

ECT Mentor session

Module 1: Enabling pupil learning

Week 2: Understanding teachers as role models

Session Elements



discuss with a mentor



analyse artefacts



scripting



rehearsal

Learning Intentions for this session

Your ECT will learn that:

- 1.1 Teachers have the ability to affect and improve the wellbeing, motivation and behaviour of their pupils.
- 1.2 Teachers are key role models, who can influence the attitudes, values and behaviours of their pupils.
- 1.3 Teacher expectations can affect pupil outcomes; setting goals that challenge and stretch pupils is essential.
- 1.4 Setting clear expectations can help communicate shared values that improve classroom and school culture.
- 1.5 A culture of mutual trust and respect supports effective relationships.
- 7.1 Establishing and reinforcing routines, including through positive reinforcement, can help create an effective learning environment.
- 7.2 A predictable and secure environment benefits all pupils, but is particularly valuable for pupils with special educational needs.

Your ECT 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).

Establish effective routines and expectations, by:

- 7h.** Creating and explicitly teaching routines in line with the school ethos that maximise time for learning (e.g. setting and reinforcing expectations about key transition points).
- 7i.** Practising routines at the beginning of the school year.
- 7j.** Reinforcing routines (e.g. by articulating the link between time on task and success).

Introduction

In their first self-study session of this module, your mentee considered how they can be a role model to their pupils. They also learnt about the importance of setting clear expectations, and about how to embed routines to support an effective learning environment. They have spent some time exploring the culture and values of your school and observed a colleague beginning their lesson. They then drafted a script for an entry routine to their classroom – you will work on this together during this ECT mentor meeting.

Research and Practice Summary

A new year and a fresh start

Sam is excited – and nervous – about starting a new job in September. At her current school she is happy: pupils respect and trust her, see her as a role model, and know that she believes in them.

However, it took Sam a couple of years to reach this point and she knows she made some mistakes along the way. To make the most of her fresh start, Sam's current mentor suggests that she considers how to communicate her expectations to her new pupils and create a positive learning environment from day one.

What do you think Sam should consider in order to embed expectations early on with her new classes, in order to recreate the respect and trust she had fostered at her old school?

Teachers can be extraordinarily influential – you can improve the motivation,

wellbeing and behaviour of your pupils. In turn, this will help you to improve their life chances, especially for the most disadvantaged pupils. Ultimately, the quality of your teaching is what matters most, but creating secure foundations by acting as a role model, clarifying your expectations and creating a culture of trust and respect will help your teaching to have the greatest possible impact. You can do this by:

- **acting as a role model** – your actions can influence the attitudes, values and behaviours of your pupils. For instance, modelling a joy of reading may influence your pupils' attitudes to reading. Therefore, you should be purposeful and consider the attributes you wish to foster through your example. Pupils may be especially impressionable if they identify with you, or if they lack existing positive role models
- **clarifying your expectations** – your expectations of pupils can affect their outcomes. This is sometimes known as the Pygmalion effect, through which pupils can internalise expectations of them held by others. Setting challenging, yet achievable goals will help you to communicate your high expectations and support pupils to achieve more. You should set similar expectations about behaviour by, for instance, not tolerating low-level disruption
- **creating a culture of respect and trust** – this can be achieved by doing lots of simple things well, such as actively modelling and reinforcing the courteous behaviour you expect pupils to show you and their peers. For instance, by respectfully listening to others' ideas and actively modelling how to do this and why it matters

A culture of trust and respect

Just like in Sam's previous school, the first time she set a collaborative activity for her new class, she spent time discussing and agreeing with them a set of class rules aimed at fostering a culture of respect and trust. Rules included 'listening carefully to others' views' and 'respecting each other's views'. Taken together, the rules that Sam's class agreed helped to reinforce their shared value about the importance of fairness.

The rules were similar to those from previous years, but this time Sam paid more attention to the detail of how these rules were embedded with the class, having learnt how important this is. For instance, she systematically modelled the rules with her

own behaviour, sometimes exaggerating this for effect. Furthermore, Sam reinforced the rules by highlighting successes and reminding pupils consistently of expectations if they violated the rules. As part of reinforcement, Sam also emphasised the positive link between time on task and learning.

