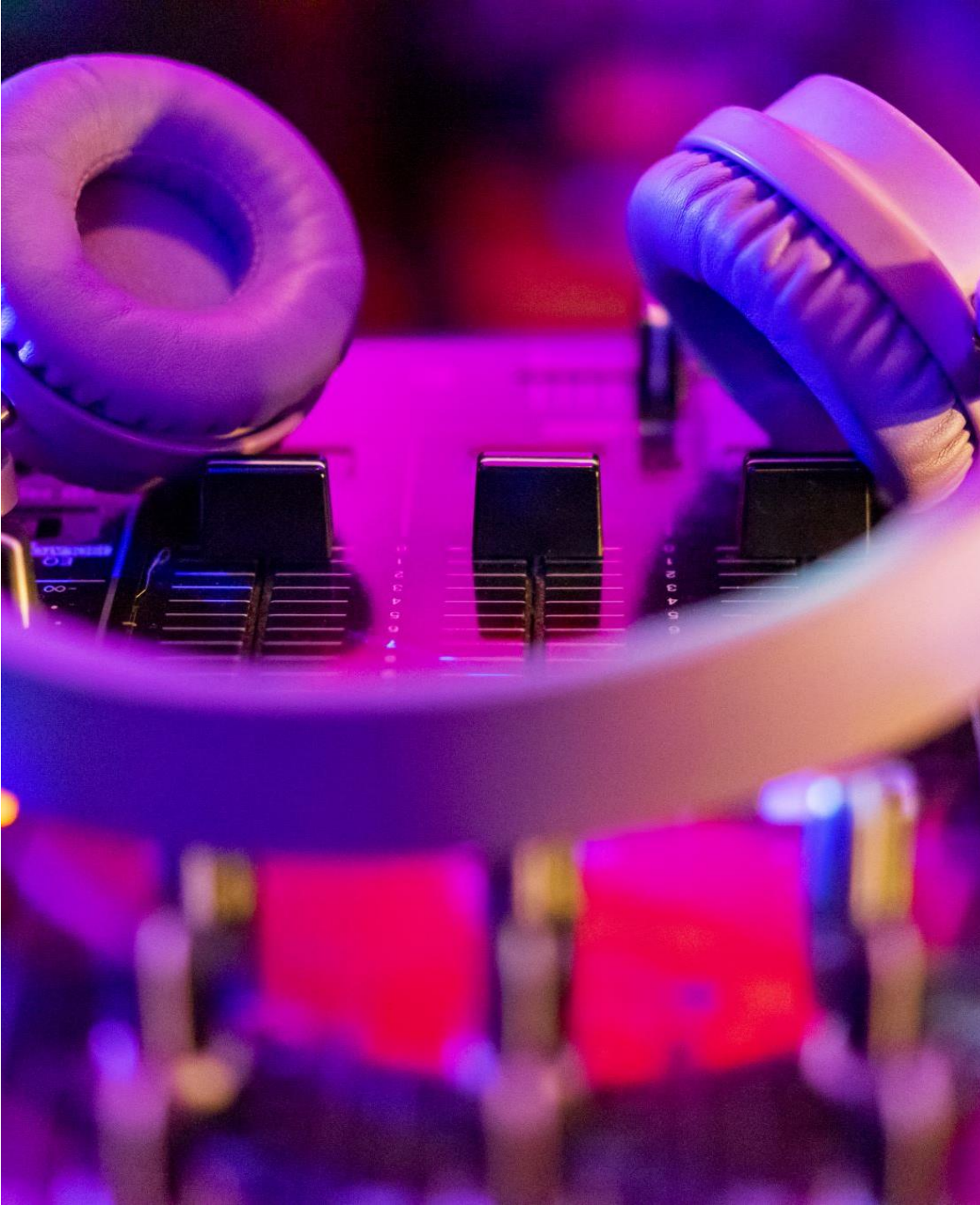




WELCOME CROESO

Diwrnod 1 / Day 1:
06/09/26

c.morgan@uwtsd.ac.uk

WHO
ARE
YOU?

YON



Prifysgol Cymru
Y Drindod Dewi Sant
University of Wales
Trinity Saint David

Yr Athrofa
Institute of Education
Addysg i Gymru Education for Wales

APLP
PDPA
Partneriaeth Dysgu Proffesiynol Yr Athrofa
Yr Athrofa Professional Learning Partnership
Barnhaudd Allwng Gydlyn Cymru / Inspiring Teaching Together

YR HYN SYDD EI ANGEN ARNA I ODDI WRTHOCH CHI: WHAT I NEED FROM YOU:



Cymerwch rhan /
Take part



Gofynnwch gwestiynau – mawr
neu bach /
Ask questions – big or small



Os oes arnoch chi angen mwy
o wybodaeth NEU llai o
wybodaeth – dywedwch wrtha
i /

If you need more information
OR less information – tell me



* Rywbeth ar goll? / Wyt ti
wedi clywed hyn o'r blaen? /
Wyt ti'n drysu? / Mewn panig
am...? / Methu gwneud...

Something missing? / Heard
this before? / Confused? /
Panicking about...? / Can't do...



