Effective Classroom & Behaviour Management

# Introduction

In order to address the question of effective classroom and behaviour management, we must first interpret it. Classroom management can be seen as how the physical environment of the classroom is laid out, how the children are arranged in groups, what resources are available in the room, as well as the management of the people within the classroom through sanctions and rewards and behaviour routines. The term ‘management’ in this context is also ambiguous. It could suggest controlling of pupils with aim of achieving compliance through intervention (Porter, 2004) or it could mean the guidance of pupils to facilitate learning to intervene before controls are necessary. When we talk about effective behaviour management, how do we quantify good behaviour? For whom is the desired behaviour required – the teacher or the pupil? What limits do we put on pupils by modifying their behaviour in this way?

We must then look at the term ‘effective’ in relation to this. When looking at effective behaviour and classroom management, what are we hoping to be effective in? As suggested by Bill Rogers (2006) are we looking for compliance? Trying to get pupils to shut up? Getting the work done? We need to look at the goals of a behaviour management programme in order to address this.

The role of a teacher is not limited to the delivery of her subject. More and more the teacher is also seen as the main provider of guidance in relation to behaviour and social development. As stated by Porter (2004), teachers also have to promote order to facilitate effective learning and achieve the goals set out in the Every Child Matters programme to prepare pupils for the world after school.

Setting up a framework for behaviour management can help teachers to address this vital aspect of teaching allowing them to provide clear, consistent and considered guidance on acceptable behaviour

This essay is intended to address the above and define effective classroom and behaviour management in relation to current theory and practice to enable the delivery of the two objectives of the teacher stated above.

Firstly, I will give a brief overview of some of the many approaches to this that are in current use, followed by a more detailed analysis of two of the most popular approaches in schools today, namely Bill Rogers’ positive behaviour management approach and the approach used in School X, which is largely based on Canter & Canter’s Assertive Discipline approach.

Following the above, I will select an approach I feel is the most effective at classroom and behaviour management and analyse this further in relation to a specific pupil group, namely SEN pupils. This in turn will lead to the development of my own focus for block teaching experience one and the priorities I will set for effective behaviour management in the classroom.

As can be seen from this initial discussion in defining ‘effective classroom and behaviour management’, the subject is a complex, wide-ranging and diverse one. Many theorists from have put forward views on effective behaviour management, from which many approaches have been written from many different angles. Examples include Skinner’s behaviourism theory suggesting that reinforcement of good behaviour through rewards leads to repetition of that behaviour, Glasser’s Choice theory which suggests that rather than controlling pupils we should give them choices in their work as well as behaviour, Dreikurs’ democratic theory suggesting logical consequences for actions that enable redirection.

Many theories are based upon a structured plan for behaviour management and most offer some kind of rewards (be they physical rewards, reinforcers or positive feedback) and sanctions (be they prescribed, chosen or consequential).

There are a great number of theories and approaches surrounding classroom and behaviour management. They range from (cognitive to behavioural?) covering a wide variety of psychological theories of learning. The two that I have chosen to address in this assignment, although at first glance very similar in nature, are those which are used most often in schools (from my observation and conversation with colleagues) but which have subtle differences in their application. That is not to discount the other approaches and their relevant theories. Indeed, much of what they say is relevant and could be considered an improvement on the approaches currently used in schools and these points will be brought into the critical analysis of this essay.

# Analysis of Two Approaches to Classroom and Behaviour Management

The first approach I would like to consider is the positive behaviour management approach put forward by Bill Rogers (2007, 2006). The approach was developed after years as a teacher and teacher-mentor providing guidance and advice in the UK and Australia. It is aimed at enabling teachers to ‘establish more co-operative classrooms where rights and responsibilities work together to the benefit of all’ (Rogers, 2006 p.4).

The approach is intended as a whole-school approach which focuses on a behaviour agreement establishing common rights (to learn, to safety, to respect) which in turn lead to the stipulation of rules to protect those rights and the responsibility of pupils to uphold those rights for themselves and for others. The effective teacher must teach according to the values as laid out in the behaviour agreement. The behaviour agreement is most important at the start of the year when it must be taught to the pupils, which Rogers refers to as the ‘establishment phase’. It must then be continually reinforced through its consistent application.

In addition to having a structured and consistent behaviour agreement, Rogers asserts that building positive relationships with pupils is crucial to achieving a classroom environment conducive to learning. It is important to be enthusiastic in your teaching to guide pupils through learning, addressing the range of abilities in the class and leading pupils to take control of their own behaviour. By taking an interest and making an effort to build a positive relationship, pupils will know that the teacher cares about them and their learning.

