

Date:



Behaviour Management Cycle

Norms of the Learning Circle

1. Inspiration: We will share to inspire and be inspired
2. Support: We will support each other, listening to and encouraging each other
3. Challenge: We will push each other to get better, investing in each other's growth
4. Learning: We will do everything possible to learn as much as we can, and we will not be afraid of making mistakes
5. Everyone shares

AGENDA

1. Recap of last circle
2. Opening
3. Content review
4. Circle of Learning and Application
5. Reflection

RECAP

Facilitator: What did we do in the last circle?

Facilitator: How have you used it in class so far?

OPENING

Facilitator: How are you feeling today?

Facilitator: What was your 'Aha!' moment in the course

Teachers will mention the key takeaway from the course or what they liked/disliked about the learning experience in the course.

CONTENT REVIEW

(You can conduct this content review in the form of a quiz or by asking teachers to answer in turn or any other method you think would help teachers recap the content covered in the course.)

Facilitator: What was the course about?

ESR:

- *The course taught a simple tool called the Behaviour Management Cycle to manage student behaviour in class. The steps of BMC are (i) Attention grabbing and explicit instructions (ii) Behaviour narration (iii) Corrective action.*
- *It also talked about why each step of the cycle is important.*
- *We learnt in which situations BMC works and when is it time to reflect on our relationship with a student in case BMC is not proving to be fruitful.*

Facilitator: Why is each step of BMC important?

ESR:

Attention grabbing: *Our brain is wired to focus on one thing to process information for understanding. Attention grabbers help the teacher to get the students' attention and prepare them for the instructions.*

Explicit instructions: *Students, sometimes, are unable to follow instructions in class because they do not have clarity on what they are supposed to do. Explicit instructions given by the teacher allows them to know what they have to say, do or how they have to behave.*

Behaviour Narration: *Students are constantly being influenced by the activities happening in class whether it is things that their classmates are doing or things that the teacher is saying. These are called social influences. In order to get students on task, these social influences should help them do it. When a teacher calls out students who are already on task, a teacher is reiterating what is expected of the students and students who didn't follow the instructions the first time now have an opportunity to know what is expected of them.*

Corrective Action: *Despite grabbing attention, giving explicit instructions and narrating behaviour, some students might still not be on task. That is when the teacher needs a step to reinforce positive classroom culture very explicitly. This is why corrective action is needed.*

CIRCLE OF LEARNING AND APPLICATION

Now it is time to try to apply our learning.

Facilitator asks: Have all the teachers done at least three classroom observations? In pairs, share your observations with the teacher whose class you observed and give your feedback. Share your reflection on your own execution of BMC. What (you felt) worked well and what needed greater support?

Facilitator asks: Teachers have to recall the incidents when they realized they have to execute BMC.

Facilitator asks: You pass by a class and hear a lot of noise coming out of it. You stop and see that the class looks like this:

A few students have formed two groups in two different corners and are busy in a discussion. A couple of students are observing a chart paper put up on the board and a teacher is talking to them. 2-3 students are moving around the class talking to the two groups for a few minutes and then writing something individually on a sheet of paper. Discuss what are your thoughts about the behaviour in the classroom.

Is this an example or non-example of Behaviour Management Cycle execution in the class? Why?

(You may choose to use any other task that gets teachers to apply their learning.)

REFLECTION

Make a note in your journal about what you learnt new in the session today from the experiences that other teachers shared. What do you plan to try out this week? Good luck!