Welcome to the PGCE Partnership Update: Behaviour to support learning

The purpose of the PGCE UPDATE is to share with trainees and colleagues working on behalf of the Partnership key information, guidance and requirements that impact upon us continuing to deliver excellent Initial Teacher Training (ITT).

We have re-published in this edition, guidance generated at one of our Partnership Forum meetings focusing on effective behaviour management strategies. At the start of an ITT course, many trainees worry about behaviour management, however the good news is that all trainees can learn lots of strategies which will help them create a safe and stimulating classroom environment where all pupils can succeed. Class of 2017-18 we ask you to start working on your behaviour management skills by looking at some of the resources recommended on this first page and using the second side of this ‘Update’ as a checklist as you observe lessons early on Placement 1. As you start teaching lesson segments and whole lessons during this Autumn Term, keep reflecting and seek feedback on whether you are mastering these behaviour management essentials.

The importance of a seating plan:
https://www.tes.com/teaching-resource/seating-plans-6344141

How to make your presence felt in the classroom:
http://www.sec-ed.co.uk/best-practice/building-your-presence-in-the-classroom/

Sue Cowley –
100 Tips for Behaviour Management:
http://www.suecowley.co.uk/100-tips-on-behaviour.html

Achieving Positive Behaviour:

Mike Gershon –
Tips & Tricks for Effective behaviour Management:

Focusing on Your Body Language:
http://www.sec-ed.co.uk/best-practice/teaching-getting-your-ody-language-right/

Paul Dix –
Three Techniques:

Getting Behaviour Management Right:
http://www.sec-ed.co.uk/best-practice/getting-behaviour-management-right/

Tom Sherrington on Dr Bill Rogers’ Strategies –
https://teacherhead.com/2013/01/06/behaviour-management-a-bill-rogers-top-10/

Advice on behaviour management from the Education Support Partnership:
https://www.educationsupportpartnership.org.uk/resources/life-guides/managing-pupil-behaviour

There is a whole suite of video resources by the TES Behaviour Expert, Tom Bennett -
https://www.tes.com/teaching-resource/classroom-rules-6344143

Setting the behaviour rules:
https://www.tes.com/teaching-resource/meeting-your-class-6344139

Meeting your class for the first time:
https://www.tes.com/teaching-resource/meeting-your-class-6344139

How to gain silence in your classroom:
https://www.tes.com/teaching-resource/waiting-for-silence-6369115

How to deal with low level disruption:
https://www.tes.com/teaching-resource/low-level-disruption-6344146

How to deal with challenging pupils:
https://www.tes.com/teaching-resource/persistent-disruption-6344147
School Professional Tutors collaborated at one of our Partnership Forum meetings to produce this helpful section on how trainees can support positive behaviour in their classrooms. 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.)

**Follow through:**
- If you give a first warning- how many more can there be?

**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

**Know their 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(s):**
- 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.

**Know and use the school behaviour policy:**
- What are the sanctions in your school?
- How many chances can you give?
- What are the rewards?
- Apply policy consistently.

**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.