Cadwch mewn cysylltiad /
Keep in touch



Cefnogwch eich gilydd /
Support each other

Dweck



Carol Dweck

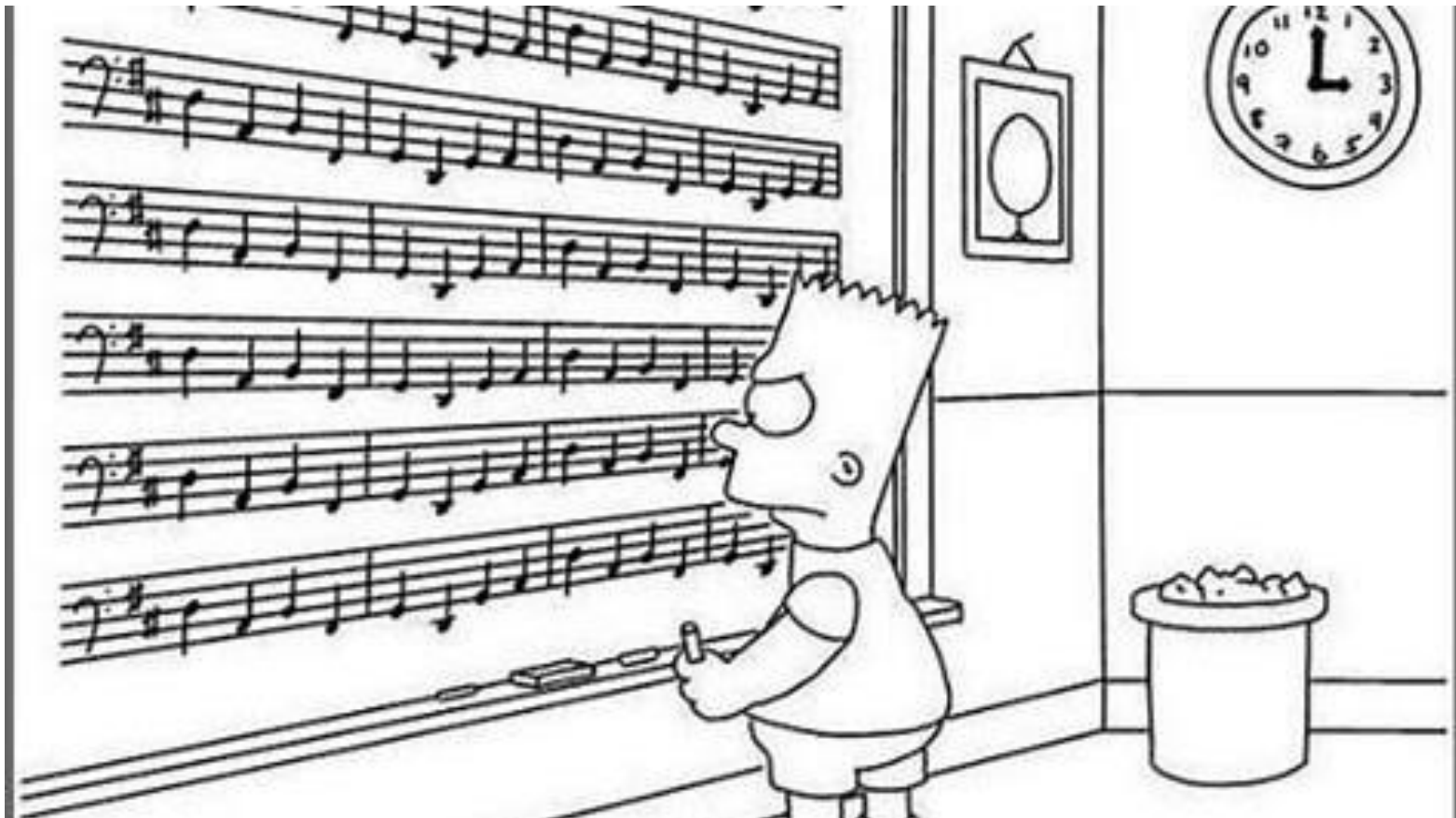


"Individuals who believe their talents can be developed (through hard work, good strategies, and input from others) have a growth mindset"

(Dweck, 2016)

Those with a fixed mindset believe such talents are an innate gift and not easily changed.

RHEOLI AMGYLCHEDD Y DOSBARTH / MANAGING THE CLASSROOM ENVIRONMENT





**BETH ALLAI FOD YN DIGWYDD YMA? PAM?
WHAT MIGHT BE HAPPENING HERE? WHY?**

Y problem...

The problem...

“The weather is bad, so they’re wound up!”

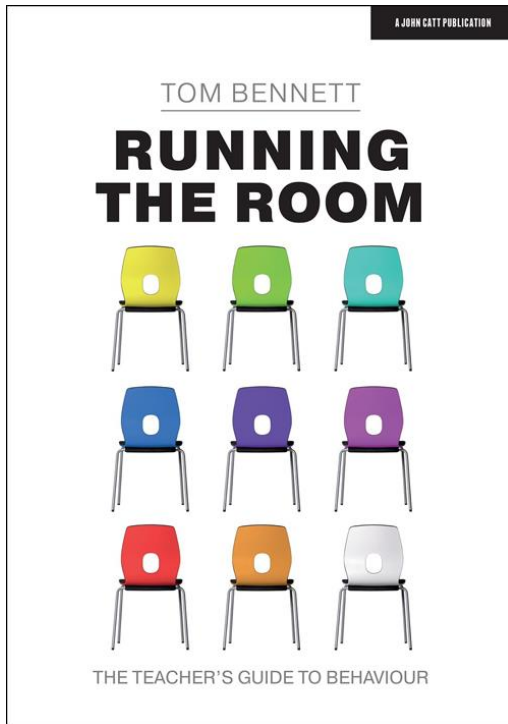
“It’s last lesson on a Friday!”

“Everyone has problems with that class!”

The work was too difficult.

The instructions were not clear.

The teacher was not prepared.



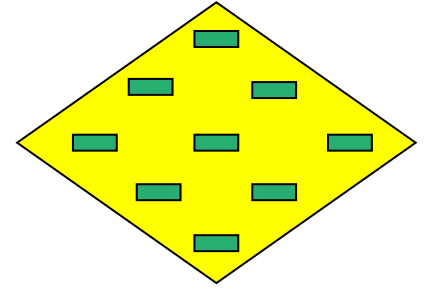
‘Behaviour is a curriculum. Being well-behaved is a combination of skills, aptitudes, habits, inclinations, values and knowledge. These can be taught’ (Bennett, 2020, p. 26)

Bennett, T (2020) *Running the Room. The teacher's guide to behaviour*. Woodbridge: John Catt Educational Ltd.



