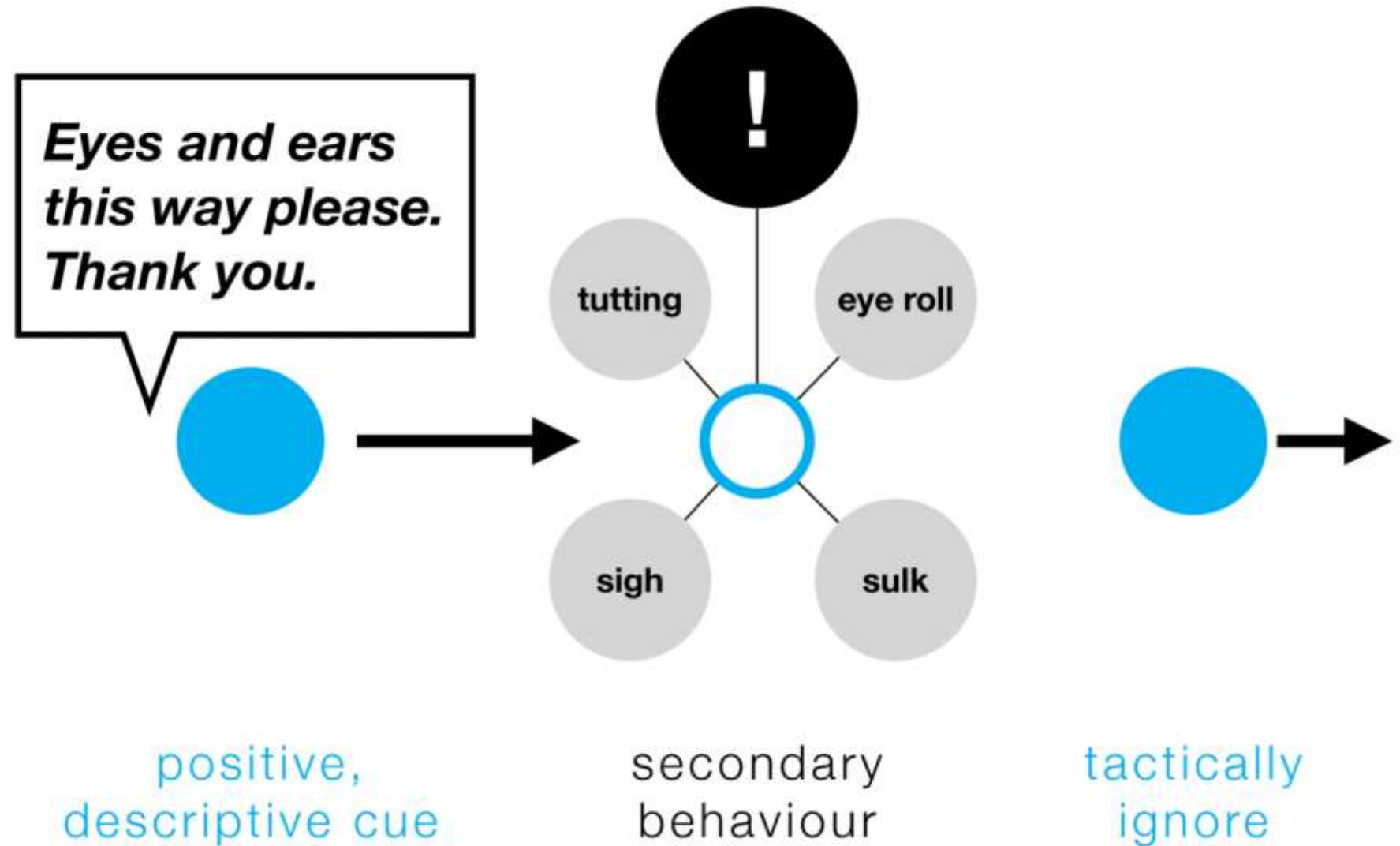
primary

secondary

tactical ignoring



Young people are often insecure in social settings which can lead to eye rolling, sighing etc. These secondary behaviours should be tactically ignored because they are often not the primary behaviour issue. Tactically ignoring these behaviours subconsciously transmits a sense of control to the class.



