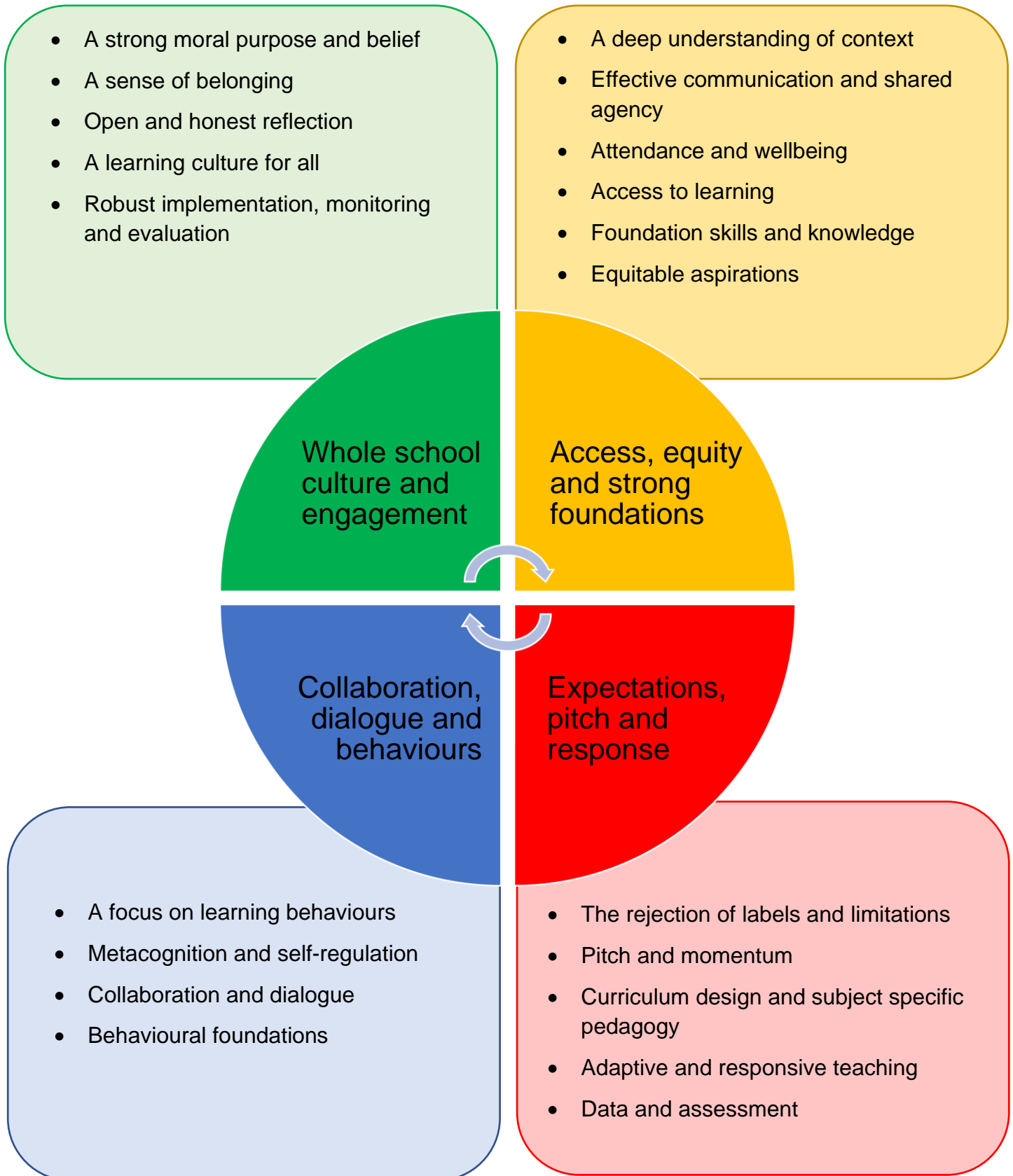# Tackling Educational Disadvantage (TED) Guidance

