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PCET

Managing Behaviour and

Supporting Learner

Engagement

ECPT6005

PART 1: ESSAY

In the following essay I will outline current thinking and guidance in relation to behaviour management and effective learner engagement. To do that I will use supporting evidence from both an academic and legislative perspective. The purpose of this short review is to be aware of the underlying principles of effective behaviour management to enable me to support and promote learner engagement within my classroom. In this way, the main aim is to have an impact in the classroom by creating a positive and inclusive environment where learners can thrive. This becomes even more crucial when we consider the diversity of the higher education learner community, in terms of age, ethnicity, class and gender identification. So to have an awareness of how students engage and a knowledge of different theories and practices on how to manage behaviour becomes key to be a successful practitioner and provide a safe and inclusive learning environment.

Some challenging behaviours that we can encounter in the classroom are disruptive behaviour, distracting behaviour and causing disturbance. Passive or non-engagement in learning. Non attendance. Conflict. Examples can include chatting, ignoring the lecturer, refusing to engage in the lesson. If we look into the literature that deals with strategies to manage behaviour in the post-16 educational setting, we will have that they are mostly based around behaviour models. Lebor explains some of these behaviour managing models like the ones developed by Fred Jones, Maslow, Harry Wong, Jean Gibbs, Jere Brophy, amongst others, (2018, pp. 27-37). Lebor suggests that rather than implementing one of these models what it works in practice is a combination of them (2018, pp.37-38).

The current thinking about managing behaviour focuses on promoting a positive and inclusive atmosphere for learners to achieve their best by creating a pivotal culture, rather than managing behaviour as a set of negative actions. A pivotal culture is defined as the one the lecturer nurtures and creates within the classroom. Precisely it is that culture, that environment or atmosphere that will create specific conditions for students to develop their full capacities. For example some of the attributes of this pivotal culture should be 'promoting positive attitudes to learning', and 'ensuring learners are supported and taught in a safe learning environment, taking appropriate action where required using relevant policies and guidance' (Welsh Government, 2017). Related to this understanding of a pivotal culture is the importance of maintaining learners engagement throughout a long period of time, as it can be a BA degree qualification. In this motivation and the factors affecting it are key.

Another aspect to consider in terms of learners engagement and behaviour is their resilience and well-being which are both connected, similarly they relate to the idea of a pivotal culture. Resilience refers to 'people's ability to deal with pressure and stress effectively' (Cambridge, 2021, p. 75). In fact, a learner will encounter challenges throughout their learning journey and being resilience will be useful to overcome them. According to the Cambridge learner attributes guide 'learning is embedded in emotional states' (2021, p. 75). As a result a learner who is 'confident, responsible, reflective, innovative and engaged' will make 'decisions on the basis of positive personal values and an understanding of their emotions' (Cambridge, 2021, p. 75). In this sense we start to understand the connection between resilience and well-being as well as how they are both crucial in the context of achieving better outcomes within an educational setting. According to Seligman's theory wellbeing

cannot be defined as a single unit but rather has five elements that contribute to it: 'positive emotion, engagement, meaning, positive relationships, and accomplishment (2011, pp. 15-16). The aim of Seligman's theory is to increase students flourishing through learning (2011, p. 13). But not only that, I would argue that both wellbeing and resilience are key tools that learners will use beyond education. For instance when facing challenges throughout their lives. In that regard to promote a learning environment/culture based on both can help learners to thrive even when facing adverse situations.

In terms of how this relates to my teaching practice what is important to consider is the range of strategies that can be implemented to 'improve stress management, increase wellbeing and empower students to manage their lives' (Cambridge, 2021, p. 75). I am thinking here specifically about UWTSD's current wellbeing policy and regulations that are set in place to support students. But also in the context of Wales there is the Well-being of Future Generations (Wales) Act 2015. In this sense, how can we develop resilient learners? Learners that not only develop resilience but also academic resilience which is defined as the ability to overcome possible negative outcomes and not being stuck by them, but rather advancing and creating something new out of it. In that way, taking those comments as an opportunity to develop further.

