

TRAINING SESSION OUTLINES

Block 7: Embedding a positive climate for learning

Overview

- The ECF statements covered by the training sessions in this Block are shown in the table.
- These sessions are complemented by and draw on the self-directed study materials and mentor sessions.

In these training sessions, ECTs will:

Learn that
1.3 Teacher expectations can affect pupil outcomes; setting goals that challenge and stretch pupils is essential
7.3 The ability to self-regulate one's emotions affects pupils' ability to learn, success in school and future lives
7.6 Pupils are motivated by intrinsic factors (related to their identity and values) and extrinsic factors (related to reward)
Learn how to
Communicate a belief in the academic potential of all pupils, by:
1a Using intentional and consistent language that promotes challenge and aspiration
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
Develop a positive, predictable and safe environment for pupils, by:
<i>7e. Using consistent language and non-verbal signals for common classroom directions.</i>
<i>7f. Using early and least-intrusive interventions as an initial response to low level disruption.</i>
Motivate pupils by:
7m Supporting pupils to master challenging content, which builds towards long-term goals
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

Session summary

The training sessions for this Block are:

Session	Content	Duration	ECF statements covered
7.1	Teacher, expectations; challenging tasks; language and culture of challenge and aspiration	90 minutes	1.3, 1a, 1c
7.2	Motivating pupils	60 minutes	7.6, 7m, 7n
7.3	Helping pupils to self-regulate their emotions	30 minutes	7.3, 7e, 7f

Training Session 7.1

The intended outcomes of this session are for Early Career Teachers to:

Learn that:

1.3 Teacher expectations can affect pupil outcomes; setting goals that challenge and stretch pupils is essential

Learn how to:

Communicate a belief in the academic potential of all pupils, by:

1a Using intentional and consistent language that promotes challenge and aspiration

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

Duration	90 minutes
Suggested pre-session activity for ECTs	None
To prepare for this session, trainers should:	<ul style="list-style-type: none"> • Read the self-directed study material for the Block.

Activities	ECF statements	Suggested materials
<p>Introduction to the session (10 minutes)</p> <p>Welcome participants to the session.</p> <p>Think, pair, share activity: Give the ECTs the statement: The teacher makes the weather in their classroom.</p> <p>The following points may come up:</p> <ul style="list-style-type: none"> • Climate for learning can be managed and developed by the teacher • If the teacher is positive and enthusiastic, the climate will be positive • The teacher can take specific actions to create a positive climate for learning through routines, expectations and relationships • Teacher expectations help create ‘good weather’. <p>Explain briefly that the session will focus on the creation of good conditions for learning specifically through teacher expectations.</p>	1.3, 1a, 1c	
<p>What do we know about teacher expectations? (25 minutes)</p> <p>Share the example below and ask the ECTs to discuss. You could ask the ECTs to do this individually, in pairs or in table groups.</p> <div data-bbox="114 1182 1603 1291" style="border: 1px solid black; padding: 5px;"> <p>Mr White has a group of year 7 pupils he teaches for maths. Ahmed begins the year with a low target grade. He struggled in primary school, especially in year 6 and believes he ‘can’t do maths’. He regularly fails to give in homework, he doesn’t appear to try, and he is making little progress.</p> </div> <p>Ask ECTs:</p> <ul style="list-style-type: none"> • What should Mr White do? 	1.3	

- How could Mr White motivate Ahmed through displaying high expectations?

Suggestions may include:

- The issue here is Ahmed's perception of his own ability, anything that will help change this will be useful – the teacher will have to take specific steps to address this
- Use positive reinforcement
- Talk to Ahmed individually and ask him to share his concerns
- Tell Ahmed that he believes in him
- Show Ahmed how he can succeed
- Call home to talk to Ahmed's parents/carers to get their support (this could look like explaining what has happened and saying, 'What can I do to support Ahmed further?' or 'Is there anything you would suggest?')
- Providing scaffolding to support Ahmed (you may want to make this scaffolding available for all of your pupils so that Ahmed does not feel like he is being singled out).

Ask the ECTs to suggest specific examples of how they think expectations are conveyed in classroom situations, pointing out that the mechanisms might be quite subtle. Take some brief feedback, then share the four-factor model proposed by Harris and Rosenthal (1985):

1. The positive or negative climate generated by the teacher.
2. Feedback or lack of feedback provided to pupils.
3. Time and curriculum quality afforded to each student.
4. Performance and response opportunities afforded to each student.

