

Name: _____



September 2023

Training Day

Resource Booklet

Professional Standards Workshop

At Grad2Teach there are six behavioural characteristics central to your development as an educational professional. They are:

1. *Resilient*
2. *Respectful*
3. *Aspirational*
4. *Outstanding*
5. *Responsible*
6. *Being a Role Model*

DO...

- Remain professional -always
- Use appropriate language in and around the school
- Treat everybody with respect
- Be mindful of what you your tone and body language could suggest/show
- Network and build professional relationships with students, staff and the wider community
- Look after your own wellbeing
- Protect your free time and do things you enjoy!

Do NOT...

- Use physical touch
- Attempt to take on situations/issues that would be better handled by someone more experienced
- Allow situations and conversations to become inappropriately personal: protect your privacy, keep your social media accounts private!
- Leave students unattended

You may...

Feel a sense of Imposter Syndrome
Write a few strategies that you think may work for you if these feelings crop up....
Feel overwhelmed
Write a few strategies that you think may work for you if these feelings crop up....

What three characteristics will you focus on in the first Term?

1. *Resilient*
2. *Respectful*
3. *Aspirational*
4. *Outstanding*
5. *Responsible*
6. *Being a Role Model*

- 1.
- 2.
- 3.

Practical take aways

- Learning journal: encourages reflection and allows you to 'draw a line' under and keep perspective on events
- Use your free time to decompress
- Introduce yourself to everyone and anyone you come across
- Make yourself known to the department attached to the subject you would like to teach!
- Wymondham College is a fantastic training ground – you are responsible for manifesting and creating the opportunities for yourself now you are here
- Have fun!

Classroom Management Workshop

In partnership with the SET, we have developed a short interactive workshop to broaden BHA's understanding of different classroom management techniques.

Session 1: Icebreakers & Baseline Assessment

- What does good behaviour for learning mean and look like?
- What is the behaviour management policy at Wyndham?
- What are the most common challenges faced by BHAs in their daily roles; how effectively do they apply the behaviour policy?

Session 2: Best Practice & Classroom Management tool Kit

Identifying and discussing strategies to:

- Help new teachers/starters to develop a firm and assertive classroom persona
- Settle a class at the beginning of a lesson – consistent routines and habits
- Establishing trust to enable classroom co-operation
- Deal with distractions confidently
- Manage students who just say 'No'

Session 3: Application

Delegates will put theory into practice to:

- Practise applying the strategies from Session 2 in a Wyndham-inspired context
- Receive peer feedback and constructive support regarding the strategies in practice/their skills
- Reflect and set targets for the following term

Session 2: Best Practice & Classroom Management Toolkit

Source: [\(143\) Dr Bill Rogers - Ensuring a settled and focused class - YouTube](#)

Video 1: Ensuring a settled and focused class

Summary: In this video, Bill talks about the importance of ‘cue-ing’ in students and **only** saying good morning and beginning the lesson when **every** student is ready.

He begins by describing a picture of chaos – students talking, being distracted, fidgeting, asking their new teacher (you) various questions (‘What’s your name?’) etc. The challenge, he says, is trying to establish that calm and focused atmosphere which will help the teacher begin the day. When students behave this way, **most teachers make the mistake of addressing the whole class** (“Will you all be quiet? Will you please face the front and listen?”) **rather than ‘picking off’ the particular behaviour** they need to tackle.

A question (“Will you all be quiet? Will you please face the front and listen? What did I just say?”) isn’t conducive to taking control and creating calm: **you aren’t asking their permission.**

When we’re trying to settle a class, he says, it’s far better to use **calm, clear directional language as you scan the eyes of the group:**

“Settling down, everyone. Settling down, thanks. Several students are still calling out. Hands down for now, and eyes and ears this way. Thanks. Several students are fiddling with the blinds. Leave that and eyes and ears this way, thanks” (motioning with hands while talking and keeping eye contact).

He calls this **“cue-ing in”** students. By this he means verbally acknowledging the specific behaviour that you would like to see students stop doing, and **directing them to you.**

These interactions are **positive.** You’re not saying ‘Don’t fiddle with the blinds, don’t call out’ etc, you’re saying a number of students are doing this, and they need to be looking ‘this way’ (at you). The cues are **describing then directing the 4-5 people who aren’t ready*** (“Several students are clicking their pens, it’s really distracting. Eyes and ears this way”) – and then cue-in the rest of the students as you go.

The use of calm, clear language is the challenge, but you don’t want to focus too much on individuals. Instead, say “A number of students are [doing X].. you need to be looking this way. Thank you”. **Don’t confront students** eg. ‘Why are you doing that?’ etc – it won’t have the effect of calming the room.

