

MENTOR HANDBOOK

B7 | BEHAVIOUR: POSITIVE LEARNING ENVIROMENT

STUDY

KEY TAKEAWAYS FOR THIS MODULE

Your teacher can create a positive environment where behaviour promotes learning by understanding that:

- > Teacher expectations affect pupil attitudes, values and behaviours, and therefore influence learning outcomes.
- > Teachers are role-models for pupils. What teachers say and do will influence pupil behaviour, attitudes and values.
- > Teachers can promote pupil behaviour which is resilient and motivated by developing pupil emotional self-regulation. This means they have a healthy approach to failure as part of the learning process and also ensures pupils regularly experience meaningful success.

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



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SUMMARY BELOW:**

TEACHING CHALLENGE

Ms Mahrez is increasingly pleased with the behaviour of her pupils. However, they are not always willing to think hard or take risks in their learning. For example, they are sometimes reluctant to contribute answers when they think they might be incorrect and give up quickly when tasks are challenging. She wants pupils to develop approaches to challenging goals which support them to be resilient and independent. How can Ms Mahrez move from simply managing behavioural issues such as low-level disruption, to actively encouraging behaviours that underpin successful learning?

KEY IDEA

Teachers should seek to model and develop positive attitudes, values and behaviours that underpin successful learning – particularly emotional self-regulation – and show pupils the role of making mistakes in being successful.

MOVING BEYOND COMPLIANCE

Teacher expectations matter: the extent to which a teacher believes a pupil is likely to achieve alters that pupil's experience of the classroom and their own likelihood of success (Coe et al., 2014; Tsiplakides & Keramida, 2010). Ms Mahrez has communicated and embedded high expectations of pupil behaviour into her classroom routines and behaviour management systems. With these essential foundations in place, she now needs to build further on these to maximise pupil learning. This can be achieved by modelling and embedding attitudes, values and behaviours that support pupils to learn more successfully.

Effective teaching sets goals which challenge pupils and is demanding yet supportive in ensuring pupils successfully meet these (Coe et al., 2014). Ms Mahrez has reflected on the behaviours she wants to see and those which her pupils would benefit most from developing to successfully tackle such work. For example, she wants her pupils to be willing to join class discussions and offer answers even when their thinking is not fully developed, or when there is a risk of being wrong. Pupils sharing their thinking will enable her to gather more information on what her pupils know and don't know, improving her ability to teach responsively and supporting pupil success (Black and Wiliam, 2009; Speckesser et al., 2018).

Ms Mahrez's focus is still on the climate in her classroom but it has shifted from behaviours which might hinder her teaching to behaviours which will support her to teach, and pupils to learn, more successfully.

MODELLING EFFECTIVE LEARNING BEHAVIOURS

Adults can be powerful role models for pupils. Where trusting relationships are present, what teachers do will influence how pupils behave and the choices they make (Johnson et al., 2016). Ms Mahrez realises that before explaining desired behaviours she first needs to model them – how she acts is as important as what she says. Once Ms Mahrez has planned exactly what she wants to model to pupils – for example, proactively contributing, sharing answers that they are unsure of and supporting others who contribute in class – she can then direct pupil attention to her behaviours in these areas.

Effective teaching ensures that pupils experience success and helps them recognise failures as natural steps on the path to future success (Coe et al, 2014). Ms Mahrez can embrace this by showing pupils why errors are useful for her teaching, what a respectful and safe class climate looks like and calling on pupils to emulate these resilient and motivated behaviours.

Effective teaching also seeks to develop pupils' emotional self-regulation (EEF, 2018). By modelling the emotional impact of sharing an answer that might be

wrong, she can help pupils develop their self-awareness (“this might feel hard”) and their self-regulation (“making an attempt and failing is a natural part of learning. Getting it wrong now is a step on the path to getting it right in the future”). This is crucial as often pupils refuse tasks where they feel there is a risk they will fail (Kluger & de Nisi, 1996).