Ask the ECTs to allocate their previous responses, and any new ones, to the four categories above. Ask the ECTs what they notice and take feedback.

Highlight to ECTs: When you believe your pupils are able to achieve, they are more likely to meet your expectations.

Talk the group through the following points:

- Teacher beliefs influence pupil outcomes.

- What you think of your pupils' abilities and how you plan to meet their needs matters.
- The more able you believe your pupils to be, the more questions you will ask, the more thinking time you will give them. You will also provide more feedback (Murdock-Perriera & Sedlacek, 2018).
- We must ask ourselves regularly whether our expectations of pupils mean that they are being challenged enough.

Pose the question: How do we show pupils what our expectations are?

In pairs or groups, ECTs should compile a list.

Take feedback. Points may include:

- Rewards and consequences
- Modelling behaviour expectations
- Enthusiasm
- Modelling passion for learning and subject
- The quantity and quality of questions we ask
- How well we listen to pupils
- Eye contact
- Body language
- Feedback
- Setting challenging tasks
- The language we use.

Ask the group to divide the list into **words** and **actions**. They could use a highlighter or circle words/actions.

Emphasise that being aware of the possible ways that expectations are communicated enables teachers to make conscious decisions about their words and actions.

Setting goals that stretch and challenge (15 minutes)

Ask:

- What are challenging goals?
- Why should we set challenging goals?
- What do we need to know to be able to set challenging goals?

Challenging goals are ones that stretch pupils and mean that they need to work hard and struggle to achieve success in the task. Planning for challenge is dependent on how well the teacher knows their pupils, and this knowledge is built on effective assessment tools which give accurate evidence of what pupils can and can't do.

Share the following example of how a specific learning goal (taken from the National Curriculum Programme of Study for Science) could be achieved at different levels of challenge. Pupils can achieve the learning goal at different levels of challenge or sophistication. All pupils are learning about how living things can be grouped – some will be able to proceed to the more challenging tasks faster than others. Some pupils will be able to start at the harder levels.

Learning goal	Relevant task with increasing degrees of challenge
Recognise that living things can be grouped in a variety of ways (Year 4 science)	Sort photographs of recognisable animals (e.g. vertebrates) into some simple or self-selected categories.
	Sort photographs of recognisable animals (e.g. vertebrates) into scientifically accepted categories, using a key.
	Sort photographs of unfamiliar animals (e.g. invertebrates) into scientifically accepted categories, using a key.
	Categorise photographs of <i>familiar</i> animals correctly <i>without</i> access to a key.
	Categorise photographs of <i>unfamiliar</i> animals correctly <i>without</i> access to a key.

Explain that the difference between successive levels of challenge in the tasks is that each level requires pupils to do something that is a bit harder than the previous level, but they are all still addressing the same learning goal.

1.3

<p>Ask the ECTs: Why is each successive step is harder than the previous one?</p> <p>Answers may include:</p> <ul style="list-style-type: none"> • The development of the context from familiar animals to unfamiliar ones. • There is development from simple categorisation using self-selected categories to the use of a tool (a key). • Finally, there is the challenge of recalling the categories without access to the key. • Once the pupils have mastered one step, they can move on to the next. • Each step builds on the next one. • The level of challenge increases. • The tasks build from more scaffolded support to the pupil working independently. <p>Ask the ECTs to think about a learning goal of their own, relevant to something they will be teaching soon, and to have a go at writing some increasingly challenging tasks which would represent achievement of the goal.</p> <p>Ask them to share with the person next to them and provide feedback using the following questions as a prompt:</p> <ul style="list-style-type: none"> • Does each task clearly build on each other? • Does the pupil have to master one task before they can move on to the next? • Do the tasks build up to the pupil working independently? 		
<p>Using intentional and consistent language that promotes challenge and aspiration (15 minutes)</p> <p>Explain to the ECTs that teachers can learn to use intentional and consistent language to promote a culture of challenge and aspiration.</p> <p>‘Intentional’ means choosing one’s words carefully. With practice this will become easier and ‘automatic’. ‘Consistent’ means that words need to be backed up by teacher behaviours which should match the messages conveyed by the language. A common pitfall, for instance, is for ECTs to use lavish praise when pupils give unremarkable verbal responses. Although giving positive praise might always seem like the right thing to do, if done for things which are easy it can simply create a climate of low expectations. If tasks are not challenging, using language which promotes challenge will have limited benefit.</p>	1a	

Ask the ECTs to consider what ‘challenge’ and ‘aspiration’ mean. Take some feedback and discuss.

