EARLY CAREER FRAMEWORK

ECT TRAINING

Education Development Trust

REDHILL TEACHING HUB

Welcome to your Early Career Professional Development Programme

During the session please:
- Engage with the sessions
- Be positive and support each other
- Be on-time and attend all sessions
- No phones
- No laptops

- Please keep us informed of any concerns as soon as possible,
- We would be grateful for any feedback following the sessions, we want to work together with you to create a programme that works for everybody.

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Education
Development
Trust

IN PARTNERSHIP WITH
Sheffield Hallam University | Sheffield Institute of Education

FUNDED BY
Department for Education

Agenda

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- Welcome and introductions
- Icebreaker
- Positive behaviour interventions

Break

- Escalating behaviour and maintaining relationships
- Cognitive architecture
- Close

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Aims of today

- Begin to build your peer network of other early career teachers

- Gain practical tips and ideas for how to deal with misbehaviour

- Understand how positive relationships support effective behaviour management

- Understand the roles working memory and long-term memory play in learning

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What is ECPDP?

- A two-year programme of professional development, funded by the Department for Education (DfE)

- An entitlement to training, mentoring and high-quality self-study materials to support you

- A programme based on the DfE's **Early Career Framework**: a robust evidence base which sets out what early career teachers should learn *about* and learn *how to do*

What will it involve?

	Year 1			Year 2			HOURS
	TERM 1	TERM 2	TERM 3	TERM 1	TERM 2	TERM 3	
Regional Training		5 HRS		6 HRS			11 HRS
Local group sessions 3 HRS EACH	✓		✓		✓	✓	12 HRS
Webinars 1 HR EACH	✓ x2	✓	✓	✓	✓	✓	7 HRS
Self study		26 HRS			5 HRS		31 HRS
	Weekly mentor sessions			**Fortnightly mentor sessions**			

ECT

Icebreaker

Icebreaker

- Name / school / subject, phase or specialism

- Identify the person whose behaviour management you admired the most during your training

- Pick out two or three strategies they used which you now try to use yourself

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Part 1

Positive behaviour interventions

Early Career Framework Statements

Learn how to:

Demonstrate consistently high behavioural expectations, by:

- 1e Creating a culture of respect and trust in the classroom that supports all pupils to succeed

- 1g Applying rules, sanctions and rewards in line with school policy, escalating behaviour incidents as appropriate

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

- 7f Using early and least-intrusive interventions as an initial response to low-level disruption

Building trusting relationships, by:

- 7l Responding consistently to pupil behaviour

Reflection

- Think of a particular class or group of pupils

- What would you change about the behaviour in this group?

- Write 1–3 bullet points

What is low-level disruption?

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Which of these were on your list?

- Talking unnecessarily or chatting

- Calling out

- Being slow to get started with their work

- Showing a lack of respect to others

- Not bringing the right equipment

- Using mobile devices inappropriately

- Daydreaming / not paying attention

- Attention seeking

Why worry about low-level disruption?

Maintaining a positive classroom climate

- You can deal with unwanted behaviour **and** reinforce your positive classroom climate

AVOID

Establish a positive climate with clear expectations, rules and routines

REDIRECT

Notice off-task behaviour and diffuse quickly and quietly

DEAL

Respond consistently, escalating when necessary

Maintaining a positive classroom climate

- You can deal with unwanted behaviour **and** reinforce your positive classroom climate

AVOID

Establish a positive climate with clear expectations, rules and routines

▶ What routines have you seen / already established in your classroom?

Least-intrusive techniques

As you watch the clips, reflect on the following:

◉ How would this technique promote a positive climate for learning?

