

# Teaching and Learning – 5 minutes

...over a hot brew!

Research, Resilience, and Reflection

Issue 25:



## 1. In Pictures:



## 2. Education Research

### Behaviour management

The most effective learning environments are those that are predictable and secure, where pupils are responsive to the teacher (IES, 2008), and where pupils feel a sense of connection to their school, peers and teachers. Such classroom environments also contribute to a positive school culture (Chapman et al., 2013). Classroom environments like these are good for all pupils, but particularly those with special educational needs (Carroll et al., 2017).

In general, pupils are more alike than different in terms of how they think and learn (Willingham, 2009), so common approaches are likely to be effective in improving pupil behaviour.

## 3. Teaching Strategy: Brighten Lines

TlaC's Brighten Lines is clearly important – **how can we complain at lack of 'on task activity' if we haven't clearly defined and launched the task to its fullest potential in the first instance?** Here is a staged approach to the technique that attempts to clarify and launch fully a given challenge:

When setting pupils off on a task, once you have their full attention (pens down, eyes on you) in absolute silence and with you stood at the front of the room:

1. Give clear instructions, ensuring economy of language
2. Give a clear time limit for the task
3. Ask one or more pupils to repeat the instructions back to you, as well as the time limit (an opportunity to check on those pupils who like to feign ignorance of the instructions and remove this as an excuse not to begin)
4. Ask pupils 'Is there anybody who is still unsure what to do?'
5. Repeat, very briefly, the task and the time limit
6. Give a clear 'GO' signal (perhaps include a pause beforehand to build anticipation, or include a brief preparatory instruction like 'pens in hand...go!')
7. Stand still – do not move
8. Very obviously scan the room – (Be Seen Looking) – to check whether pupils have begun
9. Narrate compliance – praise those who begin straight away ('James has started. Well done, Courtney. Thank you for starting Ahmed.')
10. Anonymously challenge the non-starters ('Just waiting for two pupils to start', '90% of us have begun, let's have 100%')

## 4. To ponder...

*Our aim is not merely to make the child understand, and still less to force him to memorise, but so to touch his imagination as to enthuse him to his innermost core.* [Dr Maria Montessori](#)

