TRAINING SESSION OUTLINES
Block 1: Establishing a positive climate for learning

Overview

- The ECF statements covered by the training sessions in this Block are shown in the table.
- These sessions are complemented by and draw on the self-directed study materials and mentor sessions.

In these training sessions, ECTs will:

Learn how to
Demonstrate consistently high behavioural expectations, by:
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).
1f Teaching and rigorously maintaining clear behavioural expectations (e.g. for contributions, volume level and concentration)
1g Applying rules, sanctions and rewards in line with school policy, escalating behaviour incidents as appropriate
Develop a positive, predictable and safe environment for pupils, by:
7a Establishing a supportive and inclusive environment with a predictable system of reward and sanction in the classroom
7c Giving manageable, specific and sequential instructions
7f Using early and least-intrusive interventions as an initial response to low level disruption
Establish effective routines and expectations, by:
7j Reinforcing routines (e.g. by articulating the link between time on task and success)
Build trusting relationships, by:
7l Responding consistently to pupil behaviour

Session summary

The training sessions for this Block are:

Session	Content	Duration	ECF statements covered
1.1	Setting clear expectations	30 minutes	1f, 7c, 7d, 7j
1.2	Early and least-intrusive interventions	90 minutes	1e, 1g, 7f, 7l
1.3	Least-intrusive interventions and building relationships	1 hour	1e, 1f, 7a, 7f, 7l

Training session 1.1 Setting clear expectations

The intended outcomes of this session are for Early Career Teachers to:

Learn how to:

Demonstrate consistently high behavioural expectations, by:

- 1f Teaching and rigorously maintaining clear behavioural expectations (e.g. for contributions, volume level and concentration)

Develop a positive, predictable and safe environment for pupils, by:

- 7c Giving manageable, specific and sequential instructions

Establish effective routines and expectations, by:

- 7j Reinforcing routines (e.g. by articulating the link between time on task and success)

Duration	30 minutes
Suggested pre-session activity for ECTs	None
To prepare for this session, trainers should:	• Read the self-directed study material for Block 1

Activities	ECF statements	Suggested materials
Giving instructions (5 minutes) Welcome participants and explain that they are going to focus on the following three ECF statements: **Demonstrate consistently high behavioural expectations, by:** • 1f Teaching and rigorously maintaining clear behavioural expectations (e.g. for contributions, volume level and concentration) **Develop a positive, predictable and safe environment for pupils, by:** • 7c Giving manageable, specific and sequential instructions **Establish effective routines and expectations, by:** • 7j Reinforcing routines (e.g. by articulating the link between time on task and success) Think-pair-share activity: Ask the ECTs: **How do you keep pupil attention when you are giving instructions?** • 30 seconds on their own • One-minute share with a neighbour/group/online • Trainer takes feedback/share with wider group. Answers might include: • Giving the rationale behind the instructions • Using tone • Adapting body language • Checking for understanding. Explain that today's session will be looking at strategies to keep pupils engaged while you are giving instructions. It will be looking at how to set clear expectations and hold pupils to account for any listening they are asked to do.	1f	

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Holding pupils to account (10 minutes)	1f, 7c, 7j	
Ask the ECTs to discuss the following statement on their tables and take feedback: **It is important that we give pupils an 'agenda for listening'. That is, we hold pupils to account to ensure that they listen to us when we need them to.** Go through the following ways we can set an agenda for listening for our pupils: • Setting clear rules and expectations • At the very beginning, tell pupils what they will be doing when you finish talking so they can make the link themselves • Tell pupils why what you are telling them is important • Tell pupils what they need to listen for. Ask ECTs to discuss: • How often do you use these strategies? • Which do you find useful? Share the following examples with the group: I am going to explain how I want you to complete this task. Once I have finished talking to you, you are going to have a go on your own. The way you move from the carpet and back to your chairs is important because if you move quietly and quickly, it shows me that you are ready to learn. The quicker you get back to your seat, the quicker we can move on with our learning. Ask the ECTs to discuss: • How is the teacher setting an agenda for listening for their pupils? • What impact might this have?		

