



TD1: Part 2 -
Behaviour for
Learning

Please have
a notepad for
this training

Timings of the session

Session 1:

Warm up: Using the classroom – understanding how to ‘own’ and manage your teaching space

Managing pupils’ behaviour: where do I start?

4-5pm
BREAK

Session 2:

Bill Rogers’ approach to behaviour management – how can I apply these principles to stay calm and create a firm and fair classroom environment?

Epstein’s 4-part model – reflection and discussion

5.10 -6pm
FINISH

Please ensure you type your name into the chat box and your time of joining the training so we can track attendance - thanks!



Learning outcomes

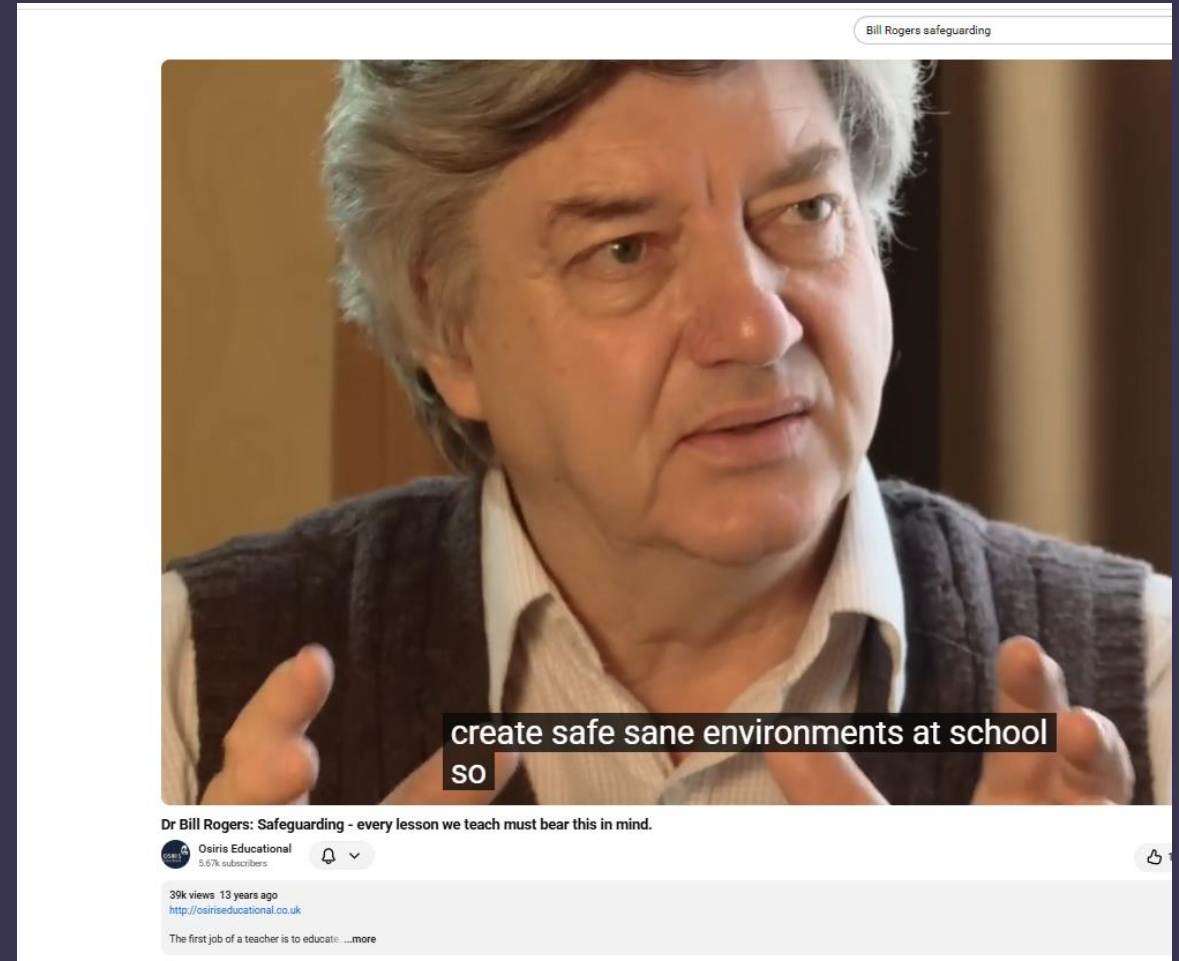
By the end of this training, you will have:

- started to think more critically about how a successful learning environment is created
- thought about a repertoire of behaviour management strategies that promote calmness - for pupils and for you
- had the chance to ask questions and think about your goals for the next couple of weeks

“ We can create safe, sane environments at school”
- *Dr Bill Rogers on Safeguarding*

(Please open this film in a new tab)

<https://youtu.be/eJeTknTC0sY?si=IF5aGLThKeNs37Qe>





Collaborate Board

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Teacher



What things can teachers do to create environments which feel "safe and sane" for learners, regardless of what's going on at home or in the playground?