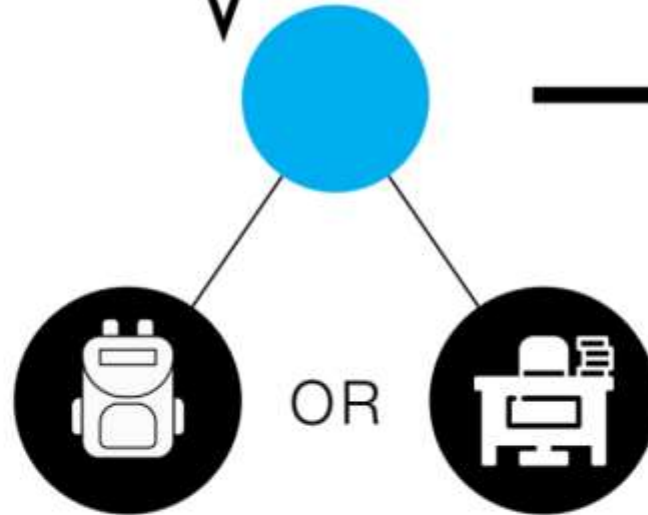
directed choice



Check in with the student first and ask how their work is going before calmly giving the student a clear directed choice. Giving a choice about the consequences helps to diffuse any potential conflict. Refer to the school behaviour guidelines and tactically ignore any negative reactions.

directed choice

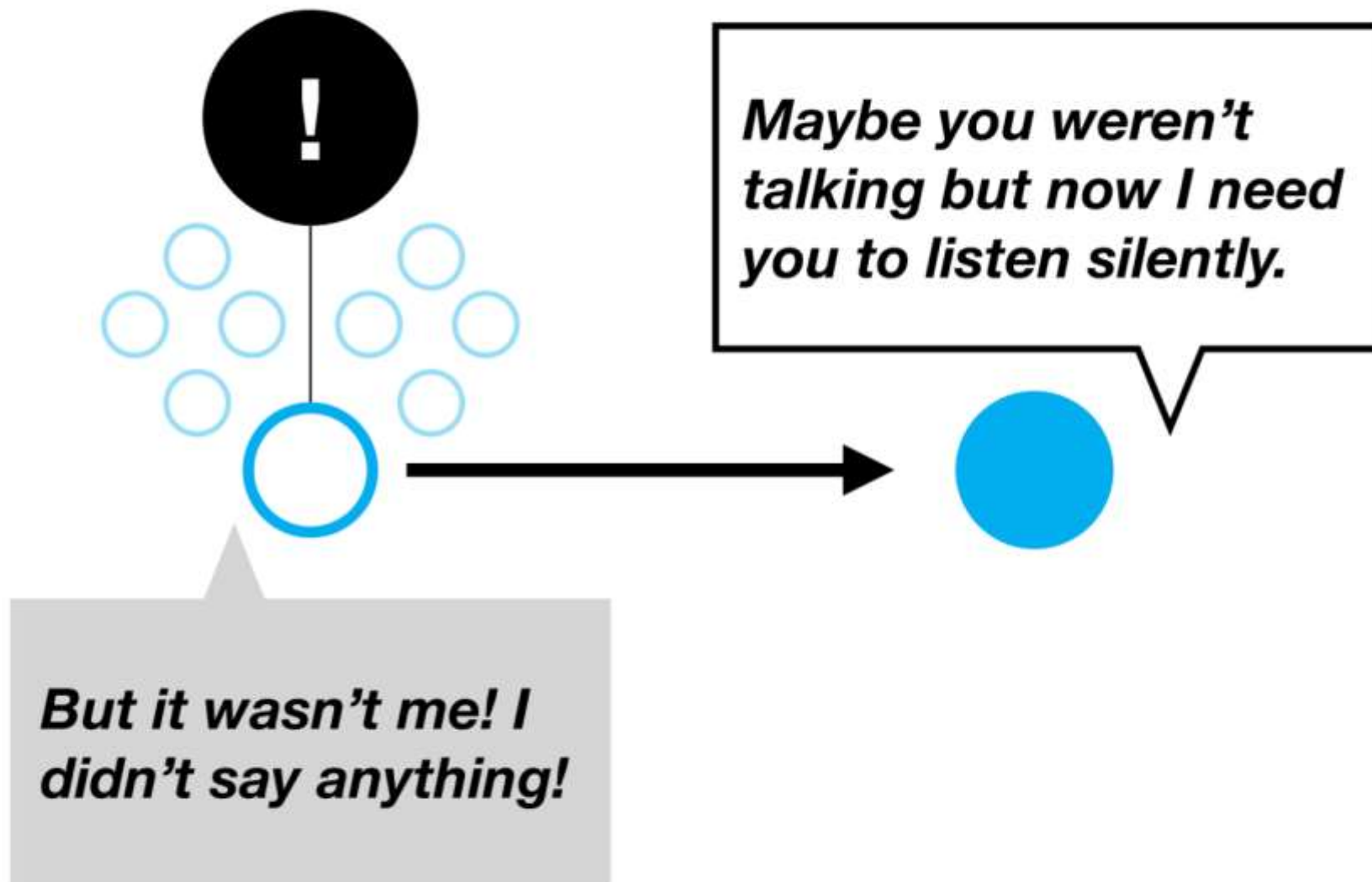
***Grace, I want you to put
your phone in your bag
or put it on my desk.***



