

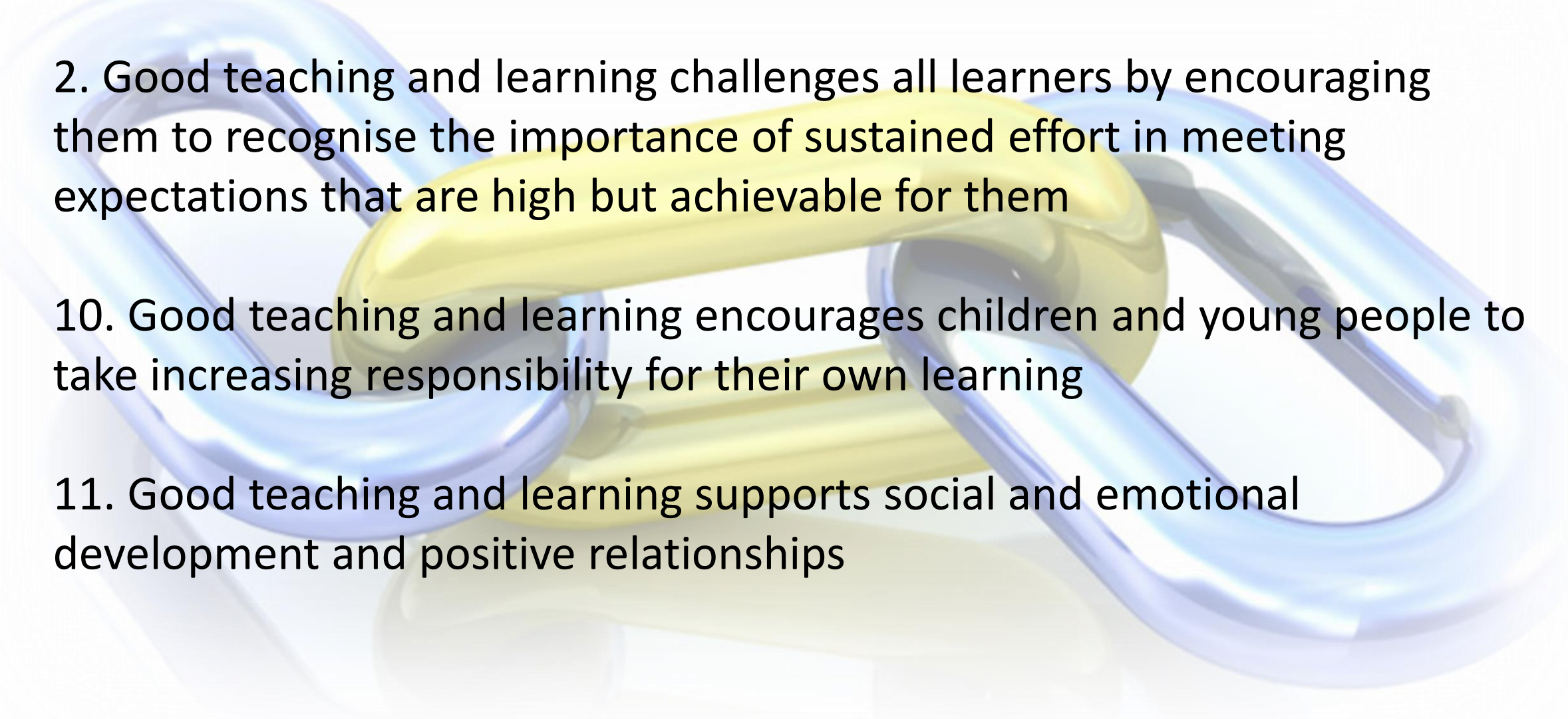
**ECAD 6008 – Professional and
Pedagogic Studies: Leading the
Learning: what, how and why am I
teaching?**

