

ECT Induction - Agenda

Start	End	Session Title
		1: The Teach First Early Career Framework Programme (45 mins)
		2: Developing your expertise (60 min)
		<i>Break (15 mins)</i>
		3: An introduction to instructional coaching (90 min)
		<i>Lunch (40 mins)</i>
		4: Using praise and consequences effectively (80 min)
		<i>Break (10 mins)</i>
		5: Your wellbeing (30 min)

Module 1, seminar 1:

Using praise and
consequences
effectively



Induction objectives

By the end of the day, you will:

- understand the Early Career Framework (ECF) and the Teach First ECF programme, how they will support your development as well as the roles and responsibilities of key people on the programme
- understand how teachers develop their expertise and reflect on how you can make the most of the next two years
- understand what instructional coaching and the feedback model are, know how to best engage with the feedback model and practise the use of deliberate practice
- **be able to use self-awareness strategies to regulate your own emotions and behaviours in the classroom and understand how to use consequences, acknowledgment and precise praise effectively to create a positive learning environment**
- understand the importance of teacher wellbeing and the significance of the threat, drive, and recovery systems in maintaining good wellbeing as well as committing to a specific personal action plan aimed at improving your wellbeing

Related ECF statements

Learn that...	Learn how to...
High Expectations (Standard 1 – Set high expectations)	
<p>1.2 Teachers are key role models, who can influence the attitudes, values and behaviours of their pupils.</p> <p>1.5 A culture of mutual trust and respect supports effective relationships.</p>	<p>Demonstrate consistently high behavioural expectations, by:</p> <p>1e creating a culture of respect and trust in the classroom that supports all pupils to succeed (e.g. by modelling the types of courteous behaviour expected of pupils).</p> <p>1h acknowledging and praising pupil effort and emphasising progress being made.</p>
Managing Behaviour (Standard 7 – Manage behaviour effectively)	
<p>7.2 A predictable and secure environment benefits all pupils, but is particularly valuable for pupils with special educational needs.</p> <p>7.3 The ability to self-regulate one’s emotions affects pupils’ ability to learn, success in school and future lives.</p>	<p>Develop a positive, predictable and safe environment for pupils, by:</p> <p>7f Using early and least-intrusive interventions as an initial response to low level disruption</p> <p>Build trusting relationships, by:</p> <p>7i responding consistently to pupil behaviour.</p>

The ideal classroom environment

1) What is the **vision** for classroom culture in your school?

2) What behaviours might you see in a trusting and respectful classroom, from both teachers and pupils?

3) In this vision, to what extent does the teacher use authority to exert power or control?

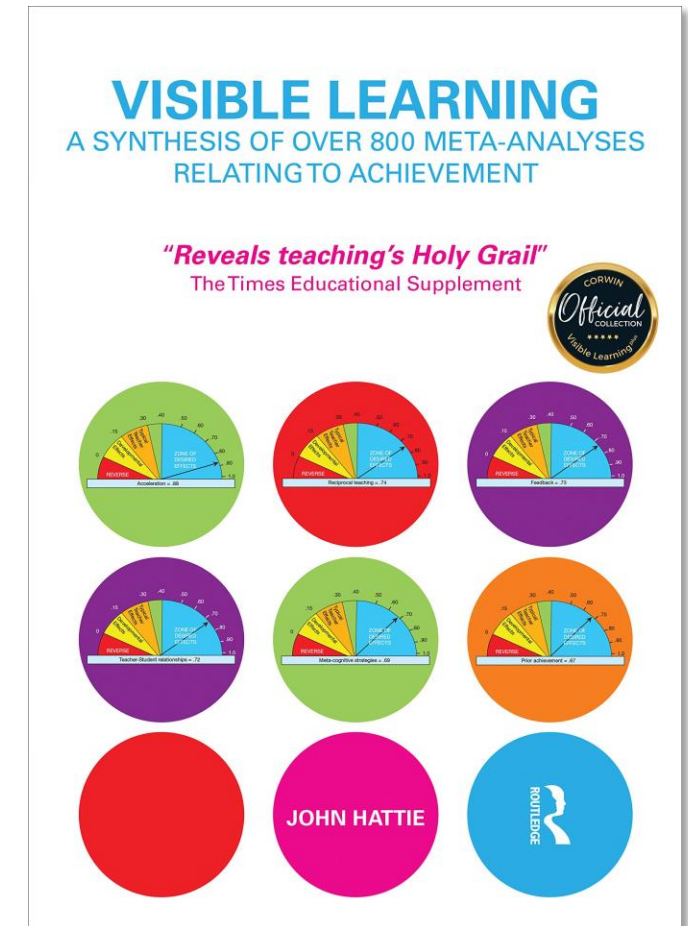


Discuss: Please share your ideas.

