



Improving teacher training for behaviour

This is a description of the knowledge, skills and understanding that trainees will need in order to be able to manage their pupils' behaviour. Effective teacher training incorporates activities and teaching that leads to these outcomes and prepares trainees to manage behaviour confidently and with authority.

It is important to note that good teaching is the most effective way to get good behaviour. Teachers who plan and teach dynamic, stimulating lessons based on sound assessment and excellent subject knowledge are likely to experience fewer difficulties with behaviour.

Personal style

- Trainees should understand that they are responsible for ensuring the highest standards of behaviour from their pupils.
- Trainees should have developed their own personal style for managing behaviour. Knowledge of generic behaviour management systems and techniques is essential; the way they are used depends on the attributes of individual teachers and the context in which they are teaching.
- Trainees should be able to vary the tone and volume of their voice to teach effectively and manage behaviour.
- Trainees should know how to look after their voice.
- Trainees should understand how to stand, move, make use of space and use eye contact in order to be an authoritative presence in the classroom.

Self-management

- Trainees should understand what effect their responses, both verbal and non-verbal, can have on children's behaviour. They should be able to manage their own emotions when they are teaching.

Reflection

- Trainees should be able to reflect on the way they manage behaviour and their classrooms and be prepared to change what isn't working well.

School systems

- Trainees should understand how effective school systems support good behaviour management, and prevent and deal with bullying. They should be able to adapt their practice to fit with the school behaviour policy and should understand that consistency is an essential component of managing behaviour.

Relationships

- Trainees should understand that good relationships are at the heart of good behaviour management. They should be able to form positive, appropriate, professional relationships with their pupils.

Classroom management

- Trainees should be able to use praise effectively.
- Trainees should know how to apply rewards and sanctions to improve behaviour.
- Trainees need to know how to develop and teach routines to pupils so that time is used efficiently.
- Trainees need to be able to manage behaviour in a range of different situations such as whole class teaching, group work, the corridors and the playground.

More challenging behaviour

- Trainees should have an understanding of why children misbehave and why some children demonstrate more challenging behaviour.
- Trainees should be able to plan and teach lessons that take account of individual children's special needs, so that they are less likely to misbehave.
- Trainees should know how to take appropriate and effective action when they are confronted by more extreme behaviour.

Theoretical knowledge

- Trainees should know about scientific research and developments, and how these can be applied to understanding, managing and changing children's behaviour.

Examples of Initial Teacher Training (ITT) to enable trainees to demonstrate knowledge, skills and understanding of behaviour management

Personal style

Edge Hill University

has developed an approach to training that combines school-led and university-driven expertise. At the beginning of the secondary PGCE, students attend a session which aims to 'get the right things in place' for a trainee as they begin to teach a class: establishing routines, how to de-escalate situations with non-verbal communication and applying rewards and sanctions effectively. The focus introduces preventative strategies which minimise the risk of unwanted behaviours from a trainee's very first interactions with their classes. Further workshops provide trainees, particularly those for whom an aspect of behaviour is an identified target for improvement, with more in-depth training on behaviour management strategies and voice use. Trainees are helped to meet specific targets in school with support from school trainers and university tutors.

Contact Lynn Warham. Email: warhaml@edgehill.ac.uk.

Cotgrave Candleby Lane School

use a questionnaire which helps users to identify their personality traits and understand how they may experience stress. With the help of behaviour management tips and advice, they are helped to deal with and manage these responses. This resource was completed by ITT students prior to going on placement. The aim was to develop self-awareness and enable trainees to reflect on how they manage difficult situations.

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TDA Teaching School Research and Development project 'ITT and Key Priorities' (behaviour) - East Midlands

Self-management

University of Cambridge

use a behaviour management log in which trainees reflect on their behaviour management experiences and which tutors can use to feedback to trainees. The log also includes opportunities for tutors to engage trainees in reflecting on how they as teachers impact on pupils' engagement in learning. In addition, the trainees' research project focuses on learning in the classroom.

Personalised support is provided from the outset of the course to ensure that any issues are identified by the trainee, mentor and tutors at an early stage so that appropriate support can be put in place.

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Reflection

University of Nottingham

personalise behaviour management through professional development tutorials. Trainees develop an individual 'behaviour for learning' plan before they go into their first placement school that identifies strategies and articulates a rationale for the plan. They reflect on this throughout the year and update the plan before the second placement. During this main placement trainees are encouraged to personalise their plans for the different classes they teach, taking account of the needs of individual pupils.

Contact Dr Bernadette Youens. Email: Bernadette.Youens@nottingham.ac.uk.

