

# OCR Teaching in the Lifelong Learning Sector – Qualification Units

## Unit 21 – Level 4 Managing and Responding to Behaviours in a Learning Environment

Level 4

QCA Accreditation Number H/500/9924

### Unit description

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#### Unit aims

To develop the student teacher's ability to:

- Identify and evaluate a range of challenging behaviour and their effects on the learning environment.
- Interpret legislation and assess current organisational policies which are relevant to managing behaviour in the learning environment, in order to propose areas for improvement.
- Examine methods of encouraging behaviours which will encourage an effective learning environment and implement a range of appropriate strategies.
- Analyse methods and strategies for managing disruptive behaviours within the learning environment and implement a range of appropriate strategies.
- Review own approach and methods of managing behaviours in the learning environment in order to recognise good practice and also develop an appropriate plan to address any areas for improvement.

**Credit value 15**

#### Unit synopsis

This unit is for student teachers in full teacher roles who are relatively new to teaching and still formulating their approaches to managing different behaviours in the learning environment. It will enable them to analyse behaviours and their causes and develop strategies to encourage good learning behaviours and to discourage disruptive behaviours in a range of learning contexts. It will also enable student teachers to review legislation and local policies and identify areas of improvement in

the latter. These issues may arise in an area of their engagement in the lifelong learning sector and thus may contribute to or draw upon many other units within the qualification, especially widening professional practice, inclusive practice and action research. The unit will enhance the student teacher's ability to support learners through resolving issues within the complex area which is the lifelong learning sector and using the knowledge gained to improve their practice

### **Examples of teaching and learning strategies:**

The following teaching methods and learning strategies are appropriate to the delivery and development of the knowledge, understanding and skills covered in this unit. A variety of these should be used to provide a model of good practice to the student-teacher. This list is not exhaustive:

- Small group discussion
- Directed study and research
- Lecture
- Resource based learning
- Question and answer
- Micro teaching session
- Role play
- Discussion
- Lecture and exposition
- Games
- Debate
- Attendance at conferences
- Presentation of papers to conferences
- Attendance at meetings
- Professional discussion

### **Guidance on delivery for centres**

Delivery may take the form of:

- provision of individual learning plans,
- provision of guidance on the qualification and progression routes to further development,
- provision of opportunities for learning, e.g. discussion fora,
- Provision of ongoing mentoring to the student teacher, including review and feedback on learning experiences and development of competence,
- Observation of peer-to-peer discussions of groups of student teachers or of students teachers and qualified teachers,
- Observation of teaching practice,

Professional discussion with the assessor will test the knowledge requirements, where these are not already met through the activities described above.

### **Guidance on assessment for centres**

This is an optional unit and therefore the centre must be able to provide appropriate opportunities for student teachers to engage with different behaviours in a learning

environment. This unit may draw upon the evidence from any other unit in the qualification student behaviours are of relevance to the unit.

The assessment can include:

- professional discussions with the student teacher and their colleagues,
- witness statements,
- Reviewing documentation, including minutes, reports, and presentations, schemes of work, lesson plans, assessment plans and marking schemes, curriculum review and development documentation.
- Video recordings
- Observation of practice using a range of teaching and learning methods.
- Reports written by the student teacher on research, analysis and interpretation of curriculum design for managing and responding to student behaviour in a learning environment.

This is a level four option and thus the student teacher must demonstrate complex skills and knowledge, often covering more than one element of the assessment criteria. Normally a report should be of a minimum four sides of A4. Similarly, professional discussion and video recordings will need to reflect the requirements of action learning and should be of at least 15 minutes duration. Minutes of meetings on managing and enabling student behaviour may be used but only if it is possible to demonstrate that the student teacher's contribution is significant, contributes the meeting of assessment criteria and identifiable within the body of the document.

### **Suggested reading**

The following list is not intended to be exhaustive, but provides suggested texts which student-teachers may find helpful. It is not compulsory for students to read all:

Alice Bradley (2005) *Positive Approaches to Person Centred Planning: LDAF Workbook* British Institute of Learning Disabilities **ISBN-10:** 1904082866  
**ISBN-13:** 978-1904082866

Altrichter, H., Posch, P. and Somekh, B. (1993) *Teachers Investigate Their Work: An Introduction to the Methods of Action Research*. London: Routledge

Ball, S., Maguire, M. and Macrae, S. (2000) *Choice, Pathways and Transitions Post-16*. London: Routledge Falmer

*British Journal of Special Education* Blackwells

*European Journal of Special Needs Education* Routledge

Brown, S. and Race, P. (1994) *Assess Your Own Teaching Quality*. London: Kogan Page

DfEE (1998) *The Learning Age: A Renaissance for a New Britain*. London: HMSO

DfEE (1999) *Learning to Succeed: A New Framework for Post-16 Learning*. London: HMSO

