

## Activity 2 Comparing values

### *Purpose of activity*

This activity gives teachers the opportunity to consider how the values that underpin this handbook compare with their own.

### *Instructions*

Look at the Values presented below. Try to avoid discussion about whether the items constitute values or principles or some other descriptor but rather concentrate on whether there is broad agreement between staff around the values. Explain to staff, where necessary, what the statement means. Where participants disagree with particular items promote discussion about the implications of this but do not try and convince the participant that their value is wrong and these values are correct. Simply acknowledge the differences.

If a great deal of disagreement is evident this may indicate that a different training approach might be more appropriate. Alternatively it may indicate that staff should spend some time discussing what their values are so that the school can develop a collective view that, while different from the one that underpins this handbook, is nevertheless overt and describable.

If it is thought useful, participants can be asked to rate on a scale of 1 to 10 (1 signifying least agreement) how much they agree or disagree with the statements below. This can give a picture of the overall level of agreement among staff. This measure can be repeated at a later date to see whether agreement has increased or decreased.

### **Values**

1. That what teachers know about teaching and learning and the curriculum must be applied to the task of managing pupil behaviour.
2. That psychology has a contribution to make based on the five key areas of: Communication Motivation Correction Organisation Experimentation
3. That experimentation is important because we still have much to learn.
4. That experimentation and differentiation are closely linked.
5. That fairness does not mean everybody getting the same.
6. That for pupils to learn and be capable of applying what they have learned, they need a balance between certainty and flexibility.
7. That experimentation happens best when we think 'little and often'.
8. That language is the most important tool we have when managing behaviour with the 'little and often' principle.

***Time for activity: 45 minutes to one hour***

### Activity 5 Matching your needs with their needs

*Purpose of activity*

This activity gives teachers an opportunity to consider their own 'natural' teaching style and how this style fits with the needs of a class that they teach.

*Instructions*

Say to the group, 'A good starting point for any action in the classroom is being able to identify what you might call your natural style of management and see how this fits with what you see as the needs of a particular group or groups. This activity should help you to consider any discrepancy between what you think are the needs of a particular group and your 'normal' management style (e.g. they may need more or less structure than you are giving them).'

Choose five statements from those below that most accurately describe your natural style of managing behaviour. Tick these.

- |                                 |                                     |  |                                     |
|---------------------------------|-------------------------------------|--|-------------------------------------|
| 1. Enforce rules and routines   | <input checked="" type="checkbox"/> | 11. Model appropriate behaviour              | <input checked="" type="checkbox"/> |
| 2. Tell pupils what to do       | <input type="checkbox"/>            | 12. Expect compliance                        | <input type="checkbox"/>            |
| 3. Assist decision making       | <input type="checkbox"/>            | 13. Encourage self-discipline                | <input type="checkbox"/>            |
| 4. Clarify rules and routines   | <input type="checkbox"/>            | 14. Encourage cooperation                    | <input type="checkbox"/>            |
| 5. Be obeyed                    | <input type="checkbox"/>            | 15. Prevent problems escalating              | <input type="checkbox"/>            |
| 6. Control the pupils           | <input type="checkbox"/>            | 16. Isolate problems                         | <input type="checkbox"/>            |
| 7. Demand obedience             | <input type="checkbox"/>            | 17. Support pupils' efforts                  | <input type="checkbox"/>            |
| 8. Manage pupils' behaviour     | <input type="checkbox"/>            | 18. Guide behaviour                          | <input type="checkbox"/>            |
| 9. Train pupils                 | <input type="checkbox"/>            | 19. Reward appropriate behaviour             | <input type="checkbox"/>            |
| 10. Teach appropriate behaviour | <input type="checkbox"/>            | 20. Provide opportunities for good behaviour | <input type="checkbox"/>            |

**Total score**  (not to be completed until you have carried out next part of activity)

Now bring one particular class to mind – the one that you currently teach (in primary schools), or the one that is most challenging in terms of behaviour (in secondary schools). The continuum below represents the possible range of behavioural needs. At one end of the continuum would lie those classes that require very strict limits and rigorous adult control. At the other end, lies the ideal – the class of highly responsible pupils, who have effectively internalised the rules and routines of the classroom, whose behaviour reflects the values of the school, who are capable of mature and sensible decisions. Decide where your class should be placed on this continuum. Mark with an **X**.

**Continuum of behaviour/teaching style**



Turn back to the list of statements describing your teaching style and use the Score Chart below. Write your score next to your ticks. When you have worked out your total score (by adding the numbers next to your ticks), mark with a tick where you fall on the continuum (i.e. inclined towards clear adult control (24) or towards promoting independent decision-making (6)).

**Score Chart**

<b>Question numbers</b>	1, 7, 9, 12	5, 6, 8, 16	2, 10, 15, 18	4, 13, 19, 20	3, 11, 14, 17
<b>Scores</b>	5 points	4 points	3 points	2 points	1 point

If you ticked numbers 1, 7, 9, 12 you score 5 points. Numbers 5, 6, 8, 16 score 4 points and so on.

