

## NE700 Managing Behaviour for Learning

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### Course map

#### Course learning outcomes

By completing this course, you will be able to:

- Assess how your own behaviour influences the behaviour of your students.
- Apply rules and routines to achieve consistency.
- Apply recognition intelligently to motivate students.
- Demonstrate how to reduce friction when students behave badly.
- Develop reparation and restorative practice.

#### Self-audit

Statement	Developed in course
I am careful about how I speak to students.	Week 1. Week 4.
I am consistent in managing behaviour.	Week 2.
I tell students the rules for my teaching space (classroom/workshop/laboratory).	Week 2.
I focus on rewarding good behaviour.	Week 3.
I plan what I am going to say to students in conversations about behaviour.	Week 4.
I chase up students who miss deadlines and detentions.	Week 5.
I stick to a stepped system of sanctions.	Week 5.
I have excellent working relationships with other members of staff.	Throughout course.
I seek support and advice on dealing with students with challenging behaviour when I need it.	Throughout course.
I am confident at managing behaviour in practical lessons.	Throughout course.

## **WEEK 1: MANAGING YOUR OWN BEHAVIOUR TO INFLUENCE THEIRS**

### **Welcome and getting started**

Before you get started take a moment to meet the educators and mentors who will support you through the course. There's also an opportunity to meet your fellow learners and some advice on planning your learning journey.

1.1 Welcome VIDEO (01:19)

1.2 Getting the most from this course ARTICLE

### **Controlling yourself**

The foundation of any behaviour management is your ability to control yourself before you try and control others.

1.3 Chaotic lessons VIDEO (05:03)

1.4 Research and further reading ARTICLE

1.5 Self-audit of your current practice ARTICLE

### **Impact of adult behaviour**

The only behaviour that you have absolute control over is your own. The behaviour of teachers directly impacts on the behaviour of their learners.

1.6 Fight or flight? AUDIO

1.7 The impact of adult behaviour ARTICLE

1.8 Fruit of the Loom! VIDEO (06:00)

### **Stopping short of your full range**

Teaching spaces where emotional responses from the teacher are the norm can be difficult and frightening places to learn.

1.9 Why is managing your own behaviour important? AUDIO

1.10 Control your emotional brain ARTICLE

1.11 Emotional rescue ARTICLE

1.12 Behaviour Saviour DISCUSSION

## **Interacting with students**

It's a fact that you can't make anyone do anything without their permission or choice to complete the actions you require.

1.13 Interventions VIDEO (01:14)

1.14 Interactions with students VIDEO (00:50)

## **Week 1 summary**

Review what you've learnt this week.

1.15 Reflecting on your learning during this course VIDEO (01:41)

## **WEEK 2: USING RULES AND ROUTINES TO ACHIEVE CONSISTENCY**

### **Routines**

Last week we looked at how you can manage your own behaviour to influence the behaviour of others. This week we consider how you can use routines and rules to achieve consistency in behaviour.

2.1 Meet and greet VIDEO (02:36)

2.2 Routines you expect students to follow ARTICLE

2.3 Structuring classroom routines ARTICLE

2.4 Creating routines ARTICLE

### **Rules**

What rules operate in your teaching space?

2.5 Your rules and your students' views on them DISCUSSION

2.6 Rules and routines AUDIO

2.7 Three rules are better than thirty ARTICLE

2.8 Wording and framing rules VIDEO (01:05)

## **Habits**

Your personal teaching routines introduce certainty into the chaotic lives of the 30 students in front of you.

2.9 Habits of effective behaviour management AUDIO

2.10 Habits and routines VIDEO (01:32)

2.11 Routines with students VIDEO (01:08)

2.12 Research and further reading ARTICLE

## **Week 2 summary**

Take time to consider what you would do differently based on your learning this week. Catch-up with the course with Yeasmin and Jane's video diary.

2.13 Reflect on your learning with Jane & Yeasmin VIDEO (11:22)

## **WEEK 3: INTELLIGENT USE OF RECOGNITION TO MOTIVATE STUDENTS**

### **Question and answer session**

The course educators answer your questions in the first of two Q&A in this course.

