How to…
develop teacher education through reflective practice

In our HOW TO section Andrew Pollard gives a comprehensive guide to how to use reflective teaching as a fundamental part of school-led teacher education. He begins with an opening contribution which explains that reflective teaching is a powerful approach to improving teaching and learning. This is followed by a series of practical HOW TO guidance pieces on: teachers examining their perceptions of pupils, analysing the use of classroom time, developing classroom practice through "Lesson Study, developing behaviour management strategies, and mentoring student teachers. We hope you will find this HOW TO guide to be a valuable resource.

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How to... develop reflective, school-led teacher education? Introduction

Andrew Pollard

Introduced at breakneck speed, government policy in England now anticipates that half of new entrants to the teaching profession will be prepared though school-led training programmes such as School Direct and through the establishment of Teaching Schools. So, as if excellent schools were not busy enough already, a new expectation now exists. There are attractions in taking a much greater role in teacher education, but it is not straightforward for several reasons.

- School-led teacher training has to be managed alongside each school's primary responsibilities to its pupils
- Inspection and accountability systems are not yet fully aligned to recognise school contributions to teacher training
- Meeting the learning and development needs of student teachers requires specialist expertise and commitment of resources
- Each school has to develop its own training and support programme, and manage negotiation with a higher education partner.

There are challenges for students too. Prospective teachers are often confused by the multiple routes which are now available into teaching (SCITTs, PGCE, School Direct, Teach First, etc) and, because the availability of places on school-led programmes is variable, applicants face more uncertainty than they would wish. Above all though, prospective teachers want reassurance about the quality of the training and the status of the qualification which they will receive. Traditionally of course, reassurance on such matters has been provided by higher education institutions and, where partnerships have been negotiated, they retain this role in support of school providers.

University providers also face difficulties in the new system. First, there is uncertainty of demand for their courses and services, which undermines coherent planning of staff and resources. Second, the extension and maintenance of partnerships has high costs in staff time. Achieving economies of scale may be difficult if providing highly customised services.

As a profession today, teachers are challenged too by a Secretary of State who, in the face of much evidence to the contrary, asserts that formal qualification for teaching is unnecessary. Schools, professional associations and university trainers really must fight back against this notion, which fails to recognise the ways in which teacher expertise is developed.

Reassurance on all these matters can only be found if coherent, principled and professionally appropriate training programmes are developed – and this must be done, of course, in cost-effective ways.

Supporting the development of such programmes has been a major objective in developing the latest edition of materials on 'reflective teaching', with new versions to be published in February 2014. Developed collaboratively over three decades, these materials stake out the high ground for teacher professionalism by arguing that teaching has high moral purposes and requires sophisticated forms of expertise. In particular, I argue that:

- The essence of professionalism is the exercise of skills, knowledge and judgement for the public good.

The objective of raising educational standards and opportunities for all is thus affirmed, and methods for continuous improvement in expertise and provision are endorsed. In my view, this requires the sustained development of evidence-informed judgement, conceptual understanding and effective support of pupil learning both in initial training and throughout a career.

And there is a lot at stake. It was the historian, Brian Simon, who explained that pedagogy in England has rarely been taken seriously because of the tacit (and sometimes explicit) belief of some in elite positions that the unequal distribution of power and wealth in the UK is justified simply by differences in human abilities.

Boris Johnson expressed somewhat similar ideas recently and, according to press reports, they underpinned the perspective of Dominic Cummings, an influential adviser to Michael Gove. And so the status quo is reproduced. However, whilst degrees of human difference must be accepted, the only morally defensible educational stance is a commitment to the further potential of *all* pupils. At this point, pedagogy becomes essential and is potentially transformative – there can be 'learning without limits'. With such learning of course, comes innovation and inclusion, economic and social development. Pedagogy thus links 'what is', to 'what might be'.

Simon affirmed the human capacity for learning of us all. He thus sought 'principles in common' which could underpin a science of pedagogy.

In the late noughties, Mary James and I took up this challenge when we used the findings of a very large research programme (TLRP) to identify ten principles of effective teaching and learning and to link these to international evidence. I subsequently worked with the UK General Teaching Councils to identify powerful 'conceptual tools' which represent dimensions of teacher expertise. Documentation about all this is available at www.tlrp.org - but is also now deeply embedded in the new edition of *Reflective Teaching in*

Schools. I've not tried to illustrate the feature within this short article, but it is the innovation that excites me most about this new edition.

I offer two core proposals on how to establish school-led teacher training in an effective and responsible way. First, I simply suggest that all parties should really, really focus on the core issues in learning and teaching. This must be the foundation of professionally appropriate training programmes and can offer principled coherence in times which are otherwise very challenging. Second, I'd argue that authentic partnerships between school and university teams are essential for bridging what has become known as the 'theory – practice' divide. This is a crucial issue, for there is more and more evidence that the most effective education systems are those which enable *synergies*, and reject divides, between evidence and application. To be amongst the best in the world, we must use educational knowledge and apply it to our circumstances. Not rocket science - but how, practically, do you do it?

The new edition of *Reflective Teaching in Schools* has benefited from teams of primary and secondary specialists at the University of Cambridge, and has explicitly been designed to collate international evidence, organise it in terms of core issues, and present it for convenient application. This structure is shown below.

REFLECTIVE TEACHING IN SCHOOLS (2014)

PART 1: BECOMING A REFLECTIVE PROFESSIONAL

1. Identity. Who are we, and what do we stand for?
2. Learning. How can we understand learner development?
3. Reflection. How can we develop the quality of our teaching?
4. Principles. What are the foundations of effective teaching and learning?

PART 2: CREATING CONDITIONS FOR LEARNING
5. Contexts. What is, and what might be?
6. Relationships. How are we getting on together?
7. Engagement. How are we managing behaviour?
8. Spaces. How are we creating environments for learning?

PART 3: TEACHING FOR LEARNING
9. Curriculum. What is to be taught and learned?
10. Planning. How are we implementing the curriculum?
11. Pedagogy. How can we develop effective strategies?
12. Communication. How does use of language support learning?
13. Assessment. How can assessment enhance learning?