Once you have cued everyone in, you can say, **“Thank you, you’re much more relaxed now. Good morning.”**

Bill won’t say good morning to a class until he can feel the calmness from the students. **You want to demonstrate confident calmness and an ability to use language in a positive way.**

*That’s right. It tends to only be a handful of students who aren’t ready to learn – it’s not the whole class, however it may feel to you! Remember this!

Session 2: Best Practice & Classroom Management Toolkit

Source: [\(143\) Dr Bill Rogers - Establishing trust to enable classroom co-operation - YouTube](#)

Video 2: Establishing trust to enable classroom co-operation

Summary: In this very brief video, Bill talks about how confrontational interactions with students whom you don't yet know can lead to 'messy' relationships which are antagonistic by nature and won't instil trust.

He talks about the behaviours which can frustrate teachers wanting to begin a lesson/students to work – they don't have a pen, they don't have their book, etc.

When you don't know a student, you don't know yet whether them not having a pen is typical behaviour, or simply an oversight, or something else – **so opening your conversation with them in a confrontational way eg. "Why aren't you doing any work? Well, why don't you have a pen? You should be..." isn't an appropriate strategy when you're speaking to them.**

Far better to establish trust by approaching them calmly and **positively: "I notice you haven't started your work? How can I help you?"**

When the student claims not to have a pen, direct them to your desk where there are some spares and then allow them to fetch one and begin work. In other words, **find ways to solve the issue and encourage cooperation** – don't encourage talking back, excuses or rudeness. **Role model the behaviour you would like to see from your students.**

Session 2: Best Practice & Classroom Management Toolkit

Source: [\(143\) Dr Bill Rogers - Dealing with distractions confidently - YouTube](#)

Video 3: Dealing with distractions confidently

Summary: In this video, Bill talks about when he was supporting a teacher and several students in the class were wearing headphones. He emphasises the importance of **clear language** and giving students **take-up time** once you have explained your expectations of what they need to **choose** to do.

He first approached the students and gave a non-verbal cue (tapping his ear) to get the student (Daniel) to remove his earphones. Daniel took them off and put them in his pocket. Bill said, **'It's Daniel, isn't it? How's your work going?'** They chatted for a couple of minutes, then Bill suggested that Daniel carried on and as he was leaving, gave him **a directed choice:** 'Your Ipod? I want you to put it in your bag, or if you like, leave it on your teacher's desk until breaktime.'

The first thing **to avoid** in this transaction, when it is just beginning, is to walk up to the student with a hand held out, saying: "I want you to give me that Ipod." The first part of the interaction is to **become a teacher:** speak to the

student about their work, then say you'll see them later – **to provide take-up time for the directed choice** you're about to leave them with **to be acted upon** (they need to know you'll be back to check their decision).

He reminds us that the teacher wanting to deal with the student's distraction has to be mindful that (a) he or she is entering the student's personal space (b) that there are students around them (an 'audience') and (c) that the cause of the distraction is a personal belonging, which you can't just take away.

He talks about another, less compliant student than Daniel, whose response was, 'I can work with the earphones in'. In this instance, you need to **remind them of the school's rules in a neutral way but partial agreement is key:**

"I'm sure you can. In our school, though, the rule is clear. In your bag or if you like, on your teacher's desk..."

Don't respond to the secondary behaviour around being able to work with the earphones in eg. *I don't care if you can work with them in. I asked you to....* Once you start engaging with a student in this way, you are moving further and further away from the primary issue at that point.

He also talks about students saying things like, 'Other teachers don't care! Go and ask Miss X, she thinks it's ok as long as we get our work done,' etc. He responds, "I can check that with Miss X. Even if that's the case, the rule is clear. In your bag or on the teacher's table until breaktime, and I'll come back and see how your work is going soon."
Then walk away to allow the student to have take-up time.

You have to ensure you don't react to the secondary, potentially drama-inducing behaviour – just walk away and allow the student to make -hopefully the right – choice.

Session 2: Best Practice & Classroom Management Toolkit

Source: [\(143\) Dr Bill Rogers - Students who just say "NO" - YouTube](#)

Video 4: Students who just say 'No'

Summary: In this video, Bill talks about the importance of being able, as a teacher (and therefore, the 'bigger' person in the room) to distinguish between **primary** and **secondary** behaviours in order to stay calm and keep a developing situation in perspective.

