

Behaviour Management: Resource for Activity 3 - Case Studies

Behaviour Management

Tim

Tim found the constant calling out for his attention very stressful. He felt that the tasks were at the right level but if they were using a new piece of software they had got into the habit of just calling out their questions, to the extent that several pupils were calling out at one time.

Judy

Judy always found the start of a lesson with her Year 10 group very difficult. They were all computer literate and always seemed anxious to start work which she was pleased about. They would come into the classroom, sit straight at the computers and log on. However, she then found it difficult to get their attention and several were not working on the current project but looking at email and playing games.

Greg

Greg was constantly having to re-adjust the screen settings on the monitor where pupils “fiddling” with the buttons had distorted the image.

Tim, Judy and Greg adopted the following strategies to improve their situations

Tim

1. Tim started insisting the pupils should look at all the menus before asking. He refused to answer a request unless they could tell him at least one option under one of the menus.
2. He issued each pupil with a red piece of card to “bluetac” to the top of the computer if they had a query. It didn’t reduce the questions considerably but made for a quieter calmer environment.

Judy - Class to line up outside the computer room and to come in in her time and not theirs. She created a routine where the first activity of the lesson was to sum up the previous lesson and define this lesson. She achieved this by insisting pupils physically moved their chairs away from the computers for this discussion. One of the rooms she worked in had a central table for written work. When she had time she moved the chairs herself placing them around the table before the pupils came in.

Greg – He taped notices about the school’s policy on printing on the monitor to cover the buttons. This did not solve the problem of deliberate mischievous tampering, but it reduced the problem considerably because although many pupils would be aware that the buttons existed under the notice, they were less likely to be tempted to “fiddle” when waiting for attention.

The following discussion points aim to develop trainees' awareness of

Q19 Know how to make effective personalised provision for those they teach, including those for whom English is an additional language or who have special educational needs or disabilities, and how to take practical account of diversity and promote equality and inclusion in their teaching.

Q26 (b) Assess the learning needs of those they teach in order to set challenging learning objectives.

Q30 Establish a purposeful and safe learning environment conducive to learning and identify opportunities for learners to learn in out-of-school contexts.

Q31 Establish a clear framework for classroom discipline to manage learners' behaviour constructively and promote their self-control and independence.

- Would the above strategies be successful across all age groups and abilities?
- What evidence is there in each of the three case studies which suggests that the pupils may have been finding the tasks too challenging or not challenging enough?
- Suggest, justifying your suggestion, which of the three strategies provides the greatest opportunity for differentiation
- To what extent does the solution to Judy's case study simply reflect good classroom practice?
- Explain how Tim's solution had the potential to promote self-control and independence in pupils.