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For a full description of the content of Reflective Teaching, together with readings and supplementary materials, please see www. reflectiveteaching.co.uk. A summary of the book's chapters can be obtained by clicking on the following link:

http://library.teachingtimes.com/articles/reflectiveteaching.htm

Each chapter is supported in the parallel book of *Readings* (a 'pocket library' of over 100 short articles) and through the associated website, *reflectiveteaching.co.uk*. If used by each partner – trainees, mentors, tutors – it should enable coherent, coordinated and evidence based initial training and career long professional development.

We can illustrate the provision in relation to the fraught subject of curriculum, on which schools in England are have having to work so hard at present.
There are two main chapters on curriculum. Chapter 9 provides a conceptual framework for developing a 'school curriculum'. It sets out the principles of curriculum provision, the elements of learning for a balanced curriculum and the role of subject knowledge. As in recent debates on the introduction of the new National Curriculum, it maintains the importance of both subject knowledge *and* individual development. Education is thus seen as the product of interaction between socially valued knowledge and personal development, with teacher expertise maximising educational outcomes.

Chapter 10 is focused on curriculum planning – of schemes of work, and sequences and individual lessons. This chapter thus offers a toolkit for implementing and developing the curriculum in classroom practice. Again, key issues are fore-grounded, such as how to provide differentiation, progression, relevance, coherence, etc – and how to enable students to reflect on their work and maintain high expectations. Lesson study is introduced as an approach to continuous improvement.

▪▪ The HOW TO contributions

So what we have here is principled and practical support for a responsible profession as it seeks to respond to the latest requirements of government. In summary, school-led teacher education has a great future if we can find ways of building on the complementary expertise of teachers, school leaders, teacher educators and researchers. This will not be easy, but I hope that the new material on reflective teaching will be useful in this endeavour.

Four HOW TO examples follow, drawn from the books and web-resources, on 'How to' conduct small scale classroom enquiries. A fifth illustration focuses on mentoring and typical learning trajectories of student teachers. I am grateful for permission from Bloomsbury Academic to use these illustrations.

1. HOW TO examine our perceptions of pupils?
2. HOW TO analyse the use of classroom time?
3. HOW TO develop and evaluate classroom practice using 'Lesson Study'?
4. HOW TO extend a repertoire of strategies to manage behaviour?
5. HOW TO mentor a student teacher in school?

Creative
Teaching & Learning

Recognised as the most cutting edge curriculum magazine in the country, Creative Teaching and Learning investigates innovations in the curriculum, exploring how thinking skills approaches can be embedded within learning environments through subject and project-based teaching.

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The IOE's David Pratt examines the limitations of mathematics, and how in real world situations, we must take into account more than just the numbers.

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Creating bridges into the past
Tim Taylor takes an imaginative approach to teaching about the Anglo Saxons, which will feature heavily in the new primary history curriculum.
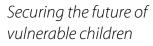
Using synaesthetic principles to develop extended writing
Marcella McCarthy uses aural, visual and tactile strategies to bring language to life and encourage her young students to be more adventurous in their creative writing.

Poetry made easy
Inspire even the most unenthusiastic of poets with this straightforward but inventive idea, presented by David Harrison and Judith Dalton-Morris.

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Violence, neglect and cruelty was all Daniel Pelka experienced during his short life. Why were the signs unrecognised?

The impact of addiction
Maggie Swann's son had a glittering future ahead of him… And then he discovered skunk. Here she tells her story.

Can nature nurture?
Can the healing powers of nature help schools tackle children's mental health problems? Carl Dutton and Jaya Chandna make the case.

The drugs don't work
Dave Traxon explains how the use of prescription drugs for children's behavioural problems is spiralling out of control, and what we must do about it.

Faith in the family
Parenting programmes are all the rage at the moment, but they often fail to take into account the cultural reality of life in Britain today. Kathleen Roche-Nagi describes a new approach to parenting support aimed to help Muslim families.

How to... examine our perceptions of pupils?

All of us are likely to have views about what we would like children and young people to be like as pupils – polite, attentive, cooperative, hard-working, bright? And we also have ideas about the characteristics which may be less favoured. These conceptions tend to relate to the practical challenges of doing the job in the classroom. However, it has been found that teacher judgements are affected by the gender, ethnicity, or social class of the pupils and even by their names (Meighan and Siraj-Blatchford, 1981). If, as teachers, we hold preconceptions without reflecting on them, it can result in treating particular individuals or groups of pupils in particular ways which may not be fair or just. When the pupils then respond, original preconceptions may be reinforced. Labelling, or stereotyping, can thus lead to a phenomenon known as the 'self-fulfilling prophecy' and thus result in social injustices (Brophy and Good, 1974; Hart, Dixon, Drummond and McIntyre, 2004,). This is particularly the case if patterns emerge in official assessment outcomes.

As reflective teachers, we must focus on supporting and enhancing the achievement of *all* pupils in our care. We therefore need to occasionally step back from our initial or routine reactions to pupils, and interrogate our conscious or unconscious processes of categorization. For instance:

1. How does the school or classroom organisation differentiate between pupils, and what are the implications of this for teachers and pupils?

2. How do we personally acknowledge, categorise and label the pupils we work with?

3. How can we think about and work with pupils, moving beyond the labels?

Of course, teachers do have to develop ways of understanding, organizing and grouping pupils in order to respond effectively to their educational needs. Within the classroom however, this should be done with regard for the purposes of each particular situation or learning activity (see Chapter 15 for extensive discussion of inclusive practice). An inflexible form of classroom organization is almost bound to disadvantage some students unnecessarily.

Reflective activity

Aim: **To understand our perceptions of 'pupils'.**

Evidence and reflection: First, without referring to the register or any lists, write down the names of the pupils in your class or tutor group. Note which order you have listed them in and which names you found hard to remember. What does the order tell you about which students are more memorable than others, and for what reasons?