Discuss the fact that ideally we might want the 'tick' and the 'cross' to be in the same place. In this situation our natural teaching style and the group's needs are perfectly matched. Ask the staff what the differences were between their 'ticks' and 'crosses'. Discuss the implications of any differences.

**Time for activity: 20 minutes**

**Activity 6 How helpful is the model of dividing a whole class into sub-groups?**

*Purpose of activity*

This activity is designed to give staff the opportunity to consider the model of sub-groups – the advantages and disadvantages of the model and how this model might be applied to their own class.

*Instructions*

Give the staff individually about 10 minutes either mentally or on paper, to divide their class into these sub-groups.

***Discuss:***

1. Does this model fit approximately with the reality of your own class?
2. Discuss either why it does or does not.
3. How do you feel about the concept of comparing the managing of pupil behaviour to developing a garden?
4. How do you feel about the idea of targeting certain groups with 'potential'?
5. What are the advantages of seeing classes in this way?
6. What are the disadvantages?
7. Discuss what steps would need to be taken to minimise the disadvantages and maximise the advantages of this model.

***Additional questions***

8. Is it helpful to think of a whole class in the area of pupil behaviour in these terms?
9. If it does not work with some classes discuss why this might be and what the implications are for developing a classroom management system without some kind of grouping.
10. Are there alternative models that might be equally empowering?

***Time for activity: 30 minutes***

### Activity 9 Communication about classroom expectations

#### *Purpose of activity*

This activity gives staff the opportunity to discuss the practical implications of developing a set of classroom expectations of behaviour with reference to the issues of communication raised in this section of the handbook.

#### *Instructions*

*Discuss the following questions:*

Do your expectations have an appropriate balance between:  
stability and flexibility?

specificity and generality?

Discuss the appropriateness of the following expectations of behaviour with reference to your own class:

1. We settle down to work quickly.
2. We have a responsibility to work as hard as we can.
3. We have a responsibility to allow others to work as hard as they can.
4. We remember to bring the correct equipment.
5. We treat each other with politeness and respect.

Do you have the right number of expectations of behaviour in your class?

*If you have written expectations consider the following points:*

Are they:

- interesting, catchy, motivating?
- logical and understandable?
- appropriately worded for the age and difficulty level of the group?
- prominently displayed?
- visually interesting?
- changed regularly?

On the basis of the discussion, are there any additional actions you could take, as an individual or school, to improve communications around behaviour expectations?

***Time for activity: 30 minutes***

### 3.3 Communication is improved if the context is made clear

Communication is confounded by mixed messages, where groups have differing ideas about what is happening or ought to happen. If teachers wish to give themselves the best possible chance of talking intelligently with pupils about their behaviour, it is worth spending some time explaining to pupils about the broad context in which the discussion is taking place.

#### *Be clear about the rationale for differentiation*

The need to 'think curriculum' is a theme running through this handbook. Differentiation of the curriculum is one of the main methods a teacher has of

### **Activity 13 Using rights and responsibilities to develop classroom expectations**

#### *Purpose of activity*

This activity supports the process of considering the area of 'rights and responsibilities'. The activity can be used as a basis for identifying expectations of behaviour in the classroom, in that the 'responsibilities' the activity generates can form the basis of the classroom expectations. Developing expectations in this way helps pupils understand the rationale or logic behind classroom expectations.

This activity can also be used by staff working together to identify classroom expectations *and* the responsibilities staff have towards pupils *and* towards each other. The example on the following page allows for all these variations.

Rights and responsibilities provide a helpful focus because:

- They allow expectations of behaviour to be linked to the overt values of the school, which, in turn, define the ethos of the school.
- They allow the behaviour policy and the curriculum to become interlinked at the classroom level.
- They provide a basis for pupil involvement and consultation.
- They enable the behaviour policy to more easily take account of 'equal opportunities' issues.
- They allow for a system of rules or expectations that has logical coherence.

#### *Instructions for pupil group*

In small groups ask the pupils to consider the following:

1. Think first of the rights that you believe everyone who either works in a school, or attends as a pupil, are entitled to.
2. Enter the 'rights' in the appropriate box of the 'Rights and Responsibilities' sheet.
3. For each 'right' that you identify, think about the corresponding pupil and teacher 'responsibilities' that would go with that 'right' and enter these in the appropriate boxes below that 'right'.
4. Repeat the exercise for different 'rights'. Note that on the next page, in the interest of saving space, we have included only one sheet, in reality there would be more than one 'Rights and Responsibilities' sheet.
5. This will produce a list of classroom expectations or rules which will be based on a common understanding of what is reasonable behaviour for teacher and pupil.

Note. This set of instructions would need some modification for use with teacher groups but the process remains fundamentally the same.

**RIGHTS AND RESPONSIBILITIES SHEET**

**Right:**

**Pupil responsibility:**

**Staff responsibility to other staff:**

**Pupil responsibility to staff:**

**Staff responsibility to pupils:**

Now look at the responsibilities you have identified and derive no more than five expectations for behaviour that you would want to emphasise. List these below.

**Expectations**

- 1.
- 2.
- 3.
- 4.
- 5.