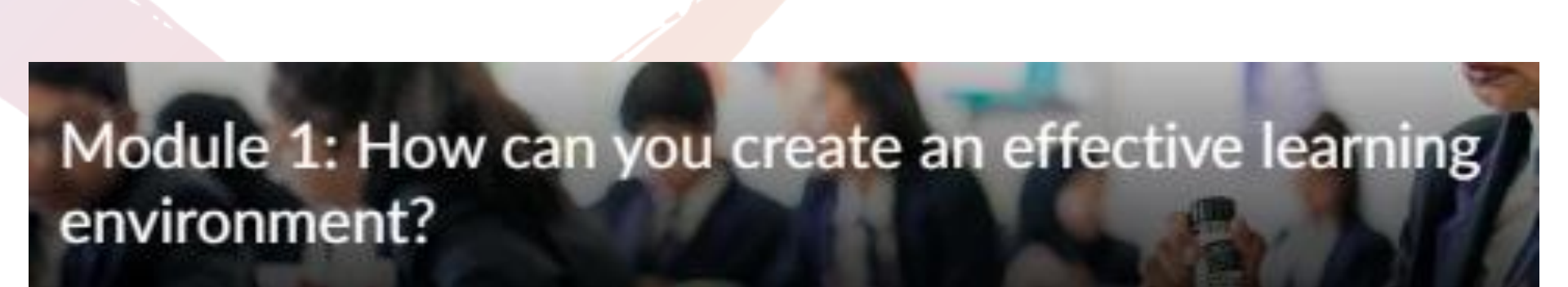




**AVIER**

TEACHING  
SCHOOL  
HUB

# **Module 1: How can you create an effective learning environment?**



# Module 1: How can you create an effective learning environment?

## BRIGHTSPACE

- Establishing effective **routines** (50 mins)
- Developing **motivation** through a supportive environment (70 mins)
- Addressing low-level **behaviour** (40 mins)
- Addressing persistent and challenging **behaviour** (50 mins)
- Holding high **expectations** and maintaining engagement (50 mins)

## SEMINARS

- Using **praise and consequences** effectively
- Holding high academic **expectations** of all pupils

# You make the weather ...





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

Bea Stevenson

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 a long way to walk!

**John:** Hattie, I don't like your tone. That's your warning! Now, be quiet and go and 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.***

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.***

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.***



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.***

***Hassan is not paying attention and he breaks a thermometer.***

**Penny:** For goodness sake Hassan! Go and sit on the carpet!

**Hassan:** 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?

***Hassan sulks and refuses to go to the carpet.***

**Penny:** That will cost you 10 minutes of your golden time, Hassan!

**Hassan:** That's not fair!

***Hassan 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?

# Establishing effective routines

## Routines

- reduce distractions and make the classroom predictable and safe
- reduce the likelihood of misbehaviour
- are particularly vital for pupils with SEND

**Greet at  
the door**

**Settling  
task**

**Getting  
their  
attention**

**Managing  
transitions**

**Exit  
routine**

# Developing motivation through a supportive environment

- Extrinsic vs intrinsic



# Praise and acknowledgement

- **Acknowledgement** is when you recognise or thank a pupil for meeting your expectations. You may use acknowledgement when a pupil follows your instructions or carries out the routines you have set to the standard that you expect. For example, “Thanks Suzy for lining up silently”, or, “I can see 80% of us are ready to start”.
- This is different from **praising** a pupil for following your expectations – for example, “Well done to Suzy for lining up silently – that’s fantastic”.

# Acknowledgement and praise



## **Acknowledgement:**

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

“Thank you for...”

## **Praise:**

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

# Precise praise

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

## **Best practice example:**

“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!”

# Acknowledgement

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

## **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

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?



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

## **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.

## **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.

## **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.

# Addressing low-level, and persistent and challenging behaviour




# Holding high expectations of all pupils



# Creating an environment where it is safe to make mistakes

- Know what constitutes a good or complete answer.
- Don't accept less.
- Respond using language that values pupil input, normalises error, and praises risk-taking.
- Encourage pupils to share their errors.



**Reflect:** Think of a recent time where a pupil made a mistake. How did you respond and what was the impact on the pupil?

# What it looks like in practice

- Know what constitutes a good or complete answer.
- Don't accept less.
- Respond using language that values pupil input, normalises error, and praises risk-taking.
- Encourage pupils to share their errors.

## Best practice example:

**T**

“Don't worry, that's a really common mistake and it's really easy to make. Let's spend some time looking at it!”.

## Best practice example:

“Thanks for offering your thoughts, Jason! You're nearly there. Try again but consider...”.

## Best practice example:

“Is anyone feeling brave enough to share a mistake that they made with the class so that maybe others don't make the same mistake?”

## Non-example:

“Yep, that's pretty much it”.

*Proceeds to give the full answer.*



# How would you respond?



## Reflect and discuss:

Read each scenario.

Discuss and decide how you would respond in each scenario to maintain high academic expectations while valuing their inputs.

T

### Scenario 1:

Mohammed is very shy and lacks confidence speaking in class. He gives an answer which is partially correct.