Further, the elements of the behaviour agreement and the building of positive relationships are expressed through the use of language and positive feedback. According to Rogers, positive feedback has a far greater effect than physical rewards. Hook and Vass (2005 quoted on Interactive Behaviour Management CD ROM) who state “Emotional feedback is the most effective form of reward.” Teachers should also recognise the efforts of those who are struggling through positive feedback and encouragement. However, the use of positive language is not necessarily praise but can also be giving rule reminders, giving choices about behaviour and through this aiming to redirect potentially disruptive behaviour through the use of positive language before negative behaviour occurs. He also advocates the use of phrases such as “Settling down now” as opposed to imperatives to get children into the right frame of mind to start the lesson. In addition to the language, other cues such as tactical pauses, silence, eye contact, circulating and so on can help to achieve, maintain or restore order.

The behaviour agreement also focuses on behavioural consequences as inevitabilities for unacceptable behaviour rather than punishments that have nothing to do with the behaviour itself. This is also true when rules are broken in that Rogers believes the consequences for the broken rule must be linked to the behaviour. This is simple to address if the behaviour involved a physical act such as making a mess, this can be cleaned up. However, if the child teased someone or called out, the link would be more subtle. For example, the behaviour could be linked to a detention in which the child explores the reasons for their behaviour through a questionnaire or a discussion with the teacher.

Although the teacher has an authoritative role, it is not an authoritarian one. Rogers believes that it is the pupil’s job to control his own behaviour. The teacher can lead, guide and support the pupil to manage themselves. Controlling through authoritarian actions suggests intent to harm or shame pupils into compliance. What we need to do is show them that we are enabling them to take responsibility for their own actions (Rogers). In the establishment phase of the behaviour agreement, students can contribute themselves by adding to the behaviour agreement, thus taking ownership of it, but it must be made clear that some rules are non-negotiable.

Rogers also points out the importance of behaviour recovery through rebuilding relationships that may have been damaged through misbehaviour and the inevitable use of sanctions following this. Behaviour has to be worked through after the consequences have been carried out to address any issues at the heart of the behaviour and work on positive actions to move forward.

In terms of the teacher’s role in this approach, Rogers gives practical advice based on the importance of being a reflective practitioner. The aim of the approach is to address behaviours and actions in their own right, not to let emotion cloud judgement. Teachers are encouraged to use tools such as the behaviour agreement and use of positive language to respond in a reasoned and calm way to any conflicts that may arise. As cited in Rogers (2006), Kyriacou (1986) states “Pupils like teachers who can keep order, are fair and can explain clearly, give interesting lessons, are friendly and patient.”

To further help the teacher stay on the right track when addressing problem behaviour, Rogers distinguishes between primary and secondary behaviours. The primary behaviour is the actual behaviour that broke a rule. The secondary behaviour is the (often unconscious) behaviour such as muttering, sulking, etc. that can follow any reprimand or attempt to redress the situation. The secondary behaviours are those that can cause teachers the most frustration but are those that should be ignored, focussing instead on the actual behaviour issue. A teacher cannot control the behaviour of others but can control their own reaction to a situation (Rogers, 2006).

The theories that it can be said to derive from are therefore numerous. The approach does not fit neatly into one category of approach. Perhaps it is inherent in a practical and useful approach that this be drawn from a number of effective principles and practices, hand-picking those elements which combine to provide a useful and comprehensive framework.

Let us look first at the theories of learning that in turn can be used as theories of teaching, in relation to classroom and behaviour management and may help to explain Rogers’ approach. Certain aspects of the approach appear to be based on the behaviourist theory of learning. This theory was advocated by, among others, Skinner and Pavlov and suggests that behaviour is linked to actions. Pupils will do something in order to get something else, that is, behave favourably in order to receive a reward. The reward in turn reinforces the actions of the learner and so they repeat the actions the teacher desires in order to continue receiving the reward. “Learning is a change in observable behaviour” (p.11 Learning theories for Teachers, Bigge and Shermis ). Behaviour is influenced by the environment the child experiences, which in this case can be seen as being the teacher. This approach is reflected in the positive feedback and behaviour consequences elements of the behaviour agreement. If pupils exhibit certain behaviours and we can ‘catch them being good’ (Kevin Holloway) they receive either an immediate reward in the form of constructive feedback or a consequence in the form of a sanction (albeit followed up with behaviour recovery).

