Ambition Institute

Early Career Teacher Programme

Giving effective praise

Clinic 3

KEEP
GETTING
BETTER

Giving effective praise

One problem teachers face is that some pupils show a lack of motivation in lessons. This could be due to them experiencing lots of failure in school in the past, which affects pupils' self-esteem and motivation to work hard. One way teachers can help motivate pupils is through effective praise, where we highlight and reinforce to pupils that effort leads to successful outcomes, rather than ability. In this session, we highlight the complexity of giving effective praise and the necessity to think carefully about how and when you will use it. We take you through the steps of planning to give praise to a pupil and an opportunity to practise delivering it, so that you are ready to use praise effectively back in school.

Learning outcomes

> To know that pupils' experience of failure at school can affect their self-esteem and therefore motivation to work hard.
> To know that teachers should praise pupils' effort and emphasise the progress being made to motivate pupils to work hard.
> To practise planning and scripting praise which attributes pupils' success to effort.
> To practise delivering praise which attributes pupils' success to effort.

Reflection and implementation

Reflect on how you will implement what you have learnt in today's session back into your school.

Prompts:
> **What are the key ideas that you learnt about planning and delivering effective praise today?**
> **Think about your next week in school and identify when you will deliver this praise, which you have planned today.**
> **What actions will you take to ensure that you deliver effective praise in the future?**

My key takeaways from today:

Reflection activity

Read this scenario and use the prompts to discuss with peers your experience of giving praise in the classroom to help motivate pupils.

Scenario:

Ms Mahrez is concerned that some of her pupils are not always willing to think hard or take risks in their learning. For example, they sometimes give up quickly when tasks are challenging or avoid taking part in class discussions. She has found that by offering them support, praising them when they put effort into their learning and highlighting their success when they do has begun to pay off. Her pupils are more motivated to have a go!

Prompts:

> **Are there times in your lessons when pupils give up trying if the work seems challenging or avoid contributing in class discussions?**

> **How do you respond to your pupils to motivate them?**

Self -efficacy and motivation
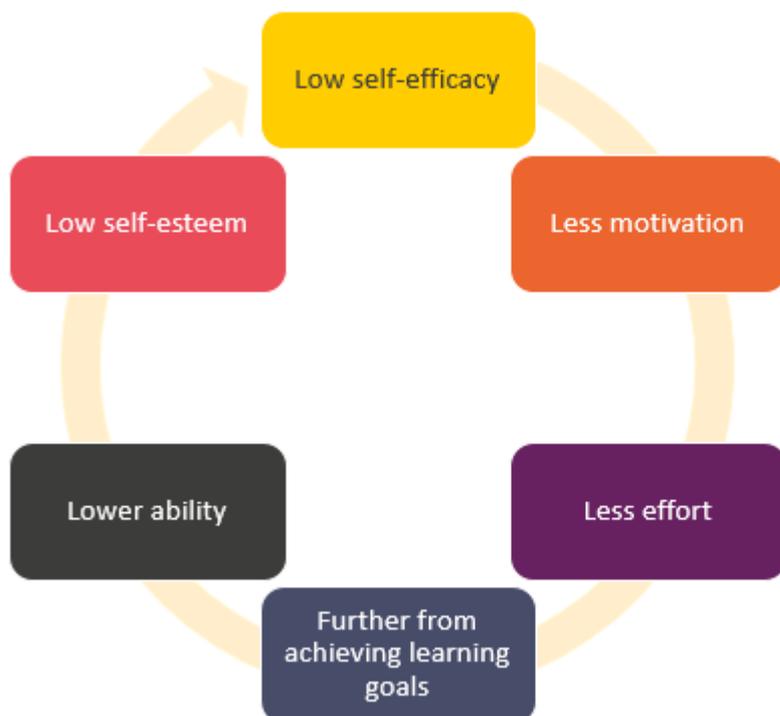
*self- efficacy means your belief in your ability to be successful at a task.

