

John Catt Educational

TEACHING
WALKTHRU_s 2
PRESENTATION
SLIDES

TOM SHERRINGTON & OLIVER CAVIGLIOLI

ASSERTIVENESS

GETTING LESSONS STARTED

GATHER AROUND

KEEPING ON TASK

SILENCE IS GOLDEN

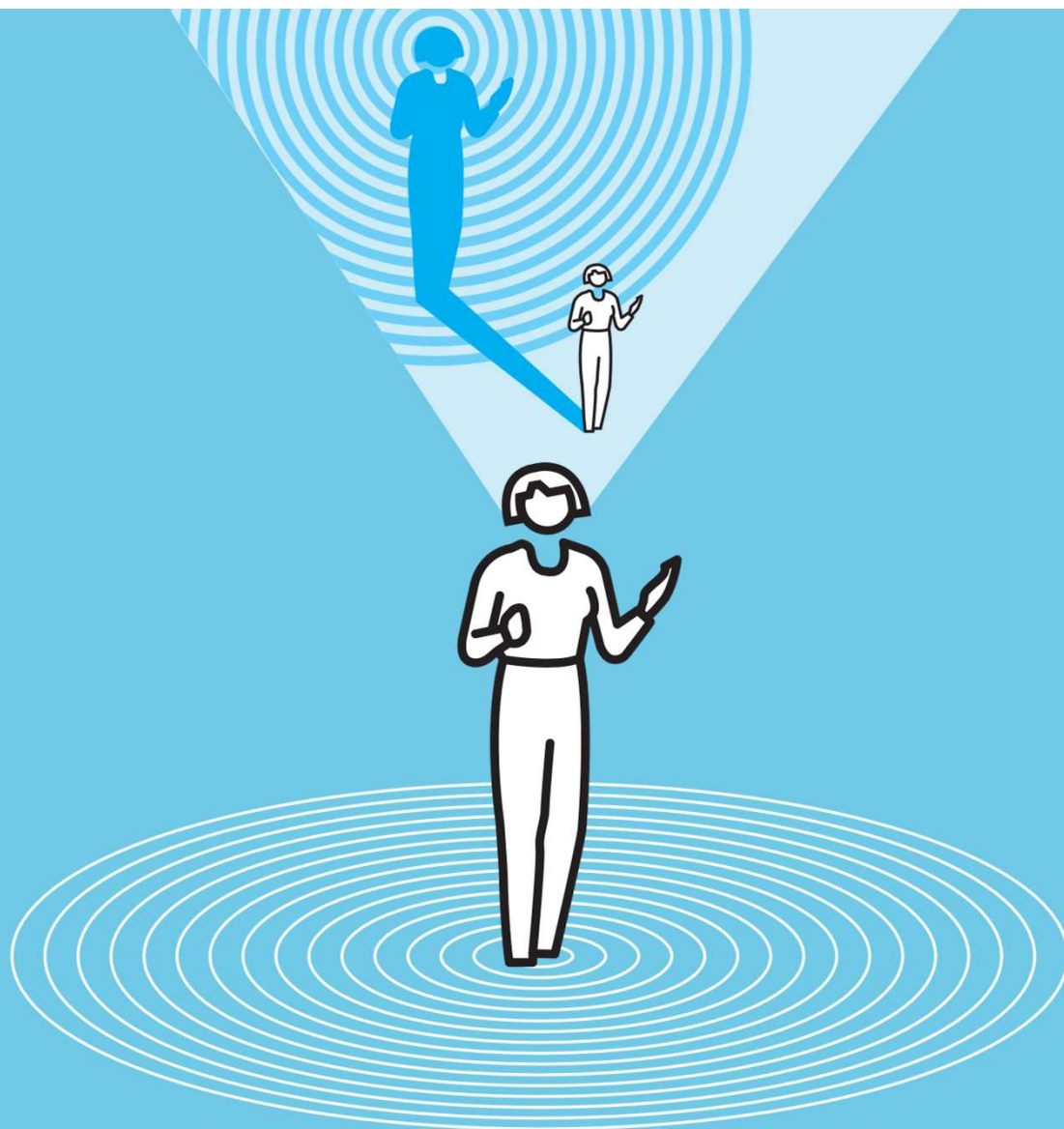
TRANSITIONS BETWEEN ACTIVITIES

LESSON DISRUPTION

PERSPECTIVE: THE DOT IN THE EMPTY SQUARE

BEHAVIOUR & RELATIONSHIPS





ASSERTIVENESS

SERIES BEHAVIOUR & RELATIONSHIPS

- 1 PROJECT NON-VERBAL CONFIDENCE
- 2 PROJECT YOUR VOICE CALMLY, FIRMLY
- 3 MAINTAIN EYE CONTACT
- 4 BE INSISTENT
- 5 CHALLENGE AND AFFIRM



TEACHING
WALKTHRUS

A|D|A|P|T

ASSERTIVENESS

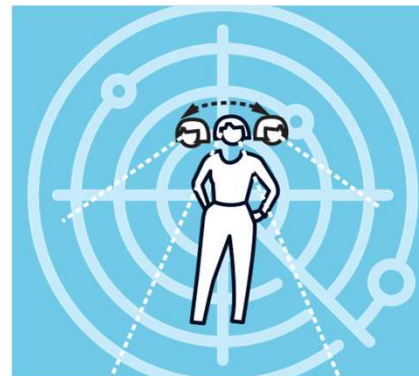
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**PROJECT NON-VERBAL
CONFIDENCE**



**PROJECT YOUR VOICE
CALMLY, FIRMLY**



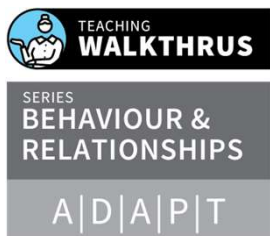
MAINTAIN EYE CONTACT



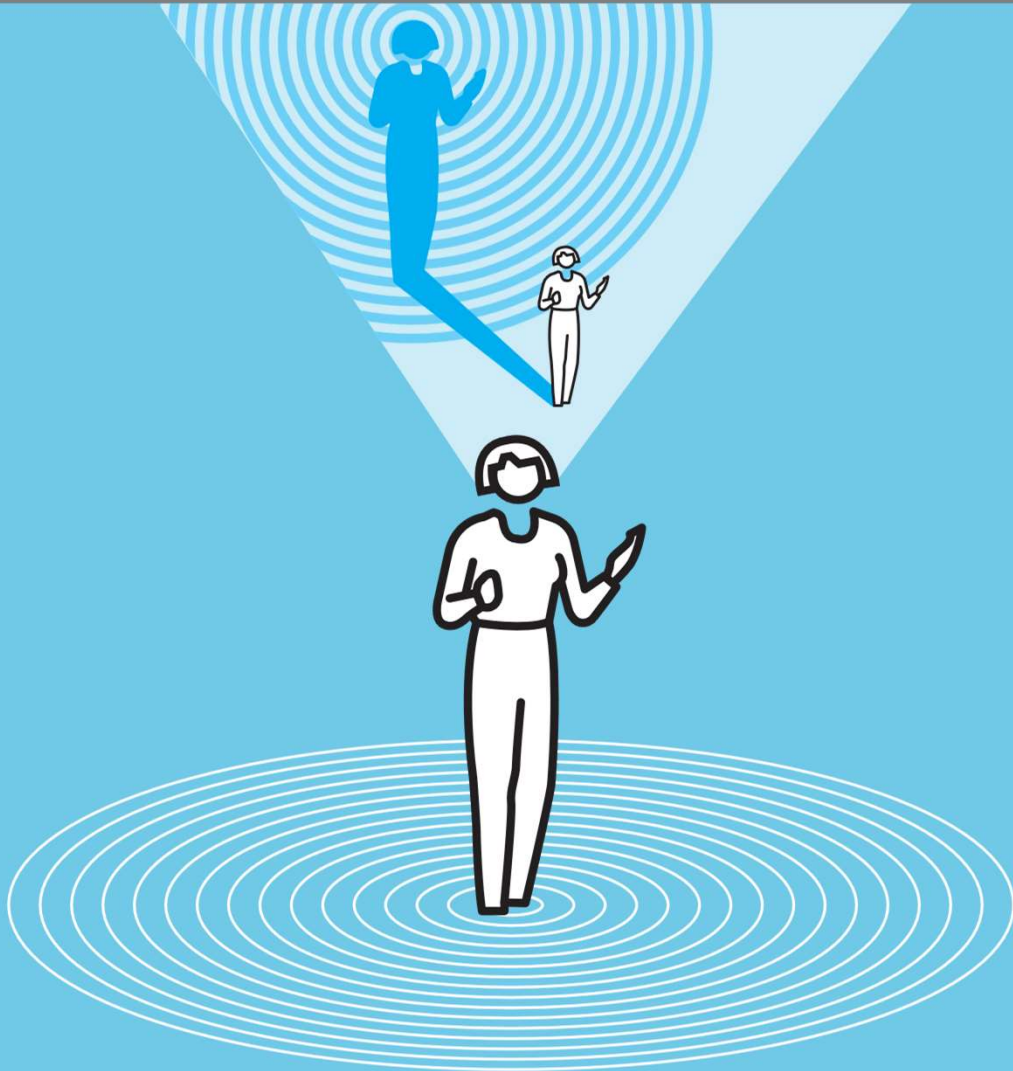
BE INSISTENT



CHALLENGE AND AFFIRM



- Bill Rogers makes the distinction between the Indecisive Teacher and, at the other extreme, the Autocratic Teacher.
- However, the Assertive Teacher is the ideal - using positive, warm but insistent, decisive interactions to secure compliance and build respect.
- An assertive demeanour is a personal confidence that comes across through what we say in combination with physical presence, facial expressions and tone of voice.



PROJECT NON-VERBAL CONFIDENCE

- Body posture and facial expressions convey emotions and intentions.
- An assertive teacher projects a sense of confidence through:
 - the way you stand – alert and positive rather than timid
 - the way you walk around owning every corner of the space.
 - non-verbal cues communicating warmth and calm authority rather than anxiety or aggression.



