



PCET

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Part 1

Introduction

Effective teaching and learning in post-compulsory education heavily relies on behaviour management and learner engagement. This essay examines the current state of the practice and recommendations for these subjects, taking into account academic viewpoints as well as legal frameworks. It assesses the efficacy of different approaches to behaviour management and student engagement and discusses the difficulties in applying these approaches in a post-compulsory educational setting. Furthermore, this essay explores the role of technology in enhancing learner engagement and the impact of digital tools on behaviour management. The influence of cultural diversity and inclusivity on behaviour management strategies is also considered, as well as the implications of mental health awareness for both educators and learners. By reviewing recent research and case studies, this essay aims to provide a comprehensive understanding of the challenges and opportunities in fostering a positive and productive learning environment in post-compulsory education.

Current Thinking and Guidance on Behavior Management

Behaviour management in educational settings refers to strategies and practices intended to reduce disruptive behaviour and promote positive behaviour. This calls for a variety of tactics, such as setting precise guidelines and standards as well as applying consistent punishment and positive reinforcement. Effective behaviour management is required to provide a learning environment that allows students to concentrate on their academics without undue distractions. Teachers are essential to this process because of the profound effects that their methods of behaviour management can have on the school environment. Teachers can establish a disciplined and encouraging learning atmosphere by encouraging mutual respect, establishing clear boundaries, and enforcing the rules regularly. Involving

students in the development of behaviour rules will also help them feel more accountable and own the process, which will boost the overall efficacy of behaviour control techniques.

Academic Perspectives:

From an academic perspective, alternative methods and positive behaviour support, or positive behaviour support, are frequently used to describe behaviour management. Instead of just penalising bad behaviour, positive behaviour support is a proactive strategy that emphasises educating and rewarding good behaviour. It relies on the idea that behaviour is teachable and modifiable with the right interventions (Sugai & Horner, 2002).

On the other hand, restorative approaches prioritise relationship repair and harm recovery over punishment of offenders. Accountability, making amends, and cultivating a supportive community are the main focuses of this strategy (Thorsborne & Blood, 2013).

Legislative Perspectives:

In educational scenarios, legislation still has a significant influence on behaviour control policies. For example, the UK's Education Act 2002 requires schools to encourage students' good behaviour and discipline. The Children and Families Act of 2014 has placed more emphasis on the necessity for schools to assist students with special educational needs and disabilities (SEND) and to make sure that behaviour management techniques are flexible enough to accommodate a range of demands. Furthermore, educational institutions are mandated by the Equality Act 2010 to prevent victimisation, harassment, and discrimination, and to make sure that behaviour management techniques are equitable and inclusive. The

Department of Education has released updated guidelines for 2021 that emphasise the significance of fostering a positive school culture that supports students' mental health and well-being in addition to their academic achievement. These guidelines also highlight how behaviour management policies are changing to meet the needs of modern schools (Department for Education, 2021).

Effectiveness of Strategies for Post-Compulsory Learners

For behaviour management and student engagement, post-compulsory education, which includes higher education (HE) and further education (FE), offers particular opportunities as well as obstacles.

Behavior Management Strategies:

Positive Behaviour Support (PBS): In post-compulsory environments, PBS has been shown to be rather beneficial. PBS contributes to the development of a supportive learning environment by emphasising skill development and positive reinforcement. However, regular application and the availability of resources for staff training are necessary for its success (Simonsen et al., 2008).

Restorative Practices: Because they support the concepts of autonomy and self-regulation, these techniques are especially appropriate for adult learners. Although they necessitate a culture shift and continuous commitment from staff and students, restorative practices can lessen disputes and foster a pleasant learning environment (Zehr, 2015).

Learner Engagement Strategies:

Active Learning: By encouraging critical thinking and problem-solving abilities, active learning techniques effectively engage post-compulsory learners. But in order to implement

these tactics, teachers must possess the necessary skills to manage a variety of classroom dynamics and create active learning environments (Freeman et al., 2014).

