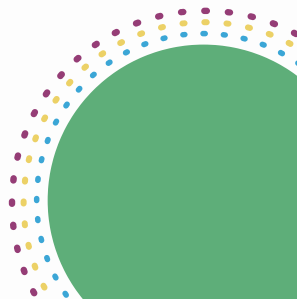


POSITIVE FRAMING

“— This is a technique for establishing and maintaining high expectations using positive reinforcement, encouragement and affirmative language. Instead of negative moaning or challenges that might be interpreted as personal criticism or arbitrary and unjust, teachers frame corrective directions through a positive frame. This works as a one- off strategy or, better still, as a complete approach—”



ESTABLISH YOUR EXPECTATIONS

For positive framing to work, it is important to have gone through the process of establishing expectations first. Pupils need to know what the expectations are so that they can be re-affirmed through the framing technique.

Check and remind pupils of the school behavioural policy.

Make sure pupils know what you expect, and your instruction are clear. This might be the amount of work they produce, to how you want them to approach an activity.

FOLLOW US ON SOCIALS:



“
Teachers Standard 1.

*Set high expectations which
inspire, motivate and
challenge pupils*

”



AFFIRM POSITIVE RESPONSES FIRST

When dealing with a response to an instruction or running through a routine, give positive affirmation to students who meet the expectations before dealing with any who don't.

"So many excellent responses today. Well done everyone."

"Well done to x and x for sitting up straight, with nothing in their hands, ready to learn."

"Well done to this table; you're listening and ready to learn."

This reinforces the message about the behaviours you want at the same time as acknowledging those who have responded appropriately. It keeps things in perspective.

FOLLOW US ON SOCIALS:



“

Teachers Standard 2.

*Promote good progress and
outcomes by pupils*

”



FRAME CORRECTION AS POSITIVE REINFORCEMENT

When pupils do not meet your expectations, frame your response by reasserting what you want, not describing their behaviour.

Instead of “Peter and Maura, stop talking and turn around”
“Peter and Maura, I would like you both looking this way and listening. Thanks.”

Instead of “Michelle, you’re not ready again and it is unacceptable to be this disorganised.” “Michelle, I need you to have all your equipment with you before we start the lesson. Thank you.”

Nearly all corrective statements can be framed positively.

FOLLOW US ON SOCIALS:



“

Teachers Standard 7.

*Manage behaviour effectively
to ensure a good and safe
learning environment*

”



GIVE THE BENEFIT OF THE DOUBT

➤ Instead of engaging with accusations and denials, assume off-task best intentions and emphasise what you want to happen.

Teacher: "Louise, I need you focused on the task now. Thank you."

Louise: "But I wasn't talking or disturbing anyone. It was him!"

➤ Teacher: "Ok, maybe you weren't but I need you to focused and working hard now. Thank you."

➤ This can apply to talking or any off-task behaviour. Bill Rogers calls this, 'partial agreement.' "Maybe that is true but..."

FOLLOW US ON SOCIALS:



“

Teachers Standard 7.

*Manage behaviour effectively
to ensure a good and safe
learning environment*

”



ASSUME CONFUSION OVER DEFIANCE

➤ Another form of positive framing is to feign confusion instead of issuing a challenge.

➤ "I wonder if this group did not quite hear my instructions?"
"There seems to be some confusion about our expectations here- can we just check we've understood the routine?"

➤ This is transparent to all concerned, but it keeps the corrective language light, friendly and non-confrontational but also firm and definite about what is expected.

FOLLOW US ON SOCIALS:



“

Teachers Standard 2.

*Set high expectations which
inspire, motivate and
challenge pupils*

”