Second, use your complete class-list to generate the 'personal constructs' which you employ. To do this, look at each adjacent pair of names and write down the word that you think indicates how those two pupils are most alike. Then write down another word which shows how they are most different.

When you have done this with each pair, review the characteristics that you have identified. What does this suggest to you about the concepts though which you distinguish children? What additional qualities do the children have which these constructs do not seem to reflect and which perhaps you do not use?

Extension: Consider, perhaps with a colleague, the results of this activity and note any patterns that might exist: for example whether some of your ideas relate more to boys than girls, or to children from different class, ethnicity or religious backgrounds. There may be some constructs that relate to such things as academic ability, physical attributes or behaviour towards teachers or other children. How might this be problematic for the identities of those pupils within your class, or for your expectations of them as learners?

Reflecting on our own thinking and practices helps us to understand the complexity of the classroom choices and decisions that are faced routinely every day. It helps us to ensure that future actions can be justified; that we continue to be professionally accountable.

This illustration is drawn from Chapter 1 of Reflective Teaching in Schools. For an innovative account of how positive expectations can engender classroom learning, see Hart, S., Dixon, A., Drummond, M-J and McIntyre, D. (2004) Learning Without Limits. Maidenhead: Open University Press.

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How to... analyse the use of classroom time?

Research has shown that the amount of time during which pupils are fully engaged in targeted instructional tasks is closely related to outcomes (Berliner, 1991; Heuston and Miller, 2011). This is affected by the length of the school year, day and timetabling, as well as by the effectiveness of classroom routines and organisation.

However well-organized a classroom is, and however good one's organization of resources, when pupils start to use that space, it can lead to a significant amount of 'evaporated time', and may require some reanalysis of the way in which space and resources, and pupils' use thereof, are designed and managed.

Time available for curriculum activity is the remaining time in each teaching/learning session, once it has properly started, excluding interruptions and time to pack up at the end of the lesson. The time available is clearly related to a number of organizational strategies. The most obvious of these are the routine procedures which are developed within the classroom space that, for example, help to avoid queues and bottle-necks. These help to manage the pressure which might otherwise be placed on the teacher by the pupils and they contribute to producing a positive, structured classroom environment. The reflective activity that follows, or an appropriate adaption of it for your circumstances, may be helpful in reviewing classroom organization and procedures, and thus increase the time available for curriculum activities. This is complemented by the second reflective activity which is designed to monitor an individual pupil to estimate active learning time.

Reflective activity

Aim: **To evaluate routine activities to maximizing time for teaching and learning.**

Evidence and reflection: Use the list below as a starting point for considering the routines that affect your lessons, and how you may improve your use of space and / or resources to reduce wastage of time. The list is generic, and applicable to both primary and secondary school – you will need to develop to the list to match your type of school and your curriculum subject as appropriate. Identify any aspects of organization you can deal with in advance of the lesson (for example, moving the tables, or distributing resources before pupils enter the room). Can you improve your own routines (for example, preventing bottlenecks by asking pupils to unpack before putting their bags away, or by distributing resources around the room)? Are you planning far enough ahead or practising crisis management (for example, do you often find yourself hunting for resources in the cupboards, or running to the prep room or office for resources you've forgotten)? Can you actively involve pupils, giving them routine responsibility for specific aspects of resource organization (for example, giving automatic responsibility to particular pupils to give out books or materials at the start of the lesson)?

Purpose of procedure	Procedure	Evaluation of procedure	Possible improvement
Entering the classroom			
Leaving the classroom			
Completing the register			
Collecting in homework			
Issuing homework			
Distributing learning resources			
Collecting learning resources			
Going to the toilet			
Tidying up			

Extension: Teachers and Teaching Assistants build up a useful repertoire of strategies for these organizational matters. A good extension would be to share and exchange ideas with colleagues or a mentor.

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Encouraging pupils to take on more responsibility for organising themselves, their classroom and their resources is important, as it can enhance their learning time, reduce their reliance on the teacher, and give the teacher more time to focus on pupils' learning. Indeed, the aim is to establish procedures so that the classroom appears to 'run itself'. For this to happen effectively, it is important to ensure that resources are well organised and that clear expectations are established and maintained.

Time spent in active learning is the second key issue. Whilst this can be assessed at any point, it may also be seen as providing summative information: a product of the overall learning environment which is provided for the pupils. Reflective activity 8.4 helps in analysing the amount of time pupils spend actively learning.

Reflective activity

Aim: **To monitor an individual pupil to estimate active learning time.**

Evidence and reflection: During a teaching/learning session, watch a chosen pupil, or build up sample of pupils by watching each in turn. Judge the times at which:

1. The pupil is 'on task' (i.e. *actively* engaged in the given task and learning objectives)
2. The pupil is doing other necessary activities related to the task (e.g. logging into a computer, fetching equipment)
3. The pupil is 'off task' (i.e. appears distracted or disengaged).

Calculate the total amounts and proportions of learning time in each category:

'On-task' time	[ ] , [ ]
'Task-management' time	[ ] , [ ]
'Off-task' time	[ ] , [ ]

Extension: This activity is vulnerable to 'observer error' because it relies on a rather imprecise judgement – and we are all prone to interpreting what we see in ways which can mislead even ourselves. It can be made more systematic by timing the moment on which a judgement is made. So, why not try it again but aim to make your judgement every 10 seconds? That way, you will quickly build up a more reliable impression.

This illustration is drawn from Chapter 8 of Reflective Teaching in Schools. There are lots of modern empirical studies of classroom time, and you can do your own, but the classic paper is: Berliner, D. (1991). What's all the fuss about instructional time? In M. Ben-Peretz and R. Bromme (Eds.), The nature of time in schools: Theoretical concepts, practitioner perceptions. New York: Teachers College Press (this source is extracted in Readings for Reflective Teaching in Schools).

How to... develop and evaluate classroom practice using 'Lesson Study'?

Lesson Study blends teacher creativity with scientific rigour to establish systematic processes for teacher learning about classroom practice. It has a long history in Japan, and has spread across Asia and into the West. Pete Dudley has promoted the approach in the UK.