Personalised Learning: With their varying backgrounds and learning styles, post-compulsory learners have a wide range of needs that can be effectively met through personalised learning. Technology can improve individualised instruction, yet there are issues with digital literacy and resource availability (Walkington, 2013).

Challenges in Implementing Behavior Management and Learner Engagement Strategies

Although the previously mentioned methodologies have demonstrated efficacy, their implementation in post-compulsory education is beset with various problems.

Resource Restrictions: Adopting thorough behaviour management and engagement tactics necessitates a substantial investment of resources, including staff training and technology access. The inability of many organisations to invest in these areas is due to budgetary restrictions (Jenkins et al., 2015).

Staff Opposition: Changes to behaviour management and engagement tactics frequently necessitate adjustments to institutional culture and procedures. Adoption of innovative ideas can be hampered by resistance from staff members who are used to established ways (Fullan, 2001).

Student Diversity: Students enrolled in post-compulsory programmes come from a variety of backgrounds and have different demands. It can be difficult to create methods that address this variability, especially at large institutions where it is hard to provide individualised attention (Ryan & Deci, 2000).

Policy and Legislative Barriers: Although they offer a structure for behaviour control and learner involvement, policies and laws may also erect obstacles. For instance, performance goals and standardised testing-focused accountability systems may hinder creative teaching.

Part 2

Reflection

Boud's reflective model appealed to me because of its methodical, adaptable style that supports in-depth learning via experience analysis. Critical thinking and self-awareness are fostered by this model's emphasis on revisiting events, paying attention to emotions, and reevaluating (Boud, Keogh, & Walker, 1985). Furthermore, it facilitates lifelong learning by promoting ongoing introspection and development (Moon, 2004). Its ease of use enhances its practical application in a variety of educational contexts, as it is accessible to both inexperienced and seasoned reflectors (Dyment & O'Connell, 2011). Boud's model is therefore perfect for promoting a thorough comprehension of how reflection leads to both personal and professional progress.

Experience

Managing student engagement through various tactics and approaches was the main topic of Martyn Bowls' previous Advanced Sports Coaching lecture. Martyn used a number of strategies, including encouraging peer review, utilising real-world events, defining clear goals, and communicating clearly. The significance of adjusting to various learning demands and upholding a supportive learning environment were also emphasised in this workshop.

Engagement Strategies:

Martyn used a variety of approaches to engage learners. He made sure students understood the information by giving succinct explanations, offering other approaches to meet different

learning styles, and using relatable examples from everyday life. He also promoted solo work that was followed by peer review and partner exchange, which promoted a cooperative learning environment.

Effectiveness

For the most part, the tactics employed worked to keep the students' attention. Students' motivation and engagement were increased by real-world scenarios that demonstrated how their studies were applied in the real world. Clear communication and goal-setting also contributed to this structured learning environment (Biggs & Tang, 2011). Peer review promoted critical thinking and served as a means for students to gain knowledge from one another. This aligns with Vygotsky's (1978) social constructivist theory, which highlights the significance of social interaction in education.

Impact

Positive Outcomes

Improved Understanding: Pupils gained from concise explanations and practical examples, which helped make difficult ideas more understandable.

Collaborative Learning: As students exchanged helpful criticism, peer review sessions encouraged cooperation and critical thinking.

Inclusivity: By finding alternate ways to meet the various learning demands of pupils, all involved parties were kept interested (Tomlinson, 2014).

Challenges

Despite the overall success, certain students' engagement levels varied during partner activities. This could be because they had varying degrees of interest or confidence.

The art of striking a balance between individual and group tasks necessitated careful planning, scheduling, and oversight to guarantee that every student maintained focus.

Conclusion

Reflection on Strategies:

The class made it clear how important it is to use a range of strategies to successfully engage students. Clear communication, real-world applications, and cooperative activities were the key elements that raised student interest. Group projects and peer conversations are two examples of collaborative activities that help students learn from each other and build a sense of community. Students were able to see the relevance of their studies through real-world applications, which enhanced the material's attractiveness and significance. Clear communication made sure that students felt supported in their learning and understood the goals. It also included setting expectations and giving feedback.