Make sure that the group are clear that:

- ‘Challenge’ means tasks have a level of difficulty which makes them achievable only with sustained effort.
- ‘Aspiration’ means a desire to keep improving and overcoming challenge.

Pose the question: Why do we consider challenge and aspiration together?

Answers:

- Unless pupils are guided to embrace difficult things and believe they are capable of tackling them, they may shy away from challenge.
- Pupils might always choose easy tasks that they know they will succeed at.
- The provision of challenging tasks has to be accompanied by the development of appropriate attitudes to challenge.

Look at the following examples of language. Ask ECTs to decide which are helpful and which are unhelpful to the promotion of challenge and aspiration. Discuss what they perceive the characteristics of the helpful and unhelpful language are.

1. Poppy did not do very well on the Higher tier mock exam, she should set her sights a little lower.
2. OK, well I didn’t get this one first time either. Why don’t you have a go at the next one and come back to this one?
3. Jamal I want you to have a go at the ‘gold’ task, Aisha, you too. The rest of you try the ‘silver’ task.
4. We had some problems last lesson, and we need to make sure we have learned from our mistakes. Let’s just think first about how we will be successful today...
5. That’s a great question... can I share it with the class?
6. Remember, if you are finding this hard, that’s good! We don’t learn by doing easy things all the time!
7. I think you could probably work faster, what do you think?
8. Right, we are going to be learning about some serious grown up things this lesson. I don’t want you being silly like last lesson.

Depending on what emerges from the discussion, the following principles could be shared with the ECTs:

- Avoiding statements phrased in negative terms: ‘do’ instead of ‘don’t’, ‘can’ instead of ‘can’t’.

<ul style="list-style-type: none"> • State the outcomes you want, rather than those you don't want. • Use explicit and implicit language that shows you believe in the pupils' ability. Pupils will base their beliefs about their abilities on cues from other people, and especially teachers. • Consistently communicate that pupils are improving and are capable of improving. One of the barriers to progress is often that pupils have beliefs about fixed abilities and intelligence. • Avoid words such as 'fail', 'failure', 'wrong'. Mistakes need to be understood as steps towards success. • Praise effort, even when mistakes have been made. Pupils need to recognise that we value effort, as this is how success will be attained. • Discuss what pupils found hard and how they overcame difficulties, to encourage an openness about sharing these challenges. • Encourage pupils' questions, so that their understanding can be clarified. <p>ECTs to script two sentences that promote challenge and aspiration to use in an upcoming lesson.</p>		
<p>Embracing mistakes and persevering (20 minutes)</p> <p>Explain to the ECTs that many of the pre-requisites for creating a positive learning environment can be achieved through the measures within the previous activities such as being mindful of the impact our expectations can have and providing suitable challenge.</p> <p>Ask the ECTs: When we provide challenging tasks, how do we make sure pupils don't give up?</p> <p>It is important that we consider how we are going to ensure that pupils do not give up easily, even when they make mistakes and struggle. We are going to look at how we can ask pupils to:</p> <ul style="list-style-type: none"> • Learn from mistakes. • Persevere – keeping trying even when mistakes are made. <p>Ask the ECTs to discuss (you could facilitate this in pairs, groups or breakout rooms if this is a webinar) examples of:</p> <ul style="list-style-type: none"> • Mistakes they have had to learn from. • When they have had to persevere. 	1c	

Ask the ECTs to look at the following examples and discuss what they show (you could facilitate this in groups with the examples printed out for discussion on tables).

Teacher: Whoops I can see that I have put the wrong answer for this sum. Can anyone help me out here, where did I go wrong? Yes good, I forgot to add this number in first. I'm glad I caught that now because I can go back and correct my answer.

Discussion could include:

Everyone can make mistakes. Hence when the teacher makes a mistake during their teaching, they should not attempt to hide this from pupils, but rather draw attention to it so that pupils become comfortable with making their own mistakes.

Teacher: I really struggled to learn my times tables when I was the same age as you. I found it incredibly hard. I had posters up everywhere and my mum testing me constantly and they just wouldn't stick! I kept practising and they did go in eventually.

Discussion might include:

Tell pupils that learning requires effort.

Sharing personal learning challenges and how they were overcome can help inspire confidence in pupils.