Over time, Sam's pupils began to remind each other about the rules, and the culture of respect and trust helped all pupils to succeed. Notably, it became much easier for Sam to teach and for pupils to learn in these conditions – the initial investment of lesson time was worth it for its overall benefit across the year.

Routines are a sequence of actions regularly followed. School life is full of routines, and teachers can influence these routines so that they are both effective and efficient – this helps to maximise the time available for learning. Routines can also help create a predictable and secure environment for all pupils, which may be particularly helpful for pupils with special educational needs.

Routines can be helpful in many different situations. These will depend to an extent on your own context. Common situations where routines are useful include:

- **transition points** – moving from one activity to another, especially when physical movement is needed, such as younger pupils moving from working at tables to sitting on the carpet
- **using equipment** – excess time taken in distributing and gathering equipment is time that could be better spent learning, so establishing efficient routines is important here
- **entering and exiting lessons** – simple routines to support entry and exit include the use of seating plans and 'board activities' for pupils to begin as soon as they enter the classroom
- **collaborative and paired work** – pupils benefit from clear routines to support them to work effectively and efficiently together. Working with others is most impactful when pupils are clear about how to do this well – for example, having defined roles for each member of a group; clarifying strategies for contributing and listening to ideas within the group; and establishing processes for feeding back outcomes to the class at the end of the task
- **safety** – different subjects pose different risks, but establishing routines, such

as how pupils wear goggles in science, can help maintain safety for everybody

Establishing and maintaining routines, like any behaviour, takes effort – especially in the early stages of working with a new class. It can be helpful to think of this as a four-stage process; the speed and emphasis placed on each stage will depend on your pupils' characteristics, your classroom context and the focus of the routine. It may be necessary to re-model or provide further practice if adherence to a given routine decreases over time.

- **clarify** – begin by clarifying exactly what the routine involves and why you are using it. For instance, the aim of the routine may be mainly about maximising time for learning safely
- **model** – show pupils how to perform the routine and explain its purpose, highlighting the core principles or elements of the routine. It can help to show non-examples, that represent common misinterpretations of the routine, as part of this
- **practice** – scaffold opportunities for practice when first using the routine. Including an element of competition may be appropriate here – for example, timing groups of pupils to see who can clear away equipment and be ready to exit the classroom in the least time
- **reinforce** – regularly reinforce the routine by acknowledging when it is done well and providing reminders and further practice where it is not

Establishing and maintaining a routine for gluing in sheets

Following her mentor's advice, Sam spent some time thinking about the routines that she wanted to establish with her new class. One area where she needed a stronger routine was gluing sheets into pupils' books. Initially, Sam thought it might be too trivial an action to focus on, but on reflection she found that it really did matter to her.

Too often in the past, this had been a slow process which some pupils did so ineffectively that their books were messy or resources got lost. Sam had even found herself sometimes gluing in sheets when she was marking books, which was a poor use of her time. This time Sam was clear with her new pupils about the routine she wanted to embed:

- **clarify** – Sam clarified to pupils how she wanted sheets stuck into books: open, not folded; edges inside the book, not hanging out; a single line of glue around each edge, not across the whole sheet. Sam then thought about the routine

pupils needed to embed to achieve this. She already kept glue sticks on the table, but she added in a stage of peer checking, too

- **model** – Sam explained to pupils why the routine mattered, which included showing the class two old exercise books: one where the routine had been followed, and one where it had not. Sam also modelled the process using her visualiser and a volunteer peer checker, and pointed out common mistakes as well as how to avoid these
- **practice** – Sam purposefully built in time for practice during the first weeks of term. As she built in peer checking of books it naturally became a little competitive and pupils enjoyed trying to glue in their sheets both efficiently and effectively
- **reinforce** – the peer checking became a powerful way of reinforcing the routine and this also contributed to the wider class culture of high expectations. Sam also regularly reinforced the rationale for the routine and its link to pupils' learning. If sheets had not been glued in correctly, Sam provided targeted reinforcement of her expectations



To make the most of your routines, consider the following questions:

- what is the purpose of each routine?
- what – exactly – do you expect to happen during each routine?
- how will you provide sufficient high-quality practice for each routine?
- how will you reinforce each routine?