◉ What impact do you think this technique would have on your pupils?
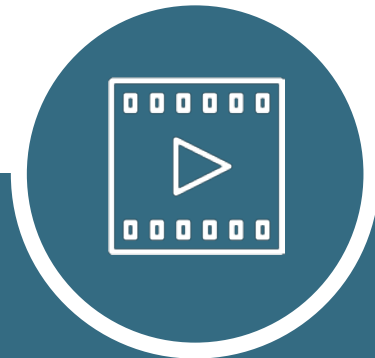
Non-verbal
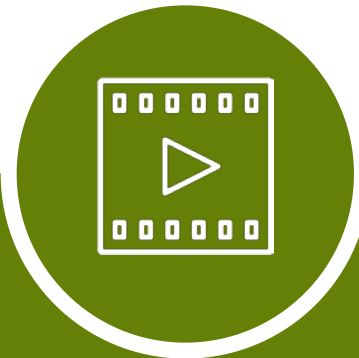
Positive group reminder
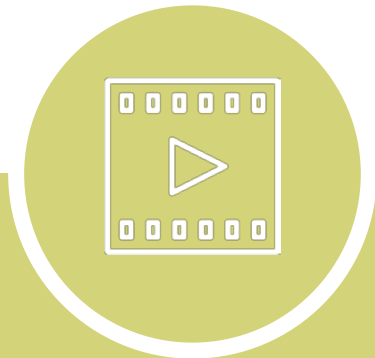
Anonymous reminder

Putting it into practice

In small groups

- You will be allocated a scenario from the next slide for discussion

- Plan how you could respond
- Role-play if you prefer

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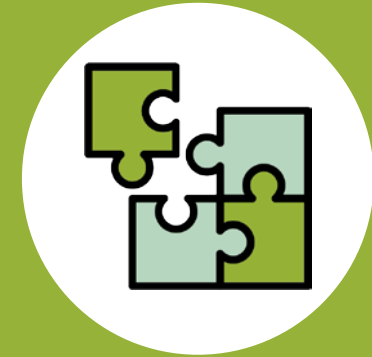
Example scenarios

◉ One pupil is not getting started and instead is swinging on their chair

◉ Two pupils are chatting and looking at something under the table

◉ You are speaking to the whole class and one pupil keeps calling out answers

◉ A pupil is staring out the window and does not appear to be listening

◉ A few pupils are making silly noises and throwing little bits of paper, but you are not sure who

◉ Some pupils have not taken their coats and bags off or got their books out ready to start

◉ A pupil keeps stealing another pupil's pencil case and hiding it as a 'joke'

◉ You have asked pupils to join you to watch a demonstration, but a few pupils are hanging back on purpose

Should you ever settle for less than 100% compliance?

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Plan for action

- What will you do as a result of this session?

- Write down one action for each bullet point you wrote at the start of the session.

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Break (15 minutes)

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Part 2

Escalating behaviour & maintaining relationships

Early Career Framework Statements

Learn how to:

Demonstrate consistently high behavioural expectations, by:

- 1e Creating a culture of respect and trust in the classroom that supports all pupils to succeed

- 1f Teaching and rigorously maintaining clear behavioural expectations

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

- 7a Establishing a supportive and inclusive environment with a predictable system of reward and sanction in the classroom

- 7f Using early and least-intrusive interventions as an initial response to low-level disruption

Building trusting relationships, by:

- 7l Responding consistently to pupil behaviour

When should you escalate your behaviour intervention?

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Examples of teacher responses

◎ Is there a time when each is appropriate?

◎ How might they impact teacher-pupil relationships?

Shouting at the pupil ▶ Ignoring the behaviour and hoping that it stops ▶ Talking to the pupil outside of the lesson

Public vs private

How would you feel if the facilitator called you out by name now for not listening?

You might feel:

- ◉ Embarrassed

- ◉ Unfairly targeted if someone else was doing the same thing two minutes before

- ◉ Uncomfortable

- ◉ Defensive

- ◉ That you don't like the facilitator or this Programme very much.

What is an effective private reminder?

As you watch the clips, reflect on the following:

- What makes the private reminder effective or ineffective?

- What does the teacher say and do?

- How would it make the pupil feel?

Video 1

Video 2
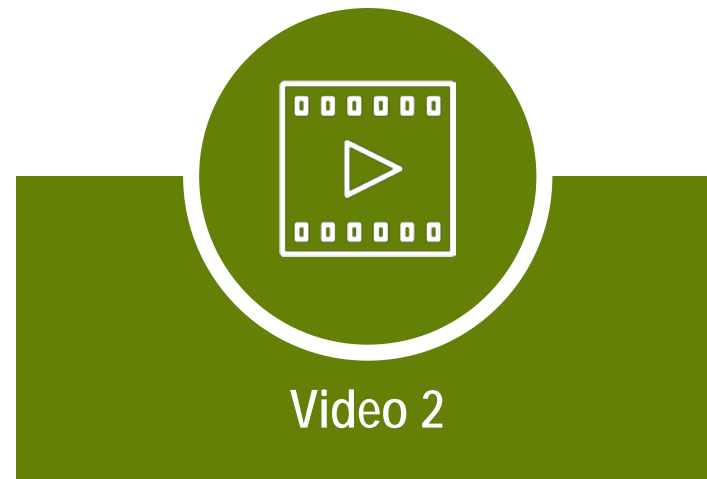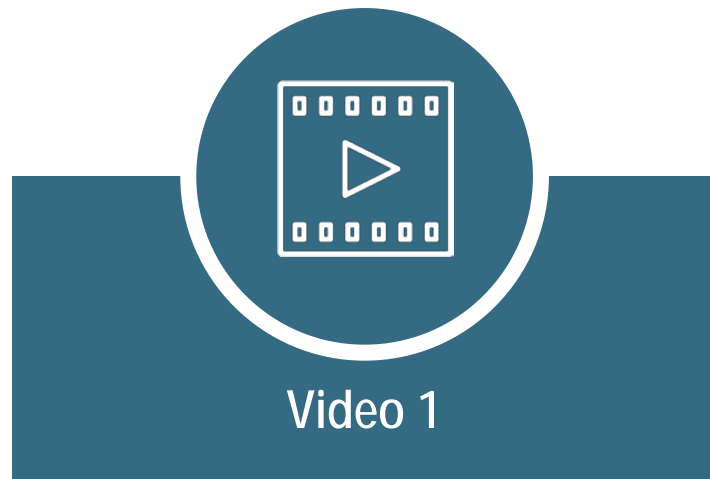
What tips would you give for an effective private reminder?

Tips for an effective private reminder

Compare your top tips to this list:

- Focus on the purpose – *why* is it important?

- Remind pupils of the routine, rule or expectation

- Reinforce the rationale – your rules, routines and expectations are about maximising learning

- Tell the pupil what you want to see moving forward

- Be specific

- Try to find an opportunity to reinforce the right behaviour from this pupil later in the lesson

- Be kind

Lightning quick public reminder

◉ It is not always possible to give a private reminder

As you watch the clip, reflect on the following:

◉ How does the teacher maintain the flow of the lesson while correcting behaviour?

Lightning Quick Public Reminder

What if you need to escalate further?

- Are you clear on your school behaviour policy?

Where to get support:

- Discuss with your mentor any specific behaviour concerns

- Consider other adults who can support you, e.g. SENCO, parents and carers

Plan for action

◉ What will you do as a result of this session?

◉ Write down two actions you will take back in school.

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Break (10 minutes)

Part 3

Cognitive architecture

Early Career Framework Statements

Learn that:

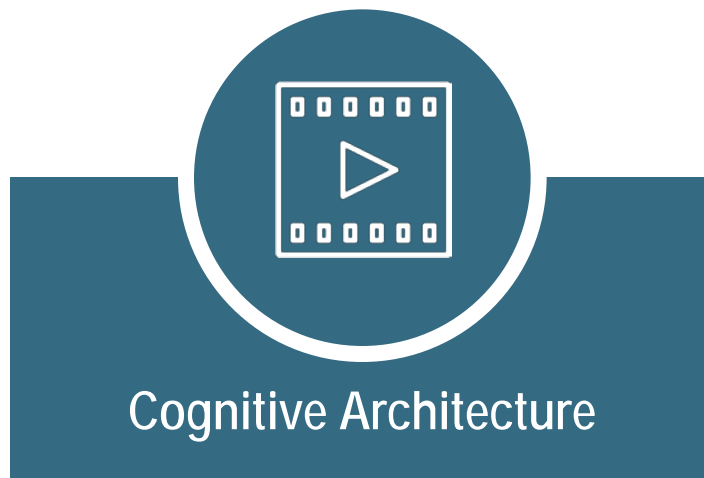- 2.3 An important factor in learning is memory, which can be thought of as comprising two elements: working memory and long-term memory

- 2.4 Working memory is where information that is being actively processed is held, but its capacity is limited and can be overloaded

- 2.5 Long-term memory can be considered as a store of knowledge that changes as pupils learn by integrating new ideas with existing knowledge

How does the mind work?

As you watch the clip, reflect on the following:

- How does the mind work?

- What are the implications for teaching?

Cognitive Architecture

HOW THE MIND WORKS

Environment

Working Memory
(site of awareness and of thinking)

Long-term Memory
(factual knowledge and procedural knowledge)

Just about the simplest model of the mind possible
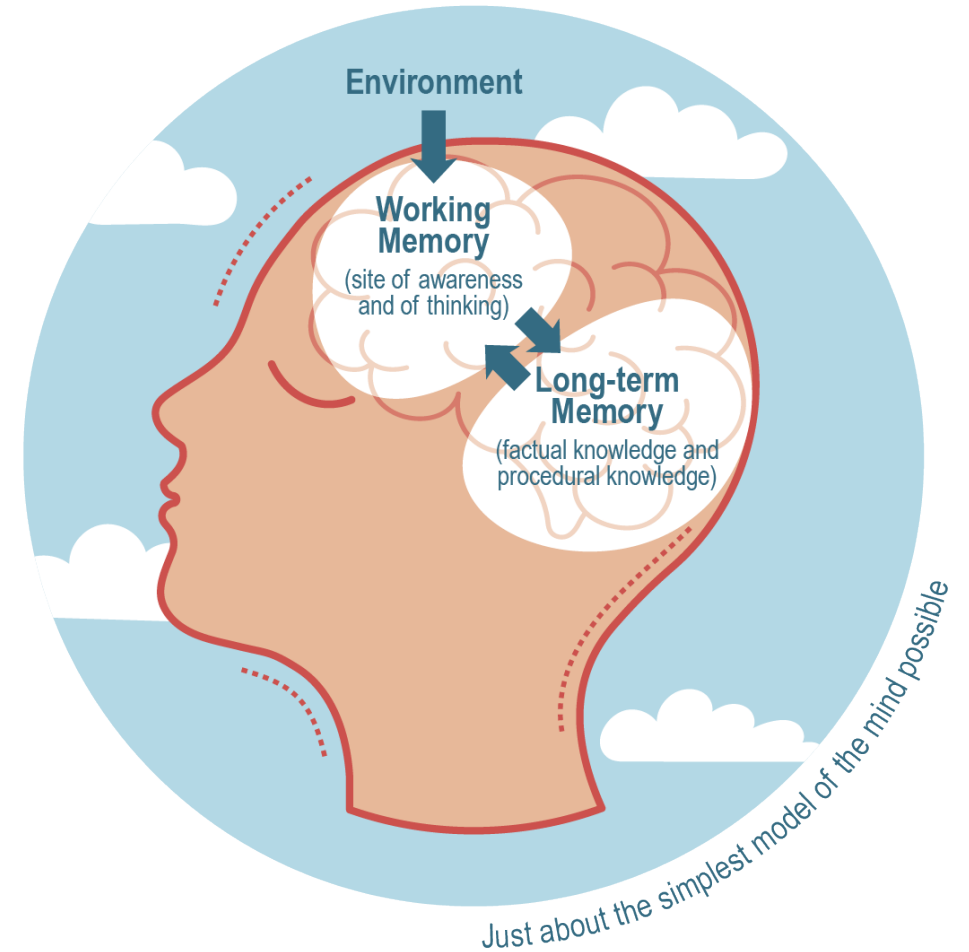
Which country has won the Eurovision Song Contest more times than any other?

– Ireland

Characteristics of working memory

- Limited capacity

- Temporary store of information

- Distraction can empty it

- Retrieves relevant information from the long-term memory

- Able to process visual and auditory information simultaneously

- Variations in capacity between individuals

- Younger children and older adults may have less working memory

Characteristics of long-term memory

- Long-term memory is seen as limitless

- Learning something new is defined by a change in the long-term memory

- Knowledge and skills are thought to be stored in the long-term memory in schemas – these are groups or webs of information

- Experts have more fully formed schema than novices

- This makes problem solving easier in an area you are expert in because you have prior experience and references to draw on

- Novices have an incomplete schema and therefore learning requires more effort. This can lead to **cognitive overload**

Quick quiz

- How many of the characteristics of working memory can you recall?

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Characteristics of working memory

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Applying to your lessons

In small groups:

- If we know that working memory has / is _____, what does that mean for your pupils?

- What might you need to do differently?

Characteristics of long-term memory

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Applying to your lessons

In small groups:

- If we know that long-term memory has / is _____, what does that mean for your pupils?

- What might you need to do differently?

Plan for action

- What will you do as a result of this session?

- Write down three things you need to remember.

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