Friday 15/09/2023
Managing Behaviour



**PGCE Business
and Geography,
Day 5**

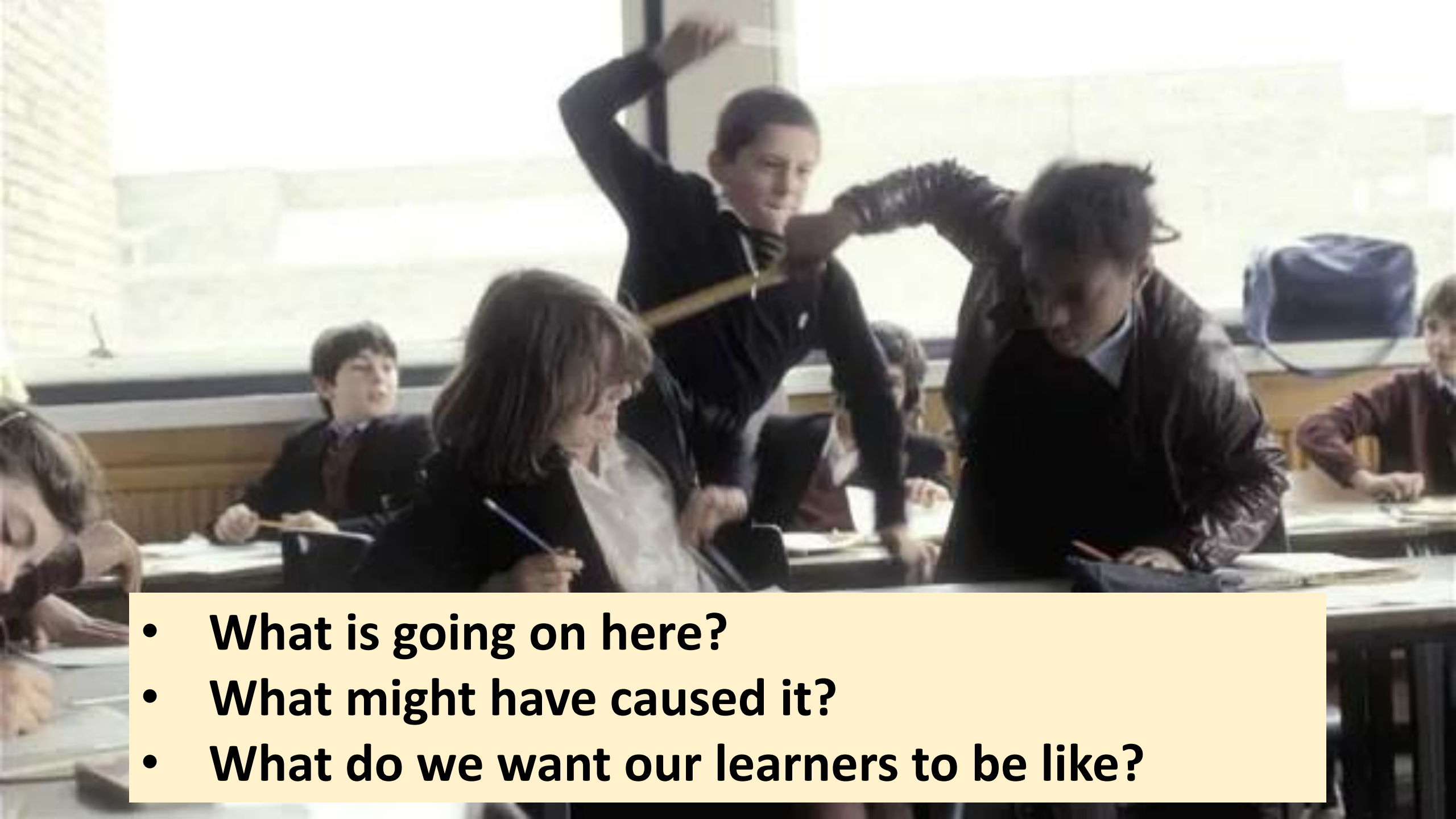
Link to pedagogical principles:

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2. Good teaching and learning challenges all learners by encouraging them to recognise the importance of sustained effort in meeting expectations that are high but achievable for them
10. Good teaching and learning encourages children and young people to take increasing responsibility for their own learning
11. Good teaching and learning supports social and emotional development and positive relationships

Session aims

- Analyse why pupils might display poor behaviour in our classes
- Evaluate behaviour/classroom management strategies
- Plan to create conditions conducive to learning in your classroom
- To use the information presented to enhance planning in ECAD6008 and PTE1/2





- **What is going on here?**
- **What might have caused it?**
- **What do we want our learners to be like?**

