



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 to run a successful learning environment through effective behaviour management
- begun to think about using variety within your behaviour management strategies so that all pupils - and you! - feel calm
- had the chance to ask questions and think about your goals for the next couple of weeks



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?
- (b) From which points can you teach the lesson? Why?
- (c) How could you use the area around point 5 to maximise learning for all pupils?
- (d) Why might you stand at point 8?
- (e) When would it be appropriate to sit at point 3?
- (f) Are there instances where you would base yourself at points 1, 4, 6, and 7? When and why?



Multiple Choice

(Q1) It is better to greet your pupils at the door and invite them into your classroom, even if you don't have every detail worked out or set up, than to be distracted when pupils arrive at your lesson, as this will result in your lesson having a less controlled beginning or worse, waste the first 5 minutes as you try to settle them down.

- ☐ True
- ☐ False

(Q2) It is a good idea to always stand at the front of the classroom where you can see everybody as you teach, because then you will have more control over things.

- ☐ True
- ☐ False

(Q3) You should never attempt to set the class off on a task and then teach a couple of pupils or a small group of pupils separately, because the rest are bound to stop working.

- ☐ True
- ☐ False

(Q4) You should always prioritise getting the children settled and achieving silence and good eye contact before starting to teach.

- ☐ True
- ☐ False

(Q5) It is more important to get through all the learning activities that you plan to cover than having everyone's attention throughout the lesson - if some children miss out, they can catch up in the following lesson.

- ☐ True
- ☐ False



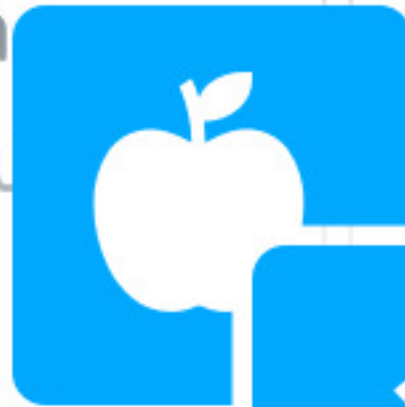
Session 1: Managing Behaviour Effectively -Part 1

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

^ Instructions

Managing
Behaviour



visual aids, positive
language,
addressing
positive behaviour
promptly

Matching Pairs



Managing Behaviour vs Behaviour for Learning:

Consider these questions (5-6mins)

- (1) What distinguishes one approach from the other?
- (2) What might influence one teacher to choose one over the other?
- (3) What factors might influence a teacher to change from preferring or following one, to the other?

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

Fill in the Blanks

self-regulation,

modelling

skills

habits

clear

supportive

promptly.

reinforcement

reward

addressing

behaviour,

Behaviour management as an approach to running a classroom involves setting _____ expectations to the pupil, _____ desired behaviour, using positive _____ and creating a positive and _____ environment. This can be accomplished by implementing a _____ system, using visual aids, using positive language and _____ negative behaviour

Behaviour for Learning Strategies focus on the development of _____ and _____ to support the pupils' learning. They focus on techniques for

_____ learning and engagement, motivation and confidence.



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

- As you watch Bill Rogers' guide managing behaviour, what do you think characterises (defines) his recommended approach?

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



VID 1: How to: settle a class at the beginning of a lesson – consistent routines and habits

