

### Fundamentals Study Group – Session 2

#### Behaviour for Learning

Monday 9<sup>th</sup> February 2026

---

#### 1. Arrival and Set-Up

Simona welcomes trainees as they join and sets expectations clearly:

- The session will begin promptly at 4:00pm.
- The Nearpod link is shared in the chat.
- Cameras may remain off until the official start time.
- Once starting, cameras on and microphones off unless contributing.

She performs a sound check to ensure everyone's audio is working, explaining that she has previously experienced situations where technical issues weren't noticed until halfway through a session.

#### **Purpose:**

From the outset, Simona models structure, clarity and expectation-setting — reinforcing the importance of routines even in professional learning spaces.

---

#### 2. Nearpod Access Support

Nicola cannot access the link.

Simona calmly problem-solves:

- Advises copying and pasting the link into the browser.
- Explains that chat links sometimes do not function as clickable hyperlinks.
- Reassures and supports without disrupting flow.

#### **Modelling point:**

This mirrors classroom practice — calmly resolving small barriers without escalating frustration.

---

### 3. Monday Mailer & Workbook Updates

Simona transitions into formal reminders, explaining that while information is shared via:

- Monday Mailer
- WhatsApp

It is still important to explicitly walk trainees through documents.

This reflects a key teaching principle: **written instructions are not always sufficient — modelling and guided walkthrough improve clarity.**

---

### 4. Assessment Guide to Weekly Tasks

Simona explains that a new document in the Teaching Fundamentals workbook provides:

- Clear breakdowns of what counts as a pass
- Transparency around assessment objectives
- Explicit criteria assessors use when marking

She emphasises trainees should use this document:

- Before starting a task
- While completing it
- As a final self-check

She draws a parallel to classroom practice:

Just as you give students success criteria, this is your success criteria.

#### **Core message:**

Assessment literacy is essential. Trainees must understand not just *what* to do, but *what quality looks like*.

---

### 5. Assessment Command Words

Simona introduces the “Assessment Command Word Key” and explains that terminology like:

- Examine
- Analyse
- Compare
- Justify
- Develop
- Demonstrate

Is often misunderstood.

She stresses:

Different people interpret these words differently — so we have defined them clearly for you.

---

### **Example: “Examine”**

Simona explains that “examine” requires:

1. Clear explanation
2. Concrete example

It is not enough to define something abstractly.

She uses a behaviour-for-learning example:

- Explanation of how routines reduce uncertainty
- Concrete classroom example (consistent starter activity)
- Clarification of impact (more time focused on learning)

She explains that when both explanation and example are present, she can confidently “tick” the objective.

---

### **Distinction Between Examine and Analyse**

Simona further clarifies that “analyse” requires deeper thinking:

- Cause and effect
- Underlying reasons
- Impact
- Consequences

This pushes trainees beyond description into evaluative thinking.

**Underlying theme:**

She is building academic rigour and reflective depth early in the programme.

---

### 6. Feedback and Action Points

Simona informs trainees they have received their first feedback.

She normalises action points:

- Everyone has them.
- They are developmental.
- They are not a sign of failure.

She warns against:

- Leaving action points until the end of the course.
- Treating them as optional.

She reinforces:

They are designed to improve your next piece of work.

This models growth mindset and structured professional development.

---

### 7. Tripartite Meeting

Simona explains the upcoming tripartite meeting:

- Must be arranged promptly.
- Booking link shared.

## L4 Applied Teaching Practices course: tasks per week

- Takes place in first two weeks after half term.
- Part of progress review — not an assessment trap.

She reassures trainees:

- Questions are not designed to catch them out.
- Focus is on experience and development.
- Mentor attendance is beneficial but not mandatory.

### **Key leadership message:**

The programme values developmental dialogue, not performative accountability.

---

## **8. Training Day Logistics (16th February)**

Simona outlines practical arrangements:

- Book transport early to avoid rising costs.
- Parking available for drivers.
- Coordinate taxis via WhatsApp if needed.
- Inform staff if delayed.

She explicitly links communication to safeguarding:

The worst thing is if we don't hear from you at all.

This reinforces professional responsibility and duty of care.

Excellent — here is **Part 2**, written as a **detailed analytical summary** that keeps the depth of your explanations, the trainee contributions, and your pedagogical reasoning.

