

Promoting appropriate behaviour and respect for others

This handout will cover:

- What is appropriate behaviour of the teacher?
- What is appropriate behaviour of learners?
- Ways to improve appropriate behaviour
- What is respect?
- Ways to improve respect
- Reading list
- Website list

What is appropriate behaviour of the teacher?

Teachers should always try to *lead by example* and model good practice. If they demonstrate appropriate behaviour, hopefully their learners and others will emulate this. Being a professional teacher involves acting with integrity, behaving in the correct manner for the role, respecting others and being fair and honest.

Teachers should also follow relevant organisational policies such as appropriate dress and timekeeping, and follow all relevant external requirements.

Examples of appropriate teacher behaviour include:

- adhering to relevant policies, procedures and codes of practice
- arriving early to ensure the environment is appropriate and accessible
- being honest, reliable and trustworthy
- being organised and efficient
- challenging and managing inappropriate behaviour of others
- ensuring the learning environment is tidy, safe, appropriate and suitable
- establishing routines with learners
- agreeing ground rules
- liaising and working with others in a professional manner
- listening to others and responding effectively
- maintaining up to date records
- making fair decisions and providing developmental feedback
- not overstepping the boundaries of their role
- preparing adequately for sessions
- reporting concerns
- respecting others
- returning assessed work within agreed timescales
- remaining impartial in any disputes
- supporting learners as necessary
- using a variety of inclusive teaching, learning and assessment approaches

What is appropriate behaviour of learners?

Learners should demonstrate appropriate behaviour when they are attending sessions, not only towards their peers, but towards the teacher and others in the organisation.

Examples of appropriate learner behaviour include:

- adhering to the ground rules
- arriving on time
- being polite to others
- bringing the correct items to sessions
- not acting inappropriately
- not swearing, bullying or belittling others
- submitting work on time.

Ways to improve appropriate behaviour

Communication is the key to managing and improving behaviour and disruption during sessions. It should always be appropriate and effective, and to the level of your learners. To get through a session without any behaviour issues or disruptions would be wonderful, but this very rarely happens. Usually, disruptions or changes in behaviour occur because a learner doesn't follow the ground rules; for example, they use their devices to send messages to friends. If this is the case, politely ask them to stop, remind them of the ground rules, and inform them how they are disrupting their peers' learning.

Other occurrences happen because learners are bored, they don't understand what you are saying, their attention span is different, or you are not challenging them enough. You could give an alternative activity to stretch and challenge learning, get them involved with other learners, or have a quick one-to-one chat to find out why they are behaving that way.

Whatever the disruption might be, you need to handle it professionally to minimise any effect it may have on teaching and learning. Don't just ignore the behaviour, address it immediately. However, with experience you will realise that some things can be ignored, providing this does not affect the safety of your learners (e.g. if a couple of learners are whispering and you know it will stop soon).

You may find it useful to maintain a record of the behaviour of your learners during your sessions to help you prepare for future incidents. For example, do certain learners become disruptive after a certain time period has elapsed; when seated in particular combinations with others, when asked to carry out a theory task, or when practical activities are taking place? This information can be useful when planning

future sessions, for example, the timing of breaks, the use of energiser activities or planning group work.

Behaviour patterns could highlight the need for additional support as disruption could be a way of asking for help. This is something you will learn to notice with experience.

You should lead by example and always be polite, show respect and say *please* and *thank you* to help encourage this behaviour in your learners.

Ways to improve appropriate behaviour include:

- being well organised and enthusiastic
- challenging inappropriate behaviour as it occurs
- having a genuine interest in your learners, and passion for the subject
- including all learners during discussions and activities
- keeping your sessions active wherever possible
- not showing favouritism, losing your temper or making threats
- teaching and assessing your subject in an interesting and challenging way
- trying to have a positive approach, praising performance and good behaviour, and being consistent and fair to everyone.

Ultimately, you need to find your own way of dealing with situations based upon your experiences.

What is respect?

You might have your own definition, or you could research different definitions to help you understand the term further.

Respect is...admiration felt or shown for someone or something that you believe has good ideas or qualities.

Cambridge Online Dictionary

http://dictionary.cambridge.org/dictionary/british/respect_1?q=respect

Ways to improve respect

- don't be overly judgemental
- encourage trust, honesty, politeness and consideration towards others
- listen to others' points of view
- value others' opinions and don't impose your own upon them
- treat everyone as an individual.

Reading list

Beadle P (2013) *Why are you shouting at us?: The dos and don'ts of behaviour management* London Bloomsbury Education

Berry, J (2010) *Teachers' Legal Rights and Responsibilities: A guide for trainee teachers and those new to the profession* (2nd Edn). Hertfordshire: University of Hertfordshire Press.

Cowley S (2014) *Getting the Buggers to Behave* London Bloomsbury

Dix P (2010) *The Essential Guide to Taking Care of Behaviour: Practical Skills for Teachers* London Pearson

Lever C (2011) *Understanding Challenging Behaviour in Inclusive Classrooms* Abingdon Routledge

Plevin R (2016) *Take Control of the Noisy Class* Carmarthen Crown House Publishing

Rogers B (2015) *Classroom Behaviour* (4th Edn) London SAGE

Vizard D (2012) *How to Manage Behaviour in Further Education* London SAGE

Wallace S (2017) *Motivating Unwilling Learners in Further Education* London Bloomsbury Education

Wallace S (2013) *Managing Behaviour in Further and Adult Education* London SAGE

Website list

Behaviour: Pivotal Education – www.pivotaleducation.com

Behaviour Management Blog by Dan Williams - <http://tinyurl.com/hyorsw6>

Behaviour Solutions from Dave Vizard - www.behaviourmatters.com

Classroom management free resources - www.pivotaleducation.com/free-resources/

Classroom management free videos – <https://tinyurl.com/k5zzvwj>

Reading list for behaviour and motivation - www.anngravells.com/reading-lists/behaviour