

Professional Graduate Certificate in Education (PCET) Part-time 2021-23
Managing Behaviour and Supporting Learner Engagement (ECPT6005)

REFLECTIVE REPORT

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06/06/2022

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Reflective Report

Reflective Report

1.1. Essay

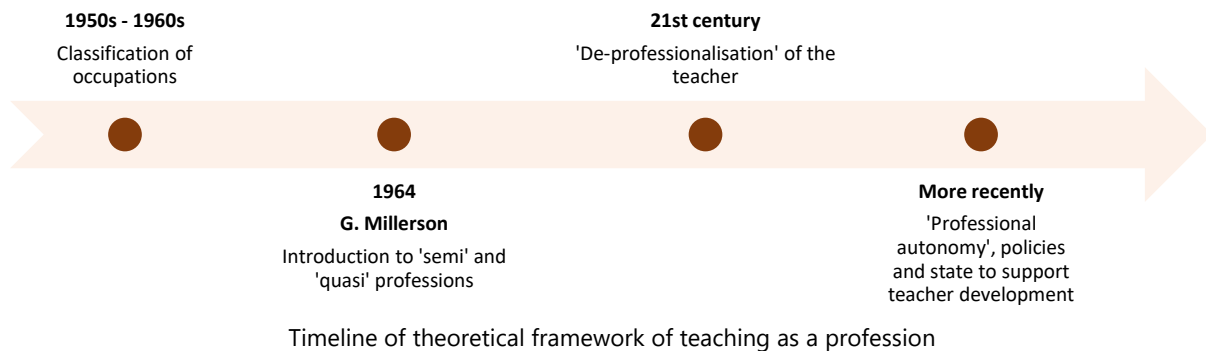
This module introduced me to thinking about what qualities are the most important for a post-16 tutor to have within the classroom in relation to **learner engagement and behaviour**. An individual approach to sessions, considering different students' paces, promoting learning by doing, being inspirational, proofing integrity, providing equal access to content and building a transformative teaching model (Mezirow, 1978), are among the factors that first come to mind when I list the main qualities I consider to be required in a post-16 tutor. But based on theory, and my own practice, I think it is also very important to investigate the effectiveness of these in the specific contexts in which I teach.

More recently, Hoyle (2001, p. 146) has re-defined professionalism as a term that can be used 'to describe enhancement of the quality of service'. This interpretation has been celebrated as aligning more closely with the latest interpretations of professionalism presented by other researchers like Hugh T. Sockett (1996) or Lucy Evans (2008); who also perceives professionalism as 'the amalgam of multiple professionalities', consistent with that of Boyt, Lusch and Naylor (2001). Here, it is worth noting the links that these researchers make between professionalism and both *quality* and *status* of teachers; and even though I think that both may influence learner motivation, the quality of our teaching should be the priority in my perspective.

Learning professionals **demonstrate professionalism by** continuously developing strategies that will allow them to **prove professionalism** within the classroom - that is preparing lesson content, understanding the importance of their own development and knowledge, being aware of the policies that support everyone involved in learning settings, building relationship and being approachable.

But there are **qualities that I think can be improved upon for my own practice**, like inclusivity ever-evolving, building a reflective teaching practice. Also, not to take feedback personally, but constructively; or consider what happens outside of the classroom; and being adaptive to the group that I am teaching.