Also I think these aspects not only should be supported by Institutions in terms of policy making, but also should be embedded within the curriculum. For example, I teach across level 4, 5, 6 and 8 at this Institutions, in my experience students especially at level 4 they would benefit from having access to student skills support,

wellbeing, resilience development since the beginning of the academic year. It feels with those students since for most of them would be their first time outside of their family environment that they are facing plenty of challenges, being away from home, trying to fulfil University requirements, getting to know new peers and trying to belong to that group. See Cambridge article where they detail not only the challenges that adolescents brains go through but also the challenges they face such as social media, trying to impress new peers, navigating a context that is completely different.

Some of the strategies that can be useful to manage behaviour and supporting learner engagement is the use of effective support mechanisms such as mentoring and coaching for instance. Different models that can be abided from, but most importantly is the main motive behind these support mechanisms which is to aid. Key principles behind coaching and mentoring are thinking skills, coping with change and developing resilience and self acceptance. Cultivate motivation and build self-efficacy with a developmental or person-centred approach.

Another factor that is important when it comes to both managing behaviour and learners engagement is communication. What effective communication strategies are out there? There are four types of communication styles: passive, aggressive, passive-aggressive and assertive. Assertive 'has been found to be most effective, because it incorporates the best aspects of all the other styles' (Alvernia webpage). Why is it important to learn about communication styles? Because knowing and being aware how others communicate can be key to get your message across. As part of communication is also active listening.

Overall, this module has proven very useful to understand and manage behaviour considering the diversity of learners, their needs, expectations and background, also to be a better practitioner and support learners as best as I can. From now on I will implement even more in my teaching the importance of setting boundaries within the classroom, having an assertive communication style and aim to transmit as well to the students the role of wellbeing, and resilience as key tools in the learning journey.

Word count: 1211

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PART 2: REFLECTIVE ACCOUNT

In this reflective account I am applying Gibb's reflection cycle from 1988 as a framework to reflect about my own experience as well as that of other lecturers in managing behaviour and supporting learner engagement in the classroom. I will be following Gibbs' (1988) for my reflection's structure. In this case, my reflection is based on two observations of teaching professionals and one episode of own teaching practice, please see appendices. In the structure I will cover firstly a description of the teaching experiences as well as covering my initial reactions, thoughts and feelings. Secondly I will evaluate and analyse them. From the latter I will gather what I learned from the experience, the strengths as well as weakness, and gaps in my knowledge. From those findings I will draw my conclusions which will inform future targets of own teaching practice through an action plan that can be found as part of the appendices.

1. Reflections on the professional learning gained as a result of being asked to observe two teaching sessions.

As part of this module I observed two teaching sessions conducted by senior lecturers who have been in the profession for a long time. The first session (observation 1 in the appendices) was a workshop with BA Photography and the Arts, and BA Photography and Visual Activism (Level 5) students where the lecturer introduced the use of flash. The session was well prepared, and the lecturer demonstrated and showed the students a wide range of flash equipment. These were both ready on a table for students perusal. Initially the lecturer explained and

demonstrated the use of different flashes in and outside the classroom. In the session, there were a group of students who were chatting amongst themselves and not too engaged with the class content. So the lecturer asked them to pose as models for the different photographic flash demonstrations. In that way they stopped causing disruptive behaviour and they engaged as well as learned by doing the demonstrations. In that sense, I could see in practice what Reece and Walker write in their publication *Teaching, Training and Learning: A Practical Guide* that students learn best when they are involved in the learning (2007, p.8). To deal with that event the lecturer used secure and assertive language providing clear directions and helping to manage the disruptive behaviour caused by a small group of learners. This relates to how communication skills are key to deal with disruptive behaviour (Lebor, 2018, p. 173).

My initial impressions was that the lecturer was very professional, prepared and organised the material that was relevant to the session. In that sense creating and supporting an engaging learning environment. What caught my attention from that session was the use of secure and assertive language that helped to establish clear boundaries with the learners. In fact, according to Lebor setting boundaries and clear rules are key to gain control in managing behaviour (Lebor, 2018, p.58). These strategies helped to manage the disruptive behaviour caused by the small group of students. The lecturer by centering the learning around the students and asking them to be involved was able to stimulate the learners' interest.

In conclusion, this observation has proven to be very useful for my own teaching practice. What I learned from this session was the importance of remaining calm as

the lecturer did when having a disruptive behaviour conduct. The role of assertive language in the situation but more importantly how cleverly they resolved the conflict by involving directly the students that were causing trouble. In my experience when I encounter this type of behaviour sometimes I find it difficult to respond in the moment and find a strategy to reverse the situation. So in that sense this observation has been crucial for me to see one way in which it can happen in practice.