Blue section: Collaboration, dialogue, and behaviours

Revised 2023

The Four Core Sections

- A strong moral purpose and belief
- A sense of belonging
- Open and honest reflection
- A learning culture for all
- Robust implementation, monitoring and evaluation

- A deep understanding of context
- Effective communication and shared agency
- Attendance and wellbeing
- Access to learning
- Foundation skills and knowledge
- Equitable aspirations

Whole school culture and engagement

Access, equity and strong foundations

Collaboration, dialogue and behaviours

Expectations, pitch and response

- A focus on learning behaviours
- Metacognition and self-regulation
- Collaboration and dialogue
- Behavioural foundations

- The rejection of labels and limitations
- Pitch and momentum
- Curriculum design and subject specific pedagogy
- Adaptive and responsive teaching
- Data and assessment

Collaboration, dialogue and behaviours

School leaders work deliberately to create a community of learners; there is a shared appreciation of and commitment to collaboration and lifelong learning. Staff and pupils reflect on learning with openness within a culture that makes it safe to explore both successes and failures as learning opportunities. Reflection leads to action.

A focus on learning behaviours

- A shared emphasis is placed on the emotional, social and cognitive aspects of learning, supporting pupils and staff to be successful and happy.
- In order to improve attainment, staff and leaders understand the importance of developing learning behaviours, in addition to securing subject knowledge.
- Behaviours including purposeful listening, asking questions, seeking clarity, challenging ideas, dealing with failure, problem solving and pursuing feedback are explicitly modelled, with pupils being supported to develop these behaviours.
- Feedback focuses on learning behaviours and processes as well as outcomes.
- The shared model of positive behaviour goes far beyond passive compliance, supporting the development of active engagement in learning.

> 66 *A learning behaviour can be thought of as a behaviour that is necessary in order for a person to learn effectively in the group setting of the classroom."*
>
> Ellis and Todd, *Behaviour for Learning: Promoting Positive Relationships in the* Classroom (2018)

Metacognition and self-regulation

- Metacognition and self-regulation are modelled and developed at all levels (leaders, staff and pupils).
- Teachers model learning with clarity, revealing hidden thought processes.
- Metacognitive thought processes are modelled aloud by teachers and prompted through questioning.
- Teachers explicitly teach the metacognitive cycle by ensuring that the processes of planning, monitoring and evaluation are modelled, scaffolded and assessed. Pupils are supported to reflect on this process with feedback.

> 66 *In order to help students be metacognitive, teachers must first become more aware of their own thinking."*
>
> Israel and Massey, *Metacognitive Think Alouds,* (2005)

> 66 *Thinking is invisible, so teachers have to talk about their thinking. By listening to a teacher think, students are guided through the same cognitive processes that the expert uses, as if they were apprentices."*
>
> Fisher, Frey, Hattie, Teaching Literacy in the Visible Learning Classroom, Grades 6-12 (2017)

Collaboration and dialogue

- Classroom talk is planned, structured and well-organised, ensuring that all pupils are included. Pupils and staff collaborate with a wide range of peers.

- Pupils are supported and taught to listen to others with purpose, focusing and sustaining attention. Staff model these learning behaviours.

- Pupils are taught to use talk to build on and challenge others' ideas and develop lines of thinking aloud, with staff doing the same. Dialogic approaches are explicitly taught and used to deepen learning.

- Pupils are explicitly taught to collaborate effectively, with clear modelling, assessment and feedback.

> 66 *I am often struck by the way teachers put children into groups and expect them to have a reasoned group discussion. Group collaboration is a skill, and one that many adults struggle with.'."*
> *Jean Gross, Reaching the Unseen Children, 2021*

Building block: Dialogic talk or talk for learning and opportunities for collaborative learning are recognised as powerful tools to support learning and address gaps in understanding/vocabulary for disadvantaged pupils.