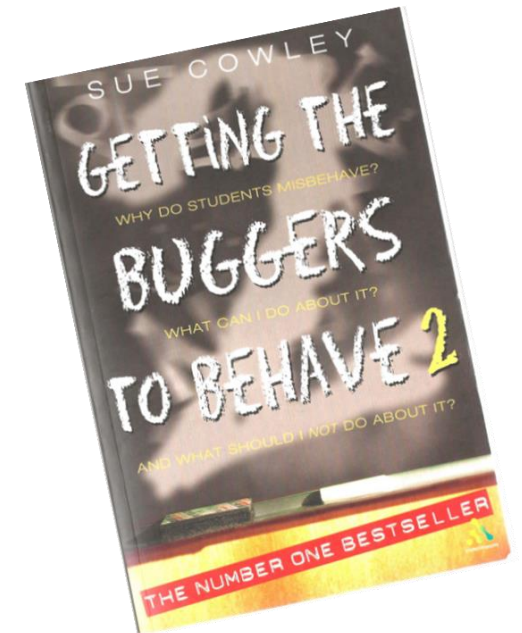


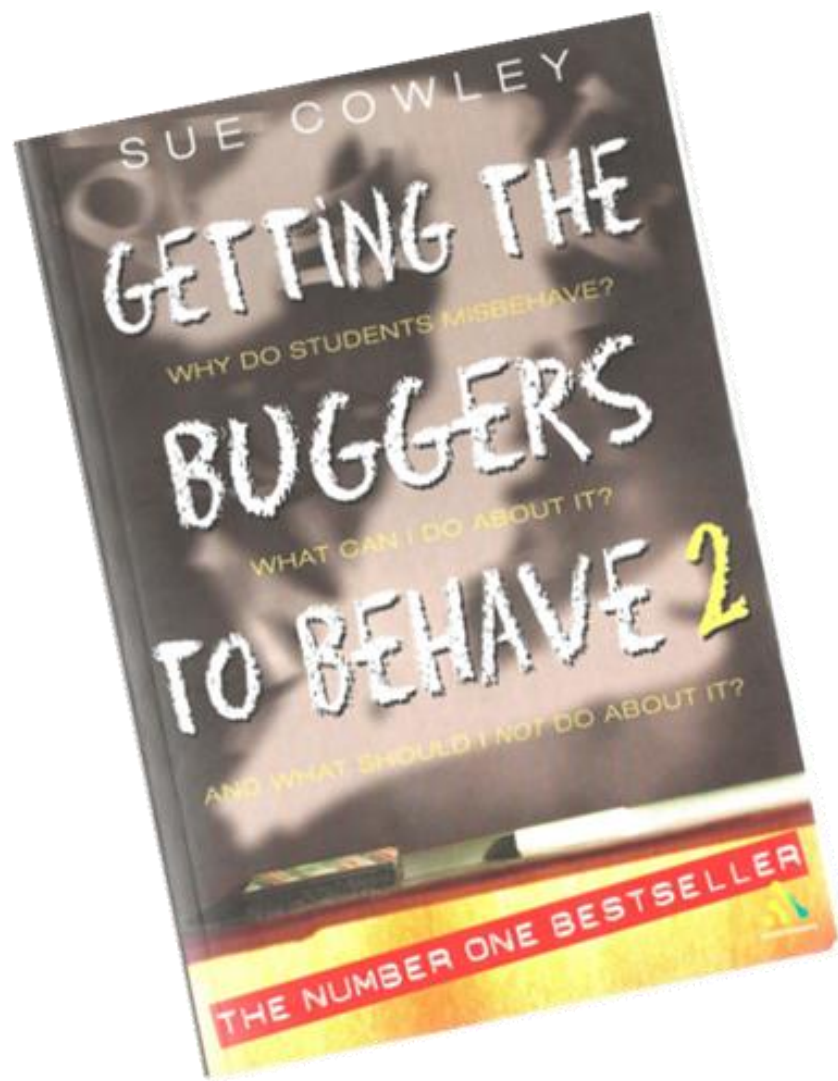
Seven seconds or less. That's all the time you have to make a first impression. From studies where viewers saw a microsecond of political candidates and predicted who would win the election to studies measuring the impact of eye contact, first impressions are a well-dissected human interaction.

Susan Springer

10 Best Ways to Make a Great First Impression

Write a short paragraph – your first three sentences of what you would say and how you would behave - when meeting a class for the first time.





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.

Behaviour Management 1 – Defiance

Observed behaviour:

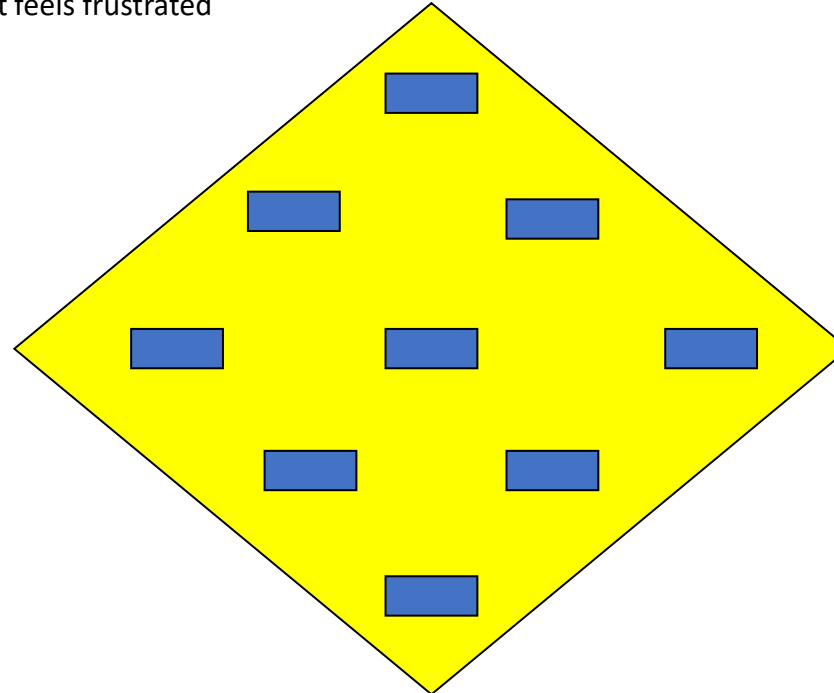
- Talks back or laughs at teacher
- Appears unaffected by what teacher says
- Claims teacher is unfair
- Poor relationship with peers
- Blames others
- Often over-emotional