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Warm up -
Using the classroom - understanding how to 'own' and manage
your teaching space



Activity 1: How can we get comfortable in the classroom and 'own' the space?

Activity 1: Have a look at the classroom space and the attached numbers. Answer the questions below on your notepad.

- (a) Which number represents where effective teachers should be when the lesson begins? Why?
- (a) From which points can you teach the lesson? Why?
- (a) Why might you stand at point 8?
- (a) Where might work well for doing small-group intervention work or further explanations for those needing them?



Quiz

☐

A. True

☐

B. False

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Session 1: Managing Behaviour Effectively -Part 1

Managing Behaviour vs Behaviour for Learning

- Learning objective: started to think more critically about how to run a successful learning environment through effective behaviour management



Matching Pairs

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Behaviour for
Learning

Tools: using a
reward system,
visua ...

Tools: teacher
focuses on
technique ...

Managing
Behaviour

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Managing Behaviour vs Behaviour for Learning:

Consider these questions (4 mins)

- (1) What distinguishes one approach from the other?
- (1) What factor/s could affect a teacher's decision to choose one approach over the other or more often than the other?

Pair 1

Managing Behaviour	Tools: using a reward system, visual aids, positive language, addressing negative behaviour promptly
π 182	π 100

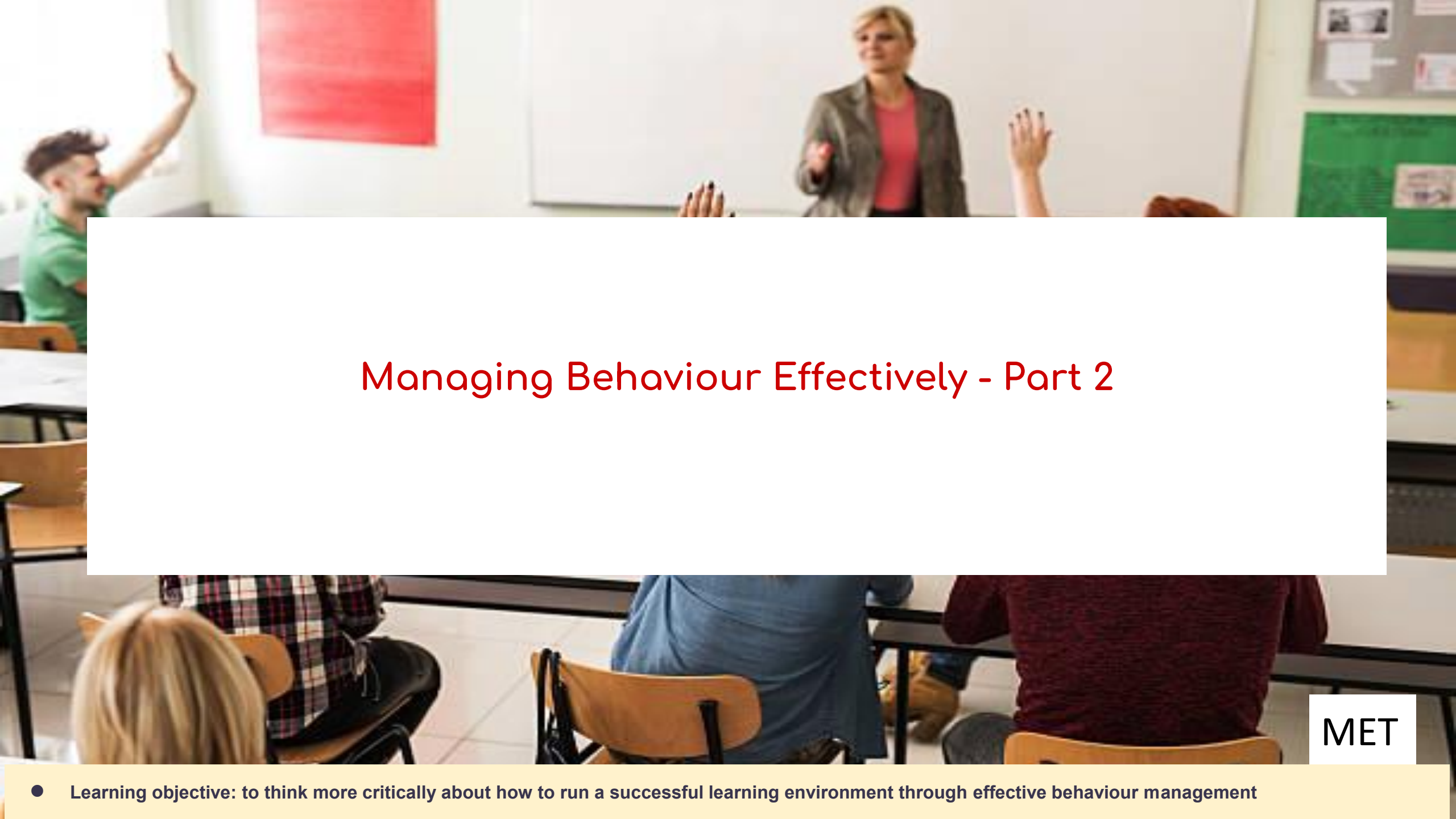
Done

Pair 2

Behaviour for Learning	Tools: teacher focuses on techniques for self-regulation, learning and engagement, motivation and confidence.
π 178	π 91

Done

- Learning objective: started to think more critically about how to run a successful learning environment through effective behaviour management



Managing Behaviour Effectively - Part 2

MET

- Learning objective: to think more critically about how to run a successful learning environment through effective behaviour management

Best Practice and Classroom Management toolkit - introducing Bill Rogers' approach to Managing Behaviour

- For each video, write down the following:
 - (1) Any phrases he uses which pre-empt challenging behaviour or de-escalate a potential emotional response from the pupil/s
 - (2) Any jargon he uses to describe his strategies for managing behaviour



VID 1: How to: ensure a settled and focused class

<https://www.youtube.com/watch?v=PLFcaovsriA>



VID 2: How to: establish trust to enable classroom co-operation

<https://www.youtube.com/watch?v=r351z1MqL10>



Vid 3: How to: deal with distractions confidently

<https://www.youtube.com/watch?v=doNJS7ACp1c>



Vid 4: How to: manage students who just say 'No'

<https://www.youtube.com/watch?v=Q1bIQ1Hg00c&t=273s>

- For each video, write down the following:
