Welcome to the PGCE Partnership Newsletter – Behaviour Focus

This second edition of the PGCE Partnership newsletter focuses on supporting positive behaviour management. Contributions to this edition come from the Partnership Forum, NQTs and established teachers from within Partnership schools, Yvette Bent the York LA Advisor for Behaviour and Attendance and Sue Fisher York LA, trainee teachers and colleagues from the University team.

Our Exit Surveys and the NQT Survey data indicate strong training within the Partnership for ‘Behaviour’. Trainees and NQTs are always keen to develop their knowledge, skills and understanding of this area. This edition of the Newsletter aims to make links to earlier training in the WSI sessions, Curriculum Area sessions and School-based sessions and to support trainees at this next stage of their development.

We would encourage trainees to try out one of the suggestions outlined in the newsletter, read one of the suggested books or articles or visit one of the websites. Remember behaviour for learning is part of the wider skill set of a developing teacher.

**Top Tips for Learning Behaviour**

**Yvette Bent and Sue Fisher York LA**

- Use positive statements to avoid confrontation
  - Stop tapping that pencil!
  - Put the pencil down, thanks.
- When correcting, least intrusive first
  - You stop doing that and listen to me!
  - Let’s have everyone listening.
- Convey confident expectation
  - Can you listen please?
  - I want you to listen to me now, thanks. Show me you are listening - thanks
- Avoid letting minor irritations disrupt learning
  - Can it be ignored, even if just for now?
- Use partial agreement
  - I don’t care if she was talking as well!
  - I agree that it wasn’t just you that was talking, but get on with your work now, thanks.
- Give take up time
  - Put those sweets away now!
  - I’d like you to have put the sweets away by the time I check your work again, thanks.
- Link choices to consequences
  - You’re not going for break because you haven’t done enough work!
  - You can finish that paragraph now then go for break, or stay in at break time to finish it.
- Give specific genuine praise
  - Well done!
  - I really like the way that you’ve . . . .
- Set clear expectations
  - Listen!
  - I expect you to show me you’re listening by facing the front and putting pens down.
- Praise in public, reproach in private
- Be calm . . . . and smile

**Tom Bennett is the TES Behaviour ‘Guru’:**


**Take a look at:**

http://www.behaviour2learn.co.uk

**Have you read these books?**

- Behaviour Management Pocketbook
  - Peter Hook and Andy Vass
  - Teachers’ Pocketbooks
  - ISBN: 9781903776599

  - Ed. Bill Rogers
  - Sage
  - ISBN: 9781848606852

- Inside I am Hurting
  - Practical Strategies for Supporting Children with Attachment Difficulties in Schools.
  - Louise Michelle Bomber
  - Worth Publishing
  - ISBN: 1903269113
Big Picture
The Partnership Forum collaborated to produce this helpful section on supporting positive behaviour in your classroom. Reflect upon and adopt some of the ideas:

School Policy:
- Where to find it – on the computer, on the wall, in the handbook.
- Do you know the detail and have you seen a talented teacher put it into practice?

Who to talk to:
- Who are the lead teachers for Behaviour in the school?
- Could you be paired up with an NQT?
- Share your observations with other trainees.
- Class teachers, Professional Tutor, Form Tutors

Observations:
- When and who to observe?
- Teachers who teach the same groups as you.
- Other teachers of your subject.
- Class teacher takes back the class for a lesson and trainee observes from a behaviour for learning perspective.
- Peer observations of other trainees.
- Focus in on: presence, transitions, low level disruption etc.

Video yourself:
- Flip camera
- What to look for?
- Review with peers.
- Talk to PT about privacy issues (letters home etc.)

YOU - Your Presence
- Self-confidence - posture
- Position in classroom - circulate
- Voice – speak quietly to reprimand
- Develop own non-verbal cues
- Organisation
- Practise in the mirror or video

Focus in:

Know their names:
- Link to your seating plan
- Lollipop sticks
- White Board name generator
- Giving out books
- Name cards on desks
- Starter activities linked to names

Meet outside the classroom door:
- Can they line up?
- Can you ask them to ready to come in to learn?
- Arrive on time/early if you can.
- Welcome them in to your classroom.
- Link to school policy
- Set standards – uniform, noise etc.
- Smile, say hello, make eye contact.

