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| Developing Behaviour Management Journal  *Mapping my teaching and classroom management journey (third edition)* | **The purpose of this journal…**  … is for you to map your developing confidence in behaviour management. At the end of initial teacher education courses qualified teachers recognise the importance of ongoing professional development with behaviour. The government has also recognised this need in student teachers and published, ‘Developing behaviour management content for initial teacher training (ITT)’ in July 2016 in response.  Andrea Pratt and Camilla Cole  Postgraduate Secondary Programmes (Initial Teacher Education) |

**“Being a teacher isn’t all about teaching; new teachers quickly realise that they need to be lion tamers too. Controlling a class isn’t something that comes naturally to everyone – but it can be learned.”**

**Tom Bennett (2010) – from the cover**

**“If you have the end in view of… children learning certain set lessons, to be recited to a teacher, your discipline must be devoted to securing that result.  But if the end in view is the development of spirit of social co-operation and community life, discipline must grow out of and be relative to such an aim.”**

**John Dewey (1932)**



**Developing Behaviour Management Journal**

Mapping my teaching and classroom management journey…

**Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Subject: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

Postgraduate Secondary Programmes

**Welcome to your Developing Behaviour Management Journal.**

The purpose of this journal is for you to map your developing confidence in behaviour management. At the end of initial teacher education courses qualified teachers recognise the importance of ongoing professional development with behaviour. The government has also recognised this need in student teachers and published, ‘Developing behaviour management content for initial teacher training (ITT)’ in July 2016 in response (Bennett et al, 2016).

A rationale for this journal is to help you identify your development and see your own progress over time[[1]](#footnote-1). As part of your teacher education programme you will be asked to regularly reflect on your progress with behaviour management with your mentor. The journal is not intended to be an additional burden or something that is completed in a hurry at phase review points. The intention is that you slowly develop your confidence and experience during the course of your programme and map it through this journal.

As you progress through your course and you gain more experience you will see how **behaviour management** is part of the bigger picture of **classroom management**. Engaging pupils and being attentive to their needs, interests and motivations is a key step in planning effective and appropriate learning for pupils which can, in turn, cut down on pupil distractions and low level disruption. Dix (2018:184) states that ‘*reflecting on starting point will show you that even when behaviour dips, you will have still travelled a considerable distance.’*

*Five pillars of practice that underpin effective behaviour policies:*

* *Consistent, calm and adult behaviour*
* *First attention for best conduct*
* *Relentless routines*
* *Scripting difficult interventions*
* *Restorative follow up* Dix (2018:167-168)

**See Appendix 4 for a Developing Behaviour Management Audit, based on the ‘Developing Behaviour Management…’ report.**

**“Happy, calm children learn best.”**

**Daniel Goleman (2009)**

**The principles of classroom management**

**As easy as A, B, C…**

As you gain more experience you will begin to notice that the behaviour that children and young people demonstrate is only one part of thinking about creating positive learning environments.

The display of unwanted behaviour is part of a bigger classroom transaction.

**Antecedents:** What happened before the behaviour display? Did you give particular instructions? Was it a particular activity that led to the misbehaviour? What was the environment (hot, busy, smelly, crowded, etc.)? What was the pupil’s emotional state?

**Behaviour:** What was the misbehaviour? Before you respond to the behaviour think about what the function of the behaviour might be: attention?

**Consequences:** What was the consequence? How did they react? Was it effective? Did the consequence reward? E.g. pupil is sent out of the room = pupil escapes from the learning environment which may have been the intention.

Sometimes, though not all the time, misbehaviour is attention seeking and tactical ignoring may be appropriate (as long as no harm will come to the pupil or those around them). This is then linked with positive behaviour – e.g. a pupil shouts out, you ignore them, they put their hand up for your attention, and you praise them.

**A…B…C…**

**See Appendix 1 for an ABC Observation Record**

**Behaviour manangement and pupil progress**

If the teacher is ineffective, students under the teachers tutelage will achieve inadequate progress academically, regardless of how similar or different they are regarding their academic ability” (Marzano 2003:63)

**The Three Rs.**

From your observations and consideration of A, B, C you will have recognised the importance of three underlying features of effective behaviour management.

