IPPU (PPU03)	Intensive Professional Practice Unit: Behaviour to Learn

Curriculum Focus – Secondary Trainees

Aspects of this unit are covered in the following Foundation Sessions:
- Making the most of observing expert colleagues
- Behaviour Management
- How children learn – learning theory
- Planning principles

Subject Studies sessions cover behaviour management and safe routines in subject classrooms during Term 1a.

Safeguarding in schools is covered in Terms 1,2 and 3 at University and at the start of placements 1 and 2 in schools.

Introduction

Learning can be hard and there can be many distractions. Establishing routines and expectations can support learners to resist distractions, key into learning and be more successful for the teacher and the pupils. During induction we explore pupils' ability to self-regulate and how teachers are key role models.

Key Learning

Teachers are key role models, who can influence the attitudes, values and behaviours of their pupils

Teachers have the ability to affect and improve the wellbeing, motivation and behaviour of their pupils

The ability to self-regulate one's emotions affects pupils' ability to learn, success in school and future lives

A predictable and secure environment benefits all pupils, but is particularly valuable for pupils with special educational needs

A culture of mutual trust and respect supports effective relationships

Establishing and reinforcing routines, including through positive reinforcement, can help create an effective learning environment

With your mentor you will have the opportunity to set high expectations for behaviour by:
- Appling rules, sanctions and rewards in line with school policy, escalating behaviour incidents as appropriate
- Establishing a supportive and inclusive environment with a predictable system of reward and sanction in the classroom.
- Using consistent language and non-verbal signals for common classroom directions
- Rigorously maintaining clear behavioural expectations

In this unit you will make connections between the induction sessions and the practices in your school. You will have the opportunity to:
Discuss and analyse:
- who to contact with any safeguarding concerns and having a clear understanding of what sorts of behaviour, disclosures and incidents to report.
- how routines are established at the beginning of the school year, both in classrooms and around the school.

Receive guidance, practise, and receive feedback in coaching meetings to improve at:
- Working alongside colleagues as part of a wider system of behaviour management (e.g. recognising responsibilities and understanding the right to assistance and training from senior colleagues).
- Giving manageable, specific and sequential instructions.
- Acknowledging and praising pupil effort and emphasising progress being made.

Feedback on the effectiveness of approaches employed by the trainee in interactions with pupils prior to taking responsibility for teaching groups can provide a focus for early mentor meetings. The activities are designed to be completed before taking on the teaching of sequences of full lessons.

Suggested prompts for coaching conversations on deeper learning:

What are you noticing in your observation of teachers' establishment of class routines?
What behaviour are you noticing from pupils that teachers have to deal with? What behaviour don't they have to deal with?
What do you notice about how pupils respond to the teacher's instructions?
How will you plan your lessons to take account of these factors?

Suggestions for modelling, practising and embedding strategies to promote behaviour for learning are integral to the training in this ITAP. They include;
Focus 1: Effective routines; entry, exit, transitions
Focus 2: Effective responses; including positive reframing, clarity of language and consistency with expectations.
Focus 3: Effective relationships; building a sense of belonging by knowing names, awareness of pupil characteristics and promoting positive interactions

Summary reflection
500 words

How does a teacher establish expectations of behaviour and what strategies are used to reinforce these expectations? When are rewards most and least effective?

Key reading

Bandura, A. (1986) Social foundations of thought and action: a social cognitive theory Englewood Cliffs New Jersey: Prentice Hall

Bandura, A. (1997) Self-efficacy: the exercise of control New York : Freeman

DfE (2021a) *Development Matters Non-statutory curriculum guidance for the early years foundation stage* available online at:https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1007446/6.7534_DfE_Development_Matters_Report_and_illustrations_web__2_.pdf accessed 11.8.21

DfE The trainee teacher behaviour toolkit summary. https://www.gov.uk/government/publications/initial-teacher-training-itt-core-content-framework/the-trainee-teacher-behavioural-toolkit-a-summary

DfE (2021b) Statutory framework for the early years foundation stage Setting the standards for learning, development and care for children from birth to five available online at:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/974907/EYFS_framework_-_March_2021.pdf accessed 11.8.21

DfE. (2022) Behaviour in Schools. Available here: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1089687/Behaviour_in_Schools_guidance_July_2022.pdf

Didau, D. and Rose, N. (2016) *What every teacher needs to know about psychology* Woodbridge : John Catt Educational Ltd.

