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Teaching and Learning Rituals

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Mixture of 2 elements

1. Good teaching techniques – planning, organised, interesting, stimulating, relevant.
2. Good behaviour management techniques - centred on an assertive teaching style.

The lesson:

1. Work to establish an agreed and understood framework of routines and expectations.
2. Establish your control during induction and maintain it throughout the course.
3. Do not assume your students will know what to do or realise what you expect of them. Teach them how to do what you want them to do..
4. Work with the students to agree rules; record them, sign them up, hang the rules/contract on the classroom wall; give them a signed copy each.
5. Never ignore rule breaking. Handle rule breaking as the student's personal responsibility, not your own.

A. Starting and finishing the lesson.

- a. Consult establishment policies and procedures. Embed them in your structure and planning.
- b. Agree with students the need for punctuality and lesson readiness. Ensure everyone understands the procedure for handling students who arrive late. Insist that the procedures are followed on every occasion. Record and retain all lateness events.
- c. Agree procedure for bringing the required tools, resources, equipment, clothing etc., required for the lesson. Agree the storage method. Agree the consequence of not bringing required items.

B. Beginning the lesson; seek an immediate and positive start to the lesson. The longer it takes to begin the lesson, the more difficult it is to get students on target and keep them there. Work to motivate, stimulate, create interest, relaxed atmosphere, expectation of work

- a. Use brain warmers and motivators
- b. Provide clear descriptions of
 - i. The aim and learning objectives of the lesson
 - ii. The learning and skills they will have achieved at end of the lesson
 - iii. The activities in which they are going to be involved during the lesson

C. Settling time; signal to settle; create an even start for everyone.**D. Plan short activities** that offer a variety of stimuli and methods of involvement

- a. If students have poor attention span – 15 – 20 minutes maximum for activity
- b. Mix writing/reading activities with art/graphic, practical/role play, video/music, games/quizzes
- c. Have “move around” sections of the lesson.

E. Use guides for transitions

- a. Give clear instruction “finish in one minute”
- b. Prompt “nearly finished”

- c. Pens (tools) down
 - d. Everyone look this way
 - e. Thank you.
 - f. Windup the last activity
 - g. Ensure all are attending
 - h. Announce the next activity with everyone attending
 - i. Take them all together into the next activity.
- F. **Establish communication and classroom etiquette** – one speaker, indicate by hand – supported by agreed signals, forms of address, volume levels etc.
- G. **Establish clear and consistent domestic routines** – going to the toilet, mobile phones, drink and food.
- H. **Clearly identify proscribed and prescribed behaviour.** No name calling, no physical or verbally threatening behaviour, no intimidatory or harassing behaviour, no shouting out in class, no swearing. (build into contract.) But phrase them in positive terms.
- I. **Agree the way of carrying out certain instructions** e.g. forming a group, returning to your seat, showing you have completed your work, asking for assistance.
- J. **Agree how to settle disputes** – “...leave it now we will discuss it at the end of the lesson so we don't disturb everyone else.” Broken record 3 times, escalate to next level.
- K. **Refresh memory of the agree rules and procedures** at regular intervals, perhaps through group tutorial. Do not allow the rules or procedures to drift or become variable.