**Routines**: classroom routines as a fundamental source of high expectation, scaffold for conduct, and a community vision of optimal habits and behaviours

**Responses**: strategies and interventions for de-escalating confrontation, resolving conflict, redirecting unproductive (or destructive behaviours), and reacting to antisocial behaviour in a just, productive and proportional way. These include formal interventions (for example: consequences described by the school behaviour policy) and informal ones (for example: verbal / non-verbal cues, body language).

**Relationships**: regulating one’s own emotional state; understanding personal triggers in one’s own behaviour, expectations or reactions; how special educational needs and disability (SEND) affects behaviour. Understanding for example: attention deficit hyperactivity disorder (ADHD), autism, dyslexia, Asperger’s; the basic psychology of: motivation; long and short term memory; concentration, earning; cognitive load, spacing and interleaving; group dynamics.

<https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/536889/Behaviour_Management_report_final__11_July_2016.pdf>

**“I’ve come to the conclusion that the only rule for behaviour management is: be consistent. Everything else is guidance and contextual – some strategies work, for some learners, some of the time. Be flexible, observe and evaluate.”**

**Matt McLain, Head of Secondary Programmes (LJMU)**

**So, let’s begin…**

Tick which of the following activities could be considered to contribute to managing behaviour in the classroom?

* Counting down from 5-4-3-2-1 to get pupils’ attention
* Silently raising your hand and waiting for pupils to quieten
* Using the school behaviour policy to sanction a pupil, e.g. an after school detention
* Praising a pupil who answered a question well or completed a task well
* Giving a pupil a responsibility in the classroom, e.g. handing out the books
* Planning a well organised and interesting lesson
* Greeting pupils at the door of the classroom
* Being an organised teacher and having on hand the resources you need for effective learning
* Commenting on the good behaviour of pupils
* Creating class routines that you use for every lesson
* Using pupils names
* Having a seating plan that has been determined by you or the class teacher
* Gaining all pupils’ full attention before giving instructions

**Now turn over the page and check your answers….**

**How many boxes did you tick?**

That’s right! They are **ALL** behaviour management strategies. This is an important first step – behaviour management is not *just* about handing out detentions and other sanctions – it is a much bigger picture that involves planning for a positive learning environment for all.

**See Appendix 2 and 3 for Developing Strategies records for Phases 2 and 3, and Appendix 4 for a Developing Behaviour Management Audit**

**🟑**

**“Talk like you expect to be heard”**

**Bennett (2010)**

**“Building positive relationships with children is at the heart of effective behaviour management.”**

**Hook and Vass (2011)**

**Observing Effective Practice (1)**

In the table below identify the times when effective behaviour management was the main purpose of the observation. Note the strategies the teacher used, how often they used them and to what effect, for exampleHow do pupils enter the room and how is this managed?

|  |  |  |  |
| --- | --- | --- | --- |
| **Date** | **Teacher**  **initials** | **Practical Strategies** – practical strategies identified in observation, for example use of the sanction warning system. | **Effect** – the impact on learning that you observed. |
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**Observing Effective Practice (2)**

In the next set of tables note the 3Rs (routines, responses and relationships) and how the teacher anticipates and manages potential behaviour hotspots (e.g. during transitions, nearing the end of the lesson)

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Year:** | |  | **Date:** |  | **Classroom:** |  |
| **Focus of Observation:** Behaviour | | | | | | |
| **Time** | **Activity** | | | | | |
| *Start-of-lesson (or pre-lesson)* ***routines*** | | | | | | |
|  |  | | | | | |
| ***Starter*** *(and Introductory) activities – what practical strategies can you observe in the beginning of the lesson – e.g. when giving instructions. Note the effect on the learning* | | | | | | |
|  |  | | | | | |
| ***Main*** *activities (including episodes and mini-plenary activities) Consider the transitions on the lesson how pupils move from one activity to another how is the classroom and behaviour managed? note the effect on the learning* | | | | | | |
|  |  | | | | | |
| ***Plenary*** *(and Concluding) Activities* | | | | | | |
|  |  | | | | | |
| *End-of-lesson* ***routines*** | | | | | | |
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**Now have another go…**

