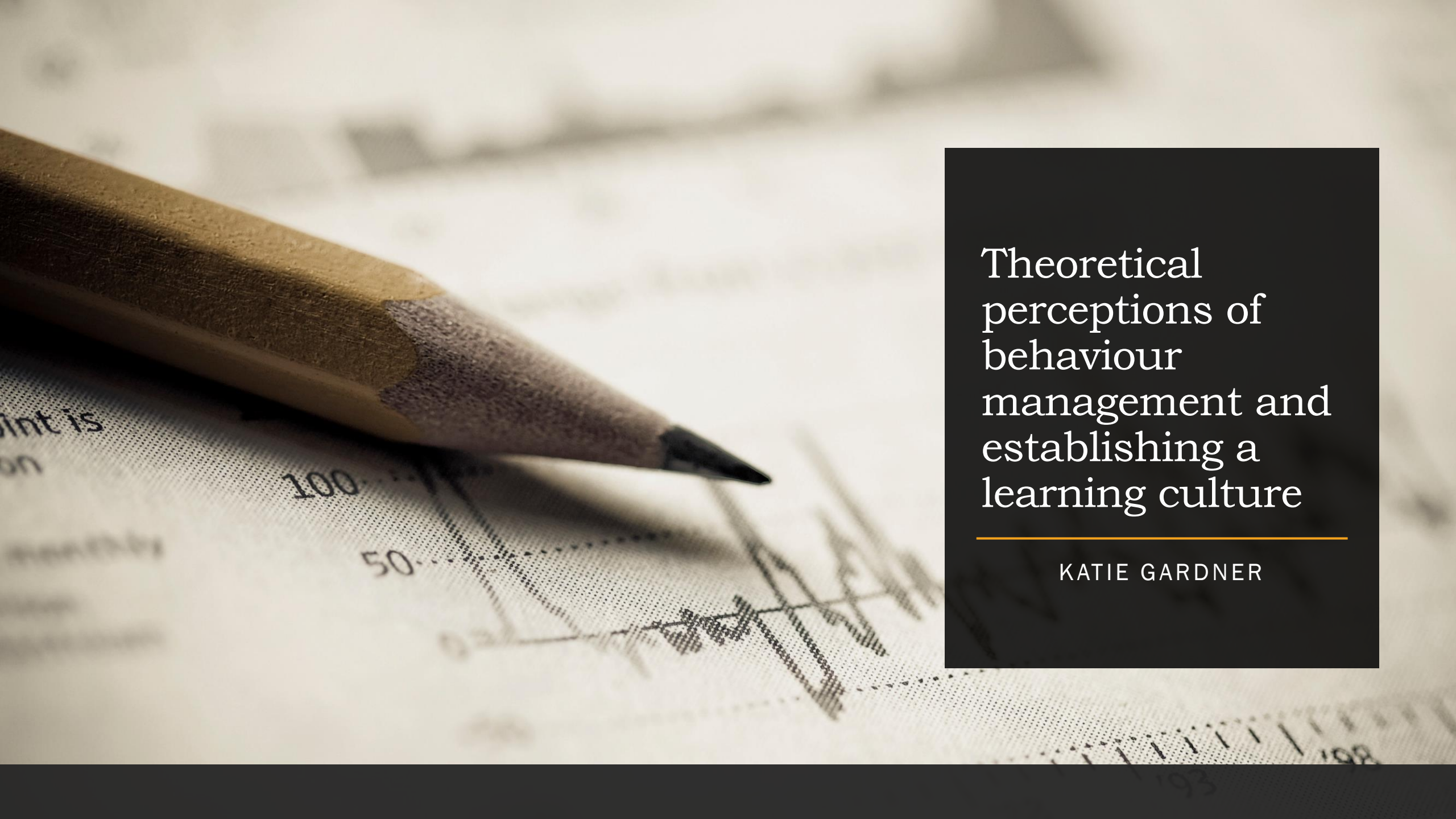




Theoretical perceptions of behaviour management and establishing a learning culture

KATIE GARDNER

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- Next week is a bank holiday – We are in on TUESDAY 5th instead!!!

