Level 3 Award in Education and Training

Aims of the session

- Recap the teaching cycle
- Identify barriers to learning students
- Identify what makes a safe and supportive environment
- Suggest some behaviour policies
- Define intrinsic and extrinsic motivation

Teaching cycle

What is bad behaviour?

Any behaviour that disrupts the learning environment; outside of the social norms/policies of the organisation
Lack of punctuality
Failure to complete work
Disruptive/disrespectful
Going off topic
Being rude
Going against the ground rules
Abusive to others (teacher or students)
Snide comments
Drugs/alcohol/crime

Barriers to learning

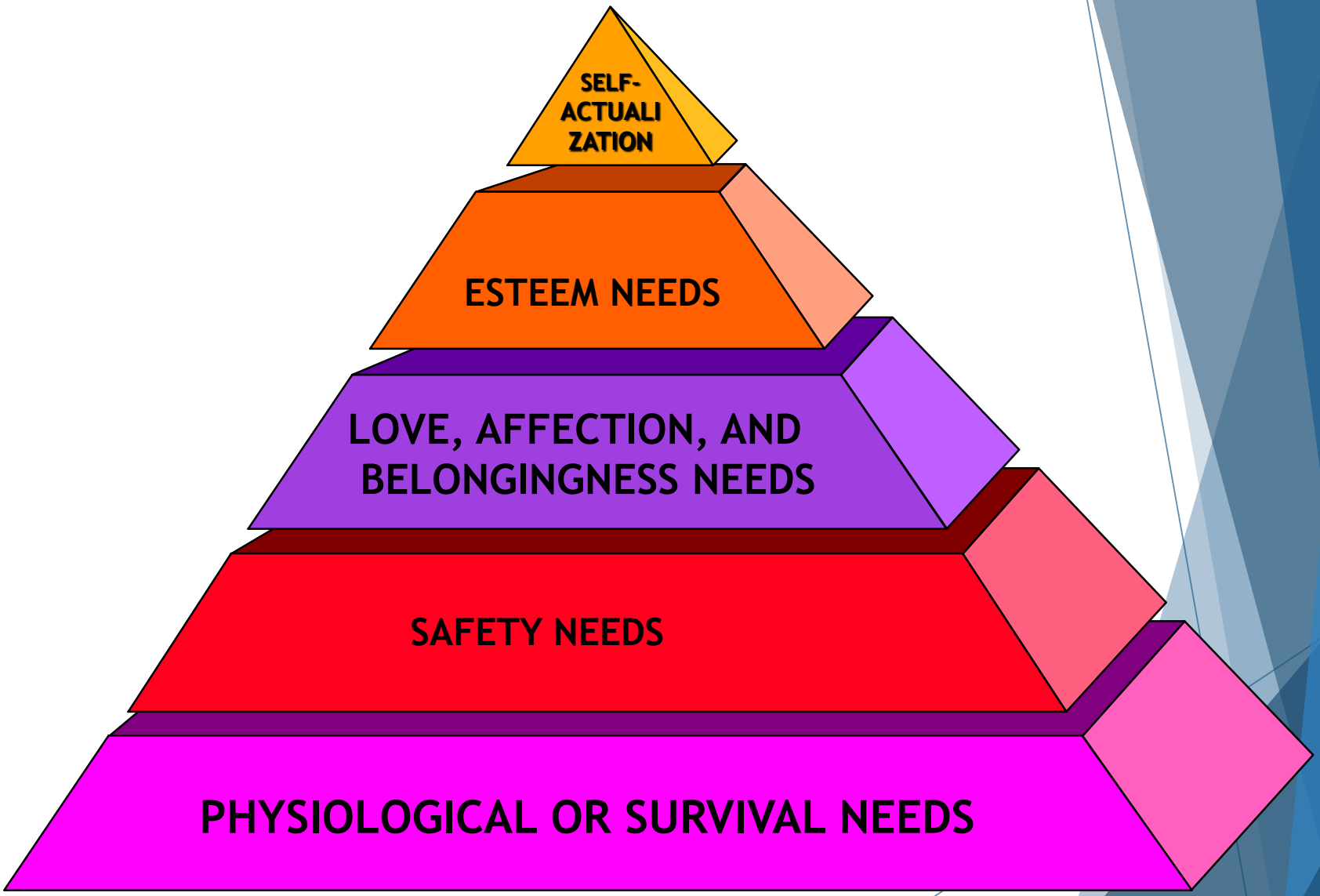
Student A and Student B

Safe and supportive environment

Maslow first introduced his concept of a ‘hierarchy of needs’ in 1943.

This hierarchy suggests that people are motivated to fulfil basic needs before moving on to other, more advanced needs.

http://psychology.about.com/od/theoriesofpersonality/a/hierarchyneeds.htm


SELF-ACTUALIZATION
ESTEEM NEEDS
LOVE, AFFECTION, AND BELONGINGNESS NEEDS
SAFETY NEEDS
PHYSIOLOGICAL OR SURVIVAL NEEDS

How can we meet Maslow's ideas

Physiological etc: warmth - refer to financial aid, food banks etc, environmental etc, medical needs - diabetes etc, refer to counselling/mentoring etc, show an interest - direct where to go for these things, transport

Safety; housekeeping, risk assessment, legislation, e.g. science labs, assess students' ability to use 'dangerous' equipment, safeguarding, access to resources e.g bullying, environment,

Love and belonging; remembering their names, make students feel special, remember personal detail, e.g needs, accounting for these, praise, motivations, small group work - getting to know each other,

Self esteem; praise progress, positive reinforcement, encourage participation where appropriate, giving responsibilities, assessment design - don't make all do presentations etc if not confident

How can I prevent disruptive behaviour?

- lesson planning – having a clear theme, aims, targets, variety, good seating arrangements, appropriate materials
- keeping attention – using eye contact and body language, responding to feedback and inattention
- pace – engaging students through a prompt start, keeping them on task and allowing time to conclude
- motivation – through questioning, encouraging opinions and valuing them, involving all students
- confidence – asserting control through voice quality and body language
- reducing unwanted behaviour – by not rewarding attention seeking, avoiding emotional outbursts, rewarding students for getting on with their work
- clear instructions – for whole groups and individuals using manners ('please' and 'thank you') and a polite but non apologetic delivery
- reprimands – only when necessary, and kept clear and brief
- consequences – a pre-negotiated or directed set of logical consequences which are planned responses to disruptive behaviour

What might some of your behaviour policies be?

Read through the case studies and suggest where you can refer the learners.

List of referral points

Internal:
Tutor
Safeguarding officer
Learner mentors/welfare
Student finance
College nurse
Nursery (for child care!)
Counsellor

External:
CAMHS (mental health)
GP
Drugs Advisory - Catch 22
Sexual health clinic
Citizens advice
Library
Housing - You Trust

Homework

How can I keep learners safe in my lessons?

How can I support my learners?