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| --- | --- | --- | --- | --- | --- | --- |
| **Year:** | |  | **Date:** |  | **Classroom:** |  |
| **Focus of Observation:** Behaviour | | | | | | |
| **Time** | **Activity** | | | | | |
| *Start-of-lesson (or pre-lesson)* ***routines*** | | | | | | |
|  |  | | | | | |
| ***Starter*** *(and Introductory) activities – what practical strategies can you observe in the beginning of the lesson – e.g. when giving instructions. Note the effect on the learning* | | | | | | |
|  |  | | | | | |
| ***Main*** *activities (including episodes and mini-plenary activities) Consider the transitions on the lesson how pupils move from one activity to another how is the classroom and behaviour managed? note the effect on the learning* | | | | | | |
|  |  | | | | | |
| ***Plenary*** *(and Concluding) Activities* | | | | | | |
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| *End-of-lesson* ***routines*** | | | | | | |
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**Observing Effective Practice (3)**

By now you are probably able to identify a range of behaviour management strategies that are explicit (the teacher directly tackles behaviour issues as they arise). Now focus on implicit classroom management, that is, when the teacher anticipates potential behaviour hotspots or plans for engaging learning to avoid low-level disruption.

In the next table, identify times when you have observed effective behaviour and classroom management (both explicit and implicit) when it was *not* the main focus of your observation. Consider why you noticed it particularly in these lessons.

|  |  |  |
| --- | --- | --- |
| **Date** | **Teacher initials** | **Observation notes** |
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**Continued over page…**

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| **Date** | **Teacher initials** | **Observation notes** |
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**It is important to remember** that just because some behaviour management strategies were effective for teachers you have observed, it does not necessarily mean they will work for you as we all have different characters and humour. Do not try and imitate others, try and find strategies that work for you.

Summarise the strategies for behaviour and classroom management you have observed and then used in each Phase of your practice. Consider how effective they were when you used them.

**Reflecting On My Own Practice**

You will be formally observed regularly during your initial teacher training, and will receive feedback on a wide variety of aspects of your teaching, as well as the impact on learning. Some of the feedback will be in relation to your classroom and behaviour management.

It can also be helpful to use video to record some of your lessons, which you can watch and reflect on with your mentor. Where this is possible, and you have the permission of the school to video record one of your lesson, use the table below to use the ABCs approach to deconstruct and analyse your classroom management.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Year:** |  | **Date:** |  | **Classroom:** |  |
| **Focus of lesson:** | | | | | |
| **Pre-lesson checklist:**   * Has permission be obtained from the headteacher/principal and/or Professional Mentor? * Does the school have parental/guardian permission to video learners? * Do you have access to audio-visual equipment and technical support? * Have you briefed your ITT Mentor, and the class? * Have you considered the best position for the video camera?   *If you have ticked “yes” to all of these points you are ready to proceed…* | | | | | |
| **Post lesson checklist:**   * Take some time to reflect back through the lesson * Watch the video, on your own, trying to forget that it is you! * Challenge the automatic tendency to justify or defend yourself * Watch the video with your mentor, narrating your observations * Discuss the incident(s) in the video with your mentor using the ABCs * Write notes on your reflections below… | | | | | |
| **Antecedent** – make notes on what happened before the behaviour display | | | | | |
|  | | | | | |
| **Behaviour** – make notes on what the misbehaviour was | | | | | |
|  | | | | | |
| **Consequence** – make notes on the consequences of the behaviour | | | | | |
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| **Action points** – what have you learnt for future practice | | | | | |
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**References**

Bennett, T. (Chair) (2016). *Developing behaviour management content for initial teacher training (ITT)* [online]. Available at: <https://www.gov.uk/government/publications/initial-teacher-training-government-response-to-carter-review> [Last accessed: 18th October 2016]

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Dewey, J. (1932). *The School and Society.* Chicago: University of Chicago Press.

Goleman, D. (2009). *Emotional Intelligence: Why it Can Matter More Than IQ*. London: Bloomsbury Publishing PLC.