Aims

- To consider the applicability of pivotal culture in classrooms
- Examine motivation and its impact on students
- To develop a critical awareness of key theories relating the managing behaviour within the classroom
- To consider the applicability of such theories to the post-compulsory classroom

Pivotal Culture

Pivotal culture

- Culture and personality of your classroom
- Behaviours that are implicitly set out within your classroom
- Values set out with the people within the classroom
- How interactions within the lectures are held
- Attitudes of the classroom
- Who sets this culture?

5 pillars of pivotal education

- Consistent, calm adult behaviour.
- First attention to best conduct.
- Relentless routines.
- Scripted interventions.
- Restorative follow up.

Consistent, calm adult behaviour

- consistency
- adult behaviour
- emotional control
- clear teacher expectations

- How can you ensure this in your lectures?

First attention to best conduct

- rewards
 - recognition
 - praise
 - motivation
 - engagement
-
- What are some examples of this for post 16 learners?

Relentless routines

- Rules
 - routines
 - follow-up
 - teacher habits
 - non-verbal cues
-
- What might this look like in your lectures?

Scripting difficult interventions

- De-escalation
 - Disruption
 - Delivering sanctions
 - Confrontation
-
- Do you have any examples of this?

Restorative conversations

- Restorative practice
- Structuring sanctions
- Working with the most troubled
- Developing relationships
- How can you ensure this in your lectures?

Establishing a learning culture

Motivation

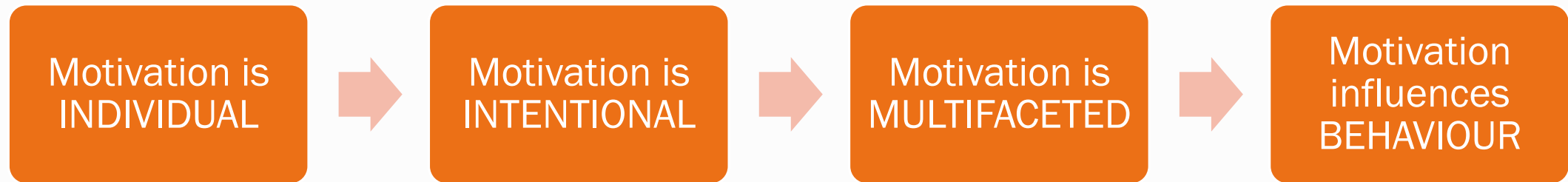
- In pairs, what is your definition of motivation?
- Feedback

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

Individual Activity

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

Motivation and performance



Motivation may be

EXTRINSIC related to TANGIBLE
rewards:

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

INTRINSIC related to
PSYCHOLOGICAL rewards:

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

Factors affecting motivation

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

Internal factors

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

External factors

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

Motivation theories

Hertzberg's motivation – hygiene theory

- Frederick Herzberg theorized that employee satisfaction has two dimensions: “hygiene” and motivation.
- Hygiene issues, such as salary and supervision, decrease employees' dissatisfaction with the work environment.
- Motivators, such as recognition and achievement, make workers more productive, creative and committed.
- So in PCET education...

Hygiene factors

- Qualification
- Conditions of the learning environment
- Level and quality of the teaching
- Assessment and submission procedures and regulations
- Relationship with the teacher