This section covers:

- Introduction to Behaviour for Learning
- The trainee reflection vs Deputy Head extract
- Behaviour as environment (not just response)
- Teacher focus on content vs behaviour
- Behaviour as communication

- Collective language discussion
- Positive language & praise
- “Fresh start” principle
- Separating behaviour from the child

---

### 1. Framing the Session

Simona introduces the session as the second of four study groups:

- Session 1: Professional Values
- Session 2: Behaviour for Learning
- Future sessions: Planning and Formative Assessment

She clarifies that behaviour for learning is foundational — it underpins everything else. Before focusing on planning and assessment strategies, teachers must establish a learning-conducive environment.

---

### 2. The Two Extracts

Simona shares two pieces of writing:

#### **Extract 1: Trainee Reflection**

A trainee describes initially focusing heavily on:

- Getting through activities
- Delivering content
- Completing engaging quizzes

However, after feedback from a class teacher, they realise:

- They allowed students to talk over them.
- Silence and attention had not been secured.
- Without that control, learning was compromised.

The trainee concludes:

If we don't provide a positive working environment, we are doing students a disservice.

---

### **Extract 2: Deputy Head Teacher Advice**

Key themes from the Deputy Head:

- Strong behaviour management is rooted in positive relationships.
  - Learn names quickly.
  - Use positive language.
  - Avoid collective negative labels.
  - Maintain firm boundaries.
  - Children test limits — that is developmentally normal.
  - When behaviour goes wrong: hold to account, forgive quickly, move on.
  - Every lesson is a fresh start.
- 

### **3. Alignment Discussion**

Simona asks trainees:

How does the Deputy Head's advice align with or differ from the trainee's realisation?

---

#### **Mohamed's Contribution**

Mohamed observes:

- The trainee initially prioritised content delivery.
  - After feedback, they realised behaviour management was equally important.
  - Respect and listening are necessary for learning to happen.
- 

#### **Simona's Development of the Point**

Simona pushes this further:

She asks trainees to imagine observing a lesson where:

- Resources are excellent.
- Objectives are clear.
- Activities are engaging.
- But students are rocking on chairs, talking, disengaged.

She asks:

What does that tell you?

Rachel responds:

- No matter how good the lesson plan is, it's ineffective if pupils aren't focused.
- Distraction affects everyone — even those trying to concentrate.

---

### **Key Teaching Point**

Simona reframes behaviour:

Behaviour is not just about responding to disruption.

It is about:

- Creating an environment conducive to learning.
- Making deliberate early decisions.
- Thinking about positioning in the room.
- Noticing what pupils are experiencing.

She references Michelle's earlier training session on teacher positioning:

- New teachers often "plant" themselves at the front.
- As confidence develops, teachers circulate.
- Circulating allows noticing subtle issues.

She explains:

Noticing enables you to adapt — and that is what strong teachers do.

---

### 4. Why New Teachers Over-Focus on Content

Simona asks Veronique why new teachers tend to prioritise content over behaviour.

---

#### Veronique's Reflection

Veronique explains:

- Teachers enter the profession because they love their subject.
- They feel responsible for delivering curriculum content well.
- Under time pressure, they rush to “cover” material.
- In doing so, they may sacrifice relationship-building or behaviour structure.

She adds:

Sometimes you rush content, and later realise students didn't really understand it — so rushing was pointless.

---

#### Simona Expands

Simona builds on this:

- Curriculum is wide.
- Time is limited.
- Teachers feel pressure to “get through” objectives.
- Learning walks and drop-ins increase performative pressure.
- Teachers may want to be “seen teaching.”

But she emphasises:

If pupils are not listening, absorbing and respecting learning time, progress will not happen — no matter how well planned the lesson is.

---

### 5. Behaviour as Feedback

Simona introduces a powerful reframing:

Misbehaviour is feedback.

She asks Toyib what that means.

---

### **Toyib's Contribution**

Toyib explains:

- Behaviour is communication.
- A noisy class may indicate ineffective delivery.
- A sleepy class also communicates something.
- Disengagement signals a problem in the learning environment.

---

### **Simona's Clarification**

Simona deepens this:

Behaviour may communicate:

- Overwhelm
- Emotional dysregulation
- Lack of movement
- Fatigue
- Home instability
- Shortened attention spans (technology influence)
- Need for sensory engagement

She gives a vivid example:

A child may arrive:

- After family conflict.
- Without breakfast.

- Dysregulated from transport.
- Exhausted before the day begins.