The impact of emotional self-regulation

Findings from “Visible learning. A synthesis of over 800 meta-analyses relating to achievement” (Hattie, 2009):

- Effective classroom management leads to heightened engagement and increased pupil achievement.
- A key aspect of effective classroom management is the **emotional objectivity** of the teacher.



“You make the weather”



00:00 to 02:20



Reflect: Write your reflections down in your workbook.

Reflect on...

1. The relationship between daily events and emotions.
2. The relationship between emotions and behaviours.
3. The relationship between the behaviours of one individual and the emotions of others.

**“As professionals we need to be
*aware of, but put to one side, our
own emotions.*”**

Bea Stevenson

Scenarios



Reflect and discuss: Read your given scenario and the accompanying questions in your workbook. Write your reflections down then discuss your reflections with your colleagues.

1

1. How does reading this make you feel? Why?
2. Where can you empathise with John?
3. Where can you empathise with Hattie?
4. How did emotions drive this situation?
5. What key actions from John cause this situation to escalate?
6. How might John have acted differently?
7. How could have John managed his emotions better?

John, an MFL teacher, is concerned by the results from a recent class test. He is thinking about what his Head of Department will say. Hattie, who is regularly late to lessons, and her friend are laughing when they arrive 2 minutes late to the lesson.

John: "Hattie, I'm not sure why you're laughing when you're late to my lesson!"

Hattie (Rolling her eyes): "What? Am I not allowed to laugh? We got let out of computing late and it's fair!"

John: "Hattie, I don't like your tone. That's your warning now be quiet and go sit down. And never roll your eyes at me again."

Hattie: "That's not fair! I only answered your question so why have I got a warning? I told you we were let out late!"

John: "Don't answer back Hattie, that's a detention now."

Hattie swears at John, then leaves. John calls her back but Hattie swears again and keeps walking.

2

1. How does reading this make you feel? Why?
2. Can you empathise with Alex?
3. Can you empathise with Jason?
4. How did emotions drive this situation?
5. What key actions from Alex cause this situation to escalate?
6. How might Alex have acted differently?
7. How could Alex have managed his emotions better?

Jason, who is regularly disengaged, is sitting and staring out the window during Independent work. Alex (the teacher) spent several hours the previous night preparing the work.

Alex: "Jason, get on with your work."

Jason: "What?! I am working!"

Alex: "No you're staring outside and don't talk to me like that!"

Jason: "Well if you're going to speak to me like that then I'll speak to you like that!"

Alex: "That's a warning, Jason. Now get on with your work."

Jason: "I can't. I gave my pen to Sarah last lesson, and she never gave it back."

Alex: "That's a poor excuse Jason. And it means that you don't have the correct equipment so that's detention."

Jason storms out of the class saying that he hates school and that it's not fair.

3

1. How does reading this make you feel? Why?
2. Can you empathise with Abby?
3. Can you empathise with Sabba?
4. How did emotions drive this situation?
5. What key actions from Abby cause this situation to escalate?
6. How might Abby have acted differently?
7. How could Abby have managed her emotions better?

It's the last week of Autumn Term 2 and Abby is asking her class some retrieval questions in preparation for their end of term assessment.

Abby asks Sabba a question that she knows will be on the assessment. Sabba gives the wrong answer.

Abby: "Sabba we've done this so many times! How do you not know this yet?!"

Another pupil sniggers under their breath.

Sabba, who always tries her best, starts to cry.

4

1. How does reading this make you feel? Why?
2. Can you empathise with the Penny?
3. Can you empathise with Hezekiah?
4. How did emotions drive this situation?
5. What key actions from Penny cause this situation to escalate?
6. How might Penny have acted differently?
7. How could Penny have managed her emotions better?

Penny visited her ill father the previous night and was anxious all day yesterday. Tired this morning she has come in early to set up a practical science lesson for her Year 1 class.

Hezekiah is not paying attention and he breaks a thermometer.

Penny: "For goodness' sake Hezekiah! Go sit on the carpet!"

Hezekiah: "But it was an accident."

Penny: "It doesn't matter if it was an accident! It wouldn't have happened if you had been paying attention, would it!"

Hezekiah sulks and refuses to go to the carpet.

Penny: "That will cost you 10 minutes of your golden time, Hezekiah!"

Hezekiah: "That's not fair!"

Hezekiah kicks a chair.