The *creative* element is found in the fact that teachers work together to refine, innovate or create new teaching approaches or curricular designs. The *scientific* element is found in the ways in which these teachers gather from research evidence, information about teaching approaches that could be effective and then, equally systematically, gather evidence of their pupils' learning (from their observations as well as from the perspectives of the pupils themselves) as they try out, refine, re-try and re-refine their new teaching approaches. This process of trialling and refining is carried out over a cycle of mini, group enquiries called 'research lessons'. In these research lessons the group will study how the pupils are learning, in order to tease out ways of teaching the approach they are trialling that have the biggest effect on pupil learning.

Whatever teachers learn, they then make public. Learning and development does not remain the property of that classroom or school. Japanese teachers are culturally very collaborative and teacher knowledge is viewed with the same importance as medical knowledge in the West. Japanese teachers read the accounts of other teachers' lesson studies with interest as part of the literature they consult before engaging in their own classroom research. When they have completed a lesson study they will also invite colleagues to their classrooms for 'open house' events where they teach their new approach or an aspect of their new curriculum *in public* in front of an invited audience from local schools or colleges, before discussing it with their guests (and their pupils).

Lesson Study groups work best if they have several perspectives on the lesson and also include teachers with a range of experiences. A minimum of three is preferable, though in Japan such groups are often very much larger. Sometimes a Lesson Study group will include a teacher from outside the school who has particular expertise in the pedagogical or curriculum area under focus and who can bring this expertise to bear.

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There are productive ways in which trainee and newly or recently qualified teachers can gain most from participation in Lesson Study. These are explored in detail in Dudley and Gowing (2012).

◼◼ What do you do in a Lesson Study?

Lesson study has evolved over a long period and a number of deliberate steps have become established. These are:

1. Members of a lesson study group will draw up or agree to observe a protocol which ensures that the group come together as equals in learning and enquiry and that whatever experience individual members bring to the process, it is treated with respect as an equal contribution to the group's collective endeavour.

2. The group will agree their focus – which can usefully be expressed as a research question – although it always takes a similar form 'How can we teach X more effectively to Y in order to improve their learning?' (where X will be an aspect of curriculum or subject knowledge and Y will be a learner group such as 'year 5' or 'boys in year 4 who have fallen behind in narrative writing.')

3. Members will investigate what is 'out there' in terms of evidence of successful approaches developed elsewhere in relation to their focus. They will meet to pool their research findings. They may also plan their first research lesson. They will need to agree whose class will be used. They will often identify a small number of 'case pupils' who will be the subject of particular attention in the lesson study. Case pupils represent or typify learner groups in the class. They may, for example, represent high, middle and lower attaining pupils.

4. When planning the research lesson, the lesson study group plans for the whole class but pays specific attention to the planned learning for the case pupils. The group predicts and sets out what they hope each case pupil will achieve by the end of the research lesson (very like success criteria) and they also list what they hope each of the pupils will be doing at each stage of the lesson.

5. One of the teachers then teaches the research lesson. The others observe the class, taking note of everything that goes on but paying particular attention to the case pupils and noting what they do. Observation notes are made on copies of the lesson plan which the teachers use as an observation pro-forma.

6. After the lesson the teachers interview a sample of pupils in order to ascertain their perspective on the research lesson – what worked more or less well and how it could be improved next time.

7. After the lesson and pupil interviews, the teachers discuss what they observed as soon as they can after the lesson is over – and preferably on the same day. The discussion should always follow the following structure:
   a. Sharing what each member observed of the *learning* of each of the case pupils compared with the predictions the group had made for the case pupil, and a discussion about why such differences may have occurred.
   b. Discussion about the *learning* of the class as a whole.
   c. The discussion will then turn to the lesson itself and the teaching – but this is after much discussion about the learning and is always based on observed evidence of the learning that took place.
   d. Discussion about what to do in the next research lesson to address issues from the one just taught.

8. The group then plans the next research lesson.

9. After a sequence of three or more research lessons, the group has usually had a chance to re-assess some of the pupils whose learning they will now understand in much greater detail. They will also usually have agreed some changes to the teaching or to the lesson designs that are to be adopted in the future and shared with colleagues. And so progress is made.

This illustration is drawn from Chapter 10 of Reflective Teaching in Schools. For more information, see: Dudley, P. (2011) Lesson Study: a Handbook. Available at lessonstudy.co.uk

How to... extend a repertoire of strategies to manage behaviour?

Sometimes in the classroom, we may, quite simply, need to be assertive. But in so doing, as the adult and as the teacher, we also need to bear in mind our broader educational purposes. Every time we speak to pupils, for whatever purpose, we have educational opportunities. In relation to behaviour, the aim is to keep them 'on track' as effectively as possible as a means to educational ends.

Bill Rogers (2011, p83) identifies seven ways in which language should be used to support good discipline:

1. Keep corrective interaction as 'least-intrusive' as possible.
2. Avoid unnecessary confrontation.
3. Keep a respectful, positive tone of voice wherever possible.
4. Keep corrective language positive where possible.
5. Restore working relationships with a reprimanded pupil as quickly as possible.
6. Follow up with children on matters beyond the classroom context.
7. If we need to communicate frustration, or even anger, do so assertively rather than aggressively.

In his final point, Rogers is warning teachers not to get 'out of control'. Pupils also have ways of describing this – the teacher has 'flipped', 'gone mad' or 'lost it'. This is associated with the breakdown in relationships - and

the images of teacher insanity are not there by chance! Such uncontrolled use of power is a long way from establishing legitimated authority and respect.

Standing back from this a little, the basic point is that to establish our authority as teachers, even with the pressure of the busy classroom, we must think carefully about what we say and how we say it. In principle, teacher language to build good discipline should:

■ *connect personally* with relevant pupil/s
■ *identify the behaviour* which needs to change
■ *encourage re-engagement* with curricular intentions
■ *minimise disruption* to others
■ *follow through* to ensure conformity

The suggestion that teachers should minimise the 'intrusion' of their strategies is worth further consideration. The proposal is closely tied to the existence of tacit classroom understandings, as described in Pollard, 2014, Chapter 6 on classroom relationships. So the proposition is that good teacher-pupil relationships provide a sort of 'moral order' in the classroom which underpins behaviour. When this works, it seems almost invisible – but don't be taken in! Teachers work continuously to maintain such relationships.

