



Managing a child's misbehaviour doesn't necessarily lead to that child learning. However, the explicit teaching of **learning behaviours** will **reduce the need** for teachers to **constantly manage** misbehaviour.

Behaviour Blog 2: Teach learning behaviours and use

Source: Ellis, S. and Tod, J. (2018) Behaviour for Learning: Promoting Positive Relationships in the Classroom, Routledge

classroom management IMPROVING BEHAVIOUR IN SCHOOLS strategies



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Recommendations 2 and 3 of The EEF Guidance Report focuses on classroom focused activities to improve behaviour.

Recommendation 2: Teach learning behaviours alongside managing misbehaviour.

Evidence suggests that the **explicit teaching of learning behaviours** can support behavior through a positive general climate for learning. Learning behaviours are those which support learning and promote engagement through self-regulation. This is directly correlated with behavior, as pupils who are engaged with their learning. Ellis and Tod's review of the literature in this area has led to the creation of a model which suggests that three pupil relationships impact on each other; relationships with themselves, with others, and with the curriculum. Learning behaviours fall within the remit of the school's influence (and individual teacher) and perhaps warrants more attention. A single learning behaviour can be placed at the centre of Ellis and Tod's model. This behaviour is influenced by the three relationships. For example, if 'resilience' was put in the model, the emotions could be identified, but so could the social and cognitive factors. Considering these, a teacher could consider:

- Relationship with self – talking to the pupil about when they have given up and challenging them to persevere next time.
- Relationship with curriculum – ensure the pupil has appropriate work which is not too hard, but still challenging and rewarding when they stuck with it.

- Relationship with others – set a classroom culture where pupils are proud of sticking with things and not afraid to make mistakes.

Other learning behaviours to consider include: self-worth, pupil relationship with peers and teachers, collaborative learning, growth mindset,

communication.

Carol Dweck's work on '**growth mindset**' is well known – the theory that intelligence is not a fixed factor but instead can be increased through effort. This is backed up by extensive evidence in the area of feedback, including the recommendation that feedback is provided about the task, and not on the person. Intrinsic motivation approaches are very well established, but extremely difficult to embed in schools. The practice has to be embedded in all practices, not placed superficially into assemblies or posters. It has to be present in all aspects of feedback and conversations with pupils.

Overall, there is a strong evidence base that teacher-pupil relationships are key to good pupil behavior.

Recommendation 3: Use classroom management strategies to support good classroom behavior

Behaviour management is an absolute priority for teachers, for obvious reasons. Supporting teachers in this challenging area is key to helping them to manage behavior, and therefore improve outcomes. The OECD's Teaching and Learning International Survey (TALIS) reported a clear correlation between length in the profession and improving classroom climate. **Supporting and understanding early career teachers** is critical in helping them to become confident and skilled in behaviour management. It is beneficial for them to understand that it is normal for them to have more issues in this area than more experienced colleagues, and to ask for help when needed. They also need to know that universal classroom approaches do not work for all, and that some students will always need a more tailored approach.

For schools needing a fresh approach to classroom management, there may be established programmes which offer promise. The Incredible Years Classroom Management (TCM) programme (www.incredibleyears.com) has been evaluated by several studies to have a positive effect in primary settings.

Putting in place clear **reward systems** can also improve pupil behaviour when used as part of a broader strategy. This is another way to encourage positive learning behaviours, although extensive evidence is not available on outcomes.

Overall, the combination of training teachers alongside delivering a rewards-focused reinforcement programme hold more promise.