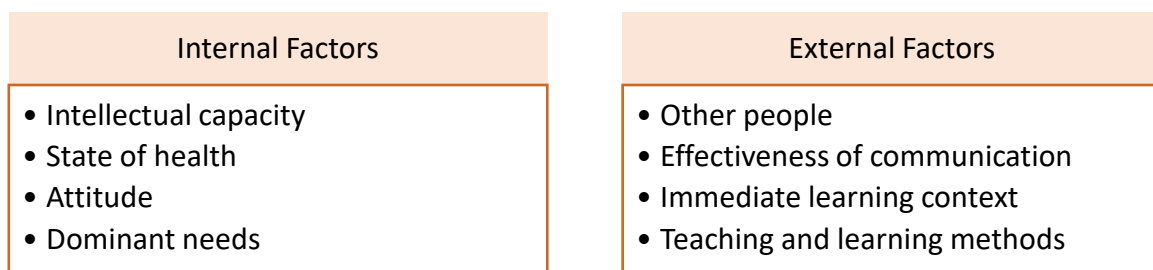
Building up to the teaching trends and challenges of the 21st century, the motivation and learning culture has been establishing within the practice for some years now. But to make this culture relevant to our personal contexts (Zhang et al., 2021), to reclaim our profession (Ishumi, 2013) and gain freedom within it (Frostenson, 2015) we ought to identify what empirical-based factors affect learners' motivation within the classroom (on-site or remotely).



A number of motivation theories have been developed since the 1940s: the flaws of Maslow's *Hierarchy of Needs* (1943); Hertzberg's *Hygiene Theory*, or two-factor theory (1959); the *Expectancy Theory* (Vroom, 1960) and the *Goal Theory* (Locke, 1968). But I would like to focus on the following theories, which ignore negative behaviour; like the *Reinforcement Theory* (Jablonsky & DeVries, 1972), which avoids punishment and encourages awarding desired behaviour; or the *Equity Theory* presented by Robbins in 1993 based on a fair balance between inputs and outputs. I believe that the two last ones fit better within the post-16 and FE sectors, because adults will develop more competently through constructive feedback, which will trigger confidence, building the foundations for self-growth and gaining autonomy to action for themselves. However, the learners I have taught may have had other priorities too, like:

- Assignment deadlines and assessment;
- Shortcuts to assessments;
- Accessibility to teaching material;
- Feeling safe and respected in the classroom (and in learning);
- Acquiring transferrable skills.

Furthermore, as learning professionals, how might we assess whether learners are satisfied and motivated in our classrooms? The answer to this will vary between disciplines but constant observation, providing constructive feedback and building relationships with learners will help make them confident and accountable for their own learning experience.



Key internal and external factors that can affect motivation in the classroom

The recent general view tells us that we should shift towards a **reactive classroom management model** that promotes positive engagement from students, rather than to focus on retaliating negative behaviour. Besides what theories present in relation to behaviour management, the thing that concerns me the most about behaviour management with my learners is understanding the structure of the classroom so that I can manage learners' behaviour considering their differences. For this, I think building strong relationships with learners is key. (Geoff Petty, 2014)

Different learning professionals will think of disruptive behaviour differently, therefore individual context needs to be taken into consideration when identifying what can be classified as disruptive in the classroom and in contemporary models of teaching and learning like hybrid and hyFlex models, where learning professionals may join in with learners face-to-face and remotely at the same time. From my perspective, when teaching on-site, dominating conversations, gossiping or making inappropriate comments can be disruptive. When teaching online, the lack of engagement from learners or having no visual interaction can feel disrupting. (Lebor, 2017)