<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>

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

Understanding how to manage pupil behaviour

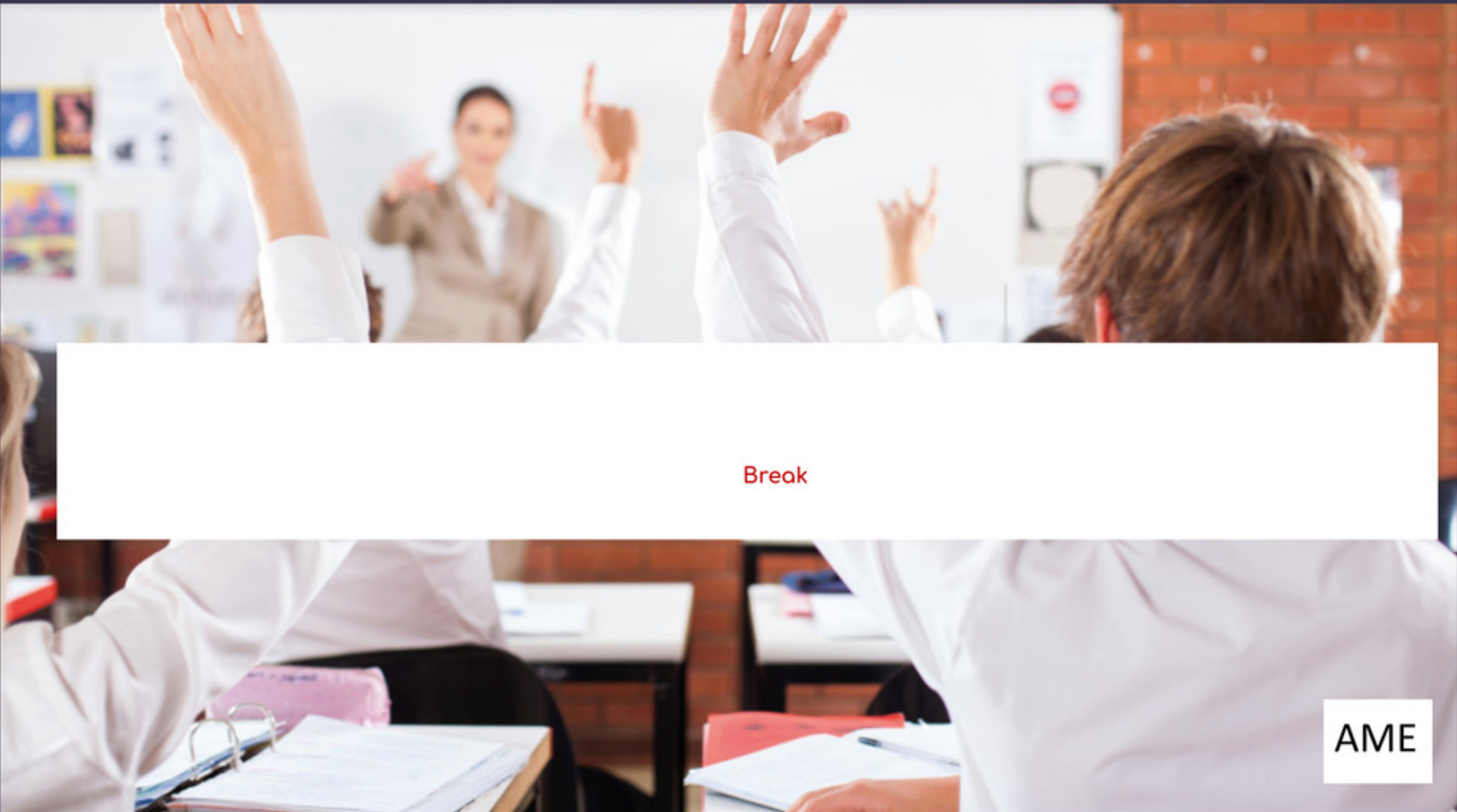
As you watch Bill Rogers' guide managing behaviour, what do you think characterises (defines) his recommended approach?

^ Instructions



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Understanding how to manage pupil behaviour





Vid 3: How to: deal with distractions confidently

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



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



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

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

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

Managing behaviour - videos 3 and 4

What characterises the approach to managing behaviour here? What phrases can we adopt in our own practice?

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Managing behaviour - videos 3 and 4



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L4	Week	Task 1	Task 2	Task 3	Task 4	Task 5
8-12 Sept	1	TD1 reflection (250-400 words)	Settling in checklist – school research and interviews to support induction and School Community Project	ILJ first journal reflection on first week (500-750 words)		
15-19 Sept	2	ILJ reflection on learning from school research (500-750 words)				
22-26 Sept	3 (SG)	ILJ – Part 1: summary of the school's Safeguarding policy including list of questions as guidance for self/staff	Meeting with DSL – write up notes (minimum 500 words)	ILJ – Part 2: reflections on the Safeguarding policy at the school – total for ILJ: 500-750 words	Written assignment: 'To what extent is keeping children safe, when you work in an educational setting, everyone's greatest professional responsibility' (minimum of 1500 words plus 10% allowance)	
29 -3 Oct	4	ILJ – Part 1: Behaviour Policy -summary of the policy and Part 2: significance of the policy and interactions/experience of applying it (500-750 words)	First Observation of a Colleague – Behaviour for Learning (minimum 500 words)	Evaluation of behaviour strategies from observation (250-400 words)		
6-10 Oct	5	Begin proposal for school community project	Second Observation of a Colleague – Planning (minimum 500 words)	Evaluation of planning strategies from observation (250-400 words)	ILJ – importance of planning	
13-17 Oct	6 (SG)	Complete proposal paperwork for School Community Project (500-750 words)	ILJ – reflect on first half-term (500-750 words)	Half-term tripartite discussion with school and G2T , including task 6		

What's due this week?



Web Content

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Thank you for your participation today and well done!

