



**Routines and Responses**

for managing the classroom and behaviour

***Intensive Training and Practice Booklet***

This booklet is designed as a companion for establishing the foundations and skills in effective behaviour management in phase 1 of your training.

***“Being a teacher isn’t all about teaching; new teachers quickly realise that they need to be lion tamers too. Controlling a class isn’t something that comes naturally to everyone – but it can be learned.” (Bennett 2010)***

*Tom Bennett (2010)*

**PG Secondary: Intensive Training and Practice (ITaP1)**

**Introduction**

**What is an Intensive Training and Practice element (ITaP)?**

An intensive training and practice (ITaP) element in teacher education is designed to give trainees feedback on foundational aspects of the curriculum where close attention to and control of content, critical analysis, application and feedback are required. It provides an opportunity to intensify the focus on specific, pivotal areas. Intensive training and practice should also build powerfully, the link between evidence-based theory and practice. This means that intensive training and practice will need to be led and supported by an appropriate range of experts and delivered over a 5-day period.

**What is the role of an ITaP?**

The role of an ITaP is to strengthen the link between evidence and classroom practice, some elements of intensive training and practice are conducted at university and then will need to take place in a school environment to consolidate practice. The role of the intensive focus may for example include the use of approximations of practice, rehearsal and is very much delivered in partnership with LJMU as the ITT provider.

**ITaP (1) Focus on Behaviour management for student teachers**

In phase 1 of your training, you will learn and develop your knowledge and expertise in behaviour management by practicing what would happen in the classroom, and then by receiving feedback in real-time. This first ITAP will cover the foundational areas of learning about behaviour in an intense episode of practice.

**Delivery of the ITaP**

Over 5 days identified in fig 1. there will be the delivery of carefully selected pivotal or foundational aspects of the planned training curriculum with a focus on behaviour and linked to the core content framework (CCF). Where possible the opportunities need to specific to the subject and phase being taught. Activities range between structured observation of selected teaching (short episodes) and learning about pupil behaviour. Critical analysis of observed teaching or practice, including teaching materials used, will be guided by an expert, with a focus on identifying the links between theory and practice. Also, preparation and practice on behaviour management with expert feedback and opportunities to repeat can vary in relation to the preparation and delivery for different circumstances.

**Research informed practice**

The research that underpins the principle of an ITAP is defined as an exploration of “identifiable components (fundamental to teaching and grounded in disciplinary goals) that teachers enact to support learning. Core practices consist of strategies, routines, and moves that can be unpacked and learned by teachers” ([Grossman et al., 2018](https://journals.sagepub.com/doi/10.1177/0022487119880162?icid=int.sj-abstract.similar-articles.2#bibr29-0022487119880162) p. 4). The ITAP is an intensive period of focused and pivotal practice and at the right time on initial teacher education courses.

Guidance page 27 - https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\_data/file/1119026/ITT\_Provider\_Guidance\_Stage\_2.pdf

**The LJMU ITAP (1) Model of Delivery**

Fig 1.

