ITAP: Routines, Language and Presence
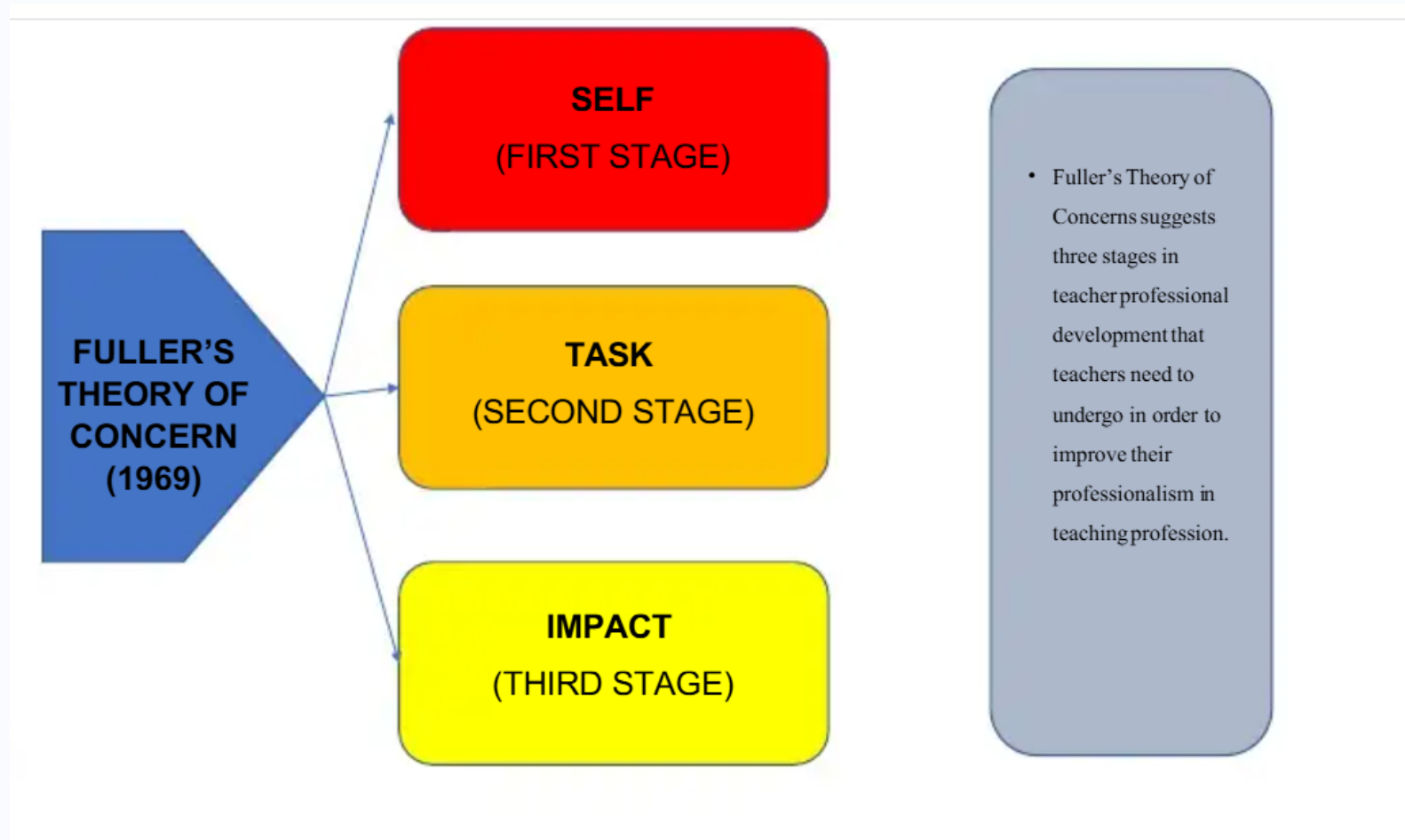
Context and Theory.

29th September 2025

Outline

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- Why Behaviour?

- What theory might you draw on when exploring approaches to behaviour management?

- What different models might you see in schools?

- What might this look like in practice?

A Reminder of the Curriculum Design

FULLER'S THEORY OF CONCERN (1969)

- **SELF** (FIRST STAGE)
- **TASK** (SECOND STAGE)
- **IMPACT** (THIRD STAGE)

- Fuller's Theory of Concerns suggests three stages in teacher professional development that teachers need to undergo in order to improve their professionalism in teaching profession.

https://www.scribd.com/presentation/612166328/FULLER-S-THEORY-OF-CONCERN-1969

ITTECF Links: 7.1-2, 7.5, 7.6, 7.9, 7.10, 8.9

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- Establishing and reinforcing routines, including through positive reinforcement, can help create an effective learning environment.

- A predictable and secure environment benefits all pupils, including younger pupils, but is particularly valuable for pupils with special educational needs.

- Building effective relationships is easier when pupils believe that their feelings will be considered and understood.

- Pupils are motivated by intrinsic factors (related to their identity and values) and extrinsic factors (related to reward).

- Teaching typically expected behaviours will reduce the need to manage misbehaviour.

- Pupils who need a tailored approach to support their behaviour do not necessarily have SEND and pupils with SEND will not necessarily need additional support with their behaviour.

- Research evidence can vary in its level of reliability, which is determined by how the research was conducted and other factors that might introduce bias, such as the level of independence. High quality research communicates methods and limitations transparently.

Beyond ECT

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Teachers' Standards

TS 7 Manage behaviour effectively to ensure a good and safe learning environment

- have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy

- have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly

- manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them

- maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

- **TS 1.** establish a safe and stimulating environment for pupils, rooted in mutual respect

Part 2:

- treat pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position

The National Context

- National Behaviour Survey 2024

- Survey in waves throughout the year: December, March, May

- Online

Table 3: SCV survey waves - achieved sample sizes for teachers

	Fieldwork dates	Primary school teachers	Secondary school teachers	Special school teachers	All school teachers
SCV Dec 2023	5th Dec 2023 – 29th Jan 2024	1,663	1,326	625	3,614
SCV Mar 2024	19th – 27th Mar 2024	573	482	252	1,307
SCV May 2024	16th – 24th May 2024	633	547	368	1,548

What is the purpose of managing behaviour in schools?

- https://www.menti.com/alsp76cgu9pf

On your tables

- You will each have an approach which can link to understanding why certain behaviour management models are structured as they are in schools.

- You have 15 minutes to research/recap/discuss the prompts and how they might link to this theory.

- Use these prompts and your own ideas to produce a summary of this theory for others and consider what it may look like in schools.
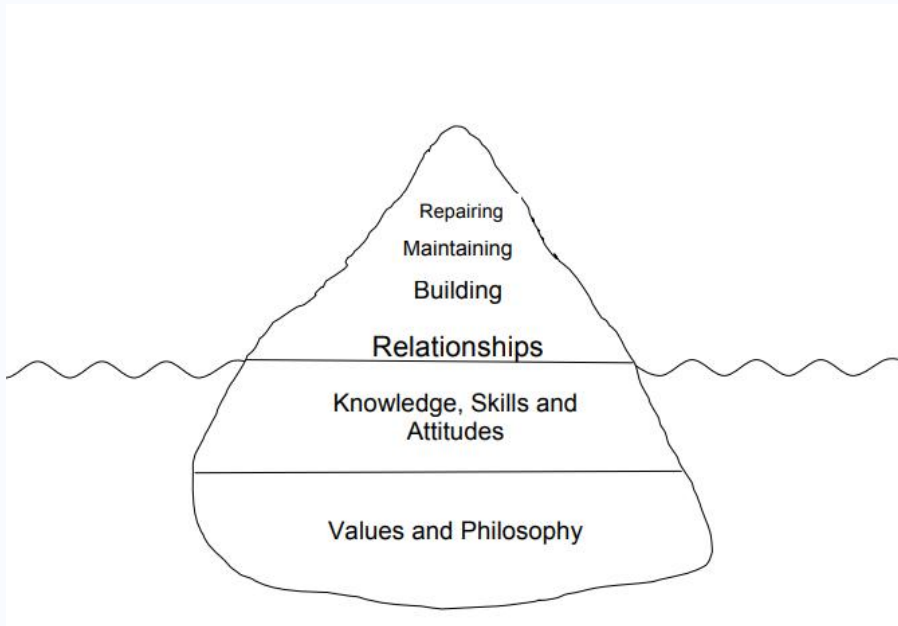
Roles: Researcher(s), Scribe/someone to collate everyone's findings, Presenter/Someone to lead feedback.

Behaviourism

- John Watson: behaviours displayed

- Cognitive load

- B.F Skinner: conditioning

- Ivan Pavlov

- Pamela Grossman, 2009

- Paul Dix (2010-present)

Restorative

Belinda Hopkins (2011)

Howard Zehr (1990) 'Changing Lenses'

Bill Rogers (2000-present) behaviour and communication

Trauma-Informed

Feedback

- 2 mins each

Which broader theories might these policies resonate with?

Different Approaches in Practice

- https://www.youtube.com/watch?v=9CzheZY2Cfw
- https://youtu.be/8mAhtYd3JIk (Michaela)
- https://www.youtube.com/watch?v=dhGNvgenUIc
- (restorative)

- Behaviour systems within schools are complex (Deakin and Kupchik, 2016)

- They are influenced by the following contexts (Braun, et al. 2011):

- Situated, professional, material and external

These do not always neatly align!

Situated = location/community
Professional = school context/teachers' experience and values
Material = budgets/space/environment
External – parents/other agencies

Think of some examples for each category.

How does this link to my assignment?

- You will produce a 12-15 minute recorded (camera on or off) presentation on an element of behaviour management e.g. routines, exploring the literature around this and how you have seen it in practice.

- This session aims to give you some of the 'bigger ideas' about behaviour before you drill down into specific areas of routines and language and presence

- The other sessions today will focus specifically on these elements and will introduce you to some further, reading on elements of behaviour that you are likely to encounter in schools.

Your assignment *may…*

- Give some context for a focus on behaviour management and its importance (possibly through reference to policies/surveys etc)

- Discuss literature relating to behaviour and specifically to routines or language and presence

- Remember you will need to consider validity of these sources too so keep this in mind when reading.

- You will then give some examples about how you have seen these approaches in the classroom and these need to be linked back to your reading.

References

Please refer to the reading list for this session which may also help with reading for your assignment.