He talks about Harmony, a year 11 student, talking on her phone, having deliberately moved away from him and the table he was working on with other students. She refuses to come back to the table, saying, 'I'm on my mobile phone'. **He replies with a statement: "We have a school rule for mobile phones."** She answers back rudely that she is talking on the phone about a work experience placement and doesn't comply.

He leaves her alone for a couple of minutes and continues to teach the group. After these couple of minutes, she turns back to him -having finished her call – and says, 'Yes?' in a bolshy manner. **He repeats, "Harmony, we've got a school rule for mobile phones"** (he uses 'we' consciously – not 'I'). He's about to give her a **directed choice** (eg. phone off and in your bag, or else out on your teacher's desk), when Harmony challenges him with, "Miss X doesn't care", referring to the class teacher.

At this point, it would be easy to forget the **primary** behaviour (not complying with the school rules) and react to Harmony's secondary behaviour (**answering back to him**) by saying something like, "I don't care what Miss X allows"

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etc. This is where, he says, a **respectfully confident** teacher will be able to distinguish between the student's primary and secondary behaviour and not be drawn into a conversation which could lead to confrontation or the teacher losing their temper.

He replies: "I'll check that with Miss X. The school rule's clear. Off and in your bag, or on Miss X's desk until breaktime."

After saying this, he turns back to the group to give Harmony some **take-up time** (ie. the time to think and make her choice – hopefully the right one). Harmony huffs and puffs before saying, "I'll put it away then, if it makes you happy!"

This is when you should **tactically ignore** the **attention-seeking behaviours which are clearly intended to provoke some reaction from you**. He describes this kind of behaviour as "flouncy behaviour" which **less socially-confident young people** are more prone to. Where a teacher can discriminate between what is **primary** and **secondary** in the emotional moment/heat of the exchange between the student and themselves, and not react, just simply ignore the secondary behaviour, they can achieve their aim of **enforcing their will but remaining calm**.

If this approach still doesn't work, and the student, after take-up time, hasn't put the phone away, **the consequence has to be made clear: "If you choose not to put the phone away, I'll have to follow this up in your own time at the end of the lesson."** Some kids will say, 'Oh okay, what's the big deal?' and put it away. Some kids will ignore it, so he recommends reminding them that it'll have to be followed up 'in their own time' and **leaving them with the consequences of their own choice**. Most pupils will eventually comply – they may sulk about it, or make a bit of noise about it (which should be **ignored**) but they'll capitulate in the end.

Warm up : Understanding how managing behaviour works – alphabet reflection activity

P is for...

Practice
Persistence
Patience
Professionalism
Perseverance
Politeness eg. greeting at the door
Primary (behaviours – Bill Rogers)
Personal (it isn't)
Policy (following it)
Persona

R is for...

Respect/respectful
Relationships
Ready
Role model
Reason
Reasonableness
Resolve
Rage (don't give into it)
Restorative (intention to rebuild/repair relationships)

C is for...

Calm
Choices (give choices – 'directed choices')
Consistency
Control
Consequences

T is for...

Take-up time
Tolerance
Tactical (ignoring)
Temper (don't show it)
Thirty seconds (Paul Dix – interventions)

A is for...

Assertiveness
Anger
Answering back

S is for...

Secondary (behaviours – Bill Rogers)
Smiling even if you don't want to
Sensible
Senior (to students)
Saving face
Sensitivity
Strategies
Senior leaders (know when to involve them)

Developing an Effective Learning Community

Effective learning habits are key to students’ progress and success. By establishing an effective community, students are able to develop effective study skills and make better progress, which promotes a harmonious and productive environment. **Consistency** is the key element to developing effective learning habits.

Prioritise creating the right learning environment from the start of the year and **consistently encourage positive behaviours until effective habits are firmly established.**

Below are some suggested strategies to build a positive learning culture.