partial agreement



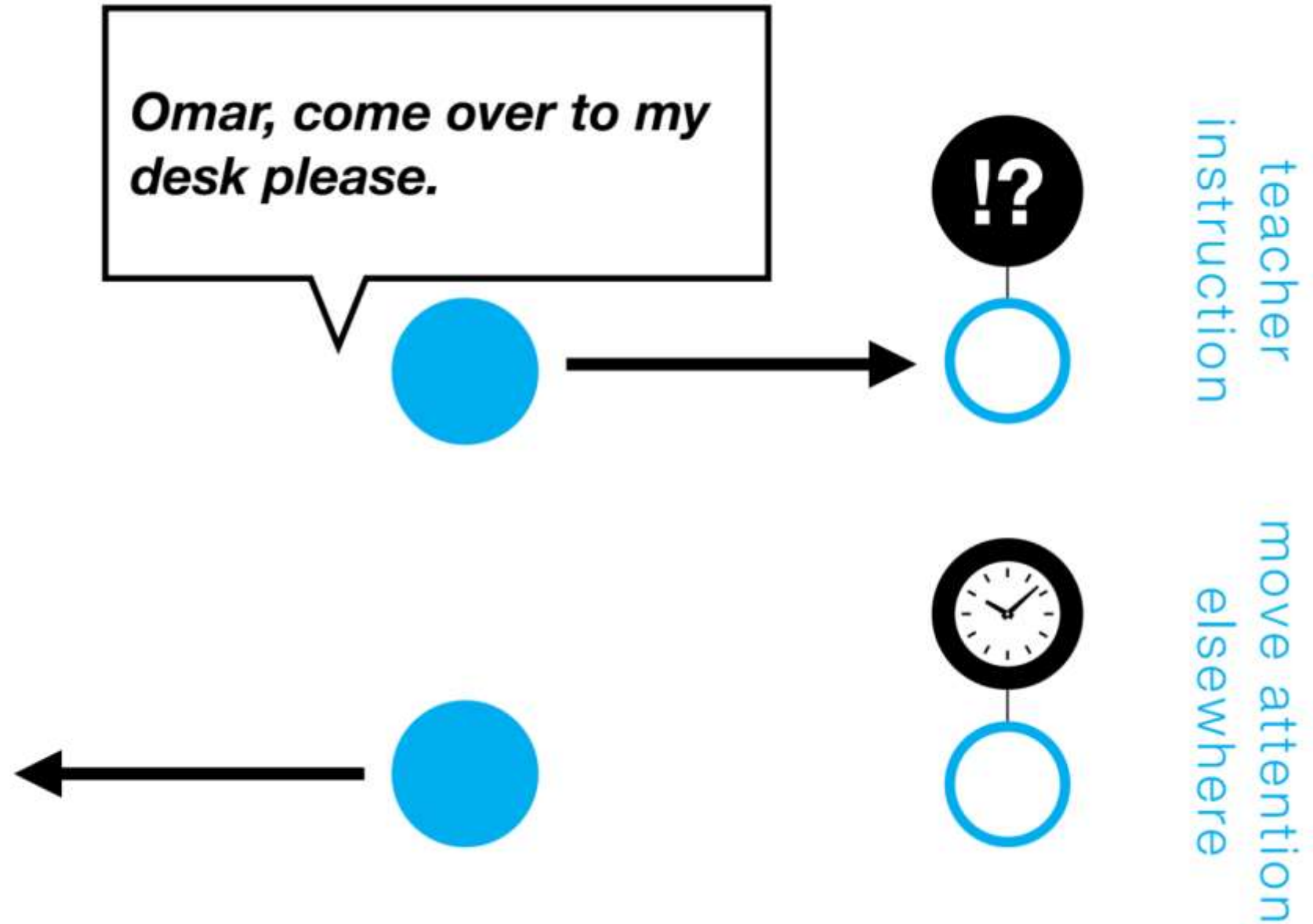
Partial agreement is a way to side-step secondary behaviours and draw focus back to the primary issue at hand. It usually involves using two words – *maybe* and *but*. For example, “*MAYBE* you aren’t ... *BUT* I need you two to work silently.”