Elements of the approach also seem to have their roots in Vygotsky’s social constructivist theory of learning. Building on the theory by Piaget (Jarvis, xxxx) that states we are agents of our own learning and we need to understand the rules by which the world operates in order to increase our own reasoning, Vygotsky asserts that people learn through social interaction with (among other things) psychological tools of thinking and problem solving passed on by older members of the community. The teacher is the psychological tool in this instance that passes on information about correct behaviour and effective social interaction by way of teaching the behaviour agreement with rules rights and responsibilities (providing reasons for rules and rewards) and implementing this in lessons. The teacher gives instructions (initiates the task), the pupils respond and the teacher provides feedback to build on their learning. By providing reasons and direct consequences for behavioural actions, pupils will be able to form their own links between their behaviour and its outcomes. The establishment phase of the behaviour agreement also addresses the Zone of Proximal Development (Vygotsky cited in Jarvis, xxxx) which is the gap between what the child understands and what he can then understand through interaction with the teacher. The rules and establishment phase of the behaviour agreement can help provide the scaffolding (Bruner) to help the child across the ZPD.

Vygotsky’s theory is further reinforced by Mercer’s Intermental Development Zone which suggests that there is not a gap between learner and teacher but a shared communicative space in which the understanding and purpose can be passed to the learner, leading to a sense of ownership of the rules. Although not explicit in his work, Rogers emphasises this through the need to guide pupils to the correct course of action through effective teaching, addressing a wide range of abilities using a variety of teaching approaches.

Moving on from theories of learning to other approaches to behaviour management on which Rogers may be based, there are similarities that can be drawn from Glasser’s choice theory (in Porter xxxx). This approach is a more democratic one, firmly rooted in social constructivism. It suggests that individuals behave as they due as they think that the behaviour will help meet their needs. The teacher must ensure that students can make better choices so that they can meet their own needs without violating the needs of others and control their own lives. Build caring relationships with students so they gain the strength to take responsibility for themselves. This links with Rogers’ rights and responsibilities – that no one person should remove another students’ right to learn, be safe or have respect. The behaviour agreement shows pupils how they can control their own behaviour and the use of positive language and emphasis on building positive relationships all help to build the child’s own self-esteeem and level of responsibility.

Looking at the behaviourist side of the positive behaviour management approach, it has been said that it can be too simplistic. It does not express a desire by the learner to find meaning in what they are being asked to do, simply to repeat actions. However, as Rogers’ approach does not rely solely on this theory, this criticism does not apply here.

The other criticism of the behaviourist approach relates to the long-term effect of rewards.

Kohn (XXXX) in his review of rewards and negative effects these may have states that rewards, even as simple as praise and feedback, are used to control and “our attention is properly focused… not on ‘that’ (the thing desired) but on the requirement that ‘one must do this in order to get that’.” p.4. Thus a reward can detract from the intrinsic nature of learning and mean that focus shifts from the lesson to an attempt to gain a reward (i.e. praise) from the teacher. The question here is also raised of what it is we are trying to award, whether that is really an increased effort or understanding on the part of the student or merely short-term compliance to unable us to finish the lesson. Are we really enabling pupils in this way to go out into the world as confident adults capable of integrating into society? As suitable as positive feedback may seem in the classroom, how will self-esteem then be effected when as adults, they are not praised daily for their efforts and when indeed in the ‘real world’ the reward for good work is not a credit or a word of praise but more work? Kohn suggests that the effect of rewards an be minimised by giving them as a surprise so children are not working towards them and making the reward as similar as possible to the task to ensure that the reward can be linked back to the action.

With regard to punishments, no matter how positively they are applied, are often seen to control, demean and alienate pupils. As alternatives to punishment, Porter (xxxx) suggests: Point out a way students could be helpful, express disapproval with behaviour without attacking character, state expectations in positive terms, offer a choice of how to meet expectations, let students experience natural consequences of actions (or logical consequences as a last resort). This reinforces Rogers’ approach. Further, Kohn (xxxx, p.20) states, “A child’s misbehaviour is best construed as a ‘teachable moment,’ a problem to be solved together rather than an infraction that requires a punitive response.” Porter (xxxx) states that authoritarian responses provoke disruptive student behaviour and that children naturally make mistakes as sometimes they are overwhelmed emotionally. Rogers’ more democratic approach ensures that mistakes are not punished but built upon.

Kohn (xxxx) states that it is not possible to make somebody be motivated to work and that motivation is not simply manipulation of behaviour, therefore it is important to note that if you cannot control or manipulate effectively, you need to learn for yourself how to alter your reaction from an emotional one to a calm, considered and reflective one. The aim, as addressed in the behaviour agreement, should then be to guide pupils through the teacher’s effort to communicate respect and care (Rogers). As Kohn (xxxx p. 199) puts it, we need to give pupils a reason to think about what kind of person they want to be, “the job of educators is neither to make students motivated not to sit passively: it is to set up the conditions that make learning possible.” We should not be asking how we can control the class but how we can be more effective as teachers and leaders in guiding pupils, rather than controlling them. Burnard (xxxx, p.4) backs this up by stating that “Behaviour programmes start with the adults looking at their own behaviour and how they can control it to help a child develop strong positive responses to social situations.”