Education Endowment Foundation (EEF) (2019) *Improving Behaviour in Schools Guidance Report* available at: https://educationendowmentfoundation.org.uk/tools/guidance-reports/improving-behaviour-in-schools/ accessed 4-8-20

Education Endowment Foundation (2018) Sutton Trust-Education Endowment Foundation Teaching and Learning Toolkit: Accessible from: https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit

Ellis, S. and Tod, J. (2018) Behaviour for learning: promoting positive relationships in the classroom Abingdon: Routledge

DES (1989) *The Elton Report Discipline in Schools Report of the Committee of Enquiry chaired by Lord Elton* London: HMSO

Kyriacou (1998) Essential teaching skills (2nd ed.) Cheltenham : Stanley Thornes

LeFrancois, G (1997) Psychology for Teaching (9th edition) London: Wadsworth

Porter, L. (2014) *Behaviour in Schools: Theory and Practice for Teachers* Maidenhead: McGraw-Hill Education

Powell, S. and Todd, J. (2004) A systematic review of how theories explain learning behaviour in school contexts. In: *Research Evidence in Education Library*. London: EPPI-Centre, Social Science Research Unit, Institute of Education available online at http://eppi.ioe.ac.uk/cms/LinkClick.aspx?fileticket=xjNFKFrgrG8%3D accessed 7.7.2008

Early Education. (2012) *Development Matters in the Early Years Foundation Stage.* Available online at: https://www.early-education.org.uk/development-matters-early-years-foundation-stage-eyfs-download

Rogers. C. (1959) *A Theory of Therapy, Personality and Interpersonal Relationships as Developed in the Client-Centred Framework.* Psychology: A Study of a Science. Study 1, Volume 3: pages 184-256

Overview of Activities

Activity	Suggested Days for Completion	
	Embed Day 1 or 2	Embed Day 3 or 4
Discussion with expert colleague about the school's behaviour policy	✓	
Focus 1 - Routines:		
1A: Trainee observation of within lesson transition routine - **focus on expert colleague**	✓	
1B: Trainee observation of within lesson transition routine - **focus on pupils**	✓	
1C: Observation of trainee's transition routine by expert colleague followed by discussion		✓
Focus 2 - Responses:		
2A: Trainee **observation of pupils** - focus on encouraging engagement	✓	
2B: Trainee's **observation of expert colleague** - focus on encouraging engagement	✓	
2C: Observation of trainee's responses to pupils by expert colleague followed by discussion		✓
Focus 3 - Relationships		
3A: Trainee's observation of expert colleague - focus on demonstrating belonging		✓

Embedding your practice

1A: Trainee's observation of teacher	

Area:	Within Classroom Transitions		
	Examples may include: moving from the carpet area to the tables/moving from an experiment to desks/change in activity e.g. individual work to group work		
	In Focus 1A you will focus on the class teacher (in 1B you will focus on the pupils)		

Step	**Guidance**	*Notes*
Observing an expert colleague e.g. class teacher/ subject lead/ mentor/ external specialist/ subject specialist/ phase lead.	**How does the expert colleague:**	
	Gain pupils' attention	
	Signal behavioural expectations (including non-verbal methods)	
	Give instructions/use questions and prompts	
	Use body language and gesture to communicate and reinforce expectations	
	Break the transition down (e.g. step by step)	
	Manage pupil movement	
	Use and encourage good listening	
	Use praise	
	Apply the school policy in relation to rewards and sanctions	
	The above list is not exhaustive, make notes on other aspects linked to the focus and area that interest/support you	
Analyse	*Map out the steps of this routine from beginning to end; consider the steps recognised in 'standardising the routine' :* *Secure students' attention* *Verbally walk through the routine* *Check and prepare for the signal* *Signal, switch and re-focus (feedback)*	
Reflect and discuss *Identify some questions to discuss with your mentor regarding your observation*		

Focus 1 Routines	Embedding your practice

1B: Trainee's observation of pupils	
Area:	Within Classroom Transitions Examples may include: moving from the carpet area to the tables/moving from an experiment to desks/change in activity e.g. individual work to group work ***In Focus 1B you will focus on the pupils (in 1A you focussed on the teacher)***

Step	Guidance	*Notes*
Sitting with the pupils	**Notice:** *How quickly pupils respond to the teacher's instructions* *How many pupils respond to the teacher's instructions* *How pupils use their body language to communicate* *Respond to praise* *Interact with each other* *The above list is not exhaustive, make notes on other aspects linked to the focus and area that you notice*	
Analyse	1. *What supports children to meet the teacher's expectations* 2. *What causes children to struggle to respond to the teacher's instructions*	
Reflect and discuss *Identify some questions to discuss with your class teacher/mentor regarding your observation*		

Focus 1 Routines	**Embedding your practice**

1C: Observation of trainee's practice by expert colleague
*Part C. focuses upon **observation of <u>the trainee's</u> practice**, with reference to classroom transitions and routines, with subsequent **reflection**, **feedback/coaching** and **target-setting**.*

During this transition/routine I intend to....