ASSERTIVENESS

1 2 3 4 5

REGISTERS



EVERYDAY



CORRECTIVE



ENQUIRING



PROJECT YOUR VOICE CALMLY, FIRMLY

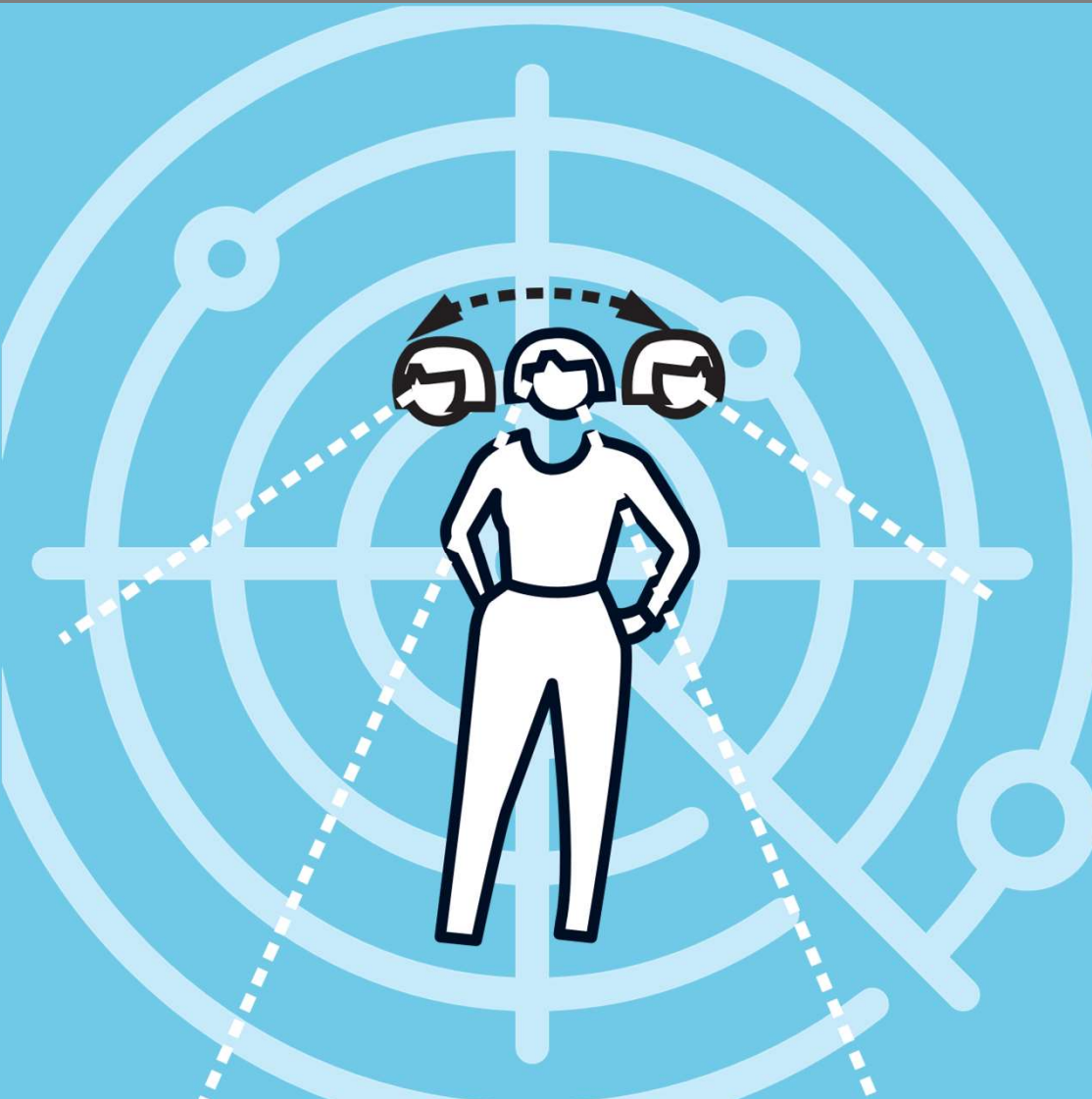
- It's not necessary to have a loud voice but it must reach into the corners.
- Project to the very back, checking frequently that students can hear and that they are listening.
- Use different voice registers:
 - one for normal everyday exchanges
 - a more corrective tone that communicates a level of additional firmness.



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MAINTAIN EYE CONTACT

- An unassertive teacher will often avoid eye contact - an awkwardness that students pick up on.
- To model an assertive presence, make eye contact in order to engage student in discussions or reinforce expectations.
- Scan the class continually, looking front and back and into the corners to ensure all students know you are including them, keen to hold their attention.



BE INSISTENT

- High expectations are maintained by continual reinforcement in a low key but firm and insistent manner.
- Be clear that you mean what you say as far as possible.
 - If you want students to put pens down to listen, insist that they do.
 - If you want them to draw the graph in pencil, you insist that they do.
- *You establish what you establish.*





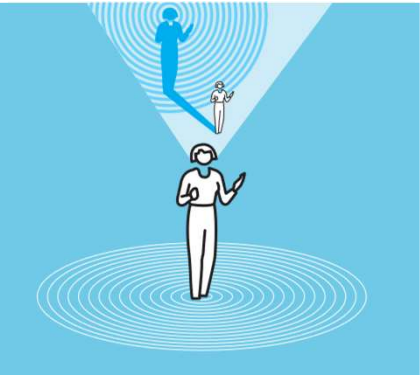
CHALLENGE AND AFFIRM

- Assertive teachers evaluate standards of behaviour in their lessons continually.
- If things are not up to standard take low level action, not allowing things to build up. If you are not happy with students' behaviour, address it right away.
- Use Positive Framing to affirm when meet the standards. *'Thank you, that's great. Everyone is listening and ready to go. Well done.'*

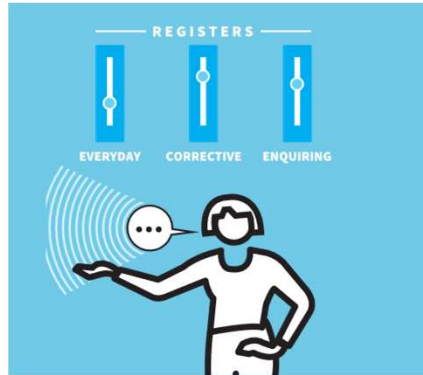


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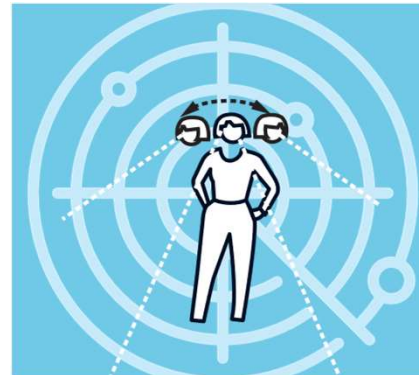
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**PROJECT NON-VERBAL
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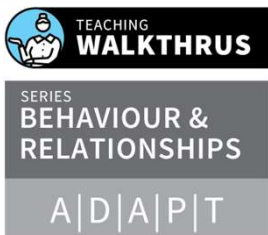
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LESSONS
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DEMONSTRATIONS
& STORIES

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KEEPING
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TRANSITIONS
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PERSPECTIVE:
THE DOT
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NEXT UP

**GETTING LESSONS
STARTED**

GETTING LESSONS STARTED

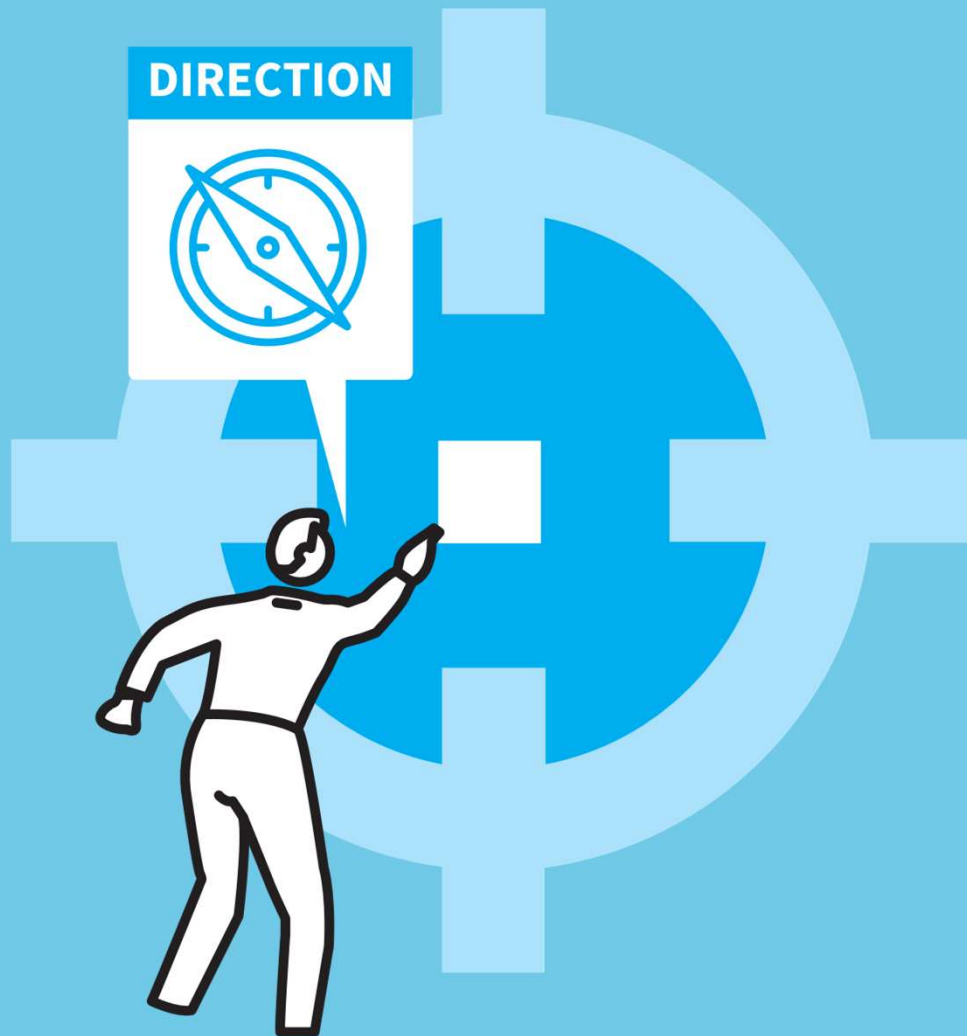
SERIES BEHAVIOUR & RELATIONSHIPS

- 1 ESTABLISH ARRIVAL & ENTRY ROUTINES
- 2 ADDRESS THE CLASS; TAKE THE REGISTER
- 3 DO NOW: ESTABLISH A REPERTOIRE OF ENTRY TASKS
- 4 SET THE CONTEXT FOR THE LESSON WITHIN A SEQUENCE
- 5 DISCUSS SPECIFIC LEARNING GOALS



TEACHING
WALKTHRUS

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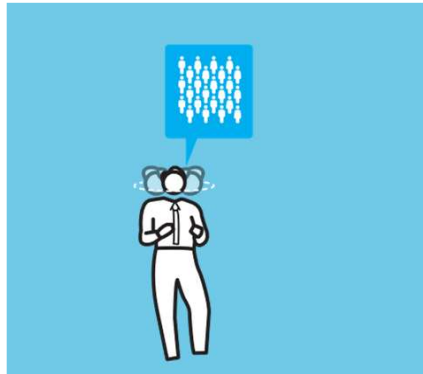


GETTING LESSONS STARTED

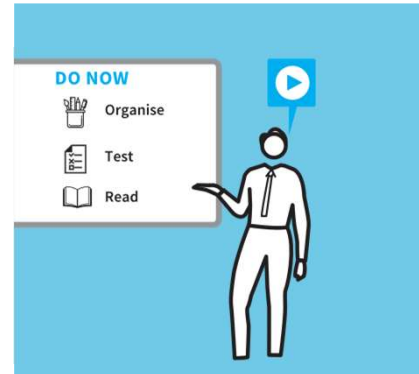
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ESTABLISH ARRIVAL & ENTRY ROUTINES



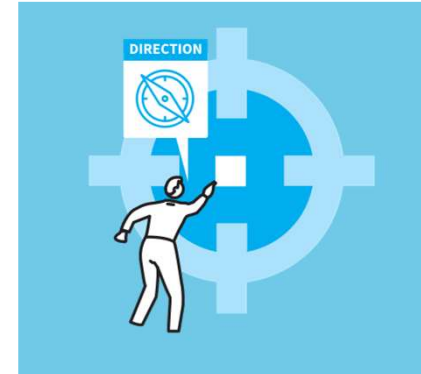
ADDRESS THE CLASS; TAKE THE REGISTER



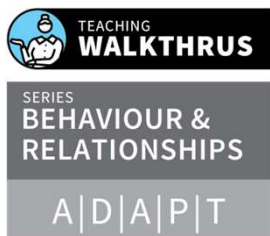
DO NOW: ESTABLISH A REPERTOIRE OF ENTRY TASKS



SET THE CONTEXT FOR THE LESSON WITHIN A SEQUENCE



DISCUSS SPECIFIC LEARNING GOALS



- When a teacher and students have a shared understanding of expectations and routines, it can be remarkable how quickly and efficiently a class can arrive, enter a room, settle and get stuck into some new learning within minutes.
- All elements in the process need to be established, reinforced and made routine.
- Making a great start to a lesson sets the tone for the learning that follows.



ESTABLISH ARRIVAL & ENTRY ROUTINES

- Entry and arrival should be high on your list of routines to work on when you **Establish Your Expectations** and **Rehearse Routines**.
- Decide exactly what students do:
 - lining up outside your door or coming straight in;
 - standing silently behind chairs or sitting down and getting books out.
- Build the elements into a clear routine and rehearse it.





ADDRESS THE CLASS; TAKE THE REGISTER

- Take time early in a lesson to establish and reinforce expectations, positive learning-focused relationships and a sense of belonging.
- Create a calm moment to address the class directly with plenty of eye contact, free from other distractions.
- This can be when the register is taken or a moment when you offer a welcome and review learning goals.



GETTING LESSONS STARTED

1 2 3 4 5

DO NOW



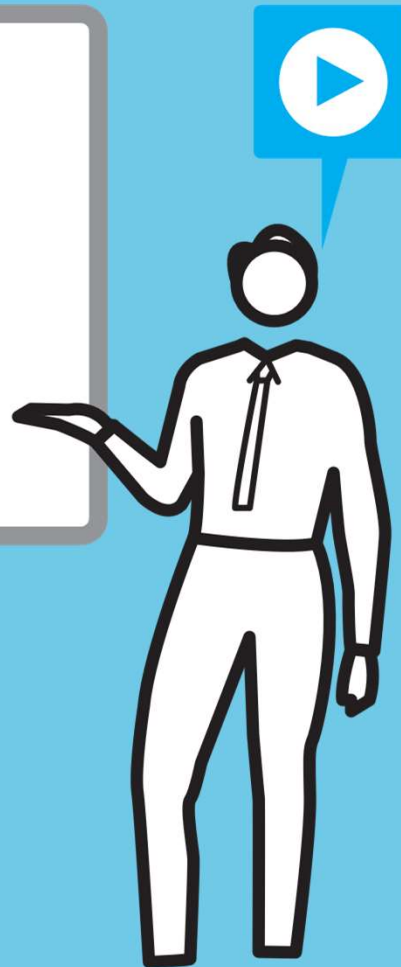
Organise



Test



Read



DO NOW: ESTABLISH A REPertoire OF ENTRY TASKS

- Devise short practice tasks that students are familiar with, initiated by simple cues from a board message or verbal instruction.
- Establish routines so students know to begin these tasks unprompted or to wait for a cue to start.
- The goal is to get them thinking as quickly as possible.



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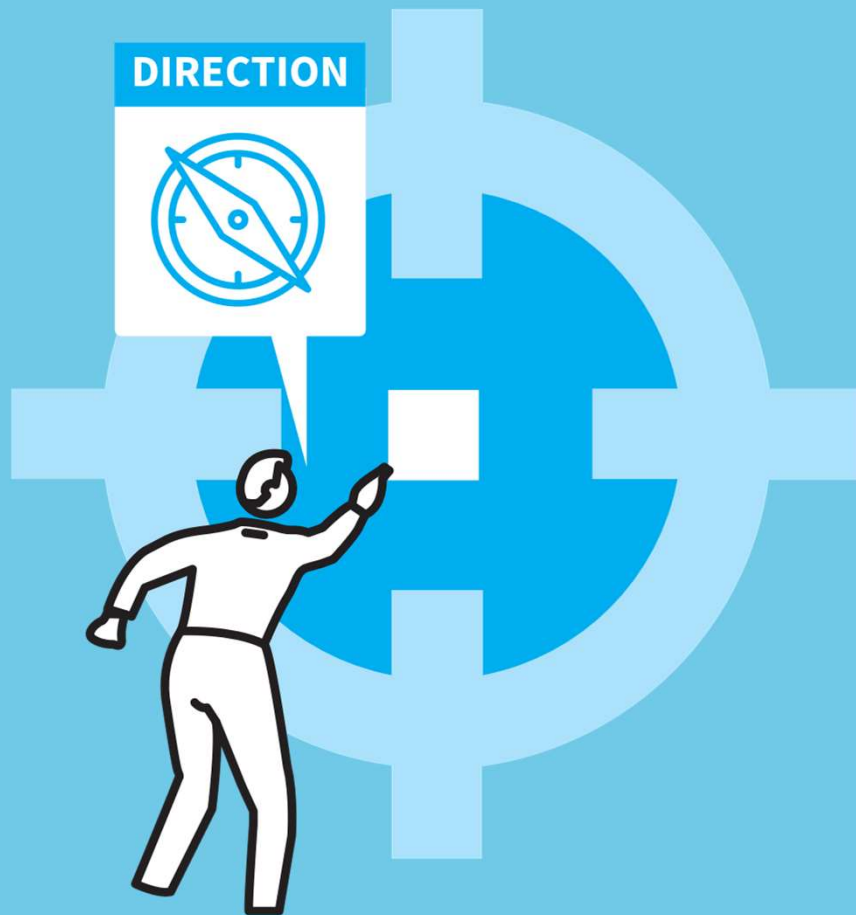
SET THE CONTEXT FOR THE LESSON WITHIN A SEQUENCE

- Explore how the lesson fits with the previous lesson and the wider learning sequence or topic.
- This supports students' self-regulation and schema-building.
- Ideally every student should know the wider purpose of any particular lesson.



GETTING LESSONS STARTED

1 2 3 4 5



DISCUSS SPECIFIC LEARNING GOALS

- *If we don't know where we're going, we'll never arrive! (William, D.)*
- Students ***do not*** need to write learning objectives into their books robotically.
- Learning objectives should be explained, modelled and discussed.
- **Check for Understanding** from a sample of students to establish whether they have a good sense of what they are about to learn and why.



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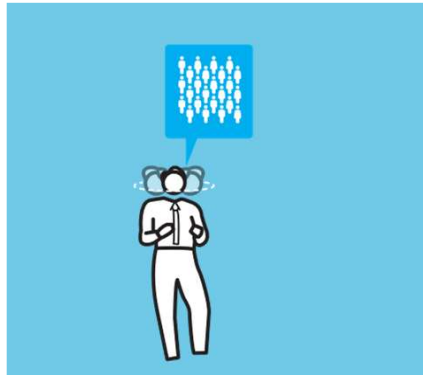
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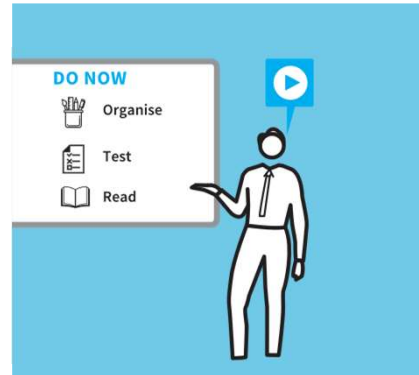
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ESTABLISH ARRIVAL & ENTRY ROUTINES



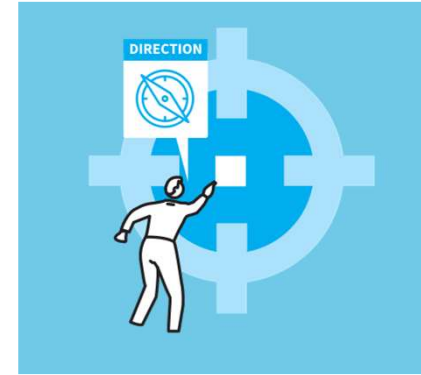
**ADDRESS THE CLASS;
TAKE THE REGISTER**



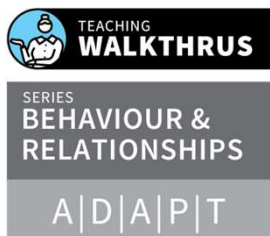
**DO NOW: ESTABLISH A
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**SET THE CONTEXT FOR THE
LESSON WITHIN A
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**DISCUSS SPECIFIC
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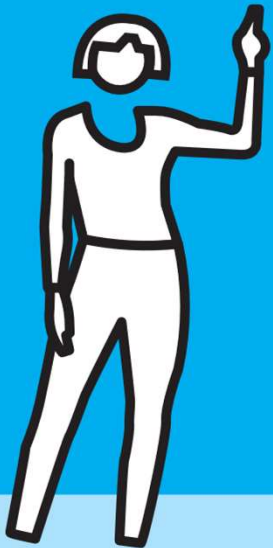


NEXT UP

**GATHER AROUND:
DEMONSTRATIONS
& STORIES**



SIGNAL



MOVE



RE-FOCUS



GATHER AROUND: DEMONSTRATIONS & STORIES

SERIES BEHAVIOUR & RELATIONSHIPS

- 1 ESTABLISH A COMFORTABLE *GATHER AROUND* ARRANGEMENT
- 2 ESTABLISH A SIGNAL AND MOVEMENT ROUTINE
- 3 SIGNAL, MOVE, RE-FOCUS
- 4 MONITOR FOR SUSTAINED ATTENTION
- 5 CHECK FOR UNDERSTANDING

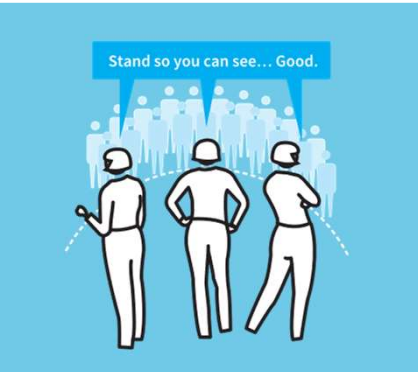


TEACHING
WALKTHRUS

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GATHER AROUND: DEMONSTRATIONS & STORIES

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**ESTABLISH A
COMFORTABLE *GATHER
AROUND* ARRANGEMENT**



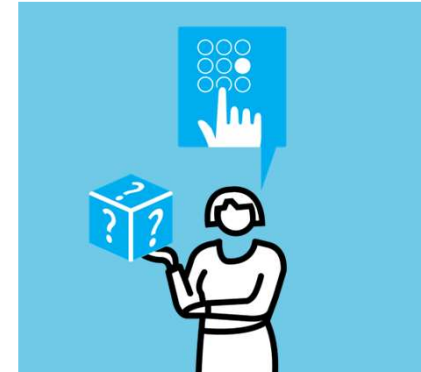
**ESTABLISH A SIGNAL AND
MOVEMENT ROUTINE**



SIGNAL, MOVE, RE-FOCUS



**MONITOR FOR SUSTAINED
ATTENTION**



**CHECK FOR
UNDERSTANDING**

- There are numerous scenarios when a teacher will want students to gather around, bringing them closer together so that they can see or hear something that requires closer attention.
- This is common for storytelling, especially with picture books; it is common for practical demonstrations in art, technology or science.
- Switching from one arrangement to another requires some thought to make it a smooth, calm process.

Stand so you can see... Good.

ESTABLISH A COMFORTABLE *GATHER AROUND* ARRANGEMENT

- Consider how students sit or stand around the focus area so everyone can see and hear what is happening.
- Rehearse this explicitly; take time to establish your expectations.
- '*Stand so you can see*' is a simple, useful expectation giving responsibility to students for organising themselves.



ESTABLISH A SIGNAL AND MOVEMENT ROUTINE

- Once students know what the *gather around* configuration looks like, rehearse moving from the *at seats* position to the *gather around* position.
- This might be an organic movement of everyone at once, or something more structured – e.g. row by row.
- Establish a signal that students know is their cue to move.

