



Improving teacher training for behaviour

This is a description of the knowledge, skills and understanding that trainees will need in order to be able to manage their pupils' behaviour. Effective teacher training incorporates activities and teaching that leads to these outcomes and prepares trainees to manage behaviour confidently and with authority.

It is important to note that good teaching is the most effective way to get good behaviour. Teachers who plan and teach dynamic, stimulating lessons based on sound assessment and excellent subject knowledge are likely to experience fewer difficulties with behaviour.

Personal style

- Trainees should understand that they are responsible for ensuring the highest standards of behaviour from their pupils.
- Trainees should have developed their own personal style for managing behaviour. Knowledge of generic behaviour management systems and techniques is essential; the way they are used depends on the attributes of individual teachers and the context in which they are teaching.
- Trainees should be able to vary the tone and volume of their voice to teach effectively and manage behaviour.
- Trainees should know how to look after their voice.
- Trainees should understand how to stand, move, make use of space and use eye contact in order to be an authoritative presence in the classroom.

Self-management

- Trainees should understand what effect their responses, both verbal and non-verbal, can have on children's behaviour. They should be able to manage their own emotions when they are teaching.

Reflection

- Trainees should be able to reflect on the way they manage behaviour and their classrooms and be prepared to change what isn't working well.

School systems

- Trainees should understand how effective school systems support good behaviour management, and prevent and deal with bullying. They should be able to adapt their practice to fit with the school behaviour policy and should understand that consistency is an essential component of managing behaviour.

Relationships

- Trainees should understand that good relationships are at the heart of good behaviour management. They should be able to form positive, appropriate, professional relationships with their pupils.

Classroom management

- Trainees should be able to use praise effectively.
- Trainees should know how to apply rewards and sanctions to improve behaviour.
- Trainees need to know how to develop and teach routines to pupils so that time is used efficiently.
- Trainees need to be able to manage behaviour in a range of different situations such as whole class teaching, group work, the corridors and the playground.

More challenging behaviour

- Trainees should have an understanding of why children misbehave and why some children demonstrate more challenging behaviour.
- Trainees should be able to plan and teach lessons that take account of individual children's special needs, so that they are less likely to misbehave.
- Trainees should know how to take appropriate and effective action when they are confronted by more extreme behaviour.

Theoretical knowledge

- Trainees should know about scientific research and developments, and how these can be applied to understanding, managing and changing children's behaviour.