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Taking opportunities to practise, receive feedback/ coaching and improve	**The expert colleague observes trainee's practice** **Observer collects** evidence in relation to the trainee's intentions. **Observer's questions.** *During the teaching episode the observer identifies question prompts to stimulate discussion.* *Use the CCF points on Page 1 to help identify specific areas.*	*Observer's notes and questions.*
Mentor/trainee discussion	*Discuss how successfully routines and expectations for routines were shared and reinforced; examine the decisions made and set targets for further improvement.*	*Observer to note these reflections and questions.*
Future target for managing in class routines		

Focus 2 Responses	Embedding your practice	
	2A: Trainee's observation of pupils	
Area:	Encouraging Engagement Examples may include: whole class teaching, small group work, transitions etc.	
Step	**Guidance**	*Notes*
Observing	*Notice...* *Which behaviours pupils display when they are engaged* *Which behaviours pupils display when they are less engaged* *Which phases of the lesson secured the highest engagement* *Which aspects of the lesson saw least engagement* *How pupils responded to the teacher's positioning, body language and non-verbal communication* *How and when praise was used and the impact of this* *The above list is not exhaustive, make notes on any other aspects linked to the focus area that you noticed*	*Trainee records key focal points*
Analyse	*Can you identify any differences between compliant behaviour and engagement?*	
Reflect and discuss	*List and discuss the common low-level off-task behaviours that you observed. How can these be understood and mitigated?*	

Focus 2 Responses	**Embedding your practice**

2B: Responses Trainee's observation of teacher		
Area:	Encouraging Engagement Examples may include: whole class teaching, small group work, transitions etc.	
Step	**Guidance**	*Notes*
Observing an expert colleague e.g. class teacher/ subject lead/ mentor/ external specialist/ subject specialist	*How does the expert colleague....* *Use praise to encourage engagement* *Use verbal and non-verbal communication to engage pupils* *Refer to behaviour expectations* *Move around the room to monitor and promote engagement* *Address low-level, off-task behaviours* *The above list is not exhaustive, make notes on any other aspects linked to the focus area that you noticed*	*Trainee records key focal points*
Analyse	*Can you identify any differences between compliant behaviour and engagement?*	
Reflect and discuss	Which effective responses have you seen in response to low-level behaviours? How confident do you feel about your role in applying these positive strategies? You might want to consider Rogers' 'Hierarchy of Behaviours' (Build and Develop Day 1)	

	Embedding your practice

2C: Observation of trainee's practice by expert colleague

Part C. focuses upon **observation of the trainee's practice**, with reference to their responses with subsequent **reflection, feedback/coaching** and **target-setting**.

During this lesson/segment of a lesson I intend for my responses to....

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Taking opportunities to practise, receive feedback/ coaching and improve	**The expert colleague observes trainee's practice** **Observer collects** evidence in relation to the trainee's target **Observer's questions.** *During the teaching episode the observer identifies question prompts to stimulate discussion. Use the CCF points on Page 1 to help identify specific areas.*	*Observer's notes and questions.*
Mentor/trainee discussion	*Discuss how your responses promoted a sense of belonging and team work.*	
Future target		

Focus 3 Relationships	Embedding your practice

3A: Trainee's observation of teacher		
Area:	Demonstrating belonging	
Step	**Guidance**	*Notes*
Observing an expert colleague.	*How does the expert colleague....*	*Trainee records key focal points for observation of expert colleague* *Trainee's notes and trainee's questions identified during observation*
	Use pupils' names e.g. shortened/preferred name, family name, intonation, terms of endearment, frequency of use, tone of voice	
	Demonstrate awareness of pupils' individual and group interests	
	Demonstrate awareness of pupil profile e.g EHCPs/IEPs/PP/EAL	
	Encourage engagement of the pupils as learners	
	Use non-verbal communication methods to demonstrate belonging	
	*Help **you** to feel that **you** belong in the class*	
	The above list is not exhaustive, make notes on any other aspects linked to the focus and area that you noticed	
Analyse	*Identify some ways in which the teacher has used the classroom environment to help promote belonging – consider this is its broadest sense*	
Reflect and discuss	*Which pupils do you already know more about? Which pupils do you know less about? Why is this and what might you do to address this?*	