

ITAP 1 – Behaviour Management – Guidance for Mentors

Week commencing 29th September *in school*


**LIVERPOOL
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The plan for the week

Day		Friday 26 th September	Monday 29 th September	Tuesday 30 th September	Wednesday 1 st October	Friday 3 rd October
Location	NA	University based	School based	School based	School based	University based
Activities	• Pre ITaP Activity 1 – essential reading. • Pre ITaP Activity 2 – case study	• Lead lecture 1 • Workshop 1 • Lead Lecture 2 • Workshop 2	• Observe three lessons delivered by expert colleagues.	• Plan and deliver three teaching episodes (10 minutes) • Receive feedback from mentor. • Reflect on your own teaching episodes.	• Lightening talks (5minutes). Deliver your own listen and reflect on others • Revisit 'Pre ITaP activity 2 – case study'	
To be completed	• Complete Pre ITaP Activity 1 • Complete Pre ITaP Activity 2	• Complete ITaP activity 1	• Complete ITaP activity 2	• Complete ITaP activity 3	• Complete ITaP activity 4 • Complete ITaP activity 5	

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The focus of the ITAP 1 is an introduction to behaviour management, specifically focussing on:

- Starting a lesson in a calm and controlled manner (positive greetings at the door, front loading expectations)
- Obtaining silence and pupils' attention (using a countdown, or equivalent)
- Responding effectively to disruption during teacher talk (using the behaviour policy staged approach, positive framing, non-verbal cues)

Student teachers will have completed pre reading task, attend lectures and workshops on Friday 26th September, and you will need to prepare the following for them on **week commencing 29th September:**

Monday 29th September:

Student teachers should observe a minimum of 3 lessons of staff with strengths in behaviour management, preferably across the school – they have an observation proforma they must use in our 'ITAP1 Booklet' activity 2.

You will need to meet with student teachers at the end of this school day to firstly discuss what they have found in observations, but also to look ahead with a task for the next 2 days.

It is essential you plan a starter task(s) for student teachers to use and familiarise themselves with – this could be the same task for each of the 3 lessons, or different, whatever is appropriate for your groups and subject.

This will allow them to plan focussing on routines and behaviour management and not about the tasks themselves, using the planning proforma in the ITAP1 Booklet, activity 3.

Tuesday 30th September & Wednesday 1st October:

Student teachers will deliver 3x 'start of lessons' across these days with classes you teach (not necessarily classes they will take once on teaching timetable). They should follow any school/departmental policies on the start of lessons but should:

- Welcome the students in at the door
- Have the starter task ready
- Ensure engagement with this task
- Use appropriate strategies when engagement is not 100%
- Gain the students attention using a countdown to go through the answers for the task before handing the lesson back over to you.

You will need to provide informal feedback to them for each lesson, which they will note in their booklet. There is also a reflection section which we would like them to complete immediately after the lesson (if possible).

After all 3 deliveries are complete they will need to reflect by preparing a lightening talk for the next subject session on Friday 3rd October, using some questions in the booklet, activities 4 and 5. Please ensure they have some time to do this.

Theory Behind Practice – [Blue hyperlinks to papers or articles](#)

We have used relevant research and theory to inform student teacher's practice. Below is a brief insight into this, as well as some potential barriers student teachers may face, please engage in discussion about all of this:

1) Culture

We discussed how there are factors in and out of our control when building a classroom culture. Key values found to be effective in this by the University of Birmingham ([2022](#)):

- Intellectual
- Moral
- Civic
- Performance

Factors out of our control that may influence your classroom:

- School culture ([Robinson & Gray, 2018](#))
- Socio-economic status
- Backgrounds & experiences of pupils ([Chodkiewicz & Boyle, 2012](#))
- Parental attitude and involvement
- Physical environment
- Previous teaching

We encouraged student teachers to be conscious architects of classroom culture, as outlined by Tom Bennett ([2020](#)). As teachers we must explicitly and deliberately teach the behaviour we want.

2) Starting lessons in a calm and controlled manner

Linked to the theories of Tom Bennett above, we must be explicit with our pupils from the start of lessons such that they know what is expected. We want to ensure that student teachers establish a predictable structure for pupils to follow during each lesson. Transitions between lessons have been shown to cause disruption between students due to a devolution of the expectations of one teacher before creating a new one ([Ross, 1984](#)). Teachers are required to contribute towards the success of this transition and organise them actively to minimise lost time ([Doyle, 2006](#))

Greeting students positively at the door has been shown to reduce time lost and improve behaviour in transitions ([Cook et al. 2018](#)). Factors we encouraged student teachers to consider for this time are:

- Be welcoming
- Be positive
- Be calm & orderly
- Be ready to learn
- Be purposeful
- Set the scene for the learning

The process of positive greetings at the door have been shown to build connections with students, front load the behaviour expected, and provide opportunities for private conversations needed occasionally before lessons start.

3) Signals for silence

Whilst there is room for personalisation (unless there is school policy), as well as a train of thought that we can use something more useful ([Tes article](#)), a **countdown** is widely used in primary and secondary settings, but needs to be used appropriately.

Issues some student teachers may face is when using the countdown and carrying on when not all pupils are engaged or repeating the countdown due to this. Asking questions such as “why are you still talking” has been shown to be ineffective also and a misconception in some practitioners.

Important factors that were shown to be effective from [Ed Kauf](#) were setting the expectations, getting 100% engagement, starting loud and ending soft, positioning in the room, and during tasks give a time warning beforehand.

[Pete Foster](#) gives troubleshooting guidance around non engagement, praising the good pupils, anonymous correction at first, reminding of the expectations, using the behaviour policy if further poor behaviour.

4) Responding to disruption

Staged warnings are in use in many schools’ behaviour policies, and many professionals report its effectiveness ([Tes Article](#)). We discussed 3 important considerations:

What constitutes a warning? Different with different classes perhaps, with different subjects or schools – all about context but consistency with each group.

Are all behaviours equal, at all times? Perhaps not, early warnings given to settle pupils, build-up of small things to gain a warning, students who respond better or worse to warnings.

Do we treat all pupils equally? Older vs younger pupils, prior history *shouldn't* impact responses, SEND pupils given consideration ([SEND impact](#)), consistency.

Practical implications were also discussed, methods and barriers:

- Focus on the behaviour not the individual
“You have *done this*, therefore that is a warning”
- Stay calm, move on and try to ignore any minor petulance in response
- Give the benefit of the doubt, but when sticking to your guns, come back to it
- Follow up appropriately, recording, restorative conversations, contact home
- Fresh start next lesson

Some student teachers may find difficulty when pupils argue and won't let them move on. Some will find a conversation afterwards tricky, or want to contact home.

Efforts to deescalate and avoid a need for the behaviour policy were discussed and encouraged. **Positive framing** as a non-threatening verbal method of getting students on task is widely used and theorised to build trust in student teacher relationships ([Tom Sherrington](#)):

- Rather than, “Joe, stop talking”, “Joe, I need you to make a start with this task please”, when the behaviour is low level teachers don't exaggerate in response, build a positive culture, and get buy in from students.

The effectiveness of **non-verbal cues** was presented, with a focus on **pauses and proximity**.

- Pausing mid-sentence has audible impact, students will want to know why ([Mazta 2020](#))
- Being near pupils because when off task serves as a prompt, also leads you to consider seating plans ([Link](#))
- Non verbal cues are shown to be particularly effective with SEND pupils ([Geng, 2011](#))