Behaviour and active engagement

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Behaviour Specialists

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Contents

Acknowledgement of Country

We recognise the ongoing Custodians of the lands and waterways where we work and live. We pay respect to Elders past and present as ongoing teachers of knowledge, songlines and stories.

We strive to ensure every Aboriginal and Torres Strait Islander learner in NSW achieves their potential through education.

Behaviour Specialist Team

Jodie Harris

Behaviour Specialist Officer

Emma Lynch

Behaviour Specialist Officer

Setting up for success 2023

Frameworks and policies that inform classroom management

Lesson features that promote engagement

Strategies to promote student engagement

Social classroom environment: modelling positive behaviour, building relationships

Physical classroom environment: classroom layout and planned seating, visual supports

Setting up for success 2023

Developing expectations and rules for student behaviour

Establishing procedures and predictable routines in your classroom

Teaching rules and routines

Setting up for success 2023

Understanding behaviour and its function

Responding to and encouraging expected behaviour

Strategies to respond effectively to inappropriate student behaviour

Australian Professional Teaching Standard 4

Create and maintain supportive and safe learning environments

4.2.1
Demonstrate the capacity to organise classroom activities and provide clear directions

4.4.1
Describe strategies that support students' wellbeing and safety working within school and/or system, curriculum and legislative requirements

Learning intentions

By the end of this session, participants will identify:

- Policies and frameworks that inform our work in the classroom

- Lesson features to promote engagement - feeling confident enough to trial these in the classroom

- Strategies that promote student engagement and feel confident enough to trial these in the classroom

Behaviour and active engagement

Policies and frameworks that inform our work

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![Alice Springs (Mparntwe) Education Declaration DECEMBER 2019]

The Alice Springs Education Declaration

This declaration sets out our vision for education in Australia and our commitment to improving educational outcomes for young Australians.

The Alice Springs (Mparntwe) Education Declaration - Department of Education, Australian Government

Australian Professional Standards for Teachers

The Standards reflect and build on national and international evidence that a teacher's effectiveness has a powerful impact on students.

AUSTRALIAN PROFESSIONAL STANDARDS FOR TEACHERS

TEACHER ACCREDITATION

NSW EDUCATION STANDARDS AUTHORITY

Conditional/Provisional → Proficient → Maintenance → Highly Accomplished/Lead

Celebrating quality teaching and inspirational teachers

The Disability Strategy

The department's committed to building a more inclusive education system. One where all students feel welcomed and are learning to their fullest capability.

Disability Strategy (nsw.gov.au)

**Disability Strategy
A living document**

Improving outcomes for children
and young people, and their families

Inclusive Education Statement for students with disability

Purpose

The NSW Department of Education is committed to building a more inclusive education system. An education system where every student is known, valued and cared for and all students are learning to their fullest capability. This Statement marks the next stage of our work to further embed inclusive practice in NSW public schools, including NSW Government preschools. It is part of the commitment to the pursuit of excellence and the provision of high quality educational opportunities for every child, across all of NSW public schools.

What we mean by inclusive education

In NSW, the Disability Strategy 2019 outlines the vision for building a better education system for students with disability in NSW public schools. We worked closely with teachers, disability and education experts, families, carers, and other stakeholders to develop priority focus areas and a definition of inclusive education.

Under the Strategy, **inclusive education in NSW** is defined as *all students, regardless of disability, ethnicity, socio-economic status, nationality, language, gender, sexual orientation or faith, can access and fully participate in learning, alongside their similar aged peers, supported by reasonable adjustments and teaching strategies tailored to meet their individual needs. Inclusion is embedded in all aspects of school life, and is supported by culture, policies and everyday practices.*

Inclusion means education environments that adapt the design and physical structures, teaching methods, and curriculum as well as the culture, policy and practice of education environments so that they are accessible to all students without discrimination.[1]

This Inclusive Education Statement is informed by the United Nations Convention on the Rights of People with Disability, in particular Article 24 on Education. The Australian and NSW Governments have a comprehensive legal and policy framework in place that supports the principles within the United Nations Convention on the Rights of People with Disability.