|  |  |
| --- | --- |
| **Day One Centre Based Training** Friday 21.09.23 9:00-12:00 | **Centre Based training**Friday 21.09.23 1:00-4:00 |
| **Introduction - Lead lecture: Confident classroom management** and introduction of the ITAP  | **Introduction behaviour management in the subject –** lectures and seminar sessions for all subjects. |
|  |  |
| **Day Two Centre Based Training** Monday 16.10.23 9:00-12:00 | **Centre Based training**Monday 16.10.23 1:00-4:00 |
| **Lead lecture – Managing behaviour in the secondary classroom. (Analyse)****Seminar sessions** to bring together theory and practice. Self-reflection and group reflection | **Scenario and role pay (Prepare)** Preparation: how do you plan for effective rules, routines and responses?  Rehearsal opportunity: key words / terms, body language, classroom positioning, names, seating plans etc. and scenario responses. |
|  |  |
| **Day Three School Based Training** Tuesday 17.10.23 | **School Based Training**Tuesday 17.10.23 |
| **Focus on behaviour in school** **(analyse)** e.g., setting up behaviour and classroom routines, and exploring the behaviour for learning strategy and policy in the school.**School input> observation>planning for observing** | **Structured observations of behaviour (prepare)** through routines, rules and responses established in carefully chosen lessons (small groups of student teachers) using proformas in this booklet, implications for practice. **Planning>discussion>rehearsing** |
|  |  |
| **Day Four School Based Training** Wednesday 18.10.23 | **School Based Training**Wednesday 18.10.23 |
| **Enact**- Opportunity to enact what has been learned and **receive feedback** from expert colleague (minimum 1 hour expert colleague input per day) *working with timetabled classes - student teacher will support a routine in the classroom and gain feedback***School input> student observation>feedback** | **Analyse and prepare**. When not in timetabled observation classes prepare for further opportunity tomorrow through online activity, further observation, planning a short episode. Hays online behaviour module (60 mins asynchronous activity)**Planning>discussion>rehearsing** |
|  |  |
| **Day Five School Based Training** Thursday 19.10.23Enact | **School Based Training**Thursday 19.10.23Analyse and Asses |
| **Enact.** Opportunity to **enact** what has been learned and **receive feedback from expert colleague,** contribute to an episode of routines and rituals, student teacher to support entry routines, ending the lesson or a small episode of routines to advance understanding.**School input>practice>enactment** | **Analyse and assess progress** and development for impact on practice.**Assess:** evidence in weekly meeting conversation, commented on Phase Review form and complete table on page 14.**Directed study and assessment** |

The outcomes of intensive training and practice for trainees should include a strong grasp of the evidence base for the area concerned, which they can articulate, justify and exemplify, and the ability to identify effective classroom delivery and to prepare and apply those aspects of teaching confidently in a range of contexts.

# What constitutes ‘best practice’ managing behaviour?

As you progress through your course, and you gain more experience you will see how **behaviour management** is part of the bigger picture of **classroom management**. Engaging pupils and being attentive to their needs, interests and motivations is a key step in planning effective and appropriate learning for pupils which can, in turn, cut down on pupil distractions and low-level disruption.

**The principles of classroom management As easy as A, B, C…**As you gain more experience you will notice that the behaviour that children and young people demonstrate is only one part of thinking about creating positive learning environments. The display of unwanted behaviour is part of a bigger classroom transaction.

**Antecedents:** What happened before the behaviour display? Did you give instructions? Was it a particular activity that led to the misbehaviour? What was the environment (hot, busy, smelly, crowded, etc.)? What was the pupil’s emotional state?

**Behaviour:** What was the misbehaviour? Before you respond to the behaviour think about what the function of the behaviour might be: attention?

**Consequences:** What was the consequence? How did they react? Was it effective? Did the consequence reward? E.g., pupil is sent out of the room = pupil escapes from the learning environment which may have been the intention.

Sometimes, though not all the time, misbehaviour is attention seeking and tactical ignoring may be appropriate (if no harm will come to the pupil or those around them). This is then linked with positive behaviour – e.g., a pupil shouts out, you ignore them, they put their hand up for your attention, and you praise them.

**The Three Rs.** From your observations and consideration of A, B, C you will have recognised the importance of three underlying features of effective behaviour management.

**Routines**: classroom routines as a fundamental source of high expectation, scaffold for conduct, and a community vision of optimal habits and behaviours

**Responses**: strategies and interventions for de-escalating confrontation, resolving conflict, redirecting unproductive (or destructive behaviours), and reacting to antisocial behaviour in a just, productive and proportional way. These include formal interventions (for example: consequences described by the school behaviour policy) and informal ones (for example: verbal / non-verbal cues, body language).

**Relationships**: regulating one’s own emotional state; understanding personal triggers in one’s own behaviour, expectations or reactions; how special educational needs and disability (SEND) affects behaviour. Understanding for example: attention deficit hyperactivity disorder (ADHD), autism, dyslexia, Asperger’s; the basic psychology of: motivation; long and short term memory; concentration, earning; cognitive load, spacing and interleaving; group dynamics. <https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/536889/Behaviour_Management_report_final__11_July_2016.pdf>

***‘learning is easier and more pleasant when we are shown what to do, rather than told what not to do.’*** (Good and Lavigne 2018:137)

**Education Endowment Research**

Endowment Foundation (EEF) – Improving Behaviour in Schools guidance found good evidence that personalised approaches can improve disruptive pupils’ behaviour. The report reviews the best available evidence to offer schools six recommendations for improving behaviour. The research suggests that universal systems are unlikely to work for all students and for those pupils who need more intensive support with their behaviour, a personalised approach is likely to be better.