Sut allwn ni ‘addysgu’ ymddygiad?
How can we ‘teach’ behaviour?

TASG



Torrwch ddarn (bach!) o bapur yn 12 a rhifwch bob darn – 1 i 12.

Tear a (small!) piece of paper into 12 and number each piece – 1 to 12.

Behaviour Management – Defiance

Observed behaviour:

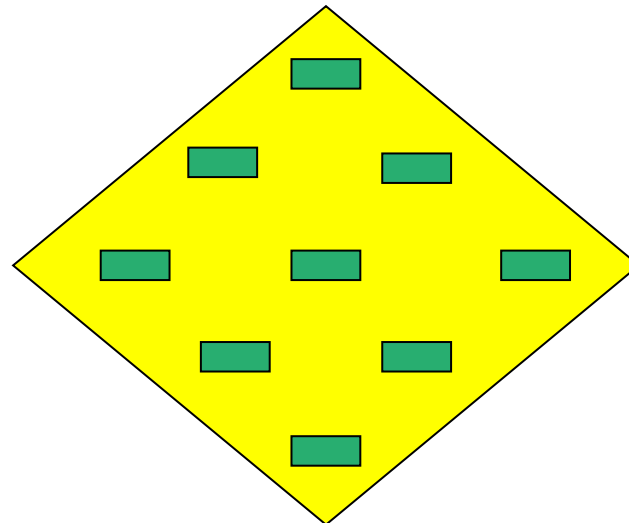
- Talks back or laughs at teacher
- Appears unaffected by what teacher says
- Claims teacher is unfair
- Poor relationship with peers
- Blames others
- Often over-emotional

Causes:

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

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



Behaviour Management – Low level disruption: making silly noises

Observed behaviour:

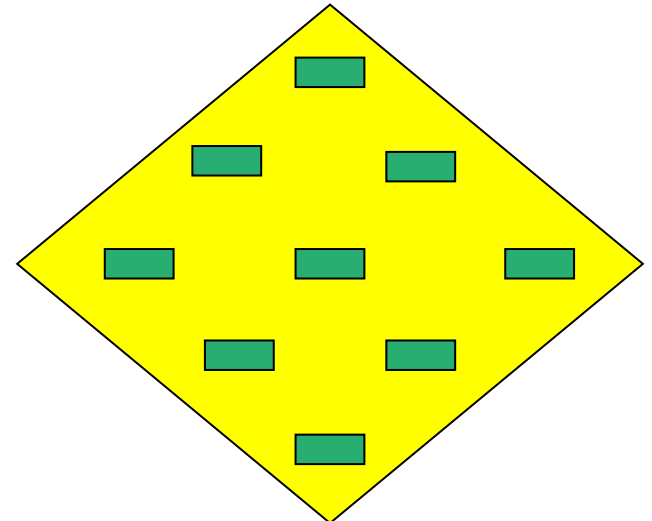
- Makes noises in the classroom (humming, tapping the desk, whistling, etc.)
- Pretends he is not the cause when asked to stop
- Gives impression he is purposely trying to annoy the teacher

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
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



Behaviour Management – Refusal to work

Observed behaviour:

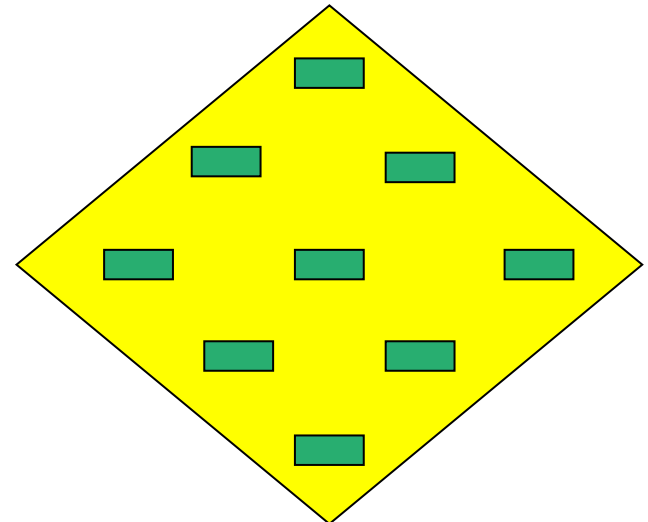
- Draws, daydreams and uses a variety of tactics to avoid work
- Frequently out of seat, wandering around the room
- Fails to bring equipment to class
- Short attention span

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



Behaviour Management – Abusive language

Observed behaviour:

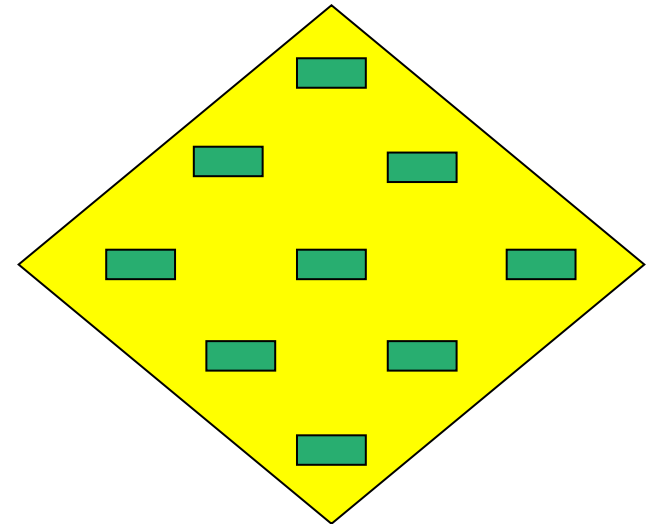
- Loud, offensive, abusive to others in group situations yet can be polite in 1:1 situations
- Can't accept criticism from others
- Attempts to shock staff and impress peers
- Can find it difficult to form relationships with peers

Causes:

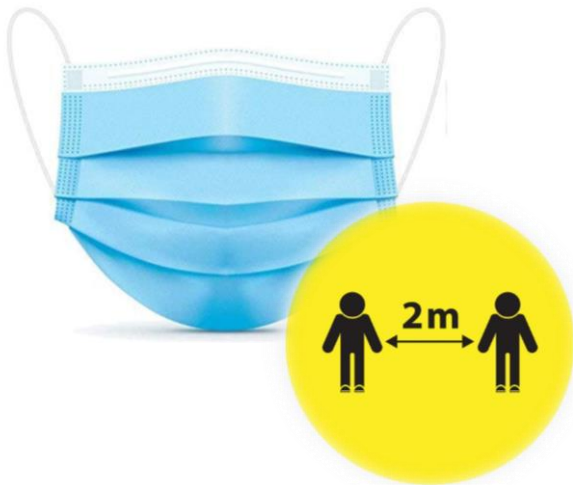
- A need for status and attention
- Lack of social skills – inability to control temper
- May be a way of covering up inadequacies in group situations

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



Sut ydyn ni'n newid ymddygiad?
How do we change behaviour?



IVAN PAVLOV (1927)

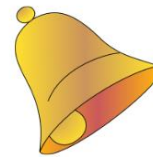
Before Conditioning



Unconditioned
stimulus

Salivation

Before Conditioning



Neutral
stimulus

No Salivation

During Conditioning



Association

Salivation

After Conditioning

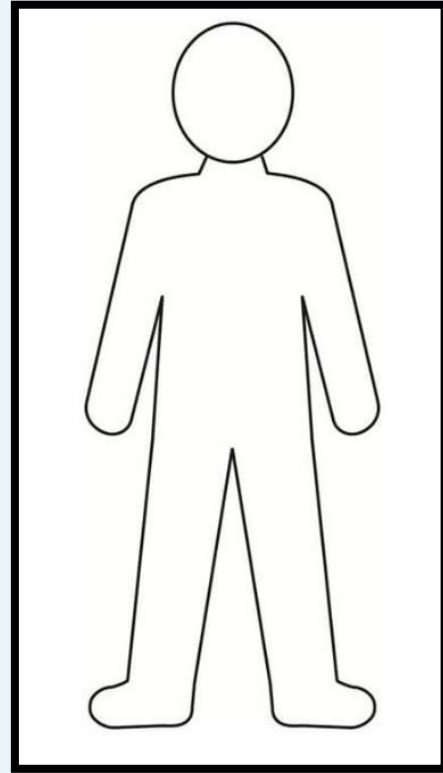


Conditioned
stimulus

Salivation

Sut gallwn ni 'fodelu' ymddygiad?

How can we 'model' behaviour?



BEHAVIOUR SCENARIOS

Dyma 3 sleid gyda gwahanol sefyllfaoedd ymddygiad. Mae dewis o 5 ymateb. Pa un fydddech chi'n dewis, ac ai dyna'r dewis cywir?

There are 3 slides with different scenarios. What would you do? You have a choice of 5 options. Which option would you take, and is that the correct option?

1
Rwyf ti'n cyrraedd yr ystafell ddosbarth am dy
wers gyntaf gyda bl 8. Rwyf ti 5 munud yn
hwyf achos dy fod wedi bod yn arsylwi gwers
ochr arall yr ysgol. Mae'r disgyblion i gyd yn
swnllyd. Mae rhai yn eistedd ar y byrddau.
Does neb yn gwrando pan rwyf ti'n gofyn
iddyn nhw eistedd lawr a gwrando
Wyt ti yn:

1. Gweiddi. Codi dy lais yn uwch na pawb
arall. Gwneud yn siwr bod pawb yn
eistedd o fewn 30 eiliad
2. Cadw'r dosbarth cyfan i mewn amser
egwyl am fod yn swnllyd a peidio
gwrando.
3. Trio osgoi crio a mynd i ol athro sy'n gallu
rheoli'r dosbarth
4. Sefyll yn y blaen yn amyneddgar ac aros
iddyn nhw sylwi arnat ti. Byddan nhw yn
setlo pan fyddan nhw yn dy weld di.
5. Rhywbeth arall

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
all 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

Dyma dy wers gyntaf gyda dosbarth blwyddyn 7. Bob tro ti'n gofyn cwestiwn, mae James yn gweiddi'r ateb. Dyw e byth yn codi ei law. Mae ei atebion i gyd yn gywir. Wyt ti yn:

2

1. Cario 'mlaen. Mae James yn ateb yn gywir ac yn dangos dealltwriaeth dda o'r gwaith.
2. Cadw James i mewn amser egwyl am beidio codi ei law.
3. Cyn gofyn cwestiwn, atgoffa'r disgyblion i godi llaw ac y byddi di yn dewis pwy fydd yn ateb
4. Dilyn polisi 'dim dwylo i fyny' a dewis disgybl ar hap i ateb
5. Rhywbeth arall

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

Rwyt ti wedi rhoi 25 munud i ddisgyblion ysgrifennu tasg unigol. Mae 10 munud wedi mynd. 'Dyw Jake (sy'n eistedd yn y cefn) ddim wedi ysgrifennu gair. Mae e'n tynnu sylw y rhai o'i gwmpas e trwy siarad a ticlo nhw.

Wyt ti'n:

1. Dweud wrth Jake o flaen y dosbarth bod 15 munud ar ol. Gwell iddo fe ddechrau ysgrifennu.
2. Symud Jake i'r blaen. Mae sedd sbar drws nesa i Molly (merch brydferth, swot, Miss Perffaith)
3. Symud y disgyblion nail ochr i Jake i'r blaen. Byddan nhw yn gallu gweithio yn dawel.
4. Cerdded i'r cefn, plugu pengliniau i fod yr un taldra a Jake. Gofyn yn dawel sut galli di helpu fe gyda'i waith.
5. Rhywbeth arall

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

HOW WOULD YOU DEAL WITH?