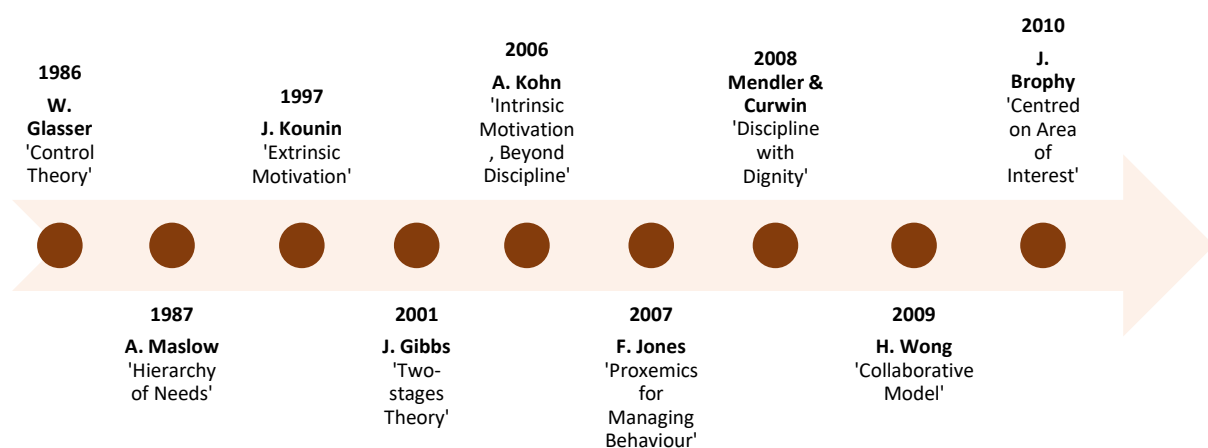


Visual illustration of current teaching and learning models. Source: www.pexels.com

At the same time, it is worth mentioning that the **use of technologies** can pose a challenge for learning professionals, however I find this as a responsibility must fall within both the teacher and the learner; making sure that the learner is aware that the misuse of technology can impact their performance expectations. Clashing of viewpoints, competing aims, expectations or behaviours and aggressively pushing your thoughts to everyone in the room without considering other people's thoughts can lead to confrontation. But generally, **difference in opinion** can also generate valuable discussions if managed correctly. Nevertheless, not only **disruptive**

behaviour can define behavioural management models applied in my classroom. For example, a student who struggles mentally may use their smartphone to check on reality and may need to step out of the room. Knowing the student or not, we may be confronted by these situations and we should not let these negatively influence our relationship with the learner.

William Glasser (1986) proposes that learning professionals continuously generate original and fulfilling tasks - although in some instances repetition may be necessary depending on the field the learners are studying (e.g., if you are learning how to 3D print). The rigid structure of Maslow's hierarchy of needs (1987) may prove unsuitable when it comes to learners having higher level needs before the lower ones are addressed – as learning professionals we need to define a more flexible personal model that will allow us to accommodate different profile learners. The two-stage learner-centred model by Jeanne Gibbs (2001) may be seen as a model that requires high resources (e.g., big number of learning professionals for smaller groups) and could lead young people into rivalry. Fred Jones' model (2007) can make learners feel uncomfortable with too much body communication or with an authoritarian figure leading learners to lose interest – this model would need to be complemented with other strategies to ensure that the taught content remains interesting. And I can see why Mendler and Curwin's method 'discipline with dignity' (2008) would be seen as a soft version of previously addressed reactive strategies (Lebor, 2017), but even then, I am not sure if it makes a good enough argument for disciplining in the classroom.



Timeline of behavioural management theories since 1986

Although based on his own experience in American schools, Harry Wong (2009) makes the valid point of working with the support of the Education and Training sector, which will drive to ? goal-achieving learners; however, not all learners will react in the same way to working collaboratively or feel inspired by an organised environment that resembles more the post-academic work environment. A reminder that *context is key* in the successful application of these suggestions. Jere Brophy's theory that

acknowledges that the education system – the state and policies should too in my opinion – share responsibilities for learners' negative behaviours and believes in motivating learners to identify their own areas of interest, similarly to Gardner's theory of multiple intelligences (2011). But does this mean that you can only belong to the one area of interest you were assigned to first? Plus, exploring what is meaningful to learners may be difficult if learning professionals and learners do not share much time together. Broadly used as example of best practice in the UK, Kounin's (1997) idea accepts managing behaviour within the classroom.

On the contrary Kohn's theory (2006), rejects this very concept and is that which I agree with the most because of its **radical and adaptable** nature. As opposed to other theories previously mentioned, Kohn seeks to eradicate competition in the classroom environment and believes that if learners are intrinsically motivated by knowledge, they will perform and avoid disruptions naturally. Something for further thought on his model is how to increase engagement for those learners who may not feel as intrinsically motivated.