The second session, (observation 2) in the appendices, was a lecture-brief with BA Photography and the Arts and BA Photography and Visual Activism (Level 4) about contemporary photographic practice focusing on the topic of the mischievous image. This session was used by students as a reference to formulate and develop their own photographic practice. In this introductory session the lecturer contextualised his practice and that of other artists in terms of thinkers as well as ideas that informed it. Even though the setting was a lecture with a slide presentation the lecturer incorporated a wide range of teaching strategies. For example, at the beginning of the session he started by using formative assessment, that way the lecturer knew the students initial knowledge around the topic. Also throughout the session the lecturer incorporated questions and asked the students to quickly discuss in groups to later feedback to the whole class. By doing that he created a learning experience where the students were at the centre. Again, similarly as my observation number 1 creating a supportive and participatory learning environment. Another point that was similar to observation number 1 was the use of an assertive communication style.

What I learned from this session was the use of inquisitive, speculative language to address aspects of contemporary practice but with a secure and assertive language creating a bond of trust with the students. The use of assertive language is an aspect that I want to improve in my own teaching practice, since because of my own personality I tend to use a more open, not so direct language. In my experience, I think students especially at level 4 they struggle with that, and they do better when assertive language is used because it leaves them more assured and less dubious. The way the lecturer conducted the session helped to promote a polite and inclusive space for learners to achieve their best. Because of this student-center approach based on asking questions, giving them small tasks this lecturer managed to avoid any disruptive behaviour.

This observation has been very useful for my own teaching practice and it made me reflect on how to create a pivotal learning culture and an open and safe environment where students can be part of the learning experience.

2. Reflections on the professional learning gained as a result of one episode of my own teaching practice.

The episode of my own teaching practice is based on delivering a lecture to BA Photography and the Arts (Level 4) on contemporary photographic practice. The aim of this lesson was to introduce the idea of the poetic image and provide examples of photographers who make use of it. Overall, the session went well but in the future I will be adding more examples of practitioners that use the poetic image since that seems to be the part of the session that students were more interested in. It is also a valuable strategy to help them visualise the concept of the poetic image and relate

to some of the practices shown. In general, students were engaged and participated in the group activities asking questions about the poetic image and the assignment. However, there were a small group of students that usually sit together and cause disruption to the group by chatting between them using their mobile phones. Similar to the lecturer on my observation 1, I tried to involve the students into the class to reverse the situation.

The conclusion of this reflective account can be summarised through the target points that have been identified to improve in my own practice. Training in assertive language, creating a pivotal culture. Signposting and addressing challenging behaviour as it happens. For example, by bringing in the resources that UWTSD offers to the students. These include study skills support, and well-being. Those can be seen in more detail in my action plan.

Word count: 1286

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ACTION PLAN FOR FUTURE PROFESSIONAL DEVELOPMENT

My action plan for future professional development is based on my own reflections after observing two lecturers delivering their sessions and my own teaching experience. It takes as a starting point what I have learned from those observations.

When it comes to managing behaviour and supporting learner engagement I identified mostly three action points for future development:

1. Apply an assertive communication style within my teaching. To do that, I will be completing assertive communication training available through LinkedIn learning. As well as doing library and literature research through UWTSD library resources on effective communication style. Taking the learning for the next academic year. This area is related to the following professional standard: K2 Appropriate methods for teaching, learning and assessing in the subject area and at the level of the academic programme.
2. Creating an inclusive pivotal culture by promoting a positive and active attitude towards learning. Following this ethos, one of the aims within my teaching is to create a safe learning environment where students feel at ease to raise any issues as they might arise. Through the course there are many opportunities for students to follow up sessions with one to one tutorials and through the Photography Department open door policy. Meaning that they are always welcome to have a chat or further discuss any problems that they might be

facing during their studies. This area is related to the following professional standard: V2 promote engagement in learning and equity of opportunity for all to reach their potential.

3. Actively seeking to share the things that did not work well within in the classroom with my peers at the department to support and improve teaching.

This area is related to the following professional standard: K3 critical evaluation as a basis for effective practice.