Recap: We need to show pupils that failing is an important part of learning. It is a necessary part of learning how to succeed. When pupils get things wrong they should be encouraged to think about what the mistake can teach them about how to improve and get things right next time.

ECTs should look at the following verbal responses to encourage pupils when they give the wrong answers and decide:

- What do the responses suggest to the pupil?
- How they could you use this in your lessons?

1. I can see what you're thinking. That would be the case if...

<p>2. Ah, that's interesting! I hadn't thought of that. You're suggesting X, but I want to know...</p> <p>3. Well, before I tell you whether that's right or wrong, have a think about this one. [Teacher asks a related question to prompt further thinking]. I'll give you a moment to think about it. In the meantime, Josh, what do you think? [Teacher passes the question to another pupil and comes back to first pupil afterwards to see if they now think differently.]</p> <p>Ask the ECTs if they can write an example of their own.</p>		
<p>Next steps (5 minutes)</p> <p>ECTs should think about what they have learned in this session and how they will use this. Ask ECTs to:</p> <ul style="list-style-type: none"> • Identify one thing they will try to do during the next few days. • Identify one thing they will try to do over the next few weeks. 		

Training Session 1.2

The intended outcomes of this session are for Early Career Teachers to:

Learn that:

- 7.6 Pupils are motivated by intrinsic factors (related to their identity and values) and extrinsic factors (related to reward)

Learn how to:

Motivate pupils by:

- 7m Supporting pupils to master challenging content, which builds towards long-term goals
- 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

Duration	60 minutes	
Suggested pre-session activity for ECTs	N/A	
To prepare for this session, trainers should:	<ul style="list-style-type: none"> • Read the self-directed study material for Block 7 	
Activities	ECF statements	Materials
<p>Introduction to the session (5 minutes)</p> <p>Welcome participants and explain which statements this session will focus on.</p>		

<p>What are pupils motivated by? (10minutes)</p> <p>Individual reflection task</p> <p>Ask ECTs:</p> <ul style="list-style-type: none"> • What motivates them in their day to day life? • Would they consider themselves to be intrinsically or extrinsically motivated? <p>Recap on the meaning of intrinsic and extrinsic motivation:</p> <ul style="list-style-type: none"> • Intrinsic – related to their identity and values • Extrinsic – related to reward <p>Ask ECTs to now reflect on their pupils.</p> <ul style="list-style-type: none"> • What motivates their pupils? • How are intrinsic and extrinsic motivation linked? 	7.6	
<p>How do long term goals support motivation with challenging content? (10 minutes)</p> <p>Ask ECTs to list reasons pupils might not want to attempt a task.</p> <p>Answers might include:</p> <ul style="list-style-type: none"> • They can't see the value in it. • They think it is too challenging. • They think it is too easy. <p>Ask ECTs to consider why pupils may particularly need motivation for challenging content?</p> <p>Answers might include:</p> <ul style="list-style-type: none"> • It can feel demoralising to get things wrong. • They may not know how to start. • Pupils may not want to let their peers know they are struggling. 	7m, 7n	

Ask ECTs to now consider how pupils setting a long-term goal might help address these issues.

Answers might include:

- Focuses pupil attention on a bigger goal so they are motivated for the smaller steps
- Increases motivation to do challenging work when they know where they are heading
- Increases pupil interest in a challenging task or content because they know why they are doing it
- Offers purpose
- Shows pupils the progress they are making.

Share the following scenario:

Teacher: Ok Jack so your goal is going to be to be to improve your reading. I think this will really help you.

Pupil: Umm ok I guess so.

Teacher: Great, let's check in next week and see how you are getting on.

- Do you think Jack views this as his long-term goal?
- Do you think Jack is motivated to work towards this goal?
- What could be an issue here?

Answers might include:

- Jack does not have control over setting his goal so he might not be invested in it.
- Clear milestones have not been set.
- Is Jack clear on what he needs to do to improve his reading?
- Jack may not see why he needs to improve his reading.