Then the teacher demands:

“Books out. Silent reading for 15 minutes.”

She asks trainees to consider:

- Is that demand realistic without transition support?
- What signals are you sending?
- What adjustments might help?

---

### 6. Collective Language Debate

Toyib challenges one point:

The Deputy Head advises against using collective negative language.

Toyib asks:

Isn't collective phrasing sometimes less confrontational than singling students out?

Example:

“Year 10, we're not ready.”

---

### Simona's Response

Simona acknowledges the nuance.

She introduces Bill Rogers' “Black Dot Theory”:

- The black dot represents negative behaviour.
- The surrounding white space represents positive behaviour.
- Teachers often fixate on the dot.

She explains:

If only 3 pupils are off-task but you address the whole class negatively:

- Compliant pupils feel unrecognised.

- Motivation drops.
- Effort feels unnoticed.

Therefore, collective correction must be used carefully.

---

### 7. Positive Language & Specific Praise

Simona asks Nicola what positive language looks like.

Nicola describes:

- Encouraging tone.
- Team-based framing.
- Avoiding singling out.

Simona then sharpens the point:

Vague praise (“Well done, everyone”) is not enough.

Effective praise must be:

- Specific.
- Linked to behaviour or effort.
- Modelled publicly where appropriate.

Example:

“I really like how you structured that paragraph.”

She also notes the balance:

- Quiet pupils must not be overlooked.
- Praise should not feel tokenistic.
- High expectations remain for all.

---

### 8. The “Fresh Start” Principle

Simona focuses on the Deputy Head’s phrase:

“Each lesson is a fresh start.”

She asks why this matters.

---

### **Adrian’s Contribution**

Adrian explains:

- Students are learning behaviour.
  - Public shaming harms emotional well-being.
  - Dwelling on mistakes damages relationships.
- 

### **Simona’s Professional Honesty**

Simona acknowledges:

- Teachers are human.
- Behaviour can feel personal.
- Repeated testing can feel like bullying.
- Emotional reactions happen.

However, she stresses:

Teachers must separate:

- The behaviour  
from
- The child

The behaviour is communication or choice.

The child is not the behaviour.

---

### **9. Modelling Accountability**

Simona explains that teachers must model reflection.

If a teacher:

- Rolls their eyes.
- Raises their voice too far.
- Responds emotionally.

They should model correction:

“Yesterday wasn’t my best day. Today is a fresh start.”

This demonstrates:

- Emotional regulation.
- Professional accountability.
- Repair of relational trust.

She warns:

If teachers never apologise or reflect, students lose trust.

---

### **Core Themes of Part 2**

Simona establishes that behaviour for learning is:

- Proactive, not reactive.
- Psychological, not just procedural.
- Relational, not authoritarian.
- Structured, not rigid.
- About environment, not punishment.

She reframes behaviour as:

- Feedback
  - Communication
  - Opportunity for noticing
  - Foundation for progress
-

If you'd like, I can now do:

### **Part 3: Lesson Starts, Do Nows, Structure and Consistency**

This is where you go into:

- Tom Sherrington walkthroughs
- Entry routines
- Register as relational tool
- Psychological safety
- Consistency and structure
- Building trust through routine

Just say “Part 3.”

#### **1. Framing the Session**

Simona introduces the session as the second of four study groups:

- Session 1: Professional Values
- Session 2: Behaviour for Learning
- Future sessions: Planning and Formative Assessment

She clarifies that behaviour for learning is foundational — it underpins everything else. Before focusing on planning and assessment strategies, teachers must establish a learning-conducive environment.

---

#### **2. The Two Extracts**

Simona shares two pieces of writing:

##### **Extract 1: Trainee Reflection**

A trainee describes initially focusing heavily on:

- Getting through activities
- Delivering content
- Completing engaging quizzes

However, after feedback from a class teacher, they realise:

- They allowed students to talk over them.
- Silence and attention had not been secured.
- Without that control, learning was compromised.

The trainee concludes:

If we don't provide a positive working environment, we are doing students a disservice.

---

### **Extract 2: Deputy Head Teacher Advice**

Key themes from the Deputy Head:

- Strong behaviour management is rooted in positive relationships.
- Learn names quickly.
- Use positive language.
- Avoid collective negative labels.
- Maintain firm boundaries.
- Children test limits — that is developmentally normal.
- When behaviour goes wrong: hold to account, forgive quickly, move on.
- Every lesson is a fresh start.