By ratifying in 2008 the United Nations Convention on the Rights of Persons with Disabilities, Australia joined other countries in a global effort to promote the equal and active participation of all people with disability. The National Disability Strategy 2010 – 2020 focuses our efforts towards achieving a society that is inclusive and enabling, providing equality and the opportunity for each person to fulfil their potential.[2]

In NSW, we strive to embed inclusive education across all of our public schools.

We remain committed to providing students with an education that best meets their individual needs and supports them with learning to their fullest capability. We also acknowledge the importance of parental choice regarding the type of education provided to their child.

1 UNICEF, Inclusive Education: Understanding Article 24 of the Convention on the Rights of Persons with Disabilities. Page 3.
2 Commonwealth of Australia, 2011, National Disability Strategy 2010 – 2020. Page 3.

Inclusive Education Statement for students with a disability

This statement forms part of the work of the Disability Strategy and outlines how the department strives to embed inclusive education across all NSW public schools.

Inclusive Education Statement for students with disability (nsw.gov.au)

Creating engaging and effective classrooms

key principles

Inclusive, proactive prevention-focused approach

Developing positive behaviours and self- regulation skills in all students from an early age

A continuum of care

Behaviours span across a continuum from positive and inclusive to complex, challenging and unsafe behaviours.

Explicit teaching of behaviour skills

Explicit teaching works best working directly with students to develop their social, emotional and behaviour skills.

Managing challenging behaviour

Explore and develop new options and approaches for managing challenging behaviour.

Supports and resources: capacity building

Ensure schools and staff are positioned to develop and manage student behaviour.

https://education.nsw.gov.au/student-wellbeing/

A specialist workforce

Targeted and intensive support across schools to provide expert guidance, advice and input.

Shared parent & community responsibility and action

Foster shared responsibility between schools, parents and carers, and community for student wellbeing and learning outcomes.

Quality implementation of effective, evidence-based interventions

Staged approach to establish and sustain a whole-school approach to positive behaviour.

Development of evidence and data

Continue to strengthen understanding of what works best to support positive behaviour, school performance and student outcomes.

Collaborative partnerships

Cross-sector collaboration to promote effective approaches and enhance service design and delivery.

Department policies

Policies outline the ways we work so we can prepare learners for rewarding lives in a complex and dynamic society.

Inside the department 🔒 Staff only

Quick links

- 👤 Profile centre
- 👤 My bookmarks
- 👤 Update my password
- 👤 Policy library
- 👤 Staff directory
- 👤 Universal Resources Hub
- 👤 Staff Noticeboard

Behaviour and active engagement

What is engagement?

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What is engagement?

The extent to which students identify with and value schooling outcomes and participate in academic and non-academic school activities.

> Foster and maintain student engagement by teaching interesting lessons that include opportunities for active student participation.
>
> Greenberg, in CESE 2014, p2

True or false

1. If students are quiet, it means they are engaged in the work.
2. About 40% of students are regularly unproductive in a given year.
3. Disengagement is worse in low socio-economic schools.
4. When students are engaged, they are more likely to remain focused.
5. Student disengagement is mainly due to student centred factors.
6. Having clear classroom expectations and consequences alone, will prevent student disengagement.

TRUE or FALSE

1. If students are quiet, it means they are engaged in the work.

2. About 40% of all students are regularly unproductive in a given year.

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1. False

2. True

3. True

4. True

5. False

6. False

Behaviour and Active Engagement

Lesson features that promote engagement

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Structure and sequence

Lesson structure should include:

- clear learning intentions

- explicit teaching of new material

- planned opportunities for practice

- clear connections between learning goals, activities and assessment tasks

- transparent, predictable and purposeful routines for students

- strong scaffolding of student learning

- opportunities to monitor student understanding and provide feedback.