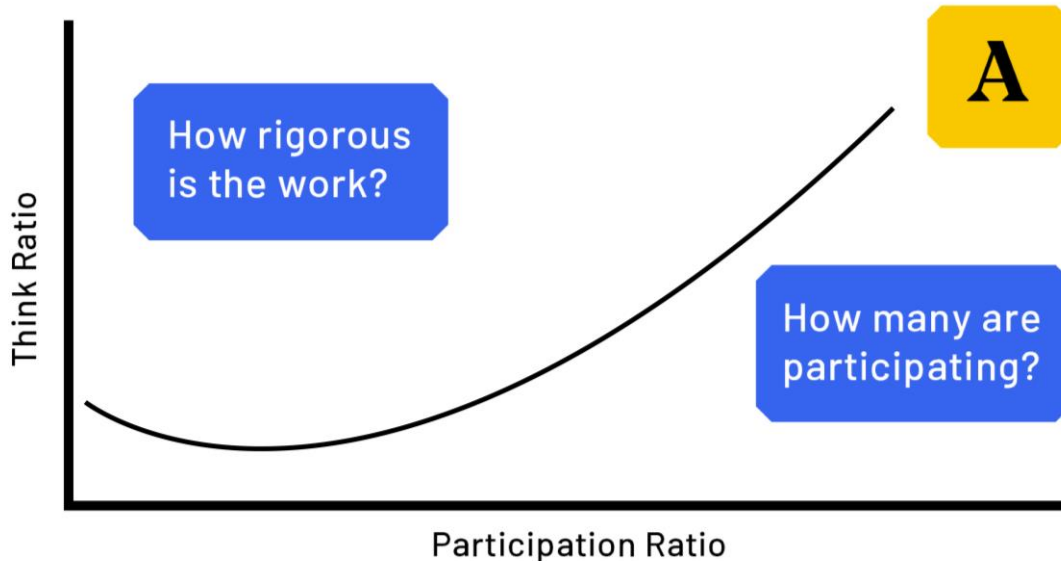
### Scenario 2:

Chloe is outgoing with her peers but lacks confidence academically. She very enthusiastically gives an answer, which has fundamental errors in it.

### Scenario 3:

Alexa is an academically strong and confident pupil. She gives an answer which contains a common misconception.

# Building think and participation ratio



## Consider:

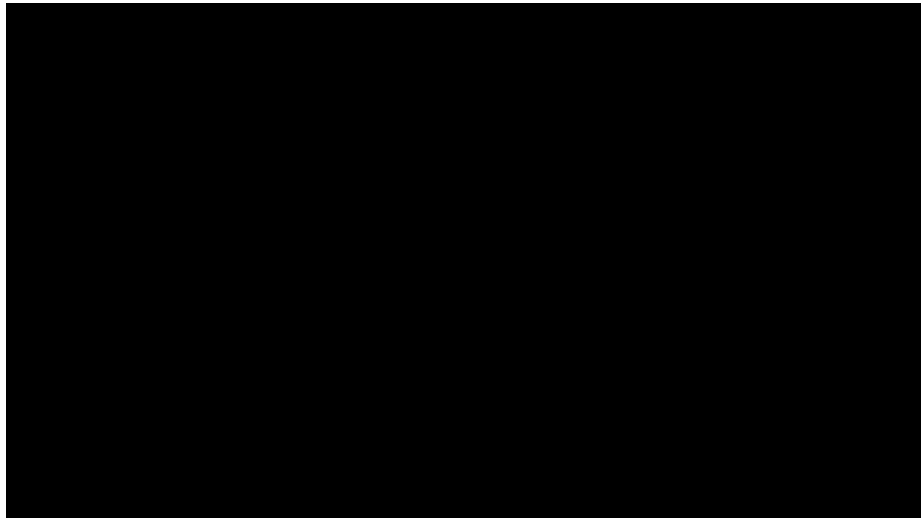
- What does think and participation ratio currently look like in your classroom?
- How do you ensure **all** pupils are thinking and participating within lessons?

# Building ratio through questioning

Common strategies to build think and participation ratio through **questioning** include:

- Many, quality questions
- Question first
- Appropriate wait time
- Follow up and prompting
- Returning to the pupil

# What does it look like in practice?



## Reflect and discuss:

1. Which strategies are used to increase participation and think ratio?
2. What is the impact on the pupils and the classroom environment?
3. What does this look in your own practice? What are you doing well and what could you improve on?

Many quality questions

Question first

Wait time

Follow up & prompting

Returning to the pupil

# Using questioning to build **T** ratio

How are the shapes the same?  
How are the shapes different?



## Consider:

How could this questioning be more effective in:

- building participation ratio?
- building think ratio?

## Scenario A:

T: Ramona, how are these shapes the same? How are they different? (*Waits*)

R: *No response.*

T: Have a think and I'll come back to you. James? (*Waits*)

J: They both have acute angles.

T: Brilliant, well done anyone else? Arfaan? (*Waits*)

A: They both have straight edges.

T: Great, and how are they different, Ramona? (*Waits*)

R: *No response.*

# Using questioning to build ratio

T

How are the shapes the same?  
How are the shapes different?



## Consider:

How is this questioning effective in:

- building participation ratio?
- building think ratio?

## Scenario B:

T: *Poses original question.. (Waits)* Ramona?

R: *No response.*

T: How are they similar? What do they both have?

R: *They both have corners.*

T: Brilliant, thank you. Can anyone build on this using mathematical language? *(Waits)* James?

J: *They both have acute angles.*

T: Great, and how are they different?  
*(Waits)* Arfaan?

A: *One has obtuse angles, and one doesn't.*

T: Can you be more specific: which one has obtuse angles. "The equilateral triangle..."

A: *The equilateral triangle only has acute angles, but the parallelogram has acute and obtuse angles.*

T: So, in summary, how are these shapes the same? How are they different? *(Waits)* Ramona?

R: *The equilateral triangle has acute angles, but the parallelogram has acute and obtuse angles.*

# Your takeaway