Strategy	Reasons to do it
<p>Greeting Greet the students at the door of the classroom</p>	<ul style="list-style-type: none"> • Establishes control and authority over the classroom as a learning space • Students feel welcome and valued with a polite greeting • Models a friendly and professional approach to work which students can learn from
<p>Punctuality Develop a routine that integrates late students without disrupting the lesson. Agree this with your colleagues so they have consistent expectations. If appropriate (and in line with the school’s policy), direct them to wait by the door until a suitable moment when they can be invited to join the group and briefed on the activity. If they are very late, catch them up out of the lesson. Seat them where you want them to sit. Do not allow them to enter and sit where they choose or disrupt learning.</p>	<ul style="list-style-type: none"> • Prompt students are not disrupted or disadvantaged by latecomers • Lateness can be discreetly challenged • Teachers aren’t allowing latecomers a ‘platform’ within the class to discuss their time-keeping or compromise the flow of learning • There is a consistent expectation and clear consequence for lateness • Lateness is effectively monitored and reasons for consistent lateness can be investigated
<p>Seating Utilise a seating plan for lessons and activities. It doesn’t matter whether it’s hand-drawn or electronic, as long as you know where you want your students to sit and apply it consistently.</p>	<ul style="list-style-type: none"> • Students recognise that it is the teacher’s right to take ownership of the class learning environment • Students are strategically seated to maximise learning • Low-level disruption is minimised
<p>Use starters Begin every lesson with an engaging starter activity that students can complete independently. This could be subject-related or to develop wider skills such as maths, English, problems-solving, general knowledge, or an understanding of current affairs. Make it part of the routine.</p>	<ul style="list-style-type: none"> • Students are productive as soon as they enter the room • Students have an immediate opportunity to focus and get into a positive learning mindset • Helps develop independence • Enables students to develop wider skills • Encourages punctuality

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	<ul style="list-style-type: none"> • Creates space and time to set up the session without losing learning time
<p>Respect and developing rapport and community Use students' names from the first lesson. Use a seating chart plan or get students to make name cards or stickers.</p>	<ul style="list-style-type: none"> • Students are no longer 'new' or 'invisible' once you know and use their name • It is a simple but highly effective first step in establishing a rapport with students • You and the students can learn the group's names more quickly
<p>Mix students and student groupings on a regular basis – and no less than once a week</p>	<ul style="list-style-type: none"> • Students benefit from the wider perspectives and experiences of their peers • Students develop interpersonal skills and the ability to work in a team • Group cohesion is enhanced
<p>Model behaviour Get students to agree on the standards of behaviour they expect of themselves, each other and you. Agree cues and signals to gain attention and to regulate discussions.</p> <p>Model the behaviour you want to see.</p>	<ul style="list-style-type: none"> • Creates an agreed and consistent code of interaction that students and staff are able to follow • Establishes effective routines quickly • Cues, signals and instructions are clearly understood by everyone • Students are preparing for life beyond school/college
<p>Set targets with students In the first few weeks, get students to set targets that are related to developing effective learning habits.</p>	<ul style="list-style-type: none"> • Engages students with the planning and monitoring of their own learning • Places explicit emphasis on the process of learning • Shares accountability with students
<p>Study Skills Teach study skills* explicitly. Students may not have previously learned them.</p> <p>*taking notes, doing research, presenting ideas, revising and so on</p>	<ul style="list-style-type: none"> • Increases students' understanding of their own learning and learning processes • Enables students to develop their personal study skills and effective learning techniques • Develops wider skills that enable students to become effective learners
<p>Praise – process before product Praise the effort and the skills that students have utilised before praising the end result.</p>	<ul style="list-style-type: none"> • Encourages a 'growth mindset' • Encourages resilience • Increases student confidence • Builds understanding of effective learning habits
<p>Health, Safety and Hygiene Get students to remove outdoor clothing and hats when they enter the classroom.</p>	<ul style="list-style-type: none"> • Students look and feel as if they are 'staying' • Students are more comfortable • Students look more professional • It is a school/college expectation and consistency is required to be effective
<p>Keep food and drink out of the classroom Do not allow food or drink other than water in learning spaces</p>	<ul style="list-style-type: none"> • It's hygienic • Classrooms remain clean and tidy • Spills don't leave a sticky mess • Students are hydrated • It encourages healthier food habits
<p>Students have ID</p>	<ul style="list-style-type: none"> • Improves safety and security for all

<p>Ensure students are wearing lanyards/ID, apart from in practicals/workshops where safety requirements will likely prohibit them</p>	<ul style="list-style-type: none"> • Acts as a consistent reminder of school/college expectations and sets a professional standard for life beyond school/college
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For further reading on making your classroom a much happier and productive place, have a look at this blog entry from Andy Tharby - [Pruning your practice: seven criteria for cutting away ineffective strategies](https://classteaching.wordpress.com/pruning-your-practice-seven-criteria-for-cutting-away-ineffective-strategies)

<https://classteaching.wordpress.com/>

Session 3: Role play workshops

Reflection and targets

<p>What I'm good at</p>	
<p>What I'd like to work on</p>	
<p>Actions I will take as a result of today's training</p> <p>Strategies I will use</p>	<ol style="list-style-type: none"> 1. 2. 3.

Keep in touch!

For further help, advice and resources, please contact us at:

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Thank you for your participation in today's training 😊