In conclusion, I believe that teachers need to put into practice a number of strategies that they believe in to identify whether they are practical within their *own contexts* and ensure that they incorporate recommendations from their institution's *code of conduct* to support both learners and learning professionals in their self-growth journeys. Finally, in conjunction with the strategies that facilitate the theories reviewed in this essay, I have discovered during this module the power of 'transactional analysis' to develop a deeper understanding on my own ego state as a communicator so that I can complement the dynamics of a group and their behavioural trends. This strategy is complementary with online teaching too.

1.2. Reflective Account

Observation 1 – Fusion 360 Generative Design

Taking care of attendance was the first thing noted during this session, which is something that the institution seems to be following closely too. The learning professional passed a list around at the beginning of the class to register attendance. This seems useful in terms of identifying learner engagement too, specially since this teacher has not seen these learners in a while and may not be familiar with their characters and psychological or physical realities.

It is worth mentioning that the teacher had booked a room with enough computers and that they also cared to ask everyone before starting with the class if everyone's computer worked and they could log into their Autodesk accounts in Fusion 360. This is a very important strategy that demonstrates the teacher's awareness of resources needed and prevents losing learners' interest half way through the lesson if they are having difficulties accessing the software in the first place. Additionally, it may contribute positively when it comes to the image of the teacher that the learners have; in this case being asked if everyone is ready to begin may demonstrate that the learning practitioner really cares about their learners.

This learning professional also shows experience in teaching, the first thing that they did when the lesson began was to touch base with students to find if they have used generative design before and whether they know what it is. I think this is very useful to see reflected in other learning professionals, since it is something that I like doing in my own teaching sessions. But, it made me realise that it would have been useful to have given them some context beforehand (i.e., sending them references to reading prior to the lesson for those who may not have seen this content before) or even use this opportunity to incorporate an own-research activity where the learners could have run some preliminary research in situ on generative design.

Overall, it was a well-planned lesson where the teacher went through every step repeatedly and asked learners if they were following these accordingly as the teacher was going through the example exercise. A 15-minute break halfway through the lesson allowed learners to relax any tension built up from frustration and also to get some food or drinks if needed. Once the second half of the session was over, the teacher also asked everyone if they would be using this tool of the software going forward, which I found to be a useful way to feedback on how much they had learned from the session and how much they had enjoyed it.

Lastly, it is worth noting that the learning professional shared a yearly conference run by Autodesk where learners can register to learn more about Fusion 360 or other software. This was useful, however I would have perhaps followed up with an email with key outcomes of the session and a link to this conference. But it is difficult

to comment on this, like I mentioned earlier this teacher does not regularly meet with this group of learners, which could make this exchange of information less simple than it meets the eye.

Observation 2 – Final revision of students’ work prior to module deadline

This learning professional meets with this group of learners very regularly and spends with them many hours a day working closely. You can tell they know each other well and the teacher is able to develop individual content and follow up their progress; especially helpful for this type of course where learners focus on an area of interest to develop (e.g., ceramics, glass, jewellery making, etc).

A review session like this, planned right before the module deadline, seemed very useful in terms of assessment too, so that the teacher not only gets a final project to assess but a deeper understanding on the learners’ progress during the module. I also liked the idea of involving everyone in the group in the conversation, most learners received helpful insights into their work and also feedback to guide them on how to progress going forward. But likewise, I can see how this strategy could be a detriment to the development of others who may not find easy to speak in public or be surrounded by people. On the positive side, the teacher made sure to consult with all learners who did not present that day separately, to ensure that they got equal opportunities.

Making learners talk about their work, exhibition plans or market studies additionally helps them identify with what their practice may be like once they graduate and may help motivate them during the course as this may be seen positively by them in terms of developing transferable skills beneficial to their career goals too.

