

- Creating and explicitly teaching routines in line with the school ethos that maximise time for learning (e.g., setting and reinforcing expectations about key transition points).
- Reinforcing established school and classroom routines
- Responding consistently to pupil behaviour.

This unit is distinct in that it should be started in placement 1 and completed with a different mentor in the second or complementary placement. Activities 1-4 should be completed in Term 1. Activities 5 and 6 are completed at the beginning of a new placement to focus on re-establishing relations with new classes.

There is an opportunity here to collect data for the trainee whilst you are observing their lessons. This will enable you to discuss a trainee's current reality of practice and will guide the trainee to use the **Observation Record** for observations of expert colleagues, focussing on use of praise, when rewards and sanctions are offered and the use of short signals and phrases.

As well as supporting trainees in the activities outlined above, you may also wish to consider the following suggested **prompts for coaching conversations** on deeper learning:

- *How do challenges to your authority make you feel and how can you self-regulate these emotions?*
- *What factors do you reflect on when actioning a school sanction?*
- *Can rewards and sanctions be applied with consistency to all pupils?*

Ideas to be **modelled and deconstructed** or form a focus of observations:

- *Ways to use positive reinforcement for managing behaviour*
- *Learning a script to deal with common classroom issues*
- *Different strategies for bringing a class back together, giving trainees examples so they can then decide which ones feel comfortable at this stage*

## Key Reading

Kern, L., & Clemens, N. H. (2007) *Antecedent strategies to promote appropriate classroom behavior. Psychology in the Schools, 44(1), 65–75.*

<https://doi.org/10.1002/pits.20206>

Morin, A., 2010. The power of effective praise: A guide for teachers.

<https://www.understood.org/en/articles/the-power-of-effective-praise-a-guide-for-teachers>

Sherrington, T., 2020. *Teaching WalkThrus: Five-step guides to instructional coaching.* John Catt Educational

Willingham, D.T., 2021. *Why don't students like school?: A cognitive scientist answers questions about how the mind works and what it means for the classroom.* John Wiley & Sons

Wubbels, T. and Brekelmans, M., 2012. Teacher–students relationships in the classroom. *Second international handbook of science education*, pp.1241-1255

## Professional Practice Unit 6 Establishing Classroom Relationships

The knowledge in this unit is introduced in induction sessions and PPU3's intensive training and practice unit. This is continued as a theme throughout Term 1 including:

- Subject session on behaviour management in the subject
- Core and Alliance days on school-specific approaches to behaviour management
- A Professional Enquiry case-based learning session on ADHD and learning behaviours.
- Developing effective relationships will also be revisited in Term 2 through Professional Enquiry sessions on disadvantaged learners.

In University sessions we explore how learning theory underpins pupil behaviour and how trainees manage their teaching environments for learning, including. This includes learning that:

- Establishing and reinforcing routines, including through positive reinforcement, can help create an effective learning
- A predictable and secure environment benefits all pupils but is particularly valuable for pupils with special educational needs.
- The ability to self-regulate one's emotions affects pupils' ability to learn, success in school and future lives.
- Teachers can influence pupils' resilience and beliefs about their ability to succeed, by ensuring all pupils have the opportunity to experience meaningful success.
- Building effective relationships is easier when pupils believe that their feelings will be considered and understood.
- Pupils are motivated by intrinsic factors (related to their identity and values) and extrinsic factors (related to reward).
- Pupils' investment in learning is also driven by their prior experiences and perceptions of success and failure.

In this study unit you will make connections between university teaching sessions and the practices in your school. You will have the opportunity to:

### Discuss with a mentor and analyse;

- How to support pupils to move from needing extrinsic motivation to being motivated to work intrinsically.

### Receive guidance, practise, and receive feedback in coaching meetings to improve at:

- Teaching and rigorously maintaining clear behavioural expectations (e.g. for contributions, volume level and concentration)
- Applying 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.
- Using early and least-intrusive interventions as an initial response to low level disruption.

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## Activities

*These tasks must be completed as part of your training. Required items are highlighted in bold and summarised below.*

1. Gather data/information on your use of praise, rewards and sanctions in a selected lesson (a tally chart) (use your observation book) and use this to inform discussion in your mentor meeting .
2. Prepare a **positive reinforcement script** to acknowledge good behaviour.
3. Plan 5 statements including 2 non-verbal signals for common classroom directions. Give a table of these to observers to track how often these are used across a week of teaching. Collect the results.
4. Select a teaching strategy to bring the class back together – e.g. 3,2,1 count down. Discuss with your mentor and make **notes** on how effective this strategy is on pupil response.
5. Make an **action plan** for establishing expectations with a new class that draws on lessons learned from Activities 1- 5.
6. Make **notes** from your feedback and discussion in a mentor meeting on your expectations of behaviour and how you are communicating your expectations with a specific group.

## Activity Outputs

*Save these items separately [on Moodle](#)*

- 1 A positive reinforcement script from Activity 2.
- 2 Weekly mentor meeting record for Activity 5 ( or your action plan)
- 3 Weekly mentor meeting record for Activity 6.

## Synoptic Writing

With reference to the key reading in this Study Unit, write 500 words reflecting on how your awareness of a pupil's individual needs impacts on the decisions you make when planning a positive learning experience.

*You can check the PPU guidance sheet for instructions on referencing and word count etc.*



**Compulsory**