Class won't settle at the start of a lesson

A student interrupts when you are talking

Student uses a mobile phone in class

Student uses inappropriate language

Student makes a silly noise to get attention

Students doing paired work go off task

TOP TIPS ON BEHAVIOUR MANAGEMENT

1

Don't allow	students to speak when you are speaking
Be	assertive (tell students clearly and politely what to do).
Make	time to get to know your students individually
Deal	with poor behaviour consistently. Follow school policy. Enforce a consequence.
Avoid	anger – display the behaviour you expect from them
Gear	your activities to the time of day/ the subject they have just had/ the weather!!
Ensure	instructions are clear (oral and written). Model the task.
Seek	advice and support from colleagues with particularly challenging classes

TOP TIPS ON BEHAVIOUR MANAGEMENT 2

Learn	names – this will help to build positive relationships
Welcome	students at the door
Ensure	that 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
Provide	clear choices - give the student the chance to make the right choice
Don't	hold grudges – each lesson is a clean slate!

BEHAVIOUR MANAGEMENT STRATEGIES EVERY TEACHER SHOULD KNOW

[www.youtube.com/watch?v=b97TNZisix
M&t=3s](http://www.youtube.com/watch?v=b97TNZisixM&t=3s)

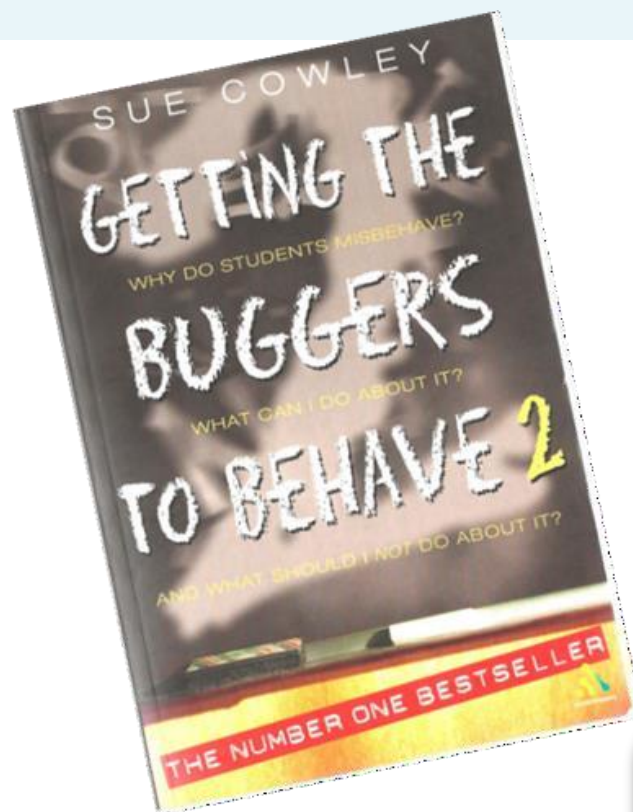
2 Managing the first meeting

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.

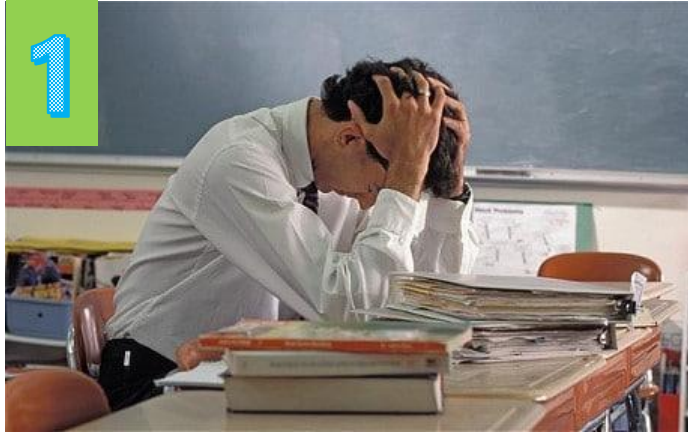
On the other hand, you may find yourself in a school where the students will misbehave for new teachers, testing them to see whether they can withstand the ordeal! This is obviously the more difficult situation to be in, and if you do find yourself at this type of school, you should very quickly turn to others to help and support you. Some ideas about how you might do this are given in Chapter 11.



FIRST IMPRESSIONS

Edrychwch ar y lluniau ar y sleidiau nesaf.
Pa fath o argraff maen nhw yn creu arnoch
chi?
Oes modd newid hynny? Sut?

Look at the images on the next slides
What kind of impression do they have on you?
Could that be changed? How?