These strategies need to be periodically examined and modified in order to fit the needs of every student and sustain high levels of engagement throughout the course. This entails evaluating the efficacy of the employed tactics and being receptive to input from the students. To further enhance engagement, a variety of technology and instructional methods can be used to accommodate varied learning styles and preferences. Teachers may

establish a dynamic, inclusive learning environment that keeps all students engaged and motivated by consistently modifying their teaching strategies.

Actions

Future Improvements:

To accommodate students with diverse degrees of involvement and confidence, use a greater variety of differentiated instructional tactics (Tomlinson, 2014).

Improved Monitoring: To guarantee equitable involvement during peer activities, increase the level of proactive monitoring.

Structured feedback mechanisms should be created in order to collect student opinions on engagement tactics and make necessary adjustments.

Continued Professional Development:

Participate in professional learning groups to exchange best practices and learn from other educators, as suggested by Stoll et al. (2006).

Reflective Practice: Keep assessing and refining your teaching methods through the use of reflective models, such as Boud's Reflective Cycle.

In summary, a collaborative learning environment, clear communication, and practical application of concepts are all necessary for effectively controlling student engagement. Teachers can raise student engagement and learning results by thinking critically about these tactics and always looking for ways to improve.

Description

Throughout my recent teaching experience, I ran into a number of issues with controlling student conduct in the classroom. In particular, I found it difficult to keep students engaged and deal with disruptive behaviour in an appropriate manner. This reflection will examine how I used Boud's Reflective Cycle to analyse my experiences, with an emphasis on the best practices, teaching and learning strategies I used, and the implications for my future teaching practice (Boud, Keogh, & Walker, 1985).

Feelings

Initially, I felt overwhelmed and frustrated by the disruptive behaviors exhibited by some students. I found it challenging to maintain a positive learning environment and felt uncertain about how to effectively manage these behaviors without hindering the learning experience for other students.

Evaluation

Upon reflection, I recognize that my teaching approach didn't have enough variety and engagement strategies to cater to the diverse learning needs and interests of the students. I mostly used traditional lecture-style teaching techniques, which might not have drawn in enough students' attention or encouraged their engagement. Also, I frequently responded to disruptive behaviour in the classroom in a reactive rather than a proactive manner, which resulted in additional disturbances and an unorganised environment.

Analysis

I recognise, via analysis, the significance of putting into practice a variety of teaching and learning strategies that encourage active participation and take into account a range of learning preferences. Interactive exercises, group talks, and experiential learning opportunities can increase student engagement and reduce disruptive behaviour. Also,

proactive behaviour management techniques like setting clear objectives, rewarding good behaviour, and building rapport with students can aid in fostering a welcoming classroom atmosphere that promotes learning.

Conclusion

I'm determined to improve my learner engagement and behaviour management going future in order to foster a more welcoming and productive learning environment. In order to create a supportive and cooperative learning atmosphere where all students feel appreciated and inspired to engage fully, I strive to integrate strategies that are supported by research and to regularly reflect on my teaching methods.

Action plan

In order to establish a more welcoming and productive learning environment, I want to carry out a thorough action plan that will improve my abilities in behaviour management and learner engagement. First and foremost, I'll make a concerted effort to find opportunities to participate in professional development courses or seminars that address behaviour management and learner engagement techniques. Through participation in focused training sessions, my objective is to enhance my comprehension of evidence-based methods and gain useful skills for managing difficult behaviours. Furthermore, I understand the importance of teamwork and will aggressively seek out criticism from peers to improve my teaching strategies. By means of sharing optimal methodologies and exchanging perspectives with colleagues educators, I may harness our combined expertise to enhance student outcomes. In order to better address the varied needs of my pupils, I'm also dedicated to introducing innovative teaching tactics in my classroom, like differentiated instruction and the use of active learning approaches. Through the integration of these approaches into my teaching

practice and ongoing reflection on their efficacy, my goal is to establish a dynamic and encouraging learning environment where every student feels equipped to achieve.