SUPPORTING PUPILS TO UNDERSTAND AND ADOPT EFFECTIVE LEARNING BEHAVIOURS

In addition to modelling, Ms Mahrez can improve her classroom environment by supporting pupils to understand and adopt behaviours and attitudes that will help them to learn more effectively.

To achieve this, Ms Mahrez needs to direct pupil attention to the specific behaviours she has modelled – particularly linked to resilience and motivation – and explain why these are important. For example, she can explain that it is important for pupils to be open in contributing answers in class so that she can understand their errors. She can also explain that she needs pupils to be supportive and respectful of each other to create an environment where classmates feel comfortable contributing even where they might be wrong. Pupil behaviours can further be shaped by behaviour they observe in their peers (IES, 2008). So, Ms Mahrez should draw attention to other pupils exhibiting the positive behaviours she wants to see.

Effective teachers often attribute pupil success to ‘effort rather than ability’, and value ‘resilience to failure’ (Coe et al, 2014). In developing this attitude in her pupils, Ms Mahrez needs to reward effort and highlight its contribution to success. When a pupil works hard, thinks hard or attempts a problem, Ms Mahrez should construct her praise to help pupils understand that these behaviours and mind-sets are valuable approaches to learning that will make success more likely.

When reinforcing her modelling, Ms Mahrez should ensure her words and actions line up. She should consistently remind pupils who are not meeting her expectations, and still distinguish between acknowledgement for expectations met and praise for expectations exceeded.

NUANCES AND CAVEATS

Getting the balance between pupil success and encouraging pupil errors is challenging for Ms Mahrez. Teachers should aim for a high success rate (Coe et al., 2014) while developing pupil emotional self-regulation to support them to address the inevitable negative feelings around errors.

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
Positive role modelling	<ul style="list-style-type: none"> > Teacher, with the support of a colleague, identifies the behaviours they expect to see from pupils and plans how to model these. > Teacher treats pupils with respect, role modelling the behaviours they expect pupils to adopt. > Teacher quickly addresses and seeks to resolve instances of bullying, role modelling to pupils how to respond. 	
Embracing error	<ul style="list-style-type: none"> > Teacher models to pupils how to spot errors and treat them as opportunities to learn. > Teacher supports pupils to recognise and overcome negative emotions associated with making errors. > Teacher ensures pupils feel safe and willing to contribute answers even if they contain errors. > Teacher ensures pupils are focused on the thought process behind an answer, rather than simply on whether they got the answer right or not. 	<p>If your teacher is...</p> <ul style="list-style-type: none"> > Not doing it at all: Especially before pupils attempt work they are likely to find particularly challenging, prepare pupils by explaining that making errors can cause negative emotions, but errors are an inevitable and often useful part of learning. > Doing it but needs some improvement: Especially before pupils attempt work they are likely to find particularly challenging, explain to pupils that if they experience negative emotions in response to making an error, they should recognise the emotions, slow down their thinking and focus on positive thoughts, e.g. "Making errors is a normal part of learning. I can learn from this." > Doing it well, but needs some stretch: Especially before pupils attempt work they are likely to find particularly challenging, model making an error, thinking aloud the negative feelings you are having, slowing down your thinking and stating positive thoughts, e.g. "Making errors is a normal part of learning. I can learn from this."
Acknowledgement or praise	<ul style="list-style-type: none"> > Teacher acknowledges when pupils are meeting their expectations so that they feel noticed and to encourage others to follow suit. > Teacher uses specific, immediate and unpredictable praise for pupils who exceed their learning goals in order to motivate them and avoid pupils becoming reliant on praise. > Teacher praises pupils for the effort they are exerting and the positive strategies they are using to overcome negative emotions. 	

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:

- > Create a positive environment where making mistakes and learning from them and the need for effort and perseverance are part of the daily routine.
- > Create a culture of respect and trust in the classroom that supports all pupils to succeed (e.g. by modelling the types of courteous behaviour expected of pupils.)
- > Acknowledge and praise pupil effort and emphasise progress being made.
- > Respond quickly to any behaviour or bullying that threatens emotional safety.

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.

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