

Supporting the Teaching of Geography through the CCF



CCF7: Managing Behaviour (Standard 7 – ‘Manage behaviour effectively’)

Learn how to ...	What could the trainee do to engage with this area of CCF?	How can the mentor support/ develop the trainee further?
Develop a positive, predictable and safe environment for pupils	Incorporate the checking of pupils' understanding of instructions before a task begins, into your learning plans and lessons and practise your use of non-verbal signals in the classroom.	Focus part of a lesson observation on how the trainee checks pupils' understanding of instruction, as well as their use of non-verbal signals, offering feedback to the trainee after the lesson.
	Read through the EEF's guidance report and poster , which summarises 6 key areas of focus for securing effective pupil behaviour. Discuss the key 'takeaways' with your mentor.	Discuss the EEF's guidance report and poster with your mentor, with a particular focus on its implications for your school context.
Establish effective routines and expectations	<i>Also covers CCF1</i> When meeting a class for the first time, clearly outline your expectations with regards to behaviour, effort, attitudes to others and noise levels within the class (e.g. silence when you are talking and low volume when discussing in pairs). Revisit these expectations frequently, by reminding the students of these expectations.	Offer frequent feedback from informal and formal lesson observations on how the trainee is/ should be demonstrating consistently reinforcing routines and expectations.
Build trusting relationships	Engage parents and carers in discussions regarding their child's behaviour (including challenging behaviour). Make a phone call home or use a parent's evening to make a parent/ carer aware if a student has not met your high expectations. Before making contact home, discuss your approach and what you will say with your mentor, creating a script if required.	Support your trainee to either make a phone call home or use a parents' evening to raise a concern regarding a students behaviour. Prior to the contact being made, discuss the concerns and trainees approach, supporting them to create a script if required. Stay with the trainee whilst they make contact and evaluate their approach afterwards.
Motivate pupils	Meet with a relevant colleague to discuss how the school provides opportunities for pupils to articulate their long term goals and link this to their success in school. This might be linked with a students 'career journey' or their PSHCE curriculum.	Signpost the relevant colleague within the school, where the trainee can discuss the school's approach to enabling the students to articulate and achieve their long term goals.