DfES (2001) *Schools – Achieving Success*. London: HMSO

Gibbs, G. (1995) *Assessing Student Centred Courses*. Oxford: The Oxford Centre for Staff and Learning Development

Goleman, D. (1996) *Emotional Intelligence*. London: Bloomsbury

Gravells, A. (2006) *Delivering Adult Learning – Level 3 Coursebook*, Learning Matters,

Habeshaw, S. (1992) *53 Interesting Things to Do in Seminars and Tutorials (Interesting Ways to Teach)* Technical & Educational Services Ltd; [4Rev Ed edition] ISBN-10: 0947885080 ISBN-13: 978-0947885083

Gibbs, G. (1992) *53 Interesting Things to Do in Your Lectures (Interesting Ways to Teach)* Technical & Educational Services Ltd [4Rev Ed edition] ISBN-10: 094788503X ISBN-13: 978-0947885038

Knowles, G. (2006) *Supporting Inclusive Practice* David Fulton Publishers Ltd

Leaman, L. *Managing Very Challenging Behaviour* Continuum International Publishing Group Ltd ISBN-10: 0826485391 ISBN-13: 978-0826485397

Maslow, A. (1987) *Motivation and Personality*. New York: Harper & Row

Nind, M. Rix, Sheehy, K. Simmons, K. (2004) *Curriculum and Pedagogy in Inclusive Education* Routledge Falmer

Petty, G. (2004) *Teaching Today* (3<sup>rd</sup> Edition), Nelson Thornes

Pring, R. (1995) *Closing the Gap: Liberal Education and Vocational Preparation*. London: Hodder and Stoughton

Reece, I. and Walker, S. (2003) *Teaching, Training and Learning: A Practical Guide (5<sup>th</sup> Edition)* Business Education Publishers Ltd

Rowntree, D. (1987) *Assessing Students: How Shall We Know Them?* London: Kogan Page

Rix, J. Simmons, K. , Nind, M. and Sheehy, K. (2004) *Policy and Power in Inclusive Education: Values into Practice* Routledge Falmer

Rogers, W. (2006) *Classroom Behaviour: A Practical Guide to Effective Teaching, Behaviour Management and Colleague Support* (2<sup>nd</sup> Ed.) Paul Chapman Educational Publishing ISBN-10: 141292863X ISBN-13: 978-1412928632

Tennant, M. (1997) *Psychology and Adult Learning*. London: Routledge

Tett, T. *Community Education, Lifelong Learning and Social Inclusion (Policy & Practice in Education)* (2007) Dunedin Academic Press; 2New Ed edition

Unwin, L. and Wellington, J. (2000) *Young People's Perspectives on Education, Training and Employment*. London: Kogan Page

Wallace, S. (2007) *Teaching, Tutoring and Training in the Lifelong Learning Sector* (3<sup>rd</sup> Edition) Learning Matters. ISBN 9780844450909

Wallace, S. (2001) *Teaching and Supporting Learning in Further Education: Meeting the FENTO Standards (Further Education)* Learning Matters Ltd. **ISBN-10:** 1903300282 **ISBN-13:** 978-1903300282

Wallace, S. (2002) *Managing Behaviour and Motivating Students in Further Education* Learning Matters Ltd ISBN-10: 1903300495 ISBN-13: 978-1903300497

Wallace, S. (2007) *Getting the Buggers Motivated in FE (Essential FE Toolkit)* Continuum International Publishing Group Ltd ISBN-10: 0826492495 ISBN-13: 978-0826492494

Young, J. (2005) *100 Ideas for Managing Behaviour* Continuum International Publishing Group Ltd. ISBN-10: 0826484778 ISBN-13: 978-0826484772

## Websites

[www.ocr.org.uk](http://www.ocr.org.uk) OCR web site

[www.qca.org.uk](http://www.qca.org.uk) Qualifications and Curriculum Authority

[www.dfes.gov.uk](http://www.dfes.gov.uk) Department for Children, Schools and Families (Formerly Department for Education and Skills (DfES))

[www.gtce.org.uk](http://www.gtce.org.uk) General Teaching Council for England

[www.gtcs.org.uk](http://www.gtcs.org.uk) General Teaching Council for Scotland

[www.gtcw.org.uk](http://www.gtcw.org.uk) General Teaching Council for Wales

[www.gtcni.org.uk](http://www.gtcni.org.uk) General Teaching Council for Northern Ireland

[www.estyn.gov.uk](http://www.estyn.gov.uk) The Office of Her Majesty's Chief Inspector for Education and Training in Wales

[www.ofsted.gov.uk](http://www.ofsted.gov.uk) The Office for Standards in Education.

[www.hmie.gov.uk](http://www.hmie.gov.uk) Her Majesty's Inspectorate of Education (Scotland)

[www.inclusion.uwe.ac.uk/csie/index.htm](http://www.inclusion.uwe.ac.uk/csie/index.htm) Centre for Studies on Inclusive Education.

[www.ltscotland.org.uk/inclusiveeducation/index.asp](http://www.ltscotland.org.uk/inclusiveeducation/index.asp) The Inclusive Education section of the Scottish Parliament's Learning and Teaching area.

[www.standards.dfes.gov.uk/secondary/keystage3/all/respub/sec\\_pptl0](http://www.standards.dfes.gov.uk/secondary/keystage3/all/respub/sec_pptl0) The standards Site - it has units on a range of learning and teaching, mainly aimed at schools but some of the content would be of use to a student teacher.

[www.scips.worc.ac.uk](http://www.scips.worc.ac.uk) Strategies for Creating Inclusive Programmes of Study (accessed 1<sup>st</sup> August 2007)

[www.macintyrecharity.org/excellence\\_in\\_practice/person\\_centred\\_planning/what\\_is\\_pcp.html](http://www.macintyrecharity.org/excellence_in_practice/person_centred_planning/what_is_pcp.html) A number of resources for person centred planning by the Macintyre Charity

[www.excellence.qia.org.uk/pdf/Person-centred%20approaches%20and%20adults%20with%20learning%20%20%20%20%20%20%20difficulties.pdf](http://www.excellence.qia.org.uk/pdf/Person-centred%20approaches%20and%20adults%20with%20learning%20%20%20%20%20%20%20difficulties.pdf) Person-centred approaches and adults with learning difficulties.

[www.nerf-uk.org/bulletin/pastissues/](http://www.nerf-uk.org/bulletin/pastissues/) National Education Research Forum  
[www.dcsf.gov.uk/ibis/index.cfm](http://www.dcsf.gov.uk/ibis/index.cfm) Improving Behaviour in School website (has useful generic information of use to Teaching in the Lifelong Sector).

[www.teachernet.gov.uk/wholeschool/behaviour](http://www.teachernet.gov.uk/wholeschool/behaviour) Teachernet website on behaviour in schools

[www.behaviouruk.com/education/community.php](http://www.behaviouruk.com/education/community.php) Site promoting good behaviour

[www.behaviour4learning.ac.uk/viewArticle2.aspx?contentId=13459](http://www.behaviour4learning.ac.uk/viewArticle2.aspx?contentId=13459) Resource website for behaviour management in education.

[www.new2teaching.org.uk/tzone/Behaviour/behaviour/default.asp](http://www.new2teaching.org.uk/tzone/Behaviour/behaviour/default.asp) a resource site for many areas of teaching including managing behaviour.

[www.f4i.org](http://www.f4i.org) A framework for intervention website with some useful ideas, aimed mainly at schools but generic in many respects.

## Assessment Criteria, Knowledge and Evidence Linked to Practice

1.

	<b>Assessment Criteria</b>	<b>Knowledge</b>	<b>Evidence Linked to Practice</b>
1.1	Summarise a range of behaviours that may occur in the learning environment.	Recognise a range of student behaviours.	<p>A report that encapsulates the range of behaviours that may occur in the learning environment both positive and negative.</p> <p>A report that explains the range of student behaviours and the underlying reasons for such behaviours.</p> <p>A report that takes a range of student behaviours and considers the impact that such behaviours have on the learning environment.</p> <p>A professional discussion with peers or assessor.</p> <p>A presentation to a group of peers.</p> <p>The student teacher may provide evidence in a video or digital format but the content should reflect the length of report or presentation given above</p>
1.2	Review a range of factors that may underlie different behaviours in the learning environment.	<p>Recognise a range of student behaviours.</p> <p>Understand the factors that can trigger different behaviours.</p>	
1.3	Analyse the impact of different behaviours on the learning environment.	<p>Recognise a range of student behaviours.</p> <p>Understand the affect that different behaviours have in the learning environment.</p>	

2.