**Further reading and advice:**

Dix (2018:184) states that ‘*reflecting on the starting point will show you that even when behaviour dips, you will have still travelled a considerable distance.’ Five pillars of practice that underpin effective behaviour policies:*

* *Consistent, calm and adult behaviour*
* *First attention for best conduct*
* *Relentless routines*
* *Scripting difficult interventions*
* *Restorative follow up* Dix (2018:167-168)

**Day 1 – UNIVERSITY CENTRE BASED LEARNING: Friday 15th September (introduce)**

|  |
| --- |
| **Learning about the context of the ITAP focus** |
| **Summary of content**  | **Follow up activities** *e.g., for students who were not able to attend or to consolidate learning.* |
| **Students will:****Morning session**: Introduce the Behaviour ITAP.* Develop knowledge of confident classroom leadership what it is, why it is taught and some of the key research supporting this.
* Develop knowledge of managing behaviour and key elements to consider working in the secondary classroom environment.

**Lead lecture: Confident classroom management** and introduction of the role of instructional practice to support teaching and learning.**Afternoon session**: **Behaviour management in the subject –**seminar sessions for all subjects.* Subject sessions with high quality interleaving of different elements, immediate and targeted feedback and appropriate questioning to **ensure trainees remember and understand the content.**

***\*A gap-task will be set that all students should complete*** **Learning outcomes – students will be able to:*** Summarise the importance of classroom management as a reflective practitioner and beginning teacher.
* Identify and reflect on the nature of classroom environments and principles of effective practice to inform planning for effective learning.
* Demonstrate knowledge of the subject specificity of behaviour management
 | 1. Read; **Wubbels (2011) An international perspective on classroom management: what should prospective teachers learn?****2. Read; 6.4 Classroom rules routines and rituals**(Chaplain 2003 in Pollard 2014, Pages 150-153)**3. Ofsted, Below the radar** [https://www.gov.uk/government/publications/below-the-radar-low-level-disruption-in-the-countrys-classroomsLinks to an external site.](https://www.gov.uk/government/publications/below-the-radar-low-level-disruption-in-the-countrys-classrooms)Engage with the teaching materials available on CanvasComplete the gap tasks below\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\***Gap Task** **In readiness for the next university-based session, please complete the following discussion board activity.**1. Familiarise yourself with the recommendations here from the EEF https://educationendowmentfoundation.org.uk/news/new-eef-report-6-recommendations-for-improving-behaviour-in-schools
 |

**Day 2 – UNIVERSITY CENTRE BASED LEARNING: Monday 16th October (develop and apply subject knowledge and analyse practice)**

|  |
| --- |
| **Using Representations to analyse expert teaching and using approximations to practice and get feedback.***The main purpose of this stage is to give student teachers the opportunity to ‘rehearse’ planning for effective classroom management reflect on the development of their knowledge of behaviour management, receive feedback and identify areas for development* |
| **Summary of content**  | **Follow up activities** *e.g., for students who were not able to attend or to consolidate learning.* |
| ***Morning session:* Lead lecture – Managing behaviour in the secondary classroom. Seminar sessions follow** to bring together theory and practice.* Introduce students to the organisation of the day and how it will link to the enactment days in school and the ITAP booklet.
* Learning activities will include face to face peer teaching in which the deconstruction of videos of expert teachers/example lessons will be employed to analyse teachers’ behaviour approaches and identify key elements of planning for successful classroom management leading to positive behaviour.

