

MENTOR HANDBOOK

B2 | BEHAVIOUR: ROUTINES

STUDY

KEY TAKEAWAYS FOR THIS MODULE

Your teacher can use routines to establish positive behaviour for learning by understanding that:

- > Routines can create a positive and motivating climate in the classroom.
- > High expectations can improve pupil behaviour at both a classroom and school level.
- > For routines to take hold expectations must be clearly communicated and modelled.
- > For routines to stick they need to be revised, re-practiced and reinforced.

Get yourself into a strong position to mentor your teacher by working through the following:



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MODULE VIDEO**

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**READ THE EVIDENCE
SUMMARY BELOW:**

TEACHING CHALLENGE

Mr Price wants to have a classroom where pupils enter quietly and begin their learning promptly. However, only about half of his pupils are starting the lesson in this way. Some pupils are taking up to ten minutes to settle and are slow to start tasks during the early part of the lesson. What might Mr Price do to tackle this challenge?

KEY IDEA

Establishing and maintaining routines can increase both the amount of time that pupils spend learning, and the quality of that learning.

THE POWER OF ROUTINES

Routines are just any aspect of the classroom that have a repeating and familiar pattern. There is a wealth of evidence to suggest that establishing and maintaining routines leads to positive, predictable and motivating classrooms (Kern & Clemens, 2007).

When pupils are able to predict the events that happen during their school day, they are more likely to be engaged and less likely to exhibit undesirable behaviours. Routines are great ways to increase the predictability of the classroom, particularly at the start of the school year.

Aspects of the lesson that are ripe for building strong routines include:

- > How pupils enter the classroom and start the lesson.
- > How pupils finish the lesson and exit the classroom.
- > What pupils do when they complete activities or get stuck.
- > How pupils engage in classroom discussion.

SETTING EXPECTATIONS

To set up routines in ways that work and last, teachers need to communicate and reinforce expectations of what should happen. If pupils are not clear about what they are expected to do, routines are unlikely to take hold and remain.

Research has demonstrated that the higher the expectations that teachers have of their pupils, the better the behaviour will end up being. And if multiple teachers are able to set and maintain expectations, then behaviour will be better across the school as a whole (Kern & Clemens, 2007). Mr Price should recognise his responsibilities as part of a wider system of behaviour management, but also understand that he has the right to support and training from senior colleagues.

Communicating expectations around routines are most effective when they are:

- > **Concise:** Communicate the routine using a few clear steps. Complexity can be added as routines get embedded.
- > **Positively framed:** Say what you want pupils to do rather than what you don't want them to do.
- > **Modelled:** Regularly show your pupils what you want them to do, particularly when you are in the early stages of establishing a routine.

GETTING ROUTINES TO STICK

As well as setting clear expectations for a routine, we also have to think carefully about how we make that routine last. Routines will simply dissipate as pupils forget and other things interfere, unless we

take intentional steps to make them stick. To maintain routines, we can (IES, 2008):

- > **Revise:** Continually repeat our expectations of what we think the routine should be like and why, even after pupils have 'got it'.
- > **Re-practise:** Keep getting pupils to do the routine. In the early days, you can even get them to do a 'rehearsal' or two.
- > **Reinforce:** Use the school behaviour system (e.g. praise, rewards and sanctions) to help pupils keep to the routine. To be effective, reinforcement should be mostly positive and consistently applied. Nuances and caveats

When routines are established, not only do they create more time and a better environment for learning, but they can help teachers see and deal with undesirable behaviour as soon as it arises. Routines create predictable patterns of classroom activity and so make it easy to spot when behaviour deviates from what is expected. Catching and correcting challenging behaviour early can make pupils feel safer and creates a warmer classroom environment where learning is more likely to occur (Kern & Clemens, 2007).

NUANCES AND CAVEATS

Is it realistic for Mr Price to expect all the pupils he teaches to meet his high expectations and adopt routines? Research suggests that clear expectations and predictable consequences are beneficial to both pupils with and without special educational needs, and especially useful for younger pupils (DfE, 2017; Gathercole et al., 2006).

