



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

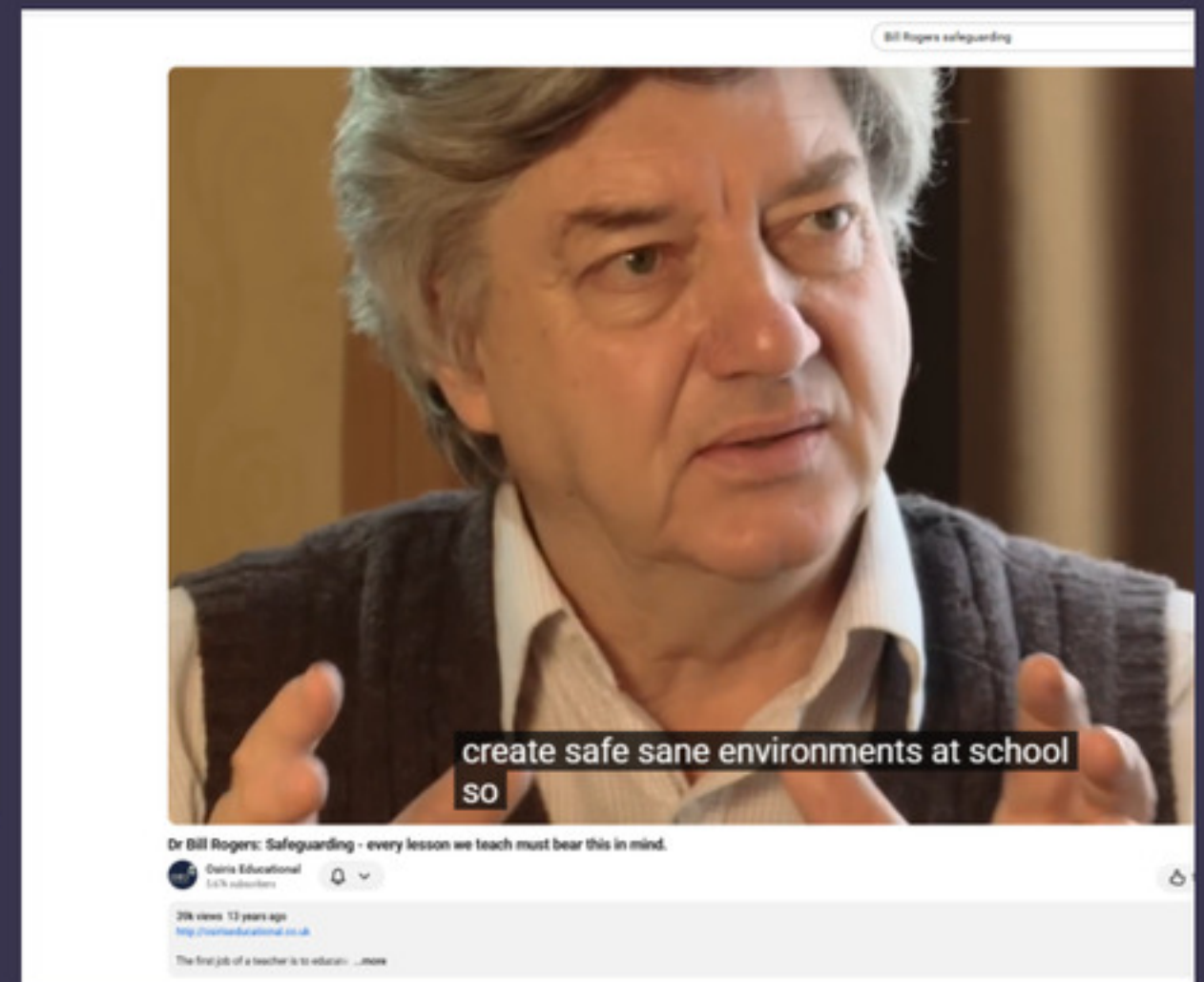
By the end of this training, you will have:

- 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>





"We can create safe, sane environments at school"

How? What indicates to a pupil that they are in a safe and sane learning space?

^ Instructions

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?



Collaborate Board

"We can create safe, sane environments at school"



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) Why might you stand at point 8?
- (d) Where might work well for doing small-group intervention work or further explanations for those needing them?



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 provide pupils with the space and opportunity to misbehave or create low-level disruption.

- ☐ 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.