The approach promotes self-responsibility through thinking about the consequences of actions, has a preventative focus and gives a positive view of individuals, focusing on the good behaviour rather than the bad. Taking a step back and focusing on primary behaviour helps to reduce tension and also the follow-up and follow-through stages help to get to the root of the problem. The approach is not a surface approach intended to simply keep students on track to refocus on the lesson.

It is uncertain whether students with severe special educational needs will be able to work on the counselling side of this approach. However, Rogers does set goals for behaviour that can be worked on with students and worked through using individual behaviour plans as necessary

Although the positive behaviour management appears to be effective on paper, I would question the ability of every teacher to be able to take a step back from all situations and react calmly when provoked by a very difficult student. Sometimes the only response is to remove a student from the room or to remove yourself from the room until the situation can settle itself. Rogers does advocate this and the use of other staff as support in his approach but it would still, I feel, be difficult to stick rigorously to drawing events back to the rights and responsibilities consistently.

Constant reinforcement of the agreement may also interfere with the running of the lesson, although it could be said that this may interfere less than the disruptive behaviour that might otherwise ensue. Students would also need to have good verbal skills and enough self-esteem to be able to work on the follow-up and follow-through stages of the plan with the teacher. Sometimes there are personality differences that may make it impossible for a teacher and a student to ‘get along’. What happens in this instance? Although the approach does give suggestions for dealing with particularly difficult students, it does not guide teachers through a communicative dead-end. Perhaps at this point, the teacher must admit defeat and seek support from staff, as suggested in the approach.

Learning may indeed be a change in observable behaviour but this does not go far enough to tell us whether the behaviour has simply changed temporarily in light of the reward or whether the instructor has provided understanding to the learner. Rogers makes this more explicit - the teacher integrates the rules, rights and responsibilities into the system and teaches these to students for them to construct their own understanding of the behaviour agreement and the reasons for the content therein.

### Approach 2 – Limit-setting approach (Assertive Discipline) – SCHOOL POLICY

The second approach I will evaluate is the approach used in school X, which appears to be largely based on Canter and Canter’s limit setting approach. The approach is entitled ‘Rewards and Positive Discipline’ and is based on Enterprise Ethos of the school.

This approach has been developed through suggestions of teachers of how to improve behaviour in school, leading to an overhaul last year of the school sanctions policy, which now features centrally in the approach. The changes to the sanctions policy remove the element of risk (of teachers being alone with opposite sex pupil), reduce number of detentions (from 2 a week to one 1/2 hour per 1/2 term on rota).

The school ‘Enterprise ethos’ is displayed on every wall (see appendix A) and contains 8 elements from problem solving and decision making to evaluation and presentation. Although these come from the business and enterprise specialism of the school, they apply to most areas of school life and relate to the aims and outcomes described in the government Every Child Matters policy and assessment for learning. The approach has 3 main statements - to accept responsibility, be cooperative, care for others and environment. The senior manager in charge of behaviour management states that these statements are "good to use in dialogue as nobody can argue with them".

The main statement underpinning the whole enterprise ethos is "Working together to make a brighter future". This is backed up by the school mission statement (see appendix B) which includes contributing positively to society, having a positive learning environment, and an appropriate curriculum.

The approach is largely a positive approach that rewards achievement. Rewards are given for good behaviour, attendance, effort, willingness to help and appearance (for details of the actual rewards given, see the ‘Rewards and Positive Discipline’ policy in appendix C). Pupils are encourage to not only collect rewards in the form of credits, but are also encouraged to keep behaviour stars, which, if enough are retained, lead to an end-of-year trip allowance for the student.

As well as individual awards, the system also encourages class and school-wide awards in the form of house points and awards for the best form, best attendees, form with most credits.

Sanctions are given in stages and follow a logical progression. See appendix D for details of the sanctions policy. However, progression is not followed in the usual way for certain misdemeanours, also outlined in appendix D and for any behaviour that may potentially cause harm to students or staff.

DTs monontonous work such as copying. Any incomplete work done in class DT (stay back at lunchtime). Some discussion about behaviour. Teachers are encouraged through the new system to talk to pupil to re-establish relationship.

