**Behaviour Management**

**Secondary NQT CPD Package**

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**Resource Pack**

*To be completed alongside viewing the accompanying video.*

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**Aims:**

•To consider our own practice and reflect on our experiences of managing challenging behaviour.

•To engage and challenge existing literature surrounding BM.

•To develop proactive classroom strategies to promote positive behaviour for learning.

•To appreciate the power of planning for a positive classroom climate.

**Activity 1**

*Aims:*

•To consider our own practice and reflect on our experiences of managing challenging behaviour.

•To engage and challenge existing literature surrounding BM.

•To develop proactive classroom strategies to promote positive behaviour for learning.

•To appreciate the power of planning for a positive classroom climate.

**From your experiences so far, identify your expectations of the students you teach. Be mindful that the profiles of classes differ and your expectations should show flexibility in response.**

|  |
| --- |
| **My expectations:** |
| All students should… |
| Ideally, all my classes should be… |
| The perfect student is… |

**Activity 1.2**

*Aims:*

•To consider our own practice and reflect on our experiences of managing challenging behaviour.

•To engage and challenge existing literature surrounding BM.

•To develop proactive classroom strategies to promote positive behaviour for learning.

•To appreciate the power of planning for a positive classroom climate.

After considering your expectations of students, identify your top 3 bug-bears, e.g. low level disruption, challenges to authority, disengagement.

|  |  |
| --- | --- |
| **Bug-bear** | **Why?** |
|  |  |
|  |  |
|  |  |

**Reflection:**

**Now reflect on the bug bears you have identified. Are they a priority? Do they need dealing with immediately or can they be addressed at the end of the lesson? Can you be flexible in your approach and ‘tactically ignore’ such behaviours for the ‘greater good’?**

**Activity 2** *–* **Consider the benefits and potential of each BM strategy in your classroom. What could you do to ensure the strategies are embedded and can be used, consistently?**

|  |  |  |
| --- | --- | --- |
| **The Importance of Planning: 6 Behaviour Management Strategies** | | |
| **Strategy 1: Challenge**  **What can I do?** | **Strategy 2: Success**  **What can I do?** | **Strategy 3: Routines and Reactions**  **What can I do?** |
| **Strategy 4: Teamwork**  **What can I do?** | **Strategy 5: Teacher persona and voice**  **What can I do?** | **Strategy 6: Competition and Responsibility**  **What can I do?** |

**Activity 3 – Scenarios**

**Read each scenario and reflect on how you would deal with the situation. For each, consider how you could use the strategies discussed to inform your behaviour management (Think about long term interventions that would discourage the behaviour, as well as short term, immediate interventions).**

**Scenario 1:** You witness a student passing notes in your lesson.

**Scenario 2:** Two students start to argue and the exchange turns heated.

**Scenario 3:** A student has their head on the desk and is not completing the work asked of them.

**Scenario 4:** A student is running along a corridor and when stopped is rude and disrespectful.

**Scenario 5:** A student repeatedly challenges your authority claiming the work is too easy and they are bored.

**Pledges**

**After engaging with the session today and after considering the six suggested behaviour management strategies, pledge to embed two strategies and measure the impact initially over the short term.**

**Pledge 1:**

I pledge…

How would that look in your classroom?

How could you plan ahead so it has every chance of succeeding?

What could be the pitfalls?

How can you address those potential pitfalls?

**Pledge 2:**

I pledge…

How would that look in your classroom?

How could you plan ahead so it has every chance of succeeding?

What could be the pitfalls?

How can you address those potential pitfalls?

**Reading List**

Busch, B., *Competition can be helpful in the classroom – but teachers need to use it carefully*. [online] EdCentral. Available at: <https://edcentral.uk/edblog/expert-insight/competition-can-be-helpful-in-the-classroom-but-teachers-need-to-use-it-carefully/

Freiberg, H.J., (1996) *From tourists to citizens in the classroom.* Educational Leadership, 54, pp.32-37.

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Lang, J., (2007) *Crafting a Teaching Persona*. [online] Available at: <https://www.chronicle.com/article/crafting-a-teachingpersona/?bc\_nonce=qksk8qlfevfpw8tlzicjv&cid=reg\_wall\_signup/

Light, D., (2017) *Stretch and challenge in your classroom*. [online] Sec-ed.co.uk. Available at: <https://www.sec-ed.co.uk/best-practice/stretch-and-challenge-in-your-classroom/

Lemov, D., (2010) *Teach Like a Champion*. Hoboken, NJ: Jossey-Bass.