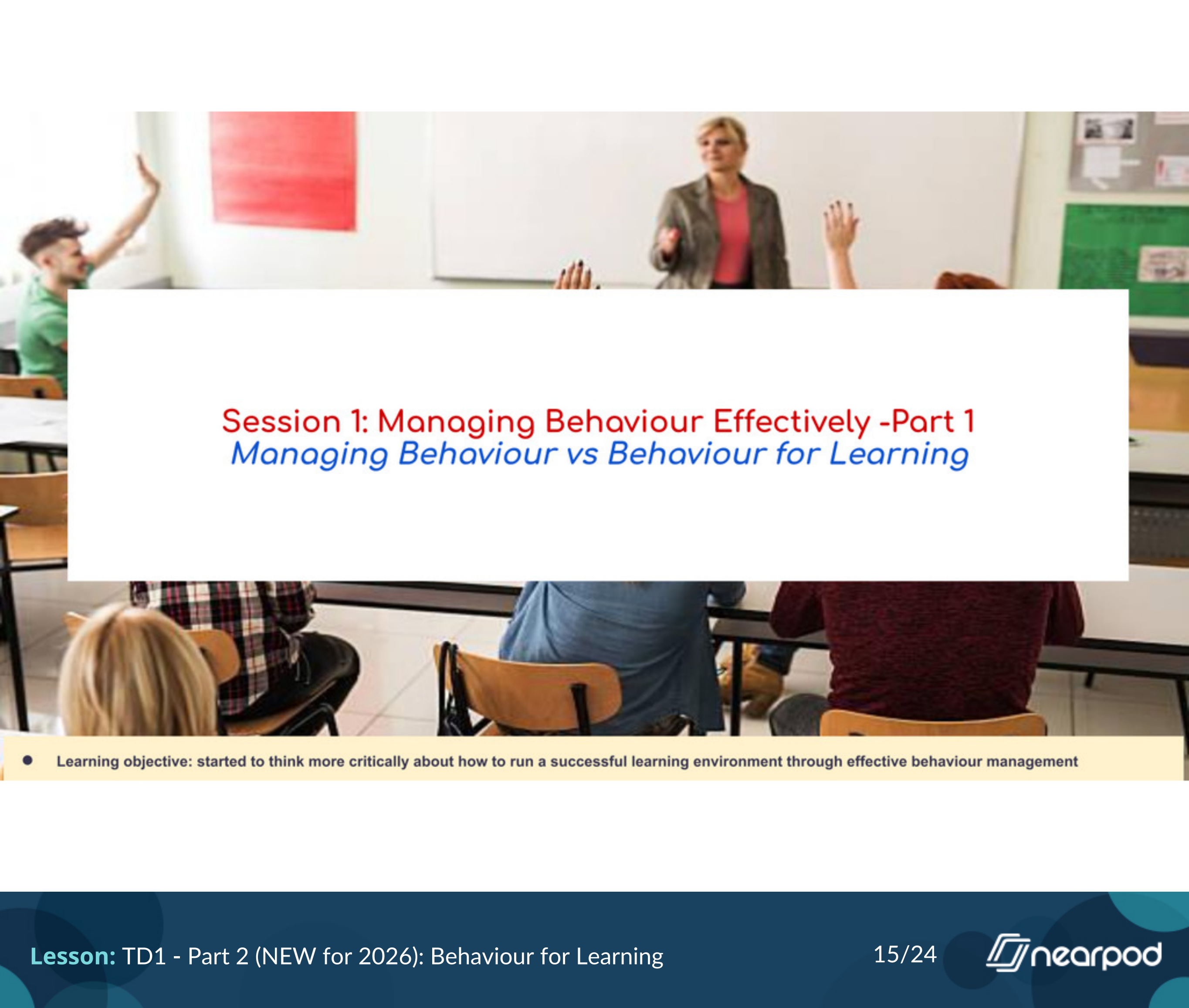
- ☐ True
- ☐ False

(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



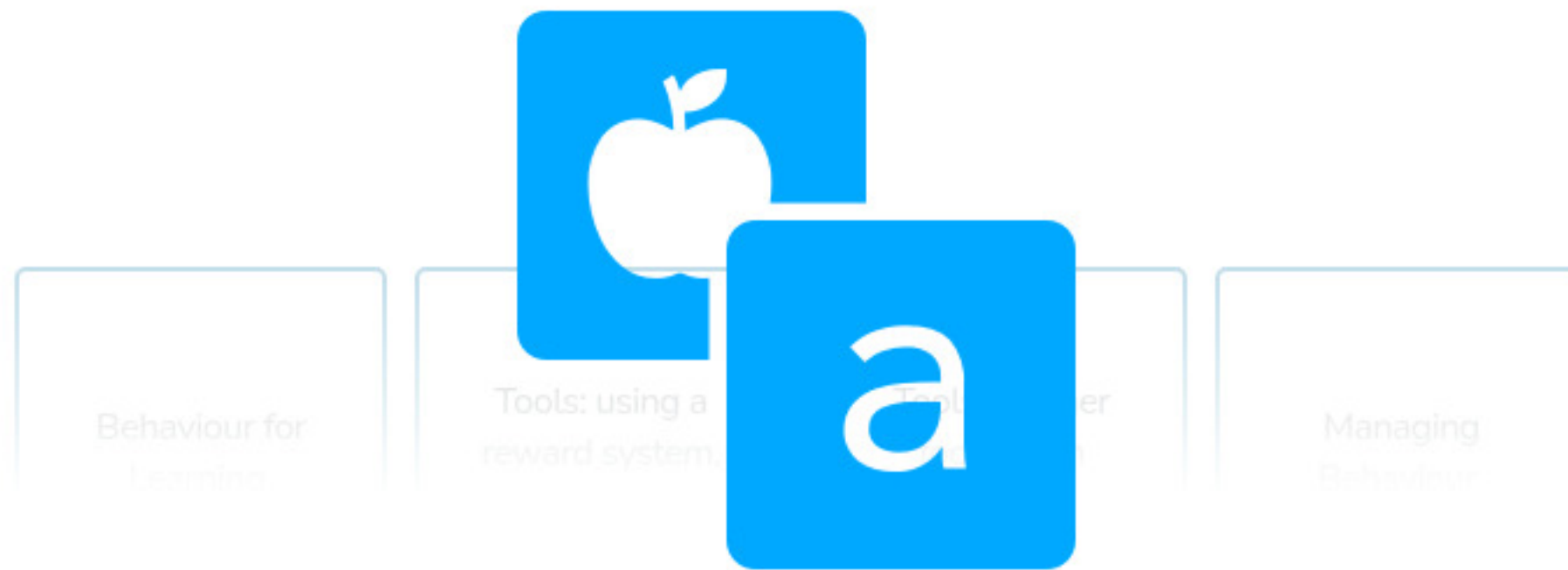
Session 1: Managing Behaviour Effectively -Part 1

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

Slide 8: It's important to encourage good behaviour in lessons so pupils learn. How might 'managing behaviour' vary from teaching 'behaviour for learning'?

^ Instructions



Matching Pairs

Managing Behaviour vs Behaviour for Learning:

Consider these questions (4 mins)

- (1) What distinguishes one approach from the other?
- (2) 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
182	100