Putting it into practice (10 minutes) Ask the ECTs to choose one of their routines. They need to script an agenda for listening for the routine instructions, how are they going to hold pupils to account and ensure they listen to the instructions they are given? ECTs should share these with each other and provide feedback. This can be done in breakout rooms if the session is a webinar.	1f, 7c, 7j	
Delivery (5 minutes) Ask the ECTs to annotate their script with instructions for how they will deliver it. They should consider: 1. Clarity • When will they pause for effect? • Pace – speak precisely/slower • Repeat key words. 2. Voice • Vary tone • Enthusiasm • Stress key words. 3. Body language • Eye contact • Where will they stand in the classroom? • Can you use gestures?	7c	

Training session 1.2 Early and least-intrusive interventions

The intended outcomes of this session are for Early Career Teachers to:

Learn how to:

Demonstrate consistently high behavioural expectations, by:

- 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)
- 1g Applying rules, sanctions and rewards in line with school policy, escalating behaviour incidents as appropriate

Develop a positive, predictable and safe environment for pupils, by:

- 7f Using early and least-intrusive interventions as an initial response to low level disruption

Build trusting relationships, by:

- 7l Responding consistently to pupil behaviour

Duration	90 minutes
Suggested pre-session activity for ECTs	None
To prepare for this session, trainers should:	• Read the self-directed study material for Block 1

Activities	ECF statements	Suggested materials
Least-intrusive interventions (15 minutes) Welcome participants and explain that they are going to focus on the following four ECF statements: **Demonstrate consistently high behavioural expectations, by:** • 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) • 1g Applying rules, sanctions and rewards in line with school policy, escalating behaviour incidents as appropriate **Develop a positive, predictable and safe environment for pupils, by:** • 7f Using early and least-intrusive interventions as an initial response to low level disruption. **Build trusting relationships, by:** • 7l Responding consistently to pupil behaviour Think-pair-share activity: Ask the ECTs: **Think about your class/a class you teach. What would you change about the behaviour of that class?** • ECTs think on their own for 30 seconds • ECTs share with a partner/table/online chat function • Trainer takes feedback – drawing in whether ideas are similar/different. Run through the following points: • It is likely that you are experiencing similar issues with behaviour, such as low-level disruption, as many others, even much more experienced teachers do. • Managing behaviour is an ongoing challenge for all teachers. • Even the most experienced teachers have to work at managing behaviour. • Developing a good climate for learning can help support behaviour. Explain that today's session will be looking at least-invasive techniques that can be used to correct behaviour and the link between using those and building positive relationships with pupils.		

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Intervention techniques (30 minutes)	1e, 1g, 7f, 7l	

ECTs might feel that sometimes when a lot of pupils are on task and only a small number are off task or distracted that it is better to let them carry on rather than wasting time by stopping the group. The purpose of this exercise is to allow them to see the benefit of ensuring they have 100% focus in the class. It is fine to stop the class to get them back on track but it would be even better if we can use our least-invasive techniques to correct behaviour and get everyone on track with minimal disruption.
 	
1. Read the scenario to the group. The trainer may want to read this aloud, have it printed for ECTs to go through on their tables or ask ECTs to read alone and then discuss in pairs.
 	
> You have given your class a task to complete and you have asked them to complete it in silence. Some pupils have got started and are working well, a few are half working but chatting quietly and a small number are totally off task.
 	
• What would you do?
 	