Teacher Observation Form



Teacher	PD - observation 1
Date	25/04/2023
Group	BA Photography and the Arts, and BA Photography and Visual Activism (Level 5)
Topic/Context	Workshop - introduction to the use of flash
Notes on the lesson:	
-In this session the lecturer introduced the use of flash. He began the session with a slideshow presentation with examples of photographers that use flash in their work. -The lecturer had prepared a wide range of flash equipment. These were both ready on a table and as standing flash throughout the class. -The lecturer explained and demonstrated different flashes in and outside the classroom. -There were a group of students who seemed not to be involved, so he asked to pose as models for the different flash demonstrations. In that way they stopped causing disruptive behaviour and they learned by doing the demonstrations. -The lecturer use of secure and assertive language and the establishing of clear directions helped to manage the disruptive behaviour caused by a small group of learners. -The lecturer was well prepared and lecturer was very professional and knowledgeable.	
What I have learned:	

- **Preparation:** the lecturer was well researched, organised and the material was relevant to the session.
- **Delivery method:** the importance of using various teaching strategies. This session was mostly demonstration and practice, so the students had to be actively engaged in their learning process.
- **Pace of delivery:** experienced lecturer who is very much in control of when introducing content, elements, questions and break times.
- **Assertive language:** The lecturer was very good in using secure and assertive language through the session and establishing clear boundaries with the learners. This helped to manage the disruptive behaviour caused by a small group of students. In the end the lecturer was able to stimulate the students' interest.

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

- **Lesson planning and inclusion of a wider range of teaching strategies.** They can be aligned to the following UKPSF: A1 Design and plan learning activities and/or programmes of study; K1 The subject material; V2 Promote participation in higher education and equality of opportunity for learners.
- **Use of clear, assertive communication to manage disruptive behaviour and instead stimulate the students' interest.** It can be mapped to the following professional standard: V1 Respect individual learners and diverse learning communities
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- **Setting out ground rules and expectations.** It can be mapped to the following professional standard: V1 Respect individual learners and diverse learning communities
- **Pace of delivery to create more engaging lectures.** It can be mapped to the following professional standards: K4 The use and value of appropriate learning technologies; K5 Methods for evaluating the effectiveness of teaching.

Teacher Observation Form



Teacher	JC - observation 2
Date	27/04/2023
Group	BA Photography and the Arts and BA Photography and Visual Activism (Level 5)
Topic/Context	Visual Studies 2
Notes on the lesson:	
-The session was a lecture/brief that the students used as a reference to then develop their own photographic practice. -In this introductory session the lecturer contextualised his practice and that of other artists in terms of thinkers as well as ideas that inform it. -Even though the setting was a lecture with a slide presentation the lecturer incorporated a wide range of teaching strategies. For example, at the beginning of the session he started by using formative assessment, that way the lecturer knew the students initial knowledge around the topic. Also throughout the session the lecturer incorporated questions and asked the students to quickly discuss in groups to later feedback to the whole class. By doing that he created a learning experience where the students were at the centre. -The lecturer was very professional and knowledgeable about the topic addressed. He used throughout the session an assertive communication style.	
What I have learned:	

- Include own practice and research as part of the lecture, stimulating learners' interest.

--(V1) Respecting individual learners and diverse learning communities by allowing the students to share their knowledge through discussion work and feedback in the form of activities throughout the session, the first one during the development of the session and the second one at the plenary. Also, by allowing the students to raise questions and concerns throughout the session but allocating a specific time at the end as well. As I have just explained during these stages we are also covering (A3) assessing and giving feedback to learners.

- Pace of delivery: experienced lecturer who is very much in control of when introducing content and elements. Creating a thoughtful and captivating lecture.
- Delivery method: the use of a wide range of teaching strategies that contributes to keep students engaged. Creating in that way a dynamic learning and teaching environment.
- Assertive language: Use of inquisitive, speculative language to address aspects of contemporary practice but with a secure and assertive language creating a bond of trust with the students.

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

- Include my own practice as part of my teaching material. This can be aligned to the following UKPSF's: A5 Engage in continuing professional development in subjects/disciplines and their pedagogy, incorporating research, scholarship and the evaluation of professional practices; V3 Use evidence-informed approaches and the outcomes from research, scholarship and continuing professional development.
- Lesson planning, delivery method include pace and the use of a various teaching strategies were already covered in the previous observation form.