Overall, this teacher was reassuring during the session and gave advice to learners making them feel like professional peers. Those who did not attend the session got an email from the teacher following up on their progress and double checking if they were coping well with the workload before the deadline. The teacher had noticed absences from a couple of students and they spoke 1-to-1, where they found out that there were external factors (e.g., children illness and job-related issues) that were keeping them from attending the lessons. Knowing this will help during assessment and generation of new sessions, so that the teacher can pay close attention on how these factor progress to prevent them have a major effect on the learners commitment, motivation and performance in the future. (Lebor, 2017)

Own reflective episode – The Mullany Fund workshop

We are working with The Mullany Fund to provide workshops to learners who are considering accessing a career in life sciences/STEM subjects in Wales regardless of their background. As intrinsic motivation and previous access to resources

(technology and computer modelling software) were unknown, we developed a plan that would allow them to get a good understanding on the subject from a beginners level. By introducing everyone in the team, including the learners, listing our professional goals and interest, I intended to break the ice before getting started.

The content of the session included an introduction to the work that we do on a daily basis (including our facilities and capabilities), going through a number of case studies that comprised the skillsets represented within the room and a more detailed session on 3D computer modelling and 3D printing (to exemplify how we implement these technologies in our practice). Similarly, I found it very useful including an agenda for the day, which helped everyone understand the scope of what was going to be done during the session. It also allowed learners (year 12 students) to ask any questions they may have had on any of these subjects before getting started with the 3D prototyping element of the workshop, which required stronger engagement from learners.

Finally, one strategy that I think works very well is combining different types of activities freely (e.g., introductory slide presentation followed by a design thinking exercise), they not only serve us to strengthen knowledge but to maintain high motivation levels (Robinson, 2019). In future sessions, I would like to experiment with allowing the learners to do research on their own, 3D computer model and 3D print their own design at their own pace; to investigate how a teaching model like Kohn's (2006) would operate with different learner groups.

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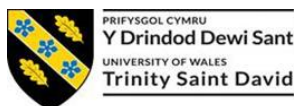
Appendices

2.1. Teacher observation forms

2.2. Lesson plan

2.3. Action plan

Teacher Observation Form 1



Teacher	Ian Williams
Date	22/03/2022 – 2-hours session
Group	Year 2 Product Design with approximately 10 students
Topic/Context	Fusion 360 Generative Design
Notes on the lesson:	
- Passed list around at the beginning of the class to collect attendance. - Asked everyone if okay signing into computers and logging into Fusion 360 software. Side note: this students would have already had some contact with Fusion 360 (during year 1?). - The first thing that the teacher is asking whether students have used generative design before and what it is. - Terminology, he clarifies the existence of different words that may refer to similar things to generative design, like 'topology optimisation'. - There are two different ways to do that, the first method is designer comes up with the design then runs topology optimization through it from the original design, reducing the original shape (less material and so on) as much as you can. You do this by using constrains, so that the computer understands what exactly needs to do. Then there is 'shape optimisation' which is based on the materials used and structure. 'Generative design' is different, it generates a design from the constrains that you put down. Additive manufacturing and other CAM systems have allowed for this method to evolve. You also put into consideration what manufacturing system you are going to be using to make it. - Teacher is showing a 'Simulation comparison' example. - Teacher asks if everyone understands. Some students have asked a question to revise whether he understood the concepts presented correctly. He also asked, what would the point be of doing this with your design? Only reduce waste?? Teacher has given a good response, going through all the reasons why 'generative design' would be useful other than for waste. - Asking whether everyone has Fusion 360 up and running. - Teacher is walking around quite a lot, which gives a good sense of attention to everyone in the room. - Preferences – Experimental generative design. - Study – Study settings – make sure alternative outcomes is ticked on.	

- Teacher suggests students to sign up for Autodesk University to join additional lesson and learn more about Autodesk.
- Teacher is referring to Design Samples to have a go at Generative Design.
- Teacher explained to save the sample file into their folders before continuing to make sure it works.
- Fusion data panels go from left to right generally. It also has a step-by-step guide.
- You can clone study too by right clicking on the original study that you want to clone.
- You must have 'preserve geometry', then 'obstacle geometry' is optional, 'starting shape' don't need to be used but it helps if you want something to look like a shape, 'symmetry plane' to make your generative pieces symmetrical, then 'obstacle offset'.
- Teacher is going through all the drawing panels on the top of 'Generative Design'.
- Giving step-by-step guidance on what to do when running 'generative design' once finished going through the panels.
- 1) Go to edit model. Copy body parts with the parts of the design that you want to preserve.
- The teacher is going around the desks to support students in what they are doing – some of them seem to need to go through the steps a few times until they get it.
- Manufacturing settings will need to be set too.
- Some students were not paying much attention and were laughing, teacher continued giving the class but students didn't stop.
- Finally, the teacher asks if anyone has any questions and whether students will be using it going forward.