All students have access to the enterprise ethos and other school rules from their planners, which contain an overview of policies and classroom rules. The enterprise ethos and other classroom rules are also displayed on the wall of every classroom. Some of these rules were developed by students in their ‘Life Skills’ classes at the start of the year. This gives owenership of the rules to the pupils and allows the teacher to mention that the pupils set the rules they are breaking.

Pupils are given a clear indication of the meaning of their learning through the consistent communication of lesson objectives (WALT). Each classroom contains a separate board on which these objectives are written and remain for the duration of the lesson .

Students are also given an opportunity to take a wider role in decisions about their learning through the student voice policy which includes the school council, year group monitoring, student reps, sixth form committee, etc. The details of this policy are also included in appendix E.

Staff support for the approach is gained through a consistent school-wide policy, the use of red cards in difficult situations and also through the recording of any previous sanctions at whatever stage through the use of a school-wide database. This enables teachers to start each day with a clean slate but also to have back-up regarding past behaviour of a student, should parents call and dispute the sanctions given.

All of the above is reinforced through life skills policy (delivery of 5 outcomes of ECM) - promoting self-esteem, emotional and social skills, etc. as well as expectations of behaviour, organisation an work and the code of conduct for students (both of these are also displayed on classroom walls).

Theory -

The above approach appears to have its roots in positive behaviour management and effective communication but in contrast to Rogers, relies heavily on sanctions and the promise of rewards. The approach appears to be more closely linked to Canter and Canter’s Assertive Discipline which states that teachers have the right (and responsibility) to impose order and that students need adults to make it clear what is expected of them. The teachers act as managers in ensuring order in the classroom. The discipline plan (in this case the enterprise ethos and rewards and discipline policy) clearly lays out the positive and negative consequences for individuals and the group to ensure that students comply with expectations.

Whereas Canter and Canter focus on a classroom discipline plan that suits the teacher, Rogers emphasises a whole school approach. The approach in school X falls somewhere in between. It is intended to be a whole school approach - the only staff that tend not to use the rewards and positive discipline policy tend to be Senior managers who feel they have enough control over their lessons to not have to use the enterprise ethos and rewards and sanctions in place.

Is the enterprise ethos the same as the classroom discipline plan? The classroom discipline plan contains three parts – rules which must be followed, supportive feedback for students for following the rules and corrective actions (not punishments) that are used consistently for any deviance from the rules.

The discipline plan enables teachers to be consistent, protect pupils’ rights (by not relying on history but being fair and equal and addressing the behaviour as it happens) and increases the likelihood of parental and management support as it shows you that you care about the child and about teaching positive behaviour. As with Rogers, Canter and Canter advocate including pupils in providing suggestions for the rules stating that pupils can often be more strict than teachers. However, it is a good idea to make sure that you have an idea rules you would like to include before asking. This approach gives pupils ownership of the rules. When they are broken it is possible to relate this back to the pupils and point out that the rules are rules that they set for themselves, once again putting the responsibility on the student.

This makes students ‘agents of their own learning’ (Piaget, in Jarvis xxxx) and gives information on operations of the world and how it works.

Rules should not be confused with goals such as ‘treat each other with respect’. These goals are open to interpretation. Canter and Canter note that supportive feedback is not the same as praise. Praise can be evaluative and judgemental. The aim of assertive discipline is to enable students to make choices for their own sake rather than for your approval (own thought – but rewards do not follow this!). Teachers should plan positive feedback into their lessons and aim to give feedback to a student at least once a day.

Positive behaviour management should be integrated into day-to-day teaching – into transitions, small group activities (through monitoring redirection and corrective actions), in class discussions (by circulating, standing by inattentive students, making eye contact).

Canter and Canter also assert that positive feedback gives the ‘good’ pupils the most attention.

As with Rogers, Canter & Canter’s discipline plan helps to avoid hasty, emotional and hostile responses to students. Perhaps in this way it can be seen more as a tool for the teacher than to instil rules in students. The plan also enables the teacher to gain support from parents and management as they are able to see the structure followed and the ensuing consequences. It also encourages building positive relationships and states that children grow when they have consistent, positive behaviour limits, self-discipline and caring individual relationships. Supportive feedback encourages appropriate behaviour and reduces problem behaviour, which further emphasises the need to plan positive behaviour. Greeting students by name at the door of the classroom and complementing them on work the previous day, stopping a child for a chat in the corridor and attending activities they are involved in, all show that you care about the individual.

Proactive responses are aimed at getting everyone back on task and giving the pupils guidance to choose more appropriate behaviour in the future. The responsibility is placed on the student. Canter and Canter believe that the overuse of corrective actions can create a negative environment so supportive intervention is necessary before sanctions are required.