Seating Plan:
- Draw it up with advice from the class teacher.
- Stick to it – NO negotiation
- Follow up if someone sneakily moves.
- Think about groups.
- Think about boy/girl seating.
- Link to school policy.
- Change it if you need to.

Your Preparation:
- Lessons planned – in advance and checked by your mentor or host teacher.
- Activities are challenging and engaging.
- Have all of your resources with you – no nipping out!
- Plan for pace.
- Have realistic expectations of how long students can sit and listen.

Your Language:
- Language of expectation – thank you.
- Language of choice.
- Use first names.
- Inclusive language - us, we, our...
- Tone, speed, delivery
- Imperative language.

Rewards and Praise:
- Stamps, planners, post cards home?
- Link to school policy.

Waiting for silence:
- It has to be done.
- Do you use a signal – hands up – where you stand in the room?
- Pause mid-sentence if someone starts to talk.

Follow through:
- If you give a first warning – how many more can there be?
- If you write their name on the board – what happens?
Can Social Pedagogy Help?

It is all too easy to become preoccupied with the immediate daily challenge of classroom management and to think of teaching and learning in the classroom in terms of the league table targets. So when a pupil misbehaves, it’s hard (almost saint-like at times) not to lose sight of the bigger picture. We all want children to grow up happy, to get on well with others, to feel included in the mainstream of society, to have a positive view of themselves, to feel empowered, and to go on to lead fulfilling lives as adults. Unfortunately life is not as easy as that.

What we know from research is that at times of difficulty a positive relationship with a key adult can make all the difference for a child’s personal and social development. The practice of those professionals who work with children through the formation of a close positive relationship with each child intended to support the child’s personal and social development is called social pedagogy. Teachers in schools are increasingly involved in taking on this type of role in helping troubled pupils. If I had to summarise this role in a few words, I would say that the heart of social pedagogy lies in adopting a supportive, caring and mentoring stance towards pupils to combat disaffection and marginalisation, and to foster their social inclusion.

Chris Kyriacou

Understanding the teacher-pupil dynamic in the classroom

My research colleagues and I are involved in an ongoing project looking at teachers’ perceptions of disruptive behaviour at school, from a psychological perspective. That is, we are interested in the teacher-pupil dynamic in understanding how and why disruptions occur in class. I strongly recommend the book by Louise Bomber listed on page 1, to gain further insight into the complex matter of managing behaviour difficulties at school. You may also be interested in her latest book called: What about me? Inclusive strategies to support pupils with attachment difficulties make it through the school day (Worth Publishing Ltd, 2011, ISBN 9781903269183).

What we are finding is that disruptive pupils are often entangled in a cycle of unrewarding experiences of school. This cycle is fuelled by their belief that they are perceived negatively at school and this exacerbates a sense of alienation.

Dr Poppy Nash

Praise

I have learnt the importance of praise. I think praise boosts pupils and has a huge impact on the atmosphere in the classroom. Praise should be on an individual level, but I think praising whole classes (e.g. if they come in quietly and set up /work quietly and are focused) can be good.

The second key point is to remind pupils that poor behaviour has consequences and trainees need to follow the school behaviour policy.

Heather Laws - History NQT at Sherburn High School

Rapport and positive behaviour:

My behaviour management has developed around the accumulation of rapport. Building positive, long-term and usually humorous professional relationships with pupils has brought great rewards.

Rapport should be built at every opportunity. Never miss a chance to say hello, praise a pupil in front of their mates, laugh at a joke or share an observation with a wry smile.

Take an interest in pupils and remember individual details. You can then use your personal connection to add considerable impact to your disappointment with their behaviour. Pupils believe you when you can genuinely remind them how much better their behaviour usually is and how often they meet your expectations.

Rapport can be used to great effect with even the most challenging pupils. Never give up on looking for ways to build it; praise anything you approve of. The more often you need to challenge behaviours, the more work you should put in to find ways to repair and rebuild your professional relationship with that pupil.

For rapport to work really well, it needs professional judgement, emotional intelligence and a sharp sense of humour. When it works, it really works and cannot be overemphasised.