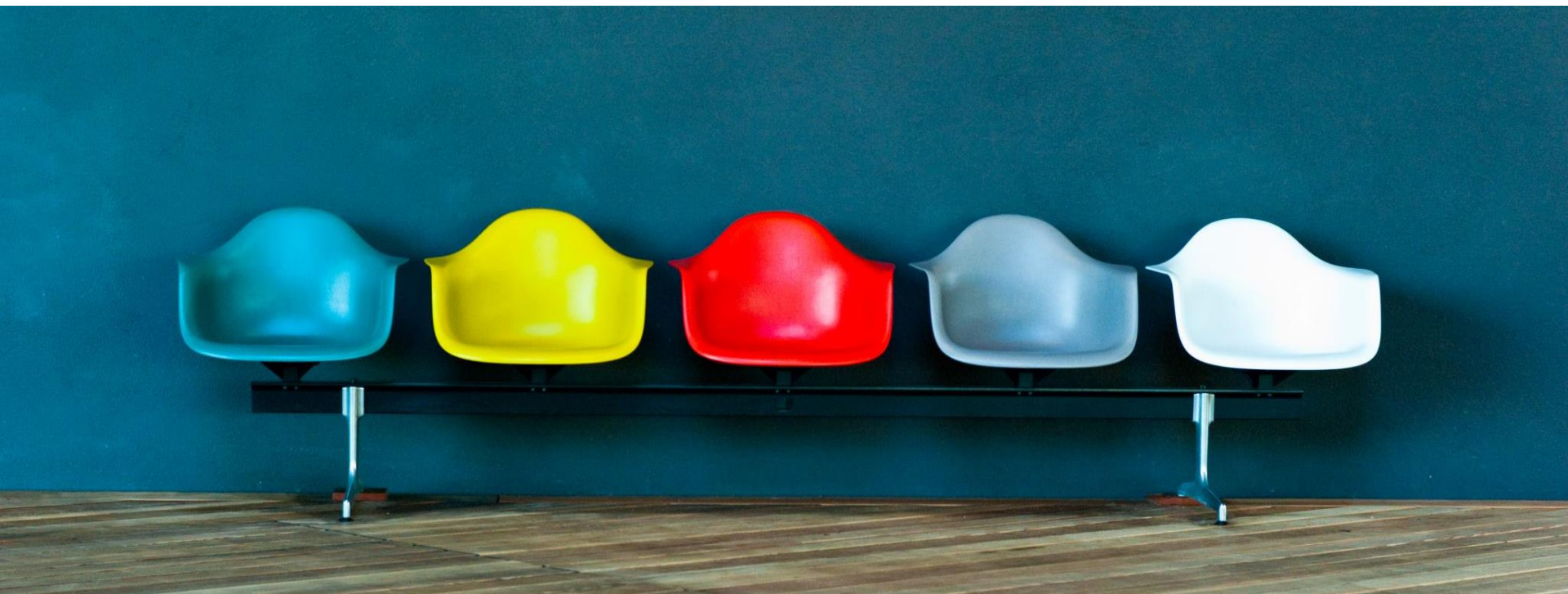




Susan Springer

**10 best ways to
make a great
first impression**

“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.”



**SEATING PLAN
CYNLLUN EISTEDD**

1		Male/Female	EAL	FSM	Gifted/Talented	Looked After	SEN Status	% Attendance	AWRT Year7	EN TA: English Sub KS2 Wa Key Stage 2 Validated Result	MA TA: Maths Sub KS2 Wa Key Stage 2 Validated Result	SC TA: Science Sub KS2 Wa Key Stage 2 Validated Result	Welsh 2nd Lang TA KS2 Key Stage 2 Validated Result		KS3 History Target	Current Attainment (Autumn Year 9)
2	Aled Jenkins	M		N				100	118	5	5	5	4		6	5
3	Amy Sharp	F		Y				91.2	99	4	4	4	3		5	5-
4	Brenda Jones	F		N	Y			100	126	6	6	5	5		7	5+
5	Colin Dacey	M		N			A	100	83	3	3	3	3		4	4-
6	Dan Jones	M		N	Y			91.2	126	6	6	5	5		7	6+
7	Gemma Gibbs	F		N				100	119	5	4	4	4		6	6-
8	Kayla Smith	F	Y	Y		Y	A	100	76	3	4	4	4		5	4
9	Malcolm Stephens	M	Y	Y				94.1	97	4	4	4	3		5	4+
10	Neil Williams	M		N				76.5	98	4	4	4	4		5	5-
11	Rhys Thomas	M		N			A	100	82	3	3	3	3		4	4
12	Sienna Rees	F		N			P	100	100	4	4	4	3		5	5-
13	Stephen Biggar	M		N				100	108	5	5	5	5		6	6-
14	Tara Thomas	F		Y				100	105	4	4	4	3		5	5-
15	Tracy Hurst	F		N			P	100	75	3	3	4	3		4	3+

TASG

Ystyriwch y cynlluniau dosbarth ar y sleid nesaf (llinellau / grwpiau)
Crewch gynllun eistedd ar gyfer y dosbarth.