***Afternoon session:* Seminar sessions*** In pairs, students will consider and respond to scenario-based learning.
* Provide the opportunity for students to create approximations of practice to a group of peers and a tutor who will act in role.
* Provide the opportunity for students to reflect on their own approaches and what they observed from peers, to draw together policy and practice.
* Facilitate feedback and discussion in small groups.
* Allow independent reflection and study time in preparation for school activities

**Students will be able to:*** Recap, consolidate and apply previously learned content behaviour management knowledge.
* Develop knowledge of key pedagogical approaches to managing behaviour effectively – linked to the research base.
* Be guided to plan learning with appropriate strategies.
* Demonstrate knowledge of how to respond to scenarios or policy.
* Deconstruct lessons where routines were successful.
* Plan learning episodes for confident classroom management
 | 1. Familiarise yourself with the teaching materials available on Canvas, classroom management and behaviour hub page for ITAP 1 <https://canvas.ljmu.ac.uk/courses/82394/pages/confident-classroom-management-post-session-reading-and-resources-and-behaviour-resource-hub>
2. Reflect on the strategies and work of Paul Dix (2018)
3. Housekeeping for school tomorrow

\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\***Gap Task** In readiness for the school-based activities read and reflect on the following: From Bennett (2021) – Running the room. When in school consider how this works in the real context of classrooms.The principles of the classroom1. Behaviour is a curriculum.
2. Children must be taught to behave.
3. Teach, don’t tell behaviour.
4. Make it easy to behave and hard not to.
5. No one behaviour strategy will work with all pupils.
6. Good relationships are built out of structures and high expectations.
7. Students are social beings.
8. Consistency is the foundation of all good habits.
9. Everyone wants to matter.
10. My room, my rules.
 |

**.**

|  |
| --- |
| **Using Approximations to practice and get feedback***The main purpose of this stage is to give student teachers the opportunity to ‘rehearse’ planning and teaching for behaviour management, to reflect on the development of their knowledge for teaching the subject, receive feedback and identify areas for development* |
| **Summary of content (**guided by a school expert) | **Follow up activities** *e.g., for students who were not able to attend or to consolidate learning.* |
| **This school based intense experience will require partnership ITT mentors to facilitate:*** Introduce students to the organisation of the school-based practice and how it will link to the enactment and assessment days in school (3 days in the sequence)
* Facilitate student teacher observations with a behaviour management focus, and expert input from leaders of behaviour.
* Allow student teachers some independent planning time when, in pairs, students will plan and rehearse a short teaching episode, and behaviour approaches. (Demonstrations, observation and deconstruction opportunities)
* Provide the opportunity for students to reflect on their own teaching and what they observed from others teaching and reflection with peers (effective practice)
* Facilitate feedback and discussion in small groups.
* Allow independent reflection and study time in preparation for teaching for effective classroom management and behaviour management for critical analysis.

**Learning outcomes – students will be able to:*** Demonstrate appropriate behaviour management strategies and understanding in line with school policy.
* Apply behaviour management knowledge.
* Recognise key approaches when teaching the subject and the nuances of subject.
* Demonstrate knowledge of the school policy in discussion with peers
* Deconstruct lessons, allow student teachers time to observe and reflect using the observation templates (see appendix no. 1
* Plan a subject lesson to demonstrate confident classroom management (reflection in pairs)
* Facilitate feedback on learning from an expert practitioner in school setting.
* Focused feedback and opportunities to practise further and improve.
 | 1. Familiarise yourself with appropriate teaching materials available on Canvas and in your subject area for specificity <https://canvas.ljmu.ac.uk/courses/82394/pages/confident-classroom-management-post-session-reading-and-resources-and-behaviour-resource-hub>
2. Read pages 9-12 of Tom Bennett’s report <https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/536889/Behaviour_Management_report_final__11_July_2016.pdf>

\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\***Gap Task** **In readiness for the next stage of the ITaP where you will be applying what you have learned in a school situation:*** Use the feedback you received today and your own reflections to help you to continue to develop your knowledge.
* **Housekeeping:** Update your ITaP Folder on the one drive with development Work. This must include the planning and your reflections and the feedback you were given. (see page 14 of this booklet for details.)
 |

**Day 3 and 4 – SCHOOL BASED LEARNING: Tuesday 17th October and Wednesday 18th October (develop and apply subject knowledge and analyse practice in school)**