2. Explain to ECTs that:
    • You always want there to be 100% attention and focus from your class
    • It is important that you settle for nothing less
    • Stopping a class for a reset can be effective if used judiciously but we want to avoid constantly stopping and resetting
    • You want intervention to be fast and invisible – **this is what we are focusing on today.**
 	
3. Display the three least-invasive techniques and explain what they are if needed.
    • **Non-verbal** – non-verbal signals such as raising your hand when you want silence, putting your fingers to your lips when you want silence…
    • **Positive group reminder –** telling the class what they should be doing at that moment as a prompt to those pupils that need it. Such as "I need all eyes on the board".
    • **Anonymous reminder** – telling the class what they should be doing but noting that there are some pupils who are not complying. Such as "I need all eyes on the board…I need two more sets of eyes".		

4. In pairs/groups, ECTs should discuss/write down the reasons for using each one. These could include:
   a. **Non-verbal**
      - Fast and invisible correction
      - Addresses behaviour instantly
      - Doesn't disrupt the flow of learning
      - Doesn't disrupt the pace of the lesson.
   b. **Positive group reminder**
      - Verbal reminder to the class
      - Use to catch off-task behaviour early
      - Quick and positive
      - Corrects behaviours you see and those you don't
      - Use to describe what you want to see
      - Use few words as possible.
   c. **Anonymous group reminder**
      - Slightly more invasive than a positive group reminder
      - Makes it clear that not all pupils are complying
      - Still anonymous because you do not identify the pupils.

5. Ask the questions:
   - Why should we choose least-invasive interventions first?
   - How do these techniques support a positive learning environment?

Points may include:
- Supports positive relationships – pupils do not feel singled out or embarrassed
- Keeps climate positive
- Focuses on what you want to see rather than negatives
- Allows you to hold pupils to high expectations.

Putting it into practice (30 minutes)	7f, 7l	
Share the example instructions with the group. The trainer may want to model this to ECTs. Ok class I need to see everyone looking this way in 5, pens down in 4, 3, arms on the table, 2 and eyes on me. Explain that these are the instructions we are going to use for the next activity. Would they be clear to pupils? How? • Indicates visible compliance • Time frame for pupils • Specifically telling pupils what you want to see • Focuses on positive rather than negative • Concrete instructions. Look at the example scripts and have a go at practising with a partner or group: • Stand up if you are playing the teacher • Practise each one and provide feedback. • Swap over. **Example scripts** **Non-verbal:** Ok class I need to see everyone looking this way in 5, pens down in 4, 3, arms on the table, 2 and eyes on me 1 (scans the room and indicates pens down to pupils). Great. I can see I have 100%. **Positive group reminder:** Ok class I need to see everyone looking this way in 5, pens down in 4, 3, arms on the table, 2 and eyes on me. I need to see all eyes on me…that's it. **Anonymous group reminder:** Ok class I need to see everyone looking this way in 5, pens down in 4, 3, arms on the table, 2 and eyes on me. I need to see all eyes on me. I am waiting for two people…. great.		

Ask the ECTs to script a: • Non-verbal • Positive group reminder • Anonymous group reminder. Ask the ECTs to practise these in their pairs or groups and offer feedback. Each ECT should then revise their script if needed and re-practise. Give the ECTs the following scenario: Imagine you have just giving your class instructions for a task and you are looking around the room to see who is getting started. You end with 'pick up your pens and make a start'. Ask the ECTs to script the least-invasive correction they would give for the following scenarios: • One pupil is not getting started and is leaning back on their chair. • Five pupils are chatting and not getting started.		
Planning for action (15 minutes) Ask the ECTs to discuss with the person next to them one or two actions that they will take into their classroom following this session.		

Training session 1.3 Least-intrusive interventions and building relationships

The intended outcomes of this session are for Early Career Teachers to:

Learn how to:

Demonstrate consistently high behavioural expectations, by:
- 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)
- 1f Teaching and rigorously maintaining clear behavioural expectations (e.g. for contributions, volume level and concentration)

Develop a positive, predictable and safe environment for pupils, by:
- 7a Establishing a supportive and inclusive environment with a predictable system of reward and sanction in the classroom
- 7f Using early and least-intrusive interventions as an initial response to low level disruption

Build trusting relationships, by:
- 7l Responding consistently to pupil behaviour