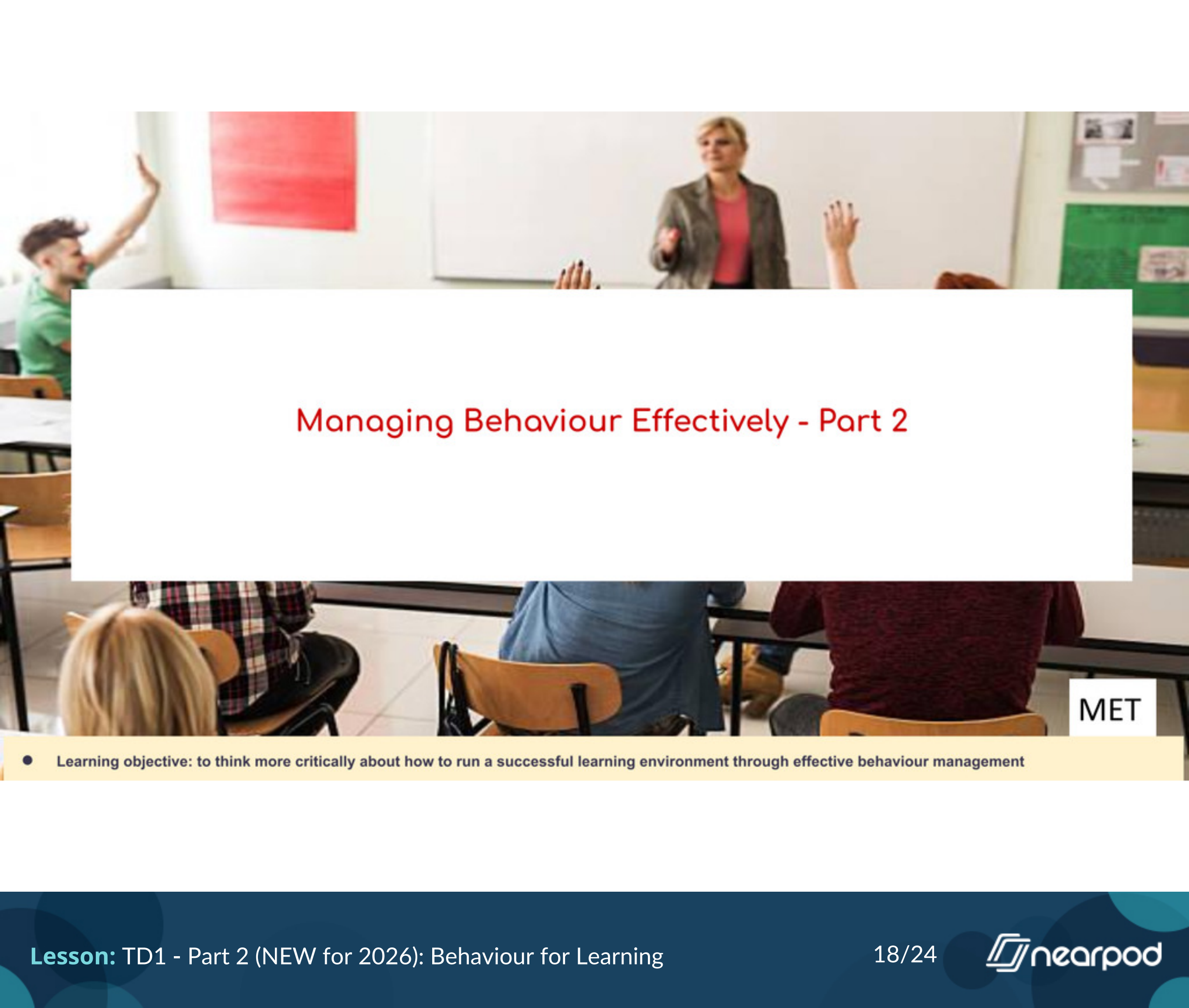
Done

Pair 2

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

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



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

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



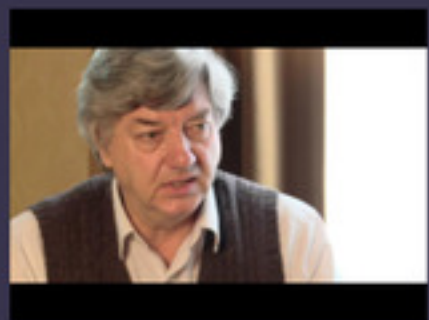
VID 2: How to: establish trust to enable classroom co-operation

<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 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

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

How to manage pupil behaviour

Jot down specific words and phrases used in the videos to manage behaviour well. Write down as well, any names Rogers has for the strategies he uses.

^ Instructions



Collaborate Board

How to manage pupil behaviour

First Name*

Last Name*

Email*

Study Group Feedback Form

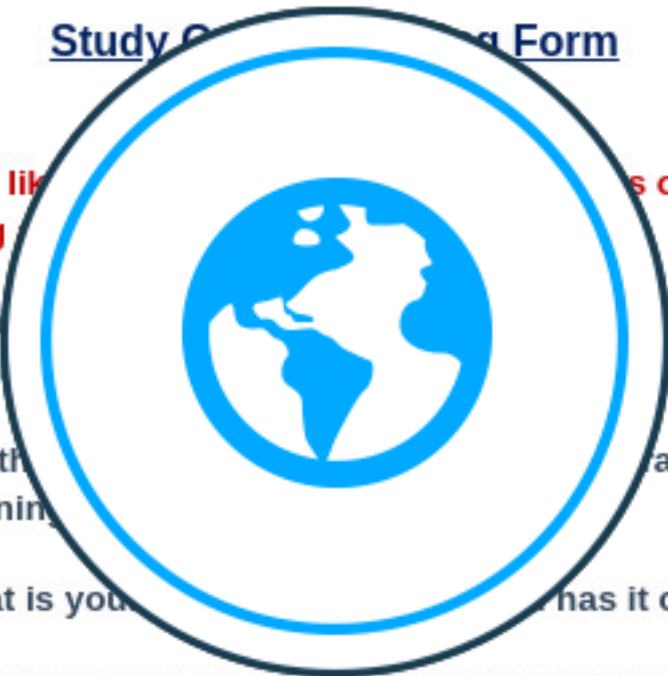
Following today's Study Group, we'd like you to share the concepts or takeaway learning points that challenged or extended your thinking

s or takeaway learning points that

For each concept/learning point, please describe it in the below structure. By doing this, you'll be able to judge your ability to

the below structure. By doing this, you'll be able to judge your ability to

1. Confirm if you were familiar with the concept/learning point before today's training. If you were, how were you applying it in your lesson planning?
2. Based on today's training, what is your understanding of the concept/learning point? 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



https://c4h78.share.hsforms.com/2k211UMegTq2n_6pTM0H7MQ

Concept 1*

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!