|  |
| --- |
| *The purpose of this final day is for student teachers to enact what they have learned so far consolidated in school. This will give mentors the opportunity to assess their developing knowledge and skills.* **Days 5 SCHOOL BASED APPLICATION OF LEARNING Thursday 19th October\* (ENACTMENT) AND ASSESSMENT OF ITAP LEARNING** *\*NB while dates have been identified on the POP for this stage, the time allocated may be divided over a number of days to better fit with school timetables, necessary and more convenient.*  |
| **Summary of content**  | **Follow up activities** *e.g., for students who were not able to attend or to consolidate learning.* |
| **Student teacher taught lesson – school ITT mentors to facilitate*** **Subject lesson observation by ITT mentor.** Students enact learning – by teaching e.g., an episode, subject lesson, partial lesson or the start of a lesson.
* Discuss the feedback (formal feedback) with the teacher and the behaviour approaches used.
* **Student teacher.** Write a reflection on the lesson and conclude implications for practice using Lesson Analysis Form (LAF) and Weekly Meeting Record (WMR).
* Target setting/ implications for practice and assessment to conclude ITAP 1
* Review and conclusion of the ITaP, next steps and feedback

**Learning outcomes – students will be able to:*** Demonstrate accurate behaviour management strategies in line with school policy.
* Apply behaviour management framework and policy of the school.
* Adhere to school’s SEND policy for managing behaviour.

Observation and Planning Resources In order to reduce workload and to make clear links between LJMU’s curriculum and school-based practice, several resources are provided. Student teachers are asked to use them to plan and observe and school partners are asked to use them to ensure consistency and align with phase expectations and paperwork currently used in ITE.  | **Analyse and assess progress** and development for impact on practice.**Assess:** Student teacher to provide evidence in weekly meeting conversation, commented on Phase Review form and complete table on page 14.**Directed study and assessment that the ITAP is complete.**\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\***Weekly meeting during the ITaP**As part of the time allocated for the assessment of student’s learning, 20 minutes should be allocated weekly meetings that coincide with the ITaP. This time should be dedicated to discussing progress and specific targets. The intended outcomes for the ITaP should be used to frame the discussion and to set precise targets, moving forward.  |

**Appendix 1**

**Observing effective practice (1)**

In the table below identify the times when effective behaviour management was the main purpose of the observation. Note the strategies the teacher used, how often they used them and to what effect, for example, how do pupils enter the room and how is this managed?

|  |  |  |  |
| --- | --- | --- | --- |
| **Date** | **Teacher****initials** | **Practical Strategies** – practical strategies identified in observation, for example use of the sanction warning system. | **Effect** – the impact on learning that you observed. |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

**Observing Effective Practice (2)**

In the next table note the 3Rs (routines, responses and relationships) and how the teacher anticipates and manages potential behaviour hotspots (e.g. during transitions, nearing the end of the lesson)

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Year:**  |  | **Date:** |  | **Classroom:** |  |
| **Focus of Observation:** Behaviour |
| **Time** | **Activity** |
| *Start-of-lesson (or pre-lesson)* ***routines*** |
|  |  |
| ***Starter*** *(and Introductory) activities – what practical strategies can you observe in the beginning of the lesson – e.g. when giving instructions. Note the effect on the learning* |
|  |  |
| ***Main*** *activities (including episodes and mini-plenary activities) Consider the transitions on the lesson how pupils move from one activity to another how is the classroom and behaviour managed? note the effect on the learning* |
|  |  |
| ***Plenary*** *(and Concluding) Activities* |
|  |  |
| *End-of-lesson* ***routines*** |
|  |  |

**Observing Effective Practice (3)**

By now you are probably able to identify a range of behaviour management strategies that are explicit (the teacher directly tackles behaviour issues as they arise). Now focus on implicit classroom management, that is, when the teacher anticipates potential behaviour hotspots or plans for engaging learning to avoid low-level disruption.

 In the next table, identify times when you have observed effective behaviour and classroom management (both explicit and implicit) when it was *not* the focus of your observation. Consider why you noticed it particularly in these lessons.

|  |  |  |
| --- | --- | --- |
| **Date** | **Teacher initials** | **Observation notes** |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |

**Reflecting On My Own Practice proforma**

Use the table below to use the ABCs approach to deconstruct and analyse your classroom management.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Year:**  |  | **Date:** |  | **Classroom:** |  |
| **Focus of lesson:**  |
| **Pre-lesson discussion with mentor/peers***Add notes here* |
| **Post lesson reflection and discussion with mentor/peers***Add notes here* |
| **Antecedent** – make notes on what happened before the behaviour display |
|  |
| **Behaviour** – make notes on what the misbehaviour was |
|  |
| **Consequence** – make notes on the consequences of the behaviour  |
|  |
| **Action points** – what have you learnt for future practice? |
|  |

**Assessment of ITAP 1 (Behaviour: Routines and responses)**

**Consolidation of learning.** The following table captures the progress with the ITAP. It is important to remember that just because some behaviour management strategies were effective for teachers you have observed, it does not necessarily mean they will work for you as we all have different characters and humour. Do not try and imitate others, try and find strategies that work for you.