Teacher strategies become more intrusive when we feel the need to draw on our authority and assert our power. Experienced teachers are thus aware of a repertoire of strategies on which they can draw to establish and maintain appropriate pupil behaviour.

Strategies identified by Rogers can be considered in three groups. These reflect minimal, routine and assertive levels of teacher action.

Minimal intrusion strategies

The efficacy of these strategies rests on the existence of well understood rules and good classroom relationships. Good behaviour can thus be achieved with simple reminders. Three of Rogers' minimal strategies are:

■ Tactical ignoring – the teacher is aware of, but temporarily ignores, minor misdemeanours whilst focusing on and affirming positive behaviours.

Pupils then come into line.
■ Incidental language – reminders of classroom rules are given without attributing blame to anyone. Because rules are established and accepted, pupils self-adjust to conform. 'We have a rather messy classroom at the moment, and we can't go out if it's like that can we?'
■ Take-up time – after a rule reminder or request, the teacher moves away to give pupils time to cooperate. In so doing, she communicates trust (though she might also keep an eye on progress!)

Routine strategies

This group of strategies reflects the ebb and flow of teacher-pupil interaction and the fact that relationships are always dynamic. A little jostling and testing of boundaries is thus to be expected. The strategies below are typical of those which teachers use to frame and control classroom situations, particularly when children or young people may have non-curricular activities in mind.

■ Behavioural direction – expected behaviours are directly, positively and briefly communicated. 'All paying attention to me now please.'
■ Rule reminder – rather than 'picking on' a particular transgressor, the teacher reminds everyone of a rule. 'Now what are our rules about getting ready for PE?'
■ Anticipating – with awareness of potential misbehaviour, this strategy can be used for early framing of activities without being too heavy-handed. At appropriate moments, the teacher interacts with relevant pupils to show awareness, to nip unwanted aspects in the bud, and to redirect attention back to curricula goals.
■ Distraction – this contrarian strategy involves deliberately drawing attention to something that is going well and thus by-passing something which might be problematic. With the class refocused, the difficulty fades away or can be quietly dealt with.

Assertive strategies

The strategies in this group depend on the teacher

asserting their authority and 'standing up' to pupils in various ways. Whilst, they are more categoric, they still make reference to established understandings and rules. However, they leave pupils in no doubt that the teacher is in charge.

■ Blocking – this is an important strategy to maintain focus on important behavioural issues in the face of all sorts of distraction tactics which may be deployed by pupils. 'Hold on. Now let's get to the point about what really happened - and I'll hear you one at a time. John. …. Sam …'

■ Assertion – this strategy calmly deploys verbal and non-verbal skills and draws on reserves of self-confidence to defend and promote a principle about behaviour which has been threatened. 'It is not OK to hit people in school, at any time at all.' 'Language of that sort is unacceptable.' The stance should be non-aggressive, so that the teacher is clearly holding the moral high-ground.

We thus demonstrate to the class as a whole that our action is responsible and legitimate – which erodes support for transgressors, re-asserts more routine expectations and gradually calms things down

■ Command – a direct instruction. To be effective, a command needs to be delivered with clarity and confidence, and to be followed up immediately. 'Louise, put the hose pipe down NOW.' Eye contact, proximity and firm tone of voice will all convey the seriousness of teacher intentions.

We have reviewed a repertoire of strategies for managing behaviour and Cowley (2010) offers yet more. The moral foundation of these strategies rests, in all cases, on classroom relationships. Teachers' power is always circumscribed but, as responsible adults, we have the task of analysing and interpreting what is going on – and taking action if necessary. To do this, it is important to be able stand back a little.

Reflective activity

Aim: to review our repertoire of strategies for managing behaviour.

Evidence and reflection: Brainstorm, perhaps with a group of colleagues, on the strategies which you use to manage behaviour – just get a list. Use the ideas above from Rogers, or harvest from other sources if this is helpful. Then maybe refine it a bit, to eliminate overlaps.

Now see if you can sort your strategies into categories based on the degree of intrusion. Which rest on tacit understandings? Which contribute to routine maintenance of classroom rules? Which demand really assertive activity?

Extension: Having expanded and analysed your strategic repertoire for managing behaviour, it is good to try it out. Acting mindfully, look for opportunities for experiment! In the light of your experience, refine your repertoire.

This illustration is drawn from Chapter 10 of Reflective Teaching in Schools. For more information on Rogers' work, see: Rogers, B. (2011) Classroom Behaviour. London: SAGE.

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How to... mentor a student teacher in school?

Mentoring is a means of providing support, challenge and extension for the learning of one person through the guidance of another. The latter is normally more skilled, knowledgeable and experienced, particularly in relation to the context in which the learning is taking place. Mentoring thus provides excellent opportunities for the development of teaching skills and reflective understanding.

Whilst HE partners will introduce students to key issues and to research-informed understanding about learning, teaching, curriculum and assessment, schools will lead the development of application and classroom practice. If benefits are to be maximized, agreement about roles and relationships within such arrangements is obviously crucial. If the roles are clear, then the learning potential of such situations is very considerable.

In particular, the mentor 'assists the performance' and 'scaffolds the understanding' of the student learner, as he or she constructs his or her own skills and understanding in the classroom context. Initially then, a trainee may need direct support by explanation, modelling and guidance with the analysis of issues

and with evaluation. Gradually, however, he or she will become sufficiently confident to teach more independently. Greater challenges will be faced (larger groups, longer teaching sessions, more complex teaching aims) and you will begin to monitor your performance more independently. Collaborative teaching will reinforce these emergent skills and understandings as you get more experience.

But what do we know about the way in which trainee teachers may develop? An examination of research literature on the process of learning to teach confirms the common-sense observation that trainees typically go through a number of distinct stages of development, each with its own focal concerns. A summary of typical developmental, adapted from Furlong *et al.* (1994), is set out in the figure below.

