

## Overview: Block 7, Half Term 7

### Embedding a positive climate for learning

#### Time commitment:

- 1 hour of self-study materials
- 4 hours mentor sessions
- 3 hours training sessions

#### Why this, why now?

As you begin your second year of teaching, Block 7 builds on Block 1 to help you embed the strategies you learned around establishing a positive climate for learning. This Block will reinforce your understanding and introduce further techniques to help you in developing a secure, safe and predictable learning environment in which pupils are challenged and supported to reach their potential.

This Block explores the concept of motivation. You will consider the link between maintaining high expectations and your pupils feeling motivated to work hard. Both extrinsic and intrinsic motivation and what these might look like in your classroom will be covered. You will find strategies that you can implement to support pupil motivation and help your pupils move from needing motivation from you to being motivated themselves.

You will look at other key ways to establish a positive climate for learning, including through the language you used in the classroom. You will explore how you can support pupils to persevere in the face of challenge and begin to view mistakes as learning opportunities. In particular we will examine the interesting relationship between success and motivation.

#### Your workload

The school workload reduction toolkit acknowledges that managing low level disruption and implementing a behaviour policy can increase the workload and pressure on staff throughout the school. Learning about how to embed a positive climate for learning in this Block will reduce your workload because:

- Embedding a positive climate for learning will reduce the time you have to spend on behaviour interventions.
- Being intentional with the language you use will reduce wasted lesson time.
- Strategies to motivate your pupils will mean more on-task pupils and reduce the need for teacher intervention.

Learn That	Self-directed study materials	Mentor Sessions	Training outlines
1.3 Teacher expectations can affect pupil outcomes; setting goals that challenge and stretch pupils is essential.	x	x	x
7.3 The ability to self-regulate one's emotions affects pupils' ability to learn, success in school and future lives.			x
7.4 Teachers can influence pupils' resilience and beliefs about their ability to succeed, by ensuring all pupils have the opportunity to experience meaningful success.	x		
7.6 Pupils are motivated by intrinsic factors (related to their identity and values) and extrinsic factors (related to reward).	x	x	x
7.7 Pupils' investment in learning is also driven by their prior experiences and perceptions of success and failure.	x		

Learn How To	Self-directed study materials	Mentor Sessions	Training outlines
<b>Communicate a belief in the academic potential of all pupils, by:</b>			
1a. Using intentional and consistent language that promotes challenge and aspiration.	x	x	x
1b. Setting tasks that stretch pupils, but which are achievable, within a challenging curriculum.	x	x	
1c. Creating a positive environment where making mistakes and learning from them and the need for effort and perseverance are part of the daily routine.	x	x	x
<b>Motivate pupils, by:</b>			
7m. Supporting pupils to master challenging content, which builds towards long-term goals.	x	x	x
7n. Providing opportunities for pupils to articulate their long-term goals and helping them to see how these are related to their success in school.	x	x	x
7o. Helping pupils to journey from needing extrinsic motivation to being motivated to work intrinsically.	x	x	