3.1 Q&A session VIDEO (00:07)

### **Recognition or reward?**

You can't buy students off with material rewards and expect them to sustain good behaviour.

3.2 Recognising positive behaviour DISCUSSION

3.3 Debating the dangers of rewards ARTICLE

3.4 Risks of inconsistency ARTICLE

3.5 Examples of using recognition instead of rewards ARTICLE

### **Techniques for recognition**

How to use recognition to motivate students.

3.6 Pupil voice ARTICLE

- 3.7 Public praise or private praise? DISCUSSION
- 3.8 Recognising positive behaviour: questions to ask yourself ARTICLE
- 3.9 Recognition Boards DISCUSSION
- 3.10 Explicit teaching of desired behaviours ARTICLE
- 3.11 Bird's eye view ARTICLE
- 3.12 The importance of importance ARTICLE

### **Contacting home**

As a teacher, influencing the way a student feels about themselves, you and your subject, is in your hands and there are simple things you can do that take little time.

- 3.13 Positive notes home VIDEO (03:59)
- 3.14 Creating positive notes home DISCUSSION
- 3.15 Phone calls and notes home VIDEO (01:31)

### **Week 3 summary**

What did you learn from the question and answer session? Look back on your learning this week, what were your successes and what will you focus on next week?

- 3.16 Reflect on your learning this week ARTICLE

## **WEEK 4: REDUCING FRICTION WHEN STUDENTS BEHAVE BADLY**

### **Diverting and diffusing**

Considering ways to reduce friction when students behave badly.

- 4.1 Hostile, passive and assertive teachers VIDEO (02:03)
- 4.2 Light touch interventions ARTICLE
- 4.3 A little empathy goes a long way VIDEO (01:48)
- 4.4 Decelerating poor behaviour ARTICLE
- 4.5 Ten reasons not to send them straight out ARTICLE

4.6 Diversions and diffusers ARTICLE

4.7 Strategy checklist DISCUSSION

### **Scripted interventions**

We've all had days and specific times in a lesson when we feel exasperated with a student and we find it difficult to know what to say in the moment.

4.8 Scripts VIDEO (08:17)

4.9 Micro-script model ARTICLE

4.10 The 30 second intervention ARTICLE

4.11 Scripted interventions - Classroom Scene VIDEO (02:01)

4.12 Scripted interventions - Student's Point of View VIDEO (01:02)

4.13 Your micro-script VIDEO (01:19)

4.14 Research and further reading ARTICLE

### **Week 4 summary**

Review your learning this week and how your classroom practice has changed.

4.15 Reflect on your learning with Jane & Yeasmin VIDEO (00:07)

## **WEEK 5: REPARATION AND RESTORATIVE PRACTICE**

### **Question and answer session**

The second question and answer session with the course educators reflecting on your comments.

5.1 Q&A session VIDEO (00:07)

### **Punishments**

This week we look in detail at reparation and restorative practices.

5.2 Sean VIDEO (03:57)

5.3 'Punishment Road' ARTICLE

5.4 Your harshest punishment DISCUSSION

## **Restoration**

Whatever setting you are working within, restorative practice techniques can transform behaviour, restore and - crucially - improve relationships.

5.5 Restorative practices AUDIO

5.6 Research and further reading ARTICLE

5.7 Restorative options ARTICLE

5.8 Don't let it lie ARTICLE

5.9 Ten reasons for following up incidents personally ARTICLE

5.10 Restorative meetings DISCUSSION

5.11 Year 6 maths lesson VIDEO (03:42)

## **Reflection**

Reflect on any notes, tasks and your contributions to discussions during the course.

5.12 Top tips to take away VIDEO (03:06)

5.13 Reflecting on your learning with Jane & Yeasmin VIDEO (00:07)

5.14 Self-audit task (revisited) ARTICLE

5.15 How has your practice changed? DISCUSSION

5.16 Further professional development ARTICLE