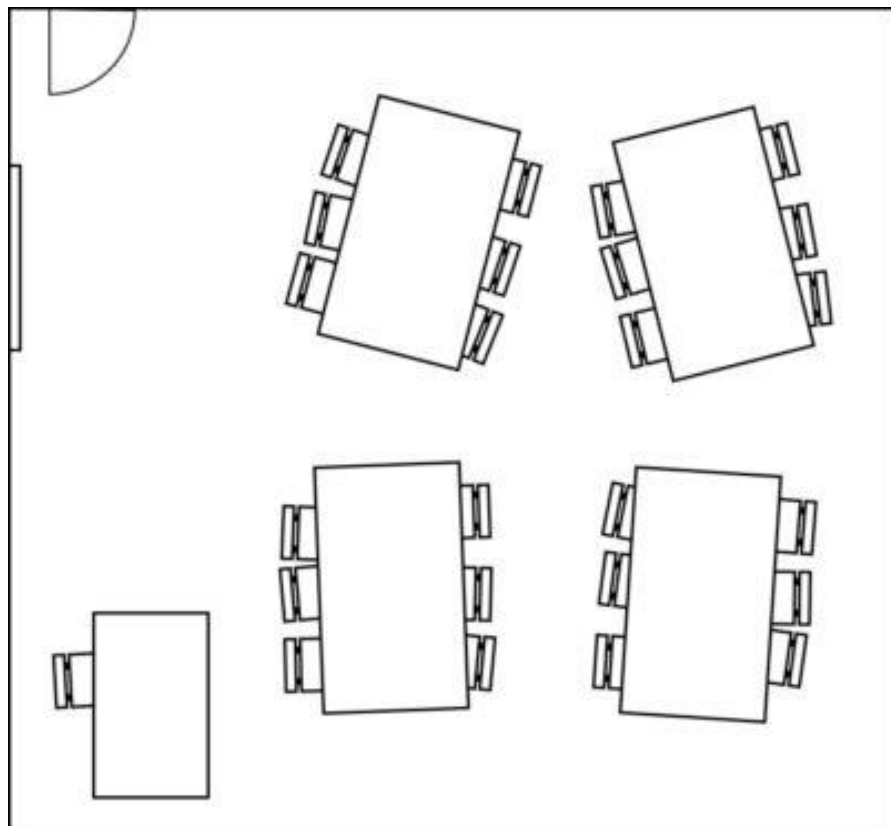
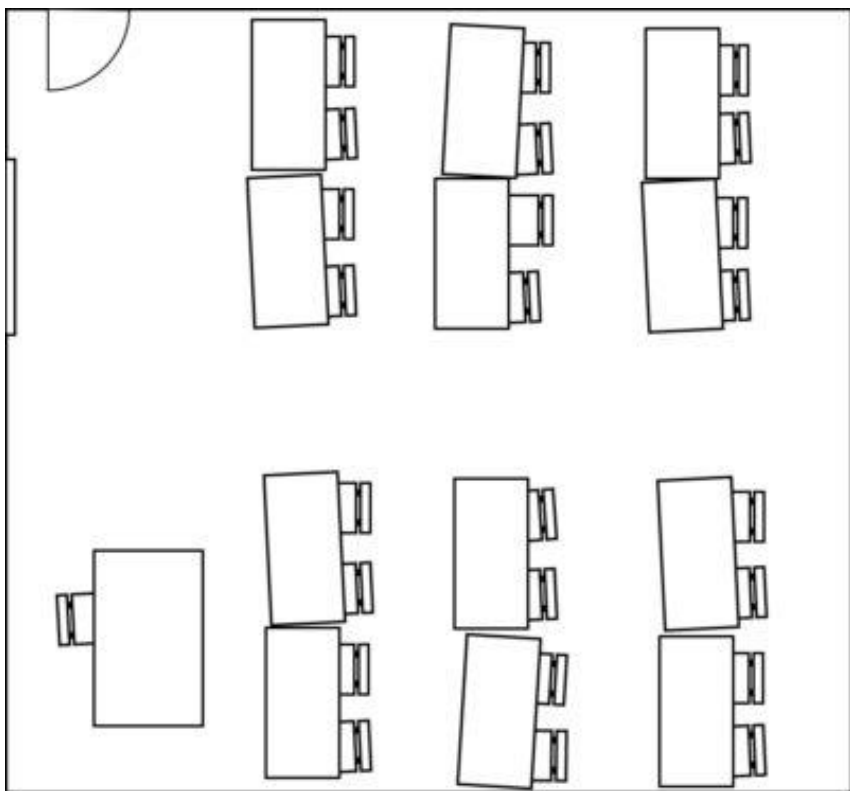
Sut ydych chi'n rhannu'r cynllun gyda'r disgyblion wrth iddyn nhw gyrraedd yr ystafell ddosbarth? (meddyliwch am ddull sy'n lleihau ffws, yn gyflym ac yn osgoi creu problemau pellach.

Beth yw manteision ac anfanteision gosod y dosbarth fel hyn? (llinellau/grwpiau)

Consider the seating layouts on the next slide (lines / groups).
Create a seating plan for the class.

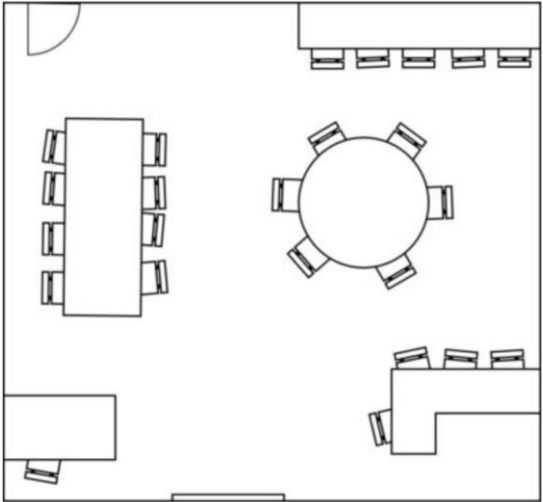
How would you share this seating plan with your class as they arrive in the classroom? (minimal fuss, quickly and avoiding further problems)

What are the advantages and disadvantages of setting the classroom out like this?