 - (1) Any phrases he uses which preempt challenging behaviour or de-escalate a potential emotional response from the pupil/s
 - (2) Any jargon he uses to describe his strategies for managing behaviour

Remember to open these in a new tab or else watch them on your phone



Collaborate Board

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Wrapping up

Please spend 10 minutes completing your learning form for TD1 - that's yesterday's training on Professional Values, Skills and Safeguarding, plus tonight's session on Managing Behaviour and Behaviour for Learning.

Your reflections and content in this form may influence the reflections you complete in detail on the workbook for week 1.



Web Content

Email*

[Study Group Learning Form](#)

Following today's Study Group, we'd like you to write about 2 key concepts or takeaway learning points that challenged or extended your thinking as a result of your participation:

For each concept/learning point, please work through the 4 steps, keeping to the below structure. By doing this, you'll be able to judge your ability to apply educational theory to your everyday teaching practice.

1. Confirm if you were familiar with the concept/learning point prior to training. If you were, how were you applying it in your lesson planning?
2. Based on today's training, what is your understanding of it and has it changed? If so, how?
3. How can you improve your teaching/pupils' learning experience/s by applying your understanding in the classroom or in your planning?
4. Give a specific example from a lesson/learning experience or topic you teach/have taught where you foresee pupils making better progress through your application of this concept. Make sure you explain clearly what is being taught, the relevance of the pedagogy to the way you would now teach it, and how

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Task submissions for this week

1. Training Day 1 Reflection

Please upload your work using the upload box on the relevant topic page of your course. Ensure that your submission is clearly labelled. Further information linked to this is on the relevant topic page of your course and the sheet that you are to complete the task on.

Deadline: Monday 19th January at 12.00pm.

2. Independent Learning Journal (ILJ) | W1 Focus – Settling in/reflection on your first week

Further information linked to this is on the relevant topic page of your course and the sheet that you are to complete the task on.

Deadline: Monday 19th January at 00pm.

3. Preparation for your School Community Project

Begin your Settling-in Checklist as part of your preparation for the SCP. Further information linked to this is on the relevant topic page of your course and the sheet that you are to complete the Checklist on.

Deadline: Your SCP Proposal will be due in 4 weeks

4. Review and sign the AI Use Declaration Form

[Form](#)

What's due this week?





Thank you for your participation today and well done!