In addition to positive feedback, Canter and Canter advocate the use of rewards such as notes to parents, phone calls, awards such as certificates, special privileges, and tangible rewards. Verbal recognition is still considered the most meaningful and they consider that tangible rewards should be used sparingly and appropriately, as a result of behaviour and not as a bribe. There needs to be interest in the reward for it to be effective, such as a reward of a film with popcorn for the whole class at the end of term if they collect enough points.

Again, the rules must be taught and Canter and Canter advocate using a lesson to do this. They suggest talking to pupils about why rules are needed, teaching the rules, checking for understanding, explaining supportive feedback you will use, explaining corrective actions you will use and why, and again checking for understanding.

Canter and Canter (xxxx) p.64 “Corrective actions must be seen as natural outcomes of inappropriate behaviour.” It is fundamental to self-management to give students the choice of and responsibility for their actions. The added bonus is that the teacher is no longer the bad guy. Corrective actions do not need to be severe. They are most effective when used consistently. But it must be clear what we are trying to reward otherwise they correct the behaviour at the point but are not shown to have any long-term effect. Canter and Canter maintain it is important to choose the minimal and most immediate action possible as this gives you scope, should the behaviour persist. It is also important not to make assumptions about behaviour but to give clear rules and directions.

They emphasise that the approach does not punish but has consequences that are meaningful. Consequences are applied on a step-by-step basis in a structured order that pupils are aware of. It is important to be consistent with corrective actions and be firm but calm. Refocus students who are tryingot argue with you and give positive feedback as soon as possible after the corrective action.

If I t is not possible to deal with the problem straight away, pupils need an outlet for their feelings so it is possible to give them an outlet such as a note they can write as an escape mechanism.

The approach also calls for immediate, specific and genuine, positive recognition. As this may be difficult for older pupils to accept without embarrassment, group rewards can help to alleviate peer pressure.

In applying the plan, teachers must be assertive but also try to be positive and supportive. Although the plan should be followed as much as possible, there are also occasions where behaviour cannot follow the plan. A severe clause must be included in the plan that enables the teacher to remove the student from the situation immediately to avoid potential harm to students or the teacher. Individualised behaviour plans detailing specific improvements required and meaningful corrective actions are also possible.

In addition to the classroom discipline plan, different instruction settings (individual work, group work, etc.) will require specific guidelines and procedures. These should be followed each time work is carried out in that setting through clear, concise procedures. Teach what, how and why you are going to do what y you will do and again, plan this into your lesson. Explain the rationale for each direction and check for understanding. Behavioural narration can help to reinforce posistive behaviour “Jim has got his books out, well done…” and addresses a variety of learning styles as other pupils can see and hear the positive behaviour.

The approach emphasises that learning requires order and provides teachers with the skills to manage inappropriate behaviour through the discipline plan. The goal of discipline appears to be obedience of orders.

Pupils are accountable for their academic and also their social conduct. Although the approach is largely authoritarian, students have the power to make choices about their behaviour. Canter and Canter state that it is ok to incorporate other approaches into the assertive discipline plan as practitioners see fit. For example, stimulus-response theories of behaviour and reward (behaviouristic theories).

The approach is an authoritarian approach that seems to be most closely linked with behaviourism – that positive behaviour will lead to positive consequences and negative behaviour to negative consequences, reinforced through rewards and sanctions clearly defined in the discipline plan. However, pupils are encouraged to choose the correct behaviour, which suggests elements of cognitive behaviourism

Teaching pupils to exercise control over themselves - This does however suggest a fit with Vygostky’s ZPD in that the teacher is providing reasons for the rules filling the gap between what the child can learn alone and what the teacher can help with.

This fits with Vygotsky’s theory (Jarvis, xxxx) that individuals learn through social interaction mediators such as psychological tools (thinking and problem solving skills transmitted by older members of society). Giving pupils responsibility for their own behaviour and learning through the use of adults fits with the social constructivist theory.

Vygotsky (Jarvis, xxxx) supports this approach stating that we can use language as a tool by getting pupils to repeat instructions back to internalise them. Jarvis (xxxx) asserts that it is generally accepted now that learning is a social process in which the learner takes on understanding from an experienced tutor.

Skinner.

Critique -

Porter (2004) summarises this approach saying that homes lack stability, support and discipline so children in turn lack the self-esteem and self-control needed to choose responsible behaviour. Teachers in turn lack the confidence to be clear about expectations and consequences. However, the classroom belongs to the teacher and the teacher has a right to determine expectations and consequences for students.