The Alliance for Learning at Altrincham Grammar School for Girls

developed a coaching-based approach to promote positive behaviour, structured around a toolkit including a self-evaluation framework, a handbook for coaches and supporting materials. The framework is structured to help trainees reflect on their practice through a series of pertinent questions before their first coaching meeting. It also helps support the identified areas of behaviour needing attention. Section 2 of the framework is completed with the link coach as part of the process of looking in more depth at classroom practice. The coach and trainee work together to improve practice, using classroom observation and coaching conversations.

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TDA Teaching School Research and Development project 'ITT and Key Priorities' (behaviour) - North West

School systems

Leicester and Leicestershire SCITT

ensure that in all their partnership schools there are strong school-wide behaviour management techniques in place so that trainees are adequately supported and able to learn from good practice. A significant number of their schools deal with pupils from challenging circumstances. They ensure that school management has effective policies in place to support pupils, staff and trainees within these schools. The selection of partnership schools is crucial to success.

Contact Adam Thomas. Email: athomas@dovelands.leicester.sch.uk.

Notre Dame Catholic High School

in partnership with Sheffield Hallam University, co-ordinated a behaviour management forum that placed 420 trainees in over 30 partner schools. It involved over 40 colleagues and numerous teachers and was followed up in general professional studies in the university. The forum took place between trainees' first and second school placements. Trainees got the opportunity to observe outstanding teaching, ask questions of student panels and learnt how different schools develop and implement school policies.

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TDA Teaching School Research and Development project 'ITT and Key Priorities' (behaviour) – Yorkshire and the Humber

Relationships

Devon Primary SCITT

include a teaching session with children in their selection procedures. Aspects of behaviour management arising from this are explored with each candidate during an in-depth follow up. A group task has been developed to further explore the candidates' capacity for establishing a positive classroom presence and building successful relationships.

Contact Andy Ogden. Email: aogden@dpscitt.ac.uk.

Ashton on Mersey Teaching School Alliance

facilitated pupil panels to support trainee behaviour management strategies. This was one activity in a wider school immersion programme. Trainees were given 15 minutes to consider questions they would like to ask 10 pupils in relation to their behaviour and how their behaviour is managed around the school. Trainees found the immersion within a school highly valuable and the experiences impacted greatly on their daily practice. The pupil Q&A panels also allowed teachers and pupils to fully engage in exploratory conversations asking students to respond confidently and fluently in a pressurised situation.

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TDA Teaching School Research and Development project 'ITT and Key Priorities' (behaviour) – North West

Classroom management

The Wakefield Partnership for Initial Teacher Training

explore the reasons behind certain challenging behaviour and what are the appropriate responses. This includes looking at: the learning climate; specific strategies; effective rewards and praise; effective sanction/consequence systems; safeguarding and child protection; staff emotional state and stress; the importance of policy and teamwork. This groundwork provides trainees with an understanding of school policies and systems, and of their role within them, as well as enabling them to start developing their own strategies and skills.

Contact Martin Beedle. Email: mbeedle@wakefield.gov.uk.

Chiltern Teaching School Alliance

trained a selection of pupils to become Teaching Partners whose role is to observe trainees delivering lessons using a behaviour management observation sheet. Teaching Partners share their observations with trainees on the same day and trainees implement the changes in their next lesson. Trainees complete an evaluation sheet on the impact of this on their management of behaviour across other lessons which they teach.

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TDA Teaching School Research and Development project 'ITT and Key Priorities' (behaviour) – East of England

More challenging behaviour

Manchester Metropolitan University

are developing links with Pupil Referral Units (PRUs) to provide additional specialist input for a larger proportion of trainees. Trainees are offered the opportunity to have placements in PRUs and special schools during the enrichment phase of the course in order to see different skills and strategies in supporting good behaviour.

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Theoretical knowledge

University of Chichester

use all modules to enable students to understand how best to meet the learning needs of the children. This includes looking at how to group children for their learning and how to differentiate teaching to meet specific needs, how to use and manage learning resources and how to ensure good learning activities for children for whom English is an additional language. This approach is effective as it ensures behaviour management is present in much of what students learn across all aspects of their programme. It is not treated as a 'one-off' or 'bolt on' activity. It is understood that managing behaviour starts with planning lessons and the whole delivery of quality learning – it cannot be an afterthought. The increasing number of students who achieve outstanding indicates that the approach is also shown to be effective.

Contact Sue Bentham. Email: S.Bentham@chi.ac.uk.

Forest Way School

developed a DVD of good/outstanding teaching and teacher interviews explaining how they supported pupil engagement across the teaching school alliance, all phases including special, and a teaching pack for improving trainees' management of low level disruption and for promoting engagement. The DVD was linked to other web based materials and academic papers from the University of Northampton.

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TDA Teaching School Research and Development project 'ITT and Key Priorities' (behaviour) – East Midlands