

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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