Duration	One hour
Suggested pre-session activity for ECTs	None
To prepare for this session, trainers should:	• Read the self-directed study material for Block 1

Activities	ECF statements	Suggested materials
Correcting behaviour with least-intrusive interventions (5 minutes) Welcome participants and explain that they are going to focus on the following four ECF statements: **Demonstrate consistently high behavioural expectations, by:** 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) 1f Teaching and rigorously maintaining clear behavioural expectations (e.g. for contributions, volume level and concentration) **Develop a positive, predictable and safe environment for pupils, by:** 7a Establishing a supportive and inclusive environment with a predictable system of reward and sanction in the classroom 7f Using early and least-intrusive interventions as an initial response to low level disruption. **Build trusting relationships, by:** 7l Responding consistently to pupil behaviour Think-pair-share activity: 1. Think on their own for 30 seconds 2. Share with a partner/table/online group 3. Share with a wider group/facilitator takes feedback Give the group the following scenario: You have given pupils a task to complete a question in their exercise books. The majority of the class are on task and you are walking around checking their work and giving feedback. There are two pupils not on task and having a whispered conversation. Ask the ECTs: **What steps would you take to deal with this behaviour?** Answers might include: - Non-verbal reminder	7a, 7f	

• Positive group reminder • Anonymous individual reminder Ask the ECTs: **When should you escalate your behaviour intervention?** Answers might include: • When you have tried least-invasive techniques and the behaviour has not been corrected • When physical or emotional safety is being threatened • When school policy is being broken • When low-level disruption has escalated into a serious behaviour issue. Explain that today's session will be looking at escalating through the least-invasive techniques you can use to correct behaviour and the link between using those and building positive relationships with pupils. When possible, we should look to correct privately and quietly, even when we have to address individual pupils.		
## Private individual reminders (20 minutes) Explain that today's session will look at private individual reminders and lightning quick public reminders as escalation when other strategies have been unsuccessful. Recap what these are, starting with: **Private individual reminder** – in this case, you might set the class off on the task and discreetly approach a pupil who has not been complying to give a private reminder of the expectation. Look at the non-example below in pairs/groups and answer the question: **Why is this a bad example of a private individual reminder?** 	I need to see you putting in more effort and working harder. I don't want to see you looking around the room when I am talking. It is rude.
---| | I need to see you putting in more effort and working harder. Too vague – the pupil may not know what this looks like. I don't want to see you looking around the room when I am talking. Focusing on what the pupil should not be doing rather than what you want to see.		1e, 1f, 7a, 7f, 7l	

It is rude. Focusing on the negatives rather than the positive.		

Explain that it is important to be mindful when using private individual reminders as we want to get pupils back on track quickly and keep the interaction positive. When giving a private individual reminder, keep in mind:

- Emphasise the purpose
- Give a clear instruction
- Make sure the pupil knows what they should be doing.

Look at the example below in pairs/groups and answer the questions:

(Leans down to pupil's eye level)
Ralph, when I was giving instructions I did not see your eyes on me. It is important that when I am telling the class what to do, you are on task. When I asked you a question, you didn't know the answer. That tells me you need to work harder if you're going to be able to get the right answer. Eyes on me when I am giving instructions. Thank you

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- What does the teacher say that makes the private individual reminder effective?
- Is there anything the teacher does that makes the private individual reminder effective?
- How does the teacher model the courteous behaviour expected of pupils?
- How would this make the pupil feel?

Go through answers as a group. The trainer could take feedback from individual ECTs or ask groups to share their thoughts.

(Leans down to pupil's eye level) Gets to eye-level to ensure focus.
Ralph, addresses pupil by name.
When I was giving instructions, I did not see your eyes on me. It is important that when I am telling the class what to do, you are on task. When I asked you a question, you didn't know the answer. The reason the teacher is addressing this pupil is because they didn't know the answer, the teacher is demonstrating that they want the pupil to succeed academically rather than comply without meaning.
That tells me you need to work harder if you're going to be able to get the right answer. Eyes on me when I am giving instructions. Thank you. Explains what they want to see.