Structure and sequence

Introduction (15% of the lesson time)	Lesson opening - putting learning into context
Modelled, guided, independent teaching (75% of lesson time)	•Modelled teaching - introduction to new lesson material •Guided practice of new lesson material •Independent practice of new lesson material
Reflection on learning (10% of lesson time)	Lesson closing - plenary - opportunity to reflect

Example of a lesson structure- 'Introduction to Quality Literacy Teaching'

Pacing

- Set lesson objectives
- Use a variety of activities
- Monitor student understanding
- Adjust pacing as needed
- Use cues and signals
- Practise timing

Timing

Refers to the way time is allocated to each experience or lesson part.

It is important to plan the timing and as far as possible stick to this plan.

Teacher Standards and Accreditation

Transitions

Develop, teach and regularly practise routines for:

- moving in, out and around the classroom

- retrieving and returning materials

- transitioning from one activity to another

- providing directions and feedback to students in these transitional phases.

Teacher Standards and Accreditation

Lesson features I can try tomorrow...

- Set up a transition routine for entering the classroom

- Reduce introduction of lesson – less talk with visual or written steps on the board

- Use a visual timer to support lesson timing and pacing

Behaviour and Active Engagement

Strategies that promote engagement

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Providing Choice

Activity choice can be offered via:

the **type** of activity or task to be completed

the **order** in which tasks will be completed

the kinds of **materials** students will use to complete an assignment

who students will work with

where students will work

use of **time** before, during or after an activity or assignment.

Steps for providing choice

Create a 'choice' menu.

Consider your menu when you plan.

Decide what types of choice are appropriate.

Provide choices as planned while teaching the lesson.

Solicit student feedback and input

Opportunities to respond

High rates of Opportunities to Respond during instruction increases the likelihood that students will be engaged in the task, demonstrate appropriate and on-task behaviours, and provide more correct responses.

Chapparo et al. 2015, p4

Opportunities to Respond refers to instructional strategies that provide a variety of opportunities for student response, thereby increasing levels of student engagement.

Scott, Hirn & Cooper, 2017

Opportunities to respond

Verbal response strategies

- individual questioning
- choral responding

Non-verbal

- mini whiteboards
- written response cards
- gestures and signals
- clickers
- apps
- interactive ICT
- guided notes