Possible strategies:

1. Ignore the behaviour
2. Contact parents
3. Arrange lunch time or after school detention
4. Remove audience pressure
5. Acknowledge achievements
6. Respond with silence
7. Find out and use their interests
8. Call a member of the Senior Management Team
9. Tactically use a seating plan
10. Adjust the work to make it accessible
11. Explain the effect of their behaviour on others
12. Put student outside the door to calm down

Causes:

- Low self esteem – tries to get attention in an inappropriate way
- Interactions with others are often negative, therefore student feels frustrated



Justification of preferred approaches:

Behaviour Management 2 – Low level disruption: making silly noises

Observed behaviour:

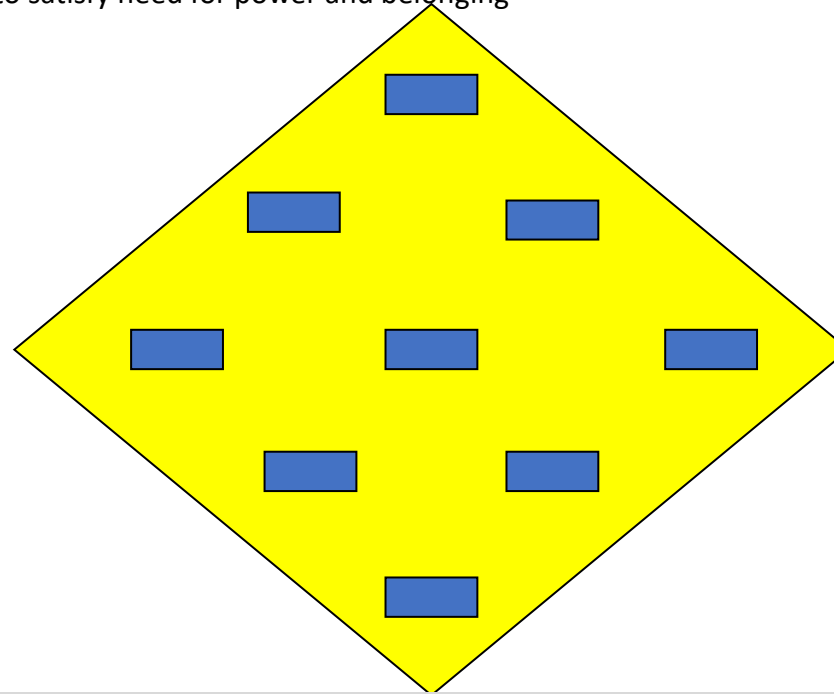
- Makes noises in the classroom (humming, tapping the desk, whistling, etc.)
- Pretends he is not the cause when asked to stop
- Gives impression he is purposely trying to annoy the teacher

Causes:

- Low self esteem – tries to get attention in an inappropriate way
- May be bored
- Avoidance tactic – fear of failure
- Trying to satisfy need for power and belonging

Possible strategies:

1. Ignore the behaviour
2. Contact parents
3. Arrange lunch time or after school detention
4. Remove audience pressure
5. Acknowledge achievements
6. Respond with silence
7. Find out and use their interests
8. Call a member of the Senior Management Team
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Justification of preferred approaches:

Behaviour Management 3 – Refusal to work

Observed behaviour:

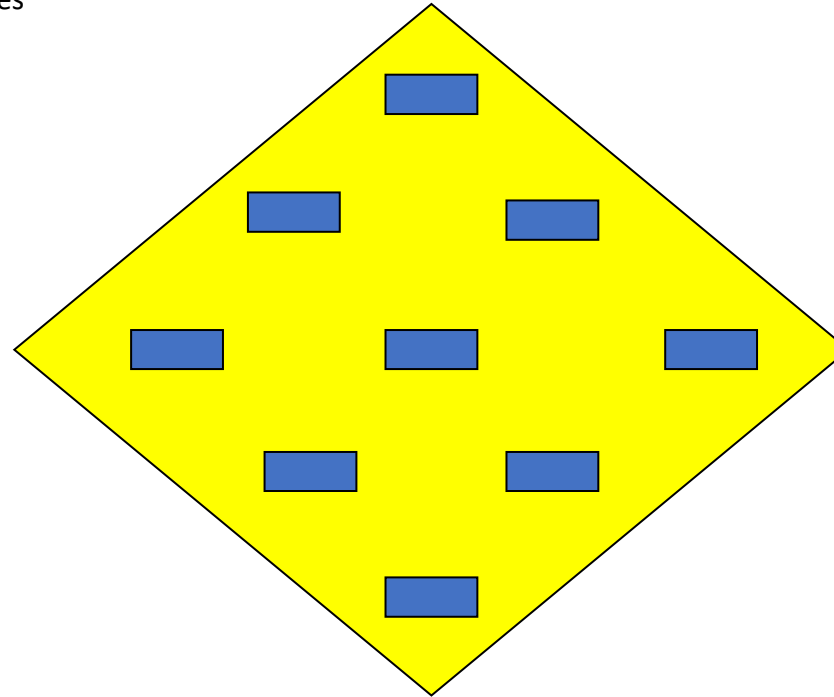
- Draws, daydreams and uses a variety of tactics to avoid work
- Frequently out of seat, wandering around the room
- Fails to bring equipment to class
- Short attention span

Causes:

- Few positive lesson experiences/successes to draw upon
- Lack of self worth: *'there's no point'* attitude
- Does not feel connected to the rest of the class
- General lack of interest in school due to consistent failures and possibly family attitudes

Possible strategies:

1. Ignore the behaviour
2. Contact parents
3. Arrange lunch time or after school detention
4. Remove audience pressure
5. Acknowledge achievements
6. Respond with silence
7. Find out and use their interests
8. Call a member of the Senior Management Team
9. Tactically use a seating plan
10. Adjust the work to make it accessible
11. Explain the effect of their behaviour on others
12. Put student outside the door to calm down



Justification of preferred approaches:

Behaviour Management 4 – Abusive language

Observed behaviour:

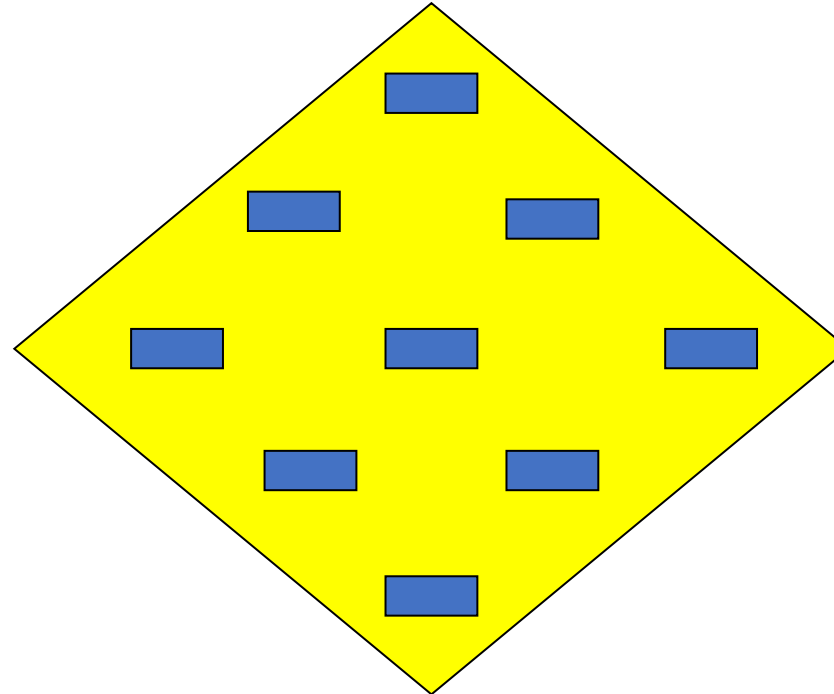
- Loud, offensive, abusive to others in group situations yet can be polite in 1:1 situations
- Can't accept criticism from others
- Attempts to shock staff and impress peers
- Can find it difficult to form relationships with peers

Possible strategies:

1. Ignore the behaviour
2. Contact parents
3. Arrange lunch time or after school detention
4. Remove audience pressure
5. Acknowledge achievements
6. Respond with silence
7. Find out and use their interests
8. Call a member of the Senior Management Team
9. Tactically use a seating plan
10. Adjust the work to make it accessible
11. Explain the effect of their behaviour on others
12. Put student outside the door to calm down

Causes:

- A need for status and attention
- Lack of social skills – inability to control temper
- May be a way of covering up inadequacies in group situations



Justification of preferred approaches:

TOM BENNETT

RUNNING THE ROOM



THE TEACHER'S GUIDE TO BEHAVIOUR

‘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 can we ‘teach’ behaviour?