Summarise the strategies for behaviour and classroom management you have observed and then used in each Phase of your practice. Consider how effective they were when you used them.

To complete the phase review for ITAP 1, please ensure all documents can be reviewed through the one drive.

|  |  |  |
| --- | --- | --- |
| **Date** | **Completed Activity** | **Completed** and saved in sub folder 4 of the one drive (check each box) |
|  | * Lesson observation notes of behaviour/school activities
 |[ ]
|  | * Self-reflection notes – (format can be free writing or templates from this book) Capturing the new learning and confidence.
 |[ ]
|  | * Weekly meeting record for the ITAP week captures discussion and progress with the behaviour ITAP
 |[ ]
|  | * Hays certificate for Behaviour (60 mins)
 |[ ]
|  | * Saved this booklet on your one drive in subfolder 4. <https://itt-placement.com/pgce-secondary/placement-experience-file.php>
 |[ ]
|  | * Phase review form 1 demonstrates engagement with the completion and progress of the ITAP. (Uploaded to Abyasa and one drive) to include targets for practice
 |[ ]

**References**

Bennett, T. (2020) Running the Room. Melton, Woodbridge: John Catt publishing

Bennett, T. (Chair) (2016). *Developing behaviour management content for initial teacher training (ITT)* [online]. Available at: <https://www.gov.uk/government/publications/initial-teacher-training-government-response-to-carter-review>

Bennett, T. (2012) *Teacher: Mastering the Art and Craft of Teaching*. London: Continuum, pages 71-121.

Bennett, T. (2010). *The Behaviour Guru: Behaviour Management Solutions for Teachers*. London: Continuum.

Dewey, J. (1932). *The School and Society.* Chicago: University of Chicago Press.

DfE (2016) *Behaviour Management Report final*

Dix, P. (2018) *When the adults change everything changes: Seismic shifts in school behaviour.* Camarthen. Independent thinking press,

Goleman, D. (2009). *Emotional Intelligence: Why it Can Matter More Than IQ*. London: Bloomsbury Publishing PLC.

Good, T.L. and Lavigne, A.L. (2018) Looking in classrooms. London: Routledge.

Grossman, P. Kavanagh, S. and Dean, C. (2018) The turn towards practice in teacher education. In: Grossman, P (Ed.) Teaching Core Practices in Teacher Education. Cambridge, MA: Harvard Education Press p. 1-14.

Hook, P. and Vass, A. (2011). *Behaviour Management Pocketbook.* Alresford, UK: Teachers’ Pocketbooks.

**Further reading:**

Dix, P. (2010). *The Essential Guide to Taking Care of Behaviour: Practical Skills for Teachers (second edition).* Harlow, UK: Pearson Education Limited.

Dix, P. (2018) *When the adults change everything changes: Seismic shifts in school behaviour.* Independent thinking press, Carmarthen.

[Grossman, Hammerness, & McDonald (2009)](https://journals.sagepub.com/doi/10.1177/0022487119880162?icid=int.sj-abstract.similar-articles.2#bibr27-0022487119880162) offered a set of criteria for core practices of teaching based on common characteristics across the field. These included practices that

* Occur with high frequency in teaching;
* Novices can enact in classrooms across different curricula or instructional approaches;
* Novices can actually begin to master;
* Allow novices to learn more about students and teaching;
* Preserve the integrity and complexity of teaching;
* Are research based and have the potential to improve student achievement.

Rogers, B. (2011). *Classroom Behaviour: A Practical Guide to Effective Teaching, Behaviour Management and Colleague Support (third edition).* London: SAGE Publications Ltd.

Wubbels, T. (2011). An international perspective on classroom management: what should prospective teachers learn?, *Teaching Education*, 22:2, 113-131, DOI: <http://dx.doi.org/10.1080/10476210.2011.567838>