take up time



Address the primary behaviour and give the student time to think about the instruction. This means taking your eyes off the individual. Tactically ignore any negative reactions. If take up time doesn't work, make the consequence clear: *"If you choose not to... I will have to follow this up at the end of the lesson."*



follow up conversations



It is important for teachers to take time to follow up with a student to repair and rebuild the relationship before they come back to class. Model the student's behaviour without patronising them and refer back to the student behaviour agreement. Always separate with the student amicably.

model the misbehaviour

***Can I show what you
were doing? You...***
[model misbehaviour]



***The school's behaviour
agreement says...***

refer to student agreement

VIDEOS



***Tap the video
thumbnails to
watch the clips.***



Positive Language & Descriptive
Cues



Focus on Primary Behaviour



Follow Up Conversations



Tactical Ignoring



Take Up Time



Partial Agreement & Directed
Choice

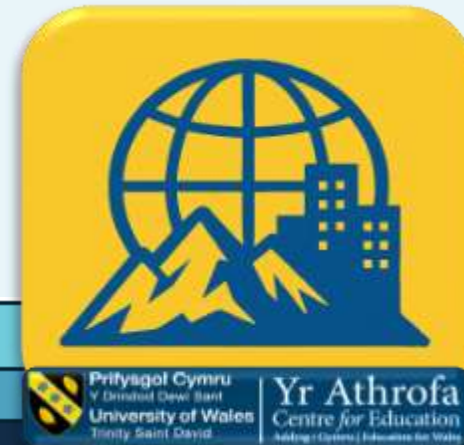


Behaviour Management Scenarios...

There are five slides with different scenarios. What would you do? You have a choice of 4 options. Which option would you take, and is that the correct option? You might decide to react differently...



'Contested terrain'





Scenario 1

You get to your classroom for your first lesson with a year 8 class. You're 5 mins late because you have just come from observing a lesson at the other end of the school. All the pupils are noisy. Some are sitting on tables. No-one listens when you ask them to sit down and be quiet.

Do you:

1. Shout. Be the loudest voice. Get them sitting down quietly within 30 seconds
2. Keep them in break time for being noisy and not listening.
3. Try not to cry and go and get a teacher that can control the class.
4. Stand in the front patiently and wait for them to notice you. They will settle once they see you.
5. Something else



It's your first lesson with a year 7 class. When ask questions, James shouts out the answer every time. He never puts his hand up. His answers are always correct.

Scenario 2

Do you:

1. Continue as you are. James is answering correctly and is showing a good understanding of the work.
2. Keep James in break time for not putting his hand up.
3. Remind the pupils to raise their hands and explain that you will choose who answers.
4. Follow a 'no hands up' policy and randomly choose a pupil to answer questions.
5. Something else



Scenario 3

You were up until 1am this morning preparing a cracking resource. You woke an hour early, you got in to school at 7:30am to print out colour copies and cut them nicely. It's your best preparation since starting to teach. You're dead chuffed. After you hand them out to groups in class, you explain the task. Shannon (who has behaviour problems) has ripped up her group's set and is smiling at you. You are boiling with anger.