Choose any two school policies from the next slide. Read, make notes and think about...

- Did anything surprise you about the policies?
- To what extent did the policies demonstrate the 'hidden curriculum' of the school?
- To what extent were the two policies similar and different?





Morriston Comprehensive School
Ysgol Gyfun Treforys
inspire • engage • achieve

BEHAVIOUR POLICY



Queen Elizabeth High School
Pupil Rewards and Discipline
(including Anti-Bullying)
Policy



BEHAVIOUR FOR LEARNING POLICY

1. Introduction
1.1 Our Behaviour for Learning policy is based on the underlying principles of the United Nations Convention on the Rights of the Child, the most complete statement of children's rights ever produced. This is in particular relation to the following articles

1.1.1 **Article 2 (Non-discrimination)**
The Convention applies to every child without discrimination, whatever their ethnicity, gender, religion, language, abilities or any other status, whatever they think or say, whatever their family background;

1.1.2 **Article 3 (Best interests of the child)**
The best interests of the child must be a top priority in all decisions and actions that affect children;

1.1.3 **Article 4 (Implementation of the Convention)**
Governments must do all they can to make sure every child can enjoy their rights by creating systems and passing laws that promote and protect children's rights;

1.1.4 **Article 12 (Respect for the views of the child)**
Every child has the right to express their views, feelings and wishes in all matters affecting them, and to have their views considered and taken seriously. This right applies at all times, for example during immigration proceedings, housing decisions or the child's day-to-day home life;

1.1.5 **Article 19 (Protection from violence, abuse and neglect)**
Governments must do all they can to ensure that children are protected from all forms of violence, abuse, neglect and bad treatment by their parents or anyone else who looks after them;

1.1.6 **Article 28 (Right to education)**
Every child has the right to an education. Primary education must be free and different forms of secondary education must be available to every child. Discipline in schools must respect children's dignity and their rights. Richer countries must help poorer countries achieve this;

1.1.7 **Article 29 (Goals of education)**
Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment;

1.1.8 **Article 39 (Recovery from trauma and reintegration)**
Children who have experienced neglect, abuse, exploitation, torture or who are victims of war must receive special support to help them recover their health, dignity, self-respect and social life; and

1.1.9 **Article 40 (Juvenile justice)**
A child accused or guilty of breaking the law must be treated with dignity and respect.



Bishop Gore School

**PROMOTING POSITIVE
BEHAVIOUR
POLICY**



Ysgol Coedcae School

Achievement through Opportunity and Partnership
Cyrhaeddad drwy gyfle a phartneriaeth

Behaviour Management Policy
Polisi Rheoli Ymddygiad



Fitzalan High School
Ysgol Uwchradd Fitzalan

Fitzalan Relationship Policy

Introduction for Staff and Governors

At Fitzalan High School we believe that every member of our school community should have an equal opportunity to achieve his or her full potential regardless of race, colour, gender, disability, special educational needs, socio-economic background or adverse childhood experiences.

The school embraces Restorative Approaches (RA) as a means of empowering teachers to be successful and effective practitioners within their classroom, raising standards and achievement across the school and developing aspirational, motivated and responsible pupils.