SELECT

Before you observe, first select a **DEVELOPMENT AREA** to focus on. Next, familiarise yourself with the **FOCUSED DEVELOPMENT AREAS**, as you will zoom in on one of these during your observation. Finally, craft a **PRECISE TARGET** when you observe your teacher (examples are provided below).

DEVELOPMENT AREA	FOCUSED DEVELOPMENT AREA	EXAMPLE PRECISE TARGETS
Entry routine	<ul style="list-style-type: none"> > Teacher greets pupils as they enter the classroom. > Teacher ensures pupils know what to do as they enter the classroom. > Teacher manages the flow of pupils into the classroom and restates the instructions so pupils are clear what they need to do. > Teacher ensures pupils know they are accountable for following instructions as they enter the classroom. > Teacher diagnoses pupils' emotions as they enter the room and responds appropriately, e.g. by privately addressing a pupil if necessary. 	<p>If your teacher is...</p> <ul style="list-style-type: none"> > Not doing it at all: When pupils are entering the classroom, deliver a greeting either individually or to the class and in line with your school's policy. > Doing it but needs some improvement: When greeting pupils, use open body language to match your warm tone and language. > Doing it well, but needs some stretch: When appropriate, add personalised greeting tailored to individual pupils to help them feel welcome and motivated to learn.
Starter activity	<ul style="list-style-type: none"> > Teacher ensures pupils know what to do when they start the activity. > Teacher ensures that pupils know they are accountable for doing the activity. > Teacher ensures that pupils are able to do the task independently. > Teacher ensures that the starter activity is aligned to previously taught content. 	
Practising routines	<ul style="list-style-type: none"> > Teacher ensures their instructions for the routine are clear so that pupils know what to do. > Teacher models what the routine looks like so pupils know exactly how the routine needs to be carried out. > Teacher ensures pupils know they are accountable for doing the routine. > Teacher positively encourages pupils to embed the routine as a habit. > Teacher ensures pupils have opportunities to practise the routine. > Teacher ensures pupils have practised the routine, so it is becoming automatic. 	

RECORD YOUR THINKING HERE

DEVELOPMENT AREA	FOCUSED DEVELOPMENT AREA	EXAMPLE PRECISE TARGETS
(select before observing)	(select whilst observing)	(select/write whilst observing)

OBSERVE

Consider the following questions based on a short (approximately 15 minute) observation of your teacher.

What was your teacher's **previous** target? Are they meeting it? How do you know?

For the **DEVELOPMENT AREA** you are focussing on for this observation, what is your teacher already doing well?

Next, go to the previous page and select a **FOCUSED DEVELOPMENT AREA** to further zoom in on. Then select (from the examples) or write one **PRECISE TARGET** (bite-sized action) to coach your teacher on. You can choose to stick with the previous target if your teacher have not made enough progress yet.

How will you model the target to your teacher to show them what good looks like? What questions will you ask to check your teacher understands the model? For example, 'How it is different from your current practice?', 'What impact might it have on your practice and pupils?', 'What links can you see between the model and the module principles (below)?'

Reminder: Your model should help your teacher develop their ability in some of the following:

- > Explicitly teach routines and behavioural expectations.
- > Model routines and behavioural expectations.
- > Practise routines with their pupils.
- > Give manageable, specific and sequential instructions.
- > Use consistent language and non-verbal signals for common classroom directions.
- > Create a positive and motivating climate in the classroom.

Next, meet with your teacher to work through the 'Feedback' stage of instructional coaching. See the guidance on the feedback stage in the appendices of the Mentor Handbook for support.

REFERENCES

- Department for Education. (2017). SEN support: A rapid evidence assessment. bit.ly/ecf-dfe
- Epstein, M., Atkins, M., Cullinan, D., Kutash, K., & Weaver, K. (2008). Reducing behavior problems in the elementary school classroom. IES Practice Guide. bit.ly/ecf-ies
- Gathercole, S., Lamont, E., & Alloway, T. (2006) Working memory in the classroom. *Working memory and education*, 219-240.
- Kern, L. & Clemens, N.H. (2007). Antecedent strategies to promote appropriate classroom behavior. *Psychology in Schools*, 44, 65-75.