Look at this alternative scenario:

<p>Teacher: Ok Jack, so we are going to work together to come up with a goal to support your learning. Can you start by telling me one of your strengths?</p> <p>Jack: Maths. I think I am doing well in Maths.</p> <p>Teacher: I would agree, you are working brilliantly in Maths. In particular I am impressed with how well you have learned all your times tables recently. Can you now tell me one area you find trickier?</p> <p>Jack: Ummmm I guess English?</p> <p>Teacher: Ok so I would suggest you think about setting a goal to help you in English. Let's try to narrow down our focus a bit more. Is there anything in particular that you think would help you improve in English?</p> <p>Jack: Hmmmm maybe reading?</p> <p>Teacher: Great. Let's have a go at phrasing that as a goal...</p> <ul style="list-style-type: none"> • What is the difference here? • What would the impact be? 		
<p>Putting this into practice (15 minutes)</p> <p>Ask ECTs</p> <p>Why do goals need to be challenging and specific rather than vague and broad?</p> <p>Answers might include:</p> <ul style="list-style-type: none"> • Help pupils in succeeding • Support pupils • Improve performance. <p>ECTs should pick 3 pupils and decide what a meaningful long-term goal would be for each of the pupils.</p> <p>Decide:</p> <ul style="list-style-type: none"> • How are you going to help pupils articulate this goal? • How will it support them in succeeding in school? • How will it help motivate them? 	7m, 7n	

<p>Supporting pupils to master challenging content (15 minutes)</p> <p>Long-term goals show pupils where they are going but we need to:</p> <ul style="list-style-type: none"> • Break these into steps for them • Set challenging content to help them achieve their goals. <p>Ask ECTS to pick one of the pupils they have been considering:</p> <ul style="list-style-type: none"> • Break the long-term goal into achievable milestones. • Decide how you will direct pupil action to these. • Decide how you will highlight progress. <p>Share the following table with ECTs. They may have already seen this in a mentor session:</p> <p>ECTs should look at an upcoming lesson and annotate:</p> <ul style="list-style-type: none"> • Have you matched tasks clearly to learning intentions? • Have you set tasks that will develop pupils' knowledge? • Have you set tasks that will develop pupils' skills? • Have you made links between the skills pupils have used previously that they can draw on for a new task? • Have you supported pupils to master skills and key knowledge before moving on to the next task? • Have you ensured pupils have a deep understanding of the key content? <p>In pairs, discuss:</p> <ul style="list-style-type: none"> • How is the pupils' long term goal being addressed in the content? • How many things from the list have they included? • How will this motivate pupils? • What one thing do they need to focus on when planning their next lesson? 	7n	
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Priorities and next steps (5 minutes)

ECTs should think about what they have learned in this session and how they will use this. Ask ECTs to:

- Identify one thing they will try to do during the next few days
- Identify one thing they will try to do over the next few weeks.

7m, 7n

Training Session 7.3

The intended outcomes of this session are for Early Career Teachers to:

Learn that:

- The ability to self-regulate one's emotions affects pupils' ability to learn, success in school and future lives.

Learn how to:

Develop a positive, predictable and safe environment for pupils, by:

- 7e. Using consistent language and non-verbal signals for common classroom directions.
- 7f. Using early and least-intrusive interventions as an initial response to low level disruption.

Duration	30 minutes		
Suggested pre-session activity for ECTs	None		
To prepare for this session, trainers should:	<ul style="list-style-type: none"> • Read the self-directed study material for the Block. 		
Activities	ECF statements	Materials	
<p>Introduction to the session (2-3 minutes)</p> <p>Welcome participants and explain which statement this session will focus on.</p>	7.3		

<p>Explain to the ECTs that the ability to self-regulate one’s emotions affects pupils’ ability to learn and subsequent success in school and future lives. This session will cover some techniques which teachers can use to help pupils to develop their ability to self-regulate emotions so that pupils have the best chance of success.</p>		
<p>What are emotions and what do we mean by regulating them? (8-10 minutes)</p> <p>Ask ECTs to list as many emotions as they can – if these can be captured and displayed this would be helpful; the list can be used later on.</p> <p>Looking at the list, ask ECTs:</p> <ul style="list-style-type: none"> • To define what emotions are • Where emotions ‘come from’ • What the effect of emotions can be. <p>Some of the things that should be covered are:</p> <ul style="list-style-type: none"> • An emotion is a mental state which arises in response to a stimulus of some kind. This might be external, or it could be your own thoughts. • The emotion may result in physiological changes (change in heartrate, breathing etc). • The emotion might cause a behavioural change (laughter, crying etc). • The emotion might cause a change in thinking. <p>Ask the ECTs to suggest what they understand by ‘regulating’ emotions. In response to their suggestions, ensure the following point are clear:</p> <ul style="list-style-type: none"> • Regulation does not mean suppressing the emotion – this could cause psychological harm in the long term. • Regulation means being able to stay in control of one’s own actions when strong emotional urges are present. This means being able to think clearly even when the brain is being ‘hijacked’ by emotional urges. • Regulation is therefore having the mental discipline to be able to offset emotional urges when there are other priorities. 	7.3	