Lesson Plan Template



Lesson Plan

Topic: Contemporary Photographic Practice - The Poetic Image		Class: BA Photography and the Arts and BA Photography and Visual Activism (Level 4)
Date: 28/03/23	Length of lesson: 60 mins.	Number of students: 12
Resources required Computer connected to a screen to project the slide presentation. Ideally the classroom should be arranged in two tables to encourage discussion among small groups of learners.		
Aim of Lesson To introduce the idea of the poetic image and provide examples of photographers that make use of it.		
Learning Outcomes – The Learners Should Be Able To: -Identify and discuss the notion of the poetic image and how the learners can apply it to their photographic practice. -Apply the concept of the poetic in their own practice by developing a portfolio of 3-5 images during the following three weeks.		
Previous student knowledge required for the session: This session is aimed at Level 4 Photography students. Therefore, they should have a basic understanding of the use of photography and its possible meanings depending on the context in which it is seen.		
Anticipated difficulties (if applicable): n/a		

Professional Standards (where are these being met within the session)

Some of the professional standards that are covered within the session include:

-(A2) Teaching and supporting learning by preparing relevant material to the session. As well as introducing group work and discussion during the development and conclusion showing value and respect to other students' opinions.

-(A4) Developing effective learning environments and approaches to student support and guidance by setting-up the space prior to the session in a semi-circle to encourage discussion of ideas.

-(A5) Engagement in continuing professional development in subject area, incorporating research, scholarship. This standard is met throughout the session since I am drawing the main ideas of the poetic image from current research on the topic. Therefore, I am incorporating the research into the classroom.

-(K4) Using appropriate learning technologies by having an interactive slide presentation with access to further online resources. Including making the slides available to learners after the session on a virtual learning environment. This standard is being met by using materials in different formats as well as different platforms throughout the session and after.

-(V1) Respecting individual learners and diverse learning communities by allowing the students to share their knowledge through discussion work and feedback in the form of activities throughout the session, the first one during the development of the session and the second one at the plenary. Also, by allowing the students to raise questions and concerns throughout the session but allocating a specific time at the end as well. As I have just explained during these stages we are also covering (A3) assessing and giving feedback to learners.

Lesson Detail:

Stage	Focus	Strategy	Time
Introduction	Session overview.	Lecture. (Slides 1-2).	2 min.
	Contextualising the session within the module.	Lecture. (Slides 3-5).	3 mins.
	Introducing the notion of the poetic image.	Lecture (Slides 6-10).	5 mins.

Development	Activity to assess their initial knowledge of the use of the poetic within photography.	Question and answer. Discussion and group work. (Slide 11).	10 mins.
	Thinkers quotes of the potentiality of the poetic image.	Lecture. (Slide 10-13).	3 mins.
	Examples of practitioners using the poetic image.	Lecture, and a wide range of online technologies including audio and video. (Slides 13-35).	12 mins.
	Activity in small groups to find two photographers that use the poetic image in their practice.	Discussion and group work. (Slide 36).	10 mins.
	General questions and assessment question.	Discussion. (Slide 37).	3 mins.
	List of references.	Lecture. (Slides 38).	1 min.
Plenary/conclusion	Introducing the assignment where learners need to create a portfolio of 3-5 images in the following 3 weeks.	Lecture. (Slides 38-42).	5 mins.
	Questions about the assignment.	Discussion. (Slide 43).	2 mins.

	Summary of the ideas discussed in the session.	(Slide 44).	3 mins.
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Assessment Strategies: when and how are they included within the lesson?

After the introduction, I have a score question asking students about their initial knowledge of the use of the poetic within photography. Before the conclusion I am asking the same score question to measure what they have learned from the session.

I also have formative assessment that is provided in the form of quick feedback that is given to students after the two discussion activities. They both take place within the development part of the lesson.

Informal reflection (to be completed after the session)

In the future add even more examples of practitioners that use the poetic image since that seems to be the part of the session that students were more interested in. It is also a valuable strategy to help them visualise the concept of the poetic image and relate to some of the practices shown.

Overall, the session went well. Students engaged and participated in the group activities asking questions about the poetic image and the assignment. However, there are a small group of students that usually sit together and cause disruption to the group by chatting between them instead of listening and using their mobile phones.