Specific	Measurable	Achievable	Realistic	Time-bound
Attend behavior management and learner engagement workshops or professional development courses	Track attendance and completion of workshops or courses	Identify and enroll in relevant workshops or courses	Yes, as professional development opportunities are often available and accessible to educators	Within the next academic semester
Seek feedback from colleagues	Collect feedback from colleagues through formal or informal channels	Actively engage in dialogue with colleagues to gather insights and suggestions	Yes, as seeking feedback is feasible within the school environment and supports professional growth	Ongoing throughout the academic year

Implement new teaching strategies	Document the implementation of new strategies in lesson plans and classroom activities	Incorporate active learning and differentiated instruction methods into lesson plans	Yes, as implementing new strategies is feasible within the existing curriculum and instructional framework	Begin implementation in the upcoming term and continue throughout the academic year
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Appendix

Observation form

Teacher	Martyn Bowls
Date	02/09/2023
Group	Year 2 (Level 5)
Topic/Context	Advanced Sports Coaching (2 hours)
Notes on the lesson:	
Explaining and talking clearly Gives alternative solutions for a variety of students Clear goals set Uses clear examples that are easy to understand and are also available for students Real world scenarios Power Point is clear and easy to understand Shows knowledge of different sports Clear on what his roles and responsibilities are as their teacher (Help with coaching, not help with canva) Good use of video is clear and relevant Promotes positive mindset and togetherness It gets students to do work individually and then share with a partner Challenges students and gets them to peer review Clear guide lines Preparing the students to be professional Clear Expectations of standards Set homework to get them thinking throughout the week	
What I have learned:	
alternative solutions for the variety of students; this will engage all students A clear description of his role Clear guide lines for 0 confusion Set homework to get them thinking throughout the week Real world scenarios to show how what the students are learning will come into the real world Preparing them for life after college	
Targets to improve my own practice (mapped to professional standards):	
Real worl examples Maintain upto date knowledge Encourage learners when answering questions Give wider range of examples to include all participants in the room	

Lesson plan

Lesson Plan

Topic:	Class: Becoming an Analyst	
Date:	Length of lesson: 1 hour	Number of students: 4
Resources required: PowerPoint		
Aim of Lesson: Create an IDP		
Learning Outcomes – The Learners Should Be Able To: Use the software Identify a players strengths and weaknesses		
Previous student knowledge required for the session: What is an IDP		
Anticipated difficulties (if applicable):		
Professional Standards (where are these being met within the session) V2 Promote engagement in learning and equity of opportunity for all to reach their potential- Research task to get everyone taking part V4 Collaborate with others to enhance practice- Working in pairs to have the students peer review eachother and have the chance to have rest between sets K3 Critical evaluation as a basis for effective practice- Through discussion throughout the lecture students will be identify this themselves K4 Appropriate use of digital and/or other technologies, and resources for learning - Using PowerPoint to present the lecture A1 Critical evaluation as a basis for effective practice- Through designing lecture and content A4 Support and guide learners- Q&A, opportunity to ask questions throughout the session		

Lesson Detail:

Stage	Focus	Strategy	Time
Introduction	Introduce the topic	Explain the software that will be covered in the lesson and how to access	10 Minutes
	Recap what is an IDP	Discussion- What is an IDP and why is it useful	5 Minutes
Development	How to use the software	Walk through how to use Q and A about the software before using it	15 Minutes
	Students using the software	Task- identify 2 strength and a weakness of any player on the software	15 Minutes
Conclusion	Students using the software	Task- identify 2 strength and a weakness of any player on the software	10 Minutes
	Recap of the softer	Q and A about the software after using it	5 Minutes

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

Question and Answer - To find out the students basic knowledge

Group Work - To get all students involved and participating

Discussion - To keep Engagement in the lesson