Do you:

1. Shout at Shannon. Tell her you were up late last night getting there ready for her and now she's spoilt it all. Keep her in at lunchtime for a whole week.
2. Tell Shannon's group that they will have to do other work now. They can't do the task because Shannon has spoilt it.
3. Hand out another set to the group (look at you – you had even prepared a spare set in case of emergencies). This time, give it to another pupil in the group.
4. Offer Shannon time out – she can go out of the classroom and return when she is ready to work.
5. Something else.



Scenario 4

You give your pupils 25 minutes for an individual written task. 10 minutes have passed. Jake (sitting in the back) hasn't written a word. He's distracting others around him by talking to them and tickling them.

Do you:

1. Tell Jake from the front of the class that he has 15 minutes left. He'd better get writing.
2. Move Jake to the front. There is a spare seat next to Molly (pretty girl, swot, Little Miss Perfect)
3. Move the pupils either side of Jake to the front, so that they can work interrupted.
4. Walk to the back, bend your knees so you are the same height as Jake. Ask him quietly how you can help him with his work.
5. Something else.



Scenario 5

You've given pupils a handout that you have created. You 'copy-and-pasted' the text after googling the topic. There are 6 questions with a space to answer on the paper. The pupils are pointing to the handouts and laughing. A voice from the back says (through fits of laughter) "You can't spell Miss. Tom Jones wasn't *porn* in 1940!"

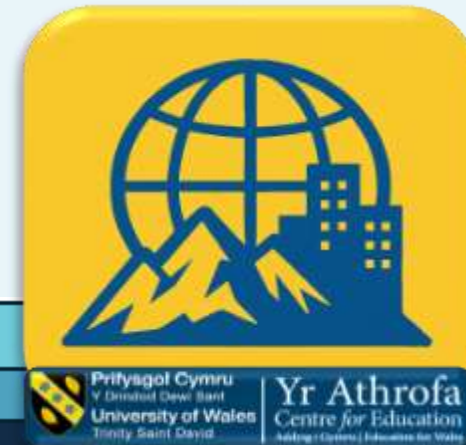
Do you:

1. Apologise for your mistake. Make a mental note to check resources before you hand them out next time.
2. Laugh with them – it has tickled you as well. Tell them your literacy skills are rubbish and ask them to ignore any errors.
3. Collect the handouts and move on to Plan B – give them another task.
4. Raise your voice with the pupil who questioned your spelling. React sternly to change the atmosphere in the class. That should silence the laughter.
5. Something else.

Summary of useful behaviour strategies

- Learn names – this will help to build positive relationships
- Welcome students at the door
- Ensure students sit in established seating plan
- Wait for silence before you begin
- Label the behaviour, not the student
- Use regular positive language with all students
- Try subtly walking towards students who are talking when you are talking
- Catch them being good!
- **Don't hold grudges – each lesson is a clean slate!**

Adapted from Boyne et al (2018)
'Thrive in your first 3 years of
teaching'



References

- Bennet, T (2020). Running the Room. The teacher's guide to behaviour. Woodbridge: John Catt Educational Ltd.
- Boyne, M, Clements, E and Wright, B. (2018) 'Thrive in your first 3 years of teaching'. Crown House Publishing
- Cowley, S, (2002) 'Getting the Buggers to Behave 2' Continuum International Publishing Group Ltd.
- Pavlov, I.P. (1927) Conditioned Reflexes An Investigation of the Physiological Activity of the Cerebral Cortex. Translated and Edited by G. V. Anrep. Oxford University Press, London, 142
- [professional-standards-for-teaching-and-leadership-interactive-pdf-for-pc.pdf](#)
- Rogers, B [Behaviour Management: A Bill Rogers Top 10 – teacherhead](#)
- Quigley, A (2016). The Confident Teacher. Developing successful habits of mind, body and pedagogy. New York: Routledge

