

# Exemplar targets: Setting High Expectations & Managing Behaviour (1 of 2)

Introductory	Development	Consolidation
<p>Observe how your mentor sets their expectations for behaviour and reinforces this throughout the lesson. How could you mirror this in your own teaching?</p>	<p>Practise using consistent language and directions when giving instructions to your learners. For example 'All eyes on me' or 'Do now'.</p>	<p>Practise asking pupils to repeat instructions and expectations back to you to ensure they understand a task before it begins.</p>
<p>Spend a day shadowing a learner. Which lesson felt the most welcoming, respectful and/or supportive? Why was this?</p>	<p>Practise using inspirational and motivational language with a class you are struggling with. Reflect on the impact this has on a learner or group of learners.</p>	<p>Identify a class for your mentor to observe which enables you to receive feedback from your mentor about how you set achievable but challenging tasks which stretch pupils.</p>
<p>Observe your mentor teaching some low ability learners. Make a note of the inspirational language they use to encourage, motivate and instill resilience in learners.</p>	<p>Work with your mentor to plan a lesson for a group of low ability learners which sets challenging learning goals but also ensure support is in place to enable learners to achieve.</p>	<p>Plan a lesson with a Teaching Assistant making use of their expertise to support a specific learner or groups of learners.</p>
<p>Shadow a member of staff undertaking a lunch or break duty. Note how they model and reinforce the behaviour expected from learners outside of lessons.</p>	<p>Seek opportunity to have a regular duty assigned to you in a busy part of the school such as the dining room/canteen or the yard. Discuss with your mentor how this assists you in building relationships and reinforcing the expected behaviours.</p>	<p>Seek opportunity to support or be involved on a trip outside of school. Make use of this opportunity to see how staff reinforce expected standards of behaviours outside of school.</p>

## Exemplar targets: Setting High Expectations & Managing Behaviour (2 of 2)

Introductory	Development	Consolidation
<p>Undertaking 'meeting' learners at the door of the classroom for a lesson you are supporting in. Aim to say 'hello' (or even make conversation!) with every learners.</p>	<p>Practise setting up your lesson before learners arrive. This may include setting out books or resources, having a starter or 'do now' task on the board, having desks/chairs arranged in a specific plan.</p>	<p>Practise explicitly teaching the routines and expectations set by your school at key points of the lesson. Build this into your lesson planning and learning structure.</p>
<p>Create a slide which clear outlines your expectations to learners about how they should behave in your lesson.</p>	<p>Practise referring back to your slide of expectations throughout your lessons. Including, but not only, when learners need reminding about your expectations.</p>	<p>Arrange a lesson observation which enables you to receive feedback on how you set and maintain high expectations throughout your lessons.</p>
<p>Jointly plan part of a lesson with your mentor. Focus on how you set high expectations for the level and quality of work you expect from learners in the lesson.</p>	<p>Plan a lesson which includes opportunity(ies) for you to practise reminding students about the quality of work you expect from them and which includes appropriate support to assist them in meeting these standards. Making use of a visualizer may be of use.</p>	<p>Arrange to meet with an expert colleague to discuss how you can better manage the behaviour of a specific learner (or group of learners). For example, a Head of Year, SENCO, Behaviour Lead.</p>
<p>Observe at least 3 expert colleagues using the school behaviour policy in their lessons (they do not have to be in your subject area). Note how they reward and sanction pupils consistently (or what happens if they don't).</p>	<p>Arrange a lesson for your mentor to observe so you can receive feedback on how you reward pupils (e.g. Class charts, merits, postcards) and how you sanction (e.g. demerits, consequences etc) making use of a 'script'.</p>	<p>Practise calling home to the parents/carers of pupils who you want to recognise for their good behaviour but also for those for whom you you have concerns about the behaviour in your lessons. Aim to do one positive phone call for every negative.</p>