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Ask the group to have a look at another example:

Can you remind me what our focus is today? Good, and as I said earlier it is a challenging objective that everyone needs to work hard to achieve. As we move on to the next activity, I want to see your eyes on me and putting your hand up to contribute to the discussion. I look forward to hearing your thoughts about the reasons behind the Cold War.

- What does the teacher say that makes the private individual reminder effective?
- Is there anything the teacher does that makes the private individual reminder effective?
- How would this make the pupil feel?

Tips for individual reminders

- Engage the pupil in conversation if necessary
- Focus on purpose
- Remind pupils of the routine, rule or expectation
- Reinforce the rationale – your rules, routines and expectations are about maximising learning
- Tell the pupil what you want to see moving forward
- Be specific
- Try to find an opportunity to reinforce the right behaviour from this pupil further on in the lesson.

Putting it into practice (15 minutes)

1e, 1f, 7f

Explain that ECTs are going to use the following instructions: Pick up your pens and make a start.

ECTs should imagine that they have used a non-verbal signal, issued a positive group reminder and an anonymous individual reminder but these haven't been successful and they still have one pupil who has not made a start. ECTs should script the private individual reminder using the checklist below:
- Engage the pupil in conversation if necessary
- Focus on purpose
- Remind pupils of the routine, rule or expectation

• Reinforce the rationale – your rules, routines and expectations are about maximising learning • Tell the pupil what you want to see moving forward • Be specific • Try to find an opportunity to praise the pupil further on in the lesson.		
Lightning quick public reminder (15 minutes) Explain that occasionally it is necessary to correct behaviour publicly and when this is necessary, we can use a lightning quick public reminder. **Lightning quick public reminder**: Give a quick correction directly to the pupil telling them what they need to do and then normalise the behaviour to what the rest of the class are doing. This can be used to: • Quickly correct behaviour • Tell pupil what they should be doing. Ask ECTs to consider the following scenario and look at the example teacher response: A pupil is pulling faces out of the window. 	Lowers voice Rae, eyes on me when I am talking. Thank you.
--- | • Be quick • Purposeful • Draw attention to what the pupil should be doing rather than their poor behaviour • Drop your voice when possible. ECTs should have a go at scripting their own lightning quick public reminder, imagining the same scenario as above.	1f, 7l	

Ask the following questions to check the ECTs' understanding. These questions can be completed on paper and then swapped with the person next to them or as an online quiz. There may be more than one correct answer.
 	
1. When should you use private individual reminders? (b,e)
    a. If a pupil talks out of turn
    b. When you want to get a pupil back on track quickly without drawing attention to the poor behaviour
    c. When you want to give a consequence to show the pupil their behaviour is inappropriate
    d. When you want to motivate a pupil to work harder
    e. When you have used an anonymous individual correction but the pupil has not corrected their behaviour.
 	
2. What are three key things to remember when using them? (c)
    a. Reinforce expectations, tell pupil what they were doing wrong, give consequence
    b. Speak quietly, tell the pupil what to do, give all the reasons they should not be doing what they were doing
    c. Focus on purpose, reinforce rationale, tell the pupil what they need to do.
 	
3. When should you use a lightning quick public reminder? (b)
    a. When you need to correct behaviour publicly
    b. When you want to quickly correct behaviour
    c. When the pupil needs to be told off
    d. When you want to draw attention to the behaviour so other pupils don't copy it.
 	
4. What are three key things to remember when using them? (a)
    a. Be quick, draw attention to what the pupil should be doing, if possible drop your voice
    b. Speak quickly, tell the pupil what to do, move on
    c. If possible drop your voice, tell the pupil what they did wrong, tell the pupil what they should be doing.		

## Planning for action (5 minutes) Ask ECTs to plan one or two steps for action following this session. What will they do differently in their practice?		