	Beginning teaching	Supervised teaching	From teaching to learning	Reflective teaching
Stage of trainee development	Survival	Recognising difficulties	Hitting the plateau	Moving on
Focus of student learning	Rules, rituals, routines and establishing authority	Teaching competences	Understanding pupil learning and developing effective teaching	Taking control and developing professionalism
Role of mentor and tutor	Providing models of effective practice	As trainers, providing focused advice and instruction	As critical friends, providing constructive critique for development	As co-enquirers, joining together in aspects of professional development
Key mentoring strategies	Student observation focused on class routines and teacher techniques	Focused observation by trainee, combined with structured observation of the trainee and feedback	Focused observation by and structured observation of the trainee. Re-examination of lesson planning	Partnership in teaching and supervision

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▪▪ Beginning teaching

When trainees first begin the process of learning to teach, they often have a particular learning need to learn how to 'see' in classrooms – to disentangle and identify some of the complexities of the teaching process. In particular, they are almost always concerned to discover how teachers achieve effective control within the classroom.

But teachers often find it extremely difficult to explain how it is they achieve discipline and order. To an experienced teacher, classroom management is such a 'natural' process that it is difficult to discuss it in isolation from other aspects of teaching.

At this stage, students can best be helped to make sense of the classroom and understand its rules, rituals and routines by observing, carrying out small-scale reflective activities and teaching collaboratively alongside their mentor. By setting up focused observations and collaborative teaching, the mentor acts as a model for the trainees; interpreting events, guiding their observation, helping to interpret events, drawing their attention to what they are doing and why, and advising on the significance of what is happening in the classroom. Collaborative teaching also allows the trainee to begin to engage in substantive 'teaching', while the teacher, rather than the student, remains responsible for classroom management and control.

▪▪ Supervised teaching

Once trainee teachers have gained some insight into the rules, routines and rituals of the classroom and, through carefully supported collaborative work have themselves had some experience of teaching, then they will be ready for a more systematic and structured approach to training. During this period of teaching experience, trainees are likely to be mostly concerned with developing their own 'performance' as teachers. The trainee's aim will be to achieve greater and greater control over the teaching and learning process. An important element of this will be developing more confidence with subject knowledge – and in particular the ways in which knowledge can be taught effectively. We suggest that this development can be supported best if the class mentor (and subject mentor(s), if appropriate) explicitly develop a formal 'training' role, focusing directly on the standards or competences of teaching. Again, carrying out some specific reflective activities, such as those illustrated in this article, will increase perception and awareness.

▪▪ From teaching to learning

Once trainees have gained sufficient confidence in classroom management and control in order to 'act' like a teacher, then

they are able to turn their attention away from their own performance, and look more deeply at the content of their lessons in terms of what their pupils are actually learning. As we saw earlier, Furlong *et al.* (1994) called this process 'de-centring'.

Developing the ability to de-centre, to reassess one's teaching in terms of pupils' learning rather than one's own performance, is a vitally important part of becoming an effective teacher. However, experience shows that trainees often fail to move on in this way unless they are given some direct help. They may be satisfied with having established a particular formula for teaching which keeps the children quiet and occupied, but then fail to look critically at what learning is taking place. This is understandable, but it is not good enough.

Trainees have to come to realize that effective classroom control is attained primarily through working *with* pupils through *well-matched* activities that:

■ address pupils' needs and interests
■ take account of how pupils learn
■ are supportive of pupils' developing understanding in the relevant subject area.

Small scale classroom enquires, of the sort suggested in Reflective Teaching or drawn from reflectiveteaching. co.uk, are designed to support learning to 'de-centre'.

■■ Reflective teaching

This is the final stage of trainee development that needs to be explicitly considered and that is their wider development as reflective practitioners. This might include:

■ broadening the trainee's repertoire of teaching strategies
■ encouraging the trainee to take more responsibility for their own professional development
■ deepening their understanding of the complexities involved in teaching and learning, including its social, moral and political dimensions.

As the student begins to acquire greater skill, knowledge

and understanding of the nature of teaching, so the mentor and the tutor should begin to modify their role to develop a more open and equal relationship, to spend more time working as equal professionals. This enables mentor and trainee to discuss teaching at a more fundamental level than before. No longer should mentors present themselves as an authority, knowing the 'right' answers. Rather, through discussion of their teaching, mentors should attempt to 'open up' their work and invite questioning. This can be achieved in association with university partners and by, for example:

■ focusing on the *complexity* of thinking underlying professional decisions
■ exposing the moral, practical and other *dilemmas* underlying professional decisions
■ evaluating the social and educational *consequences* of particular professional decisions
■ discussing the social, institutional and political *contexts* in which professional decisions have to be made.

It is by participating in such open, professional discussions in relation to their own practice that students can be encouraged to confront the complexities of teaching more deeply. From their initial beginning on the periphery of school life, the trainee should feel drawn into the culture of the school and feel able to make a worthwhile contribution to its development.

The principles and concepts which are embedded within *Reflective Teaching in Schools* are designed to facilitate this stage of development and to support a continuous, career-long process of 'deepening expertise'.

*p*D**T**

LEADING THE ENGAGED SCHOOL WITH THE

Professional Learning Community Service

Turn your staff team into a dynamic learning community!

What is the PLC service?

The most critical leadership challenge in schools today is to create a dynamic learning community …for the staff as well as pupils.

Ofsted is increasingly demanding evidence of schools taking action to constantly improve 'Requires Improvement' and 'Good' teaching, with students showing high levels of engagement and independent learning. The intensity of the school's culture of teaching and learning and professional development is the prism through which leadership effectiveness is now seen.

The Professional Learning Community service (PLC) gives the leadership communities at all levels within the school (including teachers, who we see as leaders of learning) the chance to read and reflect about their practice and to find approaches and strategies that will transform it.

The PLC offers:

The best practice library available, anywhere. It's open to all teachers and governors within a subscribing school. It has thousands of professional development articles.

