

ITAP Reflections: Virtual Tutor Group

- Please access class data and pupil information sheets on Blackboard “Becoming a teacher” site.
- Where names are mentioned in each scenario you should access the appropriate pupil information sheet to find out more.

- Individually, consider how you would respond as a teacher *using the behaviour systems in your ITAP school* for the following scenarios.
- For this virtual tutor group task, you should imagine that you are teaching these pupils within your own subject area. Remember the virtual tutor group is a vertical tutor group so there are a range of age ranges included so they are not all going to be in the same lesson.
- Imagine that it is your first lesson with each year group, involving the following pupils in your subject.

Scenario 1: Year 7 Lesson

You are greeting pupils at the door and directing them to their seats(which are in a seating plan) /assigning them partners if in a practical lesson. **Stacey Smith** says they don't get on with **Craig Wilson** who you have put next to her; you initially repeat your request but **Stacey** demands that you speak to the Head of Year because they will tell you that it isn't allowed. You have seen no such information from the Head of Year, and you overhear some other pupils muttering that they have to work together in some other subjects.

Scenario 4: Year 8

Mercedes Martin has received several behaviour points despite it being early on in the term. She is currently on report with the targets of completing all work set and showing respect to staff. During your lesson (it is the first time you've met her) she has been compliant and completed all work; she hasn't contributed at all but has not spoken over others or you. At the end of the lesson you ask pupils to pack away and Mercedes puts her coat on. Pupils have to leave the lesson in full uniform which means blazers on and no coats. This takes place approximately 1 minute before the bell is due to go. You ask her to remove it, but she says, "I'm going to PE anyway and it's cold. Can you just sign my report?"

The report only has two options: target met or target not met. Do you say that they have met their target to show respect to staff on their report?

Key reflection points

The point of this task was for beginning teachers to consider similarities and differences of approaches to behaviour management and to bring in the school's context when considering this. The emphasis is always on there not being a “right” and “wrong” approach but to encourage reflection on why approaches are effective in their contexts.