Other approaches

- class-wide peer tutoring
- direct instruction
- reciprocal teaching
- literacy circles
- jigsaw collaborative groups
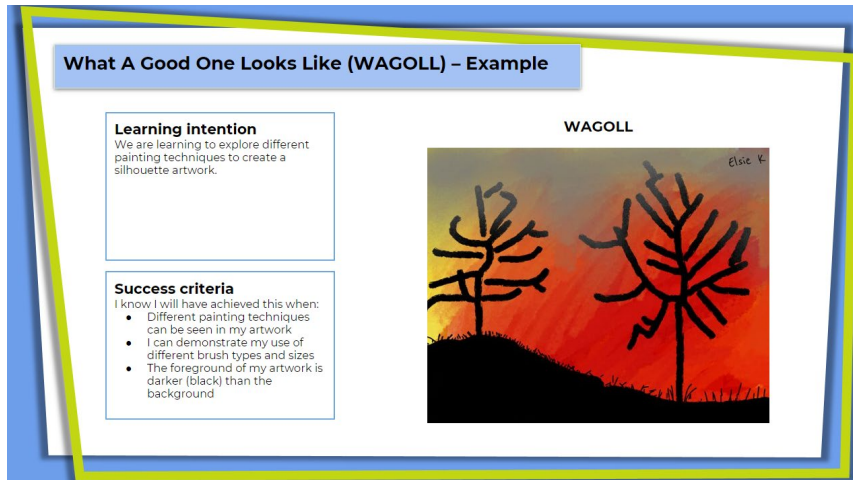- partner talk strategies e.g. think, pair, share
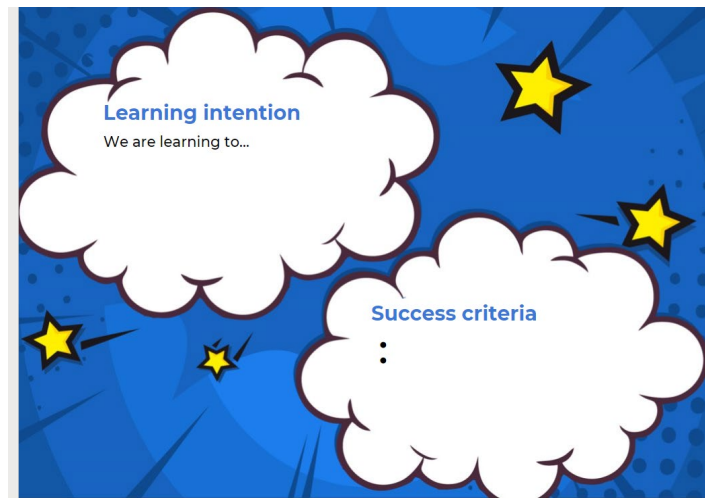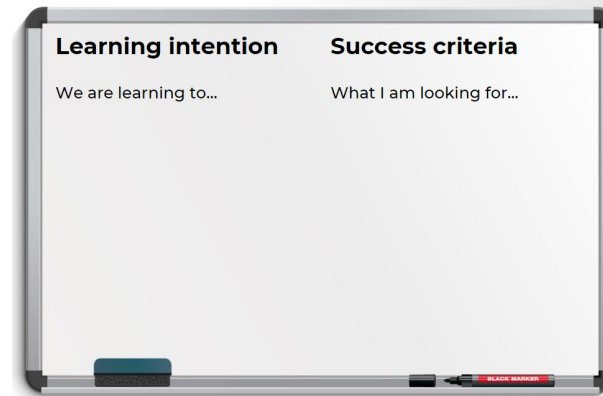
Example of choral responding
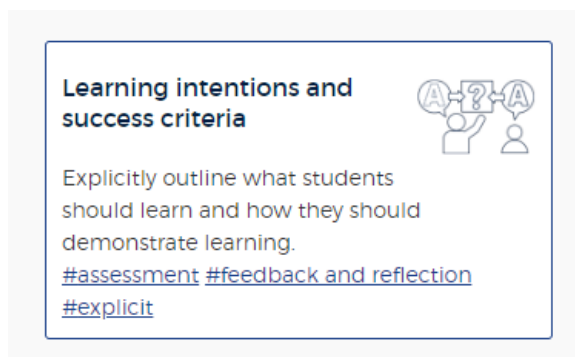
Explore the digital learning selector

What A Good One Looks Like (WAGOLL) – Example

Learning intention
We are learning to explore different painting techniques to create a silhouette artwork.

Success criteria
I know I will have achieved this when:
- Different painting techniques can be seen in my artwork
- I can demonstrate my use of different brush types and sizes
- The foreground of my artwork is darker (black) than the background

WAGOLL

Elsie K

Learning intentions and success criteria

Explicitly outline what students should learn and how they should demonstrate learning.
#assessment #feedback and reflection #explicit

Learning intention and Success criteria – Lesson:

Learning intention   **Success criteria**

We are learning to...   What I am looking for...