If you have the online Professional Learning Community package, this will entitle all your teachers access to the vast library of articles on every aspect of school and curriculum leadership. It's the equivalent of creating overnight the most excellent CPD staff library you could wish for.

Regularly updated publications, internationally renowned in their own right, available to all staff. These include School Leadership Today and Leadership Briefings, Creative Teaching and Learning and Cross Curriculum Projects, Every Child Journal and Update, e-Learning Update and Learning Spaces.

The top educationalists and practitioners, writing exemplar articles on best practice, and bringing you the latest findings on practice relevant research on leadership and teaching and learning.

Training and professional development support. You tell us what you need and we will make it happen, drawing from our unparalleled database of providers.

Online research and advice. We are about to launch a leadership support service to provide research and guidance on all issues affecting school improvement. This support can be followed up by face-to-face consultancy of the highest order.

What are Knowledge Banks?

Within the library your staff will be able to access special themed collections of articles by renowned experts. They are tightly focused packets of knowledge which can give your leadership team or teachers a rapid, but in-depth briefing about a pedagogy, a strategy, or leadership direction.

Visual Learning Tools – Tony Buzan and Oliver Caviglioli
Philosophy for Children – Steve Williams and Sue Lyle
The Research Led School – Graham Handscomb
System Leadership – Professor David Hopkins
Learner Driven Learning – Chris Watkins
Coaching and Mentoring – Richard Churches
School Fundraising – David Poppitt
What really works in CPD – Sara Bubb and Peter Earley

Leadership Resources

Manager's Briefcase – Information and Practical Leadership Resources. In the archive, there is a vast array of pre-developed proformas, questionnaires, implementation guides and policy documents so that you do not have to re-invent the wheel in your school. It's a highly acclaimed resource currently used by thousands of school leaders. Some Briefcase entries are:

Complaints procedures	Confiscation policy
Confiscation records	Safeguarding training guide
Every Child Matters checklist	Safer recruitment
Learning outside the classroom	Information literacy policy

Publications for Continuing Profess

School Leadership Today & Leadership Briefing
6 issues per year & weekly Briefings – Online

School Leadership Today is the most authoritative and independent publication for school leaders. Its analytical and good practice articles support leadership staff throughout the school. With its change of name from Managing Schools Today comes a shift in focus to the leading of learning, curriculum reform, and the 'soft' skills of leadership such as motivating staff and creating a vibrant school ethos.

Recent School Leadership Today articles have included:
- Collaborative Learning – why it works and how to do it well!
- Leadership Dilemmas… should a poor deputy be sacked?
- Assessment as an 'Act of Love'… trends in pupil assessment
- Subject Specialism… in primary schools!
- The new role of School Business Managers.

All articles are available through our fantastic online CPD articles archive.

Plus a major new section called Primary File… with practical guidance on Ofsted, the new curriculum, SEN, children's safeguarding and primary leadership issues.

Creative Teaching & Learning
4 issues per year – Print and Online

The school curriculum is changing yet again! Alongside a new emphasis on subject knowledge, Ofsted is stressing the need for greater student engagement, independent learning and thinking skills and the use of creative, dialogic teaching. This is where CTL is recognised as the most cutting edge curriculum magazine in the country and has championed the practical deployment of such approaches as Philosophy for Children, Mind Maps, Instrumental Enrichment, Building Learning Power, Intelligent Learning and Mantle of the Expert. The magazine investigates how the curriculum can be remodelled and explores how thinking skills approaches can be embedded within subject and project-based teaching. Every issue has project resource packs which show how project work can be given more meaning and pedagogic depth.

Recent Creative Teaching & Learning articles have included:
- The director's cut – interpreting moving images
- Learner-driven learning in classrooms
- Creating a P4C-inspired curriculum
- How working memory is the key to learning
- Special Resource Packs to support secondary cross-curricular projects: Arctic Stories (Geography, ICT, English), A River Child (History, Science, Environment), Who's Running the Country? (Citizenship, Politics, English).

Professional Development Today
4 issues per year – Online

All the evidence suggests that it is the quality of teaching that in the end drives school improvement. Yet for most schools, CPD is an ad hoc affair with little grounding in theory or practice. Professional Development Today is aimed at improving school practice in CPD, and helping the CPD Coordinator and school leadership team with articles, research and 'how to' guides on what works. It has world-class writers on professional development keeping you up to date on how to make the most of your most critical resource… teachers!

Recent Professional Development Today articles have included:
- Mentoring and Coaching… a 12-page 'HOW TO' guide
- Reclaiming self-evaluation for professionals
- Using a learning and teaching journal to share good practice
- How to develop school based research.

E-learning Update
12 Months access

The list of requirements for schools regarding the utilisation of technology gets longer each year: VLEs, web based learning, white boards, video-conferencing, online assessment and mobile learning. e-Learning Update helps school leaders and teachers understand the issues, products, problems and the possibilities associated with new technology in schools. Crucially, we believe the technology has to be at the service of teachers, not the other way round. For an educational view of the way to deploy ICT, you need e-Learning Update.

Recent e-Learning Update articles have included:
- Using ICT to support non-specialist maths teachers
- How social networks can make history come alive
- A guide to mobile technology – what to buy and what can be achieved
- The digital examination revolution… its impact on schools

Leadership Briefing
Weekly email

Linked to School Leadership Today is Leadership Briefing, a weekly summary of government reports, new education research and legal developments. The Leadership Briefing provides you with links to original source documents to download or view on screen if available. All emailed to you weekly so you can stay informed and save time.

Recent Leadership Briefings have included:
- Establishing safe and responsible online behaviours
- Ending child poverty in a changing economy
- Investigation of maintained schools with non-faith foundation
- Accident prevention amongst children.

Every Child Journal & Every Child Update
6 issues per year & 6 Updates per year – Online

The need has never been greater to coordinate the service response, inside school and outside, to vulnerable children who are educationally and socially challenged. Advice on recognising and responding to learning problems, and how social care and physical conditions can impact on children's learning are the key themes of these titles.