	<b>Assessment Criteria</b>	<b>Knowledge</b>	<b>Evidence Linked to Practice</b>
2.1	Summarise legislation relevant to managing behaviour in the learning environment.	Understand the scope of legislation applicable to managing behaviour in the learning environment.	A report that encapsulates and interprets the legislation which is applicable to managing behaviour and where appropriate, linking particular types of behaviour to specific legislation.
2.2	Review organisational policies relevant to managing behaviour in the learning environment identifying any areas for improvement.	<p>The range of behaviours in the learning environment.</p> <p>Understand the scope of legislation applicable to managing behaviour in the learning environment.</p> <p>The range of behaviours in the learning environment.</p> <p>Understand the organisational policies relevant to managing behaviour.</p> <p>Understand the affect that different behaviours have in the learning environment.</p>	<p>A report which brings together the range of learning behaviours, their impact on the learning environment, the causes of such behaviour, the legal requirements and organisational policies. It should be provide an analysis of the value of such policies in managing behaviour and make recommendations for improvements based upon the outcomes of the analysis</p> <p>A professional discussion with peers or assessor on the legislation and the implication it has for managing behaviour.</p> <p>A presentation to a group of peers.</p> <p>The student teacher may provide</p>



			evidence in a video or digital format but the content should reflect the length of report or presentation given above
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**3.**

	<b>Assessment Criteria</b>	<b>Knowledge</b>	<b>Evidence Linked to Practice</b>
3.1	Review ways of encouraging behaviours that contribute to an effective learning environment.	Understand a range of behaviours which support an effective learning environment.	<p>A report analyses methods for encouraging behaviours which contribute to effective learning environments: where possible the student teacher should draw upon their own experiences.</p> <p>Lessons plans, schemes of work, assessment plan which are used by the student teacher highlighting strategies for encourage positive behaviour and a short rationale as to why the strategies are appropriate to the particular learning environment.</p> <p>A professional discussion with peers or assessor.</p> <p>A presentation to a group of peers.</p> <p>The student teacher may provide</p>
3.2	Use strategies for encouraging behaviours that contribute to an effective learning environment.	<p>Understand why certain types of behaviour encourage an effective learning environment.</p> <p>Understand a range of behaviours which support an effective learning environment.</p> <p>Understand why certain behaviour encourages an effective learning environment.</p> <p>Understand a range of strategies which encourage appropriate behaviours.</p>	

			evidence in a video or digital format but the content should reflect the length of report or presentation given above
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**4.**

	<b>Assessment Criteria</b>	<b>Knowledge</b>	<b>Evidence Linked to Practice</b>
4.1	Review ways of managing behaviours that disrupt an effective learning environment.	Understand a range of behaviours which disrupt an effective learning environment.	<p>A report analysing methods for managing disruptive behaviours and why they have a negative effective upon learning environments: where possible the student teacher should draw upon their own experiences.</p> <p>Lessons plans, schemes of work, assessment plan which are used by the student teacher highlighting strategies for managing disruptive behaviour and a short rationale as to why the strategies are appropriate to the particular learning environment. Where possible a student teacher should draw upon their own experience.</p> <p>A professional discussion with peers or assessor.</p>
4.2	Use strategies for managing behaviours that disrupt an effective learning environment.	<p>Understand why certain types of behaviour disrupt an effective learning environment.</p> <p>Understand a range of strategies manage disruptive behaviours appropriate behaviours.</p>	

			<p>A presentation to a group of peers.</p> <p>The student teacher may provide evidence in a video or digital format but the content should reflect the length of report or presentation given above</p>
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**5.**

	<b>Assessment Criteria</b>	<b>Knowledge</b>	<b>Evidence Linked to Practice</b>
5.1	Review own approaches, strengths and development needs in relation to managing different behaviours in the learning environment.	<p>Understand the range of behaviours which support or disrupt the learning environment.</p> <p>Recognise the causes of particular types of behaviour.</p>	<p>An analysis of lesson plans, schemes of work, learning materials and own behaviour in respect to managing student behaviour. The analysis should identify positive and negative aspects of practice and explain why this is the case. As a result the student teacher should produce a range of strengths and weaknesses in own practice.</p> <p>A professional discussion with peers or assessor.</p> <p>A presentation to a group of peers.</p> <p>The student teacher may provide</p>
5.2	Discuss ways to adapt and improve own practice in relation to managing different behaviours in the learning environment.	<p>Understand the legislation which impacts upon the management of behaviour in the learning environment.</p> <p>Describe the institutional policies on managing behaviour.</p> <p>Understand a range of strategies for discouraging disruptive behaviour.</p> <p>Understand a range of strategies for encouraging behaviours which support the learning environment.</p> <p>Understand own practice in respect of managing behaviour.</p> <p>Recognise appropriate or new strategies for managing</p>	

		<p>behaviour.</p> <p>Understand the importance of responding to particular behaviour, especially disruptive behaviour.</p> <p>Understand the importance of continuous professional practice.</p>	<p>evidence in a video or digital format but the content should reflect the length of report or presentation given above</p> <p>A report of own practice in managing different behaviours, reflecting on the success of such practice, changes which may be appropriate and the latest professional thinking and guidance.</p> <p>An appraisal report and/or discussion on practice in managing different behaviours, reflecting on the success of such practice, changes which may be appropriate and the latest professional thinking and guidance.</p>
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