BLACK MARKER

Learning intention
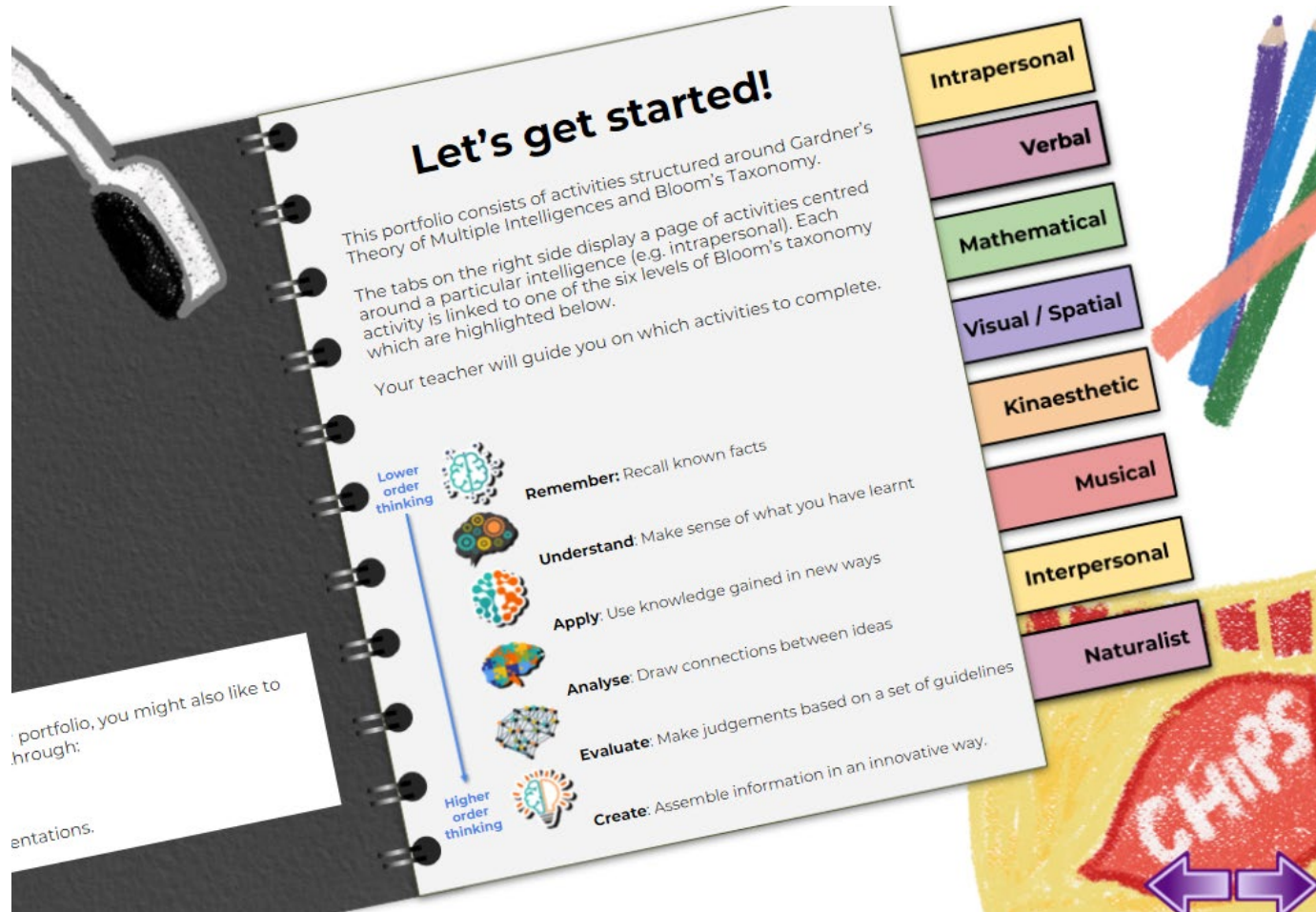We are learning to...

Success criteria
:

Examples of templates found in the Digital Learning Selector that can be used to support how teachers explicitly outline learning intentions and success criteria.

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Explore the Digital Learning Selector

Digital learning selector (nsw.gov.au)

This is just one example of a digital resource in the Digital Learning Selector.

In this example students can choose which of the multiple intelligences they'd like to choose to construct their response.

Strategies I can try tomorrow…

- Trial some non-verbal ways of responding – use gesturing with a thumbs up/thumbs down

- Use the Digital Learning Selector to find a template to use to communicate your Learning Intentions and Success Criteria

Behaviour and active engagement

Before our next session...

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Trial ONE thing you have heard about today...

Other suggested PL and reading

Universal Resources Hub - Positive Behaviour Support - Active Engagement

Classroom Management Fundamentals eLearning