---

### **3. Alignment Discussion**

Simona asks trainees:

How does the Deputy Head's advice align with or differ from the trainee's realisation?

---

#### **Mohamed's Contribution**

Mohamed observes:

- The trainee initially prioritised content delivery.

- After feedback, they realised behaviour management was equally important.
- Respect and listening are necessary for learning to happen.

---

### **Simona's Development of the Point**

Simona pushes this further:

She asks trainees to imagine observing a lesson where:

- Resources are excellent.
- Objectives are clear.
- Activities are engaging.
- But students are rocking on chairs, talking, disengaged.

She asks:

What does that tell you?

Rachel responds:

- No matter how good the lesson plan is, it's ineffective if pupils aren't focused.
- Distraction affects everyone — even those trying to concentrate.

---

### **Key Teaching Point**

Simona reframes behaviour:

Behaviour is not just about responding to disruption.

It is about:

- Creating an environment conducive to learning.
- Making deliberate early decisions.
- Thinking about positioning in the room.
- Noticing what pupils are experiencing.

She references Michelle's earlier training session on teacher positioning:

- New teachers often “plant” themselves at the front.
- As confidence develops, teachers circulate.
- Circulating allows noticing subtle issues.

She explains:

Noticing enables you to adapt — and that is what strong teachers do.

---

#### 4. Why New Teachers Over-Focus on Content

Simona asks Veronique why new teachers tend to prioritise content over behaviour.

---

##### Veronique’s Reflection

Veronique explains:

- Teachers enter the profession because they love their subject.
- They feel responsible for delivering curriculum content well.
- Under time pressure, they rush to “cover” material.
- In doing so, they may sacrifice relationship-building or behaviour structure.

She adds:

Sometimes you rush content, and later realise students didn’t really understand it — so rushing was pointless.

---

##### Simona Expands

Simona builds on this:

- Curriculum is wide.
- Time is limited.
- Teachers feel pressure to “get through” objectives.
- Learning walks and drop-ins increase performative pressure.
- Teachers may want to be “seen teaching.”

But she emphasises:

If pupils are not listening, absorbing and respecting learning time, progress will not happen — no matter how well planned the lesson is.

---

### **5. Behaviour as Feedback**

Simona introduces a powerful reframing:

Misbehaviour is feedback.

She asks Toyib what that means.

---

### **Toyib's Contribution**

Toyib explains:

- Behaviour is communication.
  - A noisy class may indicate ineffective delivery.
  - A sleepy class also communicates something.
  - Disengagement signals a problem in the learning environment.
- 

### **Simona's Clarification**

Simona deepens this:

Behaviour may communicate:

- Overwhelm
- Emotional dysregulation
- Lack of movement
- Fatigue
- Home instability
- Shortened attention spans (technology influence)
- Need for sensory engagement

She gives a vivid example:

A child may arrive:

- After family conflict.
- Without breakfast.
- Dysregulated from transport.
- Exhausted before the day begins.

Then the teacher demands:

“Books out. Silent reading for 15 minutes.”

She asks trainees to consider:

- Is that demand realistic without transition support?
- What signals are you sending?
- What adjustments might help?

---

### 6. Collective Language Debate

Toyib challenges one point:

The Deputy Head advises against using collective negative language.

Toyib asks:

Isn't collective phrasing sometimes less confrontational than singling students out?

Example:

“Year 10, we're not ready.”

---

### Simona's Response

Simona acknowledges the nuance.

She introduces Bill Rogers' “Black Dot Theory”:

- The black dot represents negative behaviour.
- The surrounding white space represents positive behaviour.

- Teachers often fixate on the dot.

She explains:

If only 3 pupils are off-task but you address the whole class negatively:

- Compliant pupils feel unrecognised.
- Motivation drops.
- Effort feels unnoticed.

Therefore, collective correction must be used carefully.

---

### 7. Positive Language & Specific Praise

Simona asks Nicola what positive language looks like.

Nicola describes:

- Encouraging tone.
- Team-based framing.
- Avoiding singling out.

Simona then sharpens the point:

Vague praise (“Well done, everyone”) is not enough.

Effective praise must be:

- Specific.
- Linked to behaviour or effort.
- Modelled publicly where appropriate.

Example:

“I really like how you structured that paragraph.”

She also notes the balance:

- Quiet pupils must not be overlooked.
- Praise should not feel tokenistic.