Hugh Richards @MisterHistory

Wetherby High School

Using Twitter to Engage the Disaffected

I have recently started to use Twitter as a tool for praise. Tweeting a picture showing a student’s work or Tweeting praise about some students’ work has had a massively positive effect on my lessons. The student in question feels really positive about their work and the other students in the class try harder to get their work recognised in this way.

Using Twitter for praise breaks down boundaries and increases the potential audience for praise. Instead of just the student in question and the person next to them seeing the praise, the whole world can potentially see it. This is very powerful. Students can also show their parents. Lots of students re-tweet praise. This shows pride and a desire to show their peers how well they have done.

Praise on Twitter has had the biggest impact with my more disillusioned students. They value a comment on Twitter much more than verbal praise or a merit. Why not try it?

@Westylrish  Dave West is an ex-York Trainee, working at Rossett School
Trainee Tips:

Leah Gillon Biology PGCE -
“...I am currently teaching a lower set Year 8 class who can be challenging. They do not respond well to being shouted at or confrontation when they feel backed into a corner. Behaviour management is more effective when they are offered a way out. If warnings are used too often they seem to lose effect. I tried a lesson where I only focussed on the positive behaviour, e.g. ‘Pupil X has got their pen out ready to work, well done’. They also really respond to being given tasks and responsibilities such as handing out the books. Proximity has an effect, as does stopping mid sentence and holding eye contact. Another teacher uses hand gestures effectively such as pointing to signal for the pupil to stop the behaviour while continuing speaking which is something I am now adopting.

Getting the level of the work is also crucial as I found out. If it is too easy they get bored; too hard and they will not attempt it. If it is just challenging enough they are very approval seeking and respond to praise and a sense of achievement. Also the activities need to be the right length, broken down or chunked.”

Mehwash Kauser – English PGCE
-Stop and stare – cock your head or raise your eyebrow to communicate that the pupil is not necessarily in trouble, but you are wondering what they are doing.
-Speak to individuals at the beginning of the lesson. Inform them that it is their decision to choose their behaviour for the lesson.

Gemma Ormerod, English PGCE
-Being clear with expectations – explain that I will not start until the pupils are quiet. Being consistent with expectations.
-With chattier groups, I use a stopwatch on the interactive whiteboard – add up the time that could be taken back at break or lunchtime.
-A teacher advised me to have one detention slot on a Friday – to save my time.
-Always use ‘thanks’ – it gets a better response than ‘please’.
-Competitions and occasionally offering prizes works well at a boys school!

Rachael Miller, English PGCE
-lower your voice after raising it to get pupils’ attention.

Sarah Johnson Maths PGCE
-My Professional Tutor recommended dealing one-to-one with persistent low level disruptors. So now I calmly and without discussion ask them to wait outside the classroom (after warnings and repeat offences). Then I explain what the pupil has done: i.e. ignored my requests to follow instructions, leaving me to not trust their behaviour and raising questions over safety. This is all done in a calm, reasoned way – an explanation rather than a ‘telling off’. I have used it with some Year 7 students and it has worked.

Laura Tilly and Rachel Dunsmore – Maths PGCE Trainees
-No hands up Q&A to stop pupils shouting out
-Use a count down to get the younger students to stop what they are doing.
-To check students are listening /understanding instructions I ask one or more to repeat my instructions to the whole class.
-It is harder to toughen up later – establish boundaries and procedures at the beginning.

Helena Sears – MFL Trainee
-I have a bike horn for attracting attention followed by silence, stares and names if necessary. I also have all my classes in teams and every lesson is a competition which seems to help focus and engage them, and adds an element of peer pressure not to ‘let the team down’. Making the lessons enjoyable and interactive is really my main ‘method’ and a ‘warm but firm’ presence which I am told has allowed me to build a good rapport. The only issues are really students talking when they are not supposed to and off-topic conversations which I am trying to combat with zero-tolerance and plenty to keep them busy!

Julie Cliffe, Becky Du erden, Usma Rabani, Hannah Strickland – History PGCE Trainees
-Clear instructions about expectations e.g. facing the front, pens down, listening.
-Waiting for silence before speaking.
-Using positive language.
-Building positive relationships and catching them being good.
-Follow the school policy.
-Raised hand to get silence with Yr7 (like in the Brownies!)
-use the stamp and merit system.
-Remove planner to the front desk.
-Be consistent.
-Train your class to recognise your signals.

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Issue 2 April 2012