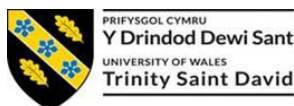
What I have learned:

- Importance of attendance in giving an idea on learner motivation and engagement.
- Group dynamics change between course years and learner numbers.
- Repeating content with measure may be necessary to ensure all learners progress adequately.

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

- Use of already existing designs on software data bases could be helpful when lesson planning, because I will not need to spend so much time preparing a dedicated file myself; and will prevent issues with sharing this with learners too.

Teacher Observation Form 2



Teacher	Anna Lewis
Date	03/05/2022 – 1-hour session
Group	Year 2 Design Crafts with approximately 7 students
Topic/Context	Final revision of students' work prior to module deadline
Notes on the lesson:	
Teacher asked all students to seat in a round table to discuss their progress before handing in their work on the fixed deadline. All learners were able to comment on each other's work. They are 2nd year learners so they understand this way of working and seem to enjoy talking about their work and getting other people's input into their work. Learner 1: - Showed everyone their 3D prints of dodecahedrons (lamp and wearables), their progress on 3D computer modelling and how they have combined these new acquired skills with ceramics. - They seem happy with the deadline and think will be able to fire all the ceramic pieces on time. - This student seems to have awareness on their own progress and a clear action plan to ensure they present their work on time. Learner 2: - They are making 3 teapots on different period styles, which have inspired their different forms and decoration techniques; although they are following the same manufacturing process. - They have also demonstrated interest in 3D printing and 3D computer modeling, however they have chosen to dedicate more time to handmaking their designs. - Still need to figure out when to fire the pieces, seem to be struggling a little more with managing time. - Unsure on glazing. - They don't seem to have a clear action plan, but may be that this way of working helps their creativity. - The teacher has suggested sketching each one of the ceramic teapots to help figure out finishing touches and how they will present their work on the deadline. - They seem to have very creative ideas on how they want their pieces to be alive and mentioned smashing one onto the floor on the day of the presentation as part of their experimental work. Learner 3: - Student took us through their project, showed progress and plan going forward.	

- They have sound design ideas but still haven't built the final pieces. Other people in the room suggested ways to go forward to ensure that the shoulder piece is structurally safe, which seemed to have helped them massively (e.g., finding a mannequin to build their shoulder piece onto).
- Seem very comfortable with doing all the work in time for the deadline.

Finally, they all had a chat about exhibitions coming up with year 1 and year 3 learners to agree on an action plan logistically.

What I have learned:

- This session helped learners strengthen their gained knowledge and improve their skills presenting their work.
- Good way to support students before their deadlines, reassuring too.
- Teacher repeated certain questions where learners did not seem very engaged (e.g., does anybody else in the group have any comments on *their* work?
- Advice learners to include research on who their target client is, by learning ore about their profiles they can define costings/ expenses on their work.
- Additionally, running a market research study would be useful to investigate what other artists are doing in the same area.
- Suggestions of sketches for those learners who were not very sure of the final look of their designs.

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

- A round table conversation with all learners made everyone feel at the same level, which helped build relationship and be aware of their self-growth by having to think and present their ideas and work themselves.
- Consider that not everyone feels comfortable presenting in public, think of alternative ways to achieve similar results making everyone feel included.