The plan is intended to “teach pupils how to exercise control over themselves, although no specific approaches are recommended for transferring control back to the students” (Porter xxxx p23).

But Kohn (xxxx) may argue here what are we trying to reward? Is it really more effort or is it simply compliance of the rules whether they have internalised the meaning behind these rules or not?

As noted on the Interactive Behaviour Management CD Rom, “Good planning reduces the opportunity for behaviour problems to occur. Give timings to pupils for activities.” Positive feedback can help contribute to that and raise self-esteem. Own thought – do these sentences all fit together? How can choice and positive feedback be linked? By nature, the feedback is controlling so does not give free choice in the democratic sense. But how do we know that pupils who are displaying better behaviour are trying? Kohn (xxxx) suggests that there is an incorrect underlying assumption that deserving people will be rewarded. What if the teacher doesn’t notice an increase in effort and this goes unrewarded?

However, Kohn (xxx) suggests that rewarding pupils in this way (providing positive feedback on work the previous day) is easier than getting to the root of the problem. Promoting positive discipline through rewards does not address the reason for the problem behaviour in the first place. In this way teachers have no more control than they do over motivation.

However, this does not quite fit with Kohn’s (xxxx) idea that giving a reward is much easier than getting to the root of the problem. Rewards discourage risk-taking. Pupils are less likely to notice or remember things that are not immediately relevant to the reward, we do what is necessary to get the reward and no more. For example, if we are rewarded for reading books, we would read short, simple books to get rewards. We learn for tests doing what we need to maximise grades but otherwise may challenge ourselves more. They undermine the intrinsic motivation to learn.

Kohn (xxxx) advocates the above saying that you can minimise the damage of rewards by offering them afterwards as a surprise. Kohn also states that the size of the reward is arbitrary. It usually has no link to the behaviour so you should therefore make them as similar as possible to the task (e.g. a book as a book-reading prize rather than a film with popcorn). The reward turns learning into a prerequisite for a prize rather than for the intrinsic value of knowledge. There is a fear in abolishing rewards as they are used to control behaviour in the classroom.

However, Kohn argues that this does not necessarily change behaviour. They are quick-fixes that undermine the prosocial values we are trying to teach (Kohn xxxx).

Porter (xxxx) asserts that the children learn when curricula are relevant and teachers are personally involved. She also states that teachers gain status from being skilled at their job, not from having power. Students and teachers have an equal right to have needs met but they occupy different roles.

Own thoughts on assumptions

* Adults to exercise control – what happens when adults not there?
* External controls will help children to exercise self discipline – but what happens when that adult is not there? Are they still disciplined or following the rules for that teacher?
* Assertive good when not aggressive. Makes pupils believe in your authority.
* Positive recognition – worthwhile to show that not always bad behaviour that gets the attention althought naïve to think that some pupils will be good because they have heard others be recognised.
* Negative sanctions – necessary but perhaps a bit wishy-washy? Positive in their administration means perhaps pupils will miss the point.
* Praise must be meaningful – disagree with heaping praise on simple tasks?

Porter (in relation to behaviourism but principal can be applied to assertive discipline: punishment can increase undesirable behaviour – Jones&Jones 1998 – increased punitive control raised misbehaviour from 9% to 31%. Punishment has limited effect on learning. Hard to do consistently. Can make pupils fearful and fursturated. Makes pupils more careful, not more honest or responsible. Cannot be good all the time – praise can therefore be counter=productive, teachers need a high level of expertise to use praise well.

Burnard (2005?) – Burnard asserts that used incorrectly, rewards can cause a negative behaviour to continue. Inappropriate behavioural occurrence -> Positive reinforcement -> Sustains inappropriate behaviour.

Porter:

* Effectiveness – little research evidence verifying effectiveness (charles, 1999).
* One study showed assertive discipline achieved a decline in of-task behaviour from 12.5& to 7.5% (Canter, 1989) but findings from other studies less positive when schools did not already have serious behavioural problems in which case any plan would have improved matters.
* Studies found either neutral effects or increased referral rates for behavioural difficulties, detentions and truancy (Emmer & Aussiker, 1990), with some studies reporting increases in negative behaviours, attitudes to school and lowered morale.
* Efficiency – Canter claims it produces quick results so allows you to get on with teaching. But critics say any worthwhile learning is slow and requires teachers to take more risks – should be true of teaching self-discipline skills.
* Canter’s defence is that the programme is harsh only when implemented improperly but critics say that at best it is open to misuse, at worst it violates the students’ emotional and social needs. ‘Realistically, the only choice assertive discipline offers is, “Behave, or else!”’
* Skills focus gives teachers tools to use but too much control can limit learning. And you are constrained by it – no use of discretion (although the book does advocate using professional judgement).
* No educational theory to guide its use. Imposing solutions on students but fails to teach them how to think about and solve problems.
* Effectiveness defined in terms of whether the teacher’s management methods allow him or her to dominate the flow of activities in the classroom – this can provoke behavioural difficulties as students attempt to seize back some of the autonomy that is being denied them.
* If controlling approaches work, why do they have to be used throughout the school years?