<p>For teachers to help children with their emotional self-regulation is important that they have a good recognition of their <i>own</i> emotions. A teacher who cannot regulate their own emotional states effectively is not well-placed to help a child regulate theirs.</p>		
<p>How can teachers help pupils to self-regulate their emotions? (10-15 minutes)</p> <p>Share one or both of the case studies below which are snippets from a Year 5 and a Year 8 lesson. You could ask the ECTs to read each one in small groups and answer the following questions.</p> <p>Case Study 1</p> <p>Year 5</p> <p>After lunch, pupils arrive at the classroom in small groups. They are chatting noisily in the corridor as they hang up their coats and put lunch bags away. As the pupils enter the room the teacher is standing by the door. She greets each pupil with a smile and puts a finger to her lips to indicate quiet, then points to the reading corner and raises eyebrows to indicate pupils should get their book. Most pupils react quickly when the teacher catches their eye, some even put their finger over their lips as well and they proceed to pick up a book and sit down and start reading. For those who don't react immediately the teacher says "calm" which the pupils react to by slowing their walk and putting fingers on their lips.</p> <p>One pupil arrives at the end of the group and is clearly upset. They push into the room and go straight to their seat and put their head on the desk. The lunchtime supervisor pops their head around the door and whispers to the teacher that the pupil got into trouble at lunchtime but it has been dealt with. Once the teacher is sure that all the pupils are reading quietly she approaches the pupil whose head is on the desk and kneels down beside them. They suggest that the pupil tries one of the breathing exercises they do in the morning, breathing in for 3 and out for 3 which they do along with the pupil. The teacher says: "When you are ready you can go and choose a book and join in with our reading time." After a few minutes the pupil goes to pick a book and joins in.</p>	<p>7.3, 7e, 7f</p>	

Pupils read for 15 minutes. To get their attention the teacher claps her hands once and says: “I need you to put your books down and all eyes on me.” A few second later she claps twice: “Books down and all eyes on me.” She claps three times and says: “All eyes on me.” Pupils are all ready and listening for the next instructions.

Case Study 2

This drama class is working on small group projects. They are spaced around the room.

The teacher is working with one group and notices that the classroom noise has increased while they were focusing on this group’s project. They turn and survey the class before moving around the room, leaning into each group and using a hand signal to indicate that they should reduce the volume.

One group is particularly noisy, so the teacher moves over to them and says: “Your enthusiasm is catching but do you mind lowering your volume a bit so you don’t disrupt the other groups.” The pupils apologise and tell the teacher about the idea they were getting so excited about.

The teacher moves to another group where they have noticed two pupils are hanging back from their group and appear to poking each other with the props. The teacher approaches them, raises their eyebrows and indicates that they should put the props back where they found them. The two pupils respond and continue with their group work.

The teacher continues to scan the room, and spots that the group who were excited by their new idea are getting loud again and appear to be disagreeing about how to move forward. The teacher approaches and says: “Ok everyone. Let’s pause for a moment and just remind ourselves of the way we behave in group work – number 1 we treat each other with respect. The way I just heard you speak to each other was not very respectful...”

Questions:

- How does the teacher help pupils to self-regulate their emotions?
- How do they make use of non-verbal signs?

<ul style="list-style-type: none"> • How do they use early and least-intrusive interventions as an initial response to low-level disruption? • How do these interventions help pupils to self-regulate their emotions? <p>Some key points to pull out:</p> <ul style="list-style-type: none"> • The teachers stay calm themselves throughout all of the interactions – they are able to self-regulate their own emotions which might have been frustration at times. • The teachers use non-verbal signals consistently as pupils are able to recognize them. • The Year 5 teacher has taught the pupils some techniques, such as breathing which they can then draw on when a pupil needs it. • The Year 8 teacher has already established some clear classroom rules and expectations which they are able to remind pupils of when they are not self-regulating. This means that it isn't personal. 		
<p>What will you do in your classroom? (3-5 minutes)</p> <p>Give ECTs some reflection time to consider how they will apply this in their classroom.</p>		