The magazine's recent articles have looked at:
- Evidence of effective interventions
- Legal advice on such things as information sharing and safeguarding
- Research that can help professionals support individual children at risk
- How to respond to conditions like Autism.

Learning Spaces
4 issues per year – Online

Learning Spaces magazine looks at how schools are attempting to improve their environments for learning. Using exciting case studies of new and refurbished schools, it looks at the most creative attempts to match design with new developments in teaching and learning. A key mission of the magazine is to give school staff and pupils – the users – more say over design and development. There is a strong emphasis on maintenance, refurbishment and managing the Primary Capital programmes.

Recent Learning Spaces articles have included:
- Designing schools with the Disabilities Discrimination Act in mind
- An exemplary primary school refurbishment
- Extended schools – designing for the Every Child Matters agenda
- Security by design, a comprehensive survey of latest developments.

How do you use the PLC?

Subscribing to the Professional Learning Community package is the equivalent of creating overnight the most excellent CPD staff library you could wish for.

All your staff gain access to this information and skills base, be they classroom teachers, curriculum leaders, heads of year, departmental heads or members of the school leadership team. We will send alerts on the release of newly updated publications to nominated key staff, so they can select articles to pass on to individual teachers or groups within the school or even send alerts to all your staff directly.

We will assign your school login details, which will allow all your teachers 24/7 unlimited access from home or school to the publications and newsletters as they are posted.

You can search subjects by key words, browse themed collections called Knowledge Banks, review past editions, or look up your favourite education writers.

Many schools use the articles or Knowledge Banks to launch new projects or to stimulate best practice debates within their department or learning communities. If your school starts a new initiative, like coaching and mentoring, the PLC is a good place to start. If a department wants to adopt a new teaching and learning approach, the PLC is where to go first. If your school wants a new policy on religious education, the PLC library will be able to help.

To create a truly professional learning community in your school, every leader and teacher should have access to the information they need to develop the knowledge and skills for their role.

If you purchase our unique Professional Learning Community online package of magazines, journals and e-newsletters, it will give all your staff access to this information and skills base, be they classroom teachers (who are themselves leaders of learning, and managers of TAs), curriculum leaders, heads of year, departmental heads or members of the school leadership team.

Is there a better CPD spend than this?

What do schools say about the PLC?

"The Professional Learning Community allows the AST Team to review the most up-to-date thinking on key aspects of learning and teaching, professional development and leadership. There is no doubt that the articles and case studies have helped us to shape our own support programmes and to strategically manage them. It is important for ASTs to be leading thinking in their school or authority, and a key part of this responsibility is to find out what is happening beyond your context. The Professional Learning Community is a cost effective and valuable way in which to achieve this."

Angela Moore, AST Co-ordinator, Danum Academy, Doncaster

"Imaginative Minds' Professional Learning Community service has at its heart a professional development library which is unlike anything else available. It's a profound and growing database of best practice articles which can support advances in leadership and teaching at every level of the school. It has constantly updated education information, but its real value, in my view, is its orientation towards practice and reflective leadership and teaching. Every school, primary or secondary, seeking to have a dynamic, learning staff team should have the service as a pre-requisite."

Richard Churches, Principal Consultant, CfBT Education Trust

"I have just completed an MBA in Educational Leadership at the Institute of Education. Throughout this course, I regularly used articles from the Professional Learning Community to inspire my research as well as adding to my knowledge on particular topics.

The variety of articles in the publications ensures that it covers the interests and needs of everyone involved in education. I would recommend this resource to every senior leadership team in schools."

Desi McKeown, Assistant Head Teacher at The Deanes School, Benfleet, Essex

"I give our curriculum leaders an article from Creative Teaching and Learning magazine when we meet every fortnight and use it as a basis for discussion. There are always articles that are thought provoking or inspiring. It's a great resource."

Andy O'Brien, Principal, Accrington Academy, speaking to a conference of Creative Partnerships schools.

As one Deputy Head from Sentamu Academy in Hull said when shown the power of the library:
"It would have taken me three days to develop a Religious Moral and Social Education policy across the curriculum. The library will save me three days work on this alone!"

Curriculum Resource Bank

We have just launched a new Curriculum Resource Bank to support our mission to make lessons more exciting and creative.

The Resource Bank consists of Cross Curriculum projects which are well thought out, integrated, and have a strong underlying pedagogy. They are an extra charge to non PLC subscribers but will be free to you. New projects, issued bi-monthly, will generally be for KS2-KS4 and will cover:

Light and Dark, Conservation, Minibeasts, The Oceans, Who's Running the Country?, Contemporary Slavery, A River Child: The life of a young Muslim Child in Africa, Arctic Stories, The Sinking of the Titanic, Thinking Through Art, Maths Crosswords, Science Crosswords and Start Thinking.

We estimate the value of these to be in the region of £300 a year if bought as products from our catalogue, but they will be **free to PLC subscribers.**

How to become part of the: Professional Learning Community Service

*Subscribe to the Professional Learning Community Service by filling out the form below and sending by fax or post to the address

Package includes Whole School Licence per year	Price Primary	Tick	Price Secondary		Total
***Professional Learning Community Service**	**£475.00 +VAT**		**£600.00 +VAT**		
School Leadership Today e-magazine with Leadership Briefing e-bulletins	£98 +VAT		£130 +VAT		
Creative Teaching & Learning (4 issues) Print and e-magazine	£72 +VAT		£90 +VAT		
Professional Development Today (4 issues) e-magazine	£68 +VAT		£80 +VAT		
e-Learning Update (12 months) bulletins	£58 +VAT		£78 +VAT		
Leadership Briefing (weekly) e-bulletins	£60 +VAT		£80 +VAT		
Every Child Journal e-magazine & Every Child Update (6 issues each) e-bulletins	£90 +VAT		£110 +VAT		
Learning Spaces (4 issues) e-magazine	£52 +VAT		£70 +VAT		
Curriculum Resource Bank (6 issues) online resources Subscribers to other Imaginative Minds titles: £50 +VAT	£95 +VAT		£95 +VAT		
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