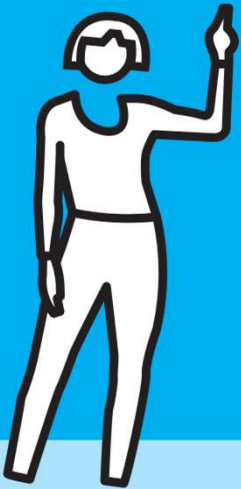


GATHER AROUND: DEMONSTRATIONS & STORIES

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SIGNAL



MOVE



RE-FOCUS



SIGNAL, MOVE, RE-FOCUS

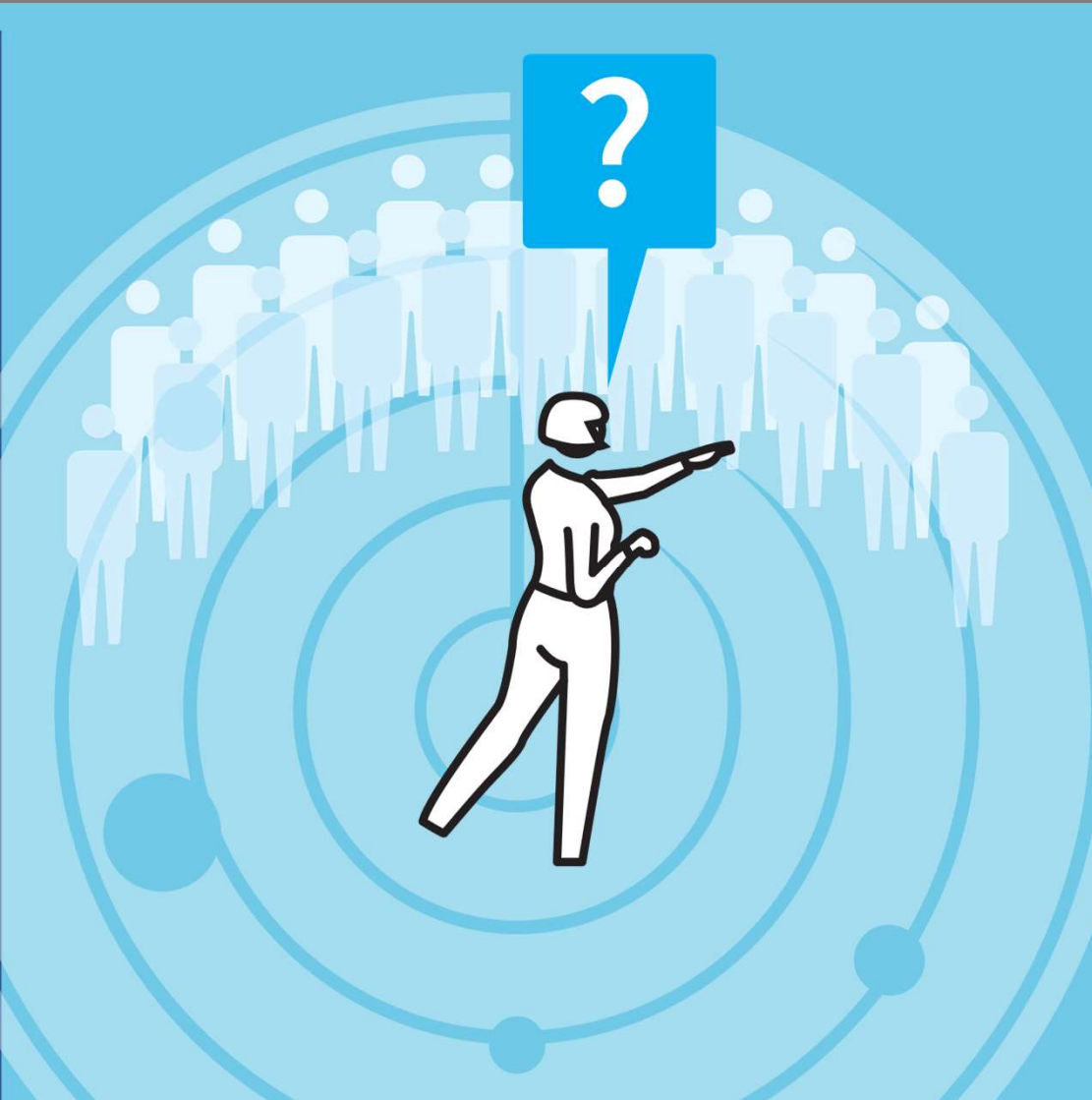
- The goal is for students to move with minimum fuss. Make this whole process as formal or informal as you wish.
- **Signal:** Give the agreed signal to gather around.
- **Move:** Monitor students as they go through the moving routine into the *gather around* position.
- **Re-focus:** Once in position, scan the class, ensuring they are all re-focused, relaxed and ready.



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MONITOR FOR SUSTAINED ATTENTION

- A gather around scenario can require a different type of monitoring.
- Look up to scan and check for student engagement. Make students feel they are still seen by you.
- **Cold Call** to ensure students are all thinking about the material in hand.
- Pause when needed to recapture any individual student's focus. Take time to insist everyone is with you.





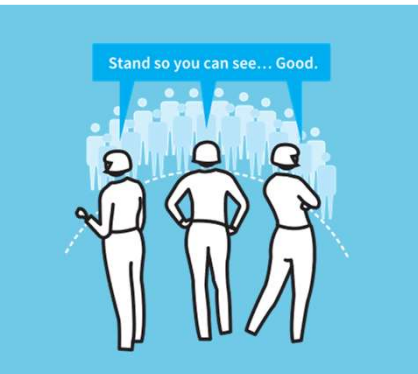
CHECK FOR UNDERSTANDING

- The great value in these moments is in students seeing things with their own eyes or getting them closely involved in the narrative or series of events or processes.
- Check this is happening periodically using **Check for Understanding**
- *What do you think is happening at this point in the story? John?*
What effect does this type of brush stroke have on the painting? Izzy?

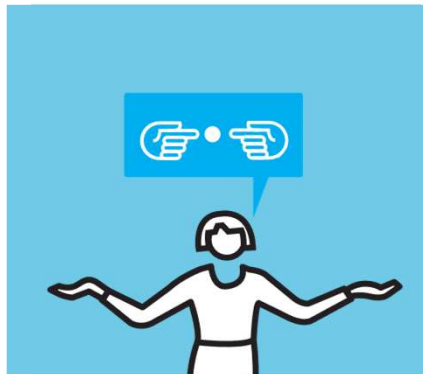


GATHER AROUND: DEMONSTRATIONS & STORIES

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ESTABLISH A COMFORTABLE GATHER AROUND ARRANGEMENT



ESTABLISH A SIGNAL AND MOVEMENT ROUTINE



SIGNAL, MOVE, RE-FOCUS



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NEXT UP

KEEPING ON TASK

KEEPING ON TASK

SERIES BEHAVIOUR & RELATIONSHIPS

- 1 EXPLAIN THE TASK AND CHECK FOR UNDERSTANDING
- 2 SET LEARNING GOALS AS WELL AS TASK GOALS
- 3 ISSUE TIME CUES & GOAL REMINDERS
- 4 SUPERVISE ACTIVELY
- 5 ENCOURAGE, RE-DIRECT OR PUSH ON



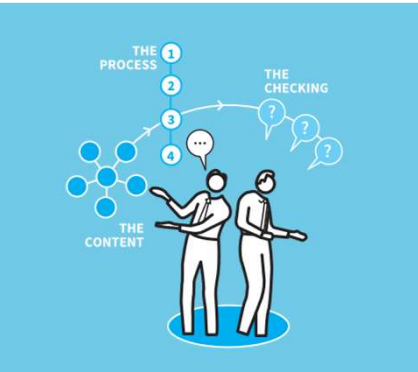
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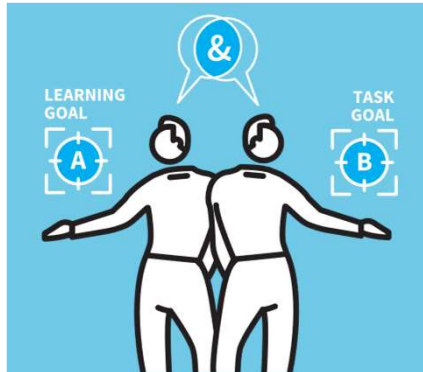


KEEPING ON TASK

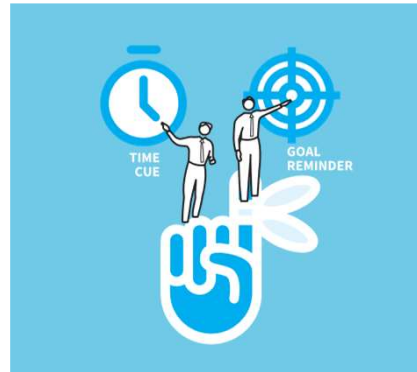
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EXPLAIN THE TASK AND CHECK FOR UNDERSTANDING



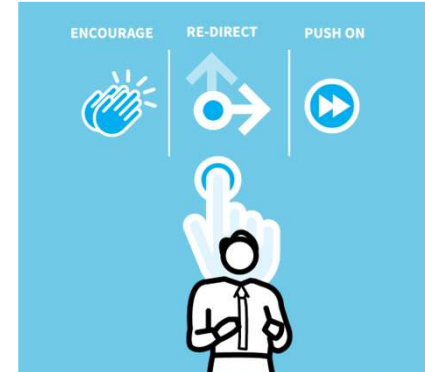
SET LEARNING GOALS AS WELL AS TASK GOALS