> 66 *Speaking skills must be taught rather than simply 'caught' by a fortunate few. Although as teachers we cannot control the amount of language students arrive at school with, or what happens beyond the school gates to change this, we do have control over what happens in our classrooms. The power to create language-rich classrooms filled with talk is in our hands."*
> *Amy Gaunt and Alice Stott, The Oracy Imperative, (2018)*

Behavioural foundations

- Staff recognise the many aspects of pupils' lives that can impact on behaviours.
- Kindness and empathy are evident across the school in the context of high expectations.
- Staff understand attachment theory and the impact of trauma and adverse childhood experiences, recognising how these might affect learning for some pupils.

> **66** *If we aspire to be relational in our approach to behaviour management, then we must start with kindness. Kindness can mean being tough and fair – exposing frailties and weaknesses but doing it with warmth and compassion. To remain kind in difficult and challenging environments takes courage and strength."*
> *Dave Whitaker, The Kindness Principle, 2021*

- Schools ensure that staff are well equipped to respond positively and appropriately to behaviours that are the result of trauma and adverse childhood experiences.
- Leaders create a culture that is inclusive by design, developing strong relationships as a foundation for positive behaviour.
- Staff recognise that their relationships within the classroom and around the school create the conditions for pupils to succeed in meeting behavioural expectations.
- The school works together with pupils and families, to support positive learning behaviours, unpicking and addressing underlying reasons for behaviours
- Pupils are provided with the language to express their experiences with accuracy and precision as well as practical strategies to deal with situations and the emotions that arise in order to regulate themselves.
- Explicit teaching and scaffolding of behaviour supports pupils to meet expectations, with staff recognising that some pupils need more support than others.
- High expectations remain in place; adaptations are made to support pupils to meet them.

> **66** *We, as adults, need to be aware of our own behaviour and the impact this has, not only on children but on our colleagues too."*
> *Fisher, Frey, Hattie, Teaching Literacy in the Visible Learning Classroom, Grades 6-12 (2017)*

Potential Barriers

If…	then…
teaching and learning focuses on knowledge acquisition, without a focus on developing learning behaviours…	some pupils will struggle to improve as learners.
behaviours for learning are not taught and developed, and pupils experience mainly punitive responses…	this can lead to a break down in relationships and engagement and little or no change in behaviour. Attendance is often affected.
passive compliance is viewed as good behaviour….	relationships are not strong, and pupils do not develop the skills required for life-long learning.
modelling focuses on the modelling of outcomes rather than the process of thinking and learning, and models of learning are prepared in advance…	the struggle and process of learning are hidden from pupils. This offers a false impression of fluency that can be demotivating for pupils rather than modelling resilience and self-regulation.
feedback focuses solely on outcome rather than process…	pupils do not always know how to improve and may become demotivated. They are unlikely to focus on gaining new expertise through method, effort, focus, and practice.
pupils have little chance to talk, collaborate or think aloud and become isolated in their learning experience…	they do not meaningfully participate in school life.
pupils are not taught to collaborate with and talk with peers…	Some pupils will lack the skills to be able to participate in learning in a meaningful way.
pupils are not given the tools to self-regulate…	they are unable to regulate their emotions, become more heightened and will need adult support to co – regulate.
adults do not remain curious about the reasons for challenging behaviours…	adults may respond only to causes rather than symptoms and little change may take place.
pupils do not experience success…	they are likely to lack motivation.

If…	then…
Staff do not have knowledge of the impact of trauma and attachment difficulties and adverse childhood experiences on learning behaviours…	they may struggle to empathise and not provide the relational support that the child needs. This can lead to pupil disengagement and educational underperformance.
the wide range of research to support schools in meeting the needs of pupils experiencing disadvantage is not filtered down throughout the school…	staff may feel at a loss about what to do and how to engage in reflection about best practice for these pupils.
teachers are challenged on the attainment and progress of pupils experiencing disadvantage without the support to understand how to buck the trend…	the challenge feels unfair, and results feel unattainable.