Glasser (in Porter):

* Behavioural disruptions occur because school work does not meet students’ needs in terms of what they are being asked to do and how teachers relate to them.
* Teacher-student status is democratic. Coercion is destructive. Students do absolute minimum of what they have been asked.
* Meet students’ need for power - pupil choice. Lead management not boss management. Negotiation of minimal rules with clear cause and effect relationship to behaviour. Emphasise high-quality work – “There is no power in doing something useless” (glasser 1998b, 34, cited in Power). Offer relevant curricula (change to learning streams for new KS3?).
* Teach choice theory to students. To give control over lives and skills to solve problems. Total behaviour (acting, thinking , feeling and a biological response). If you want to feel better, you need to act and think more effectively.
* Immediate intervention to solve problems – provide time out, resolve the problem, offer counselling.
* In order to promote feelings of power, you must expect and support responsible behaviour and high-quality work through relevant curriclum and leading rather than managing students. If students are disuprtive, solve the problem with the student (collaboratively) as soon as student is calm enough to contribute to the process. All must have faith in each other to make responsible decisions from management to teachers to pupils.
* Motivation: all individuals are motivated to meet their needs, therefore when not motivated, it is to do the particular task as it does not meet their needs rather than unmotivated in general.
* Motivation comprises (Cole&Chan,1994, DiCintio&Gee,1999, Glasser, 1998a and Jones &Jones 1998 in Porter):
* Expectation of success which required optimal degree of challenge
* Assessment of benefits that success will bring in temrs of fulfuilling personal needs.
* Extent to which environmental climate meets the physical, emotional and social needs.
* Limit competition as this creates tensions between students. – cooperative games rather than competitive.

can be difficult to communicate with students about their behaviour without resorting to controlling methods or imposing own solutions and to avoid responding in a way that allows students to make excuses for their behaviour (Edwards 1997).

The National Curriculum at level 3, therefore, does not include any formal reasoning but aims to introduce concepts to children at an age when they can cope with them. However, this does not challenge the brightest pupils in the class.

Rogers suggests DT should be linked to the behaviour that lead to DT but here, monotonous tasks are given.

|  |  |
| --- | --- |
| **Strengths** | **Weaknesses** |
| Practical recommendations | Authoritarian |
|  | Some recorded negative effects on students |
|  | Not based on pedagogical theory. |
|  | Rewards can detract from own natural motivation – i.e. will only behave when rewards are evident but not inherently be good. |

Section 2

* Determine with justifications which is the most effective approach
* State preferred approach

# Section 3

* State choice of pupil group: SEN
* Give examples of how the chosen approach can promote effective learning for this group based on examples seen. School inclusion policy.
* Justify choice through these examples

# Section 4

* Define the principle elements of the school behavioural policy
* Define and outline the areas of the policy I intend to focus on
  + Reference key QTS
  + Define priorities
* Justify choices made
* Outline a strategy for implementation.
  + Including weekly slots and mentor targets
  + Record and evaluate events.
  + Observation – Of skilled teachers vs. not so skilled using ABC (antecedent, bevhaiour, consequence) (Burnard, 2005). Of individual children seeing how different teachers deal with their behaviour and how child reacts in different settings i.e. group work, pair work, whole class work (shadow an SEN pupil for a day).
  + Task analysis of inappropriate behaviour – break it down and then reconstruct ‘correct behaviour’ so child understands it and has control. Focuses on individual child’s needs (Burnard, 2005).
  + Set targets – helps pupils feel you are concerned and belong. Be specific. (Burnard, 2005 and Rogers).
  + Plan in behaviour management into lessons. How will I react if the class does not settle down? (Rogers and Canter both suggest this).
  + Build in strategies to address needs of all learners (link to psychology) so that their needs are met (as suggested in choice theory).

# Conclusion

* Summary

For the purpose of this assignment, I have interpreted ‘effective classroom and behaviour management’ to mean using appropriate routines, rules and responsibilities within the classroom to facilitate effective teaching and learning. The physical classroom environment also plays a part in classroom management but will not be focussed on in great detail here. We are aiming to create a calm, focused environment in which pupils feel safe and where learning can take place.