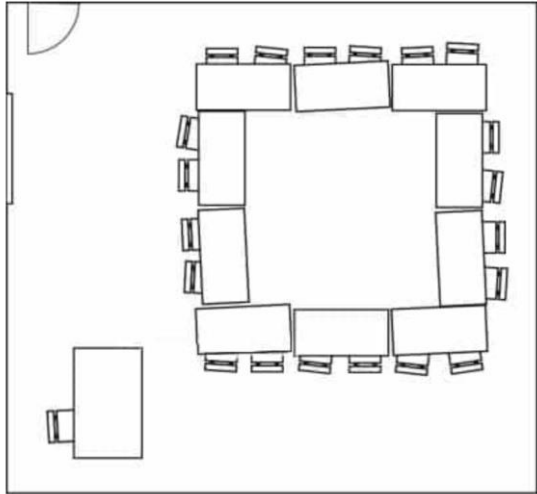


OPSIYNAU ERAILL

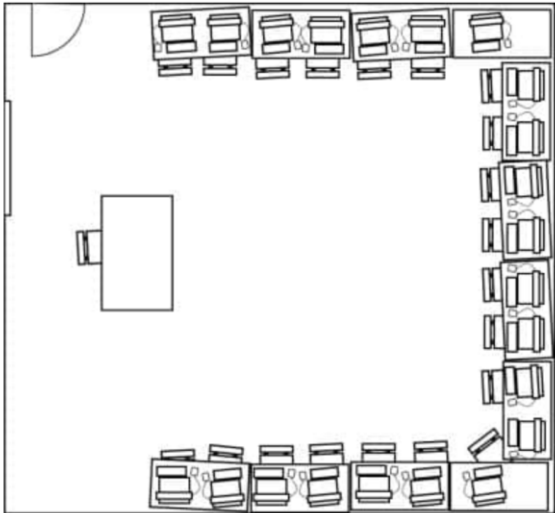
OTHER OPTIONS



Workstations

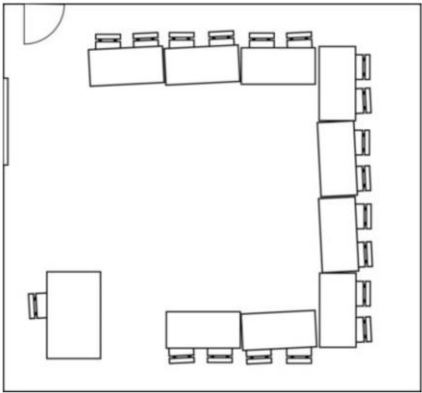


O shape

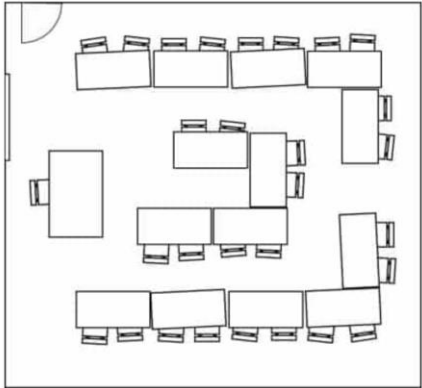


Wall-facing

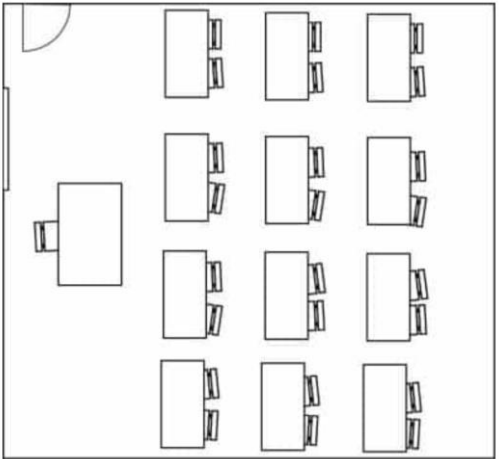
Horseshoe



Double horseshoe



Pairs





SYNIADAU GWAHANOL AR SUT I OSOD YSTAFELL — DIFFERENT CLASSROOM LAYOUTS

<https://helpfulprofessor.com/classroom-layouts/>

Pupil view



Teacher view



Teacher view





NO PUPILS
ALLOWED



Success

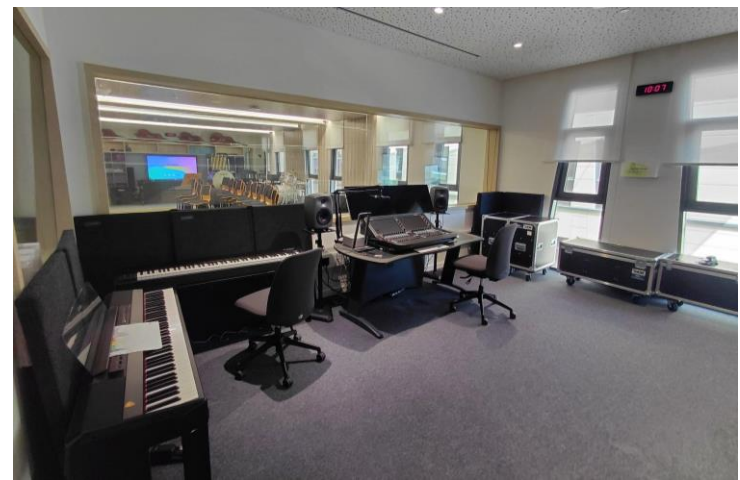
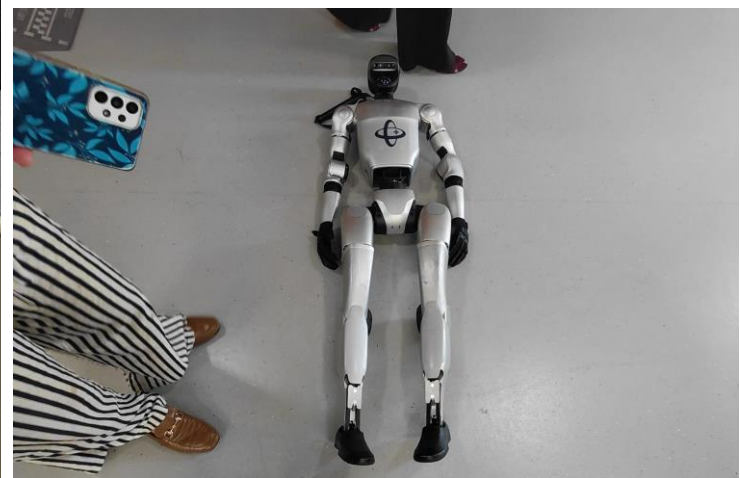
KORG

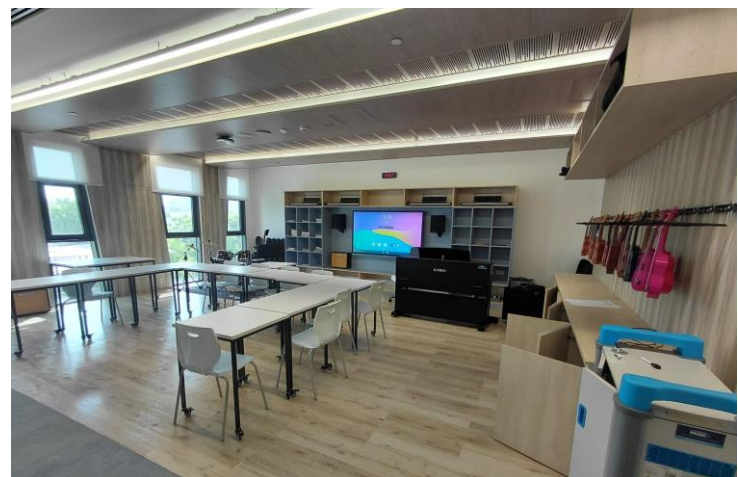
Marshall

0-0-0









ANGEN COFIO... REMEMBER...

Photo
Facebook