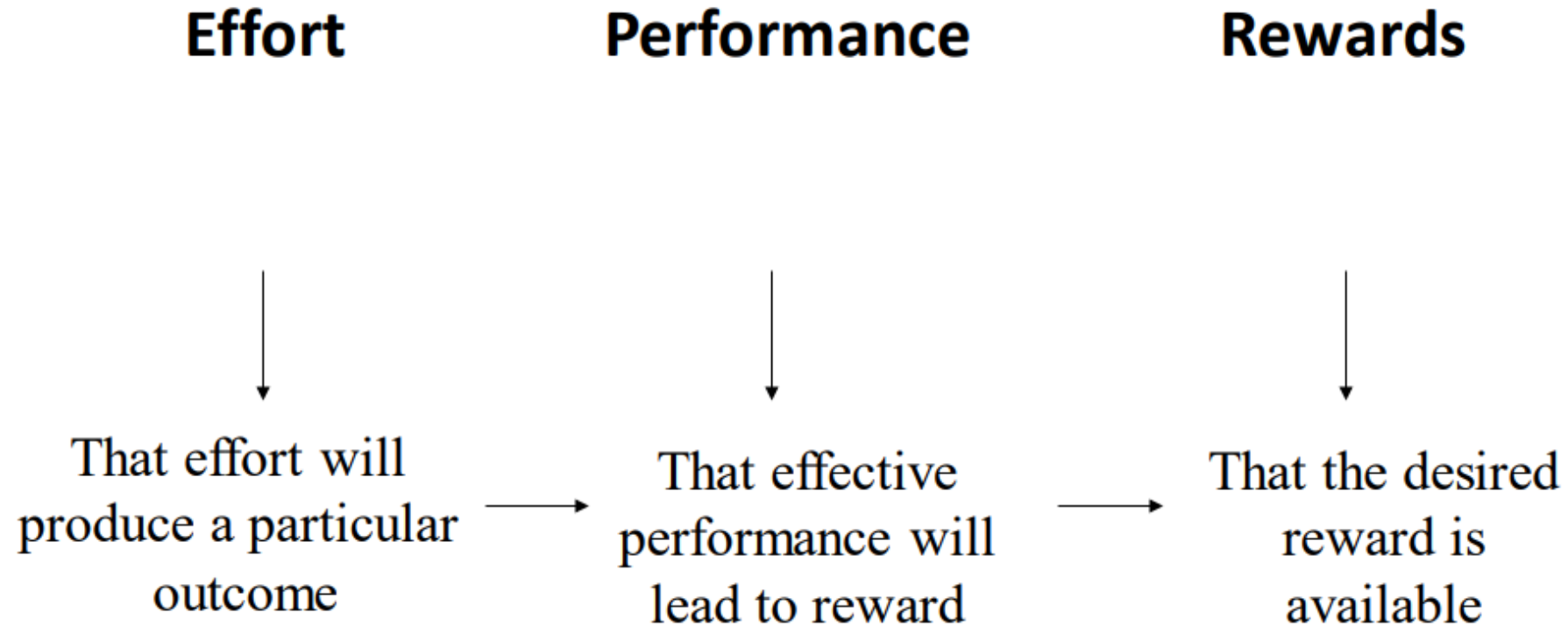
Motivators for growth

- Sense of achievement
- Recognition
- Autonomy
- Nature of work/Task
- Personal growth and advancement



Maslow's hierarchy of need

How does this link to motivation?