Hook, P. and Vass, A. (2011). *Behaviour Management Pocketbook.* Alresford, UK: Teachers’ Pocketbooks.

**Further reading**

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**Appendix 1: Putting the ABCs into practice**

The table below shows and example ABC observation sheet

**Pupil name: *xxxxxxx***

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Date** | **Time** | **Subject** | **Antecedent** | **Behaviour** | **Consequence** | **Function** |
| 12/09 | 9.40 | English | Teacher announces it is time for reading | Tells inappropriate joke | Peers laugh, class disrupted | Escape, attention seeking |
| 12/09 | 9.45 | English | Teacher asks xxxxx to read first | Throws book | Removed from the room | Escape |
| 13/09 | 9.35 | Science | Teacher asks xxxxxx to pay attention | Slumps in his seat so he can’t be seen | Can’t see the instructions on the board and does not focus on task | Escape |
| 13/09 | 9.40 | Science | Teacher asks xxxxxx to move into a group | xxxxxx refuses | xxxxxx works alone | Escape |
| 15/09 | 9.45 | PE | Teacher asks xxxxx to move to work in a team | xxxxxx moves into a different team | Avoids working with people he doesn’t want to work with | Escape |

Use the blank table below to do this for lessons where you observe disruptive behaviours

**Now complete your own ABC observation sheet:**

**Pupil name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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| --- | --- | --- | --- | --- | --- | --- |
| **Date** | **Time** | **Subject** | **Antecedent** | **Behaviour** | **Consequence** | **Function** |
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<http://www.specialconnections.ku.edu/~specconn/page/behavior/fba/pdf/completedabcchart.pdf>

**Appendix 2: Developing strategies… (Phase 2)**

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| **Phase 2 strategies** | **Observed** | **Implemented** | **Evaluated as effective** |
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| **Action plan for Phase 3** | | | |
| Strengths | | Targets for development | |

**Appendix 3: Developing strategies… (Phase 3)**

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| **Phase 3 strategies** | **Observed** | **Implemented** | **Evaluated as effective** |
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| **Action plan for NQT year** | | | |
| Strengths | | Targets for development | |

**Appendix 4: Developing Behaviour Management Audit**

Key features from the Tom Bennett Report, ‘Developing behaviour management content for initial teacher training’[[2]](#footnote-2), which emphasise the importance of:

1. Opportunities to develop practical skills: Observe, Practise, Review
2. High quality tutors with appropriate experience
3. Guaranteed & evidenced training
4. 3 Rs of the behaviour curriculum: Routines, Responses, Relationships.
5. Pre service training
6. Continuous & incremental instruction

Use the checklist below to RAG rate your progress with classroom and behaviour management strategies during your training:

| **Personal RAG rating:** | | **Red** | **Amber** | **Green** |
| --- | --- | --- | --- | --- |
| **In class routines:** | | Date | Date | Date |
| **1** | Know that classroom routines enable teachers to communicate shared values and behaviours that drive positive culture and minimise disruption |  |  |  |
| **2** | Be able to set routines to start and end lessons |  |  |  |
| **3** | Be able to set routines (and wider strategies) at the start of the year |  |  |  |
| **4** | Be able to set and maintain routines that drive in-class transitions, for example having routines to bring pupils to silence, refocusing on the teacher |  |  |  |
| **5** | Be able to set clear expectations of individual, paired and group work |  |  |  |
| **6** | Understand how pace can be used to optimise focus and behaviour |  |  |  |
| **7** | The importance of punctuality, and proper planning. |  |  |  |
| **Organisation and layout** | | Date | Date | Date |
| **1** | Resources need to be prepared and ready for distribution, before pupils need them to complete activities |  |  |  |
| **2** | Lessons need to be well planned, taking into account the needs of pupils |  |  |  |
| **3** | Controlling the physical layout of the classroom: seating plans, seating configuration. |  |  |  |
| **High expectations** | | Date | Date | Date |
| **1** | Model and reinforce expectations and boundaries constantly by making explicit expectations of compliance and effort e.g. by requiring pupils to redo work in their own time or after school |  |  |  |
| **2** | In-classroom rewards and sanctions: their proper usage |  |  |  |
| **3** | Following up on expectations that are set, including by recording data/events. |  |  |  |
| **Harnessing/Leveraging whole school systems** | | Date | Date | Date |
| **1** | Understanding and using whole school behaviour policies, and legal powers available to them |  |  |  |
| **2** | Using the expertise of others within the school. |  |  |  |
| **3** | Developing relationships |  |  |  |
| **4** | Build personalised and meaningful relationships with pupils, including crucially, using each pupils’ name |  |  |  |
| **5** | Using age-appropriate language |  |  |  |
| **6** | Understand the school context and how it impacts upon behaviour |  |  |  |
| **7** | Understand how SEND affects behaviour: understanding e.g. ADHD, autism, dyslexia, Asperger’s, Obsessive Compulsive Disorder (OCD) |  |  |  |
| **8** | The basic psychology of: motivation; long and short term memory; focus; learning; cognitive load, spacing and interleaving[[3]](#footnote-3); and group dynamics. |  |  |  |
| **Understand parents** | | Date | Date | Date |
| **1** | Build personalised and meaningful relationships with pupils’ parents, based on positive communication |  |  |  |
| **2** | How to speak with parents and gain their support |  |  |  |
| **3** | Work with families to agree high expectations between the school, the pupils and parents/ guardians. |  |  |  |
| **Understand yourself** | | Date | Date | Date |
| **1** | Understanding the impact of and being able to regulate your own emotional state |  |  |  |
| **2** | Keeping calm and patient |  |  |  |
| **3** | Acting professionally despite challenging circumstances |  |  |  |
| **4** | Displaying confidence and appropriate levels of enthusiasm and to maintain a professional ‘unconditional positive regard’ |  |  |  |
| **5** | Leveraging the support of other adults, including mentors and other senior staff, to develop your understanding of your actions on pupils’ behaviour. |  |  |  |
| **In-class responsive strategies[[4]](#footnote-4)** | | Date | Date | Date |
| **1** | Using praise and rewards to give attention to good behaviour |  |  |  |
| **2** | Correcting misbehaviour early |  |  |  |
| **3** | Positive language aimed at setting pupils back on task |  |  |  |
| **4** | Body language, voice tone, language choice |  |  |  |
| **5** | Strategies for discouraging low level disruption, including non-verbal interactions and the importance of ‘teacher radar’ |  |  |  |
| **6** | Scripted and practiced reactions, using appropriate language to all poor behaviour - practiced mentally and in the classroom with explicit goal to reduce attention to poor behaviour |  |  |  |
| **7** | Informal interventions prior to formal interventions |  |  |  |
| **8** | Choosing when to respond to pupil behaviours at a time suitable to the teacher; tactically ignoring secondary behaviours (less intrusive misbehaviour, such as whispering) to focus on primary ones (for example, getting the whole class on task) until such a point that the secondary behaviour can be responded to. |  |  |  |
| **Dealing with significant negative incidents** | | Date | Date | Date |
| **1** | How to handle confrontation and stressful encounters, including de-escalating strategies and the use of planned and scripted responses where possible |  |  |  |
| **2** | Using sanctions positively |  |  |  |
| **3** | How to react to misbehaviour in public areas |  |  |  |
| **4** | The necessity of having, and how to have, restorative conversations |  |  |  |

**Notes…**

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**Notes…**

1. Reference to the teachers’ standards:S1 Set High expectations which, inspire, motivate and challenge pupils. S4 Plan and teach well structured lessons. S7 Manage behaviour effectively to ensure a good and safe learning environment. [↑](#footnote-ref-1)
2. See <https://www.gov.uk/government/publications/initial-teacher-training-government-response-to-carter-review> [↑](#footnote-ref-2)
3. Whereas blocking involves practicing one skill at a time before the next (for example, “skill A” before “skill B” and so on, forming the pattern “AAABBBCCC”), in interleaving one mixes, or interleaves, practice on several related skills together (forming for example the pattern “ABCABCABC”). For instance, a pianist alternates practice between scales, chords, and arpeggios. [↑](#footnote-ref-3)
4. Normalising good behaviour and reducing the attention misbehaviour receives. [↑](#footnote-ref-4)