Behavioural Brilliance

Classroom Management for Cognitive Clarity

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Good behaviour has a purpose

- Maximise safety
- Create predictable environments
- Reduce conflict
- Optimise learning



Optimise learning

- Reduce distractions
- Maximise focus
- Build habits of learning
- Maximise learning time
- Create opportunities for extended concentration



SELF DISCIPLINE

- HABITS simplify a shared understanding of how to succeed
- They increase the likelihood of the right behaviour occurring through automaticity
- They make it easier for children who struggle with social conduct, to choose correctly
- HABITS build CHARACTER
- GOOD routines are clear/ specific/ concrete/ well known/ possible



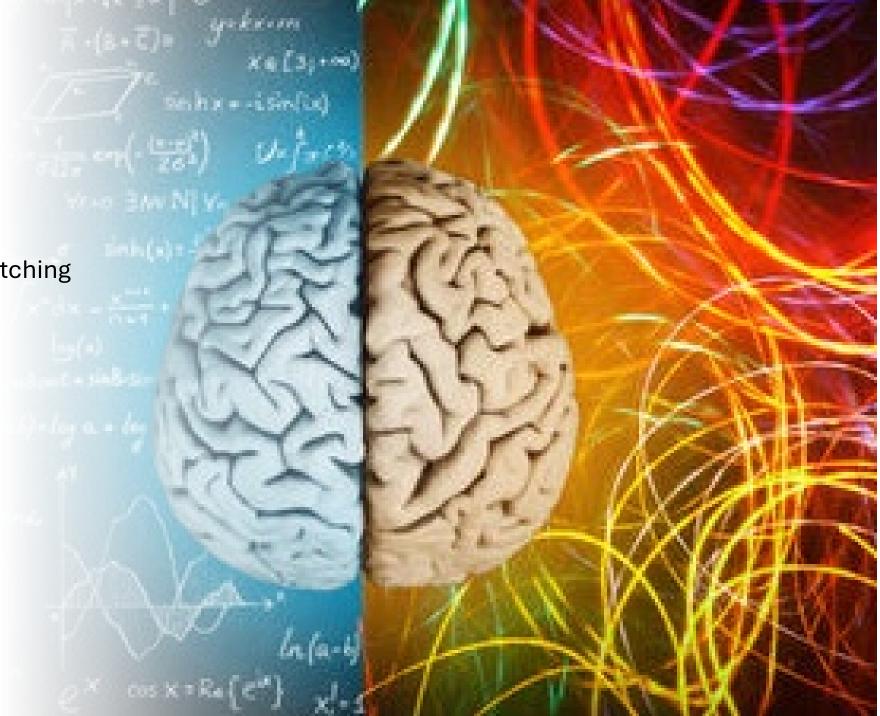
The Behaviour Curriculum

- If behaviour is learnable it is teachable
- If it is teachable it is subject to the mechanisms and strategies that inform teaching



Cognitive load theory and behaviour

- Multi-tasking vs task switching
- Reduce unnecessary distractions
- Introduce foundational concepts
- Practice
- Repetition
- Chunking



Rosenshine's Principles of Instruction & Learning Behaviour

- Daily Review
- Present New Material in Small Steps with Student Practice
- Ask a Large Number of Questions and Check for Understanding
- Provide Models
- Guide Student Practice
- Check for Student Understanding
- Obtain a High Success Rate
- Provide Scaffolds for Difficult Tasks: Require and Monitor Independent Practice:
- Engage Students in Weekly and Monthly Review.

MOTIVATION and focus

- INTRINSIC MOTIVATION- when we behave in the way we want to because of our DESIRES, AMBITIONS VALUES etc
- EXTRINSIC MOTIVATION- when we behave because of OUTSIDE forces that make us do so-deadlines, pressure, warnings, bribes, incentives, pay etc
- We want children to be INTRINSICALLY motivated to behave well
- But of course they are not.



Building intrinsic motivation

- 1. PERSUADE children that the behaviour is the right one
- 2. NORMALISE the right behaviour
- 3. TEACH the right behaviour so it is clear
- 4. INSIST on the right behaviour when it doesn't happen
- 5. HABITUATE the behaviour by repeating the demand
- 6. PRAISE students who get it right
- 7. CHALLENGE students who do not (EXTRINSIC MOTIVATION)
- 8. RETEACH
- 9. CELEBRATE success

Learning to Learn

- Focus
- Taking feedback
- Thinking critically
- Persevering
- Working hard

Can all be taught as habits, celebrated, insisted upon, encouraged.



Any questions?

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