- High expectations remain for all.
- 

### 8. The “Fresh Start” Principle

Simona focuses on the Deputy Head’s phrase:

“Each lesson is a fresh start.”

She asks why this matters.

---

### Adrian’s Contribution

Adrian explains:

- Students are learning behaviour.
  - Public shaming harms emotional well-being.
  - Dwelling on mistakes damages relationships.
- 

### Simona’s Professional Honesty

Simona acknowledges:

- Teachers are human.
- Behaviour can feel personal.
- Repeated testing can feel like bullying.
- Emotional reactions happen.

However, she stresses:

Teachers must separate:

- The behaviour  
from
- The child

The behaviour is communication or choice.

The child is not the behaviour.

### 9. Modelling Accountability

Simona explains that teachers must model reflection.

If a teacher:

- Rolls their eyes.
- Raises their voice too far.
- Responds emotionally.

They should model correction:

“Yesterday wasn’t my best day. Today is a fresh start.”

This demonstrates:

- Emotional regulation.
- Professional accountability.
- Repair of relational trust.

She warns:

If teachers never apologise or reflect, students lose trust.

### Core Themes of Part 2

Simona establishes that behaviour for learning is:

- Proactive, not reactive.
- Psychological, not just procedural.
- Relational, not authoritarian.
- Structured, not rigid.
- About environment, not punishment.

She reframes behaviour as:

- Feedback

## L4 Applied Teaching Practices course: tasks per week

- Communication
- Opportunity for noticing
- Foundation for progress

---

If you'd like, I can now do:

### **Part 3: Lesson Starts, Do Nows, Structure and Consistency**

This is where you go into:

- Tom Sherrington walkthroughs
- Entry routines
- Register as relational tool
- Psychological safety
- Consistency and structure
- Building trust through routine

Just say “Part 3.”

Part 3

Excellent — here is **Part 3**, written as a detailed, structured summary that preserves the depth of your explanations and the trainee contributions.

This section covers:

- Tom Sherrington’s “Getting Lessons Started” strategies
- Entry routines and transitions
- The purpose of “Do Now” tasks
- Structure and consistency
- Psychological safety
- The register as a relational tool
- Teacher body language and signalling
- Confidence and authority

---

### 1. Transition to Practical Strategies

After exploring the theory behind behaviour for learning, Simona moves the discussion towards practical implementation.

She introduces extracts from **Tom Sherrington’s “Teaching Walkthroughs”**, specifically the section on *Getting Lessons Started*.

She frames this as foundational practice:

Before complex pedagogy, before assessment strategies — you must secure the start of the lesson.

---

### 2. Reflection Question to Trainees

Simona asks:

- How effectively are you starting your lessons?
- Which of these strategies are you already using?
- Which do you need to develop?

She explicitly encourages honesty — this is developmental, not performative.

---

### 3. Key Lesson Start Strategies Identified

The walkthrough highlights several components:

1. Establish arrival and entry routines
2. Address the class and take the register deliberately
3. Use “Do Now” activities
4. Set learning context and objectives
5. Discuss specific learning goals

Simona encourages trainees to reflect on which of these they are currently confident with and which require attention.

---

### 4. Trainee Reflections

#### Veronique

Veronique explains:

- She has successfully implemented entry routines.
- She uses Do Now tasks.
- Behaviour has improved as a result.

However, she recognises that she needs to improve:

- Explicit discussion of learning goals.
- Clear contextual framing of the lesson.

Simona affirms this and makes an important connection:

Behaviour for learning is the foundation. Once that is secure, deeper aspects like formative assessment and learning objectives become more effective.

She reinforces that the structure of the study groups mirrors this logic.

---

#### Rachel

Rachel explains:

- She has strengthened entry routines.
- She notices it helps pupils settle quickly.

She wants to adopt Do Now tasks more consistently.

Simona validates this and transitions into explaining what Do Now tasks are and why they matter.

---

### 5. What Is a “Do Now”?

Simona explains that a Do Now:

- Begins immediately when pupils enter.
- Requires no further instruction.

- Signals transition into learning mode.
- Reduces opportunities for off-task behaviour.

She clarifies:

It does not always have to be directly connected to the lesson content — though it often is.

Its core purposes are:

- Settling.
- Signalling.
- Structuring.
- Creating consistency.