ISSUE TIME CUES & GOAL REMINDERS



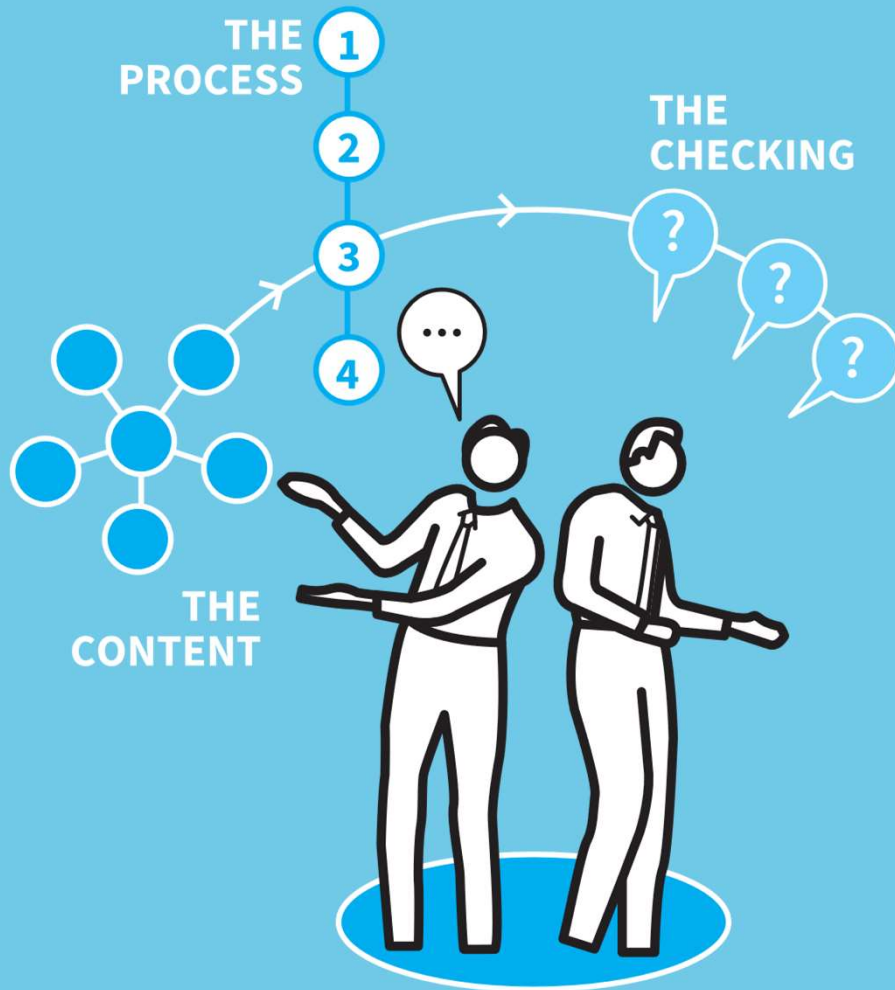
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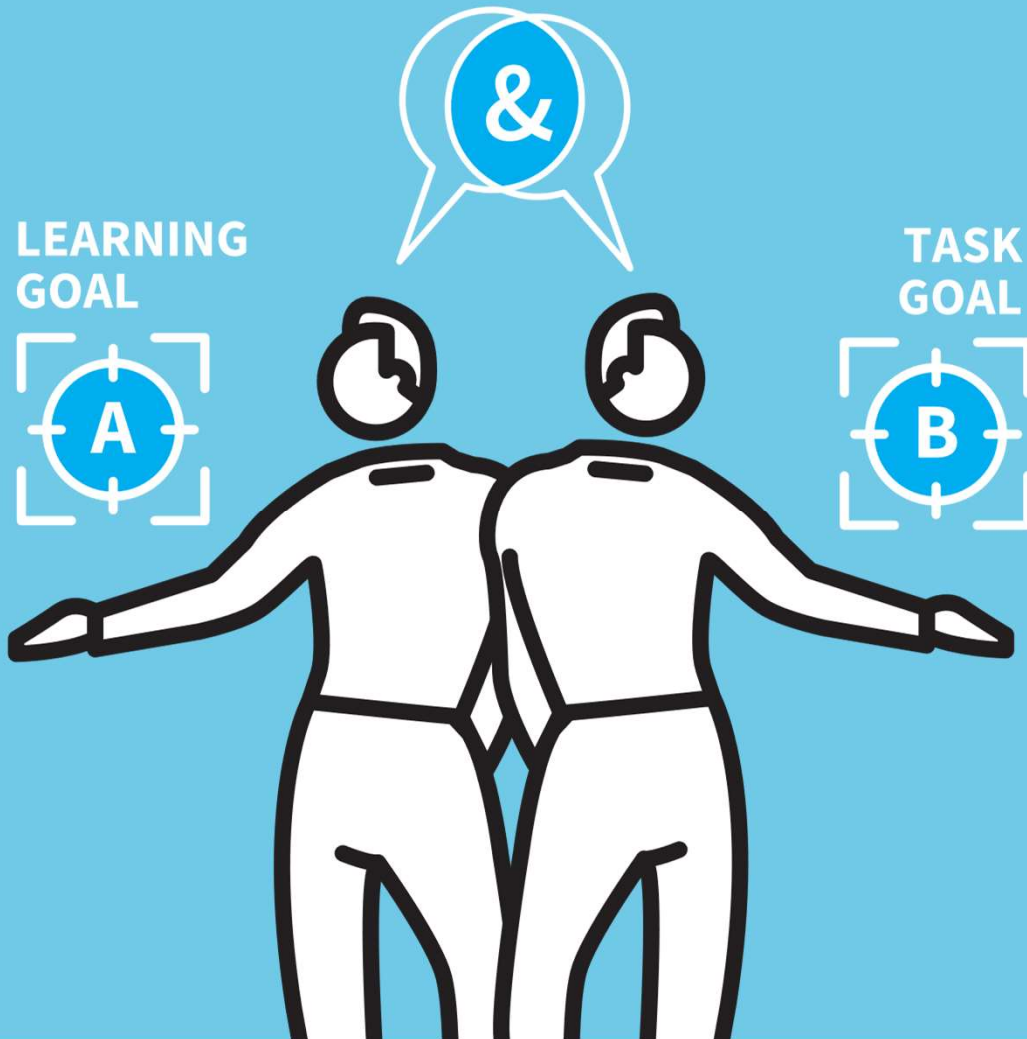
- A common behaviour management challenge is keeping students focused on a task with the required effort, intensity and independence, for a sustained period.
- This is easier when the task is a form of guided or independent practice and harder when students continually struggle.
- It is also easier when students have good habits and stamina built around a familiarity with the experience of working hard for an extended time.



EXPLAIN THE TASK AND CHECK FOR UNDERSTANDING

- To sustain effort and attention, students need to know what they are supposed to be doing.
- After explaining the task, **Check for Understanding** sampling a few students, to ensure that students know what is expected from them.
- It is counterproductive to bypass this process, with teachers needing to stop the class to re-explain later. It saves time to check in advance.





SET LEARNING GOALS AS WELL AS TASK GOALS

- **Learning goals:** knowledge, skills and understanding students should gain:
e.g. You should be able to describe all the changes of state in the water cycle.
- **Task goals:** the products students should produce:
e.g. You should have finished labelling the diagram and explained each step.
- It's important for students to check their progress against both types of goal.





ISSUE TIME CUES & GOAL REMINDERS

- **Time cues:** break down the time into stretches students can manage as a form of scaffolding. Discuss time limits for completing a whole task and stages within it so students can monitor their progress.
- **Goal reminders:** Task completion can be an illusion of learning unless learning goals are reached. Issue learning goal reminders:
*Not only **Have you finished?** but also **Have you learned it?***





SUPERVISE ACTIVELY

- As discussed with **Guided Practice**, active circulation is a vital element in keeping students on task.
- The spirit of this is to communicate a sense that you are interested in what they are doing – not merely checking up on them.
- Pick up on any difficulties at the same time as reinforcing learning goals, task goals and time cues with individuals.



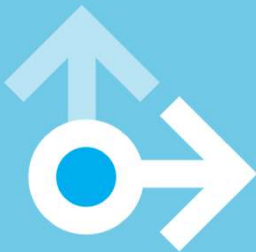
KEEPING ON TASK

1 2 3 4 5

ENCOURAGE



RE-DIRECT



PUSH ON



ENCOURAGE, RE-DIRECT OR PUSH ON

- Basic supportive encouragement is usually highly motivational for everyone.
- Anticipate a range of responses:
 - Some students will fly – be ready to push them on to the next stage in the learning so they don't drift.
 - Some students might struggle –be ready to re-balance the provision of scaffolding with the need to foster independence.



TEACHING
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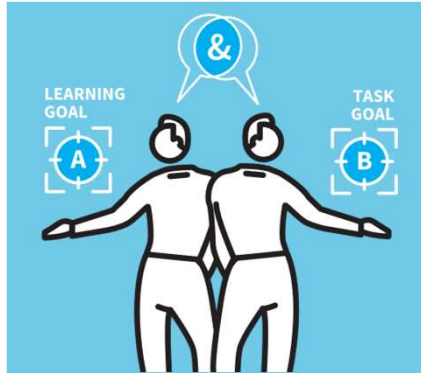
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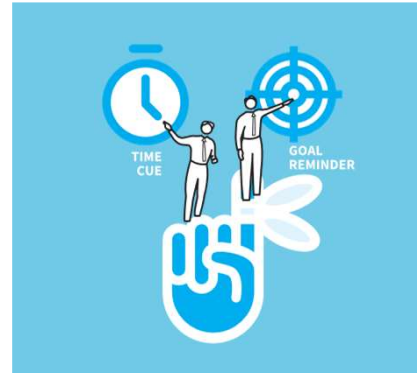
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EXPLAIN THE TASK AND CHECK FOR UNDERSTANDING



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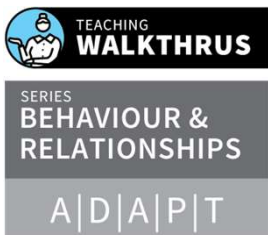
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SILENCE IS GOLDEN



SILENCE IS GOLDEN

SERIES BEHAVIOUR & RELATIONSHIPS

- 1 ESTABLISH THE PRINCIPLE: SILENCE IS ABSOLUTE
- 2 SET A SILENT WORK TASK WITH A CLEAR TIME LIMIT
- 3 MAINTAIN YOUR OWN SILENCE AND MODEL THE JOY OF IT
- 4 REINFORCE THE FEELING THAT SILENCE IS GOLDEN; TO BE TREASURED
- 5 END THE SILENCE GENTLY AND REVIEW THE WORK

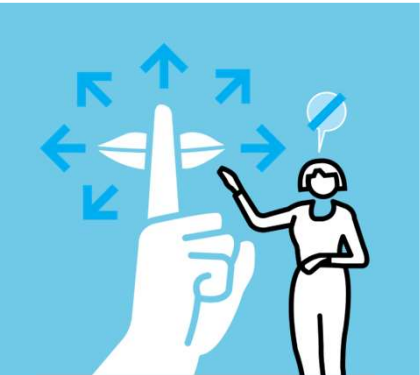


TEACHING
WALKTHRUS

A|D|A|P|T

SILENCE IS GOLDEN

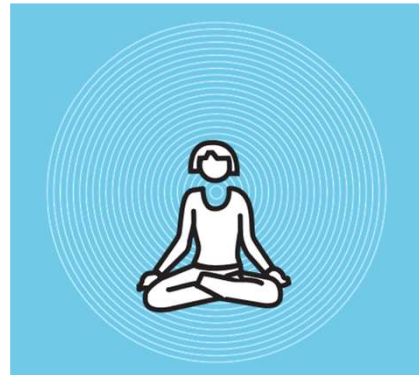
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ESTABLISH THE PRINCIPLE: SILENCE IS ABSOLUTE



SET A SILENT WORK TASK WITH A CLEAR TIME LIMIT



MAINTAIN YOUR OWN SILENCE AND MODEL THE JOY OF IT



REINFORCE THE FEELING THAT SILENCE IS GOLDEN; TO BE TREASURED



END THE SILENCE GENTLY AND REVIEW THE WORK



- As part of the repertoire of learning modes, initiate periods of silent working; in conditions of total silence, students can be incredibly productive.
- The silence needs to feel special; a kind of golden, luxurious silence that allows full concentration without distraction.
- It cannot be a harsh intense silence imposed in a disciplinary style. It needs to be a silence that students relish.

SILENCE IS GOLDEN

1 2 3 4 5



ESTABLISH THE PRINCIPLE: SILENCE IS ABSOLUTE

- Establish that silence means silence. Nobody talks at all; a pin-drop silence where no one makes a sound includes the teacher and any support staff.
- It's very different to *keeping the noise down* or even *working quietly*.
- Teachers' silence is important for modelling purposes and because any noise that breaks the silence ruins it; teachers' voices are no exception.



TEACHING
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SET A SILENT WORK TASK WITH A CLEAR TIME LIMIT

- Students relax into a silence if they know how long it will last. Indefinite silences can feel oppressive.
- In initiating the silence, be clear that it will last for, say, 10 minutes. If that feels too long, start with shorter silences at first and build up students' stamina for silent working.
- Make sure that the task is clear enough so no further instructions are needed.



SILENCE IS GOLDEN

1 2 3 4 5



MAINTAIN YOUR OWN SILENCE AND MODEL THE JOY OF IT

- During the golden silence, avoid causing distractions yourself.
- Use the silent time to model focused attention on a task while monitoring students in a low-level manner.
- Where necessary, use non-verbal cues. It's hard to expect students to maintain the silence if you cannot maintain it yourself.



TEACHING
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SILENCE IS GOLDEN

1 2 3 4 5



REINFORCE THE FEELING THAT SILENCE IS GOLDEN; TO BE TREASURED

- For silence to be embraced positively as a learning mode only ask for silence for the positive purpose of stimulating productive periods of concentration.
- It's not a time to kick back and relax or ever used as a form of discipline – a punishment for poor class behaviour.
- Model the joy of silence; celebrate the feeling of calm focus that it generates.



TEACHING
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SILENCE IS GOLDEN

1 2 3 4 5



END THE SILENCE GENTLY AND REVIEW THE WORK

- Honour time limits so students learn to trust and respect them when they're set.
- As the time limit approaches, avoid a rush of noise by talking softly, using **Cold Call** to select students to share their ideas or the work they've produced.
- Alternatively, switch to **Think, Pair, Share** so that every student has an opportunity to air their ideas simultaneously.



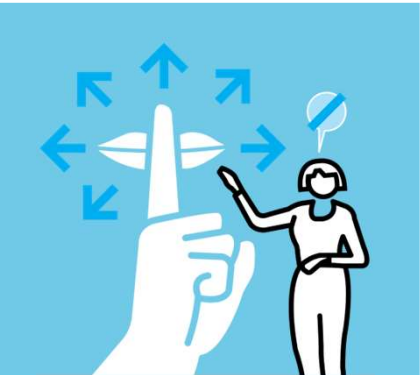
TEACHING
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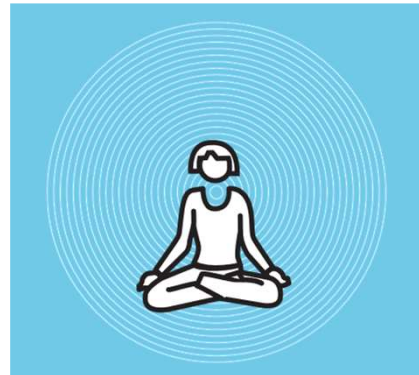
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SILENCE
IS GOLDEN

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**TRANSITIONS
BETWEEN
ACTIVITIES**

7

LESSON
DISRUPTION

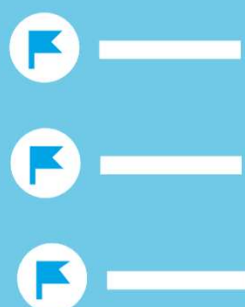
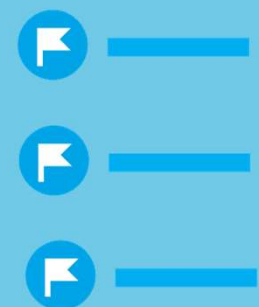
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PERSPECTIVE:
THE DOT
IN THE EMPTY
SQUARE



NEXT UP

TRANSITIONS BETWEEN ACTIVITIES



TRANSITIONS BETWEEN ACTIVITIES

SERIES BEHAVIOUR & RELATIONSHIPS

- 1 ESTABLISH EXPECTATIONS FOR EVERY ACTIVITY TYPE
- 2 VERBALLY WALK THROUGH THE TRANSITION
- 3 CHECK FOR UNDERSTANDING
- 4 SIGNAL, SWITCH, RE-FOCUS
- 5 REVIEW, REFINE, AND REHEARSE TO IMPROVE EACH ROUTINE

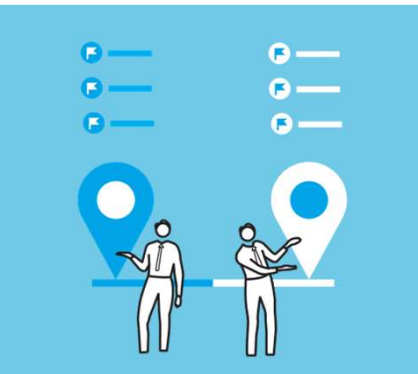


TEACHING
WALKTHRUS

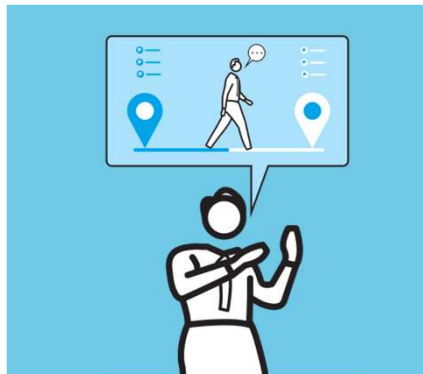
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TRANSITIONS BETWEEN ACTIVITIES

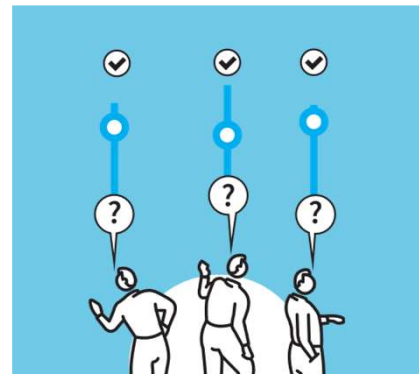
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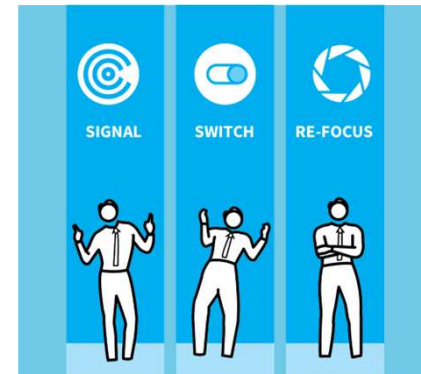
**ESTABLISH EXPECTATIONS
FOR EVERY ACTIVITY TYPE**



**VERBALLY WALK THROUGH
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**CHECK FOR
UNDERSTANDING**



SIGNAL, SWITCH, RE-FOCUS



**REVIEW, REFINE, AND
REHEARSE TO IMPROVE
EACH ROUTINE**

- Often activities and teacher-student interactions need to change during a lesson so that ideas and experiences are explored in the most appropriate manner.
- If transitions are seen as time-wasting or disruptive, it can be inhibiting and confining.
- Once transition routines are established, it allows responsive teaching to flourish, adding variety or tempo changes, increasing depth and challenge as required.

TRANSITIONS BETWEEN ACTIVITIES

1 2 3 4 5



ESTABLISH EXPECTATIONS FOR EVERY ACTIVITY TYPE

- As new types of activity are added to the class repertoire, run through the process of establishing expectations and rehearsing routines explicitly.
- Ideally, you do them frequently enough for the routines to become embedded.
- If students are unsure what is expected, then transitions are more likely to waste time or feel disruptive.



TEACHING
WALKTHRUS

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BEHAVIOUR & RELATIONSHIPS

A|D|A|P|T

TRANSITIONS BETWEEN ACTIVITIES

1 2 3 4 5



VERBALLY WALK THROUGH THE TRANSITION

- Before initiating a transition, walk through it verbally using a familiar set of instructions:
 - *When I give the signal, I'd like everyone to move to your practical groups in normal positions.*
 - *You only need your pencil, ruler and exercise book; everything else should be tidied neatly on your desk.*
 - *Walk slowly to your normal stations and show me you are ready.*



TEACHING
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BEHAVIOUR & RELATIONSHIPS

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TRANSITIONS BETWEEN ACTIVITIES

1 2 3 4 5



CHECK FOR UNDERSTANDING

- Instead of ineffective questions like *Does everyone understand what to do?*, routinely select one, two or three students to run through their understanding of what is expected:
 - *Kingsley, remind us what you all need to do when I give the signal.*
 - *Amy, do you agree with Kingsley? Did he leave anything out?*



TEACHING
WALKTHRUS

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BEHAVIOUR & RELATIONSHIPS

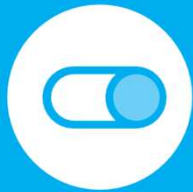
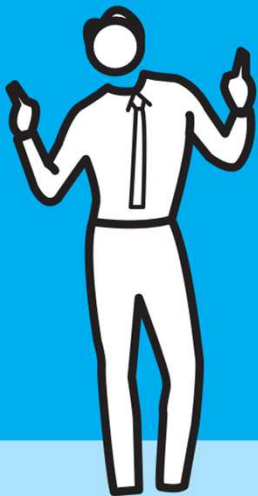
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TRANSITIONS BETWEEN ACTIVITIES

①—②—③—④—⑤



SIGNAL



SWITCH



RE-FOCUS



SIGNAL, SWITCH, RE-FOCUS

- **Signal:** Give the agreed signal to start the transition.
- **Switch:** Monitor students as they go through the routine, switching from one activity to the next.
- **Re-focus:** Once they have switched, scan, making eye contact, ensuring everyone is now re-focused, relaxed and ready. If you want them to get straight on with the next activity, make it part of the transition routine explicitly.



TEACHING
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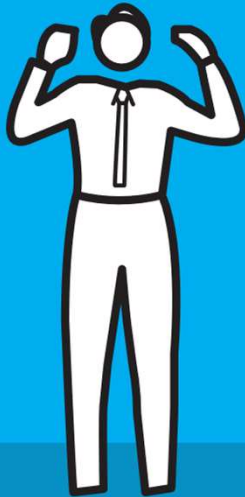
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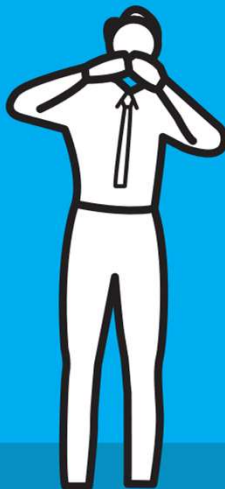
REVIEW



REFINE



REHEARSE



REVIEW, REFINE, AND REHEARSE TO IMPROVE EACH ROUTINE

- The more fluid and fluent transitions are, the more likely you are to use them.
- Don't give up early on – time spent getting them right is time well spent. You might remove some cues, pauses and checks as transitions become more automatic.
- If something isn't working, change it and then rehearse and embed the adapted routines.



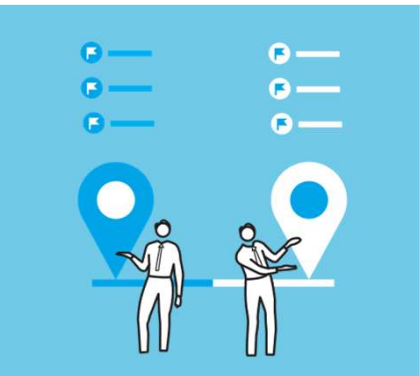
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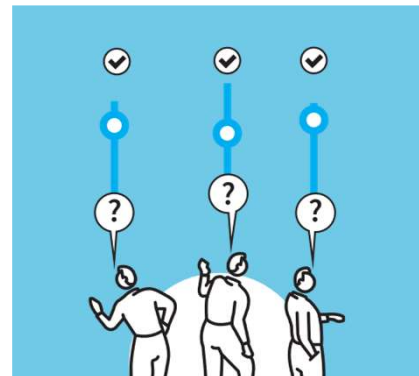
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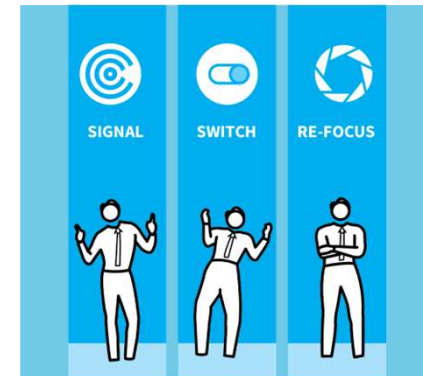
**ESTABLISH EXPECTATIONS
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**LESSON
DISRUPTION**

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PERSPECTIVE:
THE DOT
IN THE EMPTY
SQUARE



NEXT UP

LESSON DISRUPTION



LESSON DISRUPTION

SERIES BEHAVIOUR & RELATIONSHIPS

- 1 EVALUATE THE SITUATION
- 2 TACKLE IT; DON'T TOLERATE IT
- 3 TAKE THE LEAST INTRUSIVE APPROACH FIRST
- 4 ENACT AND NARRATE CHOICES AND CONSEQUENCES
- 5 RE-FOCUS THE LEARNING



TEACHING
WALKTHRUS

A|D|A|P|T

LESSON DISRUPTION

1 2 3 4 5



EVALUATE THE SITUATION



TACKLE IT; DON'T
TOLERATE IT



TAKE THE LEAST
INTRUSIVE APPROACH
FIRST



ENACT AND NARRATE
CHOICES AND
CONSEQUENCES



RE-FOCUS THE LEARNING



- Disruption happens when students' behaviour exceeds agreed boundaries, interrupts the teaching and learning process or prevents it from proceeding.
- It can be mild – easily and swiftly resolved. Or, it can be severe, requiring students to be removed from the class.
- The frequency and severity of these scenarios will vary between contexts. It's important to know how school systems support teachers in each circumstance.

LESSON DISRUPTION

1 2 3 4 5



EVALUATE THE SITUATION

- Maintain a pattern of continual background monitoring: are students safe and unhindered in their learning?
- Reference a set of expectations and boundaries so behaviours constituting disruption are easily and consistently identified.
- Evaluate every situation, keeping in mind the need for fairness and consistency, balancing the needs of individuals and the whole class.



TEACHING
WALKTHRUS

SERIES
BEHAVIOUR & RELATIONSHIPS

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TACKLE IT; DON'T TOLERATE IT

- Remember that *you establish what you establish*. If a student's behaviour falls outside the boundaries, you must tackle it, choosing an appropriate response.
- Intervene with low level issues early on before they escalate, leaving you with a bigger issue to tackle.
- You can be warm, kind and friendly as well as having very high expectations, strictly reinforced.





TAKE THE LEAST INTRUSIVE APPROACH FIRST

- You have a range of options including:
 - non-verbal cue; private word
 - public reinforcement with **Positive Framing**;
 - controlled severity; a firm reprimand
 - sanctions: detentions or removal
- Choose the least severe approach possible but do whatever is needed to address the situation.





ENACT AND NARRATE CHOICES AND CONSEQUENCES

- Follow the steps in **Choices and Consequences**.
- If behaviour can be redeemed immediately, make that option clear.
- Narrate the reasons for any sanctions:
You continued shouting out after the warning, preventing others from answering, so, as you know, that means you now have a lunchtime detention with Ms Shaw.



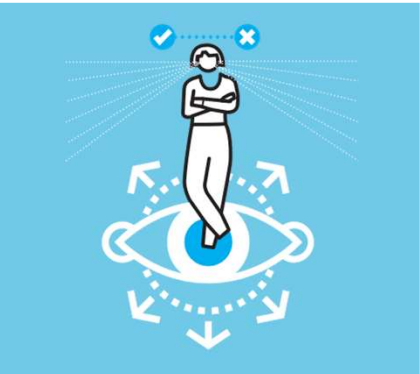
RE-FOCUS THE LEARNING

- As quickly as you can, support the class to move beyond a disruptive incident by re-focusing the learning, perhaps with a recap of what had been covered so far in the lesson.
- Model a calm *back to normal* adult response, not amplifying the drama or any incident, reinforcing that this is how students should also respond.



LESSON DISRUPTION

1 2 3 4 5



EVALUATE THE SITUATION



TACKLE IT; DON'T
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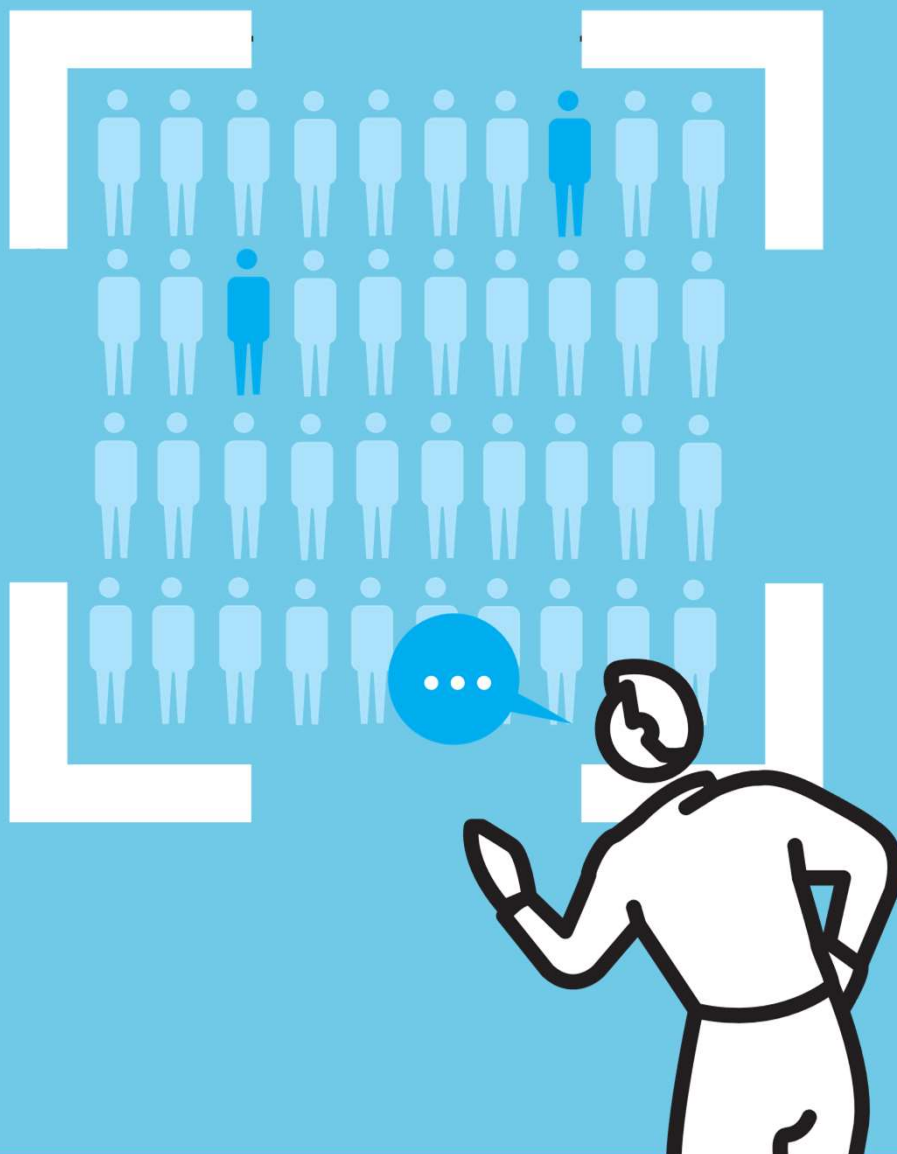
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**PERSPECTIVE:
THE DOT
IN THE EMPTY
SQUARE**



NEXT UP

**PERSPECTIVE: THE DOT
IN THE EMPTY SQUARE**



PERSPECTIVE: THE DOT IN THE EMPTY SQUARE

SERIES BEHAVIOUR & RELATIONSHIPS

- 1 FOCUS ON THE EMPTY SQUARE, NOT THE DOT
- 2 AFFIRM THE ACTIONS OF THOSE RESPONDING POSITIVELY
- 3 RE-AFFIRM GENERAL EXPECTATIONS TO ALL
- 4 USE POSITIVE FRAMING TO ADDRESS THE *DOTS*
- 5 NARRATE CHOICES AND CONSEQUENCES FOR FUTURE ACTIONS

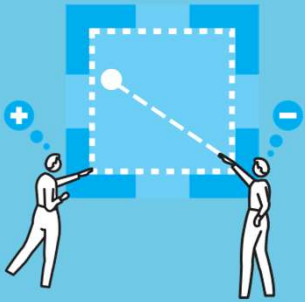


TEACHING
WALKTHRUS

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PERSPECTIVE: THE DOT IN THE EMPTY SQUARE

1 2 3 4 5



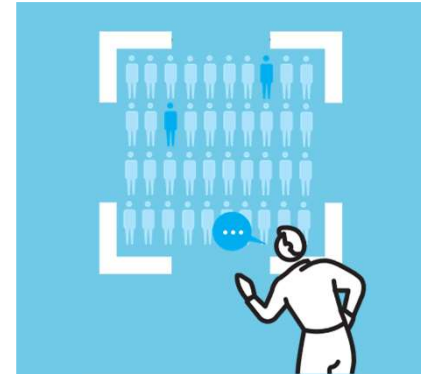
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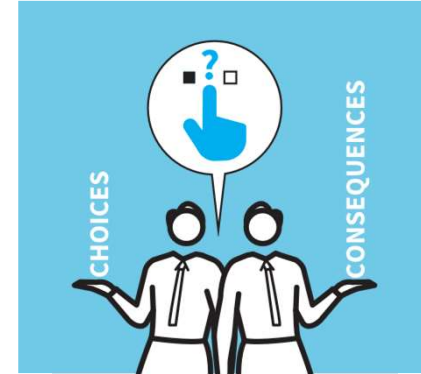
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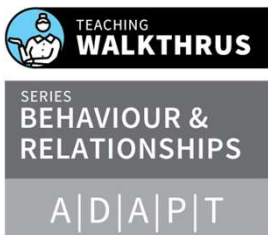
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USE POSITIVE FRAMING TO ADDRESS THE DOTS



NARRATE CHOICES AND CONSEQUENCES FOR FUTURE ACTIONS



- Keep behaviour that falls below expectations in perspective. Don't take excellent behaviour for granted, letting it pass without comment, while always addressing poor behaviour and low standards.
- This risks creating an excessively negative atmosphere, where discipline feels heavy and the teacher seems continually critical.
- Bill Rogers, the Australian behaviour expert, suggests the dot in a square technique as an antidote to this habit.

PERSPECTIVE: THE DOT IN THE EMPTY SQUARE

1 2 3 4 5

FOCUS ON THE EMPTY SQUARE, NOT THE DOT

- In the analogy, the dot stands out but most of the space is empty. The dot represents negative behaviour in the context where the dominant behaviour is positive.
- Don't lose sight of the empty square: the positive, on-task, kind, respectful, hard-working, cooperative behaviours that most students exhibit, even when others are not meeting the standards.



TEACHING
WALKTHRUS

SERIES
BEHAVIOUR & RELATIONSHIPS

A|D|A|P|T



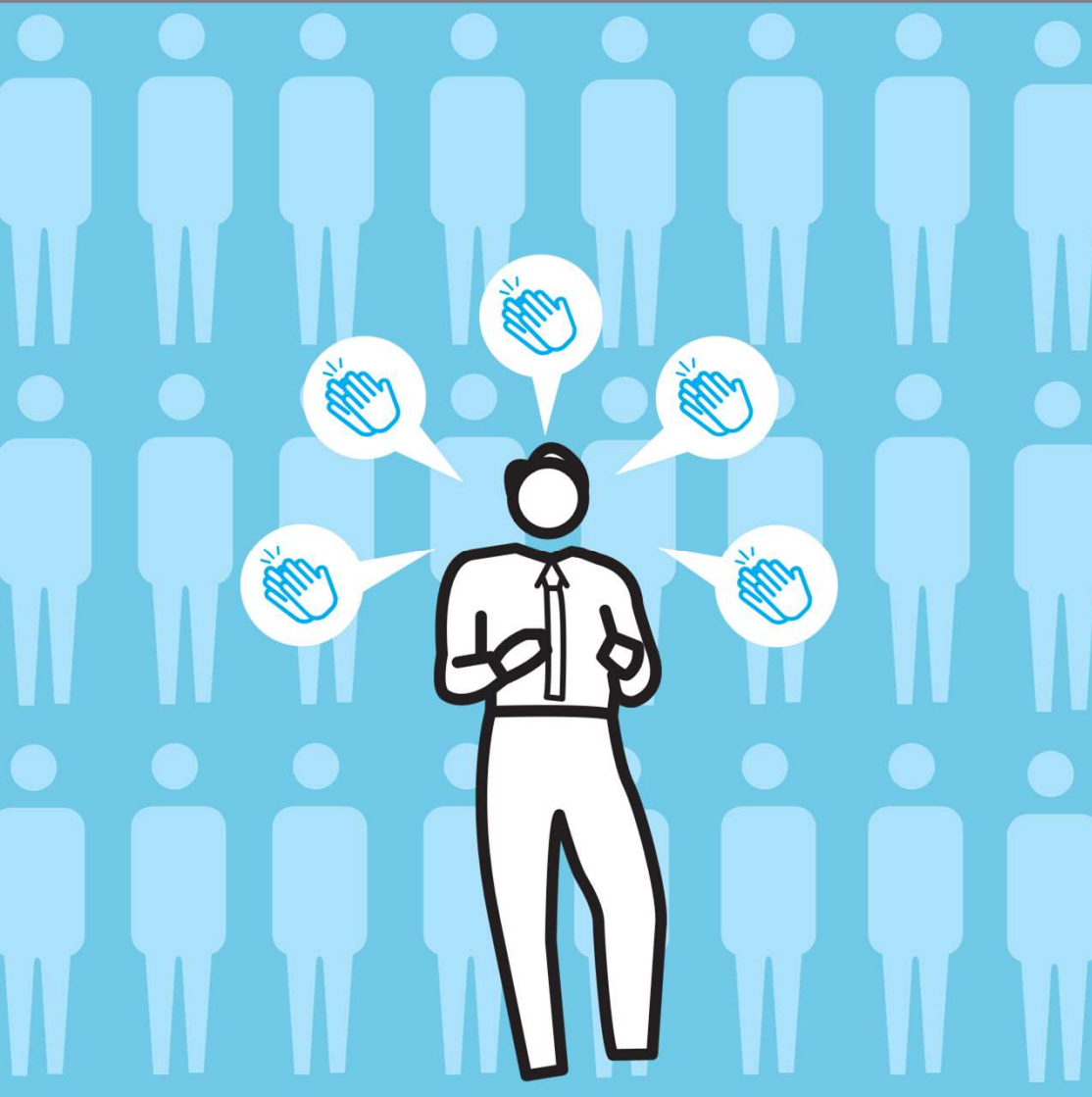
AFFIRM THE ACTIONS OF THOSE RESPONDING POSITIVELY

- Before addressing any negative, off-task behaviours, routinely reaffirm the positive behaviours:
 - *Wow – we’ve got some superb homework here. Well done.*
 - *Excellent – great to see you all on time and ready to go!*
 - *Thank you to everyone listening and paying full attention; that’s wonderful.*



PERSPECTIVE: THE DOT IN THE EMPTY SQUARE

1 2 3 4 5



RE-AFFIRM GENERAL EXPECTATIONS TO ALL

- Most students can maintain high expectations; reinforce that this is what you expect from everyone; you believe everyone can meet the standards.
 - *Thank you – that's the level of concentration you're all capable of.*
 - *I'm sure we can get everyone producing work of this standard.*
 - *Great to see people including the new words in their writing because they took time to learn them.*



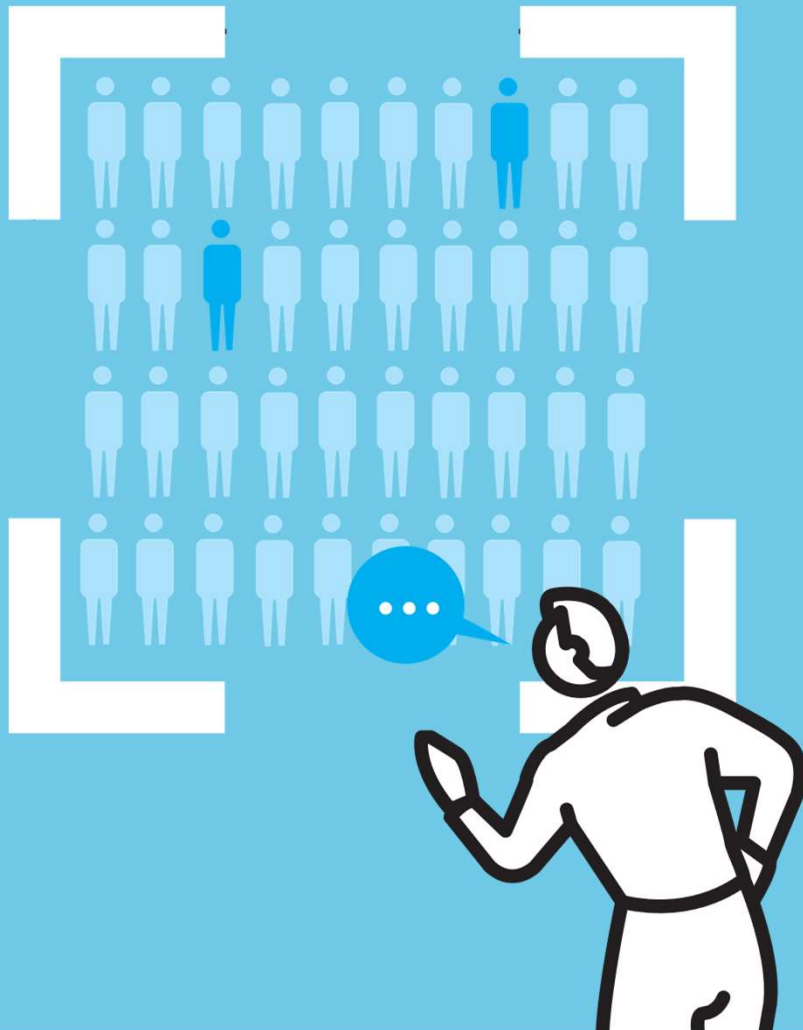
TEACHING
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PERSPECTIVE: THE DOT IN THE EMPTY SQUARE

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USE POSITIVE FRAMING TO ADDRESS THE *DOTS*

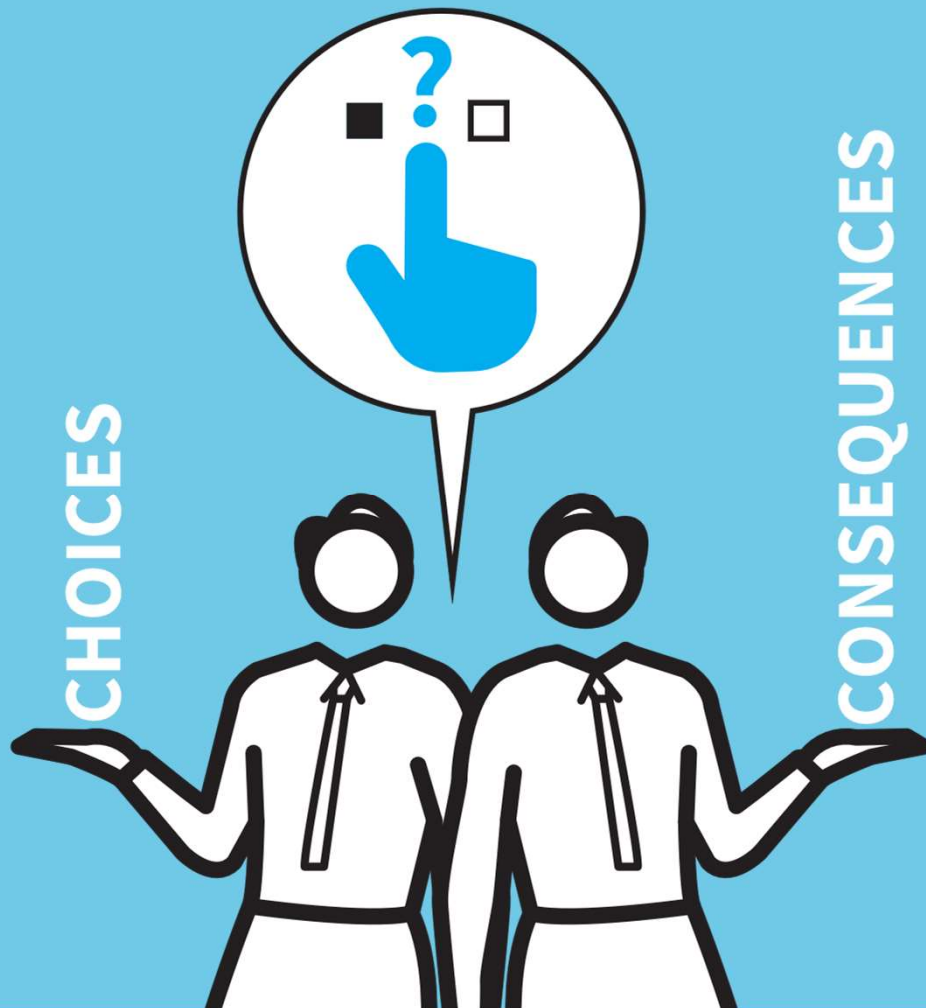
- You must also address the negative behaviours – the dots – but this is easier to do in a climate dominated by affirmation and encouragement.
 - *OK – now I need everyone eyes front and listening like the others.*
 - *Nearly everyone is arriving nicely on time; you two can do it too!*
 - *Thanks for all the great homework – now, James and Suzanne, yours will be great too; let's get organised.*



TEACHING
WALKTHRUS

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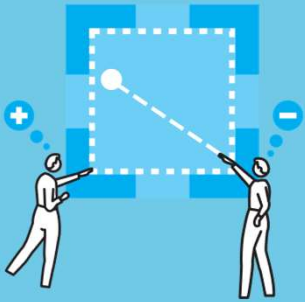
NARRATE CHOICES AND CONSEQUENCES FOR FUTURE ACTIONS

- Where the dots represent more challenging or persistent poor behaviour, you may still need to run through **Choices and Consequences**.
 - *Thanks to everyone who listened during Cold Call questions. Nick and Nicole – I need you doing the same. You can either respond in the way I expect or there will be a detention and a phone call home.*



PERSPECTIVE: THE DOT IN THE EMPTY SQUARE

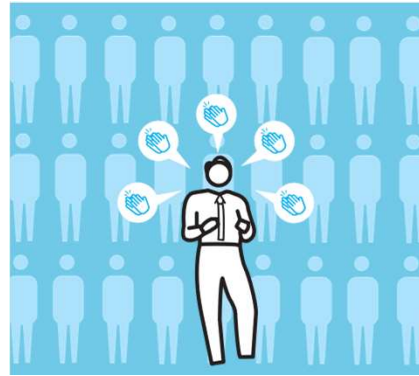
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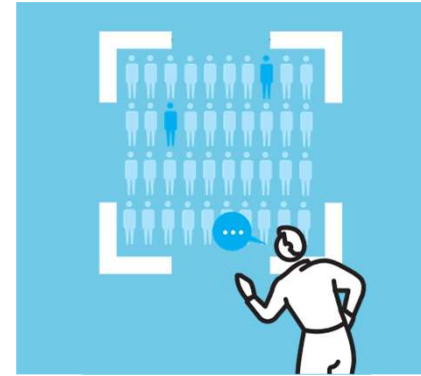
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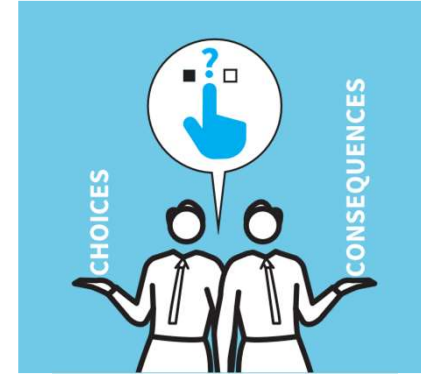
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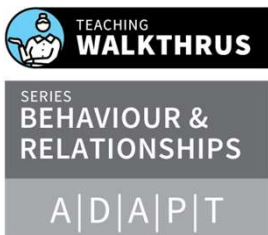
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