You could then consider each routine from your pupils' perspective:

- do pupils understand the purpose of each routine?
- do pupils understand, exactly, what to do with each routine?

Mentor Meeting Activities

Throughout the session, try to refer explicitly to the Learning Intentions, and encourage your mentee to record key points in their Learning Log, if they are using one. Tailor your use of the Theory to Practice activities below in response to the Review and Plan sections of this session.

Review: 5 mins

(1) Start this session by briefly checking in with your mentee that they have been able to access and engage with the materials for the first self-study session of this programme. Address any questions or issues they have, which could include topics such as:

- how to protect the time and space to engage with their professional learning on this programme
- accessing resources needed to support their study (in this case school materials on culture and values)
- completing activities as part of self-study (in this case observing a colleague as they manage the beginning of a lesson)
- how they are recording their thinking and learning on the programme

(2) Clarify the Learning Intentions for this session with your mentee.

Plan: 5 mins

In their self-directed study session this week, your mentee drafted a script for an entry routine into their classroom. The instructions for this activity are repeated below. Ask your mentee to briefly explain to you their routine, including *what* will happen and why.

Scripting – use the ideas in the research and practice summary above, and your notes from this session so far, to script your own routine for how pupils will enter your classroom. If relevant to your setting, you may want to consider the role of parents and carers as part of this, too.

Your script should address the 'clarify' and 'model' stages of the process

described in this week's research and practice summary. Include in this script:

- your expectations about how pupils will enter the room: will they line up? Where? Who decides when pupils enter? What will happen if pupils aren't following expectations?
- instructions you will give pupils about what to do on entry: how will they deal with bags and coats? Will they sit down immediately? What are your expectations about how quickly they settle? What should pupils 'do' once they are settled?
- how you will model your expectations to your pupils
- notes for yourself on how you will create opportunities for pupils to practise your new routine
- notes for yourself on how you will communicate your expectations verbally and non-verbally: what language could you use to greet different pupils? How will you use tone, volume and pitch? How will you use facial expressions and gestures to help reinforce your expectations?

Be as specific as you can in the detail you give. The purpose of this activity is to help you think in detail about how you can set clear expectations about behaviour on entry to your classroom, and create a predictable and secure environment that supports effective learning.

Theory to Practice: 35 mins



1. Discussion with mentor

Discuss with your mentee any routines that are mandated by your school's behaviour policy and teaching and learning policy. Make reference to the relevant policies as appropriate and check that your mentee is clear about what is expected of them.

This could include:

- routines for moving around the school building
- routines for managing behaviour
- routines for organising teaching and learning (e.g. required components of lessons)



2. Analyse artefacts/scripting

Work with your mentee to review and refine their scripted entry routine for their classroom, drafted during this week's self-directed study session.

To support this process you could:

- cross-reference the script to this week's research and practice summary, checking to see how the script does/could draw on ideas drawn from best practice
- cross-reference the script to your school's policies and embedded routines
- consider the characteristics of your mentee's pupils and how these influence your mentee's expectations
- discuss how the routine might be altered to account for differences in pupil characteristics or contexts (e.g. how routines might be different for pupils in different key stages, or in different learning spaces)
- ensure that the script is sufficiently detailed that it sets out clearly what is expected of pupils and how your mentee will clarify, model and embed these expectations



3. Rehearsal

Having refined your mentee's script/routine, work with them to rehearse the script in action.

To support this process you could:

- play the part of a pupil entering your mentee's classroom
- give feedback on how closely your mentee's enactment of their routine reflects their script
- give feedback on how to improve enactment of the routine
- ask your mentee to repeat the routine until they are able to enact it confidently and accurately

4. If you have time you may wish to repeat the processes of scripting and rehearsal with another routine relevant to your mentee. This should be selected according to the phase and specialism of your mentee and their personal learning needs.

Next Steps: 5 mins

Agree with your mentee how they will now put their learning from this week's session(s) into practice in their teaching. Help your mentee to clarify:

1. the action(s) they will take and how these action(s) are expected to contribute to improved pupil learning
2. what success will 'look like' in relation to these actions(s)
3. how they will evaluate their success in taking these action(s)

Note the date of your next mentor meeting, when you will check on your mentee's progress.