---

### 6. Building a Bank of Do Nows

Simona explains that she created a resource with multiple categories of Do Now tasks, including:

- Relationship-building starters
- Discussion and thinking prompts
- Retrieval and review
- Fluency-building tasks
- Creative/visual tasks
- Transition tasks

She explains that teachers should build a repertoire — a bank — rather than reinventing the wheel daily.

The aim is consistency combined with variety.

---

### 7. Ore's Example (Maths Context)

Ore explains that in his maths lessons he uses a “5-a-day” question generator website:

## L4 Applied Teaching Practices course: tasks per week

- Questions relate to prior learning.
- Pupils expect it daily.
- It is routine and predictable.
- Pupils sometimes come to the board to explain answers.

Simona affirms this strongly.

She explains why it works:

- It acts as a clear signal: learning has begun.
- It creates consistency.
- It reduces uncertainty.
- It encourages peer explanation.
- It builds collaborative classroom culture.

She highlights that routine is not about control — it is about clarity.

---

### 8. Why Consistency Matters

Simona asks Mohamed:

Why is consistency important for behaviour and learning?

Mohamed explains:

- It supports both pupils and teachers.
- It creates smoother flow.
- It helps engagement.
- It makes the teacher's job easier.

Simona builds on this:

Consistency provides:

- Psychological safety.
- Predictability.

- Habit formation.
- Trust.

She emphasises particularly for pupils who:

- Lack structure at home.
- Experience instability.
- Arrive dysregulated.

For these pupils, school routines become stabilising.

---

### 9. Psychological Safety and Trust

Simona deepens the point:

When pupils trust that:

- You are consistent.
- Your expectations do not change randomly.
- Your routines are predictable.

They begin to:

- Respect you.
- Feel safe.
- Comply habitually.

She introduces the concept of **habitual compliance** — pupils following routines because they are embedded, not because they are fearful.

---

### 10. The Register as a Behaviour Tool

Simona then shifts focus to the act of taking the register.

She asks:

How can the register be used to build connection?

---

### **Ore's Contribution**

Ore explains:

- Pronouncing names correctly shows respect.
- Allowing pupils to correct pronunciation builds trust.
- Repeating names helps retention.

Simona reinforces:

Names are deeply personal.

Getting them right signals:

- I see you.
- You matter.
- Your identity is important.

---

### **Veronique's Contribution**

Veronique adds:

- Taking the register is an opportunity to show pupils they are noticed.
- It prevents quiet pupils from slipping by unnoticed.
- It signals to louder pupils that expectations remain firm.

---

## **11. The Register as a “Calm Moment”**

Simona expands significantly here.

She explains that the register should be:

- A calm pause.
- Delivered in a warm but confident tone.
- Free of distractions.
- Accompanied by eye contact.

It is not just administrative — it is relational and psychological.

During this moment, teachers should:

- Reinforce expectations.
- Set the tone.
- Signal authority without aggression.

---

### 12. What Signals Are You Sending?

Simona asks Ore:

When you stand calmly, use eye contact, and speak confidently — what are you signalling?

Ore responds:

- Respect.
- Collaboration.
- Positivity.

Simona refines this further:

You are signalling:

- Confidence.
- Stability.
- Leadership.
- Emotional regulation.
- Predictability.

She stresses:

Behaviour management is heavily psychological.

Body language communicates:

- Whether you expect compliance.
- Whether you doubt yourself.
- Whether you are reactive or steady.

---

### 13. Entry Routines and Transition

Simona reinforces:

The transition from break to learning is critical.

Pupils may enter:

- Dysregulated.
- Energised.
- Distracted.
- Emotionally unsettled.

Your entry routine must:

- Clearly state expectations.
- Be broken into steps.
- Be delivered confidently.
- Be consistent daily.

She emphasises:

You must believe you will get the behaviour you are asking for.

Authority is communicated through confidence, not volume.

---

### 14. Confidence vs Force

Simona clarifies an important distinction:

You should be:

- Firm.
- Clear.
- Calm.
- Certain.

You should not be:

- Aggressive.
- Confrontational.
- Overly forceful.

Students respond to perceived certainty.

If you look unsure, they test.

If you look steady, they settle.

---

### **15. The Bigger Picture of Structure**

Simona summarises the deeper rationale:

Structure is not about control for its own sake.

It:

- Reduces anxiety.
- Supports vulnerable pupils.
- Builds trust.
- Creates fairness.
- Improves learning outcomes.

Without structure, everything else (planning, assessment, questioning) becomes fragile.