Shell, D. F., Brooks, D. W., Trainin, G., Wilson, K. M., Kauffman, D. F., & Herr, L. M. (2010)

Introduction to giving effective praise

Guidelines for giving effective praise

Guidelines	Example	Non- example
1. **Genuine vs Dishonest**	> *Well done for sticking at that challenging task!*	> *Wow- you are such a great mathematician!*
2. **Congratulate vs Control**	> *Great! You wrote that very neatly.*	> *Great! You wrote that very neatly. Try and do that every day.*
3. **Earned vs Unearned**	> *Fantastic! I can see you have put a lot of time into drawing yourself- portrait as accurately as possible.*	> *Fantastic! You handed your work in.*
4. **Effort vs Ability**	> *Well done for putting the effort into completing this task. You used the resources to support you when you did get stuck, so you could work out the correct answer.*	> *You are such a clever boy! Well done for getting full marks on on your test.*
5. **Earned vs Unearned**	> *Well done! I'm giving you a positive point for learning your monologue really quickly!*	> *I'm going to give you a positive point if you work hard at learning your monologue.*

Model: Leah giving praise

As you watch the video, pay attention to the following:

> genuine
> congratulates
> earned
> effort
> immediate and unexpected
> **how this strategy would be relevant to your own subject and phase**

Notes:

Leahs' plan for giving praise

Steps	Plan for routine
1. **Exceeds expectations**	> **What is the learning objective for the lesson?** *To develop a thorough understanding of a tier 2 word, 'rash' and look for examples in the text, 'Romeo and Juliet'.* > **Describe one thing a pupil could do to exceed expectations related to this learning objective.** *Someone who identifies a really good example of 'rash' being used to describe Romeo in the text but is also able to explain and justify why it is a good example.*
2. **Script praise**	*"That's a brilliant justification!*
3. **Add strategy used**	*"You clearly thought about the definition of the word 'rash' because you picked a strong quotation and you were able to justify it in your own words."*
4. **Add verbal cue**	Use raised hand to emphasise pupil's good idea.

Plan a routine

Planning steps

Step 1: Exceeds expectations
Step 2: Script praise
Step 3: Add strategy used
Step 4: Add verbal cue

Model plan for a routine

Steps	Plan for routine
1. **Exceeds expectations**	> **What is the learning objective for the lesson?** To write a few simple sentences using the key words and phonic sounds learnt so far accurately. > **Describe one thing a pupil could do to exceed expectations related to this learning objective.** To write more than a few simple sentences accurately, using the phonics and tricky word mat to check writing.
2. **Script praise**	> **Express congratulations.** Fantastic work! > **Describe the positive behaviour you have seen and want to reinforce.** You have written lots of sentences accurately.
3. **Add strategy used**	> **Key strategy:** You used the phonics and tricky word mat to check your writing. > **Additional strategies:** You checked with a partner. You read back your work.
4. **Add verbal cue**	> Thumbs up to acknowledge praiseworthy behaviour. > Point to the sound mat and tricky word mat and point to my eye, which is a cue that I use in my class regularly for 'good looking' to reinforce the strategy used.

Success criteria cheat sheet

Description	Feedback
Pupil exceeds expectations	> praise a pupil who has earned it by exceeding expectations related to the learning objective.
Expresses congratulations	> congratulate the pupil. > avoid using phrases which sound controlling.
Specific and attributed to pupil's behaviour	> say the positive behaviour you have seen and want to reinforce. > avoid talking about the pupil's ability. > describe the strategies the pupil used to solve the task (if relevant).
Voice and body language	> **deliver** praise with a positive tone and avoid sounding sarcastic. > **deliver** praise with a verbal cue.
Immediate	> **deliver** praise immediately following praiseworthy behaviour.
Unexpected	> **deliver** praise as an unexpected surprise.

Your plan for giving praise

Steps	Plan for routine
1. **Exceeds expectations**	> **What is the learning objective for the lesson?** > **Describe one thing a pupil could do to exceed expectations related to this learning objective.**
2. **Script praise**	> **Express congratulations.** > **Describe the positive behaviour you have seen and want to reinforce.**
3. **Add strategy used**	> **Key strategy:** > **Additional strategies:**

4. Add verbal cue	

Practise delivering praise

Listen to my delivery and provide me with feedback using success criteria cheat sheet.

- I like the way you…
- Next time try to….

Notes:

Your turn: Deliver praise

> Deliver your praise to a partner.

> Your partner should provide feedback on

- your delivery

- your planning

> Make changes based on feedback

> Re-do

> Swap roles

Notes: