Ambition Institute

Early Career Training Programme

Clinic 1: High expectations

Participant Workbook (Secondary 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.

As part of their approach to developing all pupils' speaking and listening skills, teachers at Tonsdown Secondary School regularly use talk partners throughout lessons. Here, teachers pose a question, then ask pupils to turn to their partner to share their responses in a structured way.

Ms Ayaz is teaching an English lesson, and this term pupils are reading the novel 'Boy Everywhere'. The class have read a chapter together, and now Ms Ayaz wants pupils to share how they think the main character feels. It is the autumn term, and while pupils have used talk partners in English lessons and in other subjects, they are still getting used to the routine.

In line with her classroom routine, Ms Ayaz has used a call and response to ensure all pupils are looking at her and paying attention. After she has shared the question with pupils, she gives the following instructions: "You are going to talk about this question now in pairs. Throughout your discussion, you need to make sure that you are looking at your partner and listening to what they say. 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 - turn to face your partner now." As Ms Ayaz gives this instruction, she has three corresponding visual cues up on the board. In turn, she indicates to these. There are cues for looking, listening, and hands up to help pupils to remember the process.

Ms Ayaz scans the room. While she can see most pupils have turned to face each other, there are still some pupils who have not yet done this.

"I can see most of us have turned to face our partners and are ready to discuss this question. Remember, it is important that we look at each other, to show that we are paying attention to our partner." Again, she points at the visual cue for looking.

Ms Ayaz scans the room again, and this time, all pupils are ready to start their discussion.

During the discussion, she notices that one pupil begins looking around the classroom. She briefly says his name and indicates to the visual cue on the board for looking. He turns to look back at his partner.

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

In alignment with the whole school feedback policy, teachers at Shorehouse Academy regularly engage pupils in whole-class feedback related to a model. As teachers talk through a model, pupils respond to the feedback by editing their work in green pen. Today, in his Year 8 French lesson Mr. Murphy is marking a piece of pupil work on his board to give whole-class feedback on a writing task.

Mr Murphy wants to gain his pupils' full attention, to explain the task and ensure that they have everything they need. In line with his classroom routine, he uses a narrated countdown. When he has his pupils' full attention, he gives his instructions: "While I am talking you through this piece of work, I expect you to pay full attention. You will need to work in silence. As always, you should have your green pens in your hand, ready to make improvements to your own copy of the paragraph as we go. Remember, we are looking for three things as we assess the model: use of the key vocabulary we have covered this week to describe our holidays, use of at least two opinion phrases and accurate adjective agreements. Green pens in hands. Let's do it."

Mr Murphy scans the room. He can see that three pupils have not yet got their pens in hand and do not appear ready.

"At least 80% of us are ready to go. That's great to see, well done. It's super important that we are all paying full attention. We can then note down all the changes we think of. We don't want to miss anything which will help you to improve your own work in the next task".

All pupils now appear ready to begin the feedback task, Mr Murphy talks his class through the example work, looking up and scanning the room at moments when he would expect that they would be adding green pen to their own work. He notices that one pupil is not focussed on the board and is not adding to her work. He decides to give a final whole class reminder to support her to meet his expectations, "we have made some fantastic additions to our model so far. It is really important that we all add this extra example to our paragraphs. I haven't yet seen this vocabulary in anyone's writing and it will increase the quality of our work when we return to our own paragraphs. I should see all of your green pens adding this in." He gives the less-focussed pupil a nod as he says this. She quickly adds to her work.

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

As part of their approach to developing all pupils' speaking and listening skills, teachers at Tonsdown Secondary School regularly use talk partners throughout lessons. Here, teachers pose a question, then ask pupils to turn to their partner to share their responses in a structured way.

Ms Ayaz is teaching an English lesson, and this term pupils are reading the novel 'Boy Everywhere'. The class have read a chapter together, and now Ms Ayaz wants pupils to share how they think the main character feels. It is the autumn term, and while pupils have used talk partners in English lessons and in other subjects, they are still getting used to the routine.

In line with her classroom routine, Ms Ayaz has used a call and response to ensure all pupils are looking at her and paying attention. After she has shared the question with pupils, she gives the following instructions: "You are going to talk about this question now in pairs. Throughout your discussion, you need to make sure that you are looking at your partner and listening to what they say. 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 - turn to face your partner now." As Ms Ayaz gives this instruction, she has three corresponding visual cues up on the board. In turn, she indicates to these. There are cues for looking, listening, and hands up to help pupils to remember the process.

Ms Ayaz scans the room. While she can see most pupils have turned to face each other, there are still some pupils who have not yet done this.

"I can see most of us have turned to face our partners and are ready to discuss this question. Remember, it is important that we look at each other, to show that we are paying attention to our partner." Again, she points at the visual cue for looking.

Ms Ayaz scans the room again, and this time, all pupils are ready to start their discussion.

During the discussion, she notices that one pupil begins looking around the classroom. She briefly says his name and indicates to the visual cue on the board for looking. He turns to look back at his partner.

We do – Scenario 2

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."

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

In alignment with the whole school feedback policy, teachers at Shorehouse Academy regularly engage pupils in whole-class feedback related to a model. As teachers talk through a model, pupils respond to the feedback by editing their work in green pen. Today, in his Year 8 French lesson Mr. Murphy is marking a piece of pupil work on his board to give whole-class feedback on a writing task.

Mr Murphy wants to gain his pupils' full attention, to explain the task and ensure that they have everything they need. In line with his classroom routine, he uses a narrated countdown. When he has his pupils' full attention, he gives his instructions: "While I am talking you through this piece of work, I expect you to pay full attention. You will need to work in silence. As always, you should have your green pens in your hand, ready to make improvements to your own copy of the paragraph as we go. Remember, we are looking for three things as we assess the model: use of the key vocabulary we have covered this week to describe our holidays, use of at least two opinion phrases and accurate adjective agreements. Green pens in hands. Let's do it."

Mr Murphy starts to talk his class through the example work. Soon the noise level in the room begins to rise as pupils start to talk to one another. Mr Murphy stops the class and repeats his instructions; "You are all talking, and you should be looking at the board." Mr Murphy is feeling frustrated as he thinks his instructions were very clear. He believes that the pupils are behaving like this on purpose because they can't be bothered to do the work.

He returns to talking them through the model answer. Gradually, more pupils are starting to go off task. He has lots of content still to cover in this lesson so decides to carry on rather than lose the pace of the lesson. He wants to reward pupils who are following his instructions. "It's so great to see Nico and Francesca so focussed, well done you two."

The pupils who have continued to talk have now reached a volume that Mr Murphy cannot ignore. "Back row, all three of you are now on your first sanction because you are constantly talking and not doing as you are told."

Mr Murphy decides it is best to move on to the next task before fully completing his feedback task. After the lesson he is left wondering what he could do next time to ensure all pupils stayed on task.

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

While I am talking you through this piece of work, I expect you to pay full attention. You will need to work in silence. As always, you should have your green pens in your hand, ready to make improvements to your own copy of the paragraph as we go. Remember, we are looking for three things: use of the key vocabulary we have covered this week to describe our holidays, use of at least two opinion phrases and accurate adjective agreements. Green pens in hands. Let's do it. *[Reviews room having delivered initial instructions.]* At least 80% of us are ready to go. That's great to see, well done. It's super important that we are all paying full attention. We can then note down all of the changes we think of. We don't want to miss anything which will help you to improve your own work in the next task. *[Noticing that one pupil is still off task.]* We have made some fantastic additions to our model so far. It is really important that we all add this extra example to our paragraphs. I haven't yet seen this vocabulary in anyone's writing and it will increase the quality of our work when we return to our own paragraphs. I should see all of your green pens adding this in.	**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 a DT teacher. He is lining his Year 8 class up outside the classroom after lunch, ready to give them instructions for what to do when they go in. “I’m looking for everyone to face this way, please.” He glances down the line and notices two pupils whispering at each other, rather than focusing on him. He walks towards them. “We’re nearly ready. I just need everyone facing this way and listening, so we’re clear on what to do as we go in for our practical.”

Once all pupils are ready, Mr Adiche reminds them of the expectations for starting the lesson: “As soon as you’re in, bags under the tables and aprons on.” He then gives them an instruction on their first task: “I then want you to collect a bench hook and a G-clamp, and clamp your bench hook to the worktop.” The class move into the classroom and start getting organised.

Mr Adiche knows the two pupils who were whispering often play football together at lunchtime. In the past, disagreements between them after lunch have carried over after lunch and have disrupted the lesson. He is aware that if he doesn’t address issues calmly and quickly, minor disagreements can escalate. He also knows both pupils’ behavioural needs well. If he calls them over to speak to him (either together or separately) straight away, it might make things worse.

As pupils are collecting their aprons and setting up their equipment, Mr Adiche stands at the front, scanning the room. A couple of pupils look up; he gives them a quick smile and a thumbs up, then continues to monitor the group.

Once he is confident the class is settled, Mr Adiche moves over to Minal and crouches down beside her table, making sure he can still see the rest of the class. He asks quietly, “Are you alright, Minal?” She shrugs. “Okay, I’ll give you a few minutes and come back before we start. It’s important to me that you’re in the right frame of mind for our lesson.”

He then checks in with the other pupil, who explains that they had a disagreement with Minal at lunch. Mr Adiche acknowledges how they are feeling and explains why he now needs them to focus on the lesson.

Returning to Minal, he says, “Minal, I understand that this felt important and unfair at the time. We’re now in lesson time, and I need you to focus on your practical this afternoon. If you’d still like to talk about it at the end of the day, we can do that then. I’m looking forward to letting your form tutor know how well you’ve done this afternoon. We’ll be starting in a couple of minutes – I bet you can get your workspace set up by then.”

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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