CLICK



CLICK



CLICK



CLICK

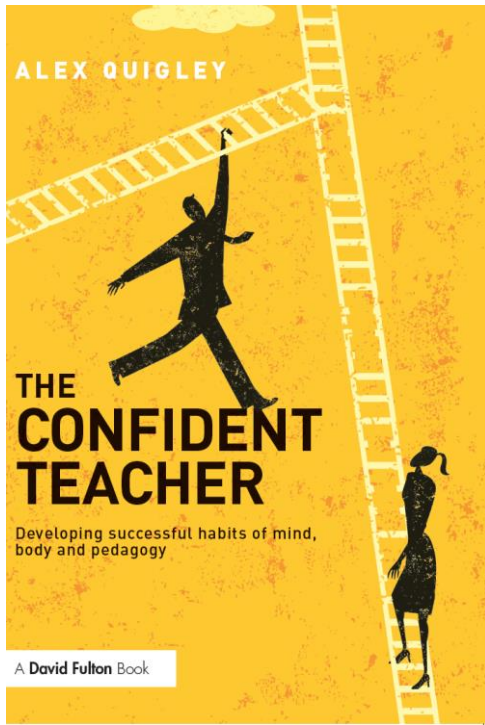


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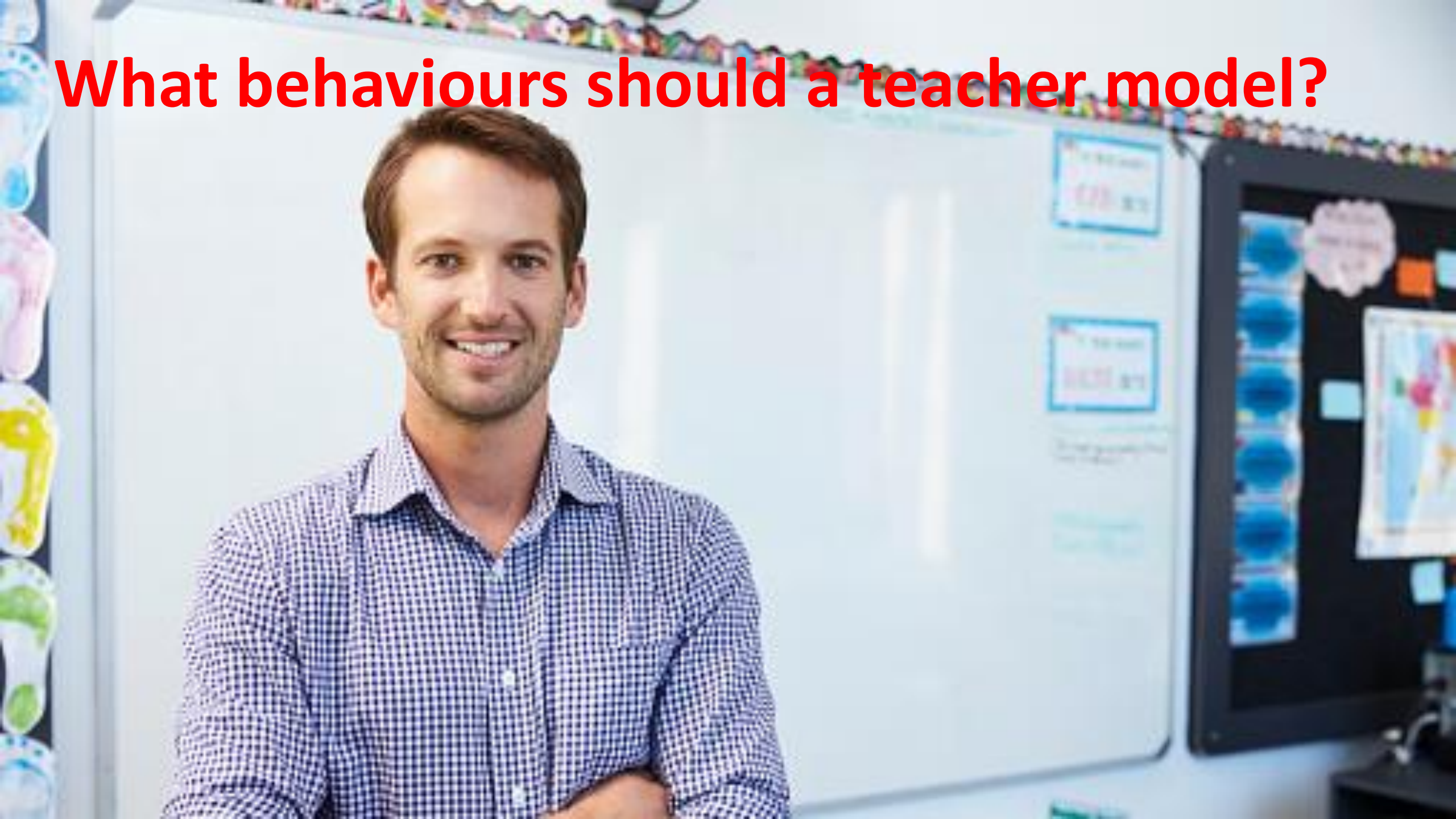


Quigley, A (2016). The Confident Teacher. Developing successful habits of mind, body and pedagogy. New York: Routledge

‘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)

‘A classroom climate characterised by focus and high effort is synonymous with successful learning. It requires clear and consistent parameters of behaviour being established. If a student is late, we relentlessly deal with the lateness; if there is a school behaviour policy, we follow that policy with rigour’ (page 162)

What behaviours should a teacher model?



Common classroom management issues for new teachers

Undemanding
work

Unclear
instructions

Too much
teacher talk

Too much
teacher-led
activity

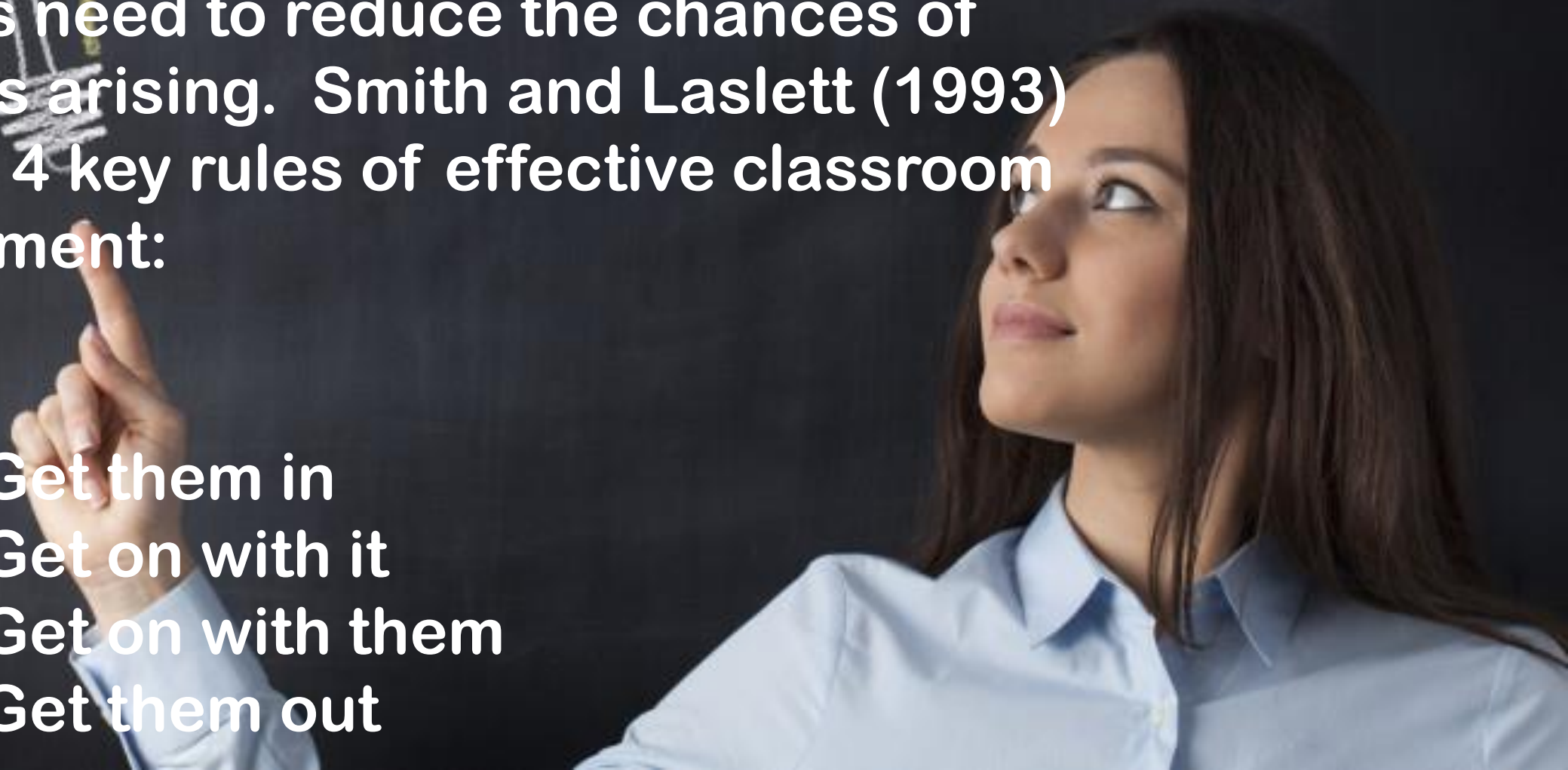
Problems with
transitions

Inaudible
voice/Shouting

Plan for success!

It is an established idea in education that teachers need to reduce the chances of incidents arising. Smith and Laslett (1993) outlined 4 key rules of effective classroom management:

1. Get them in
2. Get on with it
3. Get on with them
4. Get them out



1. Get them in...

Potential issues	Plan for success



2. Get on with it...

Potential issues	Plan for success

3. Get on with them...

Potential issues	Plan for success

4. Get them out...

Potential issues	Plan for success

Behaviour management 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

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...



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 you ask oral questions, James shouts out the answer every time. He never puts his hand up. His answers are always correct.



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. Before asking a question, 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

You were up until 1am this morning preparing a cracking resource. You woke an hour early, you got in to school at 7:30 am 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 these 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 come back when she is ready to work.
5. Something else



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 uninterrupted.
4. Walk to the back, bend your knees so that you are the same height as Jake. Ask him quietly how you can help him with his work.
5. Something else

You've given pupils a handout that you 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

NOW WHAT?