Lesson Plan Template



Lesson Plan

Topic: 3D Prototyping		Class: Year 12	
Date: 31/05/2022	Length of lesson: 10-11.30am		Number of students: 4
Resources required: • TV monitor to present introduction. • 3D printers (most importantly Ultimaker S5 to be used by learners). • iPad with TinkerCAD installed – logged in to prevent learners having to create an account.			
Aim of Lesson A workshop introducing students to the basics of 3D prototyping, with an emphasis on creating bespoke solutions tailored to user's needs.			
Learning Outcomes – The Learners Should Be Able To: • Understand 3D scanning, prototyping software, and 3D printing (additive manufacturing). • Demonstrate how 3D printing is implemented in practice. • Design using 3D computer modelling software TinkerCAD. • Learn how to 3D print. • Work experience with the ATiC team.			
Previous student knowledge required for the session: None, but learners received preliminary research to do before coming in to help them feel more comfortable about the main subject of the workshop.			
Anticipated difficulties (if applicable): • Unknown intrinsic motivation. • All learners came from minority groups where limited previous access to resources like laptops or other technologies could have an effect on their confidence during the workshop; reinforcement to motivate them may be helpful.			

Lesson Detail:

Stage	Focus	Strategy	Time
Introduction	Introduction to ATiC	Review a number of real life case studies	30 minutes
Development	3D Prototyping session	1. Introduction to additive manufacturing systems. 2. Demo of 3D printers. 3. 3D design something using TinkerCAD. 4. 3D print their own designs.	60 minutes
Plenary/conclusion	Round-up session	Q&A	15 minutes

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

Not needed formally, but included a questions and answer session at the end of the session to understand how they had found the workshop and what their impression was on how much they had learned compared with their original expectations.

A feedback form has been sent to all learners to fill out following the workshop so that we can understand how to improve future sessions.

Informal reflection (to be completed after the session)

Learners seemed engaged during the session and had interesting questions, however they started the session showing a little intimidation by the team. They expressed more freely and comfortably after we all introduced ourselves mentioning what we do and what we are interested on.

2.3. Action Plan

Stage	Focus	Strategy	Timeline
<u>Teaching style,</u> <i>autonomous</i> <i>(Frostenson, 2015) and free</i> <i>(Kohn, 2006)</i>		• Be mindful of own's reactions influencing learners. • Make learners be part of decisions made in the classroom, including having a say in relation to the code of conduct. • Develop my own guidance and advice on how to react to certain behaviour based on this work and future research. Also, feedback to this with real life experiences as I confront them. • Set out values with the people within the classroom.	<i>Long-term, between now and for as long as I am actively teaching.</i>
<u>Learning content & assessment</u>		• Prepare sessions thoroughly. • Debrief. • Offer relevant and original tasks for individual levels within the group. • Recognise and record progress and achievement. • Include more action learning initiatives.	<i>Medium-term. I will be able to generate content now, but only when I put some of these strategies in practice I will be able to action and review based on own findings.</i>
<u>Rapport</u>		• Avoid stereotyping learners. • Hold conversations about what is important to learners. • Maintain rational detachment. • Address their belonging to the group.	<i>Short-term, now – 6 months. But it will depend on the dynamic of the groups of learners I teach.</i>

<u>Communication</u>		• Avoid treating learners as children, as most of my students will belong to post-16 or lifelong learning sectors. • Empower them to own their self-grow and identify career goals. • Reassure learners to boost their confidence. • Be attentive. • Use non-verbal communication.	<i>Short-term, now – 6 months. But it will depend on the dynamic of the groups of learners I teach.</i>
<u>Further development</u>		• Research how other learning professionals respond to extreme violence in the classroom (towards them or other learners) to have an action plan in case it happens. • Investigate pivotal culture in reference to my students. • Incorporate mentoring journaling. • Observe how behaviour within the classroom progresses to inform future decisions. • Research rhizomatic learning (Deleuze and Guattari, 1988) and peer review on learning professionals' autonomy (Cheon, et al., 2018)	<i>Long-term, between now and for as long as I am actively teaching. 6-month deadline for preliminary literature review to be in shape for the next academic year.</i>

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