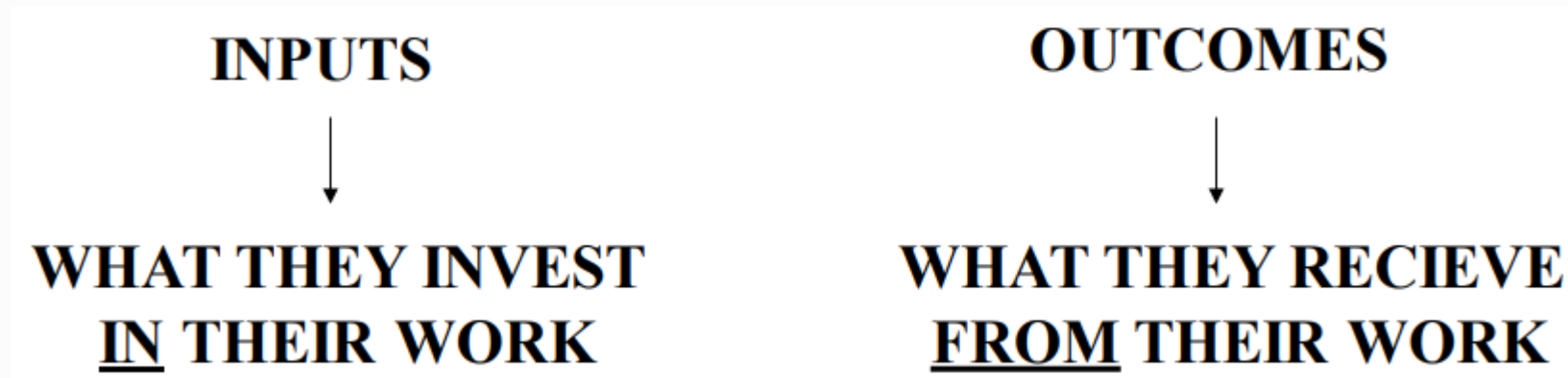


V. H. Vroom Expectancy Theory (1960)

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

Robbins Equity Theory (1993)

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



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

Locke Goal Theory (1968)

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

Jablonsky & DeVries Reinforcement Theory (1972)

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

Activity

- Considering what we have looked at in relation to motivation:
- What can you do as educators to support students motivation?

Behaviour Theories

Adult behaviour

- Question - What assumptions and beliefs do we hold about adult learners within the teaching environment?
- Doubts and lack of confidence in abilities can be easily hidden and can result in avoidance tactics, disengagement or disruption.
- 'The adult learner may be feeling more vulnerable and less confident than they appear to be' (Wallace, 2013, p. 70)

Adult Learning Theory – Implications

- Adults...
- will not want to feel their time is being wasted have complicated lives and multiple responsibilities
- need to feel a sense of ownership over their learning as it may be taking away from other commitments for assignments

Group Task

- In groups, research and prepare a PowerPoint to explain the work of one of the following in relation to behaviour management.

1. Fred Jones (2007)
2. Harry Wong (2009)
3. Jeanne Gibbs (2001)
4. Jere Brophy (2010)
5. Mendler and Curwin (2008)
6. William Glasser (1986)

Fred Jones (2007)

- "For teaching to be enjoyable, you must be able to simply relax and teach. Classroom management must be built from the ground up so that most problems do not occur." – Dr. Fred Jones
- The need to create a positive classroom environment to limit negative behaviour:
- teacher should move amongst the learners to create physical proximity
- use of incentives, routines and rules as well as engaging students Criticisms?

Harry Wong (2009)

- Behaviour issues as a lack of class facilitation
- Offers methodologies to for structuring lessons and creating through organisation a safe environment for all learners
- Teachers need to be flexible but ultimately lesson preparation is key
- Not a model of behaviour management but a series of suggestions
- Teachers should work with students and manage the classroom

Jeanne Gibbs (2001)

- Developed as a school-based initiative to increase self-esteem in the classroom
- Is additionally a method of training staff and parents to facilitate small group engagement
- Two stage strategy –
 1. Teach in small groups to engage all learners
 2. Build long-term membership groups
- The focus of Gibbs' work is the development of young people as active citizens

Jere Brophy (2010)

- Work emphasises goal orientation, intrinsic motivation, plus cognitive skills
- The need to offer strategies to help those disaffected by prior educational experiences
- Building self-esteem
- Suggestions include self-regulating learning and scaffolding techniques
- The need for meaningful lessons and the effect of teacher expectations

Mendler and Curwin (2008)

- 'Discipline with dignity'
- Three dimensions – prevention, action, resolution
- Discipline should never be humiliating or impact the motivation to learn
- Consistency in application of methods to the students

William Glasser (1986)

- Control theory – closely linked to Maslow and based on love, freedom and power
- The need for teachers to focus on the intrinsic needs of their students
- Emphasis on the usefulness of assignments and tasks

Reflective exercise

- Which of these theories do you align yourself to most?
- Which behaviour management style is most natural to you?
- Why?

Implications for teachers

- Teachers can perform well in one learning environment but may seem ineffective, incompetent or vulnerable in another
- What works in one setting may not necessarily be applicable in another, context is key
- Discuss...

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- Next week is a bank holiday – We are in on TUESDAY 5th instead!!!
 - Week after (12th) we are looking at ACES, safeguarding and sexual assault – trigger warning – keep yourself safe