Reflecting on your own practice

Can you think of a time when:

1. Your own behaviour in the classroom has been driven by your emotions?
2. A pupil's behaviour was driven by your behaviour, which in turn was driven by how you were feeling?
3. Your behaviour was driven by a pupil's behaviour, which in turn was a driver for that pupil's subsequent behaviour?
4. How could you have acted differently?



Reflect: Write your reflections down in your workbook.

Your self-awareness

Checking in with your emotions:

1. When can you “check-in” with your emotions?
2. How could you build this into your daily routine?
3. What signs might you look for to help you recognise your emotions?



Reflect: Write your reflections down in your workbook.

Success criteria: Consequences

- Quick and quiet
- Incremental and proportional
- Consistent
- Depersonalised

Best practice example:

T

Spoken privately before the pupil enters the class: “Hattie, you are 2 minutes late for the second time this week. It’s important to be on time. As you’ve already had a warning, you’ll need to make the 2 minutes up at break.”

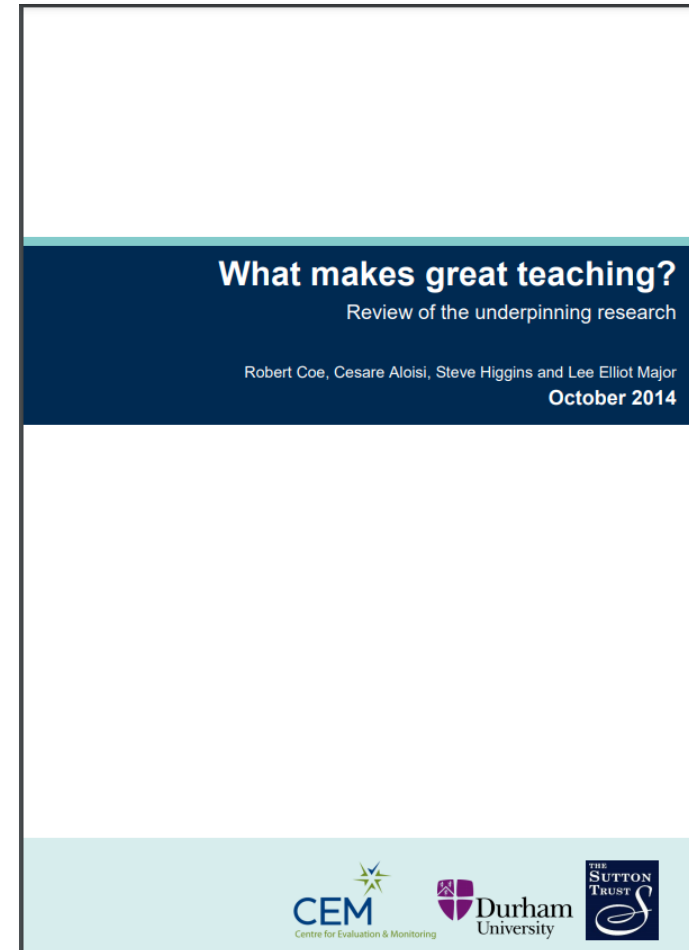
Non-example:

Spoken publicly in front of the class: “Hattie you are always late! This is unacceptable. You will need to make this time up in detention!”

The impact of praise and acknowledgement

Findings from “What makes great teaching?” (Coe *et al*, 2014):

- The wrong kinds of praise can be very harmful to learning.
- Praise for successful performance on an easy task can lower a pupil’s confidence in their own ability.



The impact of praise and acknowledgement

Findings from “The Power of Feedback” (Hattie & Timperley, 2007):

- Praise that directs attention to the self (*e.g.* “*Well done, you must be smart*”) has **low information value** to achievement and learning.
- This praise is rarely effective in enhancing learning.
- It can cause pupils to **avoid the risks** involved in tackling challenging assignments and **minimise effort** to minimise the risk to their perception of self.
- However, praise that is directed to pupil **effort, engagement, or processes** relating to the task and its performance, can assist in enhancing pupil self-efficacy.

Acknowledgement and praise

“Thank you for...”

Acknowledgement:

Simple *affirmation* of a child's behaviour or actions.

Praise:

Complimenting the child's self, behaviour or actions beyond the level of simple affirmation.

Success criteria: Precise praise

- Contingent on academic progress or success.
- Genuine and infrequent.
- Specifically describes the achievement, and/or pupil behaviour that led to it.



Reflect: Write down your reflections.

Best practice example:

T

“Good work Logan! I like how you’ve presented your calculations with a blank line between each step you took. I can see the exact moment you spotted your initial error and corrected it yourself.”

Non-example:

“Wow! Well done Logan for getting the right answer. You’re a natural!”

Non-example:

“Wow! Well done Logan for arriving on time. You’re so punctual!”

