Ambition Institute

Early Career Training Programme

Clinic 1: High expectations

Participant Workbook

(Specialist SEND Pack)

KEEP GETTING BETTER

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Name: ……..

Session date: ……

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Pre-clinic tasks

The following tasks are to be completed before you attend Clinic 1. This should take no longer than 30 minutes

In Clinic 1, you will read and analyse 3-4 scenarios that consider the following teaching problem across a range of contexts:

> How can teachers prevent and respond to low-level disruption to create a positive, predictable and safe learning environment?

The scenarios will exemplify the four module principles below, demonstrating how teachers can establish and maintain high expectations in order to minimise low-level disruption.

Module principle	Description
Be consistent	A predictable environment helps pupils feel secure and know what to expect. Maintain expectations and embed routines by taking a consistent approach, using familiar language and providing predictable responses. For example, use a predictable system of rewards and sanctions in line with whole-school policies.
Guide attention	Expectations need to be carefully communicated so that pupils understand what to do. Direct attention with specific, sequential and manageable instructions, using scaffolds to make these concrete.
Share purpose	Explaining the intent behind expectations and routines can make them more meaningful and motivating for pupils. Share the purpose and benefits so that pupils understand what is expected of them and why it matters.
Be responsive	Responding promptly and appropriately to pupils' behaviour reinforces expectations. Use strategies such as checking for understanding, positive framing and specific praise to promote positive behaviours. Use least-invasive strategies early when expectations are not met.

These module principles are relevant to all teachers and can be applied across all contexts, regardless of phase, subject or setting. For instance, a teacher may be giving instructions for the next task in the lesson. In contrast, at the start of the school year a teacher may be showing pupils how they want them to enter the classroom. The content may differ, but the teachers in both scenarios would benefit from applying the same module principles.

The following two tasks will help you to familiarise yourself with the module principles before you attend the clinic. During the clinic, you will build on this prior knowledge by exploring the module principles in greater depth with the support of your facilitator, before applying these to your own practice.

Task 1

> Read the scenario below.
> Answer the questions, using the module principle as a guide.

Mrs. Ahmed is an art Teacher at Cooper's Academy, a secondary school for pupils with special educational needs. She has found that pupils often struggle to maintain focus for the duration of longer tasks. This can cause low-level disruption as pupils become fidgety, move around the room and chat to each other.

Mrs. Ahmed knows that pupils benefit from regular short breaks. So, she has considered how to include these in her routines to support pupils. She also understands the importance of teaching her pupils to self-regulate because it will reduce the likelihood of low-level disruption in her lessons. Over the last term, Mrs. Ahmed has established a routine which uses coloured sand timers to break long tasks into smaller periods of focussed work. Pupils can then take timed movement breaks. The frequency and length of these breaks are based on the individual needs of the pupils. However, the structure remains consistent.

In today's lesson, pupils will be working on an extended piece of work. She knows movement breaks will be a good way to support them to do this. When she is setting up the task, she reminds them of her expectations:

"Today, it is an extended piece of work. We know our concentration is improved when we have an opportunity to move around and take a break from our work. So, I will give regular movement breaks. We will use the sand timers to help us remember how long we are working for, and how long our breaks last. I will direct you to the appropriate timer colour for you."

Later, while most pupils are settled into their drawing task, Mrs. Ahmed notices that Daniella is fidgeting in her seat. Mrs. Ahmed walks to her desk; "Daniella, you have worked really hard on the shading on your drawing. I am going to put this 2-minute timer on your desk because I want you to spend two more really focussed minutes on your drawing. I know you can time your own movement break. So, after this timer runs out you can go to the bench at the back of the room and pick up a red timer and start it. You will have until that timer has finished to take a movement break quietly, in the movement space. I will see you back at your desk when your red timer has finished."

After reading the scenario, reflect on the following questions and respond, using the table below:

Module principle	Question(s)	Response
Be consistent	How does the teacher create a consistent environment for pupils?	
Guide attention	How does the teacher help pupils to follow her instructions?	
Share purpose	How does the teacher explain the purpose of the instruction to pupils?	
Be responsive	How does the teacher respond to what she sees from pupils?	

Task 2

- Take a moment to reflect on the module principles for this clinic.
- Consider a recent lesson that you have taught and tried to prevent low-level disruption.
- Complete the table, reflecting on your experience.

Example: This is completed example for the first two module principles to support your thinking.

Module principle	Do you feel that you applied this module principle?	**If yes,** how did this module principle support your practice?	**If no,** what might you do next time to use this module principle?
Be consistent	Yes	I consistently use the whole-school prompts to gain pupils' attention. This helps them to understand what I want from them without me having to explain, and supports to establish this as a routine across the school.	
Share purpose	No		I could explain to pupils why they need to be silent during the task. I could tell them that I want them to work independently, so that I can see what they know, and what we need to look over again.

Module principle	Do you feel that you applied this module principle? (Y/N)	**If yes,** how did this module principle support your practice?	**If no,** what might you do next time to use this module principle?
Be consistent			
Guide attention			
Share purpose			
Be responsive			

Teaching problem

How can teachers prevent and respond to low level disruption to create a positive, predictable and safe learning environment?

Paired discussion
Reflect on your experience of setting and maintaining high expectations in school. This might include giving instructions or responding to pupil behaviour.

Questions:

1. How does low-level disruption present in the classroom? What does it look like and when does it tend to take place?
2. What impact does it have?

Notes:

Maintaining high expectations

Preventing low-level disruption	Responding to low-level disruption
> Routines > Teacher-pupil relationships > Clear instructions > Learning planned and content broken down to allow pupils to access it > Teacher's belief in pupils' ability to succeed > Social norms and culture of learning	> Least invasive approaches (non-verbals, private reminders) > Escalation (behaviour systems and support) > Positive reinforcement

Notes:

What are module principles?

Module principles are the components of an approach that can be applied across all subjects, phases or settings. They serve as a guide for what good practice is likely to look like.

Module principles

Module principle	Description
Be consistent	A predictable environment helps pupils feel secure and know what to expect. Maintain expectations and embed routines by taking a consistent approach, using familiar language and providing predictable responses. For example, use a predictable system of rewards and sanctions in line with whole-school policies.
Guide attention	Expectations need to be carefully communicated so that pupils understand what to do. Direct attention with specific, sequential and manageable instructions, using scaffolds to make these concrete.
Share purpose	Explaining the intent behind expectations and routines can make them more meaningful and motivating for pupils. Share the purpose and benefits so that pupils understand what is expected of them and why it matters.
Be responsive	Responding promptly and appropriately to pupils' behaviour reinforces expectations. Use strategies such as checking for understanding, positive framing and specific praise to promote positive behaviours. Use least-invasive strategies early when expectations are not met.

I do

Scenario

Mrs Harris is a teacher in a year 3/4 mixed class in a special school. The school uses Zones of Regulation (ZOR) as a whole school strategy to support pupils to understand their emotions and develop strategies to self-regulate. Each pupil in the primary school has a Zones of Regulation board and a ZOR toolkit on their desks.

Mrs Harris has embedded into the pupils' routine a 'check in' of their zones at all transition times. The pupils are returning from playtime and arriving back in class ready for their next lesson. Mrs Harris asks all the pupils to check their Zones of Regulation board and to move themselves to the zone they currently feel they are in. One of her pupils, Nisha, has shown she is in the yellow zone, Mrs Harris could also see that Nisha wasn't ready to start the lesson. Mrs Harris walks over to Nisha and bends down to her level. She reminds Nisha that we all need to try to be in the green zone to help us get ready for learning, Mrs Harris points to Nisha's toolkit and asks her which strategy she could use to help her feel in the green zone. Nisha chooses a 'roll in the cone' outside of the classroom. Mrs Harris praises Nisha for identifying a strategy that will help her, she writes on Nisha's Now and Next board, Now - roll in the cone, next - Literacy in class.

Mrs Harris asks a teaching assistant to check on Nisha to see if she is ready to return to class and to use her Zones of Regulation board. Nisha moves it to green. The teaching assistant checks that Nisha has understood what she needs to do next, using the Now and Next board to show Nisha that it is now time to return to the literacy lesson. Nisha returns to class. Mrs Harris welcomes Nisha back and praises her for using her toolkit to get herself ready for learning.

Task: Take notes while the facilitator models how the module principles appear in the first scenario. As this scenario was used for the pre-clinic task, you may also want to compare your own notes and reflections.

Module principle	Response
Be consistent	
Guide attention	
Share purpose	
Be responsive	
Other notes:	

We do

There are two 'We do' scenarios. Read and analyse each scenario with the following questions in mind. Use the table below the scenarios to write your response.

1. Where can you see evidence of the module principles in the scenario?
2. What impact do the module principles have on the teacher's actions and practice?

We do – Scenario 1

Mrs. Ahmed is an art Teacher at Cooper's Academy, a secondary school for pupils with special educational needs. She has found that pupils often struggle to maintain focus for the duration of longer tasks. This can cause low-level disruption as pupils become fidgety, move around the room and chat to each other.

Mrs. Ahmed knows that pupils benefit from regular short breaks. So, she has considered how to include these in her routines to support pupils. She also understands the importance of teaching her pupils to self-regulate because it will reduce the likelihood of low-level disruption in her lessons. Over the last term, Mrs. Ahmed has established a routine which uses coloured sand timers to break long tasks into smaller periods of focussed work. Pupils can then take timed movement breaks. The frequency and length of these breaks are based on the individual needs of the pupils. However, the structure remains consistent.

In today's lesson, pupils will be working on an extended piece of work. She knows movement breaks will be a good way to support them to do this. When she is setting up the task, she reminds them of her expectations:

"Today, it is an extended piece of work. We know our concentration is improved when we have an opportunity to move around and take a break from our work. So, I will give regular movement breaks. We will use the sand timers to help us remember how long we are working for, and how long our breaks last. I will direct you to the appropriate timer colour for you."

Later, while most pupils are settled into their drawing task, Mrs. Ahmed notices that Daniella is fidgeting in her seat. Mrs. Ahmed walks to her desk; "Daniella, you have worked really hard on the shading on your drawing. I am going to put this 2-minute timer on your desk because I want you to spend two more really focussed minutes on your drawing. I know you can time your own movement break. So, after this timer runs out you can go to the bench at the back of the room and pick up a red timer and start it. You will have until that timer has finished to take a movement break quietly, in the movement space. I will see you back at your desk when your red timer has finished."

We do – Scenario 2

Ms Ayaz works at a specialist school for pupils with speech, language and communication needs. She has been working to develop pupils' social and emotional skills, including encouraging pupils to recognise and respond to others' perspectives, ideas and feelings.

As part of her approach, Ms Ayaz has begun using talk partners in lessons. Here, Ms Ayaz poses a question and asks pupils to share their responses with a partner in a structured way, using clear routines and visual supports.

Pupils have been reading a story about building friendships, called 'A Friend for Henry'. The class have read a page together, and now Ms Ayaz wants pupils to share how they think the main character feels and what they might do to help. It is the autumn term, and while pupils have begun to use talk-partners in lessons, they are still getting used to the routine.

In line with her classroom routine, Ms Ayaz uses a call and response to help all pupils focus their attention on her. After sharing the question, she gives the following instructions:
"You are going to talk about this question now in pairs. When you are listening to your partner, you can show you are listening by doing one or more of these things:

- Looking towards your partner, if that feels comfortable.
- Turning your body to face your partner.
- Nodding your head to show you are listening."

As Ms Ayaz explains this, she has corresponding visual cues up on the board. In turn, she indicates to these. There are cues for looking, turning, nodding to help pupils to remember what they might do to show they are listening.

She continues: "When I say go, partner A will share their answer first. When I put my hand up, partner A will stop, and partner B will share their response. Let's get ready to listen, and remember to put your hand up if you need help."