Success criteria: Acknowledgement

- Contingent on meeting a standard expectation.
- Specifically describes the expectation met.
- Often includes a “Thank you for...”



Reflect: Write down your reflections.

Best practice example:

“Thank you for sitting up straight, Clara. I can tell you’re ready to learn!”

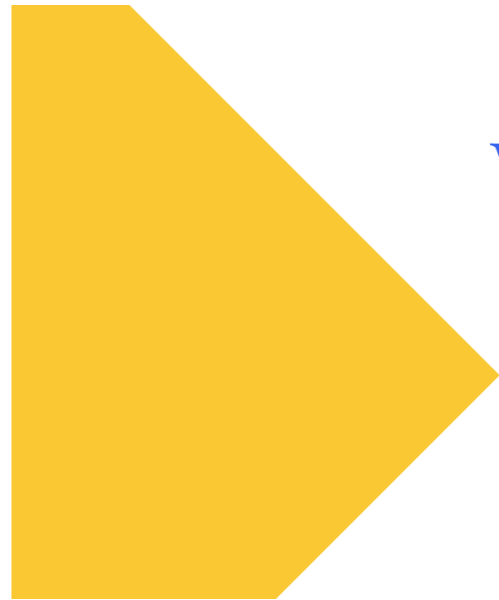
Non-example:

“Well done for sitting so nicely! You’re so polite, Clara!”

Best practice example:

“Thank you all for entering the room so calmly and getting on with the Do Now. It really makes a difference to our learning!”

Acknowledgement or praise?



Video



Reflect: Write your reflections down in your workbook.

Consider...

1. Is the teacher acknowledging, praising, or both?
2. What makes the praise effective in this video?
3. What makes the acknowledgement effective in this video?
4. How does the teacher use body language and physical actions to support?

Acknowledgement or praise?

Acknowledgement or praise?

Read each scenario and decide whether you would use acknowledgment, praise or both.

Discuss: Write down exactly what you would say in your workbook.

Scenario 2: Jeramiah has remembered to put his hand up to ask a question instead of calling out like he often does.

Scenario 3: During a P.E. hockey lesson, Mina manages to dribble a hockey ball between a line of cones without using the back of her stick.

Scenario 4: During a computing lesson on cryptology, James manages to decipher a complex code using the strategy he was taught.

Acknowledgement or praise?

Read each scenario and decide whether you would use acknowledgment, praise or both.

Discuss: Write down exactly what you would say in your workbook.

Scenario 5: Dylan has been late for the last three of your lessons. Today he arrives to class on time.

Scenario 6: While you are looking back through some pupil books you notice that Hassan's graph drawing skills have improved significantly over the course of the term because in each subsequent graph he drew he acted on the feedback you gave him for his previous graph.

Scenario 7: When writing down an answer on her mini whiteboard during some whole class questioning, Bella resists the urge to show her answer before the whole class is asked to respond.

Acknowledgement or praise?

Read each scenario and decide whether you would use acknowledgment, praise or both.

Discuss: Write down exactly what you would say in your workbook.

Scenario 8: Lily repeatedly forgets to show her calculations and units when doing maths work. This time she remembers to include calculations.

Scenario 9: During a Spanish lesson Poppy uses the correct pronunciation third time trying. She is very pleased with herself.

Scenario 10: Ethan usually forgets to bring his reading book and reading record into school. Today, Ethan has both. He smiles as he shows you his reading record, which shows that he read his book at home last night.

Discuss: Read the scenarios and decide whether you would use acknowledgment, praise or both. Write down exactly what you would say in your Induction workbook.

Scenario 1:
 Whilst reading aloud during a geography lesson, a pupil who struggles with their reading uses punctuation to support with intonation and expression for the first time.

Summary

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“Good work Logan! I like how you’ve presented your calculations with a

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“Thank you for sitting up straight, Clara. I can tell you’re ready to learn!”

Non-example:

“Well done for sitting so nicely! You’re so polite, Clara!”

Best practice example:

“Thank you all for entering the room so calmly and getting on with the Do Now. It really makes a difference to our learning!”



Thank you.

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References

Hattie, J. (2009) *Visible learning: a synthesis of over 800 meta-analyses relating to achievement*. London: Routledge.

Hattie, J., & Timperley, H. (2007) The Power of Feedback. *Review of Educational Research*, 77(1), 81–112.

Robert, C., Cesare, A., Higgins, S., & Elliot Major, L. (2014). *What makes great teaching? Review of the underpinning research*. <https://www.suttontrust.com/wp-content/uploads/2014/10/What-Makes-Great-Teaching-REPORT.pdf>