Ms Ayaz scans the room. While she can see that many pupils are showing they are listening to their partner, there are still some pupils who haven't started their discussion.

"I can see most of us are starting to discuss this question. Remember, it is important that we show that we are paying attention to our partner. We could do this by looking, turning or nodding." Again, she points at the visual cues for how pupils might show they are listening.

Ms Ayaz scans the room again, and this time, all pupils are showing they are listening.

During the discussion, she notices that one pupil begins looking down at the table and tapping their hands. She briefly says his name and shows an extra visual card for 'listening' from her lanyard. He looks up, turns again towards his partner and resumes listening.

Analysis		
Module principle	**We do scenario 1**	**We do scenario 2**
Be consistent		
Guide attention		
Share purpose		
Be responsive		
Other notes:		

Task: share in pairs.

Notes:

Task: share with the group.

Reflect and record: Reflect on the group discussion and record your final thoughts on the 'we do' scenarios.

Notes:

Option A: Non-example

Mrs Harris is a teacher in a year 3/4 mixed class in a special school. The school uses Zones of Regulation (ZOR) as a whole school strategy to support pupils to understand their emotions and develop strategies to self-regulate. Each pupil in the primary school has a Zones of Regulation board and a ZOR toolkit on their desks.

Mrs Harris has embedded into the pupils' routine a 'check in' of their zones at all transition times. The pupils are returning from playtime and arriving back in class ready for their next lesson. Mrs Harris asks all the pupils to check their Zones of Regulation board and to move themselves to the zone they currently feel they are in.

One of her pupils, Nisha, is often anxious around transitions. As she comes back in after playtime, she indicates she is in the yellow zone. Mrs Harris can also see that Nisha isn't ready to start the lesson. Mrs Harris walks over to Nisha and bends down to her level. She reminds Nisha that we all need to try to be in the green zone to help us get ready for learning, Mrs Harris points to Nisha's toolkit and asks her which strategy she could use to help her feel in the green zone. Nisha chooses a 'roll in the cone' outside of the classroom. Mrs Harris praises her for making a good choice, and asks the teaching assistant to work with Nisha outside.

After rolling the cone, the teaching assistant asks Nisha how she is feeling again, using the Zones of Regulation board. Nisha moves herself back to green. Mrs Harris comes out and praises Nisha for using this strategy, explaining again that it will help her to get ready for learning. She then explains that Nisha will come back into the lesson now. Nisha seems to get increasingly anxious again, and refuses to come back into class. While Mrs Harris explains that it is important for Nisha to do her literacy work, Nisha becomes increasingly upset and is unable to access the lesson at all.

Answer the following questions:

1. Which of the module principles are **not** present in this scenario? (there may be more than one)

> Be consistent
> Guide attention
> Share purpose
> Be responsive

Provide your reasoning for the missing module principle(s):

2. What impact does the missing module principle/s have on the scenario?

Option B: Planning/Practice task

1. Think of a lesson you have planned for the coming week.
2. Identify a moment in the lesson which might be vulnerable to low-level disruption.

- > Entries and exits
- > Transitions
- > Longer tasks
- > Whole-class discussions
- > Independent tasks
- > Group and pair work
- > Challenging content
- > Content which feels too easy
- > Wider contextual factors

Model script

You are going to talk about this question now in pairs. As always, when you are listening to your partner, you can show you are listening by doing one or more of these things: • Looking towards your partner, if that feels comfortable. • Turning your body to face your partner. • Nodding your head to show you are listening." *[Indicates to corresponding visual cues on board.]* When I say go, partner A will share their answer first. When I put my hand up, partner A will stop, and partner B will share their response. Let's get ready to listen, and remember to put your hand up if you need help. *[Reviews room having delivered initial instructions.]* I can see most of us are starting to discuss this question. Remember, it is important that we show that we are paying attention to our partner. We could do this by looking, turning or nodding. *[Points to visual cues on board.]*	**Key** Be consistent Guide attention Share purpose Be responsive

Task:
Write a script for the moment or task you have identified, using the question prompts to help you address each of the module principles in your planning.

Module principle	**Prompt questions:**
Be consistent	Have you already established any routines for this type of task or moment in the lesson? If so, how will you remind pupils of the routine? If not, how can you introduce the task in a way that can become routinised?
Guide attention	Think carefully about the language you are using to set up your task. What do you expect pupils to do and how do you expect them to behave? Are you using clear, simple language? Are you ordering information and instructions logically?
Share purpose	What is the purpose of the task you are setting up? How will the task benefit pupils in the short and or long term?
Be responsive	What will you do to check that pupils are following instructions? What will this look like? What will you do if pupils are not following instructions? What actions and behaviours will you look out for as examples of positive pupil behaviour? How will you acknowledge positive behaviour and praise pupils?

Module principle	**Plan**
Be consistent	
Guide attention	

Share purpose	
Be responsive	

Reflection

- Which of the module principles did you find the most helpful when scripting your instructions?
- Which part of the instructions do you think will be the most challenging and how might the module principles support you to address this challenge effectively?

Notes:

Option C: I Do 2

Scenario

Mr Adiche is lining his class up outside the classroom after lunch. This is part of their daily routine. “I’m looking for all faces towards me, please.” Mr Adiche looks down his line. He notices two pupils are looking down at their feet and are slumped against the wall. He begins to walk down the line. “We are nearly ready. I am just waiting for a couple of us to be stood up nice and straight with faces towards me. I want to be sure that everyone knows what they are supposed to be doing when we get into the classroom.” All pupils are now looking his way and Mr Adiche leads them into the classroom. He reminds them they will be silently reading for 15 minutes; their daily routine after lunch.

Mr Adiche knows the two pupils who needed an additional reminder in the line often play football together at lunchtimes. Previously, there have been unresolved lunchtime conflicts involving the pupils which have disrupted his afternoon lessons. Mr Adiche knows that if he doesn’t address this quickly and proactively then minor disruptions can escalate. However, he also knows both pupils’ behavioural needs. If he brings them over to speak to him about what has happened (either individually or as a pair), it is likely to escalate the situation.

His class have sat in their seats and are reading silently. Mr Adiche stands at the front of the room, watching intently. A couple of pupils look up and catch his eye. He smiles at them, nods, and then gives them a thumbs up.

Once he is confident that the class is settled and focussed on reading, he moves over to Minal and bends down to her level at the side of her desk. This is so he can still see the rest of the group. Mr Adiche whispers, “Are you okay Minal?” She shrugs. “Okay, I will give you a couple of minutes and will come back before the end of reading time. It is important to me that you are in the right frame of mind so you can focus on our lesson this afternoon.”

He goes to speak to the other pupil. They tell him that they have fallen out with Minal at lunchtime. Mr Adiche acknowledges how this pupil is feeling and gives them an explanation as to why he now needs them to focus on this afternoon’s lesson. He returns to Minal.

“Minal, I understand at the time that that was important to you, and you felt it was unfair. We are now in lesson time. I really need you to give all your attention to this afternoon’s learning because I know you will find it easier to learn if you do. Do you want to do your reading in the quiet corner to help you calm down?” Minal shakes her head, so Mr Adiche says: “Okay, well, we can talk about this at the end of the day if you still want to then. I am really looking forward to telling your mum how great your afternoon has been. We have five more minutes of reading. I reckon you can read at least 3 more pages in that time!”

Task: Take notes while the facilitator models how the module principles appear in this scenario.

Module principle	**Response**
Be consistent	
Guide attention	
Share purpose	
Be responsive	

Close

Reflection

1. Which of the module principles do you already use to help you to maintain high expectations?
2. Which of the module principles will you use more in order to support you to:
    a. Maintain high expectations?
    b. Prevent low-level disruption?
    c